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THE INITIATING-EXTENDED-ROLE TEACHER:
EXPLORING FACETS OF TEACHER LEADERSHIP

presented by

Peter Selby Vance

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of the requirements for

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Charles A. Blackburn
Major professor

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THE INITIATING-EXTENDED-ROLE TEACHER: EXPLORING FACETS OF TEACHER
LEADERSHIP

By

Peter Selby Vance

A DISSERTATION

Submitted to
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ABSTRACT:

THE INITIATING-EXTENDED-ROLE TEACHER: EXPLORING FACETS OF TEACHER
LEADERSHIP

By

Peter Selby Vance

The purpose of this study was to find initiating-extended-role teachers. An initiating-extended-role teacher is a teacher who not only extends his or her role outside the classroom, but in that extension, *initiates* programs or ideas. In this study, a description of the initiating-extended-role teacher was developed. It includes four parts: (1) A personal profile, including characteristics, qualities, behaviors, and motivations associated with the initiating-extended-role teacher; (2) the number of initiating-extended-role teachers that might be found within a district; (3) a description of the type of culture found in the building or district, and whether the nature of the culture were part of the reason initiating-extended-role teachers participated in the decision making process of the building or district; and (4) documentation of the sources for information or expertise that the initiating-extended-role teacher used.

Description

A typical initiating-extended-role teacher was female, had a job title and multiple roles, had sixteen to twenty-five years experience, had both trust of, and good communication with, peers and administration. She felt that advancement in her career was through the expansion of her professional growth.

Approximately 4% of teachers making up the pool of teachers were initiating-extended-role teachers. They felt their roles would be more productive with a positive, supportive culture. The most prominent resources used by the initiating-extended-role teachers were workshops or conferences, in contrast to those of colleges and universities or intermediate school districts.

Methodology

Twelve districts were selected from an east-central Michigan county: four large districts, four medium districts, and four smaller districts. Teachers were asked to complete a questionnaire. Ten initiating-extended-role teachers, selected from those responding to the questionnaire, were interviewed.

Conclusion

The role of initiating-extended-role teachers offers opportunities for self fulfillment and for continued professional growth.

However, is the current rush to involvement of teachers in decision making roles resulting in pseudo or real involvement? If it is real, how might teacher leadership be encouraged and supported, or do schools presently support and encourage teacher-leader roles?

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DEDICATION:

To my wife, Eleanor, and children, Jessica and Jonathan; thanks for the
time and encouragement.

To the teachers who go unrecognized and unsupported, but lead on. And
to all the teachers who lead, who are a model for us all.

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CHAPTER 1
CHARACTERISTICS OF TEACHERS WITH EXTENDED ROLES
WHO INITIATE PROGRAMS AND/OR IDEAS

Context

Teacher roles beyond the classroom have become more common as the profession has increased participation of teachers in leadership functions in curriculum development and staff development. These leadership activities have made it apparent that another side of the professional teaching career is evolving. As a result, some in the teaching profession have said that a person can be successful in education as a "career teacher" without following the traditional path of climbing either the "teacher ladder" or the "administrative ladder."

Historically, an institutional view of a career in education meant teachers advanced by moving into the arena of administration, through positions such as subject coordinator, assistant principal, or principal. Total success, in this instance, was reached when one had reached the top of the system. Monetary rewards were the main incentive. A career was viewed as a hierarchical move up the organizational chart. (McLaughlin & Yee, 1988) A more subjective perception of a career in education has developed, however. In this view, success has more to do with professional growth and development. Effectiveness and expertise defined by the individual is through which success is measured. Advancement is an ongoing process. (McLaughlin & Yee, 1988)

Positive results also have been experienced by school districts as a whole that nurture and encourage teachers in leadership roles. There is a positive correlation between the amount of responsibility given to these teachers and the results gained. (Kenny & Roberts, 1984)

Commitment and improvement toward quality education has emerged with active teacher participation.

Definition

"A teacher with an extended leadership role is one who extends his or her professional role beyond the classroom. The extended role they assume usually includes an assignment which combines a teaching responsibility with additional professional activities such as staff development, curriculum improvement, instructional improvement, research application, and/or other activities focused on the school program. These teachers earn the respect of their peers. They are perceived by peers and administrators to be opinion leaders, and peers seek them out for professional advice and information. They are often regarded as role models in their schools and school districts, and they typically use their interpersonal networks to accomplish professional goals. Rather than being an appointed, formal position, the extended role may be an assumed or recognized one in which the teacher informally assists a peer, gives advice, provides information, or shares an area of expertise with others in the district." (Blackman & Hatfield, 1987)

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Background Information

There are a number of statements and studies regarding teacher leadership roles. Futrell (1987), past-president of the National Education Association, felt that teachers helping teachers is the best method for improving education. She also has said that this strategy of teachers helping teachers should be formalized in the local teaching contract and defined as a mentor teaching program. Futrell found that teachers who continued to teach in a classroom while they were giving advice or sharing expertise with peers, were perceived as having considerable legitimacy in the eyes of their peers. She believed that it was the situation of full time teaching that allowed this type of mentor to promote collegiality among school staff. While it was questionable whether or not collegiality could be legislated, it was recognized that a teacher's most important source of guidance or support was another teacher. (Lortie, 1975)

Collins and the Michigan State Board of Education found that teachers had a desire to provide more input into district policies and curriculum. (Collins, 1987; Michigan State Board of Education, 1987) Other researchers have said that such educational leadership by teachers is prerequisite to quality education. (Iannaccone & Jamgochian, 1985; "Profile," 1986) Finally, it was concluded by several studies that when the opportunity was presented, teachers were effective in planning and implementing long term goals in the areas of curriculum and staff development. (Klein, 1985; Kenny & Roberts, 1984)

The range of incentives for teachers to initiate or participate in leadership activities, such as planning and goal setting, has been wide.

Some teachers have received monetary payment, some have been provided release time (anywhere from a half day per month to an hour per day), some have been awarded recognition, and some have earned only the personal satisfaction of extending themselves and growing as a person. (Caldwell, 1985 ; Steffens, 1987; Hart, 1985; Hatfield, Blackman, Claypool, & Mester, 1985; McLaughlin & Yee, 1988)

There have been several people who have verified the existence of the extended leadership role of teachers in their research. (Hatfield, Blackman, Claypool, & Mester, 1985; Kenny & Roberts, 1984; Kline, 1985; Iannaccone & Jamgochian, 1985) In reference to teacher leadership, Packard and Dereshiwsky have discussed Rosenholtz's research on three teacher leader characteristics. First, they reported that teacher leaders have a "basic intelligence and motivation to gain knowledge and skills important for leadership and effective teaching." Second, they demonstrate the "ability and desire to take risks for the possibility of improvement." Third, they were seen to participate in "ongoing opportunities for learning and self development." (Packard & Dereshiwsky, 1988 p. 5) There is an interesting relationship between the first characteristic (motivation to gain skills) and the thoughts of Mechanic (1962) regarding the exercising of power. He found that teachers have been motivated to gain needed knowledge in certain areas, and suggests that possessing knowledge that goes beyond that possessed by others creates an opportunity for power.

By way of illustration, a teacher who has a great deal of information regarding the techniques and strategies in the teaching of reading, and its infusion into all subject areas, might have power because of this expertise. Power, because of information, could occur

if the principal had a lesser amount of information concerning the implementation of such a concept. This power could be increased if the teacher's expertise were valued by others in the district. Power can be held by teachers because of access to resources and information. (Hallinger & Richardson, 1988)

McLaughlin and Yee (1988) specifically addressed the issue of a teaching career when they observed that the perception of teaching has been changing from that of progressing up the career ladder and/or administration ladder to one of professional development and self growth, and toward an expansion of the teacher's role. They also observed that the school or district that encouraged this perception of the teacher's role, did so with the culture, or atmosphere and attitude, that existed within the school or district. The result was an environment that encouraged learning and development for both teachers and students.

Little (1982) has discussed the culture of collegiality within a school building. She observed that where collegiality exists in a school, teachers were seen to communicate with, share with, and coach their peers. The result, again, was a very positive environment for learning, for both teachers and students.

Problem

With the recognition that teachers in extended leadership roles may exhibit power, and therefore influence both peers and superiors, it can be understood how some of these teacher leaders might have also begun to *initiate* ideas. In this context, to initiate means that the

teacher began with an idea (usually the identification of a problem) and took the solution through the stages of suggestion, development, and implementation. Here the identification of the original problem was made by the teacher. This was in contrast to a more typical process where an administrator identified the problem and teachers were then asked to assist in generating a solution. According to Cooper, teacher power has been mostly of this type. The "present wave of reform is essentially derived power." (Cooper, 1988 p. 50) Here, when authority was delegated it was not the same as actually having the authority, because that authority could always be withdrawn. With the advent of *school improvement* and *site-based management*, however, teachers have been asked to take part in, and to share some of this power. It has been suggested that if teachers were to be successful in these new positions of decision making, then skill development, support, and learning must simultaneously occur. (Cooper, 1988; Lieberman, 1988)

The current perception has been that the administrator both controls, and is responsible for, the school. Consistent with this view, universities and colleges provide leadership training and information to administrators and potential administrators, but not to teachers. Thus, not only has this perception been perpetuated by tradition, but also by preservice institutions. (Griffin, 1990) The expectation that the principal served as both building manager and instructional leader has become unrealistic. There is too much happening in a school for one person to lead and to develop an expertise in every area. (Barth, 1988) It has become apparent, then, that there is a need to share the power with others within the school. A principal cannot do it all. (Barth, 1988; Griffin, 1990)

In response to the increased demands by government, business, and society on schools, and the changes (increased requirements and higher outcomes) required of them, teachers have become inquirers into and experts in their various teaching situations. (Griffin, 1990) Devaney and Sykes concurred with this understanding, as they observed that mandates imposed from outside the school institutions would not be able to solve problems, and that problems must be solved by those who were within the system: the teachers. (Devaney & Sykes, 1988)

Two challenges for education, therefore, have developed. First, capable people must be found and introduced to this new and different role for teachers, that of decision maker and problem solver. Second, the school as an institution must give recognition to this expanded role as a legitimate aspect of a teaching career. (Little, 1988)

The need for the development of a professional culture within schools has also been expressed. It has been found that shaping a professional culture within a school requires that teachers be perceived differently by both themselves and others. It must be understood that teachers are "active creators and users of practical knowledge about their own teaching." (Smyth, 1989 p. 227) Traditionally, teachers have been thought of as professionals. Being a professional, however, usually denotes some sort of leadership expression. Therefore, to have a truly professional culture in a school, there must be shared leadership. (Barth, 1988) The new culture requires that teachers move away from a state of isolation (Lortie, 1975) and participate in ownership of and responsibility for their school. This ownership means that no one any longer is responsible only for themselves, but the group becomes responsible for what happens in each classroom and to each

student. (Little, 1988) This becomes possible as "(m)any teachers feel ... that no matter how fulfilling, how important, and how successful the work within the classrooms, there is more to teaching." (Barth, 1988 p. 135)

It was within this framework of a professional culture that the concept of "initiating-extended-role teacher" emerged. As observed previously, the role of initiator has been different from the role of participator on district committees, building chairperson, local education association representative, or school improvement team member. To initiate has meant that the teacher developed an idea, and took it through the stages of suggestion, development, and implementation. Most importantly, the identification of the original problem was made by the teacher. Anecdotal reports of teachers initiating ideas and contributing to problem resolution have been made (Chrisco, 1989; Hilton, Kuehnle, Scholl, & Zimpher, 1988), but a formal study has not.

While several researchers have suggested it is important for the survival of schools that they utilize the expertise, creativity, problem solving abilities, and general higher order thinking of teachers, recognition of this by the general public has not been widespread. (Barth, 1988; Cooper, 1988; Devaney & Sykes, 1988; Griffin, 1990; Little, 1988) It is assumed here that initiating-extended-role teachers possess many of the necessary skills to assist in the survival of schools. As a result, a description of these teachers who initiate action in the school system would be important. Such a description would include a profile of the teachers' personal characteristics, motivations, and skills, as well as the school culture in which the teachers developed.

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Purpose of the Study

The purpose of the study was to discover if there are initiating-extended-role teachers in school districts. A four part description of this type of teacher was developed to direct this investigation. First, common characteristics, qualities, behaviors, and motivations of teachers with extended roles, were delineated. Second, the number of people identified in the study was also noted. From this information emerged a personal profile of the initiating-extended-role teacher. A third, but related, part of the description concerned the notion of a culture within a school system and whether it was supportive or nonsupportive for development of the initiating-extended-role teacher. Fourth, sources for information and expertise that the initiating teacher used were identified.

In addition, the role of the initiating-extended-role teacher as a participant in a strong district support system was explored. It was assumed that if reform in education were to occur, teachers must be a major part of it. Teacher involvement would provide a support system to help deal with pressures from outside as well as changes within the district.

Methodology

Twelve (12) school districts from an east-central county of Michigan were selected to be representative of various size classifications of school districts. From each of these districts, a

group of teachers was selected as extended-role teachers by district administrators and district teachers' association representatives. Those selected by more than one of these people in their district, were then each sent a questionnaire. The design of the questionnaire was such that information regarding the teacher's staff relationships, district and building culture, resources used, and the identity of those initiating would be generated. To do this, the questionnaire was made up of five parts, including: personal background, professional assignment, professional relationships, personal growth, and general comments. After distribution of the instrument, and its return, analysis of the results identified the initiating-extended-role teachers. Follow-up interviews of a portion of those identified initiating-extended-role teachers responding were conducted.

Delimitations

1) This study was focused on how the teachers viewed themselves and their activities. It did not result in information regarding how others viewed them.

2) It was not assumed that having initiating-extended-role teachers in a district automatically assured school improvement.

3) No information regarding the necessity of an instructional leader's (principal's) support was included in the study.

Limitations

There were certain limitations of this study.

1) It was difficult for some people to conceive of a person in a leadership role and not have that person also have a formal title. Although examples of initiating-extended-role teachers were given the district curriculum people, association presidents, building principals, and building education association representatives, this traditional perception may not have been overcome, and, therefore, the names given may not have produced the desired initiating-extended-role teacher pool.

2) Not all people who were contacted responded. This may have skewed the sample.

3) Those interviewed were selected only from people who returned forms. Information that people had who did not take time to complete the questionnaire was not available, and, therefore, they were not in the selection pool.

Potential Significance

The results of this study may be used to help teachers, principals, and superintendents examine their own situations and do the following: Document the work being done by the initiating-extended-role teacher; document that these teachers not only perform their contractual duties, but also contribute in additional areas; become informed as to what motivates this type of teacher; identify whether a culture or environment exists that promotes the development of an initiating-extended-role teacher; identify resources this type of teacher has used

or may use to enhance his or her skills and expertise; and determine how many initiating-extended-role teachers might be present within their school district. The area of greatest potential significance, however, was found to lie in the resource these identified initiating-extended-role teachers represent to their school district. Because of their leadership, and ability to bring forth issues, problems, and solutions, initiating-extended-role teachers develop an ongoing professional dialogue. Holly has stated: "There are no methods for school improvement better than serious observation and professional deliberation." (Holly, 1989 p. 305)

Blackman reminds us that the view of "*the teacher as learner*" (italics in original) has developed as part of the role of the teacher. (Blackman, 1989 p. 13) The goal is to create an independent teacher. This teacher will gather the facts him or herself, and therefore, have "a critical awareness and a basis for radical change" that is needed for reform and for a professional culture to exist. (Smyth, 1989 p. 222) While the individual growing teacher reflects, it is also important for the school that there be sharing and networking. Successful schools have the professional culture of collaboration and collegiality. (Blackman, 1989 p. 7) It is with the establishment of a professional culture and this new leadership role that recognition and respect from within the institution and from the community at large will develop. An outgrowth may indeed be the realization that the best teachers of teachers are teachers themselves. (Lieberman, Saxl, & Miles, 1988) Acknowledging this, the individual teacher will develop a positive attitude toward his or her career and a realization of an increased level of opportunity and power. With the opening of the door to this

increased opportunity comes a means to avoid teacher burnout and non-involvement. (McLaughlin & Yee, 1988) A strong district support system, therefore, becomes significant to the nurturing and support of initiating-extended-role teachers.

Summary

First, from the results of this study a description was developed of the initiating-extended-role teacher. Within this description, a profile of the common characteristics, qualities, behaviors, and motivations of initiating-extended-role teachers was delineated. Second, the notion of a culture within a school system and whether it is supportive or nonsupportive of an initiating-extended-role teacher was addressed. Third and fourth, sources this type of teacher had used and would use in the future to enhance his or her skills and expertise were identified. Fifth, to complete the profile, a percentage of people within a district who fell in this category of initiating-extended-role teacher was developed. Sixth, the initiating-extended-role teacher as a source for supporting education at either the building or district level was discussed.

CHAPTER 2
A REVIEW OF THE LITERATURE
CONCERNING TEACHERS WITH EXTENDED ROLES

Introduction

This review of the literature will cover four basic concepts. First, there will be a discussion of the role of teachers as it relates to curriculum development and staff development. A review of past and present concepts of teacher leadership will be discussed second. Third, the topic of the future of teacher leadership will be covered, and fourth will be a discussion of how the extension of leadership can be accomplished through professional development. The importance of teacher-leaders will be addressed in each section where appropriate.

Teacher Roles as They Relate to Curriculum Development and Staff

Development

The role of teachers in making decisions about the purposes of education, classroom methods for the delivery of curriculum, the content of curriculum, and school and district missions are explored in the first section of this chapter. In addition, the phenomenon of teacher isolation is discussed.

Purposes of Education

The purposes of education are to promote student learning and to have this learning prepare students for their lives after completion of

their formal school experience. Elliot Eisner (1982) stated that schools should teach cognition, thought, and how to think, and that this thought must be expressed. Our traditional mode of expression, and the one that is emphasized in schools, is written language. Eisner points out that not all students, however, become adept at this skill, and so the arts should be promoted as an important alternative to written language. (Eisner, 1982)

Schools have always reflected the state of the society. As time has moved on and as society's needs have changed, so have society's expectations of public education. Social issues, for example, have affected schools over time (religious freedom, public as opposed to private, church as opposed to state, integration, etc.), and they will continue to do so. (Molnar, 1985) Currently, for instance, schools are assuming more of the responsibility for instilling in the young a sense of societal demands, expectations, morals, and duties. In past times this process largely occurred in the home. (Lundgren, 1985) As schools move along the road toward improvement, they will need to be continually responsive to these and future issues. In order to respond to these issues and improve successfully, the "theories" of education need to be expressed in "practice". (Eisner, 1984) This suggests that the practitioners and theorists will need to communicate more effectively and coordinate their activities. (Molnar, 1985)

As teachers comprise the largest group of practitioners, it seems only reasonable that they, too, should be included in developing the purposes, goals, and delivery of education. In a commentary on restructuring, Carnoy suggests that "if each school has a say in defining what and how it produces, at least everyone will know what the

product goal is and how they plan to reach it." (Carnoy, 1990 p. 32)
When a school "has its say," teachers become involved.

Classroom Methods for the Delivery of Curriculum

While coordination of theory and practice is necessary, a wider, broader perspective may be required for understanding how theory is actually applied in an individual teacher's classroom. The theorists have researched teaching methods that work under certain conditions. The practitioners historically have examined these methods and then have adapted them to their own situations. Most teachers feel, for instance, that the instructional methods used in their classrooms have evolved through trial and error rather than through the planned application of general principles of instruction. (Lortie, 1975) Lortie suggests the material shared either by peers or the theorist is subjected to teacher review and interpretation of what is significant for their own situation and environment. Whatever is adopted by a teacher is then given the idiosyncratic personality of that teacher. (Lortie, 1975) It is the individual that makes the method or program work.

The delivery of curriculum in the classroom is enhanced by teachers sharing information and feedback with each other. An example of this successful sharing took place in three small city schools and was reported by Little. (Little, 1988) When peer observations and feedback are frequent and integrated into the daily work, teacher success was felt and improved teaching was most likely to develop. In a study of three successful schools in Georgia, one of the three things that was considered to have contributed most to success was a high rate

of dialogue among teachers concerning instruction. (Pajak & Glickman, 1989)

The Content of Curriculum

Apple suggests that current curriculum is textbook based and decided upon by a few men pushing for state adoptions resulting in a limited, censored, salable curriculum (²Apple, 1984; Apple, 1985). This view calls us to consider what should be reflected in school curriculum, and there are many who have proposed ideas on this issue. Giroux states that education should be meaningful for all participants (Giroux, 1985), should include the radical point of view (Giroux, 1984), and should be generally about "life". (MacDonald, 1982) Kliebard states that curriculum's end result for children is a combination of the traditional, social efficiency, developmentalist, and social meliorist theories of curriculum. (Kliebard, 1985)

Regarding specific content of curriculum, Walker states that, although technology is a part of everyday life and therefore should be a part of the curriculum, the person educated in the "liberal arts" is still of prime importance. (Walker, 1985) More generally, others propose that learning how to learn, developmentally and phenomenologically (cognitively and humanistically) (Wolfson, 1985), and taking into account the "whole" person and his "whole" environment will result in better evaluation of students and a better world. (Rogers, 1985; Wolfson, 1985) Again,Sizer states that well designed curriculum materials should free the teacher to teach--not confine. Further, what needs to be done with the curriculum is to integrate the subject matter, to not treat it in isolation. (Sizer, 1985) Boyer agrees, stating that

students need to see the patterns and connections between and among each of the subjects and life as well. (cited in Rodman, 1989)

Cawelti feels that with current expectations there is no way everything that ought to be taught can be taught individually by subject. There must be an interdisciplinary approach. (Cawelti, 1989) Additionally, because each student is different, with different needs and learning styles, there can be no one basic curriculum. There are, of course, the common ends desired for the curriculum noted above, but a diverse means to getting there is required. (Sizer, 1985) This approach will require teacher-to-teacher communication and coordination regarding curriculum.

Finally, Apple and Blum state that the desired result of curriculum is improved student performance which will occur with school improvements and better curricula. (¹Apple, 1984; Blum, 1985)

This leads to the question of how the curriculum should be improved, and who should take the leading role. Hatfield and Blackman, in their proposal to reconceptualize the role of teachers, suggest that one of the teacher's functions is to become the provider of "the educational curriculum for students." (Hatfield & Blackman, 1988) Going a step further, Sizer, in *Horace's Compromise*, proposes that teachers and students work together to organize the curriculum and make this teaming ongoing and the curriculum meaningful. (Sizer, 1985) Finally, Keohane, as well as Blackman and Hatfield, propose that teachers need to work together in team situations to develop the curriculum and teaching presentations. (Keohane, 1985; Blackman & Hatfield, 1987) Futrell (1987 p. 1) concludes that recent studies

indicate that the "surest route to improved instruction is a formal system of teachers helping teachers."

School and District Mission Statements

What will drive this view of curriculum, and more specifically, what will be the vehicle for this change? Schools and districts are now looking at their mission, or purpose, (through *effective schools* and *school improvement*). As they complete this process, it becomes clear that schools are responding to input from both business and the community. *High School, Educating Americans for the 21st Century, A Nation at Risk, The Paideia Proposal, and Making the Grade*, have called for changes. (Boyer, 1983; National Science Board Commission on Precollege Education in Mathematics, Science and Technology, 1983; National Commission on Excellence/U.S. Department of Education, 1983; Adler, 1982; Twentieth Century Fund, 1982) In calling for change, there is agreement that the improvement of education will be achieved by "improving the status and power of teachers and by 'professionalizing' the occupation of teaching." (Darling-Hammond, 1988 p. 58) The teacher operates at the level closest to the student, and, therefore, is most capable of effecting change in student outcomes. (Michigan State Board of Education, 1990) Again, Klein states that "only as teachers improve their classroom practices will significant curriculum change occur." (Klein, 1985 p. 37) Finally, available data indicate that teachers themselves want to add something personal to their assigned curriculum areas--to exercise some degree of individual freedom and control. (Lortie, 1975 p. 111)

Many of the school and district mission statements refer to the fact that all students can learn. They also declare a desire to prepare students to be learners and good citizens. (The LSIP Team, 1989; McGrath Elementary School, 1988; Anchor Bay School District, 1988) Businesses have stated that basic skills are needed, but indicate that vocational training is not needed from the schools, because specific skills will be provided by the employer. "We need employees who are broadly and deeply educated, men and women who are 'liberally' educated." (Kearns, 1988 p. 32) Graduating students must have the ability to learn and be able to solve problems. (Rosenfeld, 1988)

We are in an age of massive change in information and technology. The rate of change is rapid. The amount of information and technology generated between 1980 and 1989 will be gained again in two and one-half years. (November, 1991) As a result, schools need to prepare students to be learners, thinkers, and adapters.

Teacher Isolation

It should be noted, however, that historically speaking, "work relationships of teachers have been marked more by separation than by interdependence; most teachers still spend most of their time working alone with a group of students in a bounded area." (Lortie, 1975 p. 23) As a result of this pattern, a low task interdependence between or among teachers has developed. (Lortie, 1975) Blackman and Hatfield agree, stating "...the notion of collaboration is in contrast to the teacher's typical classroom role of independent/isolated decision maker." (Blackman & Hatfield, 1987 p. 1) This mind set of isolation must be changed in order for effective teacher collaboration to develop.

Teacher Leadership, Past and Present

Past and present concepts of teacher leadership will be reviewed in this section. Included here will be discussion of the career ladder contrasted with collaboration models of teacher leadership, roles of current teacher-leaders, estimated occurrence rate of teacher-leaders within school districts, personal qualities of teacher leaders, a rationale for a participatory or collaborative approach to decision making in schools, and the potential benefits of teacher participation and leadership in schools.

Three Stages of Teacher Leadership Development

It seems that the role of teacher leadership has gone through three stages of development. While these stages have evolved, the basic role of teachers, of course, has remained in the classroom.

At the first stage, some teachers are asked or volunteer to extend their roles outside the classroom. They are encouraged and/or cajoled by their administrator to participate. When this initially occurs, teachers become committee members (e.g. textbook selection committee) who report their findings to an administrator. Often the administrator is the committee chairperson. The general feeling is often that the administrator is looking for an endorsement of his/her decision.

A second stage finds the teacher as chairperson of a committee. The committee may continue to have administrators as members (e.g. curriculum council, staff development). Even while the administrator

encourages participation of his or her teachers, the agenda continues to be administrator driven.

In stage three more of the full potential of teachers and teacher-leaders is recognized. Here, while still working in committee, teachers also initiate the agenda. The teacher helps to facilitate change or improvement. At this level the teacher is taking increased risk and responsibility and is given full ownership of the process.

Two Differing Examples of Teacher Leader Models

Two examples of teachers moving and working at these levels are given below in discussions of career ladders and collaboration.

Career Ladder

One of the methods used to improve schools is the development of an incentive program for teachers. The theory is that through this incentive program and proper resulting reward, excellence in teaching will occur. These "incentive programs occur in the form of merit pay, career ladders, differentiated responsibilities, extra pay for extra work, and master teacher plans." (Caldwell, 1985 p. 55)

The most often cited example of the career ladder is that implemented in the state of Tennessee. "Teachers will qualify as master teachers only after being very successful teachers and after expressing interest in further developing their professional skills." (Klein, 1985 p. 36)

There seem to be inherent problems, however, with the career ladder system. The plans being discussed are still based on a top-down organizational situation and do not promote the collegiality or professionalism which are suggested goals of these programs. (Griffin,

1985) Due to the manner in which the evaluation system of the career ladder is designed, the purposes of the ladder diverge from the body of effective schools research. That is, the career ladder emphasizes differentiation among teachers rather than improvement among teachers. (Sirkin, 1985 p. 17) A career ladder/master teacher program seems to promote a "better than" attitude. (Griffin, 1985) Sirkin comments that, in contrast, effective schools research shows that it is best to have a situation where teachers freely share ideas. The ladder, on the other hand, forces teachers to hoard their ideas so they might retain credit for themselves. Similarly, developing their own portfolios has become more important than sharing. Blackman and Hatfield agree in stating that these "labels -- career teacher -- professional teacher -- master teacher -- tend to set colleagues apart from one another." (Blackman & Hatfield, 1987 p. 2) A competitive system has resulted in such programs with winners and losers. (Blackman & Hatfield, 1987) Consistent with this, "...three separate surveys indicate that the career ladder has stirred resentment, confusion, and a sense of injustice among them (teachers)..." (Sirkin, 1985 p. 7) Morale under the career ladder subsequently declines. (Sirkin, 1985) Finally, this career ladder competition contradicts the concept that the quality of interaction among/between colleagues is a key factor to creating a good learning environment. (Blackman & Hatfield, 1987)

Collaboration

A second method to improve schools is through collaboration. Lortie (1975) has documented that, in the past, because schools were organized around teacher separation rather than interdependence, curricula were separated as well. There was very little coordination of

functions or alignment of the contributions of teachers. This low task interdependence continued because "social patterns which prevail over a long period of time encourage vested interests and resistance to change." (Lortie, 1975 p. 17) But the perception and reality have changed. Now collaborative work and the creation of new roles to share leadership functions are deemed important. (Fischer, 1988) This improved situation may lead to a more ideal professional environment that would "have open, positive communications between staff and administration and between buildings in a district." (Michigan State Board of Education, 1987 p. 25)

With regard to the concept of collaboration, it specifically "means to labor with others, to cooperate, to work as part of a team. Instead of being out in front by yourself, collaboration means blending yourself into a group in order to move effectively together." (Keohane, 1985 p. 5) It must be remembered that education does not happen one on one. It is a collective involvement and responsibility. It works best when the environment in which the teacher works is one that fosters interaction along with the free exchange of ideas and insights among staff members. The exchange of ideas should not be one that happens only intermittently. Rather, it should be continual, and a career-long process. An expected result of collaboration would be a development of "better rapport, higher job commitment, and more effective schooling" by both teachers and administrators. (Aquila, 1986 p. 5) Additionally, Lortie states individual self-esteem of teachers is increased when groups work and succeed together. (Lortie, 1975) Positive student outcomes are also a result of collegial work. (Little, 1982)

Louis Gerstner, CEO of RJR Nabisco, Inc. stated it well (although not speaking specifically about teachers and education) when he said, "...[L]asting change percolates from the bottom up. ...[T]he front-line troops make it work." (cited in Doyle, 1990) The idea continues with Donald Peterson, CEO of Ford Motor Company, retired. When in Flint reflecting on his work in restructuring Ford by shifting the decision making to the worker level, he stated: "It's that kind of empowerment for teachers and principals that educational reformers clamor for." (cited in Haglund, 1990 p. B-7)

These ideas of empowerment can be implemented in education. Little's collegial study demonstrated the positive effects. (Little, 1982) She found that because teachers had time to discuss their work with each other, they developed new ways of working together and new ways to present material to students. (Little, 1982) Teachers demonstrate a need for greater autonomy and responsibility (Lieberman, 1988; Little, 1988; ¹Merina, 1990; ²Merina, 1990)

One example of teachers working and improving together can be seen in the Impact program and its outgrowth Impact II. In Impact teachers, through the issuance of small grants, shared with teachers their ideas and expertise. By 1989 the program had spread to thirty-one states. (¹Bradley, 1989)

Another example can be found in Indiana where a cadre of teachers trained another cadre within their own district, who in turn went outside their district to train other cadres. Thus the program expanded. This program was launched in 1985. Its purpose and design were "structured to offer teachers as much involvement--and authority--as possible, to meet their needs for quality training and coaching, and

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to give them the freedom to take risks." A needs assessment is conducted each year and the topics for training are selected based on that need. The trainers and trainees are also selected by teachers. (Weiss, 1989)

A third example involves teachers in an English department in the Brattleboro, Vermont high school, who started a peer assistance program as a result of a discussion about the difference between formal evaluation and assistance. The teachers did not care for the formal evaluation, but wanted assistance. What resulted was a goal of peer assistance for those that wanted it. This included "assistance, guidance, and insight from our peers." The program worked for three reasons. First, only those who wanted to participate did so. Second, there was administrative support, which was demonstrated in two ways: (1) The group was encouraged to explore the differences between peer assistance and formal evaluation. (2) They were given the needed time to participate in the program. The third reason the program worked was they took their time to let it develop "slowly and naturally." (Chrisco, 1989) As a result, the program "looked" like them.

