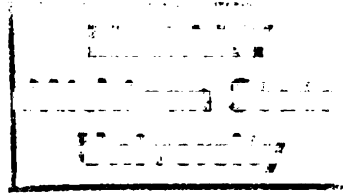


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Factors Perceived by Teachers and Administrators
as Stimulative and Supportive of Professional Growth:
An Exploratory Study of Sixteen School Environments

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Norma Louise Hungerford

has been accepted towards fulfillment
of the requirements for

PhD degree in Curr. and Inst.

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FACTORS PERCEIVED BY TEACHERS AND ADMINISTRATORS
AS STIMULATIVE AND SUPPORTIVE OF PROFESSIONAL GROWTH:
AN EXPLORATORY STUDY OF SIXTEEN SCHOOL ENVIRONMENTS

By

Norma Louise Hungerford

A DISSERTATION

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

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College of Education

1986

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ABSTRACT

FACTORS PERCEIVED BY TEACHERS AND ADMINISTRATORS AS STIMULATIVE AND SUPPORTIVE OF PROFESSIONAL GROWTH: AN EXPLORATORY STUDY OF SIXTEEN SCHOOL ENVIRONMENTS

By

Norma Louise Hungerford

The purpose of the study was to identify factors perceived to influence the professional growth of teachers. The identification of factors which would tend to stimulate and support growth, if added to school environments was also included in the study.

Four types of elementary schools in Southwestern Michigan were sampled randomly. These were: urban-metro core, urban-fringe, city/town, and rural. Four schools in each type of district and three teachers in each school were also randomly selected. The teachers and the principal of each school were interviewed.

Eight questions were used to probe four areas pertaining to professional growth. The four areas included personal perceptions of: 1) what is meant by "growing professionally"; 2) growth-stimulating and supporting factors; 3) desired stimulative and supportive factors; and 4) professional growth experiences attributed to environmental influences.

An analytic procedure was used to assign points to determine the cumulative scores which indicated the ranking of the

stimulators and support factors. The major influences of professional growth were people and curriculum factors. The principal and other teachers were perceived as major stimulators along with students and their needs and curriculum innovation. The differences in perception between principals and teachers pertained to which people were most important. The principals perceived it to be the principal while the teachers perceived it to be other teachers. Physical factors, curriculum factors, and interaction factors were identified as the desired stimulative and supportive factors. Growth experiences described pertained basically to curriculum innovation as a major source of learning.

The conclusions were: 1) that professional growth was perceived as related to situational needs; 2) agreement exists pertaining to perceived growth-influencing factors; 3) differences in perception are only in degree of influence; and 4) desired influences are basically budget items, which if provided might stimulate more teachers to grow and to feel supported in their growth.

ACKNOWLEDGMENTS

This document could not have been completed without the assistance of many people. Among those who provided encouragement and guidance are the members of the doctoral advisory committee: Dr. Charles A. Blackman, Chairperson; Dr. Keith Anderson; Dr. Ben Bonhorst; and Dr. Robert C. Hatfield. Their helpful suggestions are much appreciated.

Appreciation is also extended to the study participants who gave time from their busy schedules to be interviewed and who provided much insight into the perceptions of persons in school environments pertaining to the professional growth of teachers.

Finally, a special thank-you is extended to my husband, John, to daughter Laura, and to son John IV for their understanding, assistance, and loving support throughout the entire endeavor. Their concern and their thoughtful regard for my professional growth, as well as their own, will always be appreciated.

Norma L. Hungerford

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CHAPTER I: THE PROBLEM

The focus of the study was on the school environment. Since the teacher's workplace -- the school -- is where teachers function in their many roles, a study of the school environment as a source of stimulation and support is essential in the field of professional development. Although enormous differences exist in the extent to which teachers pull growth-producing experiences from their environments (Joyce and McKibbin, 1982), there is general agreement that teachers who are stimulated toward growth, and who are supported in their growth efforts, have greater potential for growth than those who are not stimulated, and who are not supported.

Introduction to the Research Problem

Traditionally, teachers, once certified, have earned graduate-level credits toward maintaining and/or adding to their certification. District salary-increment policies, which call for documented study toward new knowledge and skills valued by the school district, have also encouraged advanced study by teachers. In addition, teachers have responded to state mandates which require specialization and/or skills-remediation in order to meet student needs. These mandates have, primarily, been due to the identification of special needs of students which have led to new programs and to a broadening of the school-clientele base. Some of the areas included are: programs for the learning disabled; bilingual education; gifted education; and special

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education serving people ages 0-26 years of age.

During the past ten years, research on teacher effectiveness and school climate as crucial elements affecting student growth, has underscored the need for professional growth on the part of teachers. Upgrading levels of teacher competence and/or providing specialization toward the meeting of district and state mandates no longer stand as sufficient according to recent theories of teacher development (Combs, 1981).

A Concern for the Stimulation and Support of Teacher Growth

Teacher growth has come to the fore, in recent years, as a concern which has prompted volumes of writings and unlimited discussions regarding how best the issue might be addressed. Of concern is not only what programs lead to growth, but also what influences teachers to grow as professionals. Growth toward becoming a more mature, informed person and a more effective teacher involves both personal and professional growth.

What then stimulates teachers to grow and supports their growth? Growth, ordinarily, requires stimulation which occurs at the appropriate time and under the right conditions. Growth also requires nourishment or support. The identification of what stimulates the growth of teachers and what supports their growth may be helpful to teacher educators and others who are concerned with the growth of teachers at the preservice and inservice levels.

The Purpose of the Study

The purpose of the study was to investigate the workplace environments of teachers in order to identify factors within those environments which have tended to stimulate and support the professional growth of the teachers who work there. The purpose was also to investigate representative school environments to identify factors which were not perceived as currently present but which were deemed desirable by persons in those schools. In addition, the purpose included the identification of types of growth experiences attributed by persons to environmental influences in the schools.

The identification of such influences perceived as present and desirable may have significance in the extension of the body of knowledge on the professional growth of teachers. In addition, curriculum planners, teacher educators, and others involved with the growth of teachers as professionals may benefit from the results of this and similar studies.

Background Information

In the past few years, a growing awareness of professional growth has emerged as more has become known about adult learning, and about the interest of adults in learning new things which would be helpful to them in their life's work. Persons who are interested in teachers as professionals and who are concerned about their growth have begun to view professional growth as a area which warrants the attention of all within the

profession.

Much has been written about factors within the school environment which serve as barriers to teacher growth (bureaucratic structures, the centralization of authority, and rigid social structures). Research findings by Weick (1982) tend to indicate, however, that some of the "supposedly" hierarchial structures in schools are in reality "loosely-coupled" systems which allow more flexibility than previously thought to be present in schools. In other studies (Brookover and Lezotte, 1979; and Edmonds, 1977), schools labelled as "effective schools" were schools which included "shared decision-making" as a primary characteristic associated with effectively meeting organizational goals.

The Challenge

Studies (Brookover and Lezotte, 1979; and Edmonds, 1977) in the area of effective schools also point to the need for stimulative and supportive factors, if progress is to be made toward growth in students and teachers. These studies indicate that the question of "what are the factors which stimulate and support growth" is at the fore, whether it pertains to students, to teachers, or to both. In the area of teacher growth, the challenge is in the identification and description of factors which stimulate and support the professional growth of teachers. Since it is the perceptions of people which influence their behaviors (Combs, 1965, p. 13), the challenge of determining which factors impact teacher growth in a positive

way, involves looking at what is perceived, by persons in the school environment, to have that effect. If teachers are to become more mature and more informed as persons and more effective as teachers, the challenge of identifying what things in the school environment influence teacher growth takes on significant meaning.

Assumptions Underlying the Study

The assumptions underlying the study pertain to what is currently known about teacher growth and about the characteristics of teachers related to their involvement in professional growth activities. The study is based on the researcher's assumptions:

1. Professional growth (which includes personal growth) is desirable in teachers.
2. Teachers and others in school settings have perceptions of school environments which may indicate the influence of environmental factors on the growth of teachers in those schools.
3. Stimulation and support of growth in the school environment (which serves as the workplace of the teachers in any particular school) enhances the probability that the teachers there will begin to grow and will continue their growth.
4. The identification of factors which are present or those which if present would influence growth and

the identification types of growth experiences which have been a result of environmental influences, may contribute to a further understanding of the school environment as it pertains to the professional growth of teachers.

Questions to Guide the Study

The questions which guided the study were based on the above assumptions. These questions were designed to lead toward an identification of factors in the school environment which stimulate and support teacher growth. The development of the guiding questions involved first, the defining of areas to be probed and then the development of a set of questions to focus the study and to be used as a guide in the investigation. The areas and the questions are presented below.

The Guiding Questions

- I. Personal Perceptions of the Meaning of "Growing Professionally"
 - A. What does "growing professionally" mean to persons in the school environment?
 - B. What do principals and teachers identify as growth periods, in the careers of teachers?
 - C. What do principals and teachers specify as the length of the growth periods:

II. Perceived School Environment Influences on Professional Growth

- A. What factors in school environments stimulate teachers to pursue professional growth and which of these are more influential than others as stimulators?
- B. What factors in school environments support teachers in their growth efforts and which of these are more influential than others as support factors?

III. Perceived Environmental Influences Which are Desired

- A. What factors (currently not present or not sufficiently present) are perceived as desirable in a growth-stimulating/growth-supporting environment for teachers?
- B. Which of these factors would tend to stimulate growth, and which would tend to support growth?

IV. Professional Growth Experiences Perceived to be Attributed to Environmental Influences

What growth experiences have been attributed to something in the school environment which stimulated and/or supported growth?

These questions provided a focus for the study which would hopefully lead to knowledge pertaining to the types of influences in school environments which currently impact the stimulation and support of teacher growth. Focusing on school environments facilitated an investigation of the school as the workplace of teachers. It also facilitated the investigation of the school as a contributor to the learning of teachers.

Definitions

The following definitions are used throughout the study report. They are:

Content Analysis - a process for identifying and listing information categorically and then examining the information as presented (Joint Committee on Standards for Education, 1981, p. 150)

Factor - a defined element or part of a school environment

Loosely-Coupled Systems - organizational systems which operate independently of each other even though they may be part of a larger system (Weick, 1982)

Inservice - a type of planned program for the purpose of teacher development, usually topical in nature.

Professional Growth - growth which is positive in direction and pertains to the functioning of a person in his or her career.

School Environment - the ambience surrounding those in the school which includes all factors which impact those in the schools.

Limitations of the Study

The study focused on school environments in four different sized districts in Southwestern Michigan. Therefore, the results may not be generalizable to districts in other locales. In addition the methodology utilized personal interviews with open-ended questions. The time involved in interviewing sixty-four interviewees restricted the size of the sample. For the purposes of this study these limitations did not inhibit the gathering of the information which was sought. Since the limitations were recognized and accepted before the study was

begun, they are mentioned here. They are described in more detail in Chapter V.

CHAPTER SUMMARY

Much has been written about the schools as facilitating environments for student growth. In recent years there has been a focus in the literature on the prevailing climate and factors within that climate which promote and/or prohibit student achievement. As more has become known about teachers' and their needs and about adult learning, in general, a concern for teacher development has emerged which focuses on the professional growth of teachers. Persons in higher education and others have become increasingly aware that the school environment impacts the development of teachers as well as students. This awareness has begun to prompt investigations of school environments and the relationship of those environments to teacher growth.

The purpose of this study was to investigate school environments to identify factors which stimulate teachers to grow and which support their growth once begun. Four assumptions pertaining to the professional growth of teachers served as a base for the study. Eight questions pertaining to four areas were developed to guide and to focus the study. These questions also served the study by providing a base for the development of eight questions (presented in Chapters III and IV) which were used in the interviewing of sources of information on the school environments studied. The following chapters contain the results

of the search of the literature, the procedures followed in the conducting of the study research, the findings related to growth-stimulators and growth-support factors and conclusions based on the study findings. A section on reflections on the study is also included.

CHAPTER II: PRECEDENTS IN THE LITERATURE

The identification of factors in the school environment which are perceived as contributors to the stimulation and support of professional growth in teachers required an investigation into what is currently known about several different areas. These areas are: 1) professional growth as it pertains to teachers; 2) the school as the workplace of teachers; and 3) the influence of the school environment on the professional growth of teachers. A review of related literature is presented in this chapter.

Professional Growth

As It Pertains to Teachers

Traditionally, teachers have been viewed as persons who impact the learning which occurs in the school. With the demise of the one-room school (where the teacher served as the principal, the curriculum director, the counselor, the physical education, the art and music teacher, as well as the cook and the custodian) the role of the teacher has evolved into a more specialized role referred to by Tough (1978) as that of a facilitator of student learning in a complex organizational system of many specialists. In some schools, however, teachers still fill some of the roles mentioned above, despite claims that the school organization provides for specialists to fulfill these various roles. In order to improve the skills of teachers, as facilitators of student

learning, efforts have been employed in the past twenty years toward teacher development in order to update and refine skills already possessed by teachers. In addition many of the efforts have been in the area of remediation. Remediation toward improved teacher performance has been a central focus. Workshops, seminars, and inservice programs (some with multiple-topics) based on teacher needs identified by administrators, state department of education members, and others external to teachers themselves, are reported throughout the literature.

In most of the cases reported in the literature, the major efforts of teacher development have occurred as remediation strategies toward improving student achievement. Here, teachers are viewed as deficient in the skills necessary to promote effective growth in all or some of the students and remediation efforts are made in an attempt to change teacher behavior. A focus on continuous professional growth or on building on existing strengths is lacking.

Observations by Perry (1980) indicate that even when teachers do grow professionally, externally imposed mandates and guidelines tend to limit the extent to which teachers are able to apply the new strategies and knowledge. The restrictions which accompany the mandates deprive (in many cases) deprive the the teachers of the freedom to make important professional decisions. In addition when mandates and strict guidelines (which dictate how the development will occur and exactly how the learnings will be applied) are present, teachers tend to resist

development efforts. This challenges commonly held beliefs that because of an "enlightened purpose" on the part of teachers they will persevere and will not be diminished by groups external to the situation (Perry, 1980, p. 258; and Corwin and Edelfelt, 1978, p. 5). It also challenges the assumption that teachers can or will implement new learnings and skills or that they will pursue growth when growth activities are offered.

Repeatedly, the professional growth of teachers emerges in current literature as the "missing link" in discussions of teacher development and improved student education in the schools. When the focus is on remediation, the experiences which are planned lack the deeper meaning associated with continuous growth and renewal. In order for teachers to be constantly renewed and revitalized, there must be a conscious and intended "bringing out of the capabilities and possibilities within the teacher" (Holly, 1977, p.29). When the focus is on the professional growth of teachers, understandings may emerge which will provide teachers and the field of teacher education a broader knowledge base which may be useful in the many decisions yet to be made pertaining to teachers, their needs and their growth.

Professional Growth

As a Process

Studies by Allport (1955, 1961, and 1974) underscore definitions by Maslow and Rogers which present "growth" as a "process of becoming." When growth is viewed as a process then people

who are growing become persons en process rather than persons who are a result of something applied to them. Rogers (1971) extends the definitions (referred to above) by saying that the person who "strives to become" is one who views himself or herself as part of the process of becoming. Numerous models which classify factors which pertain to "growing" or "becoming" have been developed and may be found in the literature. One such model was proposed by Macagnoni (1979). It was based on six perceived "potentials" of a growing human being. These were: 1) a physical potential; 2) an emotional potential; 3) a social potential; 4) an intellectual potential; 5) an aesthetic potential; and 6) a spiritual potential. Macagnoni identifies the sixth potential -- a spiritual potential -- as the one which involves a person's overall awareness of the self as a holistic form in the continuous process of becoming.

Little attention has been given by educational theorists or researchers to the extent to which teachers have given conscious thought to the importance of personal growth as it relates to professional growth. Most authorities admit, however that the two are entwined. Gardner's (1964) observations indicate that as people pass through life they become less and less willing to take risks. Gardner theorizes that persons who seek growth or renewal must understand themselves, have the courage to risk failure, and must be motivated toward growing on a continuing basis throughout their lives. Boy and Pine (1971)

contend that there is a relationship between the teachers' personal and professional lives which, if there is a variety of enriching experiences in their personal lives, makes them more human and better able to facilitate the growth and development of students in their charge.

In recent years age-theories and stage-theories have come to the fore as means for classifying levels of development in both personal and professional growth. Research which tests these theories has received a large amount of attention in the literature. This is partly due to an escalating interest in the nature of adult learners, increased availability of studies of adult continuing education, and efforts to determine the impact of various environments on learning (Joyce and Showers, 1983).

Adult Learners in General

Studies by Tough (1978) and others indicate that persons in all segments of any population undertake some type of learning efforts on a regular basis. Tough (1978, p. 252) reports that seventy to eighty percent of all people conduct at least one major learning endeavor each year. A 1974 study by Peters and Gordon of 466 adults in Tennessee revealed that most learning efforts were job-related or recreational. A few involved personal improvement, religious study, or family-relations matters. Another study (Penland, 1976) of 1500 adults across America identified and rank-ordered the areas of life in which people reported

that they applied learnings acquired during their conscious learning efforts. These were: 1) personal development; 2) home and family; 3) hobbies and recreation; 4) general education; 5) job; 6) religion; 7) voluntary activities; 8) public affairs; and 9) agriculture and technology. Since these are areas for endeavor by the general populace, more is presented below which pertains to teachers as adult learners.

Teachers As Adult Learners

Several studies in the literature emerged as those which pertained to teachers, in particular, and their efforts to learn. These were studies by Fair (1975); Miller, (1977); Kelly (1976); and McCatty (1976) which indicate that like the general populace, teachers also exert conscious growth efforts on a regular basis. They report that teachers indicated that the learning efforts which are most meaningful to them are those which are self-planned rather than those undertaken in response to educational requirements imposed on them. In studies reported by Tough (1978) most of the adults studied "desired" the support and assistance of others in the planning and the guiding of their learning. With teachers, however, no clear-cut pattern emerged as to whether teachers wanted assistance or how much assistance they preferred. Rubin (1978) contends that most adults prefer control over their own learning and growth. Holly's (1977) study indicates that teachers do want this control.

Motivation, as well as stimulation toward growth, is important if effective growth is to occur. The personal motives of 1) curiosity; 2) a striving for competence; 3) the urge to make order out of incongruities; 4) a wish to be considered mature by others; 5) the desire for authenticity in personal relationships; and 6) the need to develop and affirm an identity are mentioned by Perry (1980). These apply to professional growth as well as to personal growth. The source of the motivation or stimulation, whether internal or external, is of primary importance if the learning efforts of teachers are to result in professional growth.

Definitions of Professional Growth

Pertaining to the Professional Growth of Teachers

Professional growth as it pertains to teachers has been defined in numerous ways. Some researchers and theorists define professional growth as "a developmental process which occurs due to the personal initiative of teachers at both the preservice and inservice levels." These authorities contend that such growth utilizes both formal and informal growth-producing experiences which contribute to teachers becoming "more fully-functioning professionals." Other authorities define professional growth as "growth which occurs when persons move to higher stages of development and functioning." Both of these definitions involve stage theories of development.

Hatfield and Ralston (1978) describe professional growth as "personal growth, through internal and external assessment for the lifelong pursuit of excellence in a given field of expertise as reflected in the achievement of personal, client, and institutional goals." Holly and Blackman (1981) describe growth as "moving toward progressively higher levels of thinking which brings the individual (or persons) to more adequate and complex ways of processing information and more sophisticated ways of acting." Blatt (1980) adds that growth involves "the drawing out, encouraging, and nurturing of people's inner resources."

Burden's (1980) study of environmental influences on the professional growth (including personal growth) of teachers indicates that four steps are involved as changes which teachers go through as they grow. These are: "1) an increase in knowledge, leading to 2) a change in attitude, which 3) increased ability, leading to 4) changes in job performance." In addition Newman, Burden, and Applegate (1980) maintain that teachers' understandings and interpretations of their own growth influence further development and can be positive influences on further development. In a review of position papers by Edelfelt and Johnson (1975) they report that little evidence exists which indicates that programs designed for teachers (inservice programs) have addressed renewal of spirit, morale, or commitment even though these areas have been identified in the literature as areas

which need attention and which are important if teachers are to grow professionally.

Motivation and Stimulation

Toward Professional Growth

There is agreement among authorities in the field of professional development that both the rate and the extent of professional growth are determined to a large extent by personal motivation toward "growing." Studies by Burden (1980), Newman (1979) and Fuller (1969) indicate that teachers have different needs and concerns at different points in their careers. Although these studies identify needs which tend to emerge in relation to particular periods in teachers' careers, the relevant contribution which they make pertaining to the stimulation of teachers toward growth is in their support of teacher growth as something which will occur naturally when teachers are stimulated unless teachers feel threatened and therefore choose not to grow.

Mai (1981) says that motive toward professional growth is extremely complicated. The factors which he identifies which underly teachers' quests for new knowledge are: 1) curiosity; 2) the need to deal with particular problems; 3) job security; 4) advance salary and status; 5) peer or superordinate pressure, and 6) dissatisfaction with current practices. Shaw (1974) indicates, however, that some teachers appear to be content with "apathy" (their own) and do not pursue growth beyond

that needed for survival. Gardner (1964) contends that those persons who do seek growth and renewal at some point in their careers often discover that "the development of their potentialities and the process of self-discovery are never ending entities."

While Rubin (1971) says that the desire to change must come from within, Maslow (1974) says that although internal impetus is primary, external situational factors also play a part. Maslow says further that a focus on motivation as an internal striving does not negate nor deny an investigation of situational factors as determinants. Vroom (1964) theorizes, too, that the nature of motivation is such that consideration must be given to the arousal and energizing effects of external stimuli (as well as to peoples' desires to change).

The School As the Workplace Of Teachers

Traditionally, and rightly so, the school has been viewed as the place where students learn. Until recently little attention has been given to the school as it impacts the lives of those who serve society as the educators of students. "Conditions for teaching" has recently become a focus with the advent of the "master contract." However, other than studies of teacher motivation based on previous studies pertaining to working conditions identified by Herzberg (1966) which identify "motivation factors" (growth-enhancing facets) and "hygiene

factors" (pain-avoidance facets), little has been written on the school as the workplace of teachers. Since the school, like other places of employment serves as the place where teachers make decisions on a daily basis which confirm their decisions to continue in and to make that place a better place, the milieu surrounding the school deserves illumination.

As teachers contribute to the environment of the school they are also influenced by that environment. Factors within that environment impinge on their daily lives. If the workplace environment is to be better understood, it deserves further study.

The Influence of the School Environment On Teachers as Practitioners

Studies by Joyce and McKibbin (1982) involving more than two hundred teachers indicate that a substantial number of teachers are heavily influenced by factors in the school environment. They reported that when an active and energizing climate is part of the school environment, and when the staff in that environment is excited about a common vision of what should go on there, the number of teachers actively involved in the processes of the school increases. They say, however, that in more reticent school environments teachers are less likely to be actively involved in what goes on in the school.

Studies also indicate that although the organizational pattern in most schools follows a "line-staff" system of

organization, which is hierarchical in nature, the reality lies in "loosely-coupled" systems (Weick, 1982; Scott, Meyer, and Deal, 1980; and Cohen and March, 1974). In loosely-coupled systems decisions are made which do not necessarily follow the prescribed "top-to-bottom" or "bottom-to-top" route of a hierarchical structure. Instead, sometimes the systems within the structure operate independently of each other and with little coordination. In cases where a close coordination is intended, it is sometimes difficult to establish and maintain close coordination. Teachers working within these systems sometimes experience isolation and yet in others there is a "common vision" about the purposes of the school which serves as a unifying factor.

The Influence of the School Environment On the Professional Growth of Teachers

The influence of the school environment on teacher growth is seldom mentioned in the literature. However, the influence of environments in general is commonly mentioned. Gardner (1964) indicates that the development of new skills is due, at least in part, to a "dialogue" between individuals and their perceived environments. Howsam (1963); Combs, Soper, Gooding, Benton, Dickman, and Usher (1969); and Combs and Soper (1957) further emphasize that it is people's perceptions which determine their actions. In the case of teachers, their environments

play an important part in how they perceive themselves, others and situations which they face. Whether or not they grow may depend to a large extent on their perceptions of their school environments.

CHAPTER SUMMARY

A review of the literature reveals that as the roles of teachers have changed and as their roles have become more specialized, new knowledge and skills have been needed. The literature also shows that most of the efforts to assist teachers in these areas has been based on a deficit model of remediation and little has been gained through organized remediation efforts. In recent years a focus has shifted to a need for positive professional growth on the part of teachers. Studies in adult learning and in teacher learning traits have indicated that motivation and stimulation toward growth are necessary if meaningful growth is to occur. Since studies support personal growth as part of professional growth, and since teachers spend most of their waking hours in schools on a daily basis as they pursue their work there, the school environment as it impacts teachers' lives has become important to those concerned with the professional growth of teachers.

The influence of the school environment on the lives of teachers and its relationship to the professional growth of teachers is due primarily to the perceptions of teachers of factors in the school environment. A review of the literature

revealed that these perceptions were cited as determinants in not only how teachers responded to school environments but also in whether teachers decide to pursue professional growth.

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CHAPTER III: OVERVIEW OF THE RESEARCH PROCEDURES

The purpose of this Chapter is to present the procedures followed in the study. The identification of factors which were commonly perceived, as well as those perceived as influential required the gathering of information which permitted groups of factors to emerge for further study. The perceptions of the interviewees as a whole, and those of persons in particular groups (principal and teacher groups) were crucial to the study.

The Study Purpose as a Guide

The purpose of the study was to investigate school environments to identify factors which had contributed or might contribute to the professional growth of teachers. The purpose also included a focus on the growth experiences of teachers. Because of the nature of the study, and because of the large amount of information provided by the study sources (the interviewees) the purpose aided in delimiting the study by focusing the researcher on emergent groupings as well as on individual factors. Questions were also developed to guide the study. The guiding questions are discussed in the following section.

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The Guiding Questions

A set of questions was developed to guide the study. These questions which are listed in Chapter I (pp. 7 and 8) were developed to define the areas of interest for the study. They also served as a basis for the questions to be asked of persons in the school environments who were to serve as sources of information on the school environments studied. The questions pertained to 1) personal perceptions of the meaning of growing professionally; 2) perceived school environment influences on professional growth; 3) factors perceived as desired in ideal growth environments; and 4) professional growth experiences perceived to be attributed to environmental influences.

The Study Sample

The sample chosen to represent a population of Southwestern Michigan elementary school environments consisted of sixteen randomly chosen elementary schools from four school districts representing: 1) an urban-metropolitan core district; 2) an urban-fringe district; 3) a city/town district; and 4) a rural district. Elementary schools were chosen as the target schools because related studies on school environments focused on the elementary level and because the absence of a departmental organization at the elementary level presented a more homogeneous sample for study.

Four schools were randomly selected within each district. One principal and three randomly-selected teachers from each of

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the sixteen schools were chosen as the sources of information. Because principals and teachers function in school environments on a daily basis, their perceptions of school environments and things within those environments were important to the study. The interview process was chosen as the methodology for probing these perceptions. The interview schedule utilized open-ended questions to encourage comprehensive responses on the part of the interviewees.

The Interview Schedule

The interview schedule consisted of eight questions which corresponded to the guiding questions. A set of questions directed to principals and a corresponding set directed to teachers were developed (See Appendix A1 - A2). The questions were open-ended. They were designed to permit the interviewees to respond freely without the constraints of already-developed lists from which to select responses. The questions were also designed so that multiple-responses were as possible as single responses and so that the emergence of various types of responses would not be prohibited. It was the premise of the researcher that among the multiple responses commonalities would emerge which would serve as organizers for the responses. The interviewees were asked to rank the growth-stimulators and growth-support factors. They were not asked to rank the desired growth stimulators and desired growth-support factors because these were not the primary stimulators sought. They could be more realistically

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Methodology

The study of school environments toward the identification of factors perceived to stimulate and support the growth of teachers who were perceived as having grown professionally required a focus on selected school environments which would serve as a sample of a population of school environments in Southwestern Michigan. Districts within a radius of fifty miles from Kalamazoo, Michigan were selected as eligible for inclusion in the study since all four sizes of districts required by the study were present within that area. This area also provided accessibility to indepth probing utilizing personal interviews. In addition, the site-distance limit provided opportunity for the interviewer to return to the sites beyond the interviews to verify the accuracy of particular perceptions which emerged in the interviews.

The criteria for selection as a participating district were:

- 1) the district was required to be within the fifty mile radius (or within a one-hundred mile diameter circle circumscribed on a map of Michigan with Kalamazoo at the center); 2) the district was required to be listed as: an Urban Metropolitan Core, an Urban-Fringe, a City or Town, or a Rural District by the Michigan Department of Education; 3) the district was required to have a minimum of four elementary schools (which were listed as elementary schools in the Michigan Education Directory and

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Buyer's Guide); 4) the district was required to grant permission (through its central administrative officers) for the conducting of the study, and 5) the district was required to permit a random-selection of schools within the district and a random-sampling of teachers within the district schools.

Random sampling was the method used for selecting the particular districts, schools, and the sources of information for the study. The districts were selected through the assigning of a number to each qualifying school district within each category of district (Urban Metro Core, Urban Fringe, City/Town, and Rural) and then using a random selection method for ranking the numbers in each category. The same method was used in the selection of individual schools once the school districts had been selected and confirmed as participating districts.

In the random-selection of buildings, the buildings which were drawn as possible sites were confirmed as participating sites when the principal and three teachers in each building had agreed to be a part of the study. The principal was contacted first and when the principal agreed to participation and an interview had been arranged, the teachers were contacted. The teachers were randomly selected using the method described above.

Approval was granted by the first four districts contacted. Fifteen of the sixteen schools contacted granted approval. One principal declined participation. Since principal participation was required, that school was dropped and the next-ranked school

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in that district was selected. The principal of the new school agreed to participation. This was the only instance when participation was declined by a principal. Most teachers were very willing to participate. Only two teachers declined. One, because of surgery, and the other because of a change in a summer schedule. One teacher failed to appear at two scheduled interviews and therefore, was dropped from the study. A replacement from the rank-ordered list was found immediately.

The interviews were arranged by telephone and a letter (See Appendix B) confirmed the interviews. The letter provided the prospective interviewee with general information on the study and guaranteed no penalty for withdrawal from planned participation on the part of the participant. Anonymity in all study reports was also guaranteed. The letter was approved by the Vice President for Research of the sponsoring University.

The interview appointments were held in a variety of locations. Since the research project was approved during the last week and a half of school on the public school calendar, a decision was made to conduct the interviews during the months of June-August at the convenience of the interviewees as to time and site. As a result, the interviews were held at schools, at people's homes and cottages, and in coffee shops or restaurants. (Several people remarked that being away from distractions in the school helped them to respond more thoughtfully to the questions asked.) At the beginning of the interview some demographic information was collected (See Appendix C). The

purpose in doing so was to provide contextual background for the persons who served as sources of information.

As soon as the demographic information was recorded, the interviewee was given a set of laminated cards which contained the interview questions appropriate for either principal or teacher response. Cards were used to provide the interviewees with the opportunity to address the questions in the order with which they felt most comfortable. Most of the interviewees proceeded through the questions sequentially. Several, however, stated that they wanted to address particular questions first so put others aside until they had responded to the questions "which had caught their eye." Since the interviewees perused all of the cards before beginning to answer any of the questions, this opportunity was open to all.

The interviews were approximately forty-five minutes in length. At the conclusion of each interview, the interviewee was asked to review his or her responses and to verify that the information was accurately transcribed. It was at this point that several interviewees remarked that they were relieved that the researcher "hadn't shown up with a tape recorder" and that they felt much more at ease being able to respond without the interference of the presence of the tape recorder. Only one person said that he was surprised that the researcher had decided to transcribe manually rather than to use a tape recorder.

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At the end of the interview, each interviewee was thanked verbally. This was followed by a thank-you letter (See Appendix D) which contained a slip which could be returned if the interviewee was interested in a summary of the study at the conclusion of the study. All but two persons requested a summary.

Following the interviews the information gathered in the interviews was coded according to particular interview question and by district, building, and position (eg. principal or teacher a, teacher b, or teacher c) within the building. The purpose of the coding was to allow the grouping of responses by interview schedule item without losing the contextual information which accompanied the responses. The response information was later coded again according to the type of response which emerged so that specific responses could be studied and presented as material provided by the interviewees which would illuminate their perceptions.

A series of Tables was developed to aid in analyzing the information which was gathered. The use of the tables allowed visual examination of the information so that groupings and single elements which emerged were discernable and so that they could be described in the body of this report (See Chapter IV) with reference to those tables. A decision was made to present as much information as possible in the tables within the body of the report so that the groupings would be obvious and so that individual factors could be presented in proper perspective to other factors.

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Appendices were developed which contain supporting material for the Tables. They also display examples of materials pertaining to other portions of the study report.

CHAPTER SUMMARY

The study purpose and the guiding questions served as guides in the planning and carrying out of the study. The questions asked of persons who served as sources of information on the school environments studied were based on the guiding questions. The schools chosen for the study were randomly selected from within a designated geographic area in Southwestern Michigan. They represented four types of districts. Four schools in each type of district served as the participating sites. These were randomly selected from among the schools in the districts chosen. The sources of information for the study of school environments consisted of the principal and three randomly-selected teacher in each of the buildings studied. The sources were interviewed using open-ended interview questions during a forty-five minute interview. The information provided by the interviewees was arranged into tabular form and was visually analyzed for factors and grouping of factors pertaining to the school environment which were sought in answering the study questions. The findings which emerged are presented in Chapter IV.

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CHAPTER IV: THE STUDY FINDINGS

The purpose of this chapter is to present the study findings pertaining to four general areas of professional growth that were probed. The areas were: personal perceptions of the meaning of "growing professionally"; perceived school environmental influences on professional growth; perceived environmental influences which are desired; and professional growth experiences perceived to be attributed to environmental influences. The study findings reported in this chapter include: 1) definitions of professional growth; 2) descriptions of professional growth periods in the lives of teachers; 3) factors perceived to be a part of the teachers' work environments; 4) perceived growth-stimulating factors in school environments; 5) perceived growth-supporting factors; 6) desired growth-stimulating factors; 7) desired growth-supporting factors; 8) growth experiences perceived as the result of something developed in the school or introduced there; and 10) comparisons which indicate the match between factors identified as growth-stimulating, growth-supporting, desired stimulators and support factors and factors identified as "environmental factors" reported as part of the work environment of teachers.

Definitions of "Growing Professionally"

The findings in this section are based on responses to Question Number One: "As an administrator/teacher what does

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'growing professionally' mean to you as it refers to teachers and their growth?". In answering the question the interviewees provided information which established a contextual background for their responses to ensuing questions and which provided the interviewer with information related to how they personally defined "professional growth" as a process of "growing professionally." The resulting responses were definitions which, in some cases, implied several different perspectives within one definition.

Types of Definitions Provided by the Sources of Information

The information provided by the interviewees clustered around four types of definitions. These are presented in Table 1. Analysis of the information in Table 1 indicates that definitions emerged which pertained to: 1) "growing through classroom teaching"; 2) "growing through interaction with colleagues"; 3) "growing through self-directed efforts"; and 4) "growing through involvement in curriculum innovation."

Further analysis of the information indicates that the definitions which emerged most frequently were those which pertained to "growing through self-directed efforts." The ones mentioned second-most frequently pertained to "growing through teaching". "Growing through involvement in curriculum innovation" emerged as third, and "growing through interaction with colleagues" was fourth.

Further analysis indicates that the definitions provided by the principals emerged according to the following frequencies:

Table 1
Definitions of "Growing Professionally"
According to Emerged Category

| Definition Category | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned | Number of Principals and Teachers Who Mentioned | | Percentage of Principals and Teachers Who Mentioned | | Number of Buildings Where Mentioned |
|--|--------------------------------------|--|---|----------|---|----------|-------------------------------------|
| | | | Principals | Teachers | Principals | Teachers | |
| Growing Through Self-Directed Efforts | 53 | 83% | 14 | 39 | 88% | 81% | 16 |
| Growing Through Teaching | 32 | 50% | 6 | 26 | 38% | 54% | 15 |
| Growing Through Involvement in Curriculum Innovation | 10 | 16% | 4 | 6 | 25% | 12% | 9 |
| Growing Through Interaction with Colleagues | 8 | 12% | 2 | 6 | 12% | 12% | 5 |

1) "growing through self-directed efforts" (supported by 14, or 88% of the principals; 2) "growing through teaching" (supported by 6 or 38%); 3) "growing through involvement in curriculum innovation" (by 4, or 25%); and 4) "growing through interaction with colleagues" (by 2, or 12%).

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Analysis of the information also indicates that the definitions provided by the teachers emerged according to the following categories (also frequency ordered): 1) "growing through self-directed efforts" (supported by 39, or 81% of the teachers); 2) "growing through teaching" (supported by 26, or 54%); 3) "growing through interaction with colleagues" and "growing through involvement in curriculum innovation" (both by 6, or 12%). Comparison of the categories presented in Table 1 also indicates that more principals and teachers provided definitions which pertained to "growing through self-directed efforts" than any other type of definition. The second-most frequently mentioned type of definition which emerged was "growing through classroom teaching." The third and fourth types of definitions were mentioned a minimal number of times.

The types of definitions which emerged in the responses of the principals and the teachers are the result of the visual analyzation of sixty-four responses to the first question in the interviewee series (as mentioned previously). The types of definitions which emerged serve as organizers for the material provided by the interviewees. This information is presented below.

Definitions Pertaining to Growing Through Self-Directed Efforts.

The definitions which contained reference to self-directed efforts initiated by teachers, included a focus on "seeking out" on the part of teachers as they attempted to learn new

things and to improve skills needed for teaching. "Workshops," "classes," "inservice presentations," and "individual reading" were mentioned as activities which contributed to the learning involved in professional growth. "Striving to keep abreast of what's happening in education," and "grasping any opportunity to grow" were cited as part of "growing professionally" in teachers' press toward growth. One teacher in particular explained that "growing professionally" meant "continually putting oneself in learning situations." This teacher added that when teachers did this, intentionally, optimal growth occurred. "Growing through self-directed efforts" was mentioned by 14 of the 16 principals and 39 of the 48 teachers. It was mentioned by interviewees representing all sixteen buildings studied.

Definitions Pertaining to Growing Through Teaching.

The definitions which pertained to "growing through classroom teaching" included: 1) "using professional skills in the classroom and learning through doing"; 2) "responding to the needs and concerns of students"; 3) "trying new things"; and 4) "adjusting to a grade level or a teaching area change."

Also included in the definitions were growing through: a) "engaging in teaching which adds to knowledge, experience, and expertise"; b) "learning on the job"; c) "reflecting and evaluating as one solves educational problems"; d) "seeing new ways to do things"; and e) "learning with students as they learn."

"Growing through responding to particular student needs and concerns" was expressed as "growing as a result of helping students with both their school problems and with their personal needs and concerns." One teacher, in particular, described this process as "stretching to meet the needs of the whole child." "Growth which occurs when the teacher tries new things" was described as: a) "finding new ways to help children learn," b) "being better able to accomplish one's goals for one's students," and c) "becoming more competent in teaching." One teacher identified an end-result which was "feeling more confident in what one is doing." The definitions relating to classroom teaching as a part of professional growth emerged in the responses of 6 principals and 26 teachers representing 15 buildings.

Definitions Pertaining to Growing
Through Involvement in Curriculum Innovation.

The definitions which emerged pertaining to "growing through involvement in curriculum" focused, primarily, on: a) learning about new programs and models, and b) learning through involvement in the implementation of those programs or models. The principals and teachers who viewed these types of activities as growth-producing experiences were employees of school districts involved in the implementation of particular programs and models. These programs and models are discussed in the section "Findings Pertaining to Growth Experiences Related to Particular Environmental Influences" near the end of this chapter.

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The definitions which pertained to "involvement in curriculum innovation" as a part of "growing professionally" were contributed by four principals and six teachers. These represented nine buildings.

Definitions Pertaining to Growing
Through Interaction With Colleagues.

"Interaction with colleagues (in the school setting)" was also included in the definitions of "growing professionally." Collegial sharing of "thoughts, ideas, and methods," and interacting both formally ("in meetings and workshops") and informally (in teachers' lounges and in hallways") were examples of interaction which emerged in the definitions of "growing professionally" which pertained to the professional growth of teachers in the buildings studied. Two principals and six teachers mentioned "growing through interaction with colleagues" in their interview responses.

Summary

Four categories of definitions emerged in the responses of the study interviewees. The categories encompassed definitions which pertained to 1) "growing through self-directed efforts"; 2) "growing through teaching"; 3) "growing through involvement in curriculum innovation"; and 4) "growing through interaction with colleagues." The categories which emerged served to organize the responses of the interviewees.

The types of definitions which were mentioned most frequently were those in which "growing professionally" was defined as "growing through self-directed efforts." Definitions which included "growing through teaching" emerged as those mentioned next most frequently. These were followed by "growing through involvement in curriculum innovation" and "growing through interaction with colleagues."

The definitions of professional growth as they pertain to teachers "growing professionally" provided a contextual background for the ensuing responses provided by the interviewees. The operational definitions also served to focus the study on "professional growth" as interpreted by the sources of information (the principals and teachers) on the school environments studied.

Professional Growth Periods

In the Lives of Teachers

The findings in this section are based on responses to Question Number Two: "At what critical period(s) in a teacher's life do teachers seem to exhibit professional growth efforts?". In answering this question the interviewees identified times within the lives of teachers when teachers had been observed to grow as perceived by the interviewees. Analysis of the responses of the interviewees indicated, first of all, that the interviewees looked at "growth periods" from various points of view.

Types of Professional Growth Periods

Perceived by the Sources of Information

Preliminary examination of the information provided by the interviewees on perceived growth periods in the lives of teachers indicated that three different viewpoints were presented. As a result, the categories which emerged ap-

Table 2
Types of Growth Periods in Teachers'
Lives Identified as Professional Growth Periods by the Interviewees

| Types of Growth Periods | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned | Number of Principals and Teachers Who Mentioned | | Percentage of Principals and Teachers Who Mentioned | |
|--|--|--|--|----|--|-----|
| | | | Principals Teachers | | Principals Teachers | |
| One Specific Period Corresponding to Years of Teaching | 36 | 56% | 12 | 24 | 75% | 50% |
| One Indefinite Period Related to Situations | 16 | 25% | 0 | 16 | 0% | 33% |
| One Continuous Career-Long Period | 12 | 19% | 4 | 8 | 25% | 17% |

peared to be overlapping and not clear-cut in their boundaries. Further study, however, indicated that the types of growth periods which emerged were related to the manner

in which each interviewee perceived the growth of teachers in his or her own building. Given the freedom to describe the observed periods unhampered by pre-set categories, the principals and teachers presented information which otherwise might not have been gained.

Three types of growth periods were identified by the interviewees (Table 2). The type of growth period which was most frequently mentioned was: "one specific period corresponding to years of teaching." This was mentioned by 36 or 56% of the interviewees. This type of period was perceived to occur at some point in the teachers' careers and was described as a time when teachers, due to circumstances related to their number of years in teaching, sought growth.

The second-most frequently mentioned type of growth period was: "one definite period related to situations" This type of period was one where particular situations influenced teachers to grow or to continue to grow, or both. This type of period was mentioned by 16 or 25% of the interviewees. This period was characterized in the descriptions of the interviewees by teachers responding to particular professional-life or personal-life situations and it involved the feelings of teachers in response to those situations. It also involved the teachers' perceptions of which situations in their lives permitted them the "freedom" to pursue professional growth.

The third type of growth period was "one continuous

career-long period" described as "when teachers grew and growth was continuous" even though it was characterized by "ups and downs," and "highs and lows." It was generally perceived to extend throughout the teachers' careers. It was generally perceived to be career-long. Since the types of definitions were based on information provided by the interviewees, comments of the interviewees are presented below. Each emerged type of growth period serves as a heading for the material contributed by the interviewees. In the case of "professional growth periods related to years in teaching" and "one definite period related to situations" more tabular information is also presented.

Professional Growth Periods

Related to Years in Teaching.

The first set of descriptions involved periods within teachers' careers which were identified by the interviewees as times of "deciding to grow" and times of "action toward growth". These periods were perceived to be related to the number of years which teachers had been in teaching. Information pertaining to periods which emerged related to "years in teaching" is presented in Table 3. The analysis of the information in Table 3 indicates that the most frequently mentioned growth period perceived to occur in the careers of teachers was the Early-Career Post-Adjustment Period. This period was mentioned by 19 or 30% of the interviewees. The other three career periods which emerged were: "the Early-Career Adjustment Period"

mentioned by 12 (or 19%) of the interviewees; "the Middle-Career

Table 3
Teachers' Professional Growth Periods Identified by the Interviewees

| Specific Growth Periods | Number of Interviewees who Mentioned | Percentage of Interviewees who Mentioned | Number of Principals and Teachers who Mentioned | | Percentage of Principals and Teachers who Mentioned | |
|---|--|--|--|----------|--|----------|
| | | | Principals | Teachers | Principals | Teachers |
| Early-Career Adjustment Period (1 st - 5 th Year) | 12 | 19% | 2 | 10 | 12% | 21% |
| Early-Career Post Adjustment Period (4 th - 10 th Year) | 19 | 30% | 7 | 12 | 44% | 25% |
| Middle-Career Period (11 th - 20 th Year) | 5 | 8% | 3 | 2 | 19% | 4% |
| Later-Career Period [*] (20 th Year -) | 0 | 0% | 0 | 0 | 0% | 0% |

* Only teachers observed to be continuously growing throughout their careers were mentioned as growing during this period.

Period" mentioned by 5 (or 8%); and "the Later-Career Period" only mentioned by interviewees who said that teachers who are continuously growing tend to still be growing during this period.

Growth Periods

Related to Situations.

The growth period or periods which emerged which pertained to "situations" involved professional-life and personal-life situations which influenced teachers' decisions to pursue growth and their efforts toward growth once growth efforts had begun. Information pertaining to the interviewees perceptions of the two types of situations which influence teachers decisions to grow and their growth are presented in Table 4. Visual inspection of the information in Table 4

Table 4
Types of Situations Perceived by Interviewees
Which Influenced Teachers' Decisions to Pursue Professional Growth

| Situation Type | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned | Number of Principals and Teachers Who Mentioned | | Percentage of Principals and Teachers Who Mentioned | | Number of Buildings Where Mentioned |
|------------------------------|--------------------------------------|--|---|----------|---|----------|-------------------------------------|
| | | | Principals | Teachers | Principals | Teachers | |
| Professional-Life Situations | 26 | 41% | 5 | 21 | 31% | 44% | 14 |
| Personal-Life Situations | 13 | 20% | 1 | 12 | 6% | 25% | 10 |

indicates that professional-life situations were mentioned more frequently than personal-life situations. Five (31%) of the

principals and 21 (44%) of the teachers mentioned professional-life situations, while only one (6%) of the principals and 12 (25%) of the teachers mentioned personal-life situations. Descriptions by principals and teachers of types of situations which influenced teachers' decisions to begin and to continue to grow are presented below. Each of the types of situations serves as a heading for the material gathered in the principal and teacher interviews.

Professional-Life Situations

Perceived to Affect the Growth of Teachers

Professional life situations which were perceived to affect teachers' decisions to grow and "when" in their lives that growth took place were: a) situations pertaining to classroom teaching, itself (when teachers were secure enough, in their teaching, "to be open to the ideas of others"; when the teachers realized that the students "were not growing as they might (be growing)"; and when "what was happening in the classroom wasn't working"); b) situations pertaining to status within the school district organization (when teachers were "threatened by pink-slipping," when evaluations by the principal "indicated a need for growth in some area," when teachers decided to go into administration or they needed "to meet district contract requirements for course credits"); and c) situations pertaining to the offering of new opportunities which challenged the teacher professionally (when workshops or seminars of interest were offered, and when teachers decided to

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change grade-level or teaching area).

Personal-Life Situations

Perceived to Affect the Growth of Teachers

Personal life situations which were perceived to influence teachers' decisions to grow and "when" they exerted effort toward "growing professionally" included: a) situations which were stressful in such a way that the teacher wanted to be "out of the situation" and, therefore, sought growth as a means of overcoming the pain of the situation; b) situations where personal circumstances allowed time for involvement in growth-activities (eg. before becoming a parent, or "after one's own children were in school, or had left home"; after the resolution of marital difficulties; or after "a physically-exhausting pregnancy"), and c) situations where personal friends were involved in growth-activities and teachers aspired to grow along with those whom they observed to be growing. Thirteen of the sources (one principal and twelve teachers) mentioned personal situations which influenced when growth efforts were attempted during teachers' lives.

Professional Growth Periods Perceived as Continuous.

The type of growth periods which were perceived as continuous throughout the teachers' careers involved growth which had no definite parameters in terms of evolving around a situation or a specific number of years. This type of growth period was perceived as one of continuous growth

with "spurts" and "leveling-off" times. Continuous growth periods were generally perceived as career-long. One teacher said that this period was observed in the lives of people who "seemed to be always growing." Another teacher said, however, that even teachers who have seemed to be "growing continuously" have been observed to "back down" (meaning that they have shown diminished effort) when they have experienced "burn-out." Other teachers said that they have known teachers who "just seem to keep on growing."

Summary

The periods in the teachers' lives when they were perceived to be "growing professionally" were described as: growth periods characterized by 1) one specific period which occurred in relation to number of years taught; 2) one indefinite period related to professional-life and personal-life situations; and 3) one continuous career-long period of growth. The type of growth period identified as most commonly observed was number 1 (above) which was "one specific period related to number of years taught." Within that type of period three periods (the Early-Career Adjustment Period; the Early-Career Post-Adjustment Period; and the Middle Career Period) emerged as periods when growth was perceived to tend to occur. Of these, the Early-Career Post-Adjustment Period emerged as the period when teachers were perceived to pursue growth.

The Duration of Professional Growth Periods
In the Lives of Teachers

The findings in this section are based on responses to Question Number Three: "What, in your estimation, is the approximate duration of a teacher's growth (in years or in particular periods during the teacher's career)?". In answering this question the interviewees identified the length of time, within the lives of teachers, that the periods of growth (based on what they had observed) had lasted.

Information pertaining to the length of the growth periods in the lives of teachers is presented in Table 5. The information indicates that the most-frequently mentioned length of the growth period (which was perceived to have occurred in the lives of teachers) was "of no specific duration." Eighty per cent of the interviewees' responses reflected this perception. This was mentioned by 12 (or 75%) of the principals and 39 (or 81%) of the teachers.

The other growth-period lengths which emerged were: one - three years and five - seven years (each mentioned by one or 6% of the principals and three or 6% of the teachers); ten years (mentioned by two or 12% of the principals and two or 4% of the teachers); and twenty years (mentioned by one teacher -- 2% of the teachers).

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Table 5
The Length of Professional Growth Periods
In Teachers' Lives as Identified by the Interviewees

| Length of Growth Period | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned | Number of Principals and Teachers Who Mentioned | | Percentage of Principals and Teachers Who Mentioned | | Number of Buildings Where Mentioned |
|----------------------------|--|--|--|----------|--|----------|--|
| | | | Principals | Teachers | Principals | Teachers | |
| No Specific Duration | 51 | 80% | 12 | 39 | 75% | 81% | 16 |
| One to Three Years | 4 | 6% | 1 | 3 | 6% | 6% | 4 |
| Five to Seven Years | 4 | 6% | 1 | 3 | 6% | 6% | 2 |
| Ten Years | 4 | 6% | 2 | 2 | 12% | 4% | 4 |
| Twenty Years | 1 | 1% | 0 | 1 | 0% | 2% | 1 |

The perception that no specific length could be identified was supported by the following comments:

- "The duration varies"
- "There's no length of time associated with growth efforts; it depends on the individual"
- "continuous; never-ending; no duration in terms of years"

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- "Some teachers grow in response to a need and until the need is met"

- "until a particular goal is accomplished"

- "an individual thing"

In contrast, other sources identified growth periods lasting from one to three years; five to seven years; about 10 years; and approximately 20 years. The principals and teachers who reported a 1-3 year growth period, said that this growth period usually occurred sometime during the teachers' first ten years of teaching. Those that said that the duration of the growth period was 5-7 years, simply stated that the growth period tended to occur "early in the teachers' careers." Two of these sources, however, said that similar periods of growth sometimes reappeared later in the teachers' careers. The sources who mentioned a ten year growth period duration said that this ten-year period occupied the first ten years of the teachers' career-lives. One principal, however, said that the ten-year growth period extended between the fifth and the fifteenth year of teaching. The one person who supported a twenty-year growth period simply stated that teachers were generally more eager to attempt new things during their first twenty years of teaching.

Summary

The length of the growth period in the lives of teachers which was most frequently mentioned by the interviewees was "of no specific duration." This was followed by several durations

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which were observed to last 1-3 years, 5-7 years, 10 years or 20 years. The period described as "of no specific duration" was perceived to vary in length or to be continuous.

Fifty-one of the sixty-four persons who were interviewed perceived the duration of the teachers' periods to vary according to particular circumstances, and, therefore, not to be limited to a particular number of years. The remaining interviewees specified growth-period durations of one to three years; five to seven years; approximately ten years; and approximately twenty years. Those who identified a specific number of years also specified when those years were perceived to occur.

Environmental Factors

Perceived as Present

In the School Environment

The findings in this section are based on responses to Question Number Four: "What in the work environment of the teachers in your building could be classified as part of their work environment?". The responses of the interviewees included descriptions which, when analyzed, indicate that six categories emerged which encompassed the individual factors perceived as part of the teachers' work environment. The categories or types of factors are listed in Table 6. Analysis of the information in Table 6. indicates that of the six types of factors identified by the

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Table 6
Types of factors Identified as Part of the
School Environment by the Interviewees

| Types of Environmental Factors Identified | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned | Number of Principals and Teachers Who Mentioned | | Percentage of Principals and Teachers Who Mentioned | | Number of Buildings Where Mentioned |
|--|--|--|--|----------|--|----------|--|
| | | | Principals | Teachers | Principals | Teachers | |
| Physical Factors | 38 | 60% | 8 | 30 | 50% | 62% | 15 |
| People Factors | 38 | 60% | 8 | 30 | 50% | 62% | 14 |
| Atmosphere Factors | 26 | 41% | 5 | 21 | 31% | 44% | 14 |
| Interaction/ Involvement Factors | 19 | 30% | 5 | 14 | 31% | 29% | 9 |
| Curriculum Factors | 11 | 17% | 6 | 5 | 38% | 10% | 10 |
| Time/Scheduling Factors | 4 | 6% | 3 | 1 | 19% | 2% | 4 |

the principals and the teachers, the "physical factors" and the "people factors" were mentioned the most frequently. Each type was mentioned by 38 interviewees. The "atmosphere factors" comprised the second-most frequently mentioned type of factor. Although the "atmosphere" (the feeling) which was perceived to prevail in

the buildings studied, depended to a large extent on the "people" in the buildings, this factor emerged as a separate category because, as several sources indicated, "it was something that one could 'just feel' when going into a building before one even saw anyone." The third-most frequently mentioned factors were the "interaction/involvement factors." These factors were identified by 19 of the study sources. The "interaction/involvement factors" involved people but they also involved things (inanimate objects found in the workplace environment). The fourth most-frequently mentioned type of factors which emerged were labelled "curriculum factors." The final category included "time/scheduling factors." These factors were mentioned by four interviewees.

The six types of factors mentioned as part of the workplace environment are discussed below. Each factor type is used as a heading for the material contributed by the interviewees.

Physical Factors

One-half of the principals and more than one-half (62%) of the teachers identified "physical factors" (eg. the building itself, the individual classrooms, the office, other rooms, the arrangement of the building with specific grade-levels in particular wings of the building, the outdoor areas adjacent to the building, and materials and equipment used within the building or in conjunction with building programs in the outdoor areas). One teacher painted a particularly vivid picture when she stated, "It (the building environment) contains, among other things, physical things like desks, chalk, chalkdust, smelly tennis

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shoes, papers, pencils, crayons, paste, paint, Band-Aids, bells ringing, interruptions, and the noisy lunchroom."

People Factors

People Factors were mentioned by thirty-eight interviewees in the identification of factors perceived as part of the workplace environments of the teachers in the buildings studied. The "people factors" included: a) the principal; b) the teachers; c) the students; d) the school secretary; e) the special teachers and consultants; f) the teacher aides; g) volunteers; h) the kitchen workers; i) the school nurse; j) the custodian; and k) the students' parents ("those who involved themselves in the programs of the school").

Atmosphere Factors

The third environmental component, the "atmosphere factors", like the "people factors", were contributed by sources in 88% of the schools. However, in this case, only 26 sources mentioned this factor. The factors which were identified as "atmosphere factors" were those which were perceived to have contributed to "a general feeling" that permeated the school environment.. These were described as feelings of friendliness, supportiveness, trust, openness to creativity, and a positiveness toward education. They were also typified by a feeling of "up-beatness" in particular buildings. One source referred to "the listening, the sharing, and the 'goodness' between co-workers" that was a

part of the work environment in her building.

The study sources also mentioned: feelings of frustration and unhappiness (in some cases, without action toward resolution); and lack of support (particularly, on the part of parents). One teacher described the "atmosphere" of the school as "the tone set by the principal." Another said that the "atmosphere" of the building depended on the "morale, the enthusiasm, and the helpfulness of everyone in the building." And still another said that it was the relationship between the teachers and the students that set the tone of the atmosphere.

Interaction/Involvement Factors

The "interaction/involvement factors" which were identified by five principals and twenty-one teachers were of two sub-types: a) factors denoting interaction between people; and b) factors indicative of people's involvement with things. The study findings indicate that the interaction process involving people with other people fell into the following categories: 1) interaction between the principal and the teachers; 2) interaction between individual teachers and other teachers; 3) interaction between the school secretary and the staff, the parents, and the students; 4) interaction between the teacher/other teachers and the students; 5) interaction between the parents and the building staff; 6) interaction between the parents and the students; and 7) interaction between the students and the principal.

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The study sources identified a number of environmental factors which included "inanimate objects" (eg. computers, textbooks and other materials and equipment used in teaching -- physical factors in the school environment), as well as, "scheduled events" (eg. planning periods, meetings, and blocks of teaching time). These were described as "things" with which teachers were involved in the work environment.

The type of involvement which was generally perceived as part of the work environment of the teacher was involvement ascribed to the particular roles of the persons in those environments. Analysis of the responses of the interviewees indicates that "interaction between" people varied from building to building according to situations faced by the people there. Further analