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A STUDY TO DETERMINE THE EFFECT OF THE INTERVENTION OF
STRUCTURED REFLECTIVE WRITING ON THE
PROFESSIONAL AND PERSONAL DEVELOP-
MENT OF TEACHERS

presented by

Mary K. Kelly

has been accepted towards fulfillment
of the requirements for

_____Ph.D._____ degree in __Education__

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Major professor

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A STUDY TO DETERMINE THE EFFECTS
OF STRUCTURED REFLECTIVE WRITING
ON THE PROFESSIONAL AND
PERSONAL DEVELOPMENT OF TEACHERS

By

Mary K. Kelly

A DISSERTATION

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY

College of Education

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ABSTRACT

A STUDY TO DETERMINE THE EFFECTS
OF STRUCTURED REFLECTIVE WRITING
ON THE PROFESSIONAL AND
PERSONAL DEVELOPMENT OF TEACHERS

By

Mary K. Kelly

This study was made to determine the effects of the intervention of structured reflective writing, followed by supportive and challenging feedback, on the professional and personal development of inservice teachers.

The study was designed to test whether or not the professional development of teachers, as it was perceived by Frances Fuller, was effected by this intervention. It also tested the effect of the intervention upon the closely related personal development of the participants. This aspect of the study was based upon the work of the conceptual developmentalists O. J. Harvey, D. E. Hunt and H. M. Schroeder; and on that of Jane Loevinger in the area of ego development.

The intervention of structured reflective writing was an adaptation of the works of Sally Glassberg and B. J. Benham, each of whom found that such writing is an effective tool for building self-awareness and integration.

Three groups of teachers did structured reflective writing, in journals, for varying lengths of time, while a fourth group served as the control group. The writing

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assignments were structured so that the teachers were

encouraged to reflect along autobiographical, contemporary,

and speculative lines. It was planned that written feed-

back given to the teachers would provide the challenge

and support needed for their professional and personal

growth.

It was felt that such a dialogue might be an effective

and time-efficient means for attending to teachers' needs

and feelings. As such it would be an intervention which

could be used to advantage by professional development

specialists, university educators and public school personnel.

The formal measures used to determine the effectiveness

of the intervention were:

1. The Teacher Concerns Checklist, Form B (TCCL)

2. The Conceptual Systems Test (CST)

3. The Loevinger Sentence Completion Test, Form 9-62
    (LSC)

Analysis of the data collected from the administrations

of the formal instruments was made using one-way analysis of

covariance, thus allowing for initial differences between

the groups. The .05 alpha rate was accepted as a measure

of significance.

Results indicated that the intervention had little

effect on the professional and personal development of

teachers as these were measured by the TCCL, CST, and LSC

respectively.

In addition to the formal measures, a questionnaire

was completed by the participants at the close of the study.

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This was done in order to check the teachers' perceptions of the journal-writing experience.

The favorable results from this questionnaire, plus the positive subjective observations of the writers and the researcher, have led to the conclusion that the intervention was effective in establishing a challenging, supportive environment in which the professional and personal development of teachers can occur over time.

Since such environments have been shown to be essential for development to occur, it is important that educational leaders be trained in ways of establishing these environments. This study suggests that this training should include a knowledge base consisting of the works of such development-alists as Fuller, Harvey and Loevinger. It should also provide for the development of effective interpersonal and communication skills. For many, the works of Kagan and Burke, and those of Gordon would be beneficial in this regard.

In the final analysis, then, the study indicated that while the intervention of structured reflective writing, done on a short-term basis, did not greatly effect the professional and personal development of teachers, it was an effective way of establishing an environment in which such growth can ultimately take place.

DEDICATION

To all the Kelly family with thanks
for their support and encouragement.

ACKNOWLEDGEMENTS

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CHAPTER I

Introduction

This study was made to determine the effects of the intervention of structured reflective writing, followed by supportive and challenging feedback, on the professional and personal development of inservice teachers.

The study was designed to test whether or not the professional development of teachers, as it was perceived by Fuller (1969, 1970), was effected by this intervention. It also tested the effect of the intervention upon the closely related personal development of the participants. This aspect of the study was based upon the work of the conceptual systems developmentalists (Harvey, Hunt and Schroeder, 1961), (Harvey, 1967); and that of Loevinger in the area of ego development (Loevinger and Wessler, 1970), (Loevinger, 1977).

The intervention of structured reflective writing was an adaptation of the work of Glassberg (1978) and Benham (1978), each of whom found that such writing is an effective tool for building self-awareness and integration.

Three groups of teachers did structured reflective writing, in journals, for varying lengths of time, during the 1978-1979 school year. The writing assignments were structured so that the teachers were encouraged to reflect along autobiographical, contemporary, and speculative lines.

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It was planned that written feedback given to the teachers would provide the challenge and support needed for their professional and personal growth.

In order to determine if these kinds of growth occurred, several questions needed to be answered.

1) Would the use of structured reflective writing facilitate the growth of teachers through Fuller's Phases of Concerns--from concerns about self to concerns about pupils?

2) Would the use of the intervention promote the development of the teachers' conceptual systems in the direction of more abstractness? That is, would they become more relative, less concrete, in their thoughts and actions?

3) Would the teachers who wrote journals show growth in ego development towards the ultimate goal of self-actualization?

The study was carried out with four groups of inservice teachers in Southwest Michigan. Two of the groups were made up of teachers enrolled in the Master of Arts in Classroom Teaching (MACT) program. The other two groups were made up of regular teachers from the area.

Need for the Study

Many feel that these are troubled times for the schools of the United States. They are encountering pressures from many quarters. Howey, Yarger and Joyce

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(1978) reported that among pressures are demands made
by the public; those stemming from court decisions; and
those resulting from innovative curricular proposals.
In sum, they wrote,

> "...many different sources are ready
> and willing to describe the role of
> a teacher, and they are not necessarily
> consistent in their views concerning
> what teachers ought to be doing..."

It is small wonder, then, that the key person in
the schools, the teacher, is feeling the pressure, and
in fact, many are showing signs of "Teacher Burnout"
or stress. An issue of the Instructor magazine (January,
1979) has been widely circulated and discussed by teachers
across the country. The authors cited loneliness,
alienation, and various physical ailments as being
symptomatic of "Burnout".

Further complicating the matter are economic and
sociological factors of the day, such as problems in
the area of school finance and the declining birthrate.
Concerning these problems, Sergiovanni (1978) wrote,
"We are now in a period of retrenchment, of teacher
surplus, of declining student enrollments, and of economic
slowdown." He saw five major areas for concern:

1. Low teacher turnover can cause grave problems
    for the schools.

2. Dissatisfied teachers are less likely to leave
    the profession now.

3. Teachers who would like to turn over but can't
    are staying on for the wrong reasons.

4. Large numbers of teachers staying on for wrong reasons can have "serious, adverse effects on the school and its students."

5. The teachers we have now are the teachers we will have in the future. Hence, we need to find ways of keeping teachers "interested, growing, and highly motivated."

He concurred with Sizer (1973) who wrote, "Any theory of school reform must start with teachers: they control the system. Subtle matters---their self-esteem, pride, loyalty, commitment---are crucial."

His message seems to be clear: interventions which will increase a teacher's identity, commitment, and motivation are of prime importance.

Hersh (1978) expressed many of these same concerns. He felt that staff development is a major concern for public schools today because while the public's expectations for the school remain high, revenues allocated to the schools are declining. All of which puts increasing pressure on the school people to do more with less. He wrote:

> "New energy sources and competence for effective teaching have to be found within existing personnel and hence staff development has taken on new importance."

He had real concern for the quality of staff development efforts which are being put forth as solutions to the problem. In conclusion, he urged,

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"We are entering a period of time in which
the planning for and the effects of staff
development need to be carefully considered
and researched. We are just beginning to
understand the problems of inservice and
just beginning to conceptualize solutions."

Thus, this study which was designed to investigate

the effectiveness of one possible solution to the problem,

is fulfilling a real need.

Purpose of the Study

The purpose of this study, then, was to determine

if, in fact, the use of structured reflective writing,

followed by supportive and challenging feedback, was an

effective intervention to use in promoting the profession-

al and personal growth of inservice teachers.

Specifically, the author wanted to find out if

inservice teachers who participated in weekly journal-

writing assignments showed greater professional growth,

a positive movement through Fuller's Phases of Teacher

Concerns, than did non-participating teachers. Further,

the study was designed to show whether the intervention

would facilitate the conceptual and ego development of

the participants, as measured by instruments developed

by Harvey and Loevinger, respectively.

Another purpose of the study was to see if the

journal writers who were also students in the MACT class

would show greater development than did those who merely

participated in the writing phase of the project, and

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more than those who did not do any writing at all. This class, which met for ten weeks in the Fall of 1978, is the first in what is called the professional development sequence of the MACT program, and is designed to bring about teacher self awareness and teacher growth.

Significance of the Study

This study was designed to contribute to the body of knowledge related to the professional development of teachers. The specific questions understudy focus on the linkage of theory and practice, and on the effects of practice itself, as aspects of the inquiry into teacher growth.

It was planned that the application of Fuller's conceptualization of teacher development and the personal development constructs of Harvey and Loevinger would shed light on these conceptualizations. Hatfield and Ralston (1978) felt that this is an important goal for such studies.

They wrote:

> "This approach...of relating research to practice, and to relating research to theories is suggested for use in all areas of education. Because one of education's most serious problems is in describing these kinds of relation- ships, it is our belief that this process is urgent and essential...(and)...has great potential for meeting the needs of both teachers and researchers. In this way theory and practice can be related."

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Results of this study will be of interest to persons designing inservice education for teachers. This study was planned to illuminate the potential of structured journals as an intervention for the professional development of teachers. It was also planned to add weight to the contention that supportive and challenging feedback is essential for optimum development to occur. This notion has been suggested and demonstrated by many educators and researchers (Fuller, 1969; Bown, 1970; Atkin and Rath, 1977; Wilson, 1977; Rubin, 1977; Clark, 1978; Glassberg, 1977; Benham, 1978).

Rubin wrote in this regard, (1977)

> "Quality inservice must pay attention to
> how teachers feel about themselves, the
> materials they use, their children, and
> their communities."

This study was designed to show that a professional dialogue, carried out through the process of teachers' writings, followed by weekly feedback, is an effective and time-efficient means for attending to these feelings of teachers. And as such would be an intervention which could be used to advantage by professional developmental specialists, university educators and public school personnel.

Research Questions for the Study

The major research question posed by this study was: What are the effects of structured reflective

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writing (journals) on the professional and personal development of teachers?

Subquestions were:

1) How did taking the MACT class and keeping a journal for eighteen weeks effect the professional and personal development of teachers?

2) How did taking the MACT class and keeping a journal for ten weeks effect the professional and personal growth of teachers?

3) How did writing a journal for ten weeks effect the professional and personal development of teachers?

4) What were the effects of natural maturation and the taking of tests on the professional and personal development of teachers?

Organization of the Study

The succeeding sections of this study are organized as follows:

In Chapter II the relevant literature is reviewed with an emphasis on 1) the work of Fuller, the Phases of Teacher Concerns; 2) the work of the conceptual and ego developmentalists, Harvey, Hunt, Schroeder, and Loevinger; and 3) the literature concerning the use of reflective writing as an intervention for the promotion of teacher development.

In Chapter III, the design for the study is set forth. It includes a description of the population and sample,

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the research design, the treatments, the instruments,
data collection and data analysis procedures.

In Chapter IV, the analysis of the results and a
discussion of these results are presented.

In Chapter V are a collation of the chapter summaries,
a statement of conclusions, a discussion of the implications,
and some suggestions for future research.

A review of the relevant literature follows in
Chapter II.

CHAPTER II

REVIEW OF THE LITERATURE

The review of the relevant literature will be in
three parts. First, a review of the literature regarding
the professional development of teachers is presented.
The primary focus is on the work of Fuller and her
associates and related studies. Second, is a review
of writings pertaining to the personal development of
teachers. The works of Harvey, Hunt, Schroeder and those
of Loevinger are highlighted, again followed by reports
of related studies. Finally, literature concerning the
use of journal-writing as an intervention for the promotion
of teachers' professional and personal development is
included.

Professional Development of Teachers

It is becoming increasingly clear that if there is
to be an improvement in the schools of this country that
such a process must begin with the "effective locus of
change"--the teacher. Rubin (1978) wrote, "The need to
elevate the state of the practitioner's personal art is
great." He continued by stating that a continuum of growth
is needed, and that organizational schemes must be provided
which will provide for this continuous and comprehensive
teacher growth.

An additional argument for procedures and organizational patterns which will promote professional development of teachers was made by Sergiovanni (1978). He believes that when teachers have the opportunities to share in decision-making practices, they feel a greater ownership of these practices. This, in turn, leads to an increase in their school effectiveness, which then leads to an increase in teacher satisfaction.

Fuller: Phases of Teacher Concerns

The work of Fuller and her associates also has importance for those who would develop effective professional development programs. Over a period of many years, a Teacher Concerns Model has been evolved as a result of studies done with groups of teachers in different countries (Fuller, 1960).

The concept of concerns has been described as follows:

> "The composite representation of the feelings, preoccupation, thought, and consideration given to a particular issue or task is called concern. Depending on our personal make-up, knowledge, and experiences, each person perceives and mentally contends with a given issue differently; thus there are different kinds of concerns. The issue may be interpreted as an outside threat to one's well-being, or it may be seen as rewarding. There may be an overwhelming feeling of confusion and lack of information about what 'it' is. There may be ruminations about the effects. The demand to consider the issue may be self-imposed in the form of a goal or objective that we wish to reach, or the pressure that results in increased attention to the issue may be external. In response to the demand, our minds explore ways, means, potential barriers, possible actions, risks, and rewards in relation to the demand. All in all, the mental activity composed of

> questioning, analyzing, and re-analyzing,
> considering alternative actions and reactions,
> and anticipating consequences is concern. An
> aroused state of personal feelings and thought
> about a demand as it is perceived is concern."
> (Hall, George, Rutherford, 1973).

Professional growth of teachers, according to Fuller (1969,1970), occurs in three phases. They are:

I. Phase of Concerns about Self

II. Phase of Concerns about Self as Teacher (Tasks of Teaching)

III. Phase of Concerns about Pupils (Impact of Teaching)

Phase I. Concerns about Self

This phase includes all the concerns individuals have about themselves as persons -- concerns that are typical for their age group: friends, parents, mates, family, money, and social life, for example. During this phase, there are no realistic concerns about teaching or about themselves as teachers. It is, essentially, a non-teaching phase.

Phase II. Concerns about Self as Teacher (Tasks of Teaching)

During this phase, teachers are still concerned with themselves as persons, but with a difference. They are now concerned about themselves as teachers. Fuller identified three specific concerns of teachers in this phase:

1) Where do I stand?

2) How adequate am I?

3) How do pupils feel about me? What are they like?

Phase II. Concern 1. Where do I stand?

This question infers concerns about the rules in a

teaching situation. A teacher may ask, "What is expected of me as a teacher? What am I supposed to do? How do I find out if I have been successful or if I have failed? Who has the power to make decisions?" In general, "Where do I stand in this position as a teacher?"

Phase II. Concern 2. How adequate am I?

This concern, according to Fuller, may be quite broad --- it may include concerns about everything from a squeaky voice to one's professional commitment. But as might be guessed, the principal concern at this point is the degree of adequacy the teacher feels in matters of classroom control, or "discipline". As Fuller puts it, "As hunters discuss the chase and sailors the shipwreck, teachers (in this phase) from K through 12, but particularly in junior high school, talk about 'discipline'." (Fuller, 1971).

Another important concern is that of subject matter adequacy. A teacher may ask, "Do I really know enough about my subject(s) to do a good job of teaching? Or will I have to resort to the use of the time-honored phrases, 'I don't know' and 'Let's look it up' too often?"

Phase II. Concern 3. How do pupils feel about me? What are they like?

Teachers who exhibit this concern have begun to be aware of their pupils as individuals and of their own feelings toward them. They have begun to wonder how the

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pupils feel about them, why they act as they do and what their lives outside of class are like. While they are beginning to understand their pupils, there is still some concern about self.

Phase III. Concerns about Pupils (Impact on Teaching)

During this phase, teachers have moved beyond the concerns for self and are concerned more about their pupils. Three concerns which teachers have in this phase are:

1) Are the pupils learning what I'm teaching?

2) Are the pupils learning what they need?

3) How can I improve myself as a teacher?

(And improve all that influences pupils?)

Phase III. Concern 1. Are the pupils learning what I'm teaching?

At this point, teachers are largely concerned with the cognitive or knowledge gains of their pupils. They are somewhat concerned with the pupils' gains in the understanding, application, synthesis and evaluation of what is being taught. They are concerned with teaching methods which will help pupils learn what has been planned for them.

Phase III. Concern 2. Are they learning what they need?

This new concern recognizes the individual needs of the pupils. Teachers now attempt to personalize their

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teaching to meet the interests, needs and abilities of
their pupils.

    <u>Phase III. Concern 3.</u> How can I improve myself as
a teacher? (And improve all that influences pupils?)

    According to Fuller, this concern is rare. Such
teachers are unconcerned with themselves except as con-
tributors to the development of their pupils and of children
generally. The rarest and most mature concerns of all are
those involving teachers' attempts to analyze their impact
on students, and to subsequently develop strategies to make
this impact more positive.

    Fuller (1970) wrote that in order for progress to be
made through the phases of concerns, it is necessary that
teachers become aware of their concerns, that they become
public. This process, an adaptation of the Johari Window
(Luft, 1969), is depicted below:

<p align="center"><u>Increasing Awareness of Concerns</u></p>

<p align="center"><u>Self</u></p>

	Known	Unknown
Known	<u>Public</u>	<u>Incongruent</u> Incongruent to Public
Unknown	<u>Private</u> Private to Public	<u>Unconscious</u> Unconscious to Incongruent Unconscious to Private

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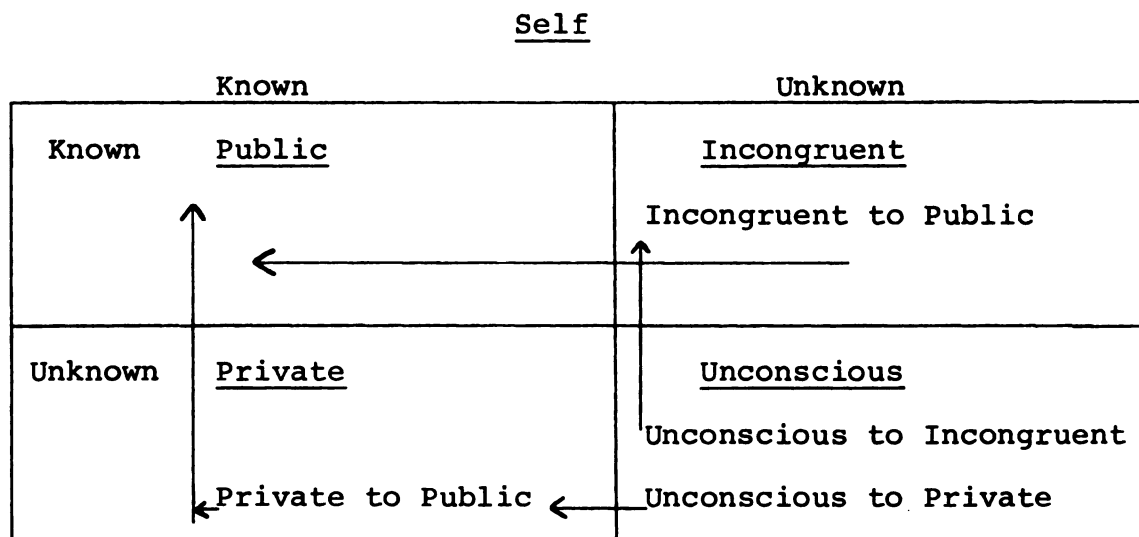
Fuller (1971) felt that it is also necessary to continue cycles of concern arousal and concern resolution in order that teachers may move from concerns about self to those of pupils. She pictured the process as steps leading up a learning staircase.

```
                                         resolution
                            arousal  
               resolution        
arousal
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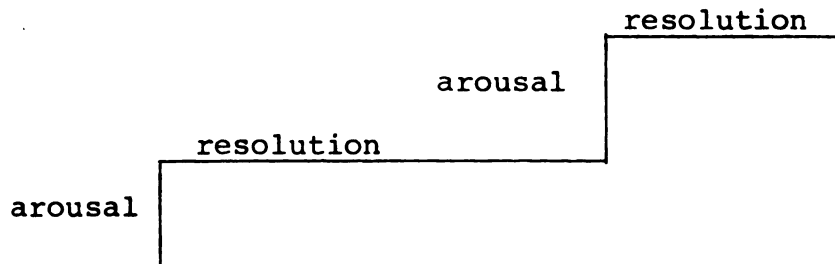
Studies Related to Fuller's Work

Fuller (1971) summarized results of studies done over a period of time. She wrote that the more experienced teachers, those likely to be more proficient, expressed Phase III concerns about pupils more frequently than did beginning teachers. In addition, experienced teachers who were rated 'more effective' were more likely to have Phase III concerns about pupils, while those rated 'less effective' were less likely to have Phase III pupil concerns and were more likely to have Phase II self concerns. She also found that teachers who expressed Phase III concerns taught differently than did teachers who expressed Phase I or Phase II concerns. Teachers with Phase III concerns asked more questions and lectured less. They were rated as more interesting in their teaching. She concluded,

> "Since these are teaching behaviors usually
> considered characteristic of better teachers,
> it seems reasonable to conclude that when
> teachers are concerned about pupils, rather
> than about themselves, they are likely to do
> a better job of teaching, a not very sur-
> prising thought!"

Fuller (1969) drew on the results of a five year study

of the effects of feedback on student teachers to present

a picture of a teacher at a high concern level. She wrote:

> "This teacher is rather different from the
> happy, optimistic stereotype who is supposed to
> be more at home with pupils than with adults.
> Compared to the stereotype, she is more sure of
> herself both as a teacher and as a woman. She
> is more organized and confident when she teaches.
> She thinks of herself as being more persistent,
> more self-reliant, and more able to withstand
> stress. She is less concerned about herself and
> more concerned about students, less worried or
> at least less concerned about failure both at
> school and in her personal life.
>
> When teaching she talks less and elicits
> more talk from pupils. She listens more to pupils.
> However, when she acts, she feels more competent
> in dealing with pupils.
>
> She is more frank about her negative feelings
> toward others, sounds more cynical, or at least
> less 'Pollyanna-ish'. She is more imaginative, more
> interesting and creative in her teaching. If the
> feedback has been task-oriented she is more likely
> to assess her teaching competencies realistically.
> If she is competent, she is more likely to think
> of herself as a teacher and to have increased more
> in her commitment to teaching as a career."

Such a teacher is obviously one who could be called

a professional. It is imperative that means of moving a

majority of today's teachers through the Phases of Concerns

to this point be found. It was one goal of this study to

determine if structured reflective writing is such a means.

Personal Development of Teachers

Another goal of the study was to see if the inter-
vention of structured reflective writing would positively
effect the personal development of the participants. One
of the underlying issues in education today is that of
adult development. Educational psychologists are coming
to see that using the various structural-developmental
theories as "maps" can provide the direction needed for
programs which will increase teachers' identity, commit-
ment and motivation (Witherell and Erickson, 1978).

Some trace the beginning of the current interest in
adult development to John Dewey (1938). He wrote that
true education must involve a restructuring of an indiv-
idual's thinking so that an increase in the complexity,
differentiation and integration of one's conceptual and
ego processes results. He felt that it is essential that
education provide for "...the introduction of a new order
of conceptions leading to new modes of practice."

Subsequent work in the area of cognitive and structural
development has determined that regardless of the exact
number or nature of the stages, they have the following
general characteristics: 1) The stages form an invariable
order or succession in development. 2) No stage can be
skipped. 3) The stages are qualitatively different.
4) At each stage there is an underlying organization which
characterizes that stage. 5) Each stage is more complex

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than the preceding one, and is a hierarchical integration of the preceding stage (Metcalf, 1971).

The most noted of the cognitive developmentalists is Jean Piaget. A study conducted in 1968 showed that Piaget was the most frequently cited author in the child-development field during the 1950's and 1960's. He has spent over 50 years developing and refining his theories (Wadsworth, 1973). His Theory of Cognitive Development has four stages:

1) Sensori-motor (birth - 2 years)

2) Preoperational or Intuitive Mode (2-7 years)

3) Concrete Operations (7-11 years)

4) Formal Operations (11-16 years)

Included in the work done in the area of adult cognitive development is that of Schaie (1978). He proposed four adult stages. They are:

1) the Acquisitive Stage (high school age), when intellectual skills are acquired in a protective environment;

2) the Achieving Stage, when the young adult strives towards goals and independence;

3) the Responsible Stage, in which there is a pattern of long-term goal integration and increased problem-solving skills;

4) and the Reintegrative Stage in which there is a relinquishing of occupational and family respon-sibilities and a simplification of cognitive structures. (Schaie and Willis, 1978).

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Harvey, Hunt and Schroeder: Conceptual Development

Of particular importance to this study was the work
of the conceptual developmentalists. Harvey has explained
the basis for their thinking this way:

> "...an individual's more central concepts direct
> him toward efforts at making and keeping his world
> consonant with these concepts. Serving as a kind
> of evaluative prism or yardstick in terms of which
> the impinging world is rendered relevant, coded and
> processed into psychological significance. They
> dispose the individual not only toward selective,
> channelized, and often distorted perception and
> thought but also, wittingly and unwittingly, toward
> attempts at shaping or modifying the social environ-
> ment to accord with them." (Harvey, 1967)

Thus, according to Harvey, the total of an individual's
definitions of the world and his ties to it, his conceptual
system, may be equated with the self. His work has concen-
trated on the quality of concreteness-abstractness, or
how an individual articulates and organizes concepts of
his environment. The greater the concreteness of a person's
conceptual system the more likely he is to manifest some
of the following characteristics:

1) a simpler cognitive structure with more incomplete
   integrations;

2) more polarized evaluations: good-bad, black-white;

3) a greater dependency on status and authority;

4) a greater intolerance of ambiguity;

5) a greater need for cognitive consistency;

6) a greater inability to change set--hence more
   sterotypy in the solution of problems;

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7) a poorer delineation between means and ends,
fewer methods of solving problems or of achieving
goals;

8) a greater insensitivity to subtle cues and more
susceptibility to false ones;

9) a poorer capacity to assume the role of others;

10) a tendency to hold opinions with greater strength
and over longer periods of time;

11) a tendency to be more dictatorial, structured,
inflexible; with a high dependency on rules,
procedures and punitiveness; with low ratings
as to diversity of activities and the encouragement
of individual responsibility;

12) a low degree of task orientation; and

13) a greater tendency to form and generalize impressions
of others from highly incomplete information.

Few, if any, educators would see these characteristics
of the highly concrete person as being desirable ones for
teachers to possess. Hence, it follows that intervention
strategies which may stimulate the conceptual growth of
persons deserve serious study.

The specific self-systems were delineated by Harvey,
Hunt and Schroeder (1961). They are:

System 1. This is the most concrete system. Persons
who are in this system are restricted in the exploration of
values, power relations and social causality. Their

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socializing techniques follow the S-R model of conditioning. There is high incidence of superstition, religiosity, absolutism, evaluativeness, and dependence on authority-- God and religion. They are highly identified with social roles and status. This system is characterized by closedness of beliefs.

System 2. Persons in this system are somewhat more abstract than those in System 1. This results from authority which was less consistent in rewarding and punishing actions. These persons are less stable and exhibit too much diversity. This leads to more rejection of authority. System 2 persons display negative independence and social rebellion.

System 3. The conceptual system of these persons is thought to be the consequence of parental over-indulgence, which prevented their exploration of the physical world. These persons are apt to have inflated notions of esteem and social power along with a feeling of inability to cope except with the guidance of others. They are concerned with establishing friendships and intra-group consensus. They have highly developed skills of manipulation. They tend to favor success in effecting outcomes in the social sphere.

System 4. This is the most abstract system. Persons who have reached this stage are thought to have done so as a consequence of childhood freedom to explore social

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and physical aspects of the environment and to solve problems without fear of punishment. This results in persons who have high task orientation, who are information seeking, who display exploratory behavior, who are risk-taking and independent. They do things for intrinsic rather than extrinsic rewards.

A person's conceptual level is seen as a "person characteristic based on a developmental theory that describes persons on a developmental hierarchy of increasing conceptual complexity, self-responsibility and independence." (Harvey, Hunt, Schroeder, 1961). Movement along this continuum is achieved by placing the person in environments organized to provide the optimum degree of structure and support. Placed in such environments, Hunt found (1974) that persons can develop toward the goals of self-respon- sibility and independence.

Studies Related to Conceptual Development

An early study done to determine the effects of teachers' belief systems on the classrooms they create for preschool children was reported in 1966 (Harvey, Prather, White, Alter and Hoffmeister). The researchers rated 30 teachers, 10 each in Systems 1, 3, and 4, on 26 dimensions of such factors as flexibility, attitudes toward rules, encouragement of independence and creativity, need for structure, and punitiveness. They found that the more abstract teachers differed from the more concrete in "what

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is presumed to be an educationally favorable direction on all dimensions."

A later study hypothesized that for new teacher trainees the occurrence of the reflective teaching pattern is directly related to the trainee's conceptual level (Hunt and Joyce, 1967). The reflective teaching pattern, it was felt, utilizes the learner's frame of reference to encourage questioning and hypothesizing. The use of this pattern probably indicates a general tendency on the part of the teacher to create a wider variety of educational environments. A positive correlation was found between the Conceptual Level and the Reflective Index of these trainees.

Cluster analysis of the study done on preschool teachers yielded three factors: resourcefulness, dictatorialness and punitiveness, with the System 4 teachers being more resourceful, less dictatorial and less punitive. In a study done with kindergarten and first grade teachers, the relationship between students' performance and these three factors was studied (Harvey, Prather, White, Hoffmeister, 1968). The results of the study confirmed that the System 4 teachers were more resourceful, less dictatorial and punitive, and that this behavior was associated with more educationally preferable performances on the part of the children.

Murphy and Brown (1970) compared student teachers'

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teaching styles to their Conceptual Systems. They found
that the System 1 teachers used a great deal of lecture,
even though discussions had been requested. They made
frequent appeals to authority; asked highly specific
questions, which were often unrelated; and generally
exhibited little sense of direction. The System 3 teachers
showed more tolerance for pupil-initiated talk; they asked
longer questions, to which the students' answers were
sentences, rather than single word replies; and while some
questions seemed to be unrelated, the reasoning expected
of the students was greater than in the classes of the
System 1 teachers. In the classes of the System 4 teachers,
rules and prescriptions were qualified or justified. The
content was handled more abstractly and led towards
generalization. The teachers showed spontaneity in making
use of pupils' questions and comments.

They summarized their findings this way:

1) As the abstractness of the teacher's Conceptual
System went up, the proportion of information handled by
delivering information and the asking of narrow questions
went down. At the same time, the proportion of information
handled by helping students theorize and express themselves
went up.

2) As the abstractness of the teacher's Conceptual
System went up, the proportion of sanctioning conformity
and attainment went down, and the sanctioning of pupils'

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search behavior went up.

Studies conducted at the Ontario Institute for Studies in Education (Hunt, Joyce, Greenwood, Noy, Reid, Weil, 1974), showed that the conceptual complexity, self-responsibility and independence of students can be increased by varying educational environments which will allow for this systematic developing. As the students' Conceptual Levels increased, they were more capable of generating their own concepts, better able to consider consequences and became more self-responsible.

It seems to be well established that the Conceptual Level of a teacher does make a difference in the quality of the education of his/her students. It then follows that if we are to improve the education of these students, we must provide the environments and the interventions which will allow for the conceptual development of teachers along the continuum leading to System 4.

Loevinger: Ego Development

Another dimension of personal development which was a part of this study was that of ego development. Here, the work of Loevinger and her associates was the basis for consideration. They have drawn upon the work of Adler who described the ego as "...the unity of the personality, individuality, method of facing problems, opinion about oneself and the problems of life, whole attitude to life and schema of life." (Loevinger, 1977). She further

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defined it as "The Master Trait", the development of which
is a method of deepening one's knowledge of and access to
personality (Loevinger and Wessler, 1970). She felt that
ego development is a major dimension of individual differ-
ences in any age cohort at least beyond the youngest
Loevinger, 1977). She said,

> "A fully realized contemporary conception
> of ego development has the following four
> characteristics: Firstly, stages are potential
> fixation points and hence define types of children
> and adults. Secondly, the stage conception is
> structural; that is, there is an inner logic to
> the stages and to their progression. Thirdly,
> there are specific tests, experiments, or research
> techniques that become the instruments for
> advancing knowledge in the domain. Fourthly,
> the conception is applicable to all ages and
> is particularly rich in its description of the
> events of adolescence."

During her research, her conception of the ego has
grown from four to ten stages. Each stage is named,
not numbered. The letter "I" is the symbol for the ego.
(Loevinger and Wessler, 1970). The Stages of Ego Develop-
ment, as seen by Loevinger, are as follows:

Presocial (I-1)--The baby differentiates himself from
his surroundings. There is achievement of "object constancy
and of conservation of objects."

Symbiotic Stage (I-1)--The baby has a symbiotic
relationship with his mother. The process of differentiating
the self from non-self is "significantly advanced" as the
baby emerges from that symbiosis.

Impulsive Stage (I-2)--Impulses help the child to

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affirm his separate identity. "No!", "Do it by myself!"
Impulses are controlled by constraint, later by immediate
rewards and punishments. Punishment is perceived as
retaliatory. The need for people is strong, but they
are demanding and dependent. Others are seen and valued
in terms of what they can give them. They classify people
as good or bad in terms of whether they are "nice to me."
They are preoccupied with bodily impulses. Their emotions
may be intense. Their orientation is to the present (not
to the past nor to the future). Children who stay in this
stage too long may be called "uncontrollable or incorrigible."
They are likely to see troubles as located in a place, not
in the situation nor in themselves, hence may run away
or run home when faced with trouble. Superstitious ideas
are probably common.

Self-Protective Stage (Delta Δ)--In this stage the
first steps are made towards the self-control of impulses.
The persons anticipate immediate short-term rewards and
punishments. There are evidences of vulnerability and
guardedness. "Don't get caught" is the main rule. These
persons use rules for their own satisfaction and advantage.
They blame other people or circumstances for problems. The
older child or adult who is in this stage is opportunistic,
deceptive and preoccupied with control and advantage in
relations with others. They are apt to be opportunistic
and hedonistic. They think that work is onerous..give them
lots of money and nice things.

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Conformist Stage (I-3)--These persons identify their own welfare with that of the group. In younger persons this is the family, in older ones, it is the peer group. They obey rules because they are group-accepted. Right and wrong are defined in compliance with rules rather than of consequences. They are insensitive to individual differences. Social desirability is defined in terms of groups--sex, age, race, nationality or religion. They may reject other groups. They value niceness, helpfulness and cooperation with others in terms of externals. They are given to cliches, concerned for appearance, and material things. "Belonging makes them feel secure."

Self-Aware Level (Transition from Conformist to Conscientious Stage) (I-3/4)--This is the modal level for adults in our society. It "...appears to be a stable position in mature life." There are two differences from the Conformist Stage:

1) There is an increase in self-awareness.

2) There is an appreciation of multiple possibilities in situations, alternatives.

The awareness of oneself as not always living up to the idealized picture set by social norms is common in persons at this level. Their feelings are often a reference to the relation of the individual to the group--they may feel lonely, embarrassed, homesick, self-confident, and self-conscious. Exceptions and contingencies are allowed

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for in terms of stereotypic and demographic categories.

Conscientious Stage (I-4)--This is the stage at which long-term, self-evaluated goals and ideals are differentiated. These individuals can criticize themselves and have a sense of responsibility. They evaluate and choose the rules for themselves (not to avoid getting into trouble or because of group approval). These rules are no longer absolutes, exceptions and contingencies are recognized. They are likely to feel guilty if what they do hurts another, even though the action conforms to the rules. These persons are responsible for others. They sense these responsibilities and obligations as well as concepts of privileges, rights and fairness. They have a rich and differentiated inner life. There is mutuality in interpersonal relations. They are able to see others' viewpoints and have a longer time perspective within a broader social context.

Individualistic Level (Transition from Conscientious to Autonomous Stages) (I-4/5)--This level is marked by a heightened sense of individuality and a concern for emotional dependence. Persons at this level are more tolerant of themselves and of others. They are partly antagonistic to the striving for achievement and excessive moralism and responsibility for self and others of the Conscientious stage.

Autonomous Stage (I-5)--Persons at this stage have a

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capacity to acknowledge and to cope with inner conflicts.
They have the courage to acknowledge and deal with conflict
rather than to ignore it or to project it onto the
environment. They see reality as complex and multifacted.
They are able to unite and integrate ideas that appear as
incompatible alternatives at lower stages. These persons
often cherish personal ties yet they recognize other
peoples' need for autonomy. They recognize that motives
have developed as a result of past experiences. Self-
fulfillment becomes a frequent goal, partly supplanting
achievement. They express feelings vividly and convincingly.
They have a broad view of life as a whole. They aspire
to be realistic and objective. They believe in broad,
abstract social ideals, such as justice.

Integrated Stage (I-6)--Because persons at this level
are rarely found, it is hard to describe them. The one
new element which is introduced is a sense of identity.
These individuals are probably Maslow's Self-Actualizing
Persons (Loevinger, 1977).

Loevinger, and other ego development researchers,
attach great importance to the ongoing development of the
ego. She said,

> "...researchers see the logic of the developmental
> sequence as being of equal importance with hereditary,
> situational, and environmental determinants of
> behavior." (Loevinger, 1977).

This developmental process, she feels, must be a sequence
of structural changes, often stimulated by the interaction

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of an organism with its environment.

Studies Related to Ego Development

There is currently a great deal of interest in developing and evaluating interventions aimed at raising the ego level. Loevinger wrote (1976):

> "Many studies have been done with the following format: A class, often of high school students, is pretested with one or more measures of ego or moral development. An experimental curriculum designed to increase ego or moral level is then used for one class period over a semester or a year. Then the tests are readministered. Studies of this type have been done by students of Ralph Mosher at Boston University and students of Norman Sprinthall and others at the University of Minnesota, among others. Often a significant rise in comparison with a control group has been demonstrated."

One of these studies, based upon the Mosher-Sprinthall Deliberate Psychological Education model, is that of Glassberg (1977). She implemented and evaluated a curriculum for student teachers which was designed to promote their ego, moral and conceptual development. She used role-taking, participant-observation, role conflict problem solving, multiple perspective taking, and peer supervision to promote "positive movement in the developmental stages of personal and professional growth." Her results "indicated that the student teachers in the experimental sample demonstrated statistically significant change in a positive direction."

She concluded,

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"This study suggests that cognitive-developmental theoretical constructs can be successfully translated into educational practice to promote personal and professional growth of teachers...A structured and systematic curriculum to facilitate personal and professional development under the specific conditions as delineated by this study can in fact promote significant gains in ego development."

An in-depth study of the effect of the level of ego development upon the classroom practices of five teachers was completed in 1978 by Witherell. The teachers were rated as to ego development level in three ways: results of the Sentence Completion Test (Loevinger and Wessler, 1970); a clinical rating of teaching behavior from video tapes; and from classroom observations and interviews. Witherell found that there was a wide range of both thinking and behavior among the five teachers. Analysis of data revealed three major hypotheses:

1) Teachers' actions may quite accurately reflect the theories and values they hold. Also, they can accurately communicate these theories and values to others;

2) Variations in teaching patterns and psychological constructs related to education and human development may be accounted for by differences in level of ego development;

3) Teachers who are at a more advanced level of ego development are likely to demonstrate both greater complexity and commitment to the individual.

As it was seen in the case of conceptual development, studies of the effects of ego development have shown that

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levels of ego development can be raised, and that when this was done, the educational practices of the teachers improved. As the work of Hunt and Joyce suggested (1967), it seems that higher level teachers who are more flexible, creative and adaptive themselves, will in turn create more effective learning environments which one may assume will encourage developmental growth of pupils. Teachers at more complex levels perform the teaching act with greater comprehensiveness and empathy and their pupils evidence higher levels of thinking, self-exploration, cooperation and independence. Therefore, it is important, at both the preservice and inservice levels, that inter- ventions and environments condusive to congitive and ego development of teachers are instituted.

A review of the literature dealing with the importance of such interventions and environments follows.

Structured Reflective Writing: Journals

All of the major authors reviewed in the previous sections have made the point that for development to occur, there have to be interactions between teachers and their environments. Fuller (1973) felt that such interventions are necessary to aid teachers in becoming aware of their concerns. Another interaction function, according to Fuller, is that of a stimulus which will set in motion the cycles of concern arousal and resolution. She summed up by writing, "Impact feedback is needed to

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move teachers in the direction of pupil concern."

Harvey, Hunt and Schroeder (1961) wrote that movement on the continuum of conceptual development is achieved by placing persons in environments organized to provide the optimum degree of structure and support.

Loevinger (1977) wrote that the developmental process must be a sequence of structural changes, often stimulated by the interaction of the individual with his/her environment.

Support for the notion that reflection, followed by a collegial dialogue, is an intervention which will promote development can be found in writings covering hundreds of years---from Socrates to the present-day Reconceptualists---and many in between.

According to Olney (1972) whenever Socrates was given any question, he always had the inquirer first give an account of the conditions of his own present and past life, which the inquirer examined and judged. The great teacher felt that any other learning was "subordinate and superflous".

Dewey (1938) wrote that "...an acquaintance with the past may be translated into a potent instrumentality for dealing effectively with the future." Likewise, "Knowledge of the past is a means to the appreciation of the living present".

Olney felt that through the process of writing auto-biographically, a person can begin to get a feel of one's subjective self which is necessary before one can make sense

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out of the objective world. This process builds a bridge

from the subjective self-consciousness to objective

reality. He wrote,

> "The act of autobiography...both as a creation
> and as recreation, constitutes a bringing to
> consciousness the nature of one's own existence
> into a realized quality and a possible meaning."

Another of the more recent writers who has urged the

use of reflective writing as a means for self-understanding

and the promotion of human growth is Hawks (1970). He

wrote,

> "Personal narrative forces the student to deal
> with memory, time, and himself as the center of
> the writing process and allows himself to handle
> both concrete and abstract experience in a single
> piece of writing."

Reflective writing is likewise advocated by some of

the Curriculum Reconceptualists of today. The Reconceptualists

emphasize knowing who you are -- and then taking control of

your life -- if possible. In order to accomplish this,

some Reconceptualists use autobiography, the keeping of

journals, as a means of self-exploration. Benham (1977),

in writing about the Reconceptualist "Movement", said,

> "...it is a fluid coalition of individuals
> who share a similar conceptual framework
> and value system, and who object to the
> mechanistic production metaphor that pre-
> dominates in American schooling at this time."

Among those she listed as members of this coalition

are Grumet, Apple, Greene, Huebner and Pinar. Grumet

(1975) wrote that reflective procedures are necessary

for one to discover "the genesis of our descriptive

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categories". In order for self-revelation to come about,
she felt, it is necessary to employ disciplined reflection.
Through this process, persons can begin to articulate
their own experience and to "recognize the biases,
impulses, and patterns of response" which are within
each of us. She felt that this process, of examining
the relationship between the knower and the known, is
especially important for experienced teachers because
they need to be made aware of the "unobtrusive trap of
habitual response that lies beneath their well-travelled
paths."

She continued this interesting metaphor this way,
"It is not merely a question of re-routing, adding a
rest-stop, revising the itinerary. It is necessary to
review the initial intentions, and destination."

Grumet felt that the procedure of autobiographical
writings and reflection upon them is necessary to create
"dissonance" on the part of the teacher so that there is
a professional and personal growth.

Apple (1975) argued that efforts must be made to
move American education away from its research-oriented
base towards a "critical" science which focuses on
reflection, self-awareness and dialictical exchange.
He felt it is especially important for student teachers
to reflect upon their experiences in schools so that they
"...will not be moulded to the shape of the masks they

wear there."

Greene (1977) felt that it is imperative for teachers to be authentically self-aware. In order for this awareness to become a reality she wrote,

> "...we must stimulate questions about the social
> world, with its lacks, its deficiencies, its
> possibilities. As the individual experiences
> the work through and by means of his own lived
> world, the realities he discovers may well pro-
> vide new vantage points on the intersubjective
> world, the world he shares with others; and the
> enrichment of the 'I' may become an overcoming
> of silence and a quest for tomorrow, for what
> is not yet.
>
> Moving back, into another province of meaning,
> experiencing the 'shock', we ought to--and our
> students ought to--undergo, we may achieve the
> reconstruction of experience Dewey spoke of; we
> may find ourselves in a critical stance, ready
> to surpass what is."

She concluded this eloquent plea for introspection this way,

> "There must be attending; there must be noticing;
> at once, there must be a reflective turning back
> to the stream of consciousness--the stream that
> contains our perceptions, our reflections, yes,
> and our ideas. By doing this we may make possible
> a pluralism of visions, a multiplicity of realities."

Huebner, too, felt that it is important for an individual to be aware of the interrelationship between the past, present and the future. He stressed the design of environments which would encourage persons to become aware of these relationships. He felt that one way to provide such an environment is to create "...a caring collectivity in which individuals share memories and intentions." This process, he wrote should be a "genuine two-way exchange". (Huebner, 1975)

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Pinar's ideas coincide with those of the other
Reconceptualists. He believes that the examination
of one's past, present and future yields "...a coherence
--a lived one, a felt one." When this coherence is
achieved, he felt that a state of critical consciousness
might result.

Pinar described some of the steps employed in the
process of self-examination:

1) a biography of one's life in schools,

2) the keeping of a journal,

3) the analysis of present personal reading,

4) the writing of a "novel" of one's present life,

5) the study of the relationships revealed in
   the above four steps (Pinar, 1975).

In addition to the Reconceptualists, there are others
who have found the use of journal writing to be an effective
tool for the promotion of professional and personal growth.
Among them are Glassberg, Benham, Clark and Witherell.

Glassberg, in her work with preservice teachers,
used this intervention to promote the cognitive and ego
development of her students. Students were required to
keep journals in which they reflected upon their experiences.
In her conclusions, Glassberg stated,

> "A structured and systematic curriculum (which
> includes reflective writing) can in fact promote
> significant gains in ego development."

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She represented the process in this manner:

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                                    increased understanding
                                    of self
                      Support
                                    supervisor's reinforcing
                                    comments
Reflection--Journal
                                    becoming more self-aware
                                    and self-analytic
                      Challenge
                                    supervisor's questions
```
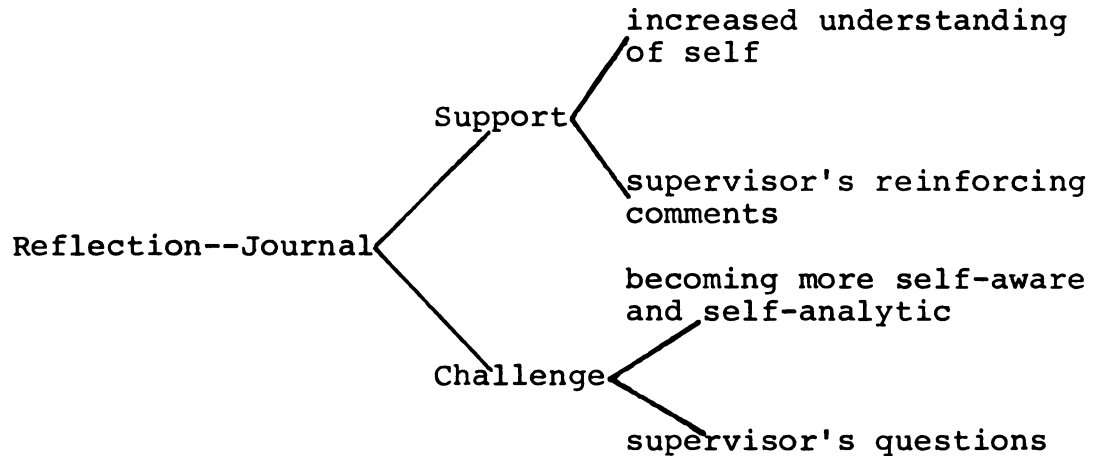
(Glassberg, 1977)

Benham (1977) also used reflective writing as a tool for building self-awareness in student teachers. She broke the procedures down into three subdivisions: Autobiographical writing, which was concerned with the person's perceptions of and feelings about his or her past; Contemporary writing, which was concerned with the person's perceptions and feelings about what is happening to him or her in the present; and Speculative writing, which was concerned with the person's thoughts about his or her possible futures as a teacher.

While her study's limitations prevented her from drawing direct conclusions regarding reflective writing, she remains committed to the value of the intervention as a tool for professional preparation. In a personal communication (1978), she wrote,

"I am convinced that reflective writing can be a phenomenally useful self-awareness tool for almost anyone...I have used it with adults and

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with adolescents, with both preservice and-
service teachers, and always, of course, with
myself."

Clark used journal writing in conjunction with a

survey made of inservice teachers' planning practices.

He wrote,

"The process of journal keeping was a very
powerful experience for the teachers who
undertook it. Teachers reported they learned
a great deal about themselves. They hadn't
realized how much thought and energy they put
into planning a unit. In a sense, they were
newly appreciating themselves as professionals.
This leads us to think that structured journal
keeping might be a powerful tool for inservice
training." (Clark, 1978)

As a part of her study which examined the relationships

between the ego developmental level and the teaching

practices of five teachers, Witherell (1978) had each

of the teachers keep a journal. In a personal communication

concerning this intervention, she wrote:

"Not to my great surprise, I found that my
teachers who were more advanced in ego develop-
ment made significant use of their journals
(were more self-critical, introspective, appre-
ciative of ambiguities, more imaginative in
terms of role-taking and problem-solving, etc.,
etc., etc.). I still find this to be true with
teachers I currently train, although I am not
gathering developmental data on them. I
definitely believe in the power of the personal
journal, and have often thought how interesting
it would be to do the kind of study that you
are now attempting." (Witherell, 1979)

From a consideration of these writings, it would

seem that the case for the use of reflective writing

as an intervention which will stimulate self-awareness,

and provide the support and challenge necessary for

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professional and personal growth has been well made.

That it is important that interventions, such as that of reflective writing, take place in challenging, yet supportive environments has been previously alluded to by Huebner (1975) and Glassberg (1977). In addition, Benham has written that supportive environments provide encouragement and opportunity for growth towards the higher levels of human development. These kinds of environments are especially important when dealing with a person with a low or negative self-concept. She wrote,

> "..(this person) is unlikely to have the mental
> and emotional resources necessary to move bravely
> into uncertain futures. He is much more likely
> to be characterized by personal rigidty, defen-
> siveness, withdrawal, and other dysfunctional
> behaviors." (Benham, 1978)

Combs also believes that the type of environment is important. He wrote,

> "The settings required for maximum professional
> growth are circumstances that challenge students
> but do not threaten them. To create this kind
> of atmosphere...college instructors must be
> sensitive to the impact that they have on student
> teachers, for the distinction between threat and
> challenge lies not in what the teacher thinks he
> is doing but in what the students perceive him
> to be doing." (Combs, 1972)

The person most responsible for the creation of a challenging, supportive climate during this study was the professional colleague who responded to the journals. In establishing the perimeters of the role, the work of Manolakes, outlining some basic advisory functions, (1978) was used. He wrote that, ideally, an advisor

should serve as:

1) a seed planter and extender, widening the horizons;

2) a technical helper, one who can identify and obtain additional resources;

3) a personal support system, which may be the most important function. The advisor should be "...a friendly ally with whom to talk, share problems, and receive positive encouragement;" and

4) an informant and communication stimulator, letting teachers know what colleagues are doing and getting them together.

Thus the feedback provided by the responder was planned to be supportive, challenging, and informative. That there is a need for this kind of "collegial dialogue" is well expressed in the following:

> "I believe that the ways available to us for communicating individual needs in teacher education have to be improved. I know my own case, given a reasonably secure and supportive climate, it is still hard for me to tell some-one what my real needs are. This may be because I don't know what my real needs are, or perhaps I don't get timely and appropriate feedback on my work, or because I don't attend to the feed-back I do get. Perhaps, more accurately, I'm not used to talking about my needs, and I'm very hesitant to share much myself with someone else who might or might not help me. My needs, therefore, tend not to be communicated unless there is some external reason or some personal crisis. My guess is that my reluctance to communicate needs is a condition widely shared in the teaching profession." (Drummond, 1975)

In order to better assure that the feedback given the teachers was timely and appropriate, procedures recommended in Interpersonal Process Recall were reviewed. This process, according to the authors (Kagan and Burke, 1976), is useful in any situation in which two or more people are interacting. Its goals are the development of personal responsibility and intrinsic self-motivation. For ease in explanation, the recommendations have been adapted for use in written communication.

Four response modes are suggested for use. They are: Exploratory, Listening, Affective, and Honest Labeling. The Exploratory Mode lets the writer know the reader is genuinely interested in what is being written. This is accomplished by asking the writers to expand or elaborate on what they are saying.

> "In essence, the exploratory response is like asking an essay question. Instead of you being judgmental or authoritative or the problem-solver, you seek to have the other describe the concern with greater detail, to paint in the picture for you, you respond more as a facilitator than as an advisor."

In using the Listening Mode, the responder is letting the writer know that she understands what the writer is talking about. To do this, the responder should period-ically rephrase the writer's message in order to see if she has truly understood the communication. Whenever there is an indication that there is any confusion, the responder needs to ask for clarification by using a phrase

like this: "What I hear you saying is...have I got it right?" In every instance, it is important that the response be genuine, and that the writer be made to realize that he/she is being taken seriously. This, then, encourages the writer to listen to him/herself more closely.

Responses in the Affective Mode deal with emotions, feelings and moods that have been communicated by the writer's message. "When you give an affective response you help the other focus on feelings. You encourage the other to look at underlying attitudes, gut-level reactions and values." Affective responses may go like this: "You sound depressed" or "I can see that you are upset; what else does that do to you?" Such responses may make it possible for the writer to identify how he/she really feels about what he/she is communicating.

Responding in the Honest Labeling Mode requires that the responder be as honest and direct as possible in reading the aspects of the other person. This honesty and openness may make the writer more likely to take risks and try to be honest. "Honest labels let the other person know that you hear and are willing to listen to whatever is the concern." Responses in this mode enable the responder to check out whether hunches she has about the other person are true.

Final instructions in the use of the four modes of

response specify that "In most cases, one would combine these responses into a single response." For example, if you are listening to someone describe fear about applying for a job, you might respond by saying: 'I can see that you are upset, even afraid about the job interview, but I'm not sure I understand the part about waiting...could you tell me more?" In any case, the response should be genuine, and adapted to the personalities and situations involved. It should always be kept in mind that the goal of the response should be that of making the writers more expert in interpreting purpose and meaning in their own lives, and better able to act freely to change their own behavior.

Another source which shed light on the subject of timely and appropriate feedback was that of Gordon (1974). He wrote that Active Listening (Feedback) is a communication facilitator. Such feedback makes persons "...feel that their ideas and feelings are respected, understood, and accepted." It also helps in the process of identifying problems and in the initiation of the problem-solving procedure, while leaving the responsibility for the problem solution, in this case, with the inservice teacher. He cautioned that the Active Listening process must be carried out with the "...underlying attitudes or worth, empathy, trust and acceptance."

Gordon also recommended the use of "I-messages"

for effective communication. In using his work in this study, the responder, by writing how she felt about the described behavior or how it "tangibly affected" her, would be sending an "I-message." This puts the responsibility for what is happening where it belongs---inside the person experiencing the problem. Thus, another name for "I-messages" could be "responsibility-taking messages."

He summarized the positive effect of "I-messages" this way:

1) "they have a probability of promoting a willingness to change;

2) they contain minimal negative evaluation of the student (inservice teacher); and

3) they do not injure the relationship."

Review of the literature seems to indicate that use of feedback procedures such as those recommended by Kagan and Bruce and by Gordon would help to provide the support and challenge necessary to promote the professional and personal growth of inservice teachers.

Summary and Discussion

This review of the literature indicated that if there is to be an improvement in education in the schools of America, it must start with the key person in the schools ---the teacher (Rubin, 1978; Sergiovanni, 1978).

The work of Fuller (1960, 1969, 1970, 1971) has shown that as teachers develop through the Phases of Concerns,

from those about self to those about pupils, they become
more effective teachers. She determined that teachers
in a high concern phase are more organized, self-reliant,
competent and dedicated to their students and to the
profession of teaching.

Further, she emphasized the need for interventions
which will help teachers become aware of their concerns
and will set in motion the cycles of concern arousal and
concern resolution which are necessary for progress through
the Phase of Teacher Concerns.

The writings and studies of various structural-
developmentalists (Harvey, Hunt and Schroeder, 1961;
Harvey, 1967; Loevinger, 1977; and Schaie, 1978) were
cited as examples of "maps' which can provide the direction
needed for programs which will increase teachers' identity,
commitment and motivation.

Harvey's work in the conceptual-developmental field
is of major importance to this study. He wrote that the
total of an individual's definitions of the world and his
ties to it, his conceptual system, may be equated with the
self. His work concentrated on the quality of concreteness-
abstractness of an individual's conceptual system.
Subsequent studies (Harvey, Prather, White and Hoffmeister,
1966; Hunt and Joyce, 1967; Murphy and Brown, 1970) have
shown that teachers who are at a more abstract conceptual
level are more flexible, creative and adaptive. Movement

along the continuum from concreteness to abstractness, Level 1 to Level 4, is achieved by placing the person in environments organized to provide the optimum degree of structure and support.

Loevinger's work has conceptualized that ego development, the deepening of one's knowledge of and access to personality, is a major dimension of individual differences. Her organization of ego development has ten stages, ranging from Presocial to the Integrated Stage. The developmental process, she feels, must be a sequence of structural changes, often stimulated by the interaction of the individual with his/her environment. Teachers at the higher levels of ego development have been shown to teach with more comprehensiveness and empathy (Witherell, 1978). Studies (Loevinger, 1977; Glassberg, 1977) have shown that individuals' ego level may be raised by placing them in supportive and challenging environments.

The case for the use of reflective writing as an intervention which may provide these kinds of environments was presented by many writers (Hawks, 1970; Grumet, 1975; Apple, 1975; Pinar, 1975; Greene, 1977; Glassberg, 1977; Benham, 1977; Clark, 1978; Witherell, 1979). Specifics of the other dimension of the intervention, the provision of timely and appropriate feedback, which would complete the "collegial dialogue", were outlined by several writers (Gordon, 1974; Kagan and Burke, 1976; Benham, 1978).

These writings, taken as a whole, have provided the conceptual framework for this study. Specifically, the need for the improvement of teachers has been well documented. The "maps" spelling out possible roads leading to this improvement---the progression through Fuller's Phases of Concerns, the positive movement through Harvey's Conceptual Levels and Loevinger's Stages of Ego Development---have been identified. Finally, a method, that of structured, reflective writing, followed by timely and appropriate feedback, has been suggested as intervention which could lead to the positive professional and personal development of teachers.

Chapter III will deal with the design of the study which was implemented to provide information for the completion of this framework.

CHAPTER III

The design of this study was structured to provide answers to its major research question: What are the effects of structured reflective writing (journals) on the professional and personal development of inservice teachers? In addition to this major question, four subquestions were formulated.

Research Questions

These four questions were:

1) How did taking the MACT class and keeping a journal for eighteen weeks effect the professional and personal development of teachers?

2) How did taking the MACT class and keeping a journal for ten weeks effect the professional and personal development of teachers?

3) How did writing a journal for eight weeks effect the professional and personal development of teachers?

4) What were the effects of natural maturation and the taking of tests on the professional and personal development of teachers?

Research Design

The research design planned for answering these questions was an adaptation of the Non-equivalent Control Group Design (Campbell and Stanley, 1963). This design

involved experimental groups and a control group, all
given a pretest and a posttest, but in which the groups
do not have pre-experimental sampling equivalence. The
design is recommended for use with groups, like those
in this study, which are naturally occurring collectives
of people. These groups were as similar as availability
permitted, but not so similar that the pretest could
have been omitted. The design follows:

Group I	0_1	X_1	0_5
Group II	0_2	X_2	0_6
Group III	0_3	X_3	0_7
Group IV	0_4	X_4	0_8

Each 0 represents an administration of the following
instruments:

1) The Teacher Concerns Checklist, Form B,

2) The Conceptual Systems Test,

3) The Loevinger Sentence Completion Test, Forms 9-62.

While these instruments are rudimentary and experiment-
al, they were selected for use because they were developed
by Fuller, Harvey and Loevinger, respectively, and
represent the best current measures of their work.

The treatments (X_1, X_2, X_3, X_4) were as follows:

1) Treatment X_1--the ten week MACT class and eighteen
weeks of journal writing;

2) Treatment X_2--the ten week MACT class and ten
weeks of journal writing;

3) Treatment X_3--no class and eight weeks of journal writing;

4) Treatment X_4--no treatment (Control Group).

Population and Sample

The population for this study was public school teachers from several districts in Southwestern Michigan. The sample selected for this study consisted of four groups of teachers, and was obtained as follows:

Groups I and II were drawn from the first term candidates enrolled in the Master of Arts in Classroom Teaching (MACT) program offered by Michigan State University. Group I consisted of teachers who were willing and able to get a colleague who taught in the same building and who would participate in the study by keeping a journal. Group II consisted of MACT candidates who could not obtain a colleague, but who were themselves willing to participate in the study.

Group III was made up of the teachers who were recruited by the members of Group I. Members of Group I were urged to select a colleague who taught at the same grade level or who taught the same subject. In this way, differences in external factors, such as physical facilities, curriculum, type of students, and administrative pressures, were minimized.

Group IV was composed of teachers from a single elementary school who were willing to take the pretest

and posttest measures. The decision to use teachers in one school was made in order to minimize the external factors previously mentioned.

There were nineteen teachers in Group I, seventeen women and two men. Six of these taught at the secondary or middle school level, twelve were elementary teachers, and one taught in the Hearing Impaired Program. The average age of the group was 32.5 years, with the ages ranging from 25-45. Thirty-nine percent of the teachers had taught at their present grade level, or subject area, for five years or longer.

Group II had twenty-two members. Of these, nineteen were women, and three were men. Seven of them taught at the secondary or middle school level, nine were elementary teachers, one taught in a public preschool program, and one taught the hearing impaired. The average age for this group was 30.4 years, with an range of from 22-45. Only twenty-seven percent of this group had been in their present position for five years or more.

Group III, those who wrote journals but who were not in the MACT class, had nineteen members. Sixteen of these were women and three of them were men. Six were secondary or middle school teachers, eleven were elementary teachers, and two were in the Hearing Impaired Program. The age average for this group was 32.5, with ages ranging from 24-52. Seventy-four percent of this group had been

in their present job for the five year, or longer, period.

Group IV members were all elementary teachers, twelve women and four men. Their average age was the highest of the four groups---37.3 years. The ages ranged from 26-57. Sixty-nine percent of these teachers had taught at their present grade level for five years or longer.

Treatments and Procedures

Both Groups I and II attended a three term-hour class, one night a week, during the Fall 1978 term; hence, this course was part of the treatment for each group. This particular class, the first in what is called the professional development sequence of the MACT program, is designed to bring about teacher self awareness and teacher growth. (Course description, MACT Program, MSU, 1979)

The major treatment of interest was that of using journal writing. Group I wrote journals for eighteen weeks, while Group II wrote for ten weeks, and Group III kept journals for eight weeks. Prior to the start of the journal-writing, participants were given some guidelines to follow. These guidelines drew upon the support and challenge model used by Glassberg (1977). The journal was described as a typical autobiography--a short discontinuous personal document which represents experiences from the writers' lives relating to their own teaching. They were asked to write one entry each day. In addition to the daily entry, which was to chronicle the successes

and/or concerns of the day, they were asked to think about and respond to specific topics which were presented weekly. (A copy of the guidelines and the weekly topics may be found in the Appendix.)

The weekly topics were structured using the sub-divisions for reflective writing developed by Benham (1978). These were:

1) Autobiographical writing, concerned with the person's perceptions of and feelings about his or her past;

2) Contemporary writing, concerned with the person's perceptions and feelings about what is happening to him or her in the present;

3) and Speculative writing, concerned with the person's thoughts about his or her possible future as a teacher.

These topics, along with other timely information, were presented to the writers in a weekly newsletter, affectionately known as The Blurb.

During the Fall term, the journals of those in Groups I and III were collected at class meetings, every week. They were read, responded to, and returned to the writers, either personally or by mail, within a few days, at least prior to the next class, so reactions to the commentator's remarks could be engendered. Responses to the journal entries used the empathetic and acceptant language suggested by Kagan and Burke (1976) and Gordon (1975). It is estimated that the commentator spent

twenty hours each week in her part of the process.

The MACT class did not meet during Winter term 1979, so the journal writing and collecting procedure had to be altered. The writers, this time Groups I and II, mailed their journals in weekly. As soon as possible, they were responded to and returned, along with the next week's assignment. The harsh winter and slow mail delivery interfered to some degree, but the process was successful nonetheless.

Instruments and Data Analysis

Three instruments were used to determine if the journal-writing had an effect on the professional and personal development of these teachers. They were the Teacher Concerns Checklist, The Conceptual Systems Test, and the Loevinger Sentence Completion Test. The pretest was administered in October, 1978 and the posttest in April, 1979.

The Teacher Concerns Checklist (TCCL) was developed by Fuller and refined by George (1974). It consists of 56 items on a five point Likert-type scale. Five independent factors which relate to Concerns II and III, Concerns about Self as Teacher, and Concerns about Pupils, are assessed on five subscales of the instrument. The following is a description of the subscales measured by the TCCL:

> Factor: Role--Concerns about the Dictates of the System;

Factor: Adequacy--Concerns about Having Adequate
          Ability;

Factor: Liked--Concerns about Being Liked;

Factor: Teaching--Concerns about Teaching Goals;

Factor: Needs--Concerns about Pupils' True Needs.

For the total TCCL, the coefficient alpha is .95. Data from studies of test-retest reliability show that is it roughly .80 (George, Borich, Fuller, 1974).

The Conceptual Systems Test (CST) was developed from Harvey's This I Believe Test (TIB), which is a subjective sentence-completion assessment device. Because TIB did not lend itself well to computerized scoring, the objective CST has been developed by Harvey and his associates.

The CST measures six clusters of a person's conceptual system. They are:

Divine Fate Control (DFC);

Need for Structure-Order (NSO);

Need to Help People (NHP);

Need for People (NFP);

Interpersonal Agression (IA); and

General Pessimism (GP).

Results of Cronbach's coefficient alpha, a measure of internal validity, show a variance from .80 to .90, depending on the sample, for DFC, NSO, NHP, and NFP. Similar data for IA and GP range around .70 (Test and Development Corporation, 1978).

The Loevinger Sentence Completion Test, which has

separate forms for women and men, matches responses to
the thirty-six questions with the seven basic steps of
ego development: Presocial, Impulsive, Self-protective,
Conformist, Conscientious, Autonomous and Integrated.

Loevinger and Wessler (1970) report alpha coefficients
from .88 to .91. Research on the test-retest reliability
range from .75 to .91.

Before the pretest was administered, each teacher
was assigned two random numbers, one for use on the three
pretest instruments, and one for use on the posttest
instruments. These numbers were used for identification
purposes rather than the teachers' names. In addition,
the responses made to the Loevinger Sentence Completion
Test were typed onto new forms so that evaluators would
not be influenced by the handwriting.

Data collected from these instruments were analyzed
for main effects, using one-way analysis of covariance.
Post hoc analysis included planned comparisons, using
the Scheffe F to determine significance. The .05 alpha
rate was accepted for all tests of significance.

In addition to the formal measures, a questionnaire
was completed by the participants at the close of the
study. This was done in order to check the teachers'
perceptions of the journal-writing experience. They were
asked the following questions to which they responded
on a five-point scale:

1) Was the journal-writing experience meaningful
    for you? (Did you gain new insights into yourself
    and your teaching?)

2) Was the feedback provided challenging? (Did
    it stretch your thinking?)

3) Was the feedback provided supportive? (Did it
    make you feel good, that someone cared?)

4) Were the weekly Blurb topics stimulating?
    (Were they thought-provoking?)

5) Would you recommend the journal-writing experience
    to other teachers?

6) Would it be of help to you to have someone with
    whom to interact in this manner on a long-term
    basis? (If the answer was yes, they were to
    check what they thought would be an optimum
    length of time.)

Summary

The design of the study reflected the conceptual framework developed in Chapter II. Specifically, it was planned to determine if journal-writing, which included a reflective-writing component, would positively effect the professional development of teachers. This determination was made by comparing pretest and posttest results from the administration of Fuller's Teacher Concerns Checklist.

It was also planned that evidence concerning the effectiveness of journal-writing as an intervention which could lead to the personal development of teachers, that is a progression along the continuums of conceptual and ego development, would be forthcoming. This was done by administering the Conceptual Systems Test and Loevinger's Sentence Completion Test before and after the treatments.

The design employed was an adaptation of the Non-equivalent Control Group Design, suggested by Campbell and Stanley (1963). Four groups of teachers, which were naturally occurring collectives of people, participated in the study. Two groups, I and II, attended a weekly Master of Arts in Classroom Teaching (MACT) class. This class, then, was part of the treatment for these groups. Neither of the other groups attended the class. However, Group III participated in the journal-writing project for one term. Group IV, the control group, merely took the measures at the beginning and at the conclusion of the study.

The journal-writing was structured to provide the support and challenge deemed necessary for professional and personal development to occur (Fuller, 1973; Harvey, Hunt and Schroeder, 1961; Loevinger, 1977; Glassberg, 1977). Weekly topics were assigned to the writers, which used the format of Autobiographical, Contemporary and Speculative themes developed by Benham (1978). Responses to

the journals were made using the empathetic and acceptant language suggested by Kagan and Burke (1976) and by Gordon (1974).

Analysis of the data collected from the administrations of the formal instruments was made using one-way analysis of covariance, thus allowing for initial differences. In addition to the formal measures, a questionnaire was completed by the participants at the close of the study to check the teachers' perceptions of the journal-writing experience.

An analysis and discussion of these results follows in Chapter IV.

CHAPTER IV

ANALYSIS OF RESULTS

Introduction

There are four sections in this chapter. The first is devoted to the presentation, analysis and discussion of the data obtained from the administrations of the formal measures: the Teacher Concerns Checklist (TCCL), the Conceptual Systems Test (CST), and the Loevinger Sentence Completion Test (LSC). Also included in this section are data obtained from the informal questionnaire completed by the journal writers, and a discussion of these results.

These discussions are centered around the research questions set forth for this study. The major one was: What are the effects of structured reflective writing (journals) on the professional and personal development of inservice teachers? The four subquestions were:

1) How did taking the MACT class and keeping a journal for eighteen weeks effect the professional and personal development of teachers?

2) How did taking the MACT class and keeping a journal for ten weeks effect the professional and personal development of teachers?

3) How did writing a journal for eight weeks effect the professional and personal development of teachers?

4)   What were the effects of natural maturation and the taking of tests on the professional and personal development of teachers?

The second section deals with an analysis of the feedback which was provided to the journal writers. Following this is a section which presents a sample of journal entries representative of the various levels of Concerns, Conceptual Systems and Ego Levels. Concluding the chapter is an overall summary.

Data Analysis and Discussion

The Teacher Concerns Checklist (TCCL), Form B

Analysis

Analysis of the results obtained from the administrations of the TCCL was made using the procedure suggested by George (1974). Factor analysis of the 56 items on the measure revealed that each of the five concerns was well represented by three items. These concerns and items are as follows:

I.   Concerns about being Liked (L)

Items:

37. how students feel about me

6. whether students really like me or not

18. acceptance as a friend by students

II.   Concerns about Adequacy (A)

Items:

14. feeling under pressure too much of the time

     15. frustrated by the routine and inflexibility of the situation

     29. working with too many students each day

III. <u>Concerns about Teaching (T)</u>

     <u>Items</u>:

     52. helping students to value learning

     47. guiding students toward intellectual and emotional growth

     30. challenging unmotivated students

IV. <u>Concerns about Role (R)</u>

     <u>Items</u>:

     34. understanding the philosophy of the school

     19. understanding the principal's policies

     40. clarifying the limits of my authority and responsibility

V. <u>Concerns about "Pupil Needs" (N)</u>

     <u>Items</u>:

     43. lack of academic freedom

     44. teaching required content to students of varied backgrounds

     4. the mandated curriculum is not appropriate for all students

Descriptive statistics obtained from an analysis of the scores on these 15 items are presented in Table 1.

TABLE I

DESCRIPTIVE STATISTICS
TCCL

FACTORS	Liked		Adequacy		Role		Needs		Teaching	
GROUPS	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
I										
$\bar{X}$	2.60	2.61	2.54	2.86	2.30	2.46	2.58	2.61	3.82	3.70
σ	.71	.75	.93	.84	1.02	.96	.89	.90	.38	.83
N = 19										
II										
$\bar{X}$	2.74	2.67	2.21	2.88	2.30	2.47	2.54	2.82	3.70	3.91
σ	.76	.91	.72	1.09	.72	.94	.79	.99	.80	.68
N = 22										
III										
$\bar{X}$	2.49	2.61	2.75	3.18	2.61	2.79	2.88	3.05	4.1	3.90
σ	.84	.58	.89	.86	.60	.85	.78	.82	.62	.76
N = 19										
IV										
$\bar{X}$	2.15	1.96	3.21	2.65	2.70	2.46	2.65	2.58	3.85	3.62
σ	.78	.71	1.01	.87	.69	.89	.87	1.06	.74	1.09
N = 16										

An analysis of covariance with pretest scores as a covariate was used to determine treatment effects.

Tables 2-6 give the results of this procedure for each of the five factors: Liked, Adequacy, Teaching, Role, and Needs.

Table 2

Analysis of Variance

Concern about being Liked

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Pretest	.49	1	.49	.84	.36
Main Effects	5.33	3	1.78	3.06	.03
Residual	41.18	71	.58		
Total	46.99	75	.63		

N = 76

Table 3

Analysis of Variance

Concern about Adequacy

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Pretest	1.70	1	1.70	2.01	.16
Main Effects	3.39	3	1.13	1.34	.27
Residual	60.03	71	.84		
Total	65.12	75	.87		

N = 76

Table 4

Analysis of Variance

Concern about Role

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Pretest	.51	1	.51	.61	.44
Main Effects	1.37	3	.46	.54	.65
Residual	59.64	71	.84		
Total	61.52	75	.82		

N = 76

Table 5

Analysis of Variance

Concern about Teaching

Source of Variation	Sum of Squares	DF	Mean Square		Significance of F
Covariate-Pretest	6.66	1	6.66	10.92	.001
Main Effects	1.35	3	.45	.74	.53
Residual	43.31	71	.61		
Total	51.33	75			

N = 76

Table 6

Analysis of Variance

Concern about Needs

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Pretest	7.83	1	7.83	9.74	.003
Main Effects	1.76	3	.59	.73	.54
Residual	57.16	71	.80		
Total	66.75	75	.89		

N = 76

Discussion of TCCL Results

The descriptive statistics, presenting the means and standard deviations, for the five factors Liked, Adequacy, Role, Needs and Teaching are shown in Table 1. An examination of the means reveals that for the three journal writing groups the means generally increased from the pretest to the posttest. The Group IV scores, on the other hand, declined in every instance.

This trend might seem to indicate that as the school year progresses, teachers need the opportunity for supportive, challenging feedback.

Tables 2-6 give the results of the analysis of variance for each of the five factors. The pretest measures served as the covariate in each instance. These results indicate a significant difference between the journal writers and the control group for the factor

Liked (Concern about being Liked).

It may be that as the year progressed, those teachers involved in journal-writing became more aware of their students' feelings. Fuller (1971) felt that such an awareness, or arousal of concerns, is a necessary step in the continued progression through the phases of concerns.

However, with the one exception of the L (Liked) factor, the analysis of variance shows that, from a statistical approach at least, the intervention of structured reflective writing did not make a difference in the professional development of these teachers as measured and defined by the TCCL-B.

The Conceptual Systems Test Analysis

The Conceptual Systems Test is used to assign persons to the various levels of conceptual functioning. The assignment is made on the basis of persons' answers on the 48-item measure. Six factors are included in the measure. They are: Divine Fate Control (DFC), Need for Structure Order (NSO), Need to Help People (NHP), Need for People (NFP), Interpersonal Aggression (IA), and General Pessimism (GP).

Each factor is represented on the measure by eight items. The items are scored on a 5-point Likert-like scale. A person's rating on each of the factors is determined by averaging the eight item scores.

The factor most useful in identifying a person's position on the continuum Concrete---Abstract is DFC, (Hoffmeister, personal communication, 1979). Hence, the analysis was made on the basis of that factor. The eight items which are indicators of this factor are:

4 -- No man can be fully successful in life without belief or faith in divine guidance.

10 -- In the final analysis events in the world will ultimately be in line with the master plan of God.

16 -- The dictates of one's religion should be followed with trusting faith.

22 -- Marriage is a divine institution for the glorification of God.

28 -- Sin is a cultural concept built by man.

31 -- I believe that to attain my goals it is only necessary for me to live as God would have me live.

35 -- Guilt results from violation of God's law.

45 -- The way to peace in the world is through religion.

Three persons in the sample did not respond to the questions used to make the differentiation between concreteness and abstractness. Of the remaining respondents, 18.4% were classified as Abstract; 66.9% were classified as Concrete; and the remaining 14.7% made answers which

were inconsistent to the point that no classification could be made.

Tables 7 and 8 present the descriptive statistics and the analysis of variance results respectively.

Table 7

Descriptive Statistics

Conceptual Systems Test

Divine Fate Control

GROUPS	PRETEST	POSTTEST
Group I	$\overline{X}$ = 3.26	$\overline{X}$ = 3.13
N = 19	σ = .863	σ = 1.08
Group II	$\overline{X}$ = 2.97	$\overline{X}$ = 3.11
N = 21	σ = 1.14	σ = 1.07
Group III	$\overline{X}$ = 2.70	$\overline{X}$ = 3.12
N = 16	σ = 1.23	σ = 1.10
Group IV	$\overline{X}$ = 2.50	$\overline{X}$ = 2.59
N = 16	σ = 1.42	σ = 1.35

Table 8

Analysis of Variance

Conceptual Systems Test

Divine Fate Control

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Pretest	50.38	1	50.38	83.29	.001
Main Effects	1.69	3	.56	.93	.43
Residual	40.53	67	.60		
Total	92.59	71	1.30		

N = 76

Discussion of CST Results

The descriptive statistics reveal that the mean scores for the four groups were in the middle range. Harvey and his associates (personal communication, 1979) have coded the scores in this manner:

Low = 1.00-2.24

Middle = 2.25-3.74

High = 3.75-5.00

The means for the pretest ranged from 3.26 for Group I to 2.50 for Group IV, the control group. This would seem to indicate that this group, made up of older teachers who had been teaching at their grade level longer, was more concrete as a whole.

The means for the posttest scores were again in the middle range, with Groups I, II and III very close -- 3.13,

3.11 and 3.12 respectively. Group II's mean score increased slightly; Group III's increased more; while the mean score for Group I, those who wrote journals for a longer time, fell slightly. This drop may be partially explained by noting that one teacher, who had a high pretest score, was inconsistent in the answers on the posttest to the point that no classification could be made.

The mean score for Group IV on the posttest showed a slight increase, but still was the lowest of the groups.

As interesting as the descriptive statistics are, the true test of significance is the analysis of covariance (Table 8). The Significance of F for Main Effects (the relation between groups) is .430. So, when allowing for initial differences, there was no significant difference between the groups as far as Conceptual Level is concerned.

From these results, then, it would seem that the intervention of structured reflective writing made no difference in the personal development of the study participants as measured by C.S.T.

The Loevinger Sentence Completion Test

Analysis

Analysis of the Loevinger Sentence Completion Tests was the most difficult and time consuming of the three measures used. The LSC consists of 36 open-ended sentence stems to which the subjects responded. These responses

were then rated by the writer and another researcher.
This was done at the suggestion of Dr. Loevinger (phone
conversation and letter, 1979). She feels that is
crucial for persons using her test to become knowledgeable
and skilled themselves in the scoring of the test. A
training program for raters is included in Measuring Ego
Development I (Loevinger and Wessler, 1970). Upon
completion of the training, the researchers established
a percentage of agreement between themselves and between
them and the training manual. Five practice protocals
were randomly selected for this purpose. The researchers
had 100% agreement as to the Total Protocol Ratings
(TPRs). This compares with a 92% agreement for self-
trained raters noted by Loevinger and Wessler (1970).
On the 36 individual items across the five protocols,
the interrater percentage of agreement was 80%, which
is the same percentage reported for self-trained raters
from Loevinger's studies.

The researchers also had 100% agreement with the
criterion TPRs presented in the training manual. This
compares to a 91% agreement reported for self-trained
raters by Loevinger. Their percentage of agreement by
items (36 items, 5 protocols) was 81%. Loevinger reported
80% agreement from her studies.

The rating of the 142 protocols was carried out
in the following manner. First, the protocols (tests)

were randomly assigned a number and typed to preserve
anonymity. Next, each of the 36 items was rated across
all 142 protocols. When all 36 items were rated, each
protocol was given a Total Protocol Rating (TPR). This
was the person's level of ego development. (Examples
may be found in the Appendix.)

The possible TPRs for those beyond infancy are:

1. The Impulsive Stage (I-2)
2. The Self-Protective Stage (Delta)
3. The Transition between the Self-Protective
    and the Conformist Stage (Delta/3)
4. The Conformist Stage (I-3)
5. The Transition between the Conformist and
    Conscientious Stages, The Self-Aware Level
    (I-3/4)
6. The Conscientious Stage (I-4)
7. The Transition between the Conscientious
    and Autonomous Stages, the Individualistic
    Level (I-4/5)
8. The Autonomous Stage (I-5)
9. The Integrated Stage (I-6) (Loevinger, 1977)

It is estimated that the process of rating each item
and assigning a TPR to each completed protocol took an
hour. Hence, around 142 hours were spent in this endeavor.

An interrater percentage of agreement was established
after the scoring process was completed. Four of the
completed protocols were randomly selected for this
purpose. There was 100% agreement as to the TPR rating
assigned by each rater. The percentage of agreement on
the 144 individual items (36 items, 4 protocols) was 80%.

Of the 142 protocols, there were 2 at the Delta/3
Level; 12 at the I-3 Stage; 85 at the I-3/4 Level; 48 at
the I-4 Stage; 4 at the I-4/5 Level; and 1 at the I-5 Stage.

In adapting the results for computer analysis, the numerals 1-9 (see above) were used to represent the various Stages and Levels of ego development.

Tables 9 and 10 present the descriptive and covariance statistics obtained from this analysis.

Table 9

Descriptive Statistics

Ego Development

GROUPS	PRETEST	POSTTEST
Group I	$\bar{X}$ = 5.42	$\bar{X}$ = 5.21
N = 19	σ = .61	σ = .79
Group II	$\bar{X}$ = 5.41	$\bar{X}$ = 5.23
N = 22	σ = .51	σ = .69
Group III	$\bar{X}$ = 5.53	$\bar{X}$ = 5.16
N = 19	σ = .77	σ = .83
Group IV	$\bar{X}$ = 5.31	$\bar{X}$ = 4.94
N = 16	σ = 1.01	σ = .57

Ego Level

4 = I-3

5 = I-3/4

6 = I-4

Table 10

Ego Development

Analysis of Variance

Source of Variation	Sum of Squares	DF	Mean Square	F	Significance of F
Covariate-Ego Level Pretest	.29	1	.29	.55	.46
Main Effects	.86	3	.29	.53	.66
Residual	38.25	71	.54		
Total	39.41	75	.52		

N = 72

Discussion of LSC Results

Data from Table 9 indicates that the mean level of ego development for all groups on the pretest and posttest measures was at the I-3/4 Level. Thus, the average teacher in these groups is at the Self-Aware Level, which Loevinger says "...appears to be a stable position in mature life" (Loevinger, 1977).

It is interesting to note a slight decrease in the posttest mean scores. Speculation as to the reason for this decline has centered around reaction to the test itself. Several participants showed impatience and intolerance with the whole procedure at this point. As a consequence, their answers had a more negative tone.

Table 10 reveals that there was no significant difference between the groups as far as Ego Development

is concerned. So, again, as in the case of the Conceptual Systems data, it would appear that the intervention of structured reflective writing did not effect the personal development of the participants as measured by LSC.

Feedback Questionnaire

Analysis

This section concludes with an analysis and discussion of the data collected from the informal measure. At the conclusion of the journal-writing experience, each of the participants was asked to complete a feedback question-naire. The percentage of response was as follows:

> Group I - 16 of 19 or 84%,
>
> Group II - 19 of 22 or 86%,
>
> Group III - 8 of 19 or 42%.

The questionnaire listed six questions, the first five of which were to be rated on a five-point Likert-like scale. The points on the scale were:

> 1 = not at all,
>
> 2 = a little,
>
> 3 = sometimes more than others,
>
> 4 = pretty much so,
>
> 5 = yes, indeed.

The first five questions were:

1. Was the journal-writing experience meaningful for you? (Did you gain new insights into yourself and your teaching?)

2. Was the feedback provided challenging? (Did it stretch your thinking?)

3. Was the feedback provided supportive? (Did it make you feel good, that someone cared?)

4. Were the weekly Blurb topics stimulating?

5. Would you recommend the journal-writing experience to other teachers?

Results from each of the three groups are depicted below:

Table 11

	Group I	Group II	Group III	$\overline{X}$
Question 1 (Meaningful)	3.7	3.4	3.5	3.5
Question 2 (Challenging)	4.1	3.6	3.6	3.8
Question 3 (Supportive)	4.8	4.2	4.5	4.5
Question 4 (Stimulating)	3.4	3.5	3.6	3.5
Question 5 (Recommend to Others)	3.6	3.4	3.5	3.5
GRAND MEAN	3.9	3.6	3.7	

Question 6 asked, Would it be of help to you to have someone with whom to interact in this manner on a long-term basis?

The results were:

Group I		Group II		Group III		Not sure
Yes	No	Yes	No	Yes	No	1
9	7	9	8	5	3	

The Yes respondents were then asked to specify the length of time they thought would be optimum. These results were:

Group I		Group II			Group III	
10 weeks	20 weeks	10 weeks	20 weeks	50 weeks	10 weeks	20 weeks
1	8	5	3	1	2	3

Finally, all were asked to add any comments of their own. Following are comments representative of each group of journal writers:

Group I

1) "Time is a critical factor. Verbal communication would be a much more valuable source of feedback for me."

2) "I felt like it was another thing to do...this form of writing is not for me. The talk between two people (you and a partner) would have been as beneficial to me."

3) "Even though I believe it was valuable---and would do it again---it does require self-discipline to set a time to write."

4) "It was a fantastic experience -- one I'll always remember."

5) "Thank you for the great interaction. The journal provided me with some new ideas and helped me gain confidence and understanding. The journal gave me the drive to become a better and more aware teacher."

Group II

    1) "I really looked forward to the feedback."

    2) "I appreciated the suggestions and support."

    3) "I don't think it was necessary every day ---
somedays you don't feel like writing and other days you
don't have anything to write. All in all, I loved getting
it back and it made me feel good about myself and my
teaching."

    4) "At the time of journal writing, I felt it to be
a slight pain but after I have reread my papers I really
have to eat my previous words."

    5) "Journals revealed a lot of strengths and weak-
nesses of program after I put it together. I was very
disappointed with the way my new job had turned out --
I felt with journal writing I was communicating with someone
who was familiar with knowledge in stating educational
concerns."

Group III

    1) "I tend to think the journal-writing experience
might have been more meaningful if I had been in the class
and had the benefit of your weekly discussions and
interaction."

    2) "Sometimes it was difficult to interact with a
'disembodied' person. Not sure if the reader understood
what (or who) I was talking about."

    3) "It was just too much to keep up with--your topics

were so neat that I wanted to spend 20 minutes or more
to write on them. I seldom found the 20 minutes between
my school life/family life time!"

Discussion of Questionnaire Results

While the statistical data obtained from the formal
measures indicated only one significant difference in
the groups as a result of the planned intervention,
results from the questionnaire reveal that it was a
positive experience.

From the data in Table 11, it will be noted that
the Grand Mean for each group was 3.6 (on a scale of 1-5)
or higher. The highest rating on the questionnaire by
all groups was given to item 3 which dealt with the
supportive aspect of the feedback given to the writers,
a mean of 4.5. Evidently there is a great need for the
efforts of teachers to be recognized. They want someone
to listen to their concerns, give suggestions to them,
and appreciate their hard work.

The challenging aspect of the feedback received the
next highest rating. Most seemed to feel that the experience
had stretched their thinking -- had broadened their
horizons. This suggests that the reflective component of
the experience was an important one.

Responses to the other three items included in
Table 11 indicate that most felt the experience was
meaningful for them, that the weekly topics were stimulating,

and that they would recommend the experience to other teachers.

Question 6 which asked if it would be of help to have someone with whom to interact in this manner on a regular basis provided some interesting answers. In Group I there were seven who answered "No". Of those seven, five mentioned that time was a critical factor. Several mentioned that perhaps a weekly (instead of daily) journal might be more effective and helpful. Another felt that verbal, face-to-face interaction would be better. The "No" responses from the other groups followed a similar pattern.

The second part of Question 6 asked those who would like to participate in such an interaction to specify the optimum length of time for such an experience. The majority of Group I teachers indicated that 20 weeks would be the best. This was, incidentally, the length of their interaction period. Group II teachers, on the other hand, favored a 10 week experience, which was the length of their period. Group III teachers were split between the 20 and 10 week duration.

The individual comments included in this section were selected to give an overall consensus of the teachers' feelings. (The entire collection of the comments may be found in the Appendix.) In general, aside from the time constraints, most seemed to feel that it was a valuable

experience. More of these teacher reactions will follow in Chapter V.

While the analysis of the data from the questionnaire does not provide definitive, statistical evidence as to the professional and personal growth of the journal-writers, it does seem evident the experience had a favorable impact on them.

Respondent Feedback

The next section of this chapter deals with the types of responses given to the journal writers. These were structured in such a way as to provide the challenge and support deemed necessary by Glassberg (1977), Fuller (1970), Loevinger (1976) and others for the promotion of professional and personal growth.

The time spent in the responding process varied, of course, with the length and complexity of the journal entries. On an average, the respondent spent sixteen hours a week responding to the thirty-eight journals written during the fall term (Groups I and III), and twenty hours a week responding to the forty-one journals written during the winter term (Groups I and II).

The types of responses followed the structure suggested by Glassberg. She saw the reflective process in this way:

```
                                        increased understanding
                                        of self
                          Support
                                        supervisor's reinforcing
                                        comments
Reflection--Journal
                                        becoming more self-aware
                                        and self-analytic
                          Challenge
                                        supervisor's questions
```

(Glassberg, 1977)
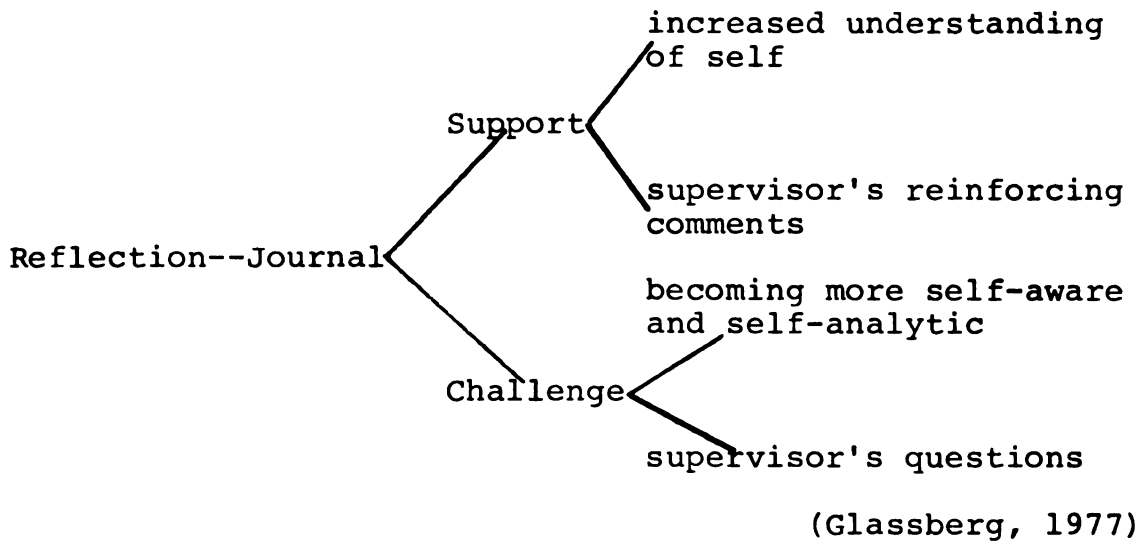
An analysis of a random sample (12) of the completed journals showed that 63% of the responses were supportive. That is, they were reinforcing comments. These comments were in the Listening and Affective Modes suggested by Kagan and Burke (1976) and/or were "I-messages" as recommended by Gordon (1974).

The remaining 37% of the sample responses were challenging questions. Thus they were in Kagan and Burke's Exploratory and Honest Labeling Modes. An additional element of challenge was supplied by the weekly topics which followed the autobiographical, contemporary and speculative themes suggested by Benham (1977). (A complete list of these weekly questions may be found in the Appendix.)

Journal Entries

The third section of this chapter presents some
journal entries. While perhaps not technically considered
data, the daily and weekly journal entries of the partici-
pants were also an important part of the study. The
entries varied in length from half a page to many pages
per day. The following are exerpts from a sample of the
journals which represent various Teacher Concerns,
Conceptual Levels, stages of Ego Development.

Teacher Concerns

As may be expected, few journal writers expressed
what Fuller (1969, 1970) has called Phase I Concerns,
Concerns about Self. However, they did appear occasionally.
One teacher expressed such a Phase I Concern when she wrote,

> "Inservice was fantastic! I received good
> ideas! But one thing upset me. We had to
> make three warm fuzzies and give them away.
> 50 people attended--all got at least one warm
> fuzzie (some five!) And I got none! I always
> thought I got along well with other teachers,
> but now I wonder. I do do things alone quite
> often. (This never used to be.) I am quite
> outgoing. What is it about me? I am depressed,
> embarrassed and lonely. I can't think any
> more---gotta sign off."

Phase II Concerns, those concerning self as teacher,
were more common. A journal entry written early in the
year expressed such a concern,

> "This is the second week of my combination
> classroom. I enjoy working with the children,
> but I have never worked with two levels at one
> time. The children have not been very coop-
> erative today. And trying to keep two groups
> busy seems to be a problem."

Another teacher wrote,

"Boy--I really was tired today. I came home
and took a two-hour nap...probably won't get
much homework done tonight either...just seems
you barely catch up then all of a sudden, it
piles up again."

A concern about adequacy, a Phase II concern, was

expressed by this teacher in a daily entry,

"I didn't accomplish much this afternoon but
my classroom was pretty organized and very
quiet and relaxed. My kids must realize
report cards and conferences are next week.
Every time that comes around I wonder if I've
really done enough or what more I could have done."

Another Phase II concern, dealing with concern about

where one stands in the position of teacher, was expressed

by this experienced teacher.

"My principal called me in today. The person
in charge...convinced the high school principal
that I was not qualified or capable of teaching
(deleted) to 8th graders in our building.
Strange, but my students have been very success-
ful at the high school. I requested the grades
of current 9th graders and have just begun to
look the list over, but most of last year's
students have done well. Therefore, I could
not have contaminated them. My evaluation has
always been positive, so I do not know what the
high school person is basing his evaluation on,
except I do not have a Master's in teaching _____.
Frankly, a Master's in teaching _____ does not
guarantee a person who can teach kids. Only a
person that can teach _____ and that's not
necessarily the same thing."

Many teachers expressed Phase III Concerns, concerns

about pupils and the impact of their teaching. One wrote

this about a student,

"I have to make a decision about a boy in
the spelling group. He is working way below
the others in the group. He was obviously
placed in the wrong level, not because he

doesn't have the capability, but he's not motivated or he doesn't have the study habits required. I've talked to him about what he thinks he can do. He thinks he's in the right level, but his grades are failing... I'll try having him learn 15 words instead of 20."

Later she wrote about the same boy,

"The boy in spelling I was concerned about did a much better job on his spelling test. I decided I will check his test first and ask him to spell misspelled words orally because he has a handwriting problem."

Another teacher wrote the following,

"I had some excitement today. A child I had last year, who was deathly afraid of the balance beam went on the beam today, with very few problems. I think I was more excited about it than he was. Last year he cried and carried on so I couldn't get him near it for about two weeks. Then I would take him every morning from 9:00-9:20 for two weeks and finally he would get on, but would cling to me as if it were a life-death situation. Well now, a year later, he's on the balance beam! Still not all by himself, but what a great improvement. This type of thing makes teaching all worthwhile. The child and the teacher both have a sense of accomplishment."

A third teacher expressed a Phase III Concern when she wrote,

"I feel good about my teaching-self most of the time but I think I will always feel the need to make changes in myself because I see this as a form of self-growth. I don't see that I will ever be completely satisfied with my teaching-self because each child brings a new need and I often must change myself to meet those needs. It's the teacher who can't take a self look and meet new needs that has stopped growing. I know I have many areas to work on but this knowledge should help me grow."

Conceptual Systems

According to Harvey, Hunt and Schroeder (1961), Abstract persons are information-seeking, have high task orientation, display exploratory behavior, and are risk-taking and independent. They do things for intrinsic rather than extrinsic rewards.

The following journal entry, written by an Abstract teacher, demonstrates this risk-taking and independent nature of these persons:

> "This week I started a new project with the students. If they complete all of their assignments and are on time and on task I pay them $20.00 per week. This was time-consuming for me because I made checkbooks, savings account books for each student and an account slip for my own purposes. In return the students pay me for my services. The class was excited. We did a lesson on how to write checks and I explained to them how they need math skills to keep their checking accounts in balance. This made it easier for my one student to see how learning to add, substract, multiply, etc. is important and is something he'll use as an adult.
>
> To be honest with you this was more fun and important to me and the kids than the garbage I'm told I must cover.
>
> It's amazing how something this important isn't demanded by administrators. This is relevant and should be taught. I really don't think most of the things we teach are relevant, but I'm trying to find a way to hit all the so-called mandatory subject areas and still do my own thing in teaching relevant, important material children will need later in life. I'm not just interested in doing what is covered in our grade, but what I've done to help that child to survive later on in life when he's an adult."

Another illustration of the classroom behavior of an Abstract teacher is provided by a journal writer as she described one of her peers who also participated in the study.

> "The thing that impresses me about K. is her individualizing of materials for students... she has 4 math groups, 2 spelling groups and reading entirely individualized. K.'s rapport with her students is excellent. I don't think I've ever heard her raise her voice. She insists they speak politely and kindly to one another. The affective climate is also helped by her 'Student Person of the Day.' All jobs and privileges belong to that person. She usually greets her students near her door in the morning and is very observant and mentions new clothes, haircut, etc.--just something that gives the child individual attention for the moment. Her handling of discipline is one of reasoning with the student rather than scolding.
>
> K. has been asked to take some 'administrative responsibilities' (mostly because of her interest there). She's grade level chairman plus the head of 2 or 3 committees. I feel she's done an excellent job on all of these. She's well liked by staff members and so has no trouble delegating responsibilities. Because of her good rapport with us, I don't detect any hostility or bad 'vibes' about her having the authority role among the other teachers.
>
> I have felt very comfortable this year working with her on grade level projects and materials. Because of her thoughtfulness and willingness to share her materials, 'short-cut tips' or 'tricks of the trade', I find myself being more thoughtful and saying, 'I wonder if K. would like to use this (ditto, filmstrip, etc.) with her class?'
>
> I can't see her having difficulty with parent rapport. She is in contact with parents often through notes and phone calls about the needs of or concerns about her students.
>
> K. stresses values and responsibility with her students. For all these reasons I just can't see K. leaving education. It would be such a

great loss to our staff, her future students
and the profession!"

An arbitrary decision was made not to include

vertabim quotes from those teachers who were identified

as Concrete for fear of embarrassing them. In general,

their entries dealt with objective statements of their

activities for the particular day. Seldom did they deal

with feelings or important educational issues.

Stages of Ego Development

By far the greatest number of the participants were

rated at the 3/4 Level on the Loevinger Sentence Completion

Test. This is not surprising inasmuch as this is the

modal level for adults in our society (Loevinger and

Wessler, 1970). These persons are in a transition from

the Conformist to the Conscientious Stage. They exhibit

an increase in self-awareness, often being self-conscious

or self-confident. They appreciate that there are

alternatives in situations, although these may be expressed

in stereotypic terms.

The following are journal entries written by Level

3/4 (Self-Aware) teachers.

> "My P.M. class gives me a super feeling, but
> always the awful feeling of my A.M. class
> creeps up on me. I just feel I could do
> better with them. I keep blaming myself--
> but I don't know what I can do to improve
> situations."

> One goal I have to achieve is for my A.M.
> class to enjoy school better than they are
> now. I feel they hate me and school because

I'm always reprimanding them. It drives me
and them up the wall."

A second 3/4 Level teacher wrote early in the year,

"Two things are concerning me today. First
is the age-old problem of how to get through
to the slower child without losing the faster.
In my classroom...they can always use review--
but there is a point where all but one gets
it. I felt no matter how differently I
explained it each time--he still wouldn't
have understood it.

Second, I feel that because our students are
'spoon-fed' not only by the teacher but by
parents also--they have a false sense of
reality...I feel pressured to let them know
what will really be happening when they are
on their own---there won't always be Mom and
Dad or the teacher to fight their battles...."

A third Level 3/4 teacher wrote this in response
to a speculative weekly topic.

"Education year 2000. If families continue
to break like they are today, a teacher will
have to have more classes and experiences in
dealing with emotional and psychological
problems. Education is already far from the
teaching of the three R's. A teacher must
deal with many, many emotional problems and
I can only see this as a growing thing. The
breakdown of the family can only result in
further breakdown of school control...A child
without security becomes a liability to both
school and community. Children need the
security of a family and far too many of them
are not getting this relationship. The
schools are becoming a dumping ground for
these children and education is the loser.
How can we help these families? We must
start by helping the parents so they can
help their children. Is there hope?"

Several of the teachers were found to be at the

I-4 or Conscientious Stage. Persons at this stage have

long-term, self-evaluated goals. They are self-critical

and have a strong sense of responsibility. They are better able to see others' viewpoints and there is a mutuality in interpersonal relationships.

A Level 4 teacher wrote this about the weekly topic which dealt with classroom management,

> "I feel that good classroom management enables
> the student to learn at his or her own pace.
> Good management also allows the teacher to spend
> a good share of her time instructing students
> 1 to 1 or 1 to small groups. It goes without
> saying that each classroom is filled with a wide
> array of personality types and learning types.
> It is up to the teacher to increase her effect-
> iveness by focusing in on the individual learn-
> ing types...If a teacher can accomplish this
> task, all will benefit. A special relationship
> can grow between all students and the teacher.
> It is a special, warm and loving relationship.
> This relationship lets the student feel their
> own self-worth. A student who has a good sense
> of self-worth will have a good attitude toward
> learning and toward school in general."

Another Level 4 teacher had this to say about evaluation,

> "I think one of the crucial factors in evaluation
> is input of a child's ability and the output of
> his efforts. Some of the less gifted children
> really give it all they've got.
>
> Evaluations tell me how far the student progressed,
> the skills learned, his ability to communicate,
> did he attain the goals I had set for him, etc.
> It also tells me what he hasn't learned...then I
> must reteach the skills needed."

One of the weekly topics asked the teachers to rate themselves on a scale from 1 (low) to 10 (high). A Level 4 teacher wrote this,

"I am very critical when it comes to my teaching. Even though I have my bad days and good days--I feel I must rate myself 9½. I haven't reached perfection but I'm trying like h---. I try to stay two steps ahead of my kids at all times.

I believe in creativity, freedom, freedom of choice, placing responsibility where it belongs, and yet be structured.

I must be organized--I'd be lost otherwise. I have everything in place and right at my finger-tips.

I try to plan ahead so that what I'm teaching is reinforced in other subject areas also.

There are days when I feel like I'm fighting a losing battle but I won't give up--I can't-- I'm not a quitter."

The next highest level, the Individualistic or I-4/5 Level, is marked by a greater sense of individuality and tolerance for self and others. Several of the participants in the study were rated at this level.

One of them wrote,

"In one of my classes I have a boy who is incapable of the course material. He was placed in my class by mistake so I've decided to make a separate lesson plan for him on a basic level. For a moment I'm a little upset that I should have this imposition. Then I look at the boy and realize he doesn't have too many friends and has probably been rejected by enough people. I should make more of an effort to get to know him. I will make it a point to say hello to him whenever I see him in the hallway."

Another Level 4/5 teacher expressed herself this way,

"Correcting exams can be both an upper and a downer --an upper if the tests belong to first hour, a downer if the tests belong to sixth hour...

I want so much for my student to do well it hurts. I can feel the tenseness build as I correct poor test after poor test. I wish I had enough time to go over on a one to one basis each test, but numbers prohibit it.

So much for the downer, now the upper. My
third year students really did well on their
exam...it's exciting to see them succeed."

Summary

The first section of Chapter 4 dealt with the

presentation, analysis and discussion of data obtained

from the three formal measures used in this study, the

Teacher Concerns Checklist (TCCL), the Conceptual Systems

Test (CST) and the Loevinger Sentence Completion Test (LSC).

Also included in this section was an analysis and discussion

of the results of the informal Feedback Questionnaire.

Of the five factors included in the TCCL, Concerns

about being Liked (L), Concerns about Adequacy (A),

Concerns about Teaching (T), Concerns about Role (R),

and Concerns about Pupil Needs (N), only the Liked Factor

was shown to be statistically different between the groups.

Thus, it seems on the basis of these results that the

intervention of structured reflective writing had little

effect on the professional development of teachers.

Similar results were obtained from the tests chosen

to measure changes in personal development: the CST and

LSC. For these two formal measures there was no significant

difference between the scores of those who wrote journals

and those who did not.

Analysis of the informal Feedback Questionnaire

indicated that the participants generally found journal-

writing to be a meaningful experience. They especially

appreciated the supportive comments and also reacted positively to the element of challenge provided.

The second section dealt with the feedback given to the journal writers. An analysis of a random sample of journals showed that 63% of them were supportive in nature while 37% were challenging.

The third section presented journal entries chosen to illustrate various Teacher Concerns, Conceptual Levels and Stages of Ego Development. While these journal exerpts may not technically be called data, it was felt that their inclusion would add to the body of knowledge being developed in each of these areas.

An overall summary of the study; a consideration of its limitations; some subjective reactions; and some suggestions for future research follow in Chapter V.

CHAPTER V

SUMMARY AND CONCLUSIONS

Chapter V presents a summary of the rationale, the design and methodology, and the results of the study. The limitations; the subjective reactions of the journal writers and the researcher; the conclusions and implications are discussed; and suggestions for future research are outlined.

Summary

This study was made to determine the effects of the intervention of structured reflective writing, followed by supportive and challenging feedback, on the professional and personal development of inservice teachers.

It was designed to test whether or not the professional development of teachers, as perceived by Fuller (1969, 1970), was effected by this intervention. In addition, the effect of the intervention upon the closely related personal development of the participants was tested. This aspect of the study was based upon the work of the conceptual systems developmentalists (Harvey, Hunt and Schroeder, 1961), (Harvey, 1967), and that of Loevinger in the area of ego development (Loevinger and Wessler, 1970), (Loevinger, 1977).

Rationale

Many writers feel that such professional and personal development of inservice teachers is the key to the overall improvement of schools in this country (Sergiovanni, 1978), (Sizer, 1973), (Hersh, 1978). Hersh wrote, "New energy sources and competence for effective teaching have to be found within existing personnel and hence staff development has taken on new importance."

The purpose of this study, then, was to determine if the use of the intervention of structured reflective writing is an effective way to bring about such growth. Specifically, the author wanted to find out if inservice teachers who participated in weekly journal-writing assignments showed greater professional growth, a positive movement through Fuller's Phases of Teacher Concerns, than did non-participating teachers. Further, the study was designed to show whether the intervention would facilitate the conceptual and ego development of the participants, as measured by instruments developed by Harvey and Loevinger, respectively.

Because such an intervention would pay attention to what Sizer (1973) has called subtle matters, teachers' "...identity, commitment, and motivation...", it was hypothesized that it might be effective in bringing about the hoped for changes in professional and personal development. If this were so, it would be an intervention

which could be used to advantage by professional develop-
mental specialists, university educators and public school
personnel.

Design and Methodology

The study designed to investigate the efficacy of
this intervention was carried out with four groups of
inservice teachers in Southwest Michigan during the
school year of 1978-1979. Two of the groups were made
up of teachers enrolled in the Master of Arts in Classroom
Teaching (MACT) program. This class which deals with an
analysis of teachers' classroom behaviors was thus
part of the treatment for these two groups. The other
two groups were made up of regular teachers from the area.

The design employed was an adaptation of the Non-
equivalent Control Group Design, suggested by Campbell
and Stanley (1963). This design is recommended for use
with groups, like those in this study, which are naturally
occurring collectives of people. Members of each of the
four groups took a series of pretests. The Teacher
Concerns Checklist, Form B, was used as an indicator
of a teacher's professional development. The Conceptual
Systems Test and Loevinger's Sentence Completion Test
were used as indicators of personal development.

Three of the groups, Groups I, II and III, then
participated in the journal-writing project for varying
lengths of time. The journal-writing was structured to

provide the support and challenge deemed necessary for professional and personal development to occur (Fuller, 1973; Harvey, Hunt and Schroeder, 1961; Loevinger, 1977; Glassberg, 1977). Weekly topics were assigned to the writers, which used the format of Autobiographical, Contemporary and Speculative themes developed by Benham (1978). Responses to the journals were made using the empathetic and acceptant language suggested by Kagan and Burke (1976) and by Gordon (1974). The control group, Group IV, did not participate in the journal-writing phase of the study.

Upon completion of the journal-writing exercise, posttests, using the same instruments, were given to all four groups. In addition to these formal measures, a Feedback Questionnaire was given to the journal writers for their completion.

Results

Analysis of the data collected from the administrations of the formal instruments was made using one-way analysis of covariance, thus allowing for initial differences. The .05 alpha rate was accepted for all tests of significance.

Analysis of the results of the test chosen to measure growth in teachers' professional development, Fuller's Teacher Concerns Checklist (TCCL), Form B, showed that a significant difference existed in only one of the five factors, Concern about being Liked. Thus, it seems that

on the basis of these results, the intervention of structured reflective writing had little effect on the professional development of these teachers.

Similar results were obtained from the tests chosen to measure changes in personal development: the Conceptual Systems Test, which determined the degree of concreteness-abstractness, and the Loevinger Sentence Completion Test, which measured ego level. For these two formal measures there was no significant difference between the scores of those who wrote journals and those who did not.

However, analysis of the informal Feedback Questionnaire indicated that the participants generally found journal-writing to be a meaningful experience. They especially appreciated, on the basis of the data, the support given to them. They also reacted positively to the element of challenge provided.

Additional results of the study were journal entries that were illustrative of the various Teacher Concerns, Conceptual Levels and Stages of Ego Development. It is hoped that these will add to the body of knowledge being developed in each of these areas.

Limitations of the Study

There were several limitations to the study. The primary one centered around the length of time involved in the study. The maximum amount of time any journal writer spent in the writing phase was eighteen weeks.

Benham (1978) contends that it takes months, even years, for significant change to occur. Loevinger, too, feels that it takes a long time for any positive alterations in the fairly stable personal developmental level of individuals (Loevinger, 1977).

While for statistical purposes the N involved in the study was small, from the standpoint of the researcher, the sheer number of participants was a problem. During the fall term, there were thirty-eight journals to which responses had to be made on a weekly basis. During the winter term, there were forty-one.

Another limitation was the apparent inability of the selected measures to adequately detect changes in the professional and personal development of individuals. The large residual, or error term in the analyses of covariance indicates there is some unexplained variation. All three measures, the TCCL, CST and LSC are rudimentary and experimental. Longitudinal data are currently being collected on them. Hence, the validity is largely concurrent or construct and not predictive.

Another limitation of the formal measures was that the same forms of the tests had to be used both as pretest and posttest measures which leads to a question of validity.

Still another limitation was the non-uniform setting in which the measures were administered. Groups I and II

took the measures during the MACT class sessions. There
is a question in the mind of the researcher as to how
seriously they took this experience. The measures were
sent via class members to teachers in Group III, and the
researcher delivered those to Group IV at their school.
These measures were then completed at varying times and
under varying conditions.

Subjective Reactions

These limitations involving the formal measures make
the input from the Feedback Questionnaire even more
valuable in assessing the impact of the journal-writing
experience. In addition to the over-all favorable
reactions from the questionnaire, the writers often made
other comments regarding their perceptions and feelings
during the year. One young teacher wrote,

> "Looking over my journals the first recurring
> theme that stuck out like a sore thumb was com-
> plaining. If I let a lot of little things bother
> me so much why am I in the profession? However,
> I do have two possible reasons (excuses?) for
> it all--1) This is only my 3rd year of teaching
> and I'm still learning short-cuts (sometimes the
> hard way), and ways of coping with little things.
> 2) My journals were an immediate sounding-board,
> and once those feelings were expressed I felt
> better after 'getting it off my chest'."

Another young teacher who experienced many problems
during the year wrote,

> "This journal is allowing me to write down my
> thoughts and will allow me to check the frequency
> at which I strongly feel various problems and
> concerns. Also saves me from bending colleagues'
> ears so frequently."

An older person who finished her education and began

teaching after her children were in school wrote,

> "I want to answer your comment about the journal
> helping me pinpoint problems--I really think the
> thing that made me pinpoint them was having you
> comment on the problems. Sharing the journal has
> been helpful but just to write it for myself--no."

An experienced secondary teacher had this to say,

> "In looking over my journal, I realize it has
> been good for me to write down problems, comments,
> observations, etc. Some things worked themselves
> out; other things need more work. If anything,
> the experience has made me more aware of some
> of my 'teacher' thoughts and ideas. It also
> reminds me of things on which I want to work,
> but which unfortunately, if not for the journal,
> I'm afraid would have been left on the wayside
> due to other matters cropping up. Sometimes I
> dreaded writing down my thoughts only because
> I felt I could not really adequately express my
> thoughts. Emotions are hard to transmit."

Finally, a young elementary teacher made important

use of the journal as documented by this note written

after the study was completed:

> "As the final 'follow up' overview of my journal-
> writing experience, I'd like to share the follow-
> ing thoughts.
>
> The main concern in some of my early journal
> entries dealt with C. As you remember, she was
> my gal that vomitted because, according to her,
> she was 'too hot', 'too cold', etc. There were
> other details that I cited: a new baby, grandpa's
> divorce, grandpa's remarriage, etc. Glancing
> back, I checked with Mom (Oct.) about the problem
> and she assured me C. had been to the pediatrician
> and was a 'nervous stomach' case.
>
> Thinking I had gone as far as I could, I
> dropped the worry (it was) and tried to comfort
> the child. There seemed to be no advanced warn-
> ing of vomitting. I did continue to record
> occurrences, however.

Since the time I wrote you, C. exhibited some other strange behaviors just prior to vomitting. These I also documented and after noticing it the 3rd time, again had a conference, first with the school nurse and then with Mom.

Outcome: C. had a return visit to the doctor for observations, and he referred her to a specialist. C. had an EEG and a brain scan. She has since been on 3 different medicines to try to control the spells...and is going for another brain scan next Tuesday.

C. has petit mal seizures.

Well, Mary, what all this has to do with us is #1 I had good time reference material when asked for particulars. #2 You've been a listening ear. #3 I document I'm not a writer but sometimes it proves the same results!"

The researcher, too, felt that the journal-writing experience was a beneficial one. It allowed her to get to know a great many people quickly. Within two or three weeks after the beginning of the experience, many of the Group I teachers were identifying with the researcher as much as with the instructor. They turned to her with questions and concerns in a natural manner, even though she had merely been formally introduced to the class as a whole. The journal writers evidently felt so close to her, through the medium of the journals, that they could interact freely and openly. Thus, journal-writing seemed to be a method of establishing a meaningful relationship with a large group at one time. Time and distance would have precluded this from happening in any other way.

It was interesting to note the reactions of the Group II teachers, those who did not write journals during fall term. During the preclass sessions, they seemed to feel left out of things. They did not interact with the researcher nor with each other as much as did the Group I teachers. It almost seemed as if one half of the class had an "Esprit de Corps" while the other half did not.

When the Group II teachers began writing journals during winter term, the class was not meeting. So it was more difficult to gauge the immediate impact of journal-writing on the relationship between the researcher and the teachers. However, when the class reconvened in the spring, it was evident that a good relationship had been established. They now interacted freely with the researcher and with the other members of the class.

On those occasions when the researcher encountered members of Group III, those who were not in the MACT class, it was almost as if they were old friends. Several have had their interest picqued to the point that they have become enrollees in the MACT program themselves.

In general, the journal-writing experience established a rapport with these teachers that exists to the present day. A recent incident illustrates this. At the beginning of school in the fall of 1979, a large meeting of teachers from several school districts was held in a central location. Teachers from one of the localities represented

came to the meeting in school buses. Following the meeting, the researcher walked past a bus containing several of the "Group". When she was noticed, much waving and shouting ensued. This would seem to indicate that strong feelings of trust and empathy have been created and have endured.

Early indications of this trust and empathy were noticeable in the kinds of concerns and successes that were shared with the researcher almost from the beginning. These ranged from "Shall I set up learning centers?", "A parent really upset me today.", "My teammate is impossible!", "I'm so worried about Johnny!" to even "Shall I have a baby?" The researcher felt that she was fulfilling a need in the lives of many for someone to "talk" to. She felt that she was making the profession of teaching less lonely for them.

This was borne out when the journals were returned to the Group I writers in class during the fall. They usually opened them immediately and read the responses before doing anything else. The results of the Feedback Questionnaire reinforced the belief that these comments made a great deal of difference to them. This particular item on the questionnaire rated 4.5 out of a possible 5.0.

The rapport established has made the lines of communication more open as the researcher continues to work with these teachers in another capacity. And for

this reason, she feels that journal-writing is a useful tool for those working with both preservice and inservice teachers in a developmental capacity.

Conclusions and Implications

In light of the results of the formal measures, it would seem that the principal impact of the intervention of structured reflective writing followed by supportive and challenging feedback was in increasing the journal writers' concern for being liked by their pupils. These teachers, by implications, are moving in the direction of becoming more caring about their students, more thoughtful, concerned and empathetic.

Impressions gleaned from the results of the Feedback Questionnaire and the subjective observations of the writers and of the researcher indicate that the intervention did serve an important need. The writers appreciated having someone with whom to interact on a professional and personal level. The researcher found the intervention to be an effective way to establish a trusting relationship with many people in a short length of time.

That it is possible to establish this kind of relationship through such a time-efficient method seems to be the major finding of the study. Many writers have indicated that before positive changes can be made in professional or personal development a supportive environment must be created (Fuller, Bown, Peck, 1970; Rubin, 1978;

Combs, 1972; Glassberg, 1977; Rutherford, 1977). Thus, even though changes in teachers' development did not occur on a large scale as the result of the intervention, the stage has been set for such development to occur in the future by the creation of a favorable environment.

Since supportive, challenging environments are essential for development in both the professional and personal aspects of an individual, a major implication of the study seems to be that those responsible for staff development, teacher education, and supervisory functions must be trained in ways of establishing these environments. Manolakes (1978) has urged that these persons see their role as that of an advisor whose job is to serve as a "...seed planter, extender, expediter, informant and personal support system for teachers."

The implications of this large responsibility are twofold. First, it is important that these educational leaders become aware of the developmental processes as they apply both to the professional and to the personal development of teachers. It is only by becoming familiar with the works of Fuller, Harvey, Loevinger and other developmentalists that these leaders can effectively plan for environments which will meet the needs of individuals at the varying stages of development.

Second, it is important that these educational leaders become skilled in the areas of interpersonal relations and communication. Hall (1978) has written

this for persons in charge of the implementation of

educational innovations,

> "Individual consultation, hand-holding, cajoling,
> answering the same questions over and over while
> keeping in mind where it is all supposed to be
> going is a hard and highly skilled job."

Hall contends that change facilitators must attend

to persons as well as to the technology of innovations.

For, as he says, if the concerns of individuals are not

attended to, the individuals are not apt to be able to

resolve their concerns and move on to the effective

implementation of any planned innovations.

Rutherford (1977) concurs on this point of educational

leaders being trained to recognize and accommodate teacher

concerns. He wrote that professional development and

supervisory personnel must "...focus on individuals, not

groups, and must respond to the concerns of individuals."

Just what this training would be would depend upon

the prior educational, experiential and developmental

background of the leader. For many, the works of Kagan

and Burke, and those of Gordon would be beneficial. The

Human Resources approach to supervision, as delineated

by Sergiovanni (1979) would also be of help to many

wanting to become more skilled in the creation of climates

condusive to positive change.

Suggestions for Future Research

Based on the findings of this study, the following suggestions for further research are recommended.

1. Follow-up research is needed to determine the possible long-term effects of the intervention of structured reflective writing.

2. Further refinement is needed on the instruments designed to determine persons' conceptual systems and ego levels.

3. There is a need to develop an instrument which will measure the effects of reflection on the professional and personal development of teachers.

4. There is a need to further examine the effects of teachers of various concern levels, conceptual systems and ego levels on students of differing levels.

5. There is a need to replicate the study in order to validate the findings of the present study.

6. Further research is needed to develop specific interventions which will raise teachers' concern levels, conceptual systems and ego levels.

7. There is a need for intensive classroom analysis of teachers who are at the various levels and stages of professional and personal development. An ethnographic approach is suggested.

8. Research is needed which will lead to the development of training programs for supervisors, professional

development specialists, and teacher educators. These programs should provide these persons with the knowledge and skills necessary for the establishment of supportive climates in which the continued professional and personal development of teachers can take place.

Conclusion

It is the hope of the writer that this study has made a contribution to the fields of professional and personal development of teachers. It is further hoped that it will serve as a stimulus to others who are interested in working on programs and procedures which focus on the needs and concerns of those key people in American schools---the classroom teachers.

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APPENDICES

APPENDIX A

M A C T

Journals -- Adapted from S. Glassberg

What is the Journal?

The journal is not a diary (i.e., a continuous intimate spontaneous outpouring of important events) or a log (i.e., an account or record of events). Rather, it might be called a typical autobiography - a short discontinuous personal document which represents experiences from your life relating to your teaching.

Journal Writing

The major purpose of the journal is to encourage you to reflect upon and make meaning out of your teaching experiences. At the same time it provides a way for me to get to know you on a more personal level. It will also provide for you a means of connecting the knowledge, concepts and ideas which you have acquired during the MACT program to your:

1. classroom teaching
2. books or articles read
3. discussions in classes
4. thoughts
5. self-reflections
6. lesson planning

You are asked to write at least one journal entry each day. The length of entries will vary -- 2 paragraphs to a few pages. At certain times throughout the year you will be assigned specific journal questions to respond to. These will be designed to encourage you to think about and expand upon ideas discussed in class.

The journal will also provide a means for the two of us to dialogue with one another. At times I may have you further expand upon or clarify specific issues you have raised in the journal. It also provides the opportunity for you to ask me for further clarification or analysis of specific points I have made.

I see the journal as a most valuable experience and feel that it requires considerable thought, time and effort on both our parts in order for it to be a significant learning experience.

APPENDIX B

WEEKLY JOURNAL TOPICS

Autobiographical Topics

1) During the coming week, I'd like you to think back to your
own high school or junior high school. What kind of place was it?
What kind of a person were you then? Write as much as you can remember
about a teacher you liked and/or admired. What did he or she do to
earn your admiration?

2) Describe a time when you were really upset about something
that happened to you as a student. What happened? Who was involved?
How was the event handled? Would you, as a teacher, handle this event
the same way? If not, what would you do differently?

3) Looking back over this school year, which student has caused
you the most concern? What is it about him/her that is troublesome?
Suggest some possible approaches you can use to solve the problem.
Who can you turn to for help?

4) I'd like you to think back a few years to the time you decided
to become a teacher. Consider such things as: Why did you decide to
teach? How old were you when you made this decision? Were there other
persons involved in your decision---parents, counselor, teachers, friends,
spouse? How was the most influential, and why? Are you glad you became
a teacher? Why or why not?

5) This term, I'm working with 11 student teachers from MSU and
trying to help them make the transition from the role of student to
that of teacher. I'd like you all to think back a few years to the

time when you were in this position. Where did you do your student
teaching? What was the school like? Describe your cooperating teacher.
What kind of person was he/she? What were some of the things he/she
did to help you make this transition? Tell me something about your
college coordinator. Was he/she helpful to you? In general, was your
student teaching a pleasant, profitable experience? How could it have
been made better?

6) Why did you decide to enroll in the MACT program? Were you
encouraged to do so by your colleagues or administrators? What were
the features of the program that influenced your decision? Has the
program met your needs and expectations?

Contemporary Topics

1) This week, I'd like you to do some thinking and responding
on a contemporary topic---styles of classroom management. Describe
the classroom procedures and practices of what you think of as a
"traditional" teacher. How are these procedures and practices like
your own? If you could establish the "ideal" classroom management
system, what would it be like? What do you see as the forces which
prevent you from adopting your "ideal"?

2) The topic: evaluation. (Most of you have just finished a
marking period, so this should be fresh in your mind!) How do you
evaluate students? What uses do you make of the evaluations? How do
you communicate evaluations to students and parents? If you could
make any changes in the way your school evaluates kids, what would
they be?

3) Think about the administrators of your school. What do you see to be their duties and responsibilities? Are these being carried out to your satisfaction? What changes would you make if you could? Would these changes help you to be more effective as you work with kids? How?

4) I'd like you to think about your teaching colleagues. Are there any you consider to be outstanding teachers? Describe one for me. Include such things as the level of student achievement; the affective climate of his/her room; his/her relationships with kids, fellow teachers, administrators and parents; and any other information which will complete the picture of this teacher. By doing this, I hope we can get some clues as to what makes a top-notch teacher.

5) I'd like each of you to think of your "best" student. Describe him/her as best you can---abilities, work habits, personality, attitude, etc. How do you plan for this kind of student? Any ideas as to how you can make school an even more pleasant, challenging place for him/her?

6) How are you feeling about your teaching self right now? Using a scale from 1 (low) to 10 (high), rate yourself. If you're feeling pretty good about things (8-10), what are some of the factors contributing to this high rating? If you're feeling sort of down (1-4), what do you see as the causes for your dissatisfaction? Those of you in the middle (5-7), how can you go about creating greater self-satisfaction? For all of you, decide on one or two specific goals in this area that you'd like to achieve by the end of the year. How will you go about achieving these?

<u>Speculative Topics</u>

1) This week, I'd like you to project yourself into the future.
Here's the situation: Within the next few days, a student will come
to you and say, "Bob doesn't like me. He picked on me again today
and I've just about had it with him!" Which of these responses, if
any, would you use, and why?

> 1) "Don't worry. I'll speak to him about what
>   he's doing to you."
>
> 2) "I'll bet you did something to make him mad,
>   didn't you?"
>
> 3) "It sounds like you're really having problems.
>   Would you like me to ask Bob to sit down with
>   the two of us and talk things over?"
>
> 4) Other response?

2) This week's questions have to do with what lies ahead for you.
Specifically, what are your plans for the future? Do you have any
long-range hopes? What do you hope to be doing 5-10 years from now?
What are you doing now so that these hopes may be realized?

3) Considering what the weather has been these last weeks, I'd
like you to consider an arrangement of the school calendar that has
been promoted by some as being the way to go. It's called the 45-15
Plan. School would be in session for 45 days, then out for 15, on a
year-around basis. I'd like each of you to think about such things as:
How would such a plan effect student learning? How would you, personally
and professionally, like such a plan? Do you think it would be a popular
one with parents? In general, do you think the 45-15 Plan has merit?

4) I'd like you to think about the year 2000. What do you think
our world will be like then? What kind of schools will be needed to

meet the needs and challenges of that day? How should we be training

teachers to be effective educational leaders for the future?

   5) Suppose that your principal should come to you next week and

say, "You have been chosen to develop a model room for our system.

Money is no object. Between now and next fall, design what you see

as the ultimate in physical facilities, curriculum materials and

support personnel and they will be made available for you." What

would you do (besides faint)? Describe what you would ask for in each

of the above areas. Do you think having these facilities and materials

would increase your effectiveness as a teacher? Would your students

achieve at a higher level? Is there any way you can obtain some of

these desired goals realistically?

APPENDIX C

SENTENCE COMPLETION FOR WOMEN

Name_____2353_____ Age_____

Marital Status_____ Education_____

Instructions: Complete the following sentences.

1. Raising a family is a unique experience.

2. Most men think that women are stupid.

3. When they avoided me I just finished eating garlic bread.

4. If my mother needed me, I'd be there.

5. Being with other people is a pleasure.

6. The thing I like about myself is my eyes.

7. My mother and I have become best friends.

8. What gets me into trouble is my mouth.

9. Education is important.

10. When people are helpless I feel bad.

11. Women are lucky because they are really the stronger sex.

12. My father lives far away.

13. A pregnant woman is in her glory.

14. When my mother spanked me, I cried.

15. A wife should work along with her husband.

16. I feel sorry for those less fortunate than I.

17. When I am nervous, I eat.

18. A woman's body should be kept in shape.

19. When a child won't join in group activities I show him the fun he's missing.

20. Men are lucky because <u>they have women</u>.

21. When they talked about sex, I <u>blush</u>.

22. At times she worried about <u>my happiness</u>.

23. I am <u>pleased with myself</u>.

24. A woman feels good when <u>she is with the ones she loves</u>.

25. My main problem is <u>worrying too much</u>.

26. Whenever she was with her mother, she <u>glowed with joy</u>.

27. The worst thing about being a woman <u>is her monthly</u>.

28. A good mother <u>takes care of her children</u>.

29. Sometimes she wished that <u>I wasn't around</u>.

30. When I am with a man <u>I feel good</u>.

31. When she thought of her mother, she <u>thought of me</u>.

32. If I can't get what I want <u>I find another way</u>.

33. Usually she felt that sex <u>was normal</u>.

34. For a woman a career is <u>important</u>.

35. My conscience bothers me if <u>I lie</u>.

36. A woman should always <u>carry herself in a womanly way</u>.

APPENDIX D

ITEM RATINGS AND TPR

Protocol #   2353

Date   7/16

Rater(s)   M.K.

Item Ratings

1.	I-3/4, 2	19.	I-4
2.	Δ/3, 1	20.	I-3, 2
3.	I-3, 11	21.	I-3, 5
4.	I-3/4, 1	22.	I-4
5.	I-3, 1	23.	I-3/4, 1
6.	Δ/3, 1	24.	I-3/4, 2
7.	I-4/5, 3	25.	I-3, 14
8.	I-3, 1	26.	I-4
9.	I-3, 1	27.	I-3, 3
10.	I-3, 5	28.	I-3, 3
11.	I-3, 13	29.	I-3, 9
12.	I-3	30.	I-3, 1
13.	I-4, 3	31.	I-3, 11
14.	I-3, 1	32.	I-4, 8
15.	I-3, 9	33.	I-3, 1
16.	I-3/4, 1	34.	I-3, 4
17.	I-3, 1	35.	I-3, 1
18.	I-3/4, 1	36.	I-3/4, 1

Deriving TPR

2   Δ   Δ/3   3   3/4   4   4/5   5   6

Appendix D (cont'd.)

Distribution: 2   21   7   5   1

Ogive: 2   23   30   35   36

TPR: 3

APPENDIX E

SENTENCE COMPLETION FOR MEN

Name _____ 2213 _____ Age _____

Marital Status _____ Education _____

Instructions: Complete the following sentences.

1. Raising a family is a joy.

2. Most women think that men don't care.

3. When they avoided me I try to figure out what I have done.

4. If my mother could see me now.

5. Being with other people is enjoyable.

6. The thing I like about myself is my willingness to try.

7. A man's job is never finished.

8. If I can't get what I want I reassess my wants and means then proceed.

9. I am embarrassed when I fail my goals.

10. Education is half of life.

11. When people are helpless they need direction.

12. Women are lucky because they are allowed to enjoy life by feeling, caring and loving other people more than men are in our society.

13. What gets me into trouble is my mouth and obsession for truth.

14. A good father loves and does all the time no matter the situation.

15. If I were king I would be the same, maybe a little fatter!

16. A wife should care enough for her family to be her own person.

17. I feel sorry for people who are afraid to try.

18. When a child won't join in group activities then they must be afraid of peer pressure or know the joy of doing it yourself.

19. When I am nervous, I <u>work my best</u>.

20. He felt proud that he <u>did what he could to the best of his ability</u>.

21. Men are lucky because <u>they have women to love</u>.

22. When they talked about sex, I <u>listen then forget</u>.

23. At times he worried about <u>getting caught in "how he is getting somewhere" and loosing sight of "where" he is going</u>.

24. I am <u>happy</u>.

25. A man feels good when <u>people care about him</u>.

26. My main problem is <u>trying too hard</u>.

27. When his wife asked him to help with the housework <u>he did</u>.

28. When I am criticized <u>I get a second opinion and act on decision</u>.

29. Sometimes he wished that <u>he had more time and chances to do something important</u>.

30. When I am with a woman <u>I shine</u>.

31. When he thought of his mother he <u>smiled</u>.

32. The worst thing about being a man <u>not knowing how a woman feels</u>.

33. Usually he felt that sex <u>was the most wholesome and worthwhile activity</u>.

34. I just can't stand people who <u>want to "be somebody" without earning it</u>.

35. My conscience bothers me if <u>I don't follow it</u>.

36. Crime and delinquency could be halted if <u>people realized they do have much control over their lives</u>.

APPENDIX F

ITEM RATINGS AND TPR

Protocal # _____2213_____
Date _____7/16_____
Rater(s) _____M.K._____
_____
_____

Item Ratings

1.	3, 1		19.	4, 3
2.	3/4		20.	4
3.	3/4, 7		21.	3/4, 2
4.	4, 1		22.	3/4, U.C.
5.	3, 1		23.	5, 1
6.	4, 6		24.	3, 3
7.	3, 8		25.	3/4, 1
8.	5, 1		26.	3/4, 17
9.	4		27.	3
10.	4, 12		28.	4
11.	3, 3		29.	4/5, 2
12.	5		30.	3/4, 4
13.	4, 3		31.	3, 1
14.	4		32.	4/5
15.	4		33.	4, 1
16.	5, 2		34.	4
17.	3/4, 10		35.	3, U.C.
18.	4/5, 2		36.	4/5

Deriving TPR

2   Δ   Δ/3   3   3/4   4   4/5   5   6

Appendix F (cont'd.)

Distribution: 8   9   12   3   4

Ogive: 8   17   29   32   36

TPR: 5

APPENDIX G

IDENTIFICATION INFORMATION

Name _____ Last four digits of Social Security #____

Sex ( ) Female   ( ) Male

The grade level you are teaching presently:

Number of years at this level, not counting the current year:

( ) nursery school
( ) kindergarten
( ) elementary (grades 1-3)
( ) elementary (grades 4-6)
( ) junior high or middle school
( ) senior high school

( ) 0 years
( ) 1 year
( ) 2 years
( ) 3 years
( ) 5 years
( ) more than 5 years

INSTRUCTIONS

The purpose of this form is to discover what teachers are concerned about at different points in their careers. With this information, teachers can be given the kind of help they need when they need it.

On the following pages you will find some statements about concerns teachers have. Read each statement. Then ask yourself, WHEN I THINK ABOUT MY TEACHING, AM I CONCERNED ABOUT THIS?

IF you are not concerned about that now, check the space marked NOT CONCERNED AT ALL.

IF you are concerned, but only slightly, check the space marked SLIGHTLY CONCERNED.

IF you are more than slightly concerned, but not extremely concerned, check the space marked MODERATELY CONCERNED.

IF you are very concerned, check the space marked VERY CONCERNED.

IF you are extremely concerned (more than very concerned), check the space marked EXTREMELY CONCERNED.

You may feel you OUGHT to be concerned about certain statements. You may feel that you ought not to be concerned about other statements. CHOOSE THE CONCERN YOU HAVE, NOT THE ONE YOU OUGHT TO HAVE. Understanding teachers' concerns is possible only if you say frankly what you personally ARE concerned about, not what you think you ought to be concerned about.

When you have finished, check your responses to be sure you have checked every item.

TEACHER CONCERNS CHECKLIST

Fuller 3/73

WHEN YOU THINK ABOUT YOUR TEACHING, WHAT ARE YOU CONCERNED ABOUT?

I am concerned about:	Not con- cerned at all	Slight- ly con- cerned	Moder- ately concerned	Very con- cerned	Ex- tremely concerned
1. lack of respect of some students	____	____	____	____	____
2. standards and regulations set for teachers	____	____	____	____	____
3. selecting and teaching content well	____	____	____	____	____
4. the mandated curriculum is not appropriate for all students	____	____	____	____	____
5. whether students are learning what they should	____	____	____	____	____
6. whether the students really like me or not	____	____	____	____	____
7. increasing students' feelings of accomplishment	____	____	____	____	____
8. the nature and quality of instruc- tional materials	____	____	____	____	____
9. where I stand as a teacher	____	____	____	____	____
10. motivating students to study	____	____	____	____	____
11. working productively with other teachers	____	____	____	____	____

I am concerned about:

	Not con-cerned at all	Slight-ly con-cerned	Moder-ately concerned	Very con-cerned	Ex-tremely concerned
12. lack of instructional materials					
13. rapid rate of curriculum and instructional change					
14. feeling under pressure too much of the time					
15. frustrated by the routine and inflexibility of the situation					
16. becoming too personally involved with students					
17. maintaining the appropriate degree of class control					
18. acceptance as a friend by students					
19. understanding the principal's policies					
20. the wide range of student achievement					
21. doing well when a supervisor is present					
22. meeting the needs of different kinds of students					

I am concerned about:

	Not concerned at all	Slightly concerned	Moderately concerned	Very concerned	Extremely concerned
23. being fair and impartial	___	___	___	___	___
24. diagnosing student learning problems	___	___	___	___	___
25. getting a favorable evaluation of my teaching	___	___	___	___	___
26. being asked personal questions by my students	___	___	___	___	___
27. too many noninstructional duties	___	___	___	___	___
28. insuring that students grasp subject matter fundamentals	___	___	___	___	___
29. working with too many students each day	___	___	___	___	___
30. challenging unmotivated students	___	___	___	___	___
31. the values and attitudes of the current generation	___	___	___	___	___
32. adapting myself to the needs of different students	___	___	___	___	___
33. whether students can apply what they learn	___	___	___	___	___

I am concerned about:

	Not con-cerned at all	Slight-ly con-cerned	Moder-ately concerned	Very con-cerned	Ex-tremely concerned
34. understanding the philosophy of the school					
35. students who disrupt classes					
36. instilling worthwhile concepts and values					
37. how students feel about me					
38. student health and nutrition problems that affect learning					
39. the psychological climate of the school					
40. clarifying the limits of my authority and responsibility					
41. assessing and reporting student progress					
42. chronic absence and dropping out of students					
43. lack of academic freedom					
44. teaching required content to students of varied background					

I am concerned about:

	Not concerned at all	Slightly concerned	Moderately concerned	Very concerned	Extremely concerned
45. student use of drugs	___	___	___	___	___
46. feeling more adequate as a teacher	___	___	___	___	___
47. guiding students toward intellectual and emotional growth	___	___	___	___	___
48. being accepted and respected by professional persons	___	. ___	___	___	___
49. adequately presenting all of the required material	___	___	___	___	___
50. slow progress of certain students	___	___	___	___	___
51. my ability to present ideas to the class	___	___	___	___	___
52. helping students to value learning	___	___	___	___	___
53. whether each student is getting what he needs	___	___	___	___	___
54. increasing my proficiency in content	___	___	___	___	___
55. recognizing the social and emotional needs of students	___	___	___	___	___
56. the wide diversity of student ethnic and socioeconomic backgrounds	___	___	___	___	___

APPENDIX H

FEEDBACK QUESTIONNAIRE
for Journal Writers

Please take a few minutes to answer the following questions as candidly as you can. We need your feedback. Thanks!

Ratings: 1 = not at all; 2 = a little; 3 = sometimes more than others; 4 = pretty much so; 5 = Yes, indeed!

1) Was the journal-writing experience meaningful for you? (Did you gain new insights into yourself and your teaching?)

| 1 | 2 | 3 | 4 | 5 |

2) Was the feedback provided challenging? (Did it stretch your thinking?)

| 1 | 2 | 3 | 4 | 5 |

3) Was the feedback provided supportive? (Did it make you feel good, that someone cared?)

| 1 | 2 | 3 | 4 | 5 |

4) Were the weekly Blurb topics stimulating? (Were they thought-provoking?)

| 1 | 2 | 3 | 4 | 5 |

5) Would you recommend the journal-writing experience to other teachers?

| 1 | 2 | 3 | 4 | 5 |

6) Would it be of help to you to have someone with whom to interact in this manner on a long-term basis?

_____No   _____Yes

If your answer was yes, check the length of time you think would be optimum:

_____10 weeks; _____20 weeks; _____50 weeks; _____longer

7) We'd appreciate you adding any comments of your own below:

APPENDIX I

RESPONSES TO FEEDBACK QUESTIONNAIRE

Group I Responses

1. "Time is a critical factor. Verbal communication would be a much more valuable source of feedback for me."

2. "Writing the journals tended to become a burden after ten weeks—and the newness wore off. The journals provided me a catharsis. It was a way to cement my thoughts."

3. "Time to write—a great problem."

4. "I found that making myself write about the day's happenings gave me insight but it was hard to keep it up. It was like a New Year's Resolution—it wore off! I'd like to do something like it on my own so I'd remember more about particular students' problems and be able to recall them when talking to parents."

5. "I felt like it was another thing to do...this form of writing is not for me. The talk between two people (you and a partner) would have been as beneficial to me."

6. "Sometimes I found it difficult to write about some situations because it seemed like I could not give enough background info to make the situation understandable."

7. "During the fall semester I kept up with my journal-writing and it kept my interest. After Christmas break it seemed so repetitive I lost interest and it was hard to get back in the daily habit of writing. I could have gotten into maybe a weekly journal rather than a daily. It wouldn't have been so repetitive."

8. "Even though I believe it was valuable—and would do it again—it does require self-discipline to set a time to write."

9. "It was a fantastic experience—one I'll always remember."

10. "Journalizing was most exciting once I got into it. I gave high ratings to all areas except 6 because all people would not gain because they wouldn't want to commit to carrying out the task. However, if they received the genuine feedback I received you might get them interested. This experience was helpful to me as a veteran teacher (12 years) to relate to. The beginning teacher may have much difficulty because they are still experimenting with processing the daily. However,

this may let some of them see their impact sooner--so it wouldn't hurt to try. By 10 weeks 'I had the picture' of who I was and some of why and how I do things with my kids. Yet, the 20 weeks was exciting to record and reflect even more. There was so much reinforcement for me on general trends or specific things I stress (they just stood right out). I enjoyed seeing them and also if I 'plugged in something new' I could tell if it was valuable or not by going through it as a journal reader."

11. "I really enjoyed the experience. It was very helpful to have someone to tell my problems to or share my good experiences with. It was also good to have someone who could really understand what was going on."

12. "The journals helped me to put a lot of ideas down on paper. Helped me to write out a lot of my thoughts."

13. "I hope to use my journal toward my independent study. Although writing it alone was helpful."

14. "Thank you for the great interaction. The journal provided me with some new ideas and helped me gain confidence and understanding. The journal gave me the drive to become a better and more aware teacher."

Group II Responses

1. "It got extremely hard at times to keep up on my journals. I was almost never able to do them during the actual school day. It was more like I wrote it later that night. I really enjoy doing them--10 weeks is really a long time! But I did appreciate all the feedback."

2. "I really looked forward to the feedback."

3. "I appreciated the suggestions and support."

4. "I enjoyed it and plan to continue to the end of the year."

5. "Journal writing would be more meaningful if I was not taking other classes. I felt pinched for time, but I do feel it is worthwhile."

6. "Journal writing was not needed daily--maybe once or twice a week when something important came up the writer wants to share."

7. "I don't think it was necessary every day--some days you don't feel like writing and other days you don't have anything to write. All in all, I loved getting it back and it made me feel good about myself and my teaching."

8. "At the time of journal writing, I felt it to be a slight pain but after I have reread my papers I really have to eat my previous words."

9. "I feel that I don't need to write my experiences. I have close relationships with several of the other staff members which makes this type of interaction possible and feedback is immediate. Further, the relationships make their feedback valuable. Big concerns and small concerns are shared daily with my husband who I consider my best friend."

10. "I did not object to writing a journal, found it was helpful but time consuming when I was also coaching."

11. "Journals revealed a lot of strengths and weaknesses of program after I put it together. I was very disappointed with the way my new job had turned out--I felt with journal writing I was communicating with someone who was familiar with knowledge in stating educational concerns."

Group II Responses

1. "I tend to think the journal-writing experience might have been more meaningful if I had been in the class and had the benefit of your weekly discussions and interaction."

2. "Many Blurb topics for me personally were repetitive from previous classes that I had when I was working on my MA program."

3. "Sometimes it was difficult to interact with a 'disembodied' person. Not sure if the reader understood what (or who) I was talking about."

4. "It was just too much to keep up with--your topics were so neat that I wanted to spend 20 minutes or more to write on them. I seldom found the 20 minutes between my school life/family life time!"

APPENDIX J

MASTER OF ARTS FOR CLASSROOM TEACHING
PROGRAM DESCRIPTION & PLANNING GUIDE

College of Education - Michigan State University
Division of Student Teaching & Professional Development

RATIONALE

A master's program should enhance the unique competencies of practicing teachers. Such a program needs to be flexible in the sense that instructional options are provided which are consistent with the strengths, shortcomings, and interests of each teacher. But at the same time, the program should have a specified general structure which will ensure that the approved program of study for each candidate will be comprehensive and meaningful. Finally, the program should capitalize on the strengths and physical proximities of the university staff. This instructional program is organized to provide for these conditions and to be somewhat individualized for each candidate.

INSTRUCTIONAL PROGRAM

The instructional program, planned by each student with an advisor, should be based on that student's existing status and declared interest in each of the following areas:

1. Professional Development (12-16 credit hours)

2. Professional Knowledge (18 credit hours)

3. Special Interests (12-18 credit hours)

TOTAL PROGRAM = 45 - 51 credit hours

A. Professional Development (12-16 credit hours)

A primary purpose of the master's program in classroom teaching (MACT) is to enhance a teacher's ability to engage in meaningful self-analysis and to plan for continual professional growth. Approximately one-third of each candidate's program will be devoted to this goal. This portion of the Master's program will include a course in classroom analysis, several instructional development projects/studies, and a course in classroom synthesis. The sequence of these courses is as follows:

(1) ED 838A Classroom Analysis (3 cr - Numerical grading)

Classroom Analysis is the first of several courses in a
series which are required for satisfactory completion of
the degree.

Emphasis in the course is placed upon the identification
and utilization of basic analytical skills in assessing
teacher performance in classroom settings.

The assessment of teaching performance which is accomplished
in this course will then lead to meaningful guidance and a
more informed selection of subsequent courses and experiences
during the remainder of the candidate's program.

(2) ED 838B Instructional Development (2-4 cr - Maximum of 12 -
P/N grade)

Following satisfactory completion of Classroom Analysis,
candidates will enroll during subsequent terms for two,
three, or four credits of Instructional Development. A
minimum of eight credits are needed to fulfill the
requirements.

Projects (or a series of related projects) will be under-
taken by the candidate upon the approval of the professor-
supervisor. Successful implementation of this project
(or projects) will include a written evaluation of the
effectiveness of changes occurring in the candidate's
instructional program. Supervision of the projects may
include on-site visits to the candidate's classroom, small
group seminars among teachers engaged in similar projects,
and large group meetings in which evidence of a change in
classroom performance is presented by the candidate and
discussed with others in the program.

(3) ED 838C Classroom Synthesis (3 cr - P/N grade)

This course is intended to serve as a culminating experience
and should be an integration of theory and practice. It
should be preceded by at least 36 term hours of course work
which is applicable toward fulfilling the requirements.

Candidates will be assisted in determining personal beliefs
and philosophies of education, and how these beliefs and
philosophies determine or effect attitudes and approaches
to classroom instruction. A final professional development
report is to be submitted which reflects the candidate's
personal beliefs and philosophies, as well as long and short
term goals for improving teaching effectiveness.

B. Professional Knowledge (18 credit hours)

In an effort to expand knowledge of educational theory and practice, the candidate and advisor will select at least one course from each of the following groups. In order to satisfy the 18 credit hour minimum, an additional course must be selected from one of the categories. Other related courses from the multi-title listings may be substituted for some of those indicated.

Social and Philosophical Foundations:

    ED 800 - Crucial Issues in Education
    ED 801A - Philosophy of Education
    ED 804A - History and Comparative Education

Curriculum:

    ED 820 - Principles of Curriculum Improvement
    ED 861 - Elementary School Curriculum
    ED 862 - Trends and Research in Elementary Education
    ED 882 - Curriculum for the Middle School
    ED 882 - Seminar in Curriculum Planning
    ED 821D - Seminar in Middle School Curriculum

Psychological Foundations:

    ED 410 - Instructional Design and Development
    ED 411 - School Learning I
    ED 464 - Standardized Tests and Testing Programs
    ED 465 - Testing and Grading
    ED 811 - School Learning II
    ED 812 - Child Growth and Development
    ED 813 - Social and Emotional Behavior

Reading:

    ED 830C - Elementary School Reading
    ED 830D - Methods of Reading for the Secondary School

Methods:

    ED 830 - Series - Advanced Methods and Materials in Social
                      Studies; Language Arts; or Children's Literature

    ED 833 - Teaching Elementary School Mathematics
    ED 836 - Elementary Education - School Mathematics Instruction
    ED 846 - Specialized Methods and Materials for Teaching
             Elementary and Middle School Science
    ED 871 - The Secondary School
    ED 827 - Improving Secondary Social Studies Instruction
           - Content area courses for secondary majors

C. Special Interests (12 - 18 credit hours)

Maximum flexibility is assured by allocating approximately one-third of the program to courses, seminars, workshops, or independent studies which the candidate and advisor select on the basis of special needs or interests. A candidate may strengthen knowledge in a content area, add an endorsement to the teaching credential, include coursework in methods of teaching, interpersonal relations, specialized skills, or whatever other areas are relevant to the candidate's special situation.

Possible courses include:

ED 882 - School Law for Teachers
ED 484 - Interpersonal Relations
ED 882 - Children and Violence
ED 882 - Development of Self Concept
ED 882 - Individual Differences
ED 482 - Environmental Education
ED 482 - Evaluating Classroom Learning
ED 484 - Bilingual Education
ED 882 - Creativity in the Classroom
ED 882 - Educating the Gifted Child
ED 482 - Career Education Instruction
ED 882 - Futuristics in Education
ED 882 - Global Education
ED 882 - Instructional Media
ED 881 - Community Resources Workshop
ED 882 - Introduction to Schools without Failure
ED 882 - Strategies in Teaching
ED 884 - Discipline in the Classroom
ED 884 - Reducing Classroom Conflict
ED 823 - Instructional Simulation
ED 824 - Seminar in Instructional Development
ED 837A - Supervision of Student Teachers
        - Content area courses

Program Planning Guide

Name_____ Date_____

MASTER OF ARTS PROGRAM FOR CLASSROOM TEACHING

Area A <u>Professional Development</u> (approx. 15 credits) - The Master of
Arts in Classroom Teaching is unique in its emphasis on projects
or activities which occur in a candidate's own classroom. The
program involves self-designed projects dealing with the diag-
nosed needs in classroom performance and instructional design.
Classroom visitations by the on-site advisor and special area
consultants augment classroom application projects.

Course Number	Course Title	Cr.	Grade	Quarter Taken

Area B <u>Professional Knowledge</u> (approx. 15 credits) - Involves courses,
workshops or seminars to expand the candidate's knowledge of
educational theory and practice. Attention is given to social
and philosophical foundations, curriculum, psychological
foundations and advanced instructional techniques. The final
selection of offerings in this area is based on the diagnosed
needs of each candidate.

Area C <u>Special Interests</u> (approx. 15 credits) - Maximum flexibility is
assured by allocating approximately one-third of the program to
courses, seminars, workshops, or independent studies which the
candidate selects on the basis of special needs or interests.
A candidate may strengthen knowledge in a content area, special
methods, interpersonal relations, specialized skills, or whatever
other areas are relevant to his/her special situation.

Minimum credits for M.A. degree = 45; 30 credits normally earned in the
degree-granting program; maximum of 12 credits can be transferred from
other institutions.

Total Credits: _____

APPENDIX K

November 8, 1978

Dear J. W. (Journal Writers),

Most of you have evolved your own way of journal writing -- and that's great! For those of you who are still not comfortable with it, may I suggest the following:

1) Every day spend a few minutes writing down your feelings and perceptions of the day. Try to avoid writing merely, "Things went well today," or What a lousy day!" Be specific and enlarge at least a little bit! O.K.?

2) Weekly, spend some time thinking and writing about the specific topic presented in these blurbs.

Be sure to save your journal entries. We'll want to see the entire collection when the experience is concluded. I think you'll be interested in having this record of the 1978-79 school year, too!

This week's topic is autobiographical in nature. Describe a time when you were really upset about something that happened to you as a student. What happened? Who was involved? How was the event handled? Would you, as a teacher, handle this event the same way? If not, what would you do differently?

I really appreciate your comments!

Have a good week!

Sincerely,

Mary K. Kelly

MKK/dt

Home address: 16 North Third, Niles, MI 49120
     Phone: 616/683-4507

Office address: 777 Riverview Dr., Bldg. B, Benton Harbor, MI 49022
     Phone: 616/925-0692

November 15, 1978

Dear J. W.*,

Reprieve! Your journals will <u>not</u> be due next Wednesday
(Thanksgiving break)! Don't let that keep you from making entries
<u>each day</u> you're in school, however. Bring journal entries for
November 15-28th with you to class on the 29th. Puh-leeze make an
extra effort to bring your buddy's with you too -- that really
helps me a lot.

I'd like you to think along two lines during the next two
weeks:

1) Look over what you've written in your journal so far.
See if you can pick out recurring concerns, or patterns of behaviors
and feelings. Give your over-all impressions of the experience.

2) A <u>contemporary</u> topic: evaluation. (Most of you have
just finished a marking period, so this should be fresh in your
mind!) How do you evaluate students? What uses do you make of
the evaluations? How do you communicate evaluations to students
and parents? If you could make any changes in the way your school
evaluates kids, what would they be?

Have a great Thanksgiving -- you turkeys!

Sincerely,

Mary K. Kelly

MKK/dt

*Journal Writers

November 29, 1978

Dear J. W.,

Countdown to Christmastime -- would you believe only 25 more days? I know it will be a busy time for you, but I urge you to continue to take a few minutes each day for your journal entries. If you can't be in class next Wednesday, please mail or bring your journals to me before Friday.

As the old year draws to a close, maybe it's a good time to concentrate on the future. So, this week's questions have to do with what lies ahead for you. Specifically, what are your plans for the future? Do you have any long-range hopes? What do you hope to be doing 5-10 years from now? What are you doing now so that these hopes may be realized?

Have a good week -- I don't want to hear about any of you doing a "Snow Dance" (you don't really want Snow Days, do you? Ha!).

Merrily yours,

Mary

M/dt

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