In evaluating the peer assistance program, these teachers saw three benefits. First, communication among department members was reestablished. Second, the pre-conference (This is a conference between the observer and the teacher being observed. During this meeting, plans for the teaching activity are discussed prior to the actual lesson.) offered an opportunity for a "rehearsal" of the lesson, thereby greatly improving it. Third, the awareness of each teacher was heightened. All those things that effective teachers do instinctively were brought to

the conscious level. The teachers seeking and giving assistance became more self-critical and self-aware. (Chrisco, 1989)

Through this program, these teachers expanded their roles to discover concepts and possibilities they had not previously taken the risk to implement. The Vermont teachers stated: "Our peer assistance program has made us aware of a different kind of professional accountability ... the kind that recognizes our *responsibility* for helping each other grow and improve." (emphasis added) (Chrisco, 1989)

All three examples lend credence to how collegiality works. The goal *is* to foster personal growth and interdependence of the teacher. If *teachers* are invested with the ability to ascertain the facts for *themselves*, and process and act upon those facts, then change and collegiality will develop. (Smyth, 1989)

Roles of Current Teacher Leaders

While it has been a common belief that the only way for a teacher to become a leader is to leave teaching (Barth, 1988), many now disagree. Klein (1985), for instance, believes there are teachers in the field who are performing collaborative tasks. Again, Barth states that "...there is some important part of the life and work of the entire school that every teacher is good at, wants to become good at, and can become good at." He goes on to suggest that every teacher can lead, we but need to find the area in which he or she will feel comfortable. (Barth, 1988) Others lend support to this idea (Sizer, 1985), but Bicouvaris stated it well when she said, "...good teachers continue to share ideas and plans with other teachers. We are all specialists in something." (Bicouvaris, 1989)

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The school improvement or effective schools influence has also supported the expansion of teacher roles and the development of teacher leaders. (Rauhauser, 1989) Again the reasoning behind this action is to provide a support system for teachers and provide a means for achieving the operational tasks and goals of the school more effectively. (Hatfield, Blackman, Claypool, & Mester, 1985) These extended roles of teachers "may be both informal and formal in nature" and "are significant in establishing a supportive organizational climate." (Blackman & Hatfield, 1987 p. 6) "Nearly all teacher-leaders are heavily involved in staff development, curriculum development and instructional development activities." (Hatfield, Blackman, Claypool, & Mester, 1985) They may be curriculum leaders, instructional specialists, resources teachers, or subject matter specialists (Klein, 1985), and may additionally, participate in school level decision making. (Little, 1988) Some of their roles might include:

1. Assisting staff in developing a broad view of education and schools from a critical perspective
 2. Helping to analyze and set goals for curriculum and instructional practice
 3. Contributing to the establishment of the professional climate and expectations for teaching
 4. Providing personal and professional support for teachers
 5. Providing leadership on curriculum and staff development
 6. Assisting staff in solving professional problems to improve the educational activities of school
 7. Facilitating the use of resource networks
- (Blackman & Hatfield, 1987 p. 6)

Estimated Occurrence Rate of Teacher Leaders

Klein (1985) believes there are teachers performing leadership tasks now. But how many might there be? In 1975 Lortie (1975)

suggested nine percent. By 1987 Blackman and Hatfield (1987) had reported ten to twenty percent. Shaw believed there may be more. However, all are not exerting their leadership at any given time. They do so only when their expertise is called upon. (Shaw, 1988) More currently, with the development of school improvement teams, Hatfield suggests forty percent of teachers are involved in some teacher leadership role. (Blackman, Hatfield, & Vance 1989)

A characteristic of these sorts of teachers is persistence. They are willing to push for a resolution to the problem or issue. "These teachers are willing to fight for what they believe is right for them, their department, or the school in general." (Barnett, 1984 p. 49) This concurs with Barth's definition of leadership: "... making happen what you believe in." (Barth, 1988)

Personal Qualities of Teacher-Leaders

Some qualities demonstrated by a teacher-leader include: expertise in a field or area (especially in curriculum), enthusiasm shown through great effort and energy expended, both respect and recognition from their peers and administration, the successful use of democratic leadership (because positional power is absent), management of planned change using both short and long term planning, putting goals into practice, and the appropriate use of power without the luxury of invested authority. (Klein, 1985; Kenny & Roberts, 1984)

Collaborative Decision Making

In collaborative decision making teachers work together to come to a decision. Ouchi, although focusing on business, stated that "(i)t

should be people, not things, that the organization tries to coordinate." (Ouchi, 1981) Further, the participative approach to decision making of Theory Z is seen to yield "more creative decisions and more effective implementation than does individual decision making." (Ouchi, 1981 p. 43) In education this information is valuable in that peer help is rated as teachers' most important source of assistance, while assistance by formal agencies is secondary. (Lortie, 1975) Giroux and Simon agreed that curriculum study should be a team approach and the school district should work as a whole. (Giroux & Simon, 1984) Interestingly, in a survey of Michigan teachers, the conclusion drawn was that the teachers felt they "generally control their own classrooms and personal and professional development," but they "expressed a need for increased opportunities to participate in collaborative decision making on major national, state, and local issues that effect (sic) their schools and classrooms." (Michigan State Board of Education, 1987 p. 8)

In 1975, Lortie (1975 p. 22) stated: "Although teachers have managed to dull the edges of administrative power, they continue to be employed subordinates." Since that time, however, there seems to have been notably increased involvement by teachers in the education improvement process. At the same time principals have been experiencing increased responsibilities in their schools, so that they can no longer be the sole educational leaders. (Reilly, 1984; Klein, 1985) If a principal wants to achieve more curriculum improvement than he or she can do by him or herself, then it can be accomplished through the "support of a skilled master teacher who is also a curriculum leader." (Klein, 1985 p. 37) In order to solve future issues or problems in

American education, a "method empowering educators to weigh policy is needed..." ("ASCD task force outlines," 1986 p. 1) Iannaccone and Jamgochian state that leadership of effective schools demands use of teacher leadership. (Iannaccone & Jamgochian, 1985) Eighty teachers at the state-sponsored Teacher Forum at the Sarvis Center in Flint, Michigan agreed. They wanted increased opportunity for input into district policies and curriculum. (Collins, 1987; Michigan State Board of Education, 1987) The Michigan State Board of Education 1987 survey showed marked evidence that teachers want to be involved, i.e. 95.4% stated they wanted more involvement in school decision making. Teachers desired to have "the opportunity to grow personally and professionally and to utilize their own creative and management skills." (Michigan State Board of Education 1987, Appendix & p. 9)

Toffler suggests the traditional organization chart in education be turned upside down and that educational decisions be made at the school level. (Toffler, 1985) Further, implementation of the Theory Z organizational plan is a possibility for education. (Chandler, 1984; Ouchi, 1981) Its participatory management approach, and team concept, should transfer well to application in the schools. "By working together . . . teachers can achieve school goals and objectives through the structured interaction required by quality circles." (Aquila, 1986 p. 4-5) The teacher should not be thought of only as a classroom teacher. The "whole" teacher should be used in the education process. (Apple, 1983)

If the whole teacher is being used, and teachers are collaborating with teachers, more opportunities for such comments as those of Jimmy Nations, a teacher at The Westwood School in Dalton, Georgia, would be

likely. He was excited about learning from fellow teachers and said, "For the first time in all my years attending education conferences the experts at the front of the room are teachers speaking about their own work. For once it's not teachers listening to outside 'experts' tell us about our work." (Steffens, 1987 p. 3)

"... (T)he notion of collaboration is in contrast to the teacher's typical classroom role of independent/isolated decision maker." (Blackman & Hatfield, 1987 p. 1) But Lortie (1975 p. 229), who agrees with this assessment of isolation, predicted that teachers in the future would be required to "forge firmer collegial bonds" in order to provide the education for children that would be required. While superintendents and principals, in responding to a survey, "agreed that giving teachers more influence in school decision-making would make teaching more of a 'true profession'" (Rodman, 1988 p. 23), they doubted the resultant effect of quality education. It would be only "through collaboration ... that practitioners and researchers will assist education," suggests McCutcheon. (McCutcheon, 1985) Futrell (1987) agreed, stating: "In an ideal setting, all teachers would work collegially to help each other hone instructional skills, translate abstract research results into practical classroom strategies, and expand subject-area knowledge."

Potential Benefits of Teacher Participation and Leadership

There are many benefits of successful teacher participation. A study of incentives in the teaching profession indicates that high morale and a positive attitude result from rewards, recognition, and

reinforcement of excellence. (Caldwell, 1985) Caldwell goes on to report that during the professional development activity:

"A sense of camaraderie developed during the intensive work and communication with other teachers. Being supportive, providing assistance, establishing "mentor" relationships were all found to be substantially rewarding to the staff development leaders."
(Caldwell, 1985 p. 58)

What are the incentives for teachers to extend themselves beyond the walls of their classrooms? Lortie's survey reported there were actually few extrinsic rewards of any type, and that teachers are likely to feel unrewarded. Honors for achievement, for instance, are rarely given, and there is little recognition. (Lortie, 1975 pp. 86, 130) The rewards that are reported are more intrinsic, psychic rewards. For instance, the satisfaction experienced when "positive things happen in the classroom." (Lortie, 1975; Caldwell, 1985) Some examples of the few, more extrinsic rewards reported include "...compliments from superordinates, mentions in the local newspapers, appointments to special committees, receiving a fellowship, or being invited to teach on closed-circuit TV." (Lortie, 1975 p. 130) Again, by way of more intrinsic rewards, teachers report these to include the sense of "doing a good job", having the opportunity to work positively for education outside the classroom, and working with peers concerning instructional improvement. (Kenny & Roberts, 1984 p. 24)

The number one response in the Michigan State Board of Education survey (1987) concerning how to strengthen the profession was by "recognizing and rewarding outstanding teachers." It is necessary to recognize, through non-monetary ways, teachers that demonstrate

competency. (Blackman & Hatfield, 1987) It is also important, however, for teachers to have their own personal criteria for success, and, in turn, become self-rewarding. (Lortie, 1975) Teacher leaders do seem to experience a high level of satisfaction with their extended roles. (Hatfield, Blackman, Claypool, & Mester, 1985)

Teachers who lead are people who perceive the need for change. "[C]hange results in personal growth ... (which) ... leads to a successful teacher." This change brings about personal satisfaction which, in turn, creates a positive atmosphere for the student. (Spector, 1984 p. 566)

Simply participating in the decision-making process can be perceived as rewarding by some teachers. This can be a hidden incentive for them to become involved in committees on budgetary matters, staffing, and course selection. Teachers are able to then process the information gained and use it for their own benefit. (Barnett, 1984)

Barth summarizes his findings regarding teachers participating in decision making activities by stating: "In short, research suggests that the greater the participation in decision making, the greater the productivity, job satisfaction, and organizational commitment (Barth, 1988 p. 134)

Teacher Leadership in the Future

In this section, the future of teacher leadership as it relates to collaborative or shared decision making, role expansion, and, particularly, to the development of initiating teacher-leaders, will be reviewed.

Collaborative or Shared Decision Making

NEA President Mary Hatwood Futrell was not sure educators alone could improve education, and stated: "True education reform will be a success only if all segments of our society begin to work together to improve the schools." (Futrell, 1987) While this may be true, it is clear that educators must lead the way. This is the suggestion of NEA's Mastery in Learning Project director, Robert McClure. (Steffens, 1987)

In initiating reform or change, a healthy school culture is one which sees no single group (superintendents, principals, teachers, or students) as solely responsible, or acting as a change agent in the school. All levels need to be involved in the reshaping of the school structure. From this viewpoint, collaborative work and the creation of new roles to share leadership functions is deemed important.

(Bicouvaris, 1989; Carnegie Forum on Education and the Economy, 1986; Lieberman, 1988; Lieberman, 1989;Sizer, 1985) Educators across levels can learn from each other. (Steffens, 1987) Ideally a professional school environment would: "Provide all teachers with an opportunity to participate actively in a decision making process with administrators on issues that effect (sic) the quality of work life, curriculum and instruction." (Michigan State Board of Education, 1987 p. 25)

By rewarding teachers who participate in decision making with recognition and acceptance, working relationships among teachers should be enhanced. (Blackman & Hatfield, 1987) These resulting broadened relationships could be made more legitimate if teacher assessment were not based solely on the teacher's actions within the classroom, but, also, on their "additional activities such as involvement in planning,

decision making, training, and problem solving" (Kenny & Roberts, 1984 p. 25)

Role Expansion

Kenny and Roberts go on to suggest that the quality of education may indeed be improved by "(a)llowing teachers to expand their roles beyond the classroom..." In turn this would attract better qualified people and offer incentives to keep those already in the profession. (Kenny & Roberts, 1984 p. 25)

It must be remembered that education does not happen one on one, but is a collective involvement and responsibility. Education works best when the environment in which the teacher works is one fostering interaction and the exchange of ideas and insights with other educators. Additionally, the exchange should not be one that happens intermittently, but continuously. The exchange is a career long process. The professional growth and development of a teacher is a lifelong process. (Futrell, 1987) "The best of teachers is a lifelong learner." (Futrell, 1987 p. 1)

Two teachers' comments are very apropos:

Pat Campbell of Willow Creek Junior High School in Rochester, Minnesota said, "I'm also re-energized. Because this conference has reminded me, and all of us, how important we are, how important our students are to our nation's future." (Steffens, 1987 p. 3)

An anonymous teacher commented: "...I was motivated to become a leader because of the opportunity to work with other teachers. And I believe that recognition is an incentive ... more satisfying than merit pay." (Caldwell, 1985 p. 59)

The major challenge to creating a collaborative staff is to develop with them shared values and goals. (Blackman & Hatfield, 1987)

Within this collaborative work environment the identification of teacher-leaders is important. Hatfield and Blackman's (1988) definition helps us understand what a teacher-leader is:

The extended professional role for teachers represents an assignment which usually combines a teaching responsibility with other professional activities like staff development, curriculum improvement, instructional improvement, research application, and/or other programmatic activities. This role may require fulltime of the teacher, part-time or even no officially assigned time and may include a wide variety of financial arrangements for compensation.

Initiating Teacher-Leaders

Previously, in the section on Teacher Leadership, Past and Present: Three Stages of Teacher Leadership Development, the three stages of the development of teacher leadership were discussed. In stage three there was some evidence of initiation by teachers in the area of a group's or committee's agenda. Stage four of teacher leadership, the *initiating* teacher-leader, is proposed as the future for teacher-leaders. The role as an initiator is seen to be different from the role as a participator on district committees, as a building chairperson, as a local education association representative, or as a school improvement team member. To *initiate* means that the teacher begins with an idea, usually the identification of a problem, and takes it through the stages of suggestion, development, and implementation. Most importantly, the identification of the original problem is made by the teacher. Although some instances of teacher initiation of ideas and problem resolution have been reported (¹Bradley, 1989; Chrisco, 1989;

Hilton, Kuehnle, Scholl, Zimpher, 1988; Weiss, 1989), a formal study of this practice has not been completed.

Leadership Extension Through Professional Development

In this final section there will be a discussion of how the extension of leadership can be accomplished through professional development. Included here will be a discussion of the perception of teacher as learner. There will also be a brief revisiting of the concept of teacher-leader characteristics as well as a discussion of the expanding role of the teacher, power, and school culture as they relate to teacher leadership.

Teacher as Learner

"... [T]he traditional teacher role generates powerlessness and dependency." (Hallinger & Richardson, 1988 p. 3) However, through professional development this concept diminishes. Spector suggests, "The images people have of each other, themselves, and every aspect of their world are the solid facts of society. Each person selectively perceives, interprets, and places meaning upon his or her world and then acts accordingly." (Spector, 1984 p. 563-564) Professional development plays a strong role in the molding of these perceptions. Griffin states that most people, including lay people and teachers, think of teaching as simply teachers delivering information to students. (Griffin, 1985) Jane Aldrich, a reporter covering a teacher workshop on technology for an "In Focus" report on WILS television in Lansing, Michigan, while introducing a video of teachers working with technology

said: "These students ... but they are not really students, they are teachers..." (Aldrich, 1990) Her comment typifies a generally held perception that the students are the only learners.

Griffin, on the other hand, does not view teaching as merely teachers teaching students, but as a "complex, multifaceted, highly interactive, intellectually and practically demanding, and largely uncertain" profession. (Griffin, 1985 p. 10) The view of Blackman, that a teacher is a learner, must be realized in order for those in the teaching profession to grow. (Blackman, 1989) While Futrell sees teachers as lifelong learners, (Futrell, 1987) we should also view teachers "as active creators and users of practical knowledge about their own teaching." (Smyth, 1989 p. 227)

It is through professional development that this perception of teachers as non-learners can be changed. Griffin agrees that participating in professional development activities is an essential part of teaching, and that there is great value in teachers working toward their own personal growth and improvement. (Griffin, 1985) Because many teachers teach the way they were taught (Bird & Little, 1986; Griffin, 1985), for instance, and because a change is desired, professional development is the avenue to use to improve. Again, Cawelti states: "I do not know of any teachers who withhold service because they lack incentives or regulations. When they fail, the reason is an inadequate knowledge base," a need for further learning. (Cawelti, 1986 p. 2) Professional development again may serve the purpose of providing opportunity to gain the needed new knowledge or skills. Finally, Korinek suggests that inservice education is important

because ... "teaching is a dynamic profession in which the individual must continually regenerate to be effective." (Korinek, 1985 p. 33)

While remembering that collegiality is important in effective education (Little, 1982), teachers feel that their individualistic convictions as classroom teachers are the keys to their effectiveness as teachers. This suggests that before developing collegiality, the teacher as an individual should be addressed. If true teacher empowerment is to occur (teachers playing an active role in the school setting through decision making), the teacher must perceive him or herself as important and competent. They must also recognize the importance of teacher/personal growth and start asking "why" questions. (Smyth, 1989) The teacher must become a reflective person as an individual. (Smyth, 1989; Mester, 1991) When this happens the teacher will be a learner and a sense of collegiality with other teachers may begin.

Teacher-Leader Characteristics and Role Perceptions

Teachers have assumed a leadership role in the area of their own professional development. In reference to teacher-leadership, Packard and Dereshiwsky have summarized Rosenholtz's research on teacher-leader characteristics. First, they report that teacher-leaders have a "basic intelligence and motivation to gain knowledge and skills important for leadership and effective teaching." Second, they demonstrate the "ability and desire to take risks for the possibility of improvement." Finally, they are seen to participate in "ongoing opportunities for learning and self development." (cited in Packard & Dereshiwsky, 1988) These activities are reminiscent of the career ladder addressed earlier.

However, the career ladder model was one that promoted the idea of "better than", while the teacher-leader model promotes the idea of "more than." (Griffin, 1985) The idea of differing role expectations is important. In this way many teachers can participate in their own area of expertise. All teachers can contribute to a positive educational experience in some way, because all have some piece of expertise to offer. When teachers participate by performing tasks outside their classrooms that affect curriculum and pedagogical decisions, they view themselves and are viewed by others as more professional. This professional role will involve teachers in defining excellence. (Griffin, 1985)

Teaching Career and Its Expansion

By defining a teacher role as one of potential leadership, and this leadership as one of personal growth and an expansion of their teaching role, the idea of a teaching career becomes different from the traditional definition. "A key element to a career is that one has options from which to choose, while maintaining intellectual and practical allegiance to a specific field." (Griffin, 1990 p. 9) A teacher often takes a job that remains primarily unchanged over many years. This restricts options. Teachers should not be forced to leave teaching and go into administration, research, or higher education in order to expand their options, opportunities, and rewards. (Griffin, 1990) If teachers can "put their considerable resources to work toward improving the complex school environment," their "careers" will be rewarding. (Griffin, 1990 p. 9) It is also desirable for the

improvement of education to have these teachers' experiences and skills put to work. (Bird & Little, 1986)

How can this be accomplished? How can we have more teachers arrive at a realization similar to the experience of Dieterle? In a teachers' lounge conversation, Dieterle was talking about a fellow teacher who worked in her district at the middle school. There this teacher taught four classes per day. For the rest of her day the teacher worked for the intermediate school district as a math consultant and also, as a liaison in partnership with General Motors. Dieterle enthusiastically concluded: "There is life outside the classroom!" (Dieterle, 1990)

Traditionally a career in education has been interpreted in what is termed an "institutional view." From this viewpoint teachers advance by moving through steps, or up rungs on a ladder, through such positions as peer coach, master teacher, etc. or, if moving into the arena of administration, through positions such as subject coordinator, assistant principal, principal, etc. One is viewed as a success when one has reached the top step in the system, and the subsequent rewards are largely monetary in form. In this way, "(c)areer is conceived in largely external terms of vertical mobility." (McLaughlin & Yee, 1988) Recently, however, it has developed that teachers no longer confine their perception of their career success to the terms of this definition, but, rather, have begun to define their success in more subjective terms. Many teachers have generated "an *expertise-based, individually determined* notion of career; advancement is framed in terms of an ongoing process of professional growth, and success means effectiveness in the teaching role." (italics in original) (McLaughlin

& Yee, 1988) "Teachers will be 'playing from strength' as they make contributions in their areas of expertise and as they take leadership roles in educational change." (Blackman, 1989 p. 13) The Michigan Education Association sees potential in site-based decision-making for the role teachers can play in schools. They see it "utilizing the expertise and experience of staff in planning better education programs." ("MEA position," 1989 p. 5) In order to function efficiently a school needs a certain expertise base. Schools should invest in the continuing education, or professional development, of teachers to help develop this expertise within the ranks of teachers. This will help ensure improvement. (Griffin, 1990) The literature also indicates that positive results are experienced by school districts that nurture and promote teachers in leadership roles. A positive correlation has been found between the amount of responsibility given to these teachers and the positive results gained. (Kenny & Roberts, 1984) With active teacher participation comes commitment and improvement toward quality education in a district. (Rauhauser, 1989; Bird & Little, 1986)

Teacher Power

There is an interesting relationship between Packard and Dereshiwsky's teacher-leader characteristic of motivation to gain skills and the thoughts of Mechanic regarding the exercising of power. While teachers are motivated to gain necessary knowledge in areas, Mechanic suggests that possessing knowledge that goes beyond that possessed by others can create an opportunity for power. (Mechanic, 1962) There is some evidence of individual teacher power within a building. (Barnett,

1984). If a teacher has gained considerable information about technology, for example, and if this goes beyond that possessed by the principal in his or her building, and if such information is highly valued and perceived by the school system to be necessary for educational improvement, then the teacher moves into a position of power in his or her ability to control the flow of this highly valued information. He or she, then, can exert power because of the dependence of the principal and others on him or her for the needed information. Mechanic specifically states: "(T)o achieve power is to obtain, maintain, and control access to people, information, and instrumentalities. To the extent that this can be accomplished, lower participants make higher ranking participants dependent upon them." (Mechanic, 1962) Kanter also refers to this concept, quoted by Hallinger and Richardson, when she states that "the ability to exercise productive power is dependent upon one's access to: 1) resources and information, and 2) the ability to get cooperation in doing what's necessary." Hallinger and Richardson go on to state that "(t)hose who have access to resources, expertise, and information are more likely to be able to exercise power, even when their legitimate authority is limited." (Hallinger & Richardson, 1988) Barnett refers to this as a dependent situation. One person has access to, and control over, various building resources. (Barnett, 1984)

There appear to be two keys necessary for Barnett's concept of a "subordinate" teacher having influence over a "superior" administrator. The first is access to information. If teachers have access to information no one else has, they can control the dissemination of that information, and therefore, can control a superior. The second key is

position. Usually a department chairperson or committee member has a position through which information flows. Here again, the information can be controlled to some extent, and therefore, influence upon a superior can be gained. (Barnett, 1984) Barnett makes it clear, however, that there are teachers who do not possess position who still have access to information not available to an administrator, and, therefore, have power. In either case, having position or not, the teacher with information is a "gatekeeper" of knowledge. (Barnett, 1984)

Barnett also found in his review of the literature of teacher power that most often, the administrator knew of the power/influence of the teacher and was not concerned. Given the choice of being influenced 1) without their knowledge, 2) against their will, or 3) by their choice, the principals in this study welcomed the input and feedback, and even encouraged the help in decision making. (Barnett, 1984)

This demonstration of a willingness to "share" power suggests that power is not finite, but rather is infinite. The traditional view has been that if person A has power, then person B can not obtain power unless person A loses some of his. This is the view typified in most negotiations, that is, one of winning and losing. When discussing teacher leadership and the roles teachers play in schools, Blackman and Hatfield have suggested that power can be conceptualized as infinite. As teachers and administrators share power, the ability to solve problems and be productive grows and grows. The more there is sharing the greater the capacity to help education. (Blackman, Hatfield, & Vance, 1989) Barnett seems to be suggesting this is the action of these principals who are willing to share power. Barth also seems to concur

when he discusses power. stating: "Leadership is not a zero-sum game in which one person gets some only when another loses some. The principal demonstrates leadership by entrusting some of it to others." (Barth, 1988 p. 133)

Culture in Schools

Barth's comments regarding the principal entrusting power to teachers brings up another issue, that of culture. A school's unique personality (Tye, 1987), and/or the norms of an individual school (Bird & Little, 1986) help determine a school's ability to move forward or to change. The institutional setting, or culture, must be supportive of risk taking in order for change to occur. (Spector, 1984) It appears that "[s]uccessful schools seem to have a strong and functional culture aligned with a vision of excellence in schooling. This culture serves as a compass setting to steer people in a common direction..."

(Sergiovanni, 1984 p. 10) In further defining this concept, Sergiovanni suggests that "culture includes a school's customs and traditions; historical accounts; stated and unstated understandings; habits and norms, and expectations; common meanings and shared assumptions." (Sergiovanni, 1984 p. 9) It is important for all within the school to be a part of the development of the culture. A strong culture is developed deliberately, and the better it is understood and practiced by all, the better able the school is to move toward a common goal. This building of the culture is "nurtured and built by the school leadership and membership." (Sergiovanni, 1984 p. 10) From this evolves an environment supportive of risk taking and supported by trust. The membership knows that the culture is positive

and it is okay to fail at an attempt, because members can always try again. (Spector, 1984)

McLaughlin and Yee suggest that a culture, or atmosphere and attitude, can exist within a school/district that encourages the perception that a career in teaching is changing from that of progressing up the career ladder and/or administration ladder to one of professional development, self growth, and an expanding of teaching roles. Blackman and Hatfield suggest that the advent of teacher-leadership has created new roles for teachers outside the classroom. These "roles may be both informal and formal in nature" and "are significant in establishing a supportive organizational climate." (Blackman & Hatfield, 1987 p. 6) Further, Little discusses the culture of collegiality within a school building. Here teachers communicate with, share with, and coach their peers. The result is a very positive environment for learning, for both teachers and students. (Little, 1982; McLaughlin & Yee, 1988)

The administrator plays a central role in the establishment of a culture that fosters growth and development. Krajewski states that the most important person in a school building is the principal. (Krajewski, 1989) He or she is the major role player in bringing teachers together. It is the principal who is in the positive position to "empower teachers to help themselves, each other, and the profession". (Blackman, 1989) He or she helps this process by providing resources and support. The result is a trusting relationship between the staff and the principal and among the staff members themselves. (Little, 1982) Motivating the staff to set goals for growth, both as a whole staff and as individuals, also is an important

part of positive culture in a building. Effective principals promote "norms supporting individual initiative, risk-taking, and continual change." (Leithwood & Montgomery, 1982 p. 327) Further, Hasson found that the principals in the NEA's Mastery in Learning Program actually felt more powerful when having shared decision making with their teachers. (Bradley, 1989) They reported rewards including a sense of personal freedom and an expanded range of options that were generated in these situations of shared decision making. (Bradley, 1989) In situations of shared decision making, too, an atmosphere of collegiality develops as evidenced by the communication between and among staff, as well as the positive manner in which the staff interacts with students. There is a high degree of experimentation. The school seems to be on a mission of improvement. (Bird & Little, 1986) A positive culture within a school has been found to foster the growth of teacher-leadership, which in turn yields positive results in student outcomes. (Anderson, 1982)

Summary

This review of the literature covered four basic concepts. First, there was a discussion of the role of teachers as it relates to curriculum development and staff development. Second, there was a review of past and present concepts of teacher leadership. Third, the topic of the future of teacher leadership was explored. Fourth, there was a discussion of how the extension of leadership can be accomplished through professional development. In each section, the importance of teacher-leaders was addressed. Their importance is pervasive throughout

the educational system as the move toward restructuring occurs.

Teachers are the independent professionals who are closest to the "subjects" of this endeavor and who implement the action of education.

In the evidence presented here the importance of their perceptions, experiences, and leadership is apparent.

CHAPTER 3

METHODOLOGY

Introduction

As education has moved to change in our modern society, many feel that teachers play an important role in that change. (Boyer, 1983; Darling-Hammond, 1988; Michigan State Board of Education, 1990; National Commission on Excellence/U.S. Department of Education, 1983; National Science Board Commission on Precollege Education in Mathematics, Science and Technology, 1983; Twentieth Century Fund, 1982) The leadership role of the teacher appears to have gone through three leadership stages as teachers have begun to take a more active role in education as it relates to decision making.

The purpose of the study, then, was to discover if there currently are initiating-extended-role teachers in the schools, and, if found, to describe some of their personal qualities and the characteristics of their school/school district. Specifically, the following was accomplished: First, a profile of the initiating-extended-role teacher was generated based upon a questionnaire and individual teacher interviews, which were designed to identify distinguishing professional characteristics, qualities, and motivations.

Second, information was accumulated regarding the resources employed by these initiating-extended-role teachers as they obtained additional information and further developed their expertise. It was hoped that this information would help in identifying methods for

preservice institutions and districts to foster and nurture others to become initiating-extended-role teachers.

Third, the idea of a professional culture was addressed. Whether a professional culture and a nurturing atmosphere existed within the districts where initiating-extended-role teachers were developed was determined. If it did, information related to the nature and origin of this support was explored.

Fourth, the number of people within a building who went beyond the participation aspect of an extended role teacher and became initiators was identified. From the individual building information, a district wide percentage was interpolated.

The Teacher Selection Process

The procedure to identify the initiating teacher was an eight step approach:

First, the study's geographic area was selected. It encompassed an east-central county in Michigan, which has a good mix of urban, suburban, and rural districts.

Second, the selection of districts from within this county was made. A large city school district was eliminated from the list of existing school districts, because it was thought that the large number of staff administrators and association people would make it less likely that they would be aware of all the qualifying teachers for the study. The school district in which the researcher was employed was also eliminated from those districts to be considered for the study. This was done because it was felt that the researcher's influence might

affect the outcome of the results. This was also the case with another district where the researcher's wife is employed, and where the researcher had conducted several workshops over the past few years.

Twelve districts comprised of four Class A, four Class B, and four Class C schools were to be used in the study. These district sizes, used by the Michigan High School Athletic Association's high school sizing classification (D = 310 or less, C = 311 - 586, B = 587 - 1149, A = 1150 or more)¹ (Note: The Michigan High School Athletic Association groups all the high schools in the state into these four equal categories each year. This is done by use of each high school's population. In this way, schools of like size, or "class", may be fairly compared to and compete with other schools of their size, or "class."), and the child accounting information provided by the local intermediate school district, assured a large enough teacher population to contain several initiating teachers.

Within the selected geographic area, the two Class D districts (high school population in 1989-1990 school year of 310 or less) were eliminated from the study. Another school district was omitted, although a Class B size, as it had no elementary school large enough to be useful in this study. Specifically, it was determined that it would be a minimum criterion to have fifteen teachers in a building. If one assumes twenty-five students per classroom, then 375 students in the elementary school would be the minimum to accept. This particular district's largest elementary school had a population of 341 students. Since a high school, middle school, and an elementary school were determined as necessary in the study, this district was eliminated.

From the remaining fifteen of an original twenty-one school districts, twelve were selected. These included four Class A districts, four Class B districts, and four Class C districts. The twelve selected were chosen with the aid and consultation of the intermediate school district's Curriculum Council Chairperson. (The Curriculum Council is a committee made up of curriculum representatives from each of the intermediate's individual districts.) These twelve selected districts were determined to have curriculum people from whom the likelihood of positive results might be received.

Third, from the list of twelve districts, one high school, one middle school, and one large elementary school (at least 375 students, and, therefore, at least 15 teachers) were selected from each district. Again the school size was critical in order to support identification of the subjects.

In the fourth step, the district's curriculum director or superintendent was contacted in order to obtain permission to proceed with this research study. With permission, then, a phone conversation or personal interview was completed with eight people within each district. Each of these people was supplied with a definition of the "initiating teacher," and then was asked to give a list of two or three people in each of the selected buildings who meet the criteria of an initiating teacher. By providing the name of the selected building, there was a higher probability of eliciting common names, as opposed to asking for a listing of teacher-leaders that included teaching staff from the whole district.

The eight people involved in this beginning stage of identification included the district curriculum person, the teacher

association president, three building principals (one each from the selected high school, middle school, and elementary school), and three building education association representatives (again one each from the selected high school, middle school, and elementary school). These eight people were selected because of their positions within the district, and their knowledge of both district personnel and individual building personnel. The district curriculum person would be the administrator most aware of the activities and involvement of individual teachers within the district. Therefore, it was determined that the person in charge of curriculum, be it the superintendent, assistant superintendent, or director, knows from a district perspective the teachers who are involved with program development and change within the district. The association president was also perceived as working from a district perspective; however, here the selection would be of a same level peer as opposed to a person further "down" the traditional, hierarchical ladder. The building principal was chosen as a person having knowledge of the influence and activities of staff members. His or her perspective is from a closer view. The building association representative provided the peer perspective from this closer view.

The contact with the eight people was on an individual basis. Using this procedure, rather than a group meeting of any sort, would eliminate possible contamination of their nominations as to who the initiating-extended-role teachers might be. Each of the eight was informed that the same question was being asked of the others. This was done in order to foster a spirit of propriety and honesty between these administrators, association people, and the researcher.

The comparison of the nominees received from these people was the fifth step. Those people whose names were mentioned by any two of the contacts were considered "selected" as extended-role teachers for the purpose of this study.

Teachers Selected

There were seventy (70) high school teachers' reported by the contact people with thirty (30) being named at least two times, and, therefore, selected for this study. There were seventy-six (76) middle school teachers' nominated by the contact people with twenty-nine (29) being named at least two times, and, therefore, selected. Finally, there were sixty-nine (69) elementary school teachers' reported by the contact people with thirty-eight (38) being named at least two times, and, therefore, selected. (See Table 3.1)

Table 3.1
Number of Persons Identified by District Representatives Compared
with the Number of Those Qualifying for the Study

	Names	Selected	Percentage
High School	70	30	43%
Middle School	76	29	38%
Elementary School	69	38	55%
Total	215	97	45%

Response Rate

A total of ninety-seven (97) questionnaires was sent. Sixty-three (63) questionnaires were returned for a return rate of sixty-five percent (65%). Of the thirty (30) high school questionnaires, twenty-three (23) were returned or seventy-seven percent (77%). Of the twenty-nine (29) middle school questionnaires sent, seventeen (17) or fifty-

nine percent (59%) were returned. Of the thirty-eight (38) questionnaires sent to elementary teachers, twenty-three (23) or sixty-one percent (61%) were returned. (See Table 3.2)

Table 3.2
Return Rate of Questionnaires

	Sent	Returned	Percentage
High School	30	23	77%
Middle School	29	17	59%
Elementary School	38	23	61%
Total	97	63	65%

Teacher questionnaire

The sixth step began with these selected people being mailed a letter briefly explaining the study and providing assurance of confidentiality (See Appendix A), a questionnaire with which to gather the needed information (See Appendix B), and a stamped, self-addressed, return envelope.

The questionnaire was made up of five parts, and is adapted from the survey completed by Hatfield, Blackman, Claypool, and Mester in 1985. (Hatfield, Blackman, Claypool, & Mester, 1985) The questions in the questionnaire for the district-identified initiating teachers were designed to do three things. First, in order to "break the ice" and help the respondent become involved in the questionnaire, simple, knowledge-level questions were employed in the introductory section. While the initial questions cover basic information (question numbers one through six), Parts II, III, and Part IV, should generate information regarding personal characteristics, qualities, behaviors, and motivation. Second, upon the completion of Part IV of the

questionnaire, a profile of the subject as initiating teacher was generated. The questions were designed to elicit information about the respondents, including who they are, what they do, how they perceived themselves, what motivates them to perform the initiating extended role, and where they go to get help with their role. The third purpose of the questionnaire was focused upon the role of initiating teacher and the respondent's own recognition of this role. Some of the respondents may never have reflected on their situation before. It was hoped that the questionnaire would help them gain in self understanding and recognition within themselves.

Part I Personal Background (questionnaire)

1. Number of years in teaching
2. Number of years employed in current district
3. Number of years in extended role
4. College degrees

These questions were designed to collect general information about the subject, i.e. how long they have taught and the nature of their educational background.

Part II Professional Assignment (questionnaire)

5. What is your current teaching assignment?
6. Do you have an extended role(s) (formal or informal) in addition to the one indicated on the first page?

These questions related to the subject's professional assignment and collected information about the subject's teaching assignment and extended role activities.

7. How would you describe your activity in this role?:

My role lets me spend time outside the classroom

My role brings me into contact with others within my school

My role brings me into contact with others within my school district

My role brings me into contact with others outside my school district

I am an initiator (i.e. the idea started with me) of change/program

Other:

This question was suggested by Hallinger and Richardson's research. They suggested that teacher-leaders had opportunity to communicate and share ideas with others more readily than non-leader teachers.

8. As a result of your activity in this role, it is perceived by others or yourself that:

I have an expertise in an area that calls on me to be a resource

I have information that others need for me to share.

I am perceived to be a good listener/communicator

I give wanted advice

I am perceived by others as an initiator

I have the trust of my peers

I have the trust of an administrator

Other:

Question 8 and its parts come from information and questions raised by Hallinger and Richardson (1988), Kanter (cited in Hallinger & Richardson, 1988), and Mechanic (1962). The questions were to elicit information as to expertise and information that this individual has that might give them (a subordinate) power over another (superordinate).

9. Why do you choose to be a participant in this extended role?:
- Professional growth and development
 - Personal growth and development
 - Monetary benefits
 - Positive feelings resulting from sharing information
 - The feeling of being in control of your area of expertise
 - Release time to share information/expertise
 - The increased status afforded with the role
 - A basic need to lead
 - A need to get things done
 - I have the ability to see a problem and enjoy presenting a solution
 - No one else will step forward, so I feel the need to do so
 - Other:

Hatfield and Blackman (1988) and Hart (1985) both discuss professional growth and development as well as personal growth and development as being a part of the teacher-leader role. The first two parts of question 9 are designed to explore this hypothesis.

The other parts to question 9 are other reasons for teacher-leaders to accept their extended roles. (Hallinger & Richardson, 1988; Putnam, 1990)

Part III Professional Relationships (questionnaire)

10. Has the nature of your communication and interaction with fellow teachers changed since assuming your extended role?
11. Has the nature of your communication and interaction with district administrators changed since assuming your extended role?

These two questions concern the professional relationships of the extended-role teachers. Here the subjects revealed information about how they feel others, both peers and administrators, relate to them as they work in their extended roles.

12. Have you felt any possible negative responses to your implementation of your role?:
- Jealousy, Non-trust of some peers
 - Non-trust of some administrators
 - Peers complaining because I appear to get preferential treatment
 - Others saying I am not earning my "extra pay"
 - Other:

In this question the idea of the negatives resulting from career ladder experiences was explored. (Bacharach, 1988; Blackman & Hatfield, 1987; Griffin, 1985; Hart, 1985; Sirkin, 1985)

Part IV Personal Growth (questionnaire)

Although there is increased recognition of the teacher as person and the link of personal growth with the classroom, this relationship has not been discussed extensively. Part IV Personal Growth (extended role) was designed to address this issue and how the teacher-leader role has affected the teacher personally.

13. Do you feel you are advancing your professional career by engaging in this extended teaching role?
16. Do you see your work in the extended role as: a step on a career ladder (toward administration) or as an expansion of your professional growth, with no predisposition to an administrative position?

Questions 13 and 16 are proposed with the more subjective definition of career in mind. In this case teachers think of their career as a process of professional growth, which is individually determined. It also includes some sort of expertise. If they feel success, it is in the framework of their teaching role. (McLaughlin & Yee, 1988) Information gathered was to help determine if extended roles of teachers was perceived to have the effect of expanding their professional careers.

14. Do you obtain satisfaction from having this extended professional role in addition to teaching?
15. Do you feel personally successful in how you have performed this extended role?

In questions 14 and 15 feedback on the ideas of perceived satisfaction and success are sought. Caldwell, Steffens, Hart, and Hatfield have all suggested a positive relationship between teacher-leaders and these resulting perceptions. (Caldwell, 1985; Hart, 1985; Hatfield, Blackman, Claypool, & Mester, 1985; Steffens, 1987)

17. Has your role brought about change in your building (district) during the current year?
18. Has your role brought about change that has lasted over the last two years?

These two questions are asked in order to assess the change effected by the teacher-leader respondent.

19. Please indicate those skills or areas of professional knowledge which would enhance your performance in the extended role?

The requisite skills necessary to perform the teacher-leader role are covered by question 19.

20. Where do you (or would you) seek assistance to enhance your job performance?:
 Professional associates (teachers)
 Principal or other administrator
 Intermediate district staff
 College or university personnel
 Professional conferences and workshops
 Other

The resources teacher-leaders might have located to help them perform their role are explored by question 20. (In much of the research it is indicated the teachers are resources for themselves.) (Lortie, 1975)

21. Who are the persons who encourage you or nurture you in your endeavors?:
 Professional associates (teachers)
 Principal or other administrator
 Intermediate district staff
 College or university personnel
 Other
22. How do these persons encourage or nurture you in your endeavors?
23. Would you say the atmosphere and attitude within your school *building* encourages your efforts?
24. If there is an encouraging atmosphere and attitude, who in your *building* developed this environment?
25. Would you say the atmosphere and attitude within your school *district* encourages your efforts?
26. If there is an encouraging atmosphere and attitude, who in your *district* developed this environment?

The culture of the building and district was the focus of

Questions 21 through 26. The research of Bird and Little, Blackman and Hatfield, Bradley, Leithwood and Montgomery, Little, McLaughlin and Yee, Sergiovanni, Spector, and Tye suggest the importance of these questions. Information regarding how a positive culture was created and maintained was sought. (Bird & Little, 1986; Blackman & Hatfield, 1987; ²Bradley, 1989; Leithwood & Montgomery, 1982; Little, 1982; McLaughlin & Yee, 1988; Sergiovanni, 1984; Spector, 1984; Tye, 1987)

Part V General Comments (questionnaire)

27. Are there recommendations you would give to schools and/or teachers establishing or revising similar extended roles?
28. Are there any other comments?

In questions 27 and 28 the respondent's recommendations regarding extended role teachers and his or her general comments regarding both extended roles and the questionnaire were requested.

Teacher Interview

The seventh step entailed the compilation of returned responses, and from these results, ten teachers were selected and asked for a personal interview. These ten were selected using two criteria. First, the number of people recommending them as a teacher-leader was noted. To qualify for an interview, the teacher had to be selected by three or four of the four people contacted for teacher nominees (district curriculum person, the teacher association president, the building principal, and the building education association representative). The second criterion involved matching the teacher responses on the questionnaire with the definition of the initiating teacher. It is important that this match be determined so the interview information obtained would concern only the legitimate initiating teacher.

The responses from questions 8, 9, 13 - 15, and 21 - 26 were used in this process, in that these questions were designed to discover motivation, evidence of initiation, source of power, and surrounding school culture.

In step eight, the interview with the ten potential initiating teachers was conducted. (See Appendix C) Using the questionnaire responses as a guide, the interviewer asked additional questions to complete a profile of the initiating-extended-role teacher. The profile that resulted included common characteristics, qualities, and motivations of initiating teachers.

While the interviewee often had questions for the interviewer before the session began, they were asked to hold all questions until after the formal session was completed, so that the interviewer's

answers would not influence the interviewee's responses during the interview.

The interview followed the order of the items on the questionnaire. The questionnaire notes were referred to by both the interviewee and the interviewer during the session.

Part I Personal Background (Interview)

Why are you teaching?
What has been helpful to you in getting the necessary
skills for your teaching and/or extended role position?

The interview began with the above two questions. Both questions were general and designed to be easy to answer, but philosophical in order to stimulate the interviewee's thoughts.

Part II Professional Assignment (Interview)

5. What is your current teaching assignment?

With the follow-up question:

What do you do? (e.g., coordinator...?)

If it were not obvious from the questionnaire, the follow-up question was asked.

6. Do you have an extended role(s) (formal or informal) in addition to the one indicated on the first page?

With the follow-up question:

How is your time split between/among roles?

Often the interviewee was active in several areas, so this coordination of roles was important to ascertain.

7. How would you describe your activity in this role?

With the follow-up questions:

What sort of contact do you have with others?

Is there flexibility in your schedule to permit such contact?

Who decides when and how contacts are made?

What sorts of things do you do while you are with these others?

The responses from the questionnaire had concerned types of contact with others, so the management of that activity was questioned in the interview.

8. As a result of your activity in this role, it is perceived by others or yourself that:

I have an expertise in an area that calls on me to be a resource

I have information that others need for me to share.

I am perceived to be a good listener/communicator.

I give wanted advice.

I am perceived by others as an initiator.

I have the trust of my peers.

I have the trust of an administrator.

Other:

With follow-up questions:

Are there any others in your district with similar expertise or information?

What evidence of trust of peers do you have?

What evidence of trust of administrators do you have?

Because of your expertise, do you have power?

Power is usually thought of as a finite concept. In this sense power is negotiated for, and two parties compete to have it. Power as infinite is power that is shared. The more the power is shared the more capacity the two parties have to solve problems. How do you react to this "power-as-infinite" concept as it relates to your situation?

In question 8 the topic of expertise and information was raised. The first three follow-up interview questions were asked. These questions led into a discussion of power and whether they had power, the fourth follow-up question. During this discussion two thoughts concerning power were given by the interviewer. First, power is usually

thought of as finite. It is negotiated for, given and taken, fought for, and usually it is thought of as an adversarial entity. Second, some people (Blackman, Hatfield, & Vance, 1989) think of power as infinite. In this case, a person perceived to have power shares the decision making process, and the result, because of the ownership gained by all involved, is an increased amount of power. These concepts were explored with the interviewee by way of the last follow-up question. Barnett and Barth both discussed power and its use by teachers in their writings. (Barnett, 1984; Barth, 1988)

9. Why do you choose to be a participant in this extended role?:

- Professional growth and development
- Personal growth and development
- Monetary benefits
- Positive feelings resulting from sharing information
- The feeling of being in control of your area of expertise
- Release time to share information/expertise
- The increased status afforded with the role
- A basic need to lead
- A need to get things done
- I have the ability to see a problem and enjoy presenting a solution
- No one else will step forward, so I feel the need to do so
- Other:

With the follow-up question:

Which of these would you say is your most important reason?

In question 9 a list of reasons as to why the interviewee does what he or she does was asked. During the interview, the teacher was asked to decide which of the reasons given was the most important.

Part III Professional Relationships (Interview)

10. Has the nature of your communication and interaction with fellow teachers changed since assuming your extended role?

With the follow-up question:

Do you have any evidence of this?

11. Has the nature of your communication and interaction with district administrators changed since assuming your extended role?

With the follow-up question:

Do you have any evidence of this?

It was hypothesized that communication with teachers and administrators had changed, and had improved during the extended role teacher's time in their role. In questions 10 and 11 how that had happened was explored with these follow-up questions.

12. Have you felt any negative responses to your implementation of your role?:
 Jealousy
 Non-trust of some peers
 Non-trust of some administrators
 Peers complaining because I appear to get preferential treatment
 Others saying I am not earning my "extra pay"
 Other:

With follow-up questions:

Is there anything you can do about these negatives?
 Is there anything others could do to stop the negatives (i.e., support)
 Have the negatives ever stopped you from doing "your thing?"

In question 12 some of the negatives regarding teacher leadership roles were explored. In the follow-up questions in the interview the researcher tried to sort out the meaning and result of these negatives.

Part IV Personal Growth (Interview)

13. Do you feel you are advancing your professional career by engaging in this extended teaching role?
14. Do you obtain satisfaction from having this extended professional role in addition to teaching?
15. Do you feel personally successful in how you have performed this extended role?

With the follow-up question:

Do you share this with others (e.g., peers/family)?

In the Part IV Personal Growth section, several concepts were explored. First, questionnaire questions 13 through 15 had follow-up questions that were designed to clarify how the interviewee perceived the statement "advancing your professional career". and with whom he or she shared his or her successes.

16. Do you see your work in the extended role as:
 a step on a career ladder (toward administration)
 or as an expansion of your professional growth, with
 no predisposition to an administrative position?

With follow-up questions:

Explain

Do you lean toward one or the other?

Second, using question 16 to introduce the notion of career ladder and career expansion, a discussion of their answer followed.

17. Has your role brought about change in your building (district) during the current year?
18. Has your role brought about change that has lasted over the last two years?

With follow-up question:

What is the evidence of change?

Third, in questions 17 and 18 the topic of change was introduced. They were followed-up by asking for evidence of what impact, if any, the interviewee had on his or her building and/or district.

19. Please indicate those skills or areas of professional knowledge which would enhance your performance in the extended role?

With the follow-up question:

Where would/could you obtain these skills?

20. Where do you (or would you) seek assistance to enhance your job performance?:
 Professional associates (teachers)
 Principal or other administrator
 Intermediate district staff
 College or university personnel
 Professional conferences and workshops
 Other

With the followed-up question:

Why?

Fourth, in questions 19 and 20 the skills and resources they had identified as helpful to their role were discussed. A follow-up question of why they would use one type of assistance over or instead of another was asked.

21. Who are the persons who encourage you or nurture you in your endeavors?:
 Professional associates (teachers)
 Principal or other administrator
 Intermediate district staff
 College or university personnel
 Other

22. How do these persons encourage or nurture you in your endeavors?

With the follow-up question:

Can you expand on this encouragement?

The fifth concept, the encouragement received by the interviewee, was opened with questions 21 and 22. The follow-up question was designed to obtain more information regarding their encouragement.

- 23. Would you say the atmosphere and attitude within your school *building* encourages your efforts?
- 24. If there is an encouraging atmosphere and attitude, who in your *building* developed this environment?

With the follow-up question:

How do/did they set this tone, develop this culture?

- 25. Would you say the atmosphere and attitude within your school district encourages your efforts?
- 26. If there is an encouraging atmosphere and attitude, who in your district developed this environment?

With follow-up questions:

How do/did they set this tone, develop this culture?)
 Research has shown that a new teacher will come into a building and within six months they will look like the others in the building. That is the culture overriding. If a new teacher came into your building, would they collaborate, lead, participate?

Culture was the sixth concept. In questions 23 and 24 the nature of the culture of the building was the topic. These questions were followed-up to help discover how the culture had developed. The culture of the district was explored in questions 25 and 26. These questions, too, were followed-up to help discover how the culture had developed. Additionally, as a way to confirm these responses, the interviewee was asked to respond to the follow-up research statement.

Part V General Comments (Interview)

- 27. Are there recommendations you would give to schools and/or teachers establishing or revising similar extended roles?
- 28. Are there any other comments?

The questions in the General Comments section were discussed as an ending to the interview.

Data Treatment

After the questionnaires were returned, the information was compiled and analyzed. This was done in two ways. First, all the responses were recorded and tabulated. After the results were tabulated, each response was compared by percentage to the total number of possible responses. This allowed for meaningful analysis of individual responses. Second, comments were recorded in complete form. (Appendix D) Additionally, these comments were categorized into common themes and comparisons were made using percentages. Finally, the interview data were recorded. (Appendix E) Where appropriate, the responses again were categorized into common themes for reporting.

Reliability

As could be seen by the presentation of data in Chapter 4, the information gathered in the questionnaire was supported by the information gathered in the interview. The interview information, therefore, has contributed to the reliability of the questionnaire data. Through the interview, some life and personality were added to the data that may not have come through with the questionnaire responses alone.

Return Rate

The data gathering process began May 6, 1991, and the last interview was concluded June 13, 1991. The last questionnaire was received June 7, 1991. As the project began, the person in charge of each district's curriculum was contacted. Not only were they asked for a list of teachers, as outlined in Chapter 3, but they also were asked to give permission for their district to be used for the study. These people, whether they were the superintendent, assistant superintendent, or director, were not all contacted on the first attempt. There were eight different attempts to contact one district's superintendent over a two week period before personal contact actually was made. As a result, the data gathering for this district was delayed.

May is generally the last full month of the school year. Teachers have a great deal to do, time is in short supply, and classroom and school priorities over-ride most other possible priorities. The return of sixty-three (63) of the ninety-seven (97) questionnaires sent, a rate of 65%, was good in usual times, but considering the time of year, this return rate was very good.

Summary

The collected data resulted in four pieces of information: First, a profile of an initiating-extended-role teacher; second, information regarding the resources employed by initiating extended role teachers to obtain additional information and further develop their expertise; third, the idea of a professional culture was addressed; fourth, the

number of people that had gone beyond the participation aspect of an extended role teacher and had become initiators.

CHAPTER 4

REPORT OF FINDINGS

Introduction

This chapter will deal with the data received from the questionnaire and the interview. The purpose for collecting the data was to describe initiating-extended-role teachers. In this case the teacher initiates an idea or identifies a problem in a district, and then carries the idea or solution through, planning, recommendation, and implementation stages. (¹Bradley, 1989; Weiss, 1989; Chrisco, 1989) A profile would help identify characteristics, qualities, and motivations of the initiating-extended-role teacher. Next, the resources used by these teachers was documented. As many believe culture to be an important part of teachers working together (Little, 1982; Bird & Little, 1986; Blackman, 1989), evidence of the nature of the culture within the buildings and districts of these identified teachers was explored. Finally, how many initiating-extended-role teachers might be in a district would complete the description.

Presentation of Data

The organization of the questionnaire was such that it began with simple, straight forward, informational questions and moved into more thought provoking questions. The ideas central to the issues of this study were interwoven throughout the questionnaire. As a result, the reporting of the data initially followed the sequence of the

questionnaire. When comments were a part of the question, a sampling of the comments is offered. A complete listing of all questionnaire comments can be found in Appendix E. The interview material was presented as it applied within the sequence of the questionnaire, with only some of the comments from the interviews being presented in the data presentation. A listing of the complete answers to each of the interview questions was placed in Appendix I. Finally, other data reported in the questionnaire were then presented.

Incidence of Initiating Teachers

There were one thousand nine hundred thirty (1930) teachers in the twelve districts that were part of the study. Of those, there were one thousand four hundred nine (1409) teachers in the thirty-six (36) school buildings that were part of this study. In comparing the number of teachers with the number of questionnaires sent, ninety-seven (97) selected teachers, gave a percentage of 7% of the one thousand four hundred nine (1409). When the data were analyzed for incidence rate at the different school levels, the high school level had 5%, the middle school level 6%, and the elementary school level 12%. These results were obtained using the selected teachers out of the total nominated. While the selection process actually permitted examination of a smaller number of teachers within the district, the elementary school teachers were selected from an even smaller portion than the high schools or middle schools, because there were often only one high school and one middle school, while there were several elementary schools. (See Table 4.1)

Table 4.1
Incidence Rate of Extended-Role Teachers Using Information from the
Selected School Buildings

	Number of Teachers	Number of Questionnaires Sent	Percentage
High School	607	30	5%
Middle School	491	29	6%
Elementary School	311	38	12%
Total	1409	97	7%

The sixty-three (63) extended-role teachers' questionnaires were each then reviewed. The purpose of this review was to determine if any were initiating-extended-role teachers. To do this, the whole questionnaire was reviewed, and particular attention was paid to questions 7 ("I am an initiator) and question 8 ("I am perceived by others as an initiator.") Of the sixty-three (63) teachers, there were fifty-four (54), or 86% who qualified as initiating-extended-role teachers using this criterion. It is these fifty-four (54) initiating-extended-role teachers who provide the data for the study.

The twelve districts were listed in order of enrollment for purposed of labeling. Of the twelve districts, numbers Two and Three had the highest percentage of initiating-extended-role teachers, at 12% and 10% respectively. The other districts were in the 2% to 5% range. When the total number of initiating-extended-role teachers (54) was compared with the total pool of study teachers (1409), 3.8% of the total study participants were found to be initiating-extended-role teachers. Of the ten (10) teachers interviewed, all ten (10) indicated initiation in their questionnaire, and all ten (10) confirmed initiation in the interview. (See Table 4.2)

Table 4.2
Initiating-Extended-Role Teachers by District with Extended-Role
Teachers' Information Included

District (By Class Size)	Number of Teachers In Study Pool	Extended- Role Teachers	Percent	Initiating- Extended- Role Teachers	Percent
One	61	7	11%	3	5%
Two	69	9	13%	8	12%
Three	63	10	16%	6	10%
Four	95	8	8%	2	2%
Five	108	10	9%	5	5%
Six	123	10	8%	5	4%
Seven	97	7	7%	2	2%
Eight	112	5	4%	2	2%
Nine	153	8	5%	7	5%
Ten	165	6	4%	4	2%
Eleven	203	7	3%	4	2%
Twelve	160	10	6%	6	4%
Total	1409	97	7%	54	3.8%

Of the selected teachers, twenty-two (22) or 23% were male and seventy-five (75) or 77% were female. Of the initiating-extended-role teachers twelve (12) or 22% were male and forty-two (42) or 78% were female. (See Table 4.3)

Table 4.3
Comparison by Gender, Both Those Selected, a Total of Ninety-seven
(97), and then as Initiating-Extended-Role Teachers,
a Total of Fifty-four (54)

	Number	Percentage of Total
Males Selected	22	23%
Females Selected	75	77%
Male Initiating-Extended-Role Teachers	12	22%
Female Initiating-Extended-Role Teachers	42	78%

Questionnaire and Interview

Title. Each respondent was asked to use a phrase to describe his or her extended role. If he or she thought that "Informal" would apply,

this was suggested as an appropriate response. Some respondents interpreted the question to require a formal title, resulting in responses including: Building Representative. Building Improvement Team. Department Chairperson. Others used descriptive phrases to express their perception of their extended roles, including: "Rewarding!. Gratifying!!. Exciting!!!"; "Fun and exciting"; and "Link".

In the interview, the first question asked concerned why the respondent was teaching. While the interviewees gave specific reasons, generally these involved personal concern and commitment to students, education, and the future. Examples were: "Make a difference in teaching", "Desire to have my philosophy/attitude be passed on to other generations", "Law (an occupational interest) was not influential-- education has importance", "The most important thing is education", and "Teachers change the world."

Part I Personal Background. The first question in this section of the questionnaire concerned the number of years the respondent had been in teaching. The results were divided into seven groupings. The two largest groups were represented by nineteen (19) respondents or 35% who had been teaching between sixteen and twenty years; and fifteen (15) respondents or 28% who had been teaching between twenty-one and twenty-five years. (See Table 4.4)

Table 4.4
The Number of Years the Initiating-Extended-Role Teachers Had Been
in Teaching

	Number of Teachers	Percentage of Total
16-20 Years Teaching	19	35%
21-25 Years Teaching	15	28%
11-15 Years Teaching	8	15%
26-30 Years Teaching	4	7%
0-5 Years Teaching	3	6%
6-10 Years Teaching	3	6%
31-40 Years Teaching	2	4%

The average number of years all the responding teachers had taught was nineteen and one tenth (19.1) years. (See Table 4.5)

The average number of years that the teacher had been employed in his or her current district was seventeen and five tenths (17.5) years. It should be noted there is little difference between the average total number of years in teaching (19.1) and the average number of years teaching within their district (17.5). (See Table 4.5)

The average number of years the teachers had participated in their extended role assignment was nine and nine tenths (9.9) years. This number was difficult for some to determine. Some teachers gave a range of numbers; and the larger of the two was used for these data. Some other teachers put the number of years they had been in their current role, although they may have been in another leadership role prior to that. (This was revealed in answers to other questions in the questionnaire.) The number reported by these teachers was used for this data analysis. (See Table 4.5)

Table 4.5

By Average, the Number of Years in Teaching, the Number of Years in Their District, the Number of Years in Their Role

Average teaching years	19.1
Average years in district	17.5
Average years in role	9.9

The final question in this section concerned the college degrees held by the respondents. Responses to this question indicated that twenty (20) teachers or 37% held a Bachelor degree only, thirty-three (33) teachers or 61% held a Masters degree, and one (1) teacher or 2% held a Ph.D. Several comments were associated with this question. These were: next to B.A./B.S. was: "+40", "+30", "currently working on M.A."; next to M.A. was: "Soon! 5 more credits", "M.A. +15", "Working on M.A. at present", "M.A. +30"; Ed. Sp. was checked and next to it was: "Equivalent. Masters +40 hours" (this was counted as M.A.); and "ABD" (all but dissertation) was placed next to Ph.D. (counted as an M.A.) (See Table 4.6)

Table 4.6

Degrees Held by Initiating-Extended-Role Teachers

	Number	Percentage
Bachelor Degree	20	37%
Masters Degree	33	61%
Ph. D. Degree	1	2%

Part II Professional Assignment. In the first question in this section, the respondent was asked to state his or her current teaching assignment. Of the returns of the selected group, 43% identified teaching assignments in a high school, 22% in a middle school, and 35% in an elementary school. (See Table 4.7)

Table 4.7

Current Teaching Assignment of Initiating-Extended-Role Teachers

School	Number	Percent
High School	23	43%
Middle School	12	22%
Elementary School	19	35%
Total	54	100%

The respondents were also asked if they had additional extended roles other than those indicated in their opening statement. A total of reported extended roles was compiled using the information from both the opening question (in which respondents were asked for a description of their extended role) and this more direct question. As a total group, forty-five (45) or 83% of the respondents indicated they had more than one extended role. The number of extended roles reported by these teachers varied from one to eleven. Most of the extended-role teachers had three, four, or five roles, the average of which was three and seven tenths (3.7) roles. (See Table 4.8)

Table 4.8

Number of Roles Held by Initiating-Extended-Role Teachers

	Number	Percentage
Four Roles	11	20%
Five Roles	11	20%
Three Roles	10	19%
One Role	9	17%
Two Roles	7	13%
Seven Roles	2	4%
Eight Roles	2	4%
Six Roles	1	2%
Eleven Roles	1	2%
Nine Roles	0	0%
Ten Roles	0	0%

Of those indicating they had only one extended role, six (6) of the nine (9) or 67% stated the one role was "Informal."

In all, two hundred two (202) extended roles were listed. A summary by categorization of these roles follows (Note: the number in parentheses indicates the number of teachers reporting this role): Curriculum (44), School Improvement (33), Informal (24), Student Activities (23), Association related (17), Assisting peers, coach (16), Committees (13), Accreditation Committee (9), Department Chairperson (8), Outside District Involvement (7), Inservice (5), and Other (3). (See Table 4.9)

Table 4.9
Roles Held by Initiating-Extended-Role Teachers

Category of Role	Number of Teachers	Percentage
Curriculum	44	22%
School Improvement	33	18%
Informal	24	12%
Student Activities	23	11%
Association Related	17	8%
Assisting Peers, or Coach	16	8%
Committees	13	6%
Accreditation Committee	9	4%
Department Chairperson	8	4%
Outside the District Involvement	7	3%
Inservice	5	2%
Other	3	1%

Some of the interviewees were asked to further describe the extended roles they had reported. If their questionnaire responses were unclear, further questioning was done in order to verify or augment the given information. For example, Person eighteen (18) on his or her questionnaire listed only one extended role, K-12 Foreign Language Coordinator. After questioning, he or she stated he or she actually participated in six roles: Curriculum Council; K-12 Language Coordinator; Mini-Grant Committee; World of Difference Committee; Strategic Planning Committee; School Improvement. Person forty-four

(44) listed "facilitator to school improvement" on his or her questionnaire, but in the interview he or she further reported working on both the District and the Building School Improvement Teams. Finally, Person forty-seven (47) listed Chairperson, School Improvement on the questionnaire, but additionally listed four other extended roles in the interview: Student faculty forum; Senior Play; Chairperson School Improvement Team for District; Chairperson School Improvement Team for the building.

Most of the respondents stated they had more than one extended role, as noted in Table 4.8. In the interview this was pursued with questioning as to how he or she divided his or her time between and among these various roles. Five of the interviewees used the word "prioritize" while describing how they organized their time and activities. Another technique often cited was scheduling and using deadlines.

The respondents were asked to describe their activities in their extended roles. Two sorts of answers were given. First, thirty-four (34) or 63% of the respondents stated they were initiators of change or of a new program. A second response was that twenty-five (25) or 46% stated their role made it possible for them to spend time outside the classroom.

The interviewees' response to whether or not they felt they were an initiator was six (6) No and four (4) Yes. During the interview, evidence of initiation was found for five (5) of the six (6) "No" responders.

In describing their contacts with others, many extended-role teachers reported contact either within their district [forty-nine (49)

or 91%] or within their school [forty-seven (47) or 87%]. Thirty-eight (38) or 70% had contact outside their district. (See Table 4.10)

Table 4.10
Where Initiating-Extended-Role Teachers' Contact with Others Occurs

	Number	Percentage
Others within District	49	91%
Others in School	47	87%
Others Outside District	38	70%
Other	1	2%

In the interview the teacher was asked to describe further the nature of his or her contact with others. The resulting descriptions fell into the general categories of committee work, inservices and workshops, and one-on-one situations. Topics that were covered in these contact situations typically included the philosophy of the district, planning, and curriculum.

The teacher also was asked if there were flexibility in his or her schedule to permit such contacts as part of his or her extended role. All the teachers interviewed had classroom assignments along with their extended roles. Two of the teachers felt they had no flexibility in their schedule (These were elementary teachers.), two felt they had some time built into their schedule (These were secondary teachers.), and all ten stated they were able to get substitutes for release time when it was necessary. Four of the teachers stated their principal decided when such release time would occur, with two of these saying they had input in that decision. Two teachers stated that they were the people who decided when they needed release time, and the four others felt it was a group decision making process.

All of the extended-role teachers felt they had both the trust of peers [fifty-four (54) or 100%] and the trust of administrators [54 (54) or 100%]. A somewhat lower number of teachers felt they were the following: perceived by others as initiators [forty-four (44) or 81%], good listeners/communicators [forty-three (43) or 80%], and possessors of expertise in an area [forty-one (41) or 76%]. Both having information that others wanted, and being able to give wanted advice were selected by thirty-two (32) teachers or 59% of the extended role teachers. The responses that fell under the heading of "Other" included: "The Woodrow Wilson Foundation funds me to put on chemistry institutes throughout the country"; "They need me, and I have the trust of the community"; and "I have the trust of central administration". (See Table 4.11)

Table 4.11
Perceptions/Qualities of Initiating-Extended-Role Teachers

	Number	Percentage
Trust of Administration	54	100%
Trust of Peers	54	100%
Others See Me as an Initiator	44	81%
Good Listener/Communicator	43	80%
An Area of Expertise	41	76%
Give Wanted Advice	32	59%
Information for Others	29	54%
Other	4	7%

In the interview, each teacher was asked for examples of the trust he or she had from their peers. Nine of the ten stated they shared information and/or gave advice, and that this indicated they had their peers' trust. A response example of one interviewee was: "My peers seek information or ask advice." Similar answers were given by teachers when evidence of trust from their administrators was sought.

Additionally, however, three of the interviewees spoke of expressed thanks or recognition from administrators as evidence of trust.

The respondents were asked to list an area of expertise, if they had indicated they had one. There were seventy-nine (79) responses. Topics given by teachers as to what expertise they had that let them be a resource included: Contract Interpretation, Middle School Math Objectives, School Improvement, and various curriculum topics. These responses were placed into six general categories: Curriculum (53), School Improvement (10), Teachers' Association Business (6), Computers (3), Accreditation (2), and Other (5). (See Table 4.12)

Table 4.12
Expertise Areas of the Initiating-Extended-Role Teacher

	Number	Percentage
Curriculum	53	63%
School Improvement	10	14%
Teachers' Association Business	6	8%
Computers	3	4%
Accreditation	2	3%
Other	5	7%

A large percentage of people responded in the area of curriculum. The curriculum responses were broken down into four categories. These categories were: specific curriculum subject matter, like mathematics or science (30); general curriculum topics, like gifted education or process writing (12); curriculum development (9); and curriculum in general (5). (See Table 4.13)

Table 4.13
Types of Curriculum Expertise the Initiating-Extended-Role Teacher
Has to Share

	Number	Percentage
A Specific Curriculum Subject	30	54%
A General Curriculum Topic	12	21%
Curriculum Development	9	16%
Curriculum in General	5	9%

If the questionnaire respondents indicated they had information to share, they were asked to list the topics. There were sixty-six (66) responses. Specific topics given by teachers as to what information they have to share included: Teachers' Association Activities, School Improvement, Student Assistance, and various curriculum topics. These responses generally can be categorized into six groupings: Curriculum (46), School Improvement (8), Teachers' Association business (5), Other (7). (See Table 4.14)

Table 4.14
Types of Information the
Initiating-Extended-Role Teacher Has to Share

	Number	Percentage
Curriculum	46	70%
School Improvement	8	12%
Teachers' Association Business	5	8%
Other	7	11%

A large percentage of people responded with a mention of curriculum. The curriculum responses were broken down into four categories. These categories were: specific curriculum subject matter, such as mathematics or science (18); general curriculum topics, such as gifted education or process writing (13); curriculum development (12); and curriculum in general (3). (See Table 4.15)

Table 4.15
Types of Curriculum Information the Initiating-Extended-Role Teacher
Has to Share

	Number	Percentage
A Specific Curriculum Subject	18	39%
A General Curriculum Topic	13	28%
Curriculum Development	12	26%
Curriculum in General	3	7%

During the interviews, each teacher was asked if there were others within their district who had a similar area of expertise or information. Generally, the teacher was either the sole holder of this information, for example, "No. I am the only one;" or he or she was one of a few, for example, "A couple others have information on low achievers."

In the interview each teacher was asked if he or she perceived that he or she had power because of his or her expertise or because of the information he or she shared. Nine of the ten interviewees gave an answer that was viewed as affirmative. An example of an answer was: "Not by position, but some perceive he/she has power." This conversation flowed into the topic of whether power was finite as a concept or could be conceptualized as infinite. After some discussion of these concepts of power, eight of the nine interviewees (one teacher was not asked this question) reported their perception was that power was infinite. Typical comments included: "We work with each other's strengths and weaknesses, and then offer support to the weaknesses." and "No one person is overpowering anyone else."

Why the respondents had chosen to be a participant in their extended role asked was next in the questionnaire. Responses most chosen indicated the purposes of professional growth and development

[forty-nine (49) or 91%], and personal growth and development [forty-eight (46) or 89%]. Forty-seven (47) or 87% of the teachers stated they participated because of the positive feelings they received, while forty-three (43) or 80% of the teachers stated they participated because of a need to get things done. Thirty-two (32) or 59% of the teachers stated they had the ability to see a problem and enjoyed presenting a solution, while twenty-five (25) or 46% of the teachers stated they participated because of the feeling of being in control of their area of expertise. Nine (9) or 17% of the teachers stated they felt another response should be listed and the examples given were: three (3) teachers stated "students" were the reason they participated in this extended role; "Responsibility of all teachers to extend themselves in some way or area"; "Was asked and therefore felt obligated"; "Valuable personal experience"; "I believe it is important for Elementary teachers to have role models in leadership roles, especially female, elementary teachers"; "Desire for change"; "I don't want being subject to decisions by my peers--want some input"; "Gradual evolution"; "I feel a need to present the best curriculum possible for our future generation"; "My colleagues are content to let me "do my thing" since it takes some pressure off them"; "As a result of my efforts, everybody can look good"; and "I need to be involved in the process, not be behind the scenes; I'm nosy!". (See Table 4.16)

Table 4.16
Reasons Initiating-Extended-Role Teachers Give for Participating in
Their Extended Role

	Number	Percentage
Professional Growth & Development.	49	91%
Personal Growth & Development.	48	89%
Positive Feelings Resulting	47	87%
Need to Get Things Done	43	80%
Can See a Problem & Solve	32	59%
Feeling of Being in Control	25	46%
Basic Need to Lead	19	35%
No One Else Will Do It	14	26%
Increased Status	13	24%
Release Time	5	9%
Monetary Benefits	3	6%
Other	9	17%

Four of the interviewees stated they thought the most important of these reasons for them was professional and personal growth and development. Two felt the positive feelings resulting from sharing information was most important. One stated that simply the "Future" was the most important.

An underlying interest, but not part of this study, was to examine the differences between extended-role teachers who exhibited *initiating* characteristics and those that did not. Using the data of just the extended-role teachers, which was gathered as part of this study, positive feelings was listed by forty-nine (49) of the sixty-three (63), or 78% of the respondents.

Part III Professional Relationships. In question 10 the respondents were asked if the nature of their communication and interaction with fellow teachers had changed since they had assumed their extended role. This was answered in a "yes or no" format. Of the fifty-four (54) initiating-extended-role teachers forty-four (44) or 81%

of those selected felt the nature of their communication and interaction with fellow teachers had changed since assuming their extended role.

There was one comment that indicated communication with peers was less, or negative. There were forty-three (43) comments that regarded communication with fellow teachers to be positive.

If the initiating-extended-role teacher had indicated his or her communication with fellow teachers had changed, they were asked to list in what ways and to what degree this had occurred. Twenty-two (22) or 51% stated they now shared information and fifteen (15) or 35% stated they communicated more now than in the past. (See Table 4.17)

Table 4.17
How Communication Changed with Fellow Teachers

	Number	Percentage
Share Information	22	51%
Communicate More	15	35%
I Have Their Respect	8	19%
They See Me As a Leader	5	12%
We Work As a Team	4	9%
They Know I Care About Students	2	5%
School Improvement	2	5%
Other	4	9%

The teachers interviewed agreed that communication with peers was positive. One reported that communication had always been good (Person 52: "Communication has always been good, because I have always been a good communicator.") If communication had improved, teachers indicated this was due to maturity (Person 13: "I am now trying to think more, and not be as compulsive."; or Person 51: "In the beginning of my career I was young and vocal. Now I am sought out for advice, but am still vocal.") or to a change in peer perception of him or her (Person 5: "Now peers look at me as more of a professional."; or Person 44:

"Having the facilitator label, there is a personal willingness now to share and communicate, therefore, gain cooperation.")

In the next question concerning professional relationships, respondents were asked if the nature of the teacher's communication and interaction with district administrators had changed since he or she had assumed his or her extended role. This was also answered in a "yes or no" format. Of the fifty-four (54) initiating-extended-role teachers forty (40) or 74% of those selected felt that the nature of their communication and interaction with district administrators had changed since assuming their extended role. There was one comment that indicated communication was less, or more negative. There were forty-two (42) comments that regarded the communication with administrators to be positive. Twenty-four (24) or 56% of the respondents indicated they communicated more with administrators now than before. Others indicated they now shared information with administrators [fifteen (15) or 35%], had their respect [fourteen (14) or 33%], or were seen as a leader by the building or district administration [nine (9) or 21%]. (See Table 4.18)

Table 4.18
How Communication Changed with Administrators

	Number	Percentage
Communicate More	24	56%
Share Information	15	35%
Respect	14	33%
Leader	9	21%
Team	2	5%
School Improvement	2	5%
Other	5	12%

More communication now occurs according to six of the interviewees. Four of the interviewees stated that communication with administrators now was more of a team approach. Two teachers said that communication always had been good.

The initiating-extended-role teachers were asked if they had felt that any negative responses resulted from implementation of their extended role. Sixteen (16) or 30% of the teachers stated they felt that one of the negative responses to their role was that peers complained because the initiating-extended-role teacher appeared to get preferential treatment. Fourteen (14) or 26% of the teachers stated they felt that one of the negative responses to their role was jealousy. Nine (9) or 17% of the teachers stated they felt that there was some non-trust of some peers. (See Table 4.19)

Table 4.19
Negative Responses to the Extended Role

	Number	Percentage
Peers Complain of Preferential Treatment	16	30%
Jealousy	14	26%
Non-trust of Some Peers	9	17%
Non-trust of Some Administrators	2	4%
Not Earning "Extra Pay"	0	0%
Other	10	19%

There were twenty-one (21) initiating-extended-role teachers, or 39%, who did not indicate any negatives to their extended role.

In the interview, teachers were asked if there were anything they could do about the negative responses they may have listed. Four of the interviewees took a positive approach to their dealings with others, for example, Person 5: He/she tries to overcome it (the negativeness) with niceness. Three stated there was nothing they could do about these

negative responses of others, that these responses were really not their problem, for example, Person 13: "I ignore it. Some people are petty and you should not worry about it."; three teachers stated they would work with those who were negative to try to overcome the problem (e.g. Person 12: "He or she tries to work with them on a one-on-one basis.").

In the interviews, each teacher was asked if there were anything others could do to help alleviate the negative responses to his or her extended role. Five of the interviewees stated that the administration could take some action that would make a difference. Examples of action included: Person 13: "I (the interviewee) should not be shown favoritism"; and Person 44: "The administration should get us together in social situations so we can get to know our commonalities." One interviewee (Person 18) thought others should share more information. Another (Person 5) thought others should stop being negative, and be positive. Finally, one teacher (Person 47) thought there was nothing anyone could do. When asked if the negatives had ever stopped them from working in their extended role, seven (7) of the eight (8) (Two people had no negatives in their role.) stated "No." The other, Person 13, reported that because he or she was now more secure, the negatives did not bother him or her as much as before.

Part IV Personal Growth (extended role). The respondent was asked if he or she felt he or she were advancing his or her professional career by engaging in his or her extended teaching role. This was answered in a "yes or no" format. Of the fifty-four (54) initiating-extended-role teachers, forty (40) or 74% reported they perceived that they were advancing their professional careers by engaging in this extended teaching role.

McLaughlin and Yee have found that the "teaching career" is now being defined in more subjective terms. They feel that many teachers have generated "an *expertise-based, individually determined* notion of career: advancement is framed in terms of an ongoing process of professional growth, and success means effectiveness in the teaching role." (italics in original) (McLaughlin & Yee, 1988) There were thirty-nine (39) comments recorded with the question regarding expansion of the teaching role. They were categorized into three (3) groupings. While thirty-six (36) or 92% of those comments indicated they felt they were advancing their careers, review of their responses resulted in some question as to whether they were defining career as did McLaughlin and Yee. Twenty-four (24) or 62% did appear to define career in this way (See Table 4.20).

Table 4.20
Initiating-Extended-Role Teachers' Understanding of the McLaughlin
and Yee Concept of Career

	Number	Percentage
Those Defining Like McLaughlin and Yee	24	62%
Those Defining Unlike McLaughlin and Yee	15	38%

The initiating-extended-role teachers were next asked if they obtained satisfaction from having this extended professional role in addition to their teaching role. This was answered in a "yes or no" format. Of the fifty-four (54) initiating-extended-role teachers fifty-two (52) or 96% of those selected felt they did obtain satisfaction from having this extended professional role in addition to teaching.

There were thirty-seven (37) comments recorded indicating types of satisfaction or other issues associated with role-related

satisfaction. These were categorized into five groupings. Self satisfaction, with eighteen (18) or 49% of the teachers, was the most frequently reported type of satisfaction. (See Table 4.21)

Table 4.21
Satisfaction Received from This Extended Professional Role

	Number	Percentage
Self Satisfaction	18	49%
I Feel I Make a Difference	13	35%
I Do It For the Good of the District	10	27%
I Do It for the Students	7	19%
I Receive Satisfaction, But Time Is a Problem	7	19%

Whether or not the respondent personally felt successful in how he or she had performed his or her extended role was asked next, and again was answered in a "yes or no" format. Of the fifty-four (54) initiating-extended-role teachers fifty-two (52) or 96% of the teachers reported feeling personally successful in how they performed their extended role.

There were twenty-one (21) comments recorded in relation to the issue of success. Two groupings were made, with the largest group of comments consisting of twenty (20) respondents or 95% who stated they felt success in this role. (See Table 4.22)

Table 4.22
Comments for the Question Concerning the Personal Success Felt in
the Performance of the Extended Role by Initiating-
Extended-Role Teacher

	Number	Percentage
I Feel Success in This Role	20	95%
I Do Not Feel Success	1	5%

Some of the respondents [three (3) or 15% of the twenty (20)] felt success, but wished they could do more, and therefore would feel even more success.

Those interviewed were asked with whom they shared their feelings of success. Eight (8) shared with their family, seven (7) shared with peers, and three (3) shared with principals. One teacher, Person 13, while he or she did share feelings of success with family members, nonetheless reported feeling isolated, and had "to get a lot of self-satisfaction, and has self-goals. You must be self-satisfied to be successful."

The questionnaire respondents then were asked to report their perception of their careers as it related to their extended roles. Respondents were given two answers from which to choose, that is, did they view their work in this extended role as: 1) a step on a career ladder (toward administration) 2) or as an expansion of their professional growth, with no predisposition to an administrative position. Of the fifty-four (54) initiating-extended-role teachers only six (6) or 11% said their role was a step on a career ladder (toward administration). The other forty-eight (48) or 92% felt their role was an expansion of their own professional growth. Four (4) people checked both choices and two (2) people checked neither. (See Table 4.23)

Table 4.23
How the Initiating-Extended-Role Teachers Perceived Their Career As
It Related to Their Extended Role

	Number	Percentage
Step on a Career Ladder	6	11%
Expansion of Professional Growth	50	93%

The same data with the non-checked or double-checked responses thrown out reveal forty-six (46) initiating-extended-role teachers stating their role was an expansion of their own professional growth, and only two (2) saying they thought it was a step on a career ladder. (See Table 4.24)

Table 4.24
How Those Giving Only One Response Perceived Their Career As It
Related to Their Extended Role

	Number	Percentage
Step on a Career Ladder	2	4%
Expansion of Professional Growth	46	96%

In the subsequent interviews, five of the teachers felt the concept of career expansion was a good one. Four teachers said they did not want to be an administrator. Two stated they just liked teaching, and one felt he or she was heading toward administration, but also found teaching to be quite fulfilling. This teacher, Person 18, when asked if he or she leaned toward teaching or administration said he or she was "still evolving so cannot make a commitment either way." Person 44 did not want to be a administrator, but did not want to be in the classroom his or her whole career. He or she felt being a facilitator of some sort would be a good choice.

The next question, again in a "yes or no" format, was in reference to change in the teacher's building or district during the current year. Of the fifty-four (54) initiating-extended-role teachers forty-seven (47) or 87% felt their role had brought about change in their building (district) during the current year. To determine if the change were a lasting one, the respondent was asked if his or her role

had brought about change that had lasted for the past two years. Of the fifty-four (54) initiating-extended-role teachers thirty-nine (39) or 72% of those selected felt their role had brought about change that had lasted over the last two years.

Of the ten teachers interviewed, all ten cited evidence of change associated with his or her extended role. Some examples of these include: Person 18: "A pilot is in place for language in the elementary (he/she initiated), a language coordinator position has been created (he/she initiated), people pulled together to help bring about change, the language curriculum is now coordinated (he/she initiated);" Person 22: "Reading in the district has changed;" Person 51: "Teacher empowerment is positive, and is having an impact here;" and Person 52: "The math curriculum is now current."

On the questionnaire, the extended role teachers were next asked to indicate those skills or areas of professional knowledge which would enhance their performance in their extended role. The respondents listed forty-five (45) skills or areas of professional knowledge which would enhance their performance in their extended role. Those listed were categorized into seven (7) groupings. The area most often cited was that of curriculum with eighteen (18) or 40% teachers listing it. (See Table 4.25)

Table 4.25
Skills or Knowledge Which Would Enhance the Performance of
Initiating-Extended-Role Teachers

	Number	Percentage
Curriculum Needs	18	40%
Communication Skills	9	20%
Leadership	7	16%
Consensus Building	5	11%
School Improvement	5	11%
Time	4	9%
Other	7	16%

Those interviewed were then asked where they could obtain the skills listed for which they felt a need. A similar question had already been presented in the initial part of the interview where they had been asked to state what had been helpful to them in obtaining the skills needed for their extended role. These resulted in responses including: Person 13 likes to be involved, learn it first hand, likes to take risks, is a good listener, and has a sense of humor; Persons 44 and 47 felt most of his or her skills were learned on the job; Person 44 also said he or she had good mentors for leadership and people skills; Person 52 learned about the Michigan Mathematics Project through Eastern Michigan University and enjoyed the fact that the district let teachers teach teachers. Person 5 felt he or she got his or her skills from the administration, "because they gave good input"; Persons 47 and 52 gained skills from inservice and workshops.

The questionnaire respondents were next asked where they would seek assistance to enhance their job performance. Fifty (50) or 93% of the teachers stated they would seek assistance to enhance their job performance through attending professional conferences and workshops. Thirty-eight (38) or 70% of the teachers stated that they would seek assistance to enhance their job performance from professional associates

(teachers). Thirty-one (31) or 57% of the teachers stated that they would seek such assistance from a principal or other administrator. Twenty (20) or 37% of the teachers stated that they would seek assistance to enhance their job performance from the intermediate district staff. Nineteen (19) or 35% of the teachers stated they would seek such assistance from college or university personnel. Finally, nine (9) or 17% of the teachers stated that they felt that there was another place they were able to seek assistance to enhance their job performance. There were eight items listed by these nine people: Professional Journals (2); Visitations; Michigan Education Association; Professional Organizations; Books; Friends; Spouse; and Students. (See Table 4.26)

Table 4.26
Where the Initiating-Extended-Role Teacher Would Seek Assistance
to Enhance His or Her Job Performance

	Number	Percentage
Professional Conference & Workshop	50	93%
Professional Associates	38	70%
Principal or Other Administrator	31	57%
Intermediate District Staff	20	37%
College or University Personnel	19	35%
Other	9	17%

The interviewees then were asked to explain their selections concerning where they would go to get assistance to enhance their job performance. Persons 47 and 52 said they needed specific information, and, therefore, located workshops or conferences best suited for their needs. Person 12 felt he or she learned the most from students. Person 18 felt observing others on committees had been invaluable. Person 13 learned by listening to both administrators and peers, while Person 44

learned from administrators and the intermediate school district personnel. Four teachers were asked why they had not selected the university or college as a place to gain assistance with their role. Person 13 stated he or she had been disappointed in education classes and graduate classes, because they were not very demanding. Person 18, although taking classes at the time of the interview, stated that "the university is too research grounded, and I am pragmatic. Give me something I can use. Undergraduate classes were not practically oriented, however, graduate classes do seem good. They are lecture oriented, however, and therefore, not helping with communication skills." Person 44 said college or university personnel may offer help in the future, but had a low ranking for him or her now. Person 51 concluded by saying he or she was taking classes, but they were not for content. "If you want information you can get it from workshops."

Again, an underlying interest, but not part of this study, was to examine the differences between extended-role teachers who exhibited *initiating* characteristics and those that did not. Using the extended-role teachers data, peers was listed by forty-seven (47) of the sixty-three (63), or 75% of the respondents, and conferences and workshops was listed by fifty-six (56) or 89% of the extended-role teachers as sources to gain expertise or information. (See Table 4.27)

Table 4.27
Where the Extended-Role Teacher Would Seek Assistance to Enhance
His or Her Job Performance

	Number	Percentage
Professional Conference & Workshop	56	89%
Professional Associates	47	75%

The initiating-extended-role teacher next was asked to indicate the people who encouraged or nurtured him or her in his or her endeavors. Forty-seven (47) teachers or 87% thought the principal or other administrator, and forty-four (44) teachers or 81% thought professional associates (teachers) were the people who encouraged them or nurtured them in their role. Two other response choices for those who encouraged or nurtured the teachers were college or university personnel [identified by eleven (11) or 20%], and intermediate district staff [identified by seven (7) or 13%]. Twenty (20) or 37% of the teachers stated they felt that there were other people who encouraged them or nurtured them in their role. These twenty-eight were: nine (9) Family, six (6) Spouse, five (5) Professional Organizations, and two (2) each for Students, State Department, Friends, and Parents (of their students). (See Table 4.28)

Table 4.28
Persons Who Encouraged or Nurtured the Initiating-Extended-Role Teacher

	Number	Percentage
Principal or Other Administrator	47	87%
Professional Associates	44	81%
College or University Personnel	11	20%
Intermediate District Staff	7	13%
Other	20	37%

The fifty-one (51) responses to the question of how the listed people encouraged or nurtured them in their endeavors were separated into six (6) response categories. The highest frequency response category concerned encouragement, respect, support, recognition, or other positive comments to the teacher regarding their efforts. (Examples: Praise a good job, offer support, provide constructive

criticism, demonstrate that they value me and my ideas.) These were listed forty-five (45) times or 75%. Other responses were given to a lesser extent. (See Table 4.29)

Table 4.29
How Persons Encouraged or Nurtured the Initiating-Extended-Role Teacher

	Number	Percentage
Recognize, Encourage, Support, Positive Comments	38	75%
Communicate	11	22%
Help in Some Way or Offer Assistance	9	18%
Share Information	8	16%
Monetary Assistance for Conferences or Projects	7	14%
Work Together	6	12%

In the subsequent interviews, six of the teachers spoke of positive comments or encouragement from administration, peers, and parents as being how they were encouraged. As an example, Person 47 stated that the administrator often put a letter in his or her file or made a positive comment at a faculty meeting. Person 44 shares information with both peers and administration. Person 22 is recognized as a leader by both his or her peers and administration.

The next question concerned the atmosphere and attitude within the initiating-extended-role teacher's school building and whether or not it encouraged his or her efforts. Of the fifty-four (54) initiating-extended-role teachers forty-six (46) or 85% of those selected felt the atmosphere and attitude within their school building did encourage their efforts.

Each initiating-extended-role teacher was asked to list the people within his or her building who were responsible for developing this positive environment. The fifty-seven (57) responses indicated

that the teachers [thirty-one (31) or 54%] and principal [twenty-four (24) or 42%] were most responsible. (See Table 4.30)

Table 4.30
Those within the Building Who Provided an Encouraging Atmosphere for
Initiating-Extended-Role Teachers

	Number	Percentage
Teachers	31	54%
Principal	24	42%
My Building Has Always Had It	1	2%
Students	1	2%

Some of the teachers (23) stated that only one person in the building was responsible for the encouraging atmosphere. Again, however, "Teachers" remained the most powerful response group at sixteen (16) or 39%. (See Table 4.31)

Table 4.31
Persons Identifying the One Individual within the Building Providing
an Encouraging Atmosphere for the Initiating-Extended-Role Teacher

	Number	Percentage
Teachers	16	39%
The Principal	7	17%

In their questionnaire responses, each of the interviewees had suggested who in their building helped to set the positive atmosphere or attitude. During the interview, each was asked how this person or these people accomplished the development of the positive culture in the school building. Five of the interviewees felt most of the work was done by the administration. Person 13 related that teachers in his or her building were encouraged to make decisions and take roles. Person 18 said that teachers were recognized for being involved and doing a

good job, even for little things like being a timer at a track meet. The principal allowed people to take risks and he supported them, even if they were not successful. Person 44 stated the principal had open communication with people and said, "Please come to me." "The principal is an open, communicating person with a positive attitude. He or she is up-beat and it rubs off on others." Three of these teachers felt that either they or teachers in general were the ones responsible for the positive culture within their building. Person 22 said school improvement and empowerment was the key to the positive culture. Person 51 related that the teaching staff had to do it because the teachers couldn't wait. "The teachers write up the expectations and work with building principals. There is lots of communication, and the curriculum director had helped with the process." Person 52 stated that the teachers do it, and there was a great staff, as a whole, working together. Person 5's perspective was different. He or she stated that there was no positive culture, and did not think change could occur. He or she and other teachers were not getting any positive reinforcement.

Next, the questionnaire respondents were asked if the atmosphere and attitude within their school districts encouraged their efforts. Of the fifty-four (54) initiating-extended-role teachers forty-one (41) or 76% felt the atmosphere and attitude within their school district had encouraged their efforts.

The respondents indicating there was a positive atmosphere and attitude within their district were asked to list those who developed that environment. There were eight (8) groupings. Seventy-five (75) people were listed in the forty-one (41) responses. Forty (40) or 53% stated it was Central Administration. This was a grouping led by the

superintendent, and is further described in Table 4.33. The second most frequently mentioned grouping was "Teachers" at fourteen (14) or 19%. This was a grouping led by "Teachers" as further described in Table 4.34. Thirteen (13) or 17% of the initiating-extended-role teachers responding thought building principals developed this positive district environment. (See Table 4.32)

Table 4.32
Persons within the District Responsible for Developing an
Encouraging Atmosphere for Initiating-Extended-Role Teachers

	Number	Percentage
Central Administration	40	53%
Teachers	14	19%
Principal	13	17%
School Board	3	4%
Parents	2	3%
Local Teacher's Association	1	1%
There has Always Been a Positive Atmosphere	1	1%
Whole School Staff	1	1%

Table 4.33
Positions Making Up the "Central Administration" Grouping

	Number
Superintendent	19
Curriculum Director (or Assistant Superintendent for Curriculum)	9
Assistant Superintendent	5
Central Administration	3
Administration	3
Personnel Director	1

Table 4.34
Positions Making Up the "Teachers" Grouping

	Number
Teachers	10
Teacher Consultants	3
Teachers Singly Mentioned	1

Several (15) of the initiating-extended-role teachers felt there was only one person responsible for providing an encouraging atmosphere in the district. Of those, the assistant superintendent was listed by four (4) or 27% and the superintendent and curriculum person (director or assistant superintendent) were listed by three (3) or 20%. (See Table 4.35)

Table 4.35
The One Individual within the District Identified As Responsible for
Developing an Encouraging Atmosphere for Initiating-Extended-Role
Teachers

	Number	Percentage
Assistant Superintendent	4	27%
Superintendent	3	20%
Curriculum Director (or Assistant Super.)	3	20%
Parents	2	13%
Teachers	1	7%
Central Administration	1	7%

All eight (8) of the interviewees who were asked this question mentioned the superintendent as being a positive force for encouraging a positive culture within the district. Other administrators mentioned individually or together were also listed as helpful, included the assistant superintendent, the curriculum director, the high school principal, or the middle school principal. Subject area coordinators and the school board also were listed as encouragers.

The following statement then was related to the interviewees:

Research has shown that a new teacher will come into a building and within six months they will look like the others in the building. That is the culture overriding. If a new teacher came into your building, would they collaborate, lead, participate?

The interviewees were asked to respond to this whether or not they agreed with the premise. Five of these teachers felt the culture within their building would let the new teacher know that the expectation was that they participate. Person 22 said participation is expected and new teachers are involved. Person 44 stated it was a combination of both the culture and the person that let them participate. Person 14 said, "the decision making process made us all collaborate. Four teachers said it would depend in which hall or on which team the new teacher was placed. A subculture would be the controller. Person 18 said it depends on the team assignment. Person 5 stated the subculture within a building might promote sharing. Three of the interviewees felt that the administration in their building would help to make sure the new teacher would participate. Person 44 said his or her new administrator stated that participation was risk free. "I will support you." Finally Person 47 stated new teachers would be encouraged to participate by the administration.

Part V General Comments. In the questionnaire the initiating-extended-role teachers were asked for the recommendations they would give to schools and/or teachers that were establishing or revising extended teacher roles. There were forty-four (44) people that made responses, and the answers were divided into six different categories. Within the six categories, seventy-one (71) responses were stated. The theme mentioned most, by twenty (20) initiating-extended-role teachers, or 28%, was the advising of teachers to become involved and to expand their role. An example of this was, "I would advise any educator to become involved in some activity outside of the classroom." The second most often mentioned theme was the need for more time for teachers to

work in their role, stated by thirteen (13) or 18% of the teachers. An example statement of this type was "Time is the main problem." The theme that administrators or other teachers should seek out teachers who may not be participating and encourage them to share their special expertise, whatever that might be, earned thirteen (13) or 18% of the responses. An example of this was "Give qualified staff members the time and opportunity to develop their extended roles." (See Table 4.36)

Table 4.36
Responses to Comments on Recommendations for Schools and/or Teachers

	Number	Percentage
Advise Teachers to Expand Their Role	20	28%
Time	13	18%
Tap Individuals with Special Skills	13	18%
Reward, Recognize, Support, or Respect	9	13%
Positive Attitude	6	8%
Change Is Important	6	8%
More Money Would Help	2	3%
Other	2	3%

Finally, in the questionnaire the respondents were asked for any other comments. The resulting nineteen (19) comments were divided into six different categories. Because one person made two comments, twenty (20) categorized responses were given. Many of the responses included comments to the researcher regarding the research [seven (7) teachers or 37%]. An example was "Thanks for asking me to respond!" Three (3) teachers or 16% stated a positive attitude by teachers was important, for example: "I love it." Other comments were made as well, all with two (2) teachers or 11% stating each. (See Table 4.37)

Table 4.37
Responses to "Other Comments"

	Number	Percentage
Comments to the Researcher	7	35%
Positive Attitude	3	15%
Advise Teachers to Expand Their Role	2	10%
Change Is Important	2	10%
More Money Would Help	2	10%
Reward, Recognize, Support, or Respect	2	10%
Time	2	10%

In the interviews, closing comments by the teachers centered on one topic of unanimous agreement, and then some advice. The topic of agreement was that all ten agreed with the research completed by McLaughlin and Yee regarding expansion of an educational career as opposed to a career ladder concept, its relationship to stress and teacher burnout and its application to themselves and their schools. The interviewees advised that if teachers were more active in their roles, they would be less likely to show signs of burnout.

There were three other comments offered by the interviewees. Person 5 said there was positive change this year in his or her school and district because of *school improvement*. He or she also stated that teacher leadership was an important topic to be studied. Person 47 thought that administrators needed to look at untapped resources and the need to "renew" teachers. Person 52 stated that teachers get into a box, or a rut, and it took effort to expand their role and themselves. He or she went on to say that teachers need opportunity to visit other teachers within their own buildings and other teachers in other districts.

Summary

In this chapter the presentation of data included the rate of return, how many initiating teachers were found, and questionnaire and interview responses. This information laid the framework for analysis. The result of this information was a personal profile of an initiating-extended-role teacher, a look at the culture from which these teachers came, and the resources they used.

CHAPTER 5

DATA ANALYSIS, RECOMMENDATIONS, REFLECTIONS

Introduction

The purpose of this study was to find initiating-extended-role teachers. In so doing, a description was developed that included four parts. The first was a personal profile. This profile included characteristics, qualities, behaviors, and motivations that were associated with the initiating-extended-role teacher. Second, the number of initiating-extended-role teachers that might be found within a district was identified. Third, the type of culture found in the building or district that had initiating-extended-role teachers was described, in addition to assessing whether the nature of the culture were part of the reason teachers participated in the decision making process of the building or district. The fourth part of the description included documentation of the sources of information or expertise that the initiating-extended-role teacher used. Finally, as part of the purpose, it was assumed that involvement of initiating-extended-role teachers helped support education at either the building or district level. Whether this assumption proved out was discussed.

Ideas for further study are presented. Finally, this interpretation of the data also includes several reflections on some of the ideas or concepts.

Data AnalysisDescriptionPersonal profile

It should be noted that the use of "characteristics", "qualities", and "motivations" refers to the nature of the initiating-extended-role teacher as a professional rather than as a personality trait.

Characteristics. The word "characteristics" in this study refers to traits that were visible, exterior sorts of features that were apparent as a result of overt observation. Nine (9) characteristics emerged through this study. First, most (94%) of these teachers had a job title. This title ranged from a general committee member to a more specific descriptor, such as School Improvement Team Chairperson or Language Coordinator.

Second, these titles represented different roles. Eighty-nine percent of these teachers had between one and five different roles in which they were involved.

Third, 41% of these roles were associated with curriculum and/or school improvement. The curriculum area was composed of three basic types. Nineteen (19) titles dealt with curriculum in general, covering an advisory role (i.e. Curriculum Council, Curriculum Advisory Council, curriculum improvement). Another fifteen (15) dealt with specific subject area curriculum (i.e. Language Arts, Mathematics, Reading, Science, and Social Studies). The other twelve (12) were a miscellaneous group including gifted and talented, mentor, coach, Instructional Theory Into Practice).

Fourth. the initiating-extended-role teacher was likely to be a female (78%).

Fifth. 61% of the initiating-extended-role teachers held Masters degrees.

Sixth. 61% of the initiating-extended-role teachers had been teaching sixteen (16) to twenty-five (25) years.

Seventh. they all (100%) felt they had the trust of their peers and the administration.

The eighth characteristic. was that they also felt they had good communication with their peers (98%) and with the administration (97%).

The ninth and final descriptor concerned the areas of expertise or information these teachers had to share. Eighty-nine percent of the initiating-extended-role teachers listed such characteristics. Again, of these areas of expertise and information, a high percentage were concerned with curriculum (62%). The topics were focused primarily on subject areas, with some mention of gifted and talented, learning styles, classroom organization, and other general themes.

Qualities. The word "qualities" refers to intrinsic features of the teacher, that is, what the teacher was like on the inside, what made them who they were. There were four main qualities demonstrated by these teachers. The first was a feeling of satisfaction with their performances in their roles (96%). The second was a feeling of success with their performances in their roles (95%). They also had a positive approach to their situations. Thirty-nine percent had no negatives at all associated with their roles, and the others often indicated there were only a few people causing those negatives. This was reaffirmed in the interviews. The final quality was their view of career. Almost all

(96%) felt that an important part of their teaching career was expanding their professional growth.

Behaviors. Behaviors were defined as the activities of these teachers, i.e. What they did. As expected, they were found to initiate. In addition, they were found to work with others in their school building (87%) and/or district (91%). The interviews aided in specifying the types of things they did while they were working in their building or district. What they did included doing inservices, workshops, and/or participating on various committees.

Motivations. Motivations refers to the reasons these teachers developed their extended roles. Culture, which is covered in a later section, had a positive influence on teacher motivations. Four basic reasons emerged as factors motivating these teachers to participate in an initiating-extended-role. Professional growth (91%) and personal growth (89%) both were rated as important reasons. Positive feelings received as a result of working in their role (87%) also were very important. Many (80%) felt a need to get things done. It was interesting to note that only 6% stated that money was a motivator in their extended role.

Number of Initiating-Extended-Role Teachers

The questionnaire was also designed to identify how many Initiating-Extended-Role Teachers there might be in the study pool of teachers, and, therefore, how many one might be expected to find in a school or in a district in general. The three smaller schools had a greater number of extended-role teachers by percentage than the larger schools. This also was true of the initiating-extended-role teachers. The exception to this was the smallest school. Here Person 52 was

interviewed and he or she stated there was no encouragement for initiating-extended-role teachers. Generally speaking, however, 3.8% of a district's staff could be expected to meet the presented definition of an initiating-extended-role teachers.

Culture

There were three levels of school culture that emerged in examining the data. These were the individual, building, and district level cultures.

Individual. On the individual level, all the initiating-extended-role teachers did feel they had support for their efforts from somewhere, either from their administrators (87%), their peers (81%), or from someone else. This information came in response to a question regarding by whom they were encouraged or nurtured, or generally given support.

Building. At the building level, 85% of the initiating-extended-role teachers felt a supportive atmosphere or attitude (culture) existed in their school. The two groups ranked highest in providing this atmosphere were the teachers (54%) and the building principal (43%). This suggests that the major controlling agents of the building culture were perceived to be the teachers.

District. The initiating-extended-role teachers (76%) felt that the district level provided a supportive atmosphere. At this level those in central administration (53%) were the most responsible for the atmosphere, while teachers had the next most influence at 19%. Of those in the central administration category, most often mentioned by name/title were the superintendent (48%), and the curriculum assistant

superintendent or director (23%). This strongly suggests that the major controlling agent of district culture was central administration.

Nonsupportive. There was some report of a nonsupportive culture. However, it was interesting to note that even though there was no perceived support, initiation of programs and ideas was still happening in the district. This almost seemed to occur in spite of the lack of support or culture.

Sources of Information

These initiating-extended-role teachers reported receiving much of their new information from resources outside the district. These resources included workshops or conferences (93%). In the comments section of the interviews, it was stated that when specific information was needed to perform their extended role, workshops and conferences were the resources to which they would look. The second most likely place for the initiating-extended-role teachers to look was to their peers (70%).

During questioning in the interview, respondents made it clear that workshops and conferences would be the resource toward which these initiating-extended-role teachers would continue to look for help. In part this was indicated when they were asked in the questionnaire to state who nurtured or encouraged them. Two of the possible resources listed were the intermediate school district or a college or university. They reported that these were sought out for nurturing and encouragement at a rate of only 37% for the intermediate school district, and 35% for the college or university personnel. When searching for a resource, the college or university was listed by only 20% and the intermediate district by 13%. One interviewee, Person 18, typified the general

response pattern concerning the college or university when he or she stated that the university was too research grounded and not sufficiently practical in orientation. "Give me something I can use. Undergraduate classes were not practically oriented. Graduate classes seemed good, but they are set up as lecture oriented, and therefore, not helpful with communication skills."

Teacher Involvement

The final purpose of this study was to discover if there were evidence to support the concept that teacher involvement helped move the district forward, and helped make changes. While the overall impression of the study supports this idea, two questions specifically addressed this concern. When asked if their role had brought about change during the last year, 87% responded positively. When asked if this change or any other had lasted two years or longer, 72% responded positively. Several initiating-extended-role teachers stated that it was too soon to see if their program would last two years, because of the newness of program. The interviews also were able to confirm this feeling of positive, lasting change. Barth stated that principals had too much to do, and needed the input and participation of teachers to help change and to respond to the needs in education. (Barth, 1988) Person 13 stated: "All can't be done by the principal in the building, there is too much. Teachers must play a role."

Conclusions

Initiating-Extended-Role Teachers

There are initiating-extended-role teachers in the districts surveyed. These teachers were found at a range of between 2% and 12%. The total rate was about 3.8%. It would be expected that, if other districts were studied, between 2% and 12% of the teachers within these districts could be identified as initiating-extended-role teachers.

Culture

There was evidence that culture was a major factor in the development of the initiating-extended-role teachers. Through both answers in the questionnaire and in the interview, indicators of culture, such as trust of administrators and peers and having a supportive atmosphere, were demonstrated. At the same time, there were those that initiated in spite of their culture being negative. Therefore, it can be concluded that a positive culture is not necessary for the initiating-extended-role teacher to be active.

Expanding the Notion of a Teaching Career

When the subject of advancing their career was introduced in the questionnaire, the responses suggested that there was some question as to whether or not there was a true understanding of the intent of the question. A following question indicated more clearly the initiating-extended-role teacher's feelings regarding a expansion of the teaching career as opposed to becoming an administrator, however. In this case, expansion was the clear choice. Most teachers are interested in being

teachers, and participating through involvement in the education process.

Extended-Role Teachers and Initiating-Extended-Role Teachers

There were two characteristics that emerged as somewhat different between an extended-role teacher and an initiating-extended-role teacher. When looking at motivations, the extended-role teacher listed positive feelings at a 78% rate. The initiating-extended-role teacher listed positive feelings at a 87% rate. So the positive feelings generated by performing their role seems to be a motivator more common for the initiating-extended-role teacher.

The second interesting comparison dealt with the sources of information and expertise these two types of teachers employed. The extended-role teacher listed both peers (75%) and workshops and conferences (89%) as their most likely sources. These same sources were listed by the initiating-extended-role teachers, but the disparity was wider, 70% for peers and 93% for workshops and conferences. Both the positive feelings and sources data seem to demonstrate more self-confidence and independence of the initiating-extended-role teacher.

Power

The concept of power was approached by the questionnaire, and pursued in more depth in the interview. Griffin, Hallinger and Richardson, and Mechanic wrote about the source of power being information. This was especially true in regard to teachers. It also was mentioned that this power of one teacher over another teacher or an administrator seemed to be a positive. Even when the administrator

admitted having knowledge of this power. he or she viewed it in a positive way. Many of the initiating-extended-role teachers in this study acknowledged having expertise or information that others did not have. In the interview this was confirmed. Power was something they possessed, but they also viewed this power as something they shared. The sharing made their situation and school work better, more productive, and more rewarding. The presented view of power as being infinite was embraced by all the interviewees.

Implications

Assisting or Coaching Peers

When listing activities in which they were engaged, only 8% of the initiating-extended-role teachers stated that they participated in assisting or coaching their peers. For an activity that has proven to be so valuable, it seems a loss that there is so little participation in this activity. More time should be made available to teachers for this activity.

Negatives

In the section on qualities, the lack of negatives was listed. Why were there so few negatives described by these initiating-extended-role teachers?

The notion of a successful initiating-extended-role teacher as described here was the type described by Griffin (1985) as a "more than" teacher leader. Here the expectation was that teacher leadership would be developed by the teacher doing "more than" for what the contract

calls. The teacher ladder type of leadership is a "better than" teacher where a master teacher is held up as being "better than" others. In the "better than" others situation, there is competition and likely a lack of sharing. This has resulted in negative feelings among peers. In the model used in the districts within this study, the "more than" refers to the fact that these teachers were spending time "more than" normally would be expected. Nevertheless, a competitive atmosphere, leading peers to become jealous or protective, was not developed.

Initiating-Extended-Role Teacher Recommendations

The respondents gave advice and asked for two things in response to question 27 regarding what would help initiating-extended-role teachers perform their roles more effectively. Examples of their advice speak more effectively than an interpretation. "Do as much as you can! Encourage others to become involved!" "Allow your teachers to take extended roles--they are the experts. They are the ones who have to work with kids day in and day out and must keep current or 'die' in the process!!" "Let people demonstrate they can handle added responsibility and provide them with support when they fail and when they succeed." "Encourage leadership among staff members. Administrators must share the 'power' for effectiveness. Schools work best when all feel they have a say." "Positive attitude, love of kids, good sense of humor, be able to take criticism, be able to make changes and take risks." "Must be trust and encouragement from administration on down!! Everyone must feel an integral part of the operation!" "Don't give up! Try to focus on areas and skills that can produce some success. Encourage others with a positive attitude."

The two things that were asked for in the comment section of the questionnaire were time and encouragement. "My recommendation is give us time, resources, and encouragement. I think some people don't realize their leadership potential because they aren't encouraged." Time would allow teachers to communicate and share; encouragement would keep it going.

Once initiating-extended-role teachers are identified, they can influence students, parents, other teachers, curriculum councils, school boards, superintendents, and so forth, to be part of the process of creating better education. Secondly, given the characteristics of potential initiating-extended-role teachers, to nurture them brings valuable benefits to education.

Recommendations for Practice

Potential Significance

An investment by the school district in teachers is critical, in order to establish a professional culture in which teachers may develop a horizontal, expanded career, and have the potential for becoming an initiating-extended-role teacher.

The researcher confirmed that there were indeed initiating-extended-role teachers in school districts. While there was evidence that there was a positive culture that supported the efforts of these teachers in most buildings and districts, it was also shown that many initiating-extended-role teachers performed their roles whether or not there was a positive culture or not. During the interviews, it was made clear, however, that support from administration and peers (the culture)

would help these teachers and others move more readily in a positive direction. Once recognized for their potential, initiating-extended-role teachers would become an asset to a school district.

First, while the concept of the principal being the instructional leader has proven to work in the past, there is now so much to be done, this leadership needs to have a strong disposition to delegate. Second, teachers need to feel a part of the action in order to take ownership of the solutions. With the combination of these two realities, plus the push toward *effective schools* and *school improvement* with an emphasis on *site-based management*, it is logical to suggest that initiating-extended-role teachers should play a major role in the educational system.

Preparation of Administrators

As administrators and potential administrators take course work to prepare for the role of administrator in a school district, the potential role of teachers in a school district needs to be addressed. With the administrators' understanding of this expanded role for teachers, coupled with their own instructional leadership abilities, the school in which there are administrators who are aware, would benefit from experiencing a wide range of leaders. Included in the presentation of teacher leadership material would be the importance of a positive culture to support teacher extended roles. The important issue of teacher recognition would be a part of this positive culture.

Preparation of Teachers

During the preparation of teachers at colleges and universities, the notion of an expanded teaching career should be presented. Currently, preservice education is composed largely of methods and content, with the focus on the classroom role of the teacher. While it is recognized that these are both important, equally important are the ideas of teachers participating as professionals, focusing on personal and professional growth while teaching, and taking responsibility for oneself and others. With this added emphasis, teaching would indeed be a profession, and also may be more attractive to those who want to lead, have an influence on the world, and make a difference.

Responsibility of Colleges and Universities

As stated above, colleges and universities, if they are going to help the process of expanding the role of teachers, need to include this material in both their preservice education programs and their graduate programs. It is interesting to note that the view of the polled initiating-extended-role teachers was that the colleges and universities, as they are now, are not where the teachers go for assistance in their roles. This suggests that these institutions are not meeting the needs of many of the leaders in education.

While one of the roles of colleges and universities is to help with research, providing practical information should be another role for them. The amount of information and expertise held at the college level should be made available to the practitioner at the school district level. Currently, courses are used to disseminate the available information. Were colleges and universities to use a

different format to share their expertise and information, a more positive perception of these institutions as being helpful, appropriate, and appreciated might develop. The sponsoring of conferences, symposia, or institutes in particular, might be helpful.

Teacher Stress and Burn-Out

It seems there are two issues concerning the expanding of ones role and a career in education. McLaughlin and Yee said they had found that "teaching career" was being defined in more subjective terms by teachers. They said that teachers had taken the idea of career and defined it based on "individually determined" expertise. In this case, an ongoing process of professional growth was tied to their advancement. If the teacher felt successful, it was because of his or her effectiveness in the teaching role. (McLaughlin & Yee, 1988) As noted in the data presentation, not all teachers in the survey had this perception of a career in education. The first issue, then, is to make teachers aware of this definition and to shift their perception of advancement. One way to have advancement would continue to be moving to an administration position. But another way to have advancement of a teacher's career would be to expand the role of the teacher. Having multiple roles within which to find success, teachers can think of "advancement" in a different way.

Second, McLaughlin and Yee's suggestion that those teachers embracing the notion that the expanded role of professional growth was a career in education, had more ownership of program and commitment to education. This was because they were more involved in the activities of their school and school system. With this ownership and commitment

came more complete involvement. The result was a positive, growing group of teachers who did not experience some of the negative aspects of teaching (for example, stress and burn-out).

The initiating-extended-role teachers interviewed in this study all agreed with the perceptions of McLaughlin and Yee. These initiating-extended-role teachers felt that they and others like them were quite busy, had little free time, had more than enough to do both inside and outside their classroom, *and felt good about it*. In the discussion of McLaughlin and Yee's premise, it was suggested, and agreed to by all, that it was those teachers with whom they taught who did not participate in the decision making process of the school, that talked about, and had symptoms of stress and burn-out.

The key is to first have teachers get a clear understanding of the expanded career concept, and then put it into practice. Combined with recognition by administrators and peers, this would help bring about a participatory culture in which initiating-extended-role teachers could thrive.

Instructional Leader

In the Delimitations section of this study, it was stated that there would be no information with respect to the necessity of an instructional leader's (principal's) support. While the instructional leader (principal) need not support the initiating-extended-role teachers for them to do their work, the interviewees made it clear that with this person's support, initiating-extended-role teacher productivity would be even greater. Thus, it is recommended that the

administrators support the teacher leadership within both their building and district.

Recommendations for Further Study

The following are suggestions for further study which surface as unanswered questions in this study. The knowledge and understandings that would be gained from such study would help develop further the understanding of teacher leadership. Such study should include:

1. The Source of Power

Learn where power is located within a school building or district

To do this, the method of "name equal power" could be used. First ask one teacher to whom they look as having power or influence in decision making, then interview those people mentioned. Each time a different person's name is given, that person is then interviewed. When all people have been interviewed (meaning people who have been named have been interviewed), the person who has been named most often would be the most powerful. It would be interesting to discover the actual location of various amounts of power within a building or district.

2. Leadership Differences Among Elementary Schools, Middle Schools, and High Schools

Explore factors that might have contributed to differences in elementary school, middle school, and high school The nature of the roles and the numbers of people in those roles seem to differ in the elementary school, middle school, and high school. In Table 3.2 the

greater percentage of elementary extended-role teachers selected as compared to the other grade levels was noted. Because of the greater recognition at this level, maybe the elementary has more of a core group, a few identified people doing the work.

3. Negative Power

Discover if the power teachers have through being a source of information or having expertise is used in a negative way While the discussion of power in this study related the positive nature of the relationship between the teacher and the administrator, there still may be some question regarding possible residue of power relationships. Is it possible for "subordinate" power to be used as a leverage point in a subvertive way? There is also the possibility that a teacher could use it to generate reactions, disharmony, and put people on the defensive. More exploration of power concerning teachers and administrators and their relationships should include how power might become a contributor to growth and not a decontributor.

4. Assess Teacher Concerns and Areas of Expertise and Information

Developing a model to assess teachers on what their concerns in education are, and in what area of expertise or information they are able Many of the initiating-extended-role teachers felt more individuals should be accessed for their special knowledge. As Person 44 stated, "Every teacher seems to have a specialty. There is another science teacher. Others know computers." Person 18 said that he or she perceives older staff as valuable because they have a "history" that needs to be shared. How does one access these "histories?"

5. Define a "Teaching Career"

Define a teaching career, or a career in education In such a study, McLaughlin and Yee's concept of career expansion should be addressed. In addition, suggestion as to how this perception of career might be presented to, and embraced by teachers, should be included. Griffin felt that "(i)t is important to develop career paths for teachers, partly to act positively on the complexity of schooling, partly to alter the often mind-numbing conditions of work faced by so many teachers, and largely to attract into teaching intellectually able and socially responsible people who are often offended by the current 'every year about the same' concept of teaching." (Griffin, 1990 p. 9-10) If teachers were helped to understand that a teaching career path can be one of expansion and personal growth, it would improve the health of both the school district and the teacher.

6. Discontinuation of Leadership Because of Non-Recognition

Discover if there were a group of teachers that at one time did participate, but now do not because of the lack of recognition One of the comments to question 28. was: "Often those who are in extended roles quit or burn out because of lack of affirmation." First, this points up the earlier mentioned need for positive recognition. Second, this is a legitimate question that should be answered.

7. Building/Position Seniority

Find the length of time an initiating-extended-role teacher has been in his or her building A teacher builds up trust with both their

peers and administrators. If there is a move from one building to another, does that affect the success of the initiating-extended-role teacher's leadership? When there is such a change, the teacher is no longer in the culture in which they were successful. An effective person may become ineffective. While not directly linked to the data, in the present study, peer support at the building level is seen to be important. This may have implications for transfer of staff.

8. Clearly Define the Difference Between Extended-Role Teachers and Initiating-Extended-Role Teachers

Understand more clearly the difference between an extended-role-teacher and an initiating-extended-role teacher Some effort was made for showing the difference between extended-role teachers and initiating-extended-role teachers, but the results were not as distinct as needed. Since both groups play a leadership role in the schools, it was difficult to separate the two. While both groups of teachers participate and lead, some do seem to have that extra part of their actions that lets them initiate ideas or program.

9. Specific Knowledge Needed for Initiating-Extended-Role Teachers

Identify specific knowledge or skills needed for initiating-extended-role teachers In order for the initiating-extended-role teacher to perform his or her duties, specific knowledge may be necessary. This knowledge may include problem solving techniques, consensus building, or any of the subject areas. If all teachers were presented with the needed information, additional teachers might become involved in this way. It is necessary to find out if there is indeed

specific knowledge or a set of skills necessary to perform as an initiating-extended-role teacher.

10. Personality Types

Discover if there are personality traits indicative of initiating-extended-role teachers Whether or not the initiating-extended-role teachers have personality traits different from other teachers is unknown. Because they are initiating teachers, rather than just participators, there may some personality differences in their make-up. If this is so, another method of identifying these teachers may be available.

11. Conditions in which Initiating-Extended-Role Teachers Are Found

Conditions existent in which initiating-extended-role teachers are more likely to be found than others If this is the case, what are those conditions? If these conditions could be identified, they could be replicated in different situations to encourage the identification and development of initiating-extended-role teachers.

12. Role Interaction with the Ages and Stages of Man

Interaction between the role of the initiating-extended-role teacher and the ages and stages of man, the personal needs as a human being The number of years of experience of most of the initiating-extended-role teachers ranged between sixteen (16) and twenty-five (25). While not age data, there is a close correlation between age and years of service. There are different needs of people at different stages of their lives. Is it the age range that seems to have initiating-

extended-role teachers participating in their role. or is it perhaps the developmental needs as a person that determines the participation?

Reflections

There were data and concepts presented in this study that were not generative of direct conclusions, but did offer some thoughts. Those thoughts are presented here as reflections covering a wide range of ideas.

Altruism

My sense was that these initiating-extended-role teachers held the view that education was important for the future of our country and the world. They felt they were playing an important role in the future by being a participant in the educational system.

Sharing

In addition, this was the first opportunity many of these teachers had had to discuss teacher leadership. From both the questionnaire and the interview responses, it was clear that teachers had not had much opportunity to reflect on their roles and discuss them with colleagues.

Isolation

While there was good and positive communication among peers and between teachers and their administrators, there was still a feeling of isolation expressed by many of these initiating-extended-role teachers. One interviewee asked if there were any other teachers giving similar

answers to the questions. Others felt they were often left to do the work, while other teachers would step back and not participate. The lack of recognition for their work might be a part of this sense of isolation, as well.

Independence

It seemed, both in reading over the questionnaire material, and through the interviews, that the initiating-extended-role teacher is an independent type of person. While support and recognition were appreciated, the distinct feeling that they would be initiating even without positive feedback was apparent.

A Model to Encourage Initiating-Extended-Role Teachers

How can a school system use the information from this study?

Based on reflection and the results of this study, I envision four steps that would make it possible for a school to create a culture that encouraged the development of initiating-extended-role teachers.

Recognize Teacher Leader Contributions

This study and its questionnaires and interviews are filled with examples of initiating-extended-role teachers doing their job in cultures that range from nonsupportive to supportive. In order for a school district to develop a positive, supportive culture, the first step is to recognize the job that is being done and has been done by these teachers. They have been working in leadership positions within and outside their districts. They have been initiating ideas and programs. Yet, for the most part, they have not been recognized fully for their efforts.

This recognition must come from four segments of the educational system. All four are equally important if the model is to work. First, it must come from the administrators and the school board. With their recognition, recognition by both the community and by other teachers will follow.

Recognize the Potential of Initiating-Extended-Role Teachers

By recognizing the initiating-extended-role teachers for their contribution to the educational process, the potential of other teachers taking part, growing, and having ownership becomes both more clear and more possible. If teachers are given a genuine opportunity to help develop curriculum, to fashion learning strategies, to participate in professional growth activities, and to fully impact students, increased positive student outcomes will be achieved. Again, some teachers have the vision necessary to be aware of their potential, but the administrators and school board must provide support and direction by acknowledging this potential. Recognition by the community and other teachers will follow.

View Power as Infinite

To have power viewed as infinite, a change is necessary. At the present time, in most school districts the administration and teachers are on opposite sides of the fence on this issue. This is a result of the traditional hierarchy of the organization. The administration acts as the employer, staying in control and making decisions. The teachers are the employees, following the guidelines, policies, and mandates from those "above." There is a "we and they, us and them" mentality. There is no sharing of power, but a negotiation for it. There is constantly a feeling of winning or loosing. This must change. If power were thought

of as infinite, something that grows when shared, then teachers and administrators would become partners in education. All would have a meaningful stake in the process. There are so many issues of which education must now be aware and responsive to, it is not possible for a single administrator, instructional leader or not, to cope with everything. Having teachers involved in the decision making process will benefit the administrator with being able to address all facets of his or her position, will benefit the school system with better programs for students, and will benefit the teacher through their personal growth and an expansion of their career.

Support Teacher Leadership

Not only must recognition come from all points, but support must come from administrators, school board, community and teachers. The best way to activate this support would be through a supportive building and district culture. The initiating-extended-role teachers in this study often were able to find success independent of the school's supportive culture. Often in the interviews, it was echoed that to have a supportive culture would enhance the work being done by the initiating-extended-role teachers as well as encourage others to participate. If there were a positive supportive culture composed of the teachers, community, school board, and administrators, there would not be comments such as: "Often those who are in extended roles quit or burn out because of lack of affirmation."

Paradigm Shift

Daily there is talk of restructuring education. It is discussed in recent issues of Education Week. One entire issue of Educational Leadership was devoted to the topic. (Educational Leadership, 1990)

The data presented in this study list activities in which initiating-extended-role teachers are engaged. The teacher part of the proposed model in which initiating-extended-role teachers become recognized and active in their school districts, exists. Teachers have demonstrated willingness and ability to lead and to initiate. The paradigm present in today's schools, with the principal having control and power, and guarding both well, must change. The paradigm must shift. The organizational chart must be flattened. The teachers have demonstrated the abilities to participate, now the administration must share the power and the responsibility for education. Trust must become the watchword between both teacher and administrator. In order to move forward in education, the promotion of "leadership in teaching by teachers" is critical. (Little, 1988 p. 78) This is where the restructuring must occur. The administrators and school boards must begin to use and trust the initiating-extended-role teacher as a resource. Two of the interviewees stated that their administrators really would rather make the decisions themselves. Nevertheless, in both cases, they opted for the model of teacher participation in the decision making process to move their building or system forward.

Wheel, an example.

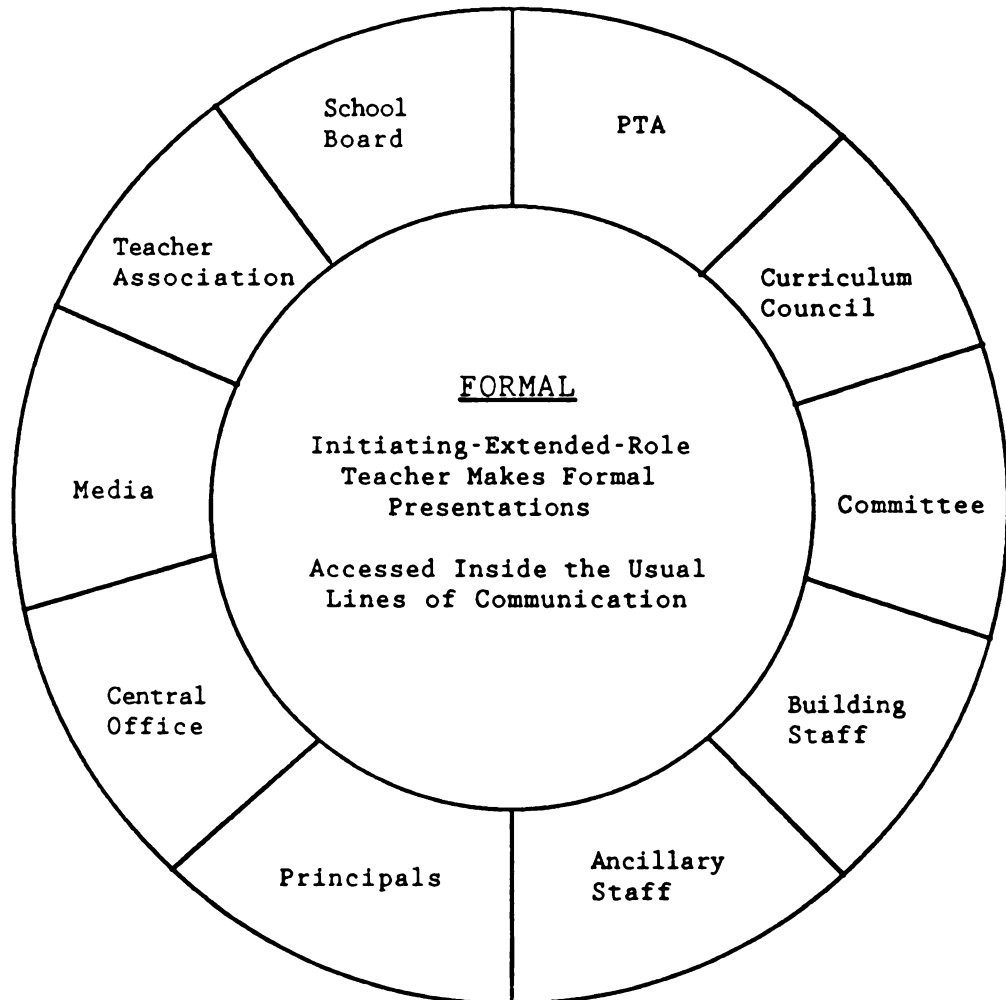
The following is an example of how an individual initiating-extended-role teacher might participate within the system to accomplish a desired task. What is being described is a way for the teacher to work both in the formal structure of education as well as the informal structure of education. Information can be presented either formally to a group or committee (i.e. PTA, staffs, school board), or informally to individual members of these groups. When done formally, the information

is presented to the body, processed, and acted upon. If the hoped for response is not received, another avenue may be attempted.

When done informally, the information may be preparatory for a formal presentation. In this way some members will be prepared and better understand the formal presentation. The informal avenue also might be used to assess and/or initiate reaction to an idea. This way, refinements or alterations and other considerations can be taken into account prior to formal presentation. In either case, an important consideration is to whom the information is given. It may develop that more than one group is given this information or suggestion. Again, in either case, the plan or idea can be worked on formally. If one group does not respond, another can be accessed. In Figure 5.1 an initiating-extended-role teacher's accessibility to both the formal, within the structure, and informal, outside the structure, realm is illustrated.

Figure 5.1

A model showing communication possibilities within a school system on both a formal and informal level.



INFORMAL

One-on-One Information Sharing

Accessed Outside the Usual
Lines of Communication

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APPENDIX A

Appendix A
COVER LETTER TO TEACHER

Swartz Creek Community Schools
8354 Cappy Lane
Swartz Creek, Michigan 48473
May 23, 1991

Dear

I am Peter Vance. I teach in the Swartz Creek School District and am a Ph.D. candidate at Michigan State University studying teacher leadership. I am requesting your assistance in the gathering of data concerning teachers with extended leadership roles.

Definition:

A teacher with an extended leadership role is one who extends his/her professional role beyond the classroom. These teachers are perceived by peers and administrators to be opinion leaders. Peers seek them out for professional advice and information, and they may serve as role models in their schools and school districts. These teachers have earned respect of their peers and they often use their interpersonal networks to accomplish professional goals. The extended role usually includes an assignment which combines a teaching responsibility with additional professional activities such as staff development, curriculum improvement, instructional improvement, research application, and/or other programmatic activities. It also might be an assignment in which the teacher plays an informal role such as assisting a peer, giving advice or information, or sharing an expertise with others in the district.

You have been identified as one of the extended role teachers in your school district. If encouragement is to be given to people, such as yourself, who address professional issues, then there is a need to know more about them and the institutions of which they are a part. This study should help in this process. Your participation by answering these questions will assist in making the extended role teacher a legitimate part of a teaching career.

Would you please fill out the enclosed questionnaire and return it in the provided envelope by June 7, 1991? Your answers will be confidential. All references in the study to your responses will be referred to by number, and not your name. You indicate your voluntary agreement to participate by completing and returning this questionnaire. Some teachers will be asked for a follow-up interview that will examine in depth their extended role.

Thank you in advance for your help.

Sincerely yours,

Peter S. Vance

APPENDIX B

APPENDIX B

QUESTIONNAIRE FOR TEACHERS WITH EXTENDED ROLES

Number

INSTRUCTIONS:

Please respond to each item in the questionnaire as indicated. If it does not apply, write N/A. Several items are followed with a space for comments. If you think an explanation or clarification would be helpful for me to interpret your response, please add these comments. If more space is needed, please use the reverse side of the page.

Use a phrase to describe your extended role:

(Write: "Informal" if that applies.)

I. PERSONAL BACKGROUND

1. Number of years in teaching
2. Number of years employed in current district
3. Number of years in extended role
4. College degrees: BA/BS MA/MS
(Check those that apply) Ed. Sp. Ph.D./Ed. D.

II. PROFESSIONAL ASSIGNMENT

5. What is your current teaching assignment?
 - a. Elementary grade (s)
 - b. Junior high or Middle School Subject(s)
 - c. High School Subject(s)
 - d. None If none, please indicate if you are regarded as a member of the teacher bargaining unit.
yes no
6. Do you have an extended role(s) (formal or informal) in addition to the one indicated on the first page?
yes no If yes, please list below.
 - a.
 - b.

APPENDIX B

7. How would you describe your activity in this role?
- ☐ My role lets me spend time outside the classroom
 - ☐ My role brings me into contact with others within my school
 - ☐ My role brings me into contact with others within my school district
 - ☐ My role brings me into contact with others outside my school district
 - ☐ I am an initiator (i.e., the idea started with you) of change/program
 - ☐ Other: _____
8. As a result of your activity in this role, it is perceived by others or yourself that:
- ☐ I have an expertise in an area that calls on me to be a resource
What is that area? _____
 - ☐ I have information that others need for me to share.
What topic might that be? _____
 - ☐ I am perceived to be a good listener/communicator
 - ☐ I give wanted advice.
 - ☐ I am perceived by others as an initiator
 - ☐ I have the trust of my peers
 - ☐ I have the trust of an administrator
 - ☐ Other: _____
9. Why do you choose to be a participant in this extended role?
Check those that apply:
- ☐ Professional growth and development
 - ☐ Personal growth and development
 - ☐ Monetary benefits
 - ☐ Positive feelings resulting from sharing information
 - ☐ The feeling of being in control of your area of expertise.
 - ☐ Release time to share information/expertise
 - ☐ The increased status afforded with the role
 - ☐ A basic need to lead
 - ☐ A need to get things done
 - ☐ I have the ability to see a problem and enjoy presenting a solution
 - ☐ No one else will step forward, so I feel the need
 - ☐ Other: _____

APPENDIX B

III. PROFESSIONAL RELATIONSHIPS

10. Has the nature of your communication and interaction with fellow teachers changed since assuming your extended role?

_____ yes _____ no

If yes, in what ways and to what degree?

11. Has the nature of your communication and interaction with district administrators changed since assuming your extended role?

_____ yes _____ no

If yes, in what ways and to what degree?

12. Have you felt any negative responses to your implementation of your role?

_____ Jealousy

_____ Non-trust of some peers

_____ Non-trust of some administrators

_____ Peers complaining because I appear to get preferential treatment

_____ Others saying I am not earning my "extra pay"

_____ Other: _____

IV. PERSONAL GROWTH (extended role)

13. Do you feel you are advancing your professional career by engaging in this extended teaching role?

_____ yes _____ no

Comments: _____

14. Do you obtain satisfaction from having this extended professional role in addition to teaching?

_____ yes _____ no

Comments: _____

APPENDIX B

15. Do you feel personally successful in how you have performed this extended role?
_____ yes _____ no
Comments: _____

16. Do you see your work in the extended role as:
_____ A step on a career ladder (toward administration)
_____ Or as an expansion of your professional growth, with
no predisposition to an administrative
position.
17. Has your role brought about change in your building (district) during the current year?
_____ yes _____ no
18. Has your role brought about change that has lasted over the last two years?
_____ yes _____ no
19. Please indicate those skills or areas of professional knowledge which would enhance your performance in the extended role?

20. Where do you (or would you) seek assistance to enhance your job performance?
_____ Professional associates (teachers)
_____ Principal or other administrator
_____ Intermediate district staff
_____ College or university personnel
_____ Professional conferences and workshops
_____ Other _____
21. Who are the persons who encourage you or nurture you in your endeavors?
_____ Professional associates (teachers)
_____ Principal or other administrator
_____ Intermediate district staff
_____ College or university personnel
_____ Other _____
22. How do these persons encourage or nurture you in your endeavors?

APPENDIX B

23. Would you say the atmosphere and attitude within your school *building* encourages your efforts?
_____ yes _____ no

24. If there is an encouraging atmosphere and attitude, who in your *building* developed this environment?

25. Would you say the atmosphere and attitude within your school *district* encourages your efforts?
_____ yes _____ no

26. If there is an encouraging atmosphere and attitude, who in your *district* developed this environment?

V. GENERAL COMMENTS

27. Are there recommendations you would give to schools and/or teachers establishing or revising similar extended roles?

28. Are there any other comments?

Some teachers will be asked for a follow-up interview that will examine in depth their extended role. If you would not like to be interviewed, please check the box.

☐

APPENDIX C

APPENDIX C

INTERVIEW

QUESTIONNAIRE FOR TEACHERS WITH EXTENDED ROLES

Italics shows the question from the questionnaire , and the normal bold style is the interview question related to the questionnaire.

Use a phrase to describe your extended role: _____

(Write: "Informal" if that applies.)

I. PERSONAL BACKGROUND

1. Number of years in teaching....._____
2. Number of years employed in current district....._____
3. Number of years in extended role assignment....._____
4. College degrees: BA/BS _____ MA/MS
(Check those that apply) Ed. Sp. _____ Ph.D./Ed. D.._____

Why are you teaching?

What has been helpful to you in getting the necessary skills for your teaching and/or extended role position?

II. PROFESSIONAL ASSIGNMENT

5. What is your current teaching assignment?
d. None _____ If none, please indicate if you are
regarded as a member of the teacher bargaining unit.
yes___ no___

What do you do? (e.g., coordinator...?)

6. Do you have an extended role(s) (formal or informal) in addition to the one indicated on the first page?
yes _____ no _____ If yes, please list below.
a. _____
b. _____

How is your time split between/among roles?

APPENDIX C

7. How would you describe your activity in this role?

- _____ My role lets me spend time outside the classroom
- _____ My role brings me into contact with others within my school
- _____ My role brings me into contact with others within my school district
- _____ My role brings me into contact with others outside my school district
- _____ I am an initiator (i.e., the idea started with you) of change/program
- _____ Other: _____

What sort of contact do you have with others?

Is there flexibility in your schedule to permit such contact?

Who decides when and how contacts are made?

What sorts of things do you do while you are with these others?

8. As a result of your activity in this role, it is perceived by others or yourself that:

- _____ I have an expertise in an area that calls on me to be a resource
What is that area? _____
- _____ I have information that others need for me to share.
What topic might that be? _____
- _____ I am perceived to be a good listener/communicator
- _____ I give wanted advice.
- _____ I am perceived by others as an initiator
- _____ I have the trust of my peers
- _____ I have the trust of an administrator
- _____ Other: _____

Are there any others in your district with similar expertise or information?

What evidence of trust of peers do you have?

What evidence of trust of administrators do you have?

Because of your expertise, do you have power?

APPENDIX C

Power is usually thought of as a finite concept.
In this sense power is negotiated for,
and two parties compete to have it.
Power as infinite is power that is
shared. The more the power is shared the
more capacity the two parties have to
solve problems. How do you react to this
"power-as-infinite" concept as it relates
to your situation?

9. Why do you choose to be a participant in this extended role?

Check those that apply:

- ☐ Professional growth and development
- ☐ Personal growth and development
- ☐ Monetary benefits
- ☐ Positive feelings resulting from sharing information
- ☐ The feeling of being in control of your area of expertise.
- ☐ Release time to share information/expertise
- ☐ The increased status afforded with the role
- ☐ A basic need to lead
- ☐ A need to get things done
- ☐ I have the ability to see a problem and enjoy presenting a solution
- ☐ No one else will step forward, so I feel the need
- ☐ Other: _____

Which of these would you say is your most important?

III. PROFESSIONAL RELATIONSHIPS

10. Has the nature of your communication and interaction with fellow teachers changed since assuming your extended role?

_____ yes; _____ no

If yes, in what ways and to what degree? _____

Do you have any evidence of this?

11. Has the nature of your communication and interaction with district administrators changed since assuming your extended role?

_____ yes; _____ no

If yes, in what ways and to what degree? _____

Do you have any evidence of this?

APPENDIX C

12. Have you felt any negative responses to your implementation of your role?

☐ Jealousy
☐ Non-trust of some peers
☐ Non-trust of some administrators
☐ Peers complaining because I appear to get preferential treatment
☐ Others saying I am not earning my "extra pay"
☐ Other: _____
☐ Other: _____

Is there anything you can do about these negatives?

Is there anything others could do to stop the negatives (i.e., support)

Have the negatives ever stopped you from doing "your thing?"

IV. PERSONAL GROWTH (extended role)

13. Do you feel you are advancing your professional career by engaging in this extended teaching role?

☐ yes; ☐ no

Comments: _____

14. Do you obtain satisfaction from having this extended professional role in addition to teaching?

☐ yes; ☐ no

Comments: _____

15. Do you feel personally successful in how you have performed this extended role?

yes ☐ no ☐

Comments: _____

Do you share this with others (e.g., peers/family)

17. Do you see your work in the extended role as:

☐ a step on a career ladder (toward administration)
☐ or as an expansion of your professional growth, with no predisposition to an administrative position.

Explain.

Do you lean toward one or the other?

APPENDIX C

18. *Has your role brought about change in your building (district) during the current year?*
yes _____ no _____
19. *Has your role brought about change that has lasted over the last two years?*
yes _____ no _____

What is the evidence of change?

20. *Please indicate those skills or areas of professional knowledge which would enhance your performance in the extended role?*

Where would/could you obtain these skills?

21. *Where do you (or would you) seek assistance to enhance your job performance?*
- _____ professional associates (teachers)
 - _____ principal or other administrator
 - _____ intermediate district staff
 - _____ college or university personnel
 - _____ professional conferences and workshops
 - _____ other _____

Why?

22. *Who are the persons who encourage you or nurture you in your endeavors?*
- _____ professional associates (teachers)
 - _____ principal or other administrator
 - _____ intermediate district staff
 - _____ college or university personnel
 - _____ other: _____

23. *How do these persons encourage or nurture you in your endeavors?*

Can you expand on this encouragement?

24. *Would you say the atmosphere and attitude within your school building encourages your efforts?*
_____ yes; _____ no

APPENDIX C

25. *If there is an encouraging atmosphere and attitude, who in your building developed this environment?*

How do/did they set this tone, develop this culture?

26. *Would you say the atmosphere and attitude within your school district encourages your efforts?*

_____ yes; _____ no

27. *If there is an encouraging atmosphere and attitude, who in your district developed this environment?*

How do/did they set this tone, develop this culture?

V. GENERAL COMMENTS

28. *Are there recommendations you would give to schools and/or teachers establishing or revising similar extended roles?*

APPENDIX D

APPENDIX D

COMMENTS RECORDED FROM THE QUESTIONNAIRE

Role of Teacher leaders from the question: Use a phrase to describe

your extended role: and question 6: Do you have an extended role(s)

(formal or informal) in addition to the one indicated on the first page?

A little bit of everything--changes from time to time

A person "behind the scenes"

Advisee

Adviser

After school study Coordinator

Annual Fine Arts Festival Sponsor

Assisting peers

Association Board Member

Association President (2)

Association Vice President (3)

Beyond normal expectations of a classroom teacher

Brain Bowl organizer and sponsor

Building Accreditation Team

Building and District Inservice

Building Improvement Team

Building Leadership Team

Building level school improvement team

Building Representative (3)

Chief Computer Repair Person

Chief mechanic for video equipment--VCR

Chief Negotiator

Chief spokesman

Class sponsor (3)

Columbia Scholastic Press Association Yearbook Judge

Committees (2)

Computer Coordinator (no title, no pay)

Computer Inservice

Counselor

Curriculum Advisory Committee

Curriculum Advisory Council

Curriculum Committee for my Building

Curriculum committees

Curriculum Council (5)

Curriculum Council Co-Chairperson

Curriculum developer

Curriculum improvement (5)

Curriculum Improvement Task Force

Department Chairperson (8)

Drama Coach

APPENDIX D

Educational Testing Service Advanced Placement Table Leader
Educational Testing Service College Board Exam Reader
Education Association Leader
EEEEI
Etc.
Extra Curriculars
Faculty Council (3)
Father
Foreign Language Coordinator
Gifted/Talented Council
Grievance Chairperson
High School Improvement Committee Chairperson
Homecoming Chairperson
Humanist
I have been elected and selected to hold office and serve on
committees, and I discuss school and building matters with
most school personnel.
I have found myself functioning as a leaders throughout my career
as Association President, negotiator, grievance chairperson,
etc. Colleagues and administrators have always sought out my
input concerning policies, decisions, or strategies.
I tutor students before and after school in classes where they
are having trouble.
Informal (12)
Informal Association Representative
Informal in building and district
Informal: I wasn't aware that I was perceived in any other role
than teacher.
Instructional Improvement (4)
Instructional improvement initiator
ITIP peer coach
ITIP Trainer
K-12 Foreign Language Coordinator
Language Arts Coordinator
Leadership roles within our fifth grade team
Listener
Literary Club
Lots of Friends
LSIP (2)
LSIP Building
LSIP District
M. S. T. D. High School Director
Math Committee (2)
Math Curriculum Coordinator
Math Peer Coaching
MEA Coordinating Chairperson
MEAP objectives
Mentor
Michigan Accreditation Committee
Mission Writing Chairperson
Most all roles are informal--various
Mott College High School Advisory and Curriculum Committee
National participation
NEA Representative

APPENDIX D

News carrier
North Central Accreditation Chairperson
North Central Accreditation Co-Chairperson (2)
North Central Accreditation Steering Committee (2)
North Central Accreditation Team Member
Oakland County Reading Association (Vice President)
Outcomes Accreditation Chairperson
Outcomes Based Building Steering Committee
Parent-teacher Representative
Person in charge when principal is out of the building
Pilot Math Program
Policy 97 Board
Pride Team originator (initiator)
Professional Development Committee Chairperson
Quiz Bowl Coach
Reading Committee (2)
Reading Consultant/teacher
Reading Peer Coach (2)
Research application
Resource Center Teacher
Rumor control
School Improvement Advisory Council
School Improvement Co-ordinator
School Improvement Committee (2)
School Improvement Correlate Chairperson
School Improvement Process Facilitator
School Improvement Team (6)
School Improvement Team Building (2)
School Improvement Team Building Chairperson (3)
School Improvement Team Chairperson
School Improvement Team District (4)
School Improvement Team District Chairperson
Science Committee
Science Curriculum
Ski Club Advisor
Social Studies Curriculum
Someone people just ask questions of
Spirit Week Committee
Staff development
Staff improvement
Staff Inservice Committee Chairperson
Staff relations
Strategic Planning Committee
Student Assistance Program
Student Assistance Program Group Facilitator
Student Assistance Program Leader
Student Assistance Team Coordinator
Student Council
Student of the month Chairperson
Student Senate Sponsor
Teacher at Baker College
Tenure Coach
Various committees
Woodrow National Fellowship Foundation

APPENDIX D

Work in numerous volunteer roles around the school.
Yearbook Advisor
Yearbook teacher at three colleges
Yearbook Workshop Speaker

Comments attached to question 7: How would you describe your activity in this role?

- 1) My role lets me spend time outside the classroom: "makes" me.
- 2) My role brings me into contact with others outside my school district: sometimes.
- 3) I am an initiator (i.e. the idea started with me) of change/program: sometimes.

Comments attached to question 10: Has the nature of your communication and interaction with fellow teachers changed since assuming your extended role? If yes, in what way and to what degree?

- 1) I have to keep teachers informed about what is going on in association activities, also school improvement.
- 2) Amount of socializing with fellow teachers has decreased because I don't have the time to talk! They are understanding and helpful.
- 3) At first I was called on to help "new" teachers, this has increased to talking with prospective teachers. I have been asked to do "special projects" and share the results.
- 4) Maybe communicate more--or sought out for help and information.
- 5) Personally--I have improved my communication skills. Professionally--others see me in the role of a leader.
- 6) The more involved I get with various projects, the less time I have toward other needs.
- 7) More open to others, more intent on listening and looking for novel ideas, more intent on research, more intent on teaching for success and those things that are likely to bring success in the classroom.
- 8) For a long time I felt isolated because I was the only person in my building with my job. After a lot of years and a lot of work I feel what my program is trying to accomplish is a team effort.
- 9) More teachers come for "help."
- 10) My conversations are more one sided and one dimensional.

APPENDIX D

- 11) People seem to see me more as a leader in school rather than a jock. Peers are finding out I am more than a coach.
- 12) Called upon to do workshops in evaluating student writing.
- 13) More respect. People think I'm smarter.
- 14) There is more discussion with other teachers about problems within the classroom and district.
- 15) They seem to have more respect for me.
- 16) Perceived by most as expert in some areas--some resentment regarding Gifted experiences.
- 17) Much more accepted today. I feel more as a team member. Years ago I felt alone in this position. Have always had the trust and acceptance of administrators but not so of peers.
- 18) Most conversations are of a professional nature. I am often called on to solve problems or provide materials.
- 19) I feel as though my role has been extended to motivating our staff to see the need for change in our school.
- 20) Rather than just always socializing about general areas or classroom news, the conversation often tends to turn to an impromptu "update" on school improvement and what progress is being made.
- 21) More respect given to the role I play on committees. I have been empowered more than other staff.
- 22) Taken more seriously.
- 23) Sought out for advice, leadership, expertise. I feel well respected by peers.
- 24) Yes, more people seek me out for information and are willing to risk change. No, same mistrustful peers don't seek out my input.
- 25) I'm much more aware of demonstrating that I value the person first, not the task.
- 26) Sometimes they see me as having more power than I actually have. Sometimes they are angry with me if decisions are made they don't agree with.
- 27) More teachers tend to seek you out for advice or to listen to their problems.
- 28) More faith in the system.
- 29) Much more communication, helping to bring concerns of central administration back to the building level and vice versa.
- 30) I've conducted staff meetings; given advice; been recognized as a leader.
- 31) For Student Council especially, I have come to know other teachers in my building because of their voluntary commitment to assist in Student Council activities.
- 32) Questions regarding curriculum development are beginning to come to me. In future, I believe I should be a disseminator of information regarding curriculum and restructuring.
- 33) Some have chosen me as a confidant, or have asked my opinions on issues or problems. Others have backed away and no longer include me in their discussions.
- 34) In some cases teachers have volunteered to assist with Student of the Month, National Honor Society, or arts festival.

APPENDIX D

- 35) The teachers who come to visit me now always have a topic they want discussed, as opposed to just stopping by to see how I am.
- 36) With each passing year I find that the role grows as new needs arise.
- 37) Each year it seems to become more extensive--more complicated in some ways because of budget problems.
- 38) Just somewhat--We talk more about the strategies we are trying--lots of sharing--I feel I listen more than talk. People expect you to be on every committee!
- 39) Looked to as initiator.
- 40) Some avoid me, but I've gotten to know many staff members that I didn't know before.
- 41) I'm very busy and spend less time in the teachers lounge. I regret losing this important contact with the others.
- 42) I feel more "professional" in dealing with other members of the teaching and non-teaching community.
- 43) I often need to report back to staff any information and/or progress made.
- 44) I have taken on more of a doer and someone who has been informed from both teachers' and administrators' sides.

Comments attached to question 11: Has the nature of your communication and interaction with district administrators changed since assuming your extended role? If yes, in what way and to what degree?

- 1) I have to communicate building concerns with principal as building representative and also have to deal with other building principals as result of school improvement committee
- 2) More respect
- 3) I have "more" communication. It is more open and takes place often.
- 4) More involved--sought out to work on projects and committees
- 5) I have always enjoyed good communication with my administrators--but now have a wider base of responsibility as well as opportunity to interact with them in a professional capacity.
- 6) I find that I am expected to address or speak to issues more than in the past.
- 7) There is more in this position.
- 8) More cooperation instructionally--sometimes adversarial roles in association business.
- 9) I have become a colleague as well as an adversary.
- 10) I am asked to participate in more activities. Not much change with administrators.
- 11) Ask my opinion on curriculum, computer purchase, etc.
- 12) My principal and higher administration listen to my comments. My principal frequently seeks my advice.

APPENDIX D

- 13) Not really--listening on the part of administration is often a formality.
- 14) They also have more respect for me. Tend to ask my advice more.
- 15) Perceived as an effective leader.
- 16) I am often asked to work on problems, new programs, etc.
- 17) Work together more often.
- 18) Rather than just always socializing about general areas or classroom news, the conversation often tends to turn to an impromptu "update" on school improvement and what progress is being made.
- 19) They know me and my ideas--prior to this there was no sounding board.
- 20) Friendlier
- 21) Increased respect
- 22) I feel that I am on a more equal footing with administrators. Even though I had a comfortable relationship prior to this, I seem to be called on even more for things than before.
- 23) I am most informal and comfortable speaking my mind and find my administrators willing in the last 5-6 years to seek change and listen to teachers as resources. I feel more respect by administration.
- 24) I have more exposure to administrators and am not as hesitant about approaching them.
- 25) I am listened to more. I am sometimes seen as competition or a threat to building administrator.
- 26) Difficult to assess as we have a new administrator to building this year. But certainly got to know her quickly.
- 27) I feel my principal finally recognizes staff members are able to take on leadership rolls adequately.
- 28) More direct communication with more administrators.
- 29) I've had input; we discuss and plan on more of an equal basis than before.
- 30) The administrator often seeks my advice or assistance in communicating with other staff members.
- 31) I have become closer to my principal because of my need for approval on projects in both clubs I lead.
- 32) More consultation involving administrators.
- 33) They are more aware of my abilities and goals. Needs I may have to accomplish these are freely given to me. (i.e., release time, help of support staff if needed.)
- 34) My present principal is the fourth whom under I have worked. He has been a tremendous supporter of each endeavor. The superintendent has been positive with interest and equipment purchases.
- 35) The teachers who come to visit me now always have a topic they want discussed, as opposed to just stopping by to see how I am.
- 36) We communicate more frequently.
- 37) There has been an ever growing feeling that I will work for whatever is in the best interest of the students, the staff, the administration, and the community.
- 38) I'm more involved now--trust/respect built up.

APPENDIX D

- 39) Looked up to as an initiator.
- 40) Much respect from all administrators. I've communicated with principals from other schools and also central administration much more than I did before. There's a comradeship/a partnership.
- 41) These relationships are less adversarial than in the past.
- 42) A mutual respect/trust has developed.
- 43) Administrators tend to trust my impression of staff feelings and/or concerns.

Comments attached to question 12: Have you felt any negative responses to your implementation of your role?

Jealousy: I don't have students on Friday so I can plan, work with parents. People used to say I didn't work on Friday. Now they just say it kiddingly; Only one other person; Probably; At times by 1-2 people; Just a tiny bit.

Non-trust of some peers: Apparent conflict with roles of education association president and North Central Accreditation co-chair; Not very many, however.

Non-trust of some administrators: My non-trust.

Peers complaining because I appear to get preferential treatment: Complain too much money spent on computers; only a few; Some but not all.

Others saying I am not earning my "extra pay": What extra pay?!?: What "extra pay"?

Other: Not that I am aware of; I somehow am not like other teachers because I don't have a "regular" classroom; Don't see the need for change, refuse to believe students are different from those of ten or twenty years ago--New approach is necessary.

APPENDIX D

Comments attached to question 13: Do you feel you are advancing your professional career by engaging in this extended teaching role?

- 1) Possibly but I'm not doing it for that reason.
- 2) Since I haven't completed my masters, my career will not progress further.
- 3) I was a home economics major assigned to teach math 8 years ago. I went back to school to get a math minor, participated in Michigan Middle School Math Project.
- 4) I feel I am simply becoming a better teacher each day. I learn something each day about dealing with people, solving problems and working with others.
- 5) I have no desire to advance my professional career. I just consider this all part of my teaching responsibilities.
- 6) Possibly, but I have no intentions of leaving the classroom nor do I have any form of an administrative degree.
- 7) Curriculum changes keep me focused and challenged to improve.
- 8) I feel more of an obligation to stay on top of things now.
- 9) I believe that my role as just teacher is on the verge of extinction. I see the role and definition changing greatly and although I get quite weary of the slow process of change, I feel it is coming.
- 10) Currently working on M.A. in K-12 administration.
- 11) Possible, depending upon what I choose to do in the future.
- 12) Leadership experience.
- 13) I feel more personal satisfaction.
- 14) Possibly because I'm keeping informed.
- 15) I have no desire for a position other than the classroom.
- 16) This was not an objective of mine. I do feel gratification engaging in this role.
- 17) I do so well at them, though, that I get asked to do more, which I must turn down.
- 18) I believe this experience is invaluable in learning to work with groups as well as pursuing information in the areas of responsibility of our task force. Should be of benefit to me in my pursuit of a principalship.
- 19) I'm nearly done with a master's program in educational leadership--administration. The experiences I've had will, I hope, make me more marketable.
- 20) I am looking at an Ed. Specialist degree, but question the focus--art, journalism, PR, graphics???
- 21) I teach classes at the University of Michigan in Psychological Foundations of Education, and I feel that many things I have experienced through my role as one who gives advice have given me a greater background to assist others in their role as educators.
- 22) This role allows me to see teaching from different perspectives which I find very helpful.

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- 23) For a time I did--there was some encouragement and assumptions that I would make a good administrator--but I'm not administrative material. I checked yes because I think my roles have given me some respect.
- 24) Keeps me informed of what is going on and gives me a chance to have input on changes.
- 25) Experience--but for personal growth--I don't intend to go anywhere as a result.
- 26) Broader base of experience and opportunity.
- 27) By being more involved I do have a better understanding of the "big picture" of our district. This is good for me, it helps me understand district, building, and individual goals.
- 28) I teach, I enjoy teaching and I have no desire to do anything else. I just want the school/district to be the best it can be.
- 29) It deals directly with looking for and trying things that work in the classroom.
- 30) Each year I become more involved in new techniques of my profession.
- 31) I am known enough throughout the staff that I am listened to.
- 32) I'm at a point where I don't need any of this information to...
- 33) I understand what student writing is like nationally and can better evaluate my students.
- 34) Job security.
- 35) While it is not my #1 purpose, I cannot help but think the confidence and help given to me by administrators speaks to respect and career advancement.
- 36) By attending meetings and conferences I have learned many new ideas to help make me a better teacher.
- 37) Makes me more aware of the new type of student--new approaches are needed to help them succeed.
- 38) I feel I am regarded now as a competent leader and some one that can be trusted to try to find solutions to the problems our building faces.
- 39) The more experiences one can encounter the better.

Comments attached to question 14: Do you obtain satisfaction from having this extended professional role in addition to teaching?

- 1) I do like the respect I'm receiving and I'm proud of myself.
- 2) I feel better about myself and feel I can attack any problem and solve it, given enough time and help.
- 3) I am committed to making this school system an outstanding one!
- 4) Personal growth as a leader.
- 5) It requires more time, but I enjoy being involved.

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- 6) Teaching is such a solitary job. We work in such isolation from our very talented peers. I enjoy getting others input, perspective and desire their willing attitude to create new paradigms.
- 7) But sometimes, I feel I'm being pulled in too many different directions. I'm asked to see the "big" picture and also focus on the needs of my third graders, etc.
- 8) I'm a hands on, be involved type of teacher. Working beyond the classroom helps my teaching and relating with others.
- 9) I feel I am not only helping students, but also the school community.
- 10) I feel like I know and understand the workings of the district better.
- 11) But lots of work at such a slow pace.
- 12) However, the clubs drain too much on my teaching job, and exhaust me!
- 13) 1) Need the "different" stimuli. 2) Enjoy making an impact on entire school district's delivery system of educating our kids.
- 14) It's done wonders for my confidence and self-esteem!
- 15) My masters degree is in ed. administration. I can see my involvement work into an activities director or PR position.
- 16) The new programs that need to be in place for the students' benefit are being put in place. The pedagogy that will reach all students is slowly being adopted by more teachers. My satisfaction comes from my students learning better and more.
- 17) I feel that I am helping my peers and also helping our students.
- 18) I enjoy the work and seeing our growth and success.
- 19) I like seeing "things" work--try new things--applying theories. I like seeing kids "doing" things well--using what we try to teach--kids working together--this gives me great reward (satisfaction).
- 20) Sometimes frustrated because of lack of time and lots of after school meetings.
- 21) I like to be active in my school. I enjoy the challenge and commitment.
- 22) I'm exhausted!
- 23) Gives more meaning and significance to job.
- 24) Broader base of experience and opportunity.
- 25) It feels good to share with fellow professionals.
- 26) I need to do as much as I can.
- 27) The responsibility is awesome, but the intangible rewards are worth it.
- 28) I've always appreciated the thank you's, written and verbal, that come with the territory of "extended roles".
- 29) I retired from coaching and didn't feel I was contributing much to society. This extended role helps fill the gap.
- 30) Have met teachers truly dedicated to teaching writing. And in actually writing as a vocation.
- 31) My college motto is "Let each become all he is capable of being". I try to live my entire life in that vain and feel successful the more I strive to be all I can be.
- 32) The curriculum work has been extremely worth-while.

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- 33) I know I'm contributing when often others won't.
- 34) It is my responsibility. I could not do less than my best.
- 35) I'm beginning to see changes and cooperation. Its a renaissance in education!
- 36) As I spend most of my day with 7 year olds--this is often a good change of pace; to be working with adults!
- 37) Gives me greater self-esteem

Comments attached to question 15: Do you feel personally successful in

how you have performed this extended role?

- 1) There's a real sense of satisfaction each time one more teacher gets on board.
- 2) I enjoy seeing the successful implementation of my ideas.
- 3) I enjoy being able to bridge "the gap" between teachers and administrators.
- 4) I've put a lot of effort into learning the school improvement process.
- 5) Although I would like to contribute more time but my graduate classes demand time as well.
- 6) I have had good support from my co-chair in my curriculumrole.
- 7) We have accomplished much.
- 8) I know I have floundered in leading my clubs. but also know I've done my best.
- 9) To early to tell.
- 10) Sometimes yes. sometimes no.
- 11) I feel that I have performed this extended role to the best of my ability.
- 12) I've been often complemented for jobs well done.
- 13) One activity in particular--a simulated trip to Mexico--my 6th graders linked with high school Spanish classes--its been given lots of coverage.
- 14) I do things at my own pace and choose those things that are satisfying to me.
- 15) In some situations I have not been as diligent as I could have been.
- 16) Each institute is evaluated
- 17) Would like at times to do even more.
- 18) But sometimes the problems are overwhelming
- 19) Teachers have self-esteem also! It has been especially rewarding in the midst of teacher and education "bashing". so popular lately.
- 20) Some times frustrating. More time is needed. but I do not want to be away from my students. My first obligation is to the students in my charge.
- 21) We are beginning to see positive changes in our building-- both in P.T.O. and school improvement.

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Comments attached to question 16: Do you see your work in the extended role as: 1) a step on a career ladder (toward administration), or 2) as an expansion of your professional growth, with no predisposition to an administrative position.

- 1) To me teaching is the highest level there is!
- 2) I would be interested regardless of interest in administration.
- 3) Neither of these.

Comments attached to question 17: Has your role brought about change in your building (district) during the current year?

- 1) Not yet but soon.
- 2) New programs.
- 3) Changes are taking place with respect to things I have been involved with but not necessarily because of my involvement.
- 4) I'm on a committee that has set the math policy. Also school improvement has made some changes.

Comments attached to question 18: Has your role brought about change that has lasted over the last two years?

- 1) I'm not sure!
- 2) New programs.
- 3) P.T.O. yes. School Improvement no--team is too new yet.
- 4) Too early to tell.

Comments attached to question 19: Please indicate those skills or areas of professional knowledge which would enhance your performance in the extended role.

- 1) Areas such as: Coming to consensus, site-based decision making/management, budget, leadership.
- 2) More inservice on School Improvement Process, M. A. P. and keeping current with middle school math issues.

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- 3) More seminars in my areas of concern, school improvement, cooperative learning, enhancing kids' view of the importance of education.
- 4) Working in teams, consensus training
- 5) Being a caring, educated person.
- 6) Ability to listen, ability to not break confidences, ability to explain both sides.
- 7) General leadership skills, i.e., dealing with "negative" colleagues.
- 8) Current trends in reading education, the fact that my peers feel comfortable with my role.
- 9) Greater background in "new" methods and educational practice (I have yet to declare and earn a M. A.), testing (research trends).
- 10) Elementary background experience, improved communication skills.
- 11) I am a good listener/communicator, I have a sense of humor, I have good people skills, I have good presentation skills, I am a good teacher and have the respect of community and peers.
- 12) Teaching experience, knowledge of school district and area, lived in district till state changed our subdivision to neighboring school district.
- 13) Effective listening and speaking, reaching a consensus, acting in a rational, educated manner.
- 14) I would still like to have more knowledge about developing curriculum, getting parents involved in classrooms, and motivating at-risk students.
- 15) I would need more help in leadership in Student Council.
- 16) Good communications skills.
- 17) School improvement, curriculum development, public speaking (workshops), reading and language arts techniques, get along well with others--helpful in peer tutoring.
- 18) As workshops come up on Macintosh and desktop publishing, I need to grow in application and understanding of the changing technological world.
- 19) Cooperative learning, team teaching.
- 20) Leadership, expertise in subject area (English), interest.
- 21) I can think of no skills or professional knowledge that would enhance my performance in the extended role; however, more time away from professional duties would allow for greater usage of my role as an adviser of peers. (Ph.D.)
- 22) Writing curriculum, sense of needs in education, K-12 need for unity/building programs.
- 23) More persuasive techniques, better verbal communication skills, I wish I was more organized--or felt more comfortable living with all of the "little" things/details needed to be done by "tomorrow".
- 24) Caring for kids.
- 25) Already have: ability to change from traditional modes, ability to be flexible, ability to work through problems. I need to not judge others resistance to change.
- 26) Student Assistance Program training, association representative in past years, conference attendance.

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- 27) Not aware of anything at the present. I'm sure there are some things that would be beneficial.
- 28) Training in North Central Accreditation student outcomes, curriculum development.
- 29) Able to listen, recognize needs and work with others to solve problems.
- 30) More on "school improvement", "restructuring", mandates from state. What is expected, from state on "curriculum outcomes".
- 31) Continued inservice in teaching techniques, continued analysis of curriculum, continued inservice in chemistry.
- 32) Reading recovery training.
- 33) More leadership training, consensus training
- 34) Science, labor relations.
- 35) Conflict management workshops, how to deal with different personalities, time to organize and evaluate the "extended role"
- 36) A better understanding of tools used in employee involvement in business. More knowledge of curriculum requirements.
- 37) Know writers personally, know of successful curriculums for teaching writing.
- 38) Computer repair training, learning to say "no."
- 39) Site based management, continued workshop and conference time, time to talk to colleagues to share ideas.
- 40) Learning styles, at-risk curriculum, process writing
- 41) Ability to speak in front of others and not be afraid to speak your opinion.
- 42) Time is needed--not skills, time to use skills and knowledge
- 43) I need continuing education in reading methods and strategies without taking lengthy graduate courses.
- 44) Ability to be articulate--good organizational skills--good listening skills--ability to be a visionary.
- 45) Consensus building

Comments attached to question 22: How do these persons encourage you or nurture you in your endeavors?

- 1) Positive feedback
- 2) Welcome me! Respect me!
- 3) They are supportive--willing to discuss challenges, difficulties.
- 4) Role models, assistance, help wit projects, technical advice.
- 5) Provide support--we have established a solid network of team work and ____?__ as well as enhance the strengths of one another.
- 6) Listen, offer suggestions and provide support
- 7) Through discussions, "positive stroking" -- selecting me to represent them.
- 8) Share with colleagues.
- 9) By being supportive of my ideas, helping me achieve goals.

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- 10) With help as needed, "asking" for my help/expertise.
- 11) Keep me up to date.
- 12) Thanks from them, notes from them, pictures of projects, articles in the paper, the...
- 13) Encourage participation by asking questions and giving praise.
- 14) Share information.
- 15) Tell me what a good job I'm doing. Respect.
- 16) Our principal is very receptive to our ideas. Provide information about inservices, support curriculum changes.
- 17) Notes of support--(Pat's on the back), encouraging.
- 18) New ideas, moral support.
- 19) Show of appreciation for efforts.
- 20) They provide updated information usually not found in an elementary building.
- 21) By saying it will be worth the hassles.
- 22) Patience in times of stress, verbal support.
- 23) They listen to my ideas critically analyzed them and give me feedback.
- 24) Positive reinforcement.
- 25) Praise verbally and written, release time to accomplish tasks, seek my opinion and input on important decisions.
- 26) Sending me to conferences, asking me for advise, thinking of me when someone is needed, example: I served on a school visitation team for a building in Midland that is going through accreditation.
- 27) They tell me my ideas and input are valued, they appreciate my energy, enthusiasm and openness.
- 28) Praise a good job, offer support, provide constructive criticism, demonstrate they value me and my ideas.
- 29) Give me honest feedback, encourage me when I'm down, help me see more sides to an issue, share their experiences with me.
- 30) All teachers need to be appreciated and nurtured more. It is truly lacking in education.
- 31) Compliments, appreciation letters.
- 32) Cooperation.
- 33) Very supportive and encouraging of efforts to improve the workplace and education for all.
- 34) Supportive comments and suggestions.
- 35) Positive feedback, sharing ideas and materials, friendship
- 36) He (principal) has faith in my ability, he assists me in small/large ways (getting busses, ordering candy) to make projects successful.
- 37) My administrator is encouraging me to attend more workshops.
- 38) Suggestions for things I might want to do, support for things I am involved in. Share ideas, information.
- 39) My principal especially gives me the freedom and business days (if necessary) to make my school and my classroom a better educational environment.
- 40) Thank me, encourage me when I relate an incident, advise me on a different way to handle a situation.

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- 41) They encourage and nurture my endeavors by requesting assistance, by placing me on committees, by electing me to the position of chief negotiator, and by trusting my judgment.
- 42) Support--verbal/financial for conferences for staff--offer assistance--ask periodically about our progress.
- 43) Positive comments; high expectations (that's the parent part--requests--a reputation to try to live up to--ha!), my principal always finds money for projects that get students active and occasional release time.
- 44) They show improvement and also, tell me they appreciate what I'm doing.
- 45) Compliments, appreciation.
- 46) Personal support, time when needed, they've become partners in the process, and listening.
- 47) By providing time and resources. Much of these also serve to enhance my teaching program.
- 48) Positive feedback. Implementation of ideas and programs.
- 49) Just by telling me I am capable.
- 50) Usually with positive encouragement. Teachers that come up and say thanks, or we really appreciate have the data you are working on.
- 51) They would ask me to talk to someone specifically, or keep my eyes and ears open or warn me about something that might happen! (Peers & principal)

Comments attached to Question 23: Would you say the atmosphere and attitude within your school building encourages your efforts?

- 1) Somewhat, I have freedom to do a lot of different things--there isn't much help provided.
- 2) Not this year.
- 3) Sometimes.
- 4) Not always--leadership is very weak; some on the team are getting discouraged and frustrated.
- 5) Yes and no--some peers are ready and willing to create change--some peers are uptight and very closed to "new."
- 6) At least they say they do, but sometimes they don't want one out of the classroom to do other duties, or to pursue professional growth opportunities.
- 7) Sometimes.
- 8) In my department.
- 9) The principal lets me do his job of educational leadership. Frankly, our staff seems lazy and resistant to significant change.

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Comments attached to Question 24: If there is an encouraging atmosphere and attitude, who in your building developed this environment?

- 1) It just happened.

Comments attached to Question 25: Would you say the atmosphere and attitude within your school district encourages your efforts?

- 1) Somewhat--encouragement and support if needed.
- 2) It has in the past, but right now there are lots of problems.
- 3) At times.
- 4) It has in the past but not so sure of current leadership.
- 5) The administration encourages efforts but often will not follow through or make poor judgments based solely on money or preconceived ideas without entering the classroom or discussing issues with you thoroughly.

Comments attached to question 26: If there is an encouraging atmosphere and attitude, who in your district developed this environment?

- 1) We are in it (the profession) for our students, to best serve and nurture their talents and interests. School needs to be a positive learning atmosphere.

Comments attached to question 27: Are there recommendations you would give to schools and/or teachers establishing or revising similar extended roles?

- 1) Don't over use the same people for extended roles. Give time for teachers in these roles.
- 2) Try to find individuals who can see all sides, willing to give and take for the good of the whole.
- 3) Do not spread oneself too thin!
- 4) Freedom needs to be provided, if possible--released time or payment for sub teachers so that you are free to be gone from school if needed. Provide \$ for expenses, etc.

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- 5) Communication/sharing is most essential in establishing a network and providing ownership to all parties involved.
- 6) Stick to it. Don't expect too much but every little improvement helps.
- 7) Get out to the various institutes and inservices that allow teachers to share.
- 8) Staff support doesn't just happen. It takes lots of listening to people and lots of work.
- 9) Do as much as you can! Encourage others to become involved!
- 10) Encourage people by giving them the time to develop and opportunity to learn--workshops, classes, retreats.
- 11) People in extended roles need to be thanked and rewarded by recognition. I see the administrators playing the role of encourager and thanker.
- 12) a) Give people time (released) to meet in small groups. b) Let teachers visit other school and see what is working in school. One day per department to be split among teachers within the department.
- 13) Release time, recognition.
- 14) Teacher empowerment is important! Read William Glasser's Control Theory in the Classroom. be patient.
- 15) Respect!
- 16) Provide time for all teachers to share expertise. I speak for the elementary level especially. We are missing the opportunity to motivate teachers to have more interesting lesson plans, and to get higher student achievement. I have ideas about how this could be accomplished.
- 17) More time needs to be provided to attend conferences etc. for all teachers.
- 18) Attend workshops--receive guided work that will enable them to know where to begin and get a grasp of the "big picture" for improvement or change.
- 19) School improvement is a tremendous amount of work but very exciting. I feel this is the most input teachers have ever had in changing our schools. Much inservice to train our teams is needed.
- 20) Nudge those who display leadership qualities yet lack self-confidence. Give them opportunities to try out their skills.
- 21) Allow your teachers to take extended roles--they are the experts, they are the ones who have to work with kids day in and day out and must keep current or "die" in the process!!
- 22) Develop techniques to involve more teachers who tend to not ever get involved, inservicing and showing models of more progressive districts facilitating changes, more time to prepare for both classroom role and committee roles.
- 23) Let people demonstrate they can handle added responsibility and provide them with support when they fail and when they succeed.
- 24) Be sensitive to the position these teachers are in. Allow time to develop skills. Provide training and time to attend workshops, etc. Pair teachers with a mentor. Encourage leadership among staff members. Administrators must share the "power" for effectiveness. Schools work best when all feel they have a say.

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- 25) Explain that the monetary rewards if any are slight it is only a personal thing.
- 26) Positive attitude, love of kids, good sense of humor, be able to take criticism, be able to make changes and take risks.
- 27) Must be trust and encouragement from administration on down!! Everyone must feel an integral part of the operation!
- 28) Don't give up! Try to focus on areas and skills that can produce some success. Encourage others with a positive attitude.
- 29) Leading clubs makes you tired, but can be gratifying when you see student response and involvement.
- 30) The board to actively show support for and recognize their efforts.
- 31) To teachers: Try to retain as low a profile as you can. People's attitudes change; you become one of "them". You'll be noticed anyway, so don't play it up for all it's worth. It only causes resentment.
- 32) Give those who volunteer and show interest the opportunity to have school business days to dream, plan and execute.
- 33) Cut back on teaching assignment to allow more time during the school day for me to go see the teachers I need to see and who won't come to me.
- 34) A younger staff would help.
- 35) Give qualified staff members the time and opportunity to develop their extended roles.
- 36) Free time to develop programs and work with staff, money for conferences.
- 37) I don't do anything that great, but I do really enjoy involvement in curriculum, school improvement, staff development, etc. My recommendation is give us time, resources, and encouragement. I think some people don't realize their leadership potential because they aren't encouraged.
- 38) Be prepared to give a lot of time and energy.
- 39) Encourage one another to see what's new in education.
- 40) As difficult as it is, teachers need time to be leaders. Teaching full time is stressful in itself. But support from administration, care and consideration, respect and pride are very important. So I'd say Time and Support!
- 41) Time is the main problem. School inservice days would help somewhat.
- 42) Be more positive, look at yourself as important, on par with doctors and lawyers, be enthusiastic.
- 43) One needs to be committed to the job. Change seems to come very slowly.
- 44) Don't break confidences, stay rational, try to "see" the person's viewpoint, don't be too quick to judge, don't just "talk", be involved, offer solutions, serve on committees, etc.

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Comments attached to question 28: Are there any other comments?

- 1) It seems like there are more and more extended roles being established for teachers yet no release time given to do this. I think there are many teachers who have decided that they just can't do it with family obligations.
- 2) Since I have consumer home economics, program improvement funds, I have \$ available--others may not have \$ for related expenses.
- 3) Very interesting survey. Thought provoking questioning. Good Luck!
- 4) Often those who are in extended roles quit or burn out because of lack of affirmation.
- 5) My school's atmosphere has only changed within the last two years with an upcoming change in administration. I can only hope things will continue to improve.
- 6) I would be interested in seeing the results of your data collection when it is completed!
- 7) I see the continued need for teachers to be involved in major decisions, but the entire structure will need to be revamped in order to allow input to continue and be effective.
- 8) Sounds like a great topic!! I truly believe this area needs to be looked at more closely. I cannot help but wonder if these "extended role" teachers eventually leave teaching for either administrative or some other position.
- 9) I would like to see the information and results you get from the surveys. I think we need some creative ways to look at leadership and teacher leadership and getting the time to develop it.
- 10) Thanks for asking me to respond!
- 11) No matter how small the gain might be, it's always worth the effort.
- 12) We, as a district, are in the beginning stages of our restructuring process. I wasn't aware that I was considered a teacher in an extended role until I received your letter and questioned my principal. Many of my responses to your questions will change as we get further into restructuring process and I see how we as a district react to the changes that lie ahead.
- 13) More pay would always be welcome. Good Luck!
- 14) Extended roles require lots of time at home planning and grading papers. I love to "plan", probably big reason for my involvement.
- 15) It's time consuming, tiring, exciting and very rewarding. I love it.
- 16) I appreciate anonymity in your use of my very candid responses.
- 17) None.
- 18) I will be featured on a Channel 12 program on Saturday, June 8 from 9-10 P.M. "World of Difference" Sorry for the lateness of this reply.

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- 19) I also think you must have some credibility as a teacher.
If students and parents respect you... that helps with
administrations' attitudes.

APPENDIX E

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ANSWERS TO THE INTERVIEW QUESTIONS

This Appendix E lists the questions in the interview and the interviewee's responses. The numbers refer to the original questionnaire number assigned when the questionnaire was sent out. The interview questions listed below were asked of all the interviewees, unless the answers were in their questionnaire or answered in discussion with another question. If the question were not asked, "Did not ask." was placed by the respondent's number.

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Answers to the interview question: Why are you teaching?

- 13) Make a difference in teaching.
- 18) I can work in the area of foreign language, a top priority, by teaching; Great students.
- 22) Wanted to be a teacher since I was a student; I get a good feeling when they understand; exciting.
- 44) Love of students; comfortable with students; desire to have my philosophy/attitude be passed on to other generations
- 51) Law (an occupational interest) was not influential-- education has importance.
- 5) Always wanted to be a teacher; likes students; Can have a role in developing a person's personality be a part of their life; most important thing is education.
- 12) Always wanted to be a teacher; most important thing can do to provide for society for future; has a lot to offer students; nosy--wants to be where the action is; is at grass roots--where it all begins; you are a role model; fun.
- 14) Fun; teachers change the world.
- 47) Enjoy students, especially high school.
- 52) Spouse insisted on a teaching career for him/her, he/she was a policeman and was worried about being killed and her having a job to support him/herself and family; substituted for four years, then applied for full time, got it; now does math; enjoys middle school; enjoys middle school students and math; does workshops and conferences.

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Answers to the interview question: What has been helpful to you in getting the necessary skills for your teaching and/or extended role position?

- 13) Likes to be involved; learn it first hand; does not want to be represented; likes to take risks; is a good listener; has a sense of humor.
- 18) Did not ask.
- 22) District workshop support.
- 44) Some college course work; some were leadership/community education; but most on the job; late coming to education, so did other jobs which required leadership experience; had good mentors for leadership and people skills.
- 51) Public speaking; listening skills
- 5) Being around the students; if you can cope positively with students, doing it with adults is easier; being a competitive person.
- 12) Conferences; inservices; education association training; public relations; negotiations; leadership conference; organization came as a Chapter I resource person.
- 14) Did not ask.
- 47) Comes with length of time teaching; feels confident in teaching, more than when he/she was young; now has more time than when he/she was with children.
- 52) Michigan Mathematics Project through Eastern; School district lets teachers teach teachers!

Answers to the interview question: What do you do? (e.g., coordinator...?)

- 13) Did not ask.
- 18) Curriculum Council; K-12 Language Coordinator; Mini-Grant Committee; World of Difference Committee; Strategic Planning Committee; School Improvement.
- 22) Did not ask.
- 44) District School Improvement Team; Building School Improvement Team.
- 51) Did not ask.
- 5) Did not ask.
- 12) Did not ask.
- 14) Did not ask.
- 47) Student faculty forum; Senior Play; Chairperson School Improvement Team for District; Chairperson School Improvement Team for building.
- 52) Did not ask.

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Answers to the interview question: How is your time split between/among roles?

- 13) Sometimes one suffers; sometimes say no; prioritize.
- 18) Time management; prioritizing which is important now; like short term committee work because work with a lot of different people; closure. then can go on to another.
- 22) Did not ask.
- 44) Do a lot at home in free time; Until education realizes they need to restructure, i.e. time for resources etc.; extra time comes from personal time, i.e. preparation for meetings and lesson plans.
- 51) Just happens; prioritize; whatever happens; most immediate; compartmentalize in especially in spring; lots of release time this year.
- 5) Education is important, therefore quality effort; family is second during the school year.
- 12) Difficult; give up some things; prioritize; decision making; send someone else; delegation; finding other people's strengths and depending on them.
- 14) Prioritize; stick to and hold deadlines; get others to respect deadlines; enjoys both long term and short term; deadlines followed.
- 47) Schedules; School Improvement Team is most demanding and planned.
- 52) Doesn't like to miss class time--release time, need lesson plans; gets consensus among participants as to where/when.

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Answers to the interview question: What sort of contact do you have with others?

- 13) Some inservice, workshops, committees--is a people person, therefore, staff development and curriculum.
- 18) Committee work, outside school hours. Friday morning breakfasts with staff.
- 22) Peer coaches, staff meetings, had student teacher, therefore, could do strategies -- after school informal.
- 44) School Improvement Team helps facilitate understanding, inservices staff. Building Level Team did workshop on conflict resolution. Inservice and one-on-one. Is also "science person" so others come to her. Does curriculum, "Gate Keeper" (He/she initiated an experimental format for science in the elementary.)
- 51) Within the district, committees, phone, one-on-one; outside district, one-on-one.
- 5) School District festival. Classrooms of Tomorrow, promoted fourth year of English, robes at graduation for faculty, student of the month. by example and statement get others to do it, too; live in district, therefore see others a lot and at all school events.

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- 12) Committees, parents, one-on-one with administration, public speaking.
- 14) Lots of one-on-one.
- 47) With the school board, presentations; with the community; colleagues; business men and women; sex equity; outside the district, business fraternity.
- 52) Group committee, release time to inservice others, informal get togethers to discuss school problems.

Answers to the interview question: Is there flexibility in your schedule to permit such contact?

- 13) No, but I can get release time if necessary.
- 18) He/she had one hour time for the coordinator position, therefore, he/she could coordinate with others. He/she also has his/her planning time plus lunch.
- 22) District has given half day subs, but it varies.
- 44) None, but I can get release time if necessary.
- 51) He/she has had release time, this year especially.
- 5) School improvement has caused some leave time.
- 12) No release time everyday, but can get a day, evenings, weekends, etc.
- 14) His/her classes are over at 12:30, so he/she has 2 hours free to move and do, this gives flexibility. (Release time is given as necessary.)
- 47) School Improvement Team release time is given for me, but not for others, after or before school is the usual.
- 52) He/she can get release time when it is needed; it is self controlled.

Answers to the interview question: Who decides when and how contacts are made?

- 13) Most contact is made outside contract hours, therefore he/she decides for him/herself.
- 18) FLAG teachers decide, curriculum director decides, principal
- 22) Principal.
- 44) School Improvement Team, 2 teachers help decide what will be planned. Principal has helped facilitate, but it is a group decision.
- 51) Principal, curriculum director, teacher input.
- 5) Students that need tutoring schedule themselves. I haven't thought about this in so long...
- 12) Go to principals to get time, but teachers run the program.
- 14) Self.
- 47) Self, generally, but principal and superintendent helped with School Improvement.
- 52) Self, and others, whatever works.

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Answers to the interview question: What sorts of things do you do while you are with these others?

- 13) The philosophy at the school district is to encourage teacher leaders. The teacher leader problem is time. All can't be done by the principal in the building, there is too much. Teachers must play a role. Easier for secondary, elementary hard--can't give an extra hour. Need women and elementary people to be role models for educators.
- 18) Did not ask.
- 22) Did not ask.
- 44) Planning from one meeting to next, site-based type.
- 51) Goal setting, planning, review curriculum.
- 5) Did not ask.
- 12) What have you initiated? Creative Arts Day, North Central Accreditation, Presenter at conferences, Published, running for education association office, Math enrichment.
- 14) Some committees, otherwise conversations, lots of liason work between various groups, i.e. community education. *** What have you initiated? North Central Accreditation--saw program declining, talked to influential persons (teachers) to win them over, then when support was there, went for it; Michigan Education Association Regional Bargaining Unit Coordinator.
- 47) Presentations, committees.
- 52) Inservice, one-on-one, committee.

Answers to the interview question: Are there any others in your district with similar expertise or information?

- 13) Some, maybe in mission writing.
- 18) I am not an expert in anything, because if you are an expert you are not growing. (But he/she does know about some things more than others.)
- 22) Yes--gave one name. (The interviewee and this person together helped initiate literature based reading in the elementary buildings.)
- 44) Every teacher seems to have a specialty. There is another science teacher. Others know computers. Seems like the same people are involved over and over.
- 51) Yes, in different areas, but he/she felt he/she was unique.
- 5) A couple others have information on low achievers.
- 12) Others, but G/T mostly self. There are 2 others, but he/she is the most assertive of the group. The same is true with reading assessment and evaluation.
- 14) No, I am the only one.
- 47) Did not ask..
- 52) Sixth grade teacher and he/she work well together.

Answers to the interview question: What evidence of trust of peers do you have?

- 13) Come with problems, ask for him/her as representative; listens to ideas, but may not agree. Need to know the whys and wherefores of the decision. Treats others the way he/she would like to be treated.
- 18) Allowing her to do her job, share ideas, peer coaching, showing (sharing) humor, honest with her.
- 22) Been around a long time, is laid back, he/she has a feeling of trust with peers, sharing.
- 44) Some: verbally, you are good at.... you do it. They come with questions, therefore there is trust. My peers seek information or ask advice.
- 51) Peers seek me out for advice.
- 5) They ask him/her to chair a committee, help a student, advise, or offer professional help. (But they don't share much.)
- 12) His/her peers come for advice, they thank him/her, and he/she feels trust because of outcomes based management.
- 14) Formally: they listen and give support with votes, also he/she receives second hand praise.
- 47) Peers come with problems, he/she is secretary of education association, he/she gives advice, and he/she interprets happenings.
- 52) He/she feels trust through conversations, overall feeling, he/she gives asked for advice, he/she tries other ideas, and he/she enjoys coordinating with other teachers.

Answers to the interview question: What evidence of trust of administrators do you have?

- 13) Communication, sharing of power, sharing information
- 18) He/she was able to initiate a new class during his/her second year of teaching. He/she has also received monetary support.
- 22) He/she is called on to help, i.e., accreditation.
- 44) Some: verbally, you are good at, you do it. They come with questions, therefore, trust. Seek information or ask advice. Thanks for a job well done. Appreciate support and willingness to do; good working relationship. He/she is "all on same team"; does not put up a defensive posture, and is approachable. Teachers are not afraid to speak up.
- 51) The principal seeks him/her out for advice.
- 5) High school principal comes for advice. His/her family offers morale. The principal will be honest, tell truth, is professional, and holds no grudges.
- 12) This last year especially, he/she is asked to do things, and given thanks.

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- 14) He/she gets or gives advice in a "secure" way. He/she makes sure he/she protects the rights of the teachers.
- 47) He/she is vocal in both written and vocal recognition.
- 52) The principal does things for him/her; he/she asks for information. This teacher gets a good feeling from the relationship.

Answers to the interview question: Because of your expertise, do you have power?

- 13) Not by position, but some perceive he/she has power.
- 18) He/she is able to delegate power because of position. But he/she has not yet earned power. He/she has influence over people because a 1) role model, 2) like what you are doing, and 3) hard worker.
- 22) He/she has flexibility to do things, and is given opportunity.
- 44) Not oriented that way, but others may see it as power. My administrator listens.
- 51) Probably.
 - 5) If I want something done, it gets done. (But sometimes it does not get done fast enough.)
- 12) Yes, I am listened to.
- 14) He/she has the "ear" of the superintendent.
- 47) Maybe.
- 52) Within math, I have no more power than anyone else.

Answers to the interview question: Power as a finite vs. infinite.

- 13) Yes, I see power as infinite. People assume more and take more responsibility when informed--empowerment, ownership. Curriculum decisions should be in the hands of teachers. Teachers are professionals. This needs to be recognized. Teachers need to take more credit. Best program for students is when teachers and administration work together (a close view and broad view).
- 18) Yes, I see power as infinite. We work with each other's strengths and weaknesses, and then offer support to the weaknesses.
- 22) Did not ask.
- 44) Yes, I see power as infinite. He/she envisions this as the way to go. Sharing with teachers, decentralizing, but the administrator still is someone who makes decisions. An example is that communications and trust seems poor, and the staff goal is to get better at that. Teachers need to understand to not always have closure. Administration is starting to acknowledge teachers are experts.
- 51) Yes, I see power as infinite, but resistance of staff creates problems. Empowerment is tough for administration, and tough for teachers to accept. We are growing.
 - 5) I am not a good power sharer, and rather obstinate. I will stick to my guns. He/she likes to be in control.

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- 12) Yes, you get power because you step up for it and believe in an idea, but she/he is not doing it (the extended role) for that reason (power).
- 14) The principal in his/her building has no power. Therefore School Improvement Team has the power. Power is in the staff to be used or neglected.
- 47) Yes, I see power as infinite, and this is good.
- 52) I see power as infinite. This is the School Improvement Team approach. No one person is overpowering anyone else. He/she does agree with the concept when discussing School Improvement, however, there are those who want to know "who is in charge?" What do they mean by power structure? 1) Principal--organizational. 2) Team--site-based management.

Answers to the interview question: Which of these would you say is your most important?

- 13) Positive feelings resulting from sharing information.
- 18) Personal growth and development.
- 22) Professional growth and development. Wants to be involved, needs to be involved, wants to be first.
- 44) Positive feelings resulting from sharing information.
- 51) The feeling of being in control of your area of expertise.
- 5) No one else will step forward, so I feel the need.
- 12) Professional growth and development. Personal growth and development (the same).
- 14) A need to get things done--tied to others.
- 47) Personal growth and development.
- 52) Other: Future.

Answers to the interview question: Do you have any evidence of this?
(Peer communication change)

- 13) In the long run the nature of communication has not changed. Everyone does not have to like me (used to think so); we should have a mutual respect. I have alienated people over time. I like to deal with the problem if there is one. Now I am more cautious. I don't talk behind someone's back. I am now trying to think more, and not be as compulsive. He/she needs to recognize differences in styles.
- 18) New teachers and administration communicate well anyway, because of the evaluation procedure. But the communication focuses more with teaching in the classroom. Now, after tenure, the communication is more personal and is concerned with growth and development as a teacher. Praise is involved.
- 22) Did not ask.

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- 44) Yes: Having the facilitator label, there is a personal willingness now to share and communicate, therefore gain cooperation. No: He/she is a private person, not a gossip. He/she is willing to communicate when others come to him/her, or he/she is willing to dispel misinformation.
- 51) In the beginning of his/her career he/she was young and vocal. Now he/she is sought out for advice, but is still vocal.
 - 5) Now peers look at him/her as more of a professional. He/she is serious about education, and his/her peers know he/she is. He/she may have alienated some of the staff because of this attitude. He/she tries to get peers to see themselves as more of a professional.
- 12) Some communication with peers is not negative, some are neutral, but most are "on board."
- 14) Yes, communication is better now, but he/she does not go to the lounge and have those social contacts that are needed, because he/she is with students or others all day. The level of communication, therefore, tends to be more formal and factual.
- 47) He/she was very timid early in his/her career. He/she was comfortable in the classroom with the students, but not with peers. Because of experience, he/she is still comfortable in the classroom, but now he/she is involved with decision making. The fact that students have changed so much has changed him/her. The nature of teaching has changed and he/she with it.
- 52) Communication has always been good, because he/she has always been a good communicator.

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Answers to the interview question: Do you have any evidence of this?
(Administration communication change)

- 13) Administration seeks his/her comments. People may see him/her as competitive.
- 18) As a teacher leader, he/she values student ideas and people, therefore the task will work out. He/she perceives older staff as valuable because he/she sees them as having a "history" that needs to be shared. Administrators at first concentrated on communication with him/her, now they think more of a team concept of which he/she is a member.
- 22) Communication now is relative to more contact with administration. They, administration, and he/she work as a team.
- 44) Now there is more trust by the administration to listen to him/her and others. There are more open exchanges. Lately they have been working on difficult topics. The communication has been informal and comfortable. They have all been working together.

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- 51) Communication has been pretty much the same, which has been good, but there has been increased respect toward him/her by the administration.
- 5) Did not ask.
- 12) The more you do the more you get in trouble for. There is increased friction. But he/she always tries to take a positive approach.
- 14) He/she has always had administration's respect, but now they are working more as a team.
- 47) There is improved communication with administration because of confidence in his/her self and beliefs. Now he/she does not hesitate to tell others how he/she feels.
- 52) It has always been good.

Answers to the interview question: Is there anything you can do about these negatives?

- 13) I ignore it. Some people are petty and you should not worry about it.
- 18) By his/her taking responsibility, that helps peers, our department. What we do will help us all. He/she puts out a newsletter that makes all look good. He/she shares articles, and gets ideas for new programs.
- 22) No negatives.
- 44) He/she keeps plugging along. He/she is a realistic/optimistic person. He/she feels you can't change people, but you can change their behaviors. Therefore he/she tries to impart some coping mechanisms to those that are frustrated. The negatives are from them.
- 51) He/she continues to be open and honest, but always tells others the straight stuff. It would help to have a block of unassigned student time to work on projects.
- 5) There appears to be some envy. He/she helps them get materials, and tries to share ideas. He/she tries extra hard with those with whom he/she is in conflict. He/she tries to overcome it with niceness. He/she is persistent.
- 12) He/she tries to work with them on a one-on-one basis. He/she is always friendly.
- 14) He/she is not going to do anything about it.
- 47) No, there is not anything he/she can do about it. It is their problem.
- 52) No negatives. At one time it was a problem, but generally it has been good. If there were any problems, negatives, none have been brought to his/her attention.

Answers to the interview question: Is there anything others could do to stop the negatives (i.e. support)

- 13) He/she (the interviewee) should not be shown favoritism. The principal supports him/her.

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- 18) Others should share more information. Now they are possessive of good ideas and materials. The administration could be more directive regarding some things.
- 22) No negatives.
- 44) The administration should get us together in social situations so we can get to know our commonalities.
- 51) No negatives.
- 5) Others should stop being negative, and be positive. He/she always ends with a positive.
- 12) The principal was called in and talked with the negative persons.
- 14) His/her release time could be taken away.
- 47) No.
- 52) No negatives.

Answers to the interview question: Have the negatives ever stopped you from doing "your thing?"

- 13) Yes. Not as much recently. Before, he/she would worry about what they would think and say. Now he/she is more secure.
- 18) No!
- 22) No negatives.
- 44) No. Now he/she gets frustrated, but moves on.
- 51) No.
- 5) No way.
- 12) No.
- 14) No.
- 47) No.
- 52) No negatives.

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Answers to the interview question: Do you share this (success) with others (e.g., peers/family)

- 13) I share it with my spouse. I feel isolated, and have to get a lot of self-satisfaction, and has self-goals. Pay is inequitable and there are not many perks. You must be self-satisfied to be successful.
- 18) Peers, spouse, family, and fellow graduate students.
- 22) My peers know, and my family.
- 44) I share with my spouse and other teachers. Within the last year things are getting better. There is a better attitude. This has made the committee work more fun.
- 51) Spouse and building principal.
- 5) With his/her children and spouse.
- 12) Friends, peers, principal, spouse. The principal tells others about the positives.
- 14) A few peers.

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- 47) Family, peers, administrators, friends.
- 52) Peers, friends, and his/her children.

Answers to the interview question: Explain. (career ladder or expansion)

- 13) Expansion of professional growth is important. He/she has gotten a lot out of teaching, but it is now time to give some back. There is a need to support each other. It is important to share.
- 18) He/she is heading toward administration, but this is quite fulfilling. He/she is allowed to explore other areas while still teaching.
- 22) He/she wants to work with students, therefore likes expansion.
- 44) Administrators have said, do it (become an administrator). But he/she has not wanted to. There is a lot of stress and pressure with it. He/she is a hyper person, and therefore does not want to be an administrator.
- 51) He/she has no desire to be an administrator. He/she feels he/she must do what he/she can "for the profession." He/she has a sense of responsibility for the job.
- 5) He/she loves what he/she does, and is perfectly happy. He/she likes the classroom. He/she has been successful there.
- 12) He/she feels expansion of his/her professional growth is for him/her. This is because of the school improvement program, site-based management, and teacher leadership. He/she feels these strengthen him/her.
- 14) If he/she had a masters degree, he/she would be an administrator. But now he/she can pick his/her projects on which to work. He/she has more freedom. He/she likes teaching.
- 47) I have no desire to be an administrator.
- 52) My family life makes it necessary to not be an administrator.

Answers to the interview question: Do you lean toward one or the other? (career)

- 13) Did not ask.
- 18) He/she feels he/she is still evolving so cannot make a commitment either way.
- 22) Did not ask.
- 44) While he/she does not want to be an administrator, he/she does not want to be in the classroom his/her whole career. A combined role of facilitator (mentor) and the classroom would be good. How about a teacher whose role is to communicate with the community. The university needs to respond with training for this.
- 51) Did not ask.
- 5) Did not ask.

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- 12) Did not ask.
- 14) Did not ask.
- 47) Did not ask.
- 52) Did not ask.

Answers to the interview question: What is the evidence of change?

- 13) He/she (an elementary teacher) is an individual educational plan committee co-chairperson. Since he/she has been on this committee, more elementary teachers have spoken up.
- 18) The strategic plan completed in November, 1989 made recommendations for language in the curriculum. Change has taken place: i.e. pilot is in place for language in the elementary (he/she initiated), a language coordinator position has been created (he/she initiated), people pulled together to help bring about change, the language curriculum is now coordinated (he/she initiated).
- 22) Reading in the district has changed.
- 44) School improvement has just started. Attitudes, perceptions, paradigms, a whole realm of changes are coming. There have been some physical changes, but there have been no major changes over time. Now is the time for teachers and administrations to take risks and offer trust between the two. There must be recognition that the teacher is the expert. This is coming, but is not here yet.
- 51) The curriculum is better than ever. The teacher contract is moving forward. There is cohesiveness of the teaching unit. Teacher empowerment is positive, and is having an impact here.
- 5) This was discussed earlier in the question regarding activity. (School District festival, Classrooms of Tomorrow, Promoted fourth year of English, Robes at graduation for faculty, Student of the month).
- 12) G/T program, there is now a reading consultant.
- 14) There has been tangible change because of negotiations, and school improvement results.
- 47) There is now more continuity in curriculum i.e. English, social studies, business. Modern Language Association research procedure is in place throughout the curriculum. (Helped initiate this program.) More people want to share information and materials.
- 52) The math curriculum is now current. He/she was an initiator of the Michigan Math Project to his/her district. He/she got others involved with Project Aware.

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Answers to the interview question: Where would/could you obtain these skills?

- 13) Did not ask.
- 18) Did not ask.
- 22) Did not ask.
- 44) Did not ask.
- 51) Did not ask.
- 5) I get these skills from the administration "if you want good input." Peers are tremendously insulated, they don't want to get or give help. They "won't even share a ditto." School improvement has helped some. The old staff doesn't want to change.
- 12) Did not ask.
- 14) Did not ask.
- 47) He/she is released to go to workshops, and takes time in the summer, too. He/she has never been turned down for a workshop or conference.
- 52) Inservice, committee meetings, workshops.

Answers to the interview question: Why?

- 13) He/she values the opinions of both administrators and peers and therefore, he/she listens. He/she learns by listening. He/she has been disappointed in education classes and graduate classes, because they were not very demanding. There were some benefits, however.
- 18) The university is too research grounded, he/she is pragmatic. "Give me something I can use." Undergraduate classes were not practically oriented. Graduate classes seem good. They are set up as lecture oriented, and therefore, not helping with communication skills. Committee work and observing others on committees has been invaluable.
- 22) Did not ask.
- 44) He/she has always gotten help from administrators, the intermediate district staff has offered a high quality and caliber of inservice, college or university personnel may offer help in the future, but has a low ranking, now. All these have been a source for me getting information and new knowledge.
- 51) He/she is taking classes now, but not for content. You can get information from workshops.
- 5) Did not ask.
- 12) All these are important, but the students are from whom he/she learns the most. He/she is into learning and growing.
- 14) He/she needs specialized information, and therefore conferences are his/her best source.

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- 47) Because of the information he/she needs. he/she feels he/she must go out of the local area to get good information for his/her area. Workshops.
- 52) Did not ask.

Answers to the interview question: Can you expand on this encouragement?

- 13) Did not ask.
- 18) Praise from the administration, and usually second hand praise from peers and parents.
- 22) Others know that he/she will do it. He/she is recognized as a leader.
- 44) From teachers: they have asked him/her to serve, asked for personal advise, give encouragement. He/she links up with others who think like him/her. Administration: they encourage him/her to go for course work in administration, he/she feels respect when he/she is conducting a meeting, and they ask for information.
- 51) He/she receives verbal pats on the back. His/her confidant role keeps him/her going. He/she is involved, has power in what goes on at the school. He/she is one of the first people to know.
- 5) The principal knows that he/she "will do it." This is seen as positive.
- 12) Did not ask.
- 14) The superintendent provides whatever is needed for the job.
- 47) The administrator will often put a letter in his/her file, make a positive comment at a faculty meeting. Also, faculty forum which meets once a week with the administrator is positive.
- 52) He/she gets positive input from parents, students, principals, and peers.

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Answers to the interview question: How do/did they set this tone, develop this culture? (building)

- 13) The principal likes the process, but would rather do it. The process is important to him/her for ownership. Teachers are encouraged to make decisions and take roles.
- 18) The principal holds a Friday breakfast. This gets everyone together to talk (70 teachers). There is lots of committee work. They have had inservice on team building. Teachers are recognized for being involved and doing a good job, even for little things like track timers. The principal allows people to take risks and supports them even if it doesn't work.
- 22) School improvement and empowerment is the key to the culture.

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- 44) The principal has open communication with people. Says, "Please come to me." The principal is an open, communicating person with a positive attitude. He/she is up-beat. It rubs off on others.
- 51) The teaching staff have to do it because we can't wait. We write up expectations, work with building principals, there is lots of communication. The curriculum director has helped.
- 5) No positive culture, and doesn't think change can occur. He/she and others are not getting any reinforcement. He/she gets his/her positives from his/her family.
- 12) The principal offers encouragement and there is a strong staff, too.
- 14) He/she sets the tone. The mood of the staff changes through the year. Morale is better now, especially because of the North Central Accreditation self study. There was a lot of "bitching" in the lounge. Nothing ever gets done. With the North Central Accreditation the staff did listen.
- 47) A positive culture and participation are encouraged by the administration, but the staff is set in their ways. There is no positive culture from the staff.
- 52) The teachers do it. There is a great staff as a whole.

Answers to the interview question: How do/did they set this tone, develop this culture? (district)

- 13) The superintendent and assistant superintendent are very encouraging.
- 18) The assistant superintendent and middle school principal both demand a lot. They will not accept that it cannot be done. He/she is an innovator. He/she looks for change, but not change for change sake.
- 22) Did not ask.
- 44) Superintendent and high school principal. The school improvement process has been important. The high school principal is easy to talk to but assertive. He/she is a flexible, sincere, caring, warm human being. The superintendent is starting to go through changes. He/she will speak his/her mind, but is ready to listen. There is less secrecy now, and more sharing.
- 51) The curriculum director follows through, responds, and listens.
- 5) Did not ask.
- 12) The superintendent, administration, and subject area coordinators tout our district. They get ideas from others and share.
- 14) The superintendent encourages buildings to work through the school improvement process. He/she is not comfortable with the site-based decision making model, but does it, allows it.
- 47) The superintendent and principal are active outside our district. They share with him/her. He/she shares with others. Administrators listen to him/her, but they do not listen to others.

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- 52) The superintendent and staff have developed good inservice time, and have encouraged the staff. The school board has tried to support the teachers.

Answers to the interview question: Research has shown...

- 13) It depends in which hall they are placed. Teachers might not encourage them, but the principal would encourage and expect participation.
- 18) New teacher will try in some ways to mold themselves to fit in. He/she is not concerned with fitting in, but what is right. He/she feels it is hard for a new teacher in his/her district. He/she tries to make the difference for a new teacher. It depends on which "crowd" they fell in with. It depends on the team assignment. Each team has its own personality.
- 22) Yes, participation is expected. New teachers are involved. Older staff don't want to change i.e. cooperative learning and Instructional Theory Into Practice.
- 44) This year new people have been open (not sheep) not intimidated. It is a combination of both culture and person that lets them do this. The new administrator says participation is risk free. "I will support you." That has helped.
- 51) If a new teacher were taken by me and nurtured, they would be great. If they were taken by others who may be negative, they would become negative. Then, after reflection he/she said: a new teacher would sense the enthusiasm optimism and future of what is ahead.
- 5) The subculture within a building might promote sharing. The junior high is the most closed. The high school is in the middle.
- 12) It depends in what hall they are placed. But generally, new staff is encouraged to participate.
- 14) The decision making process makes all collaborate.
- 47) New teachers would be encouraged to participate by the administration, but not by the staff.
- 52) The district doesn't like clones, but does want people who work together.

Answers to the interview question: Others comments?

- 13) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 18) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 22) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 44) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 51) He/she agrees with the stress/burnout premise of McLaughlin and Yee.

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- 5) He/she agrees with the stress/burnout premise of McLaughlin and Yee. There is positive change because of school improvement. This (teacher leadership) is an important topic.
- 12) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 14) He/she agrees with the stress/burnout premise of McLaughlin and Yee.
- 47) He/she agrees with the stress/burnout premise of McLaughlin and Yee. Administrators need to look at untapped resources. Renew people/teachers.
- 52) He/she agrees with the stress/burnout premise of McLaughlin and Yee. We as teachers get into a box, a rut. It takes effort to expand. We need opportunity to visit others in buildings and others in other districts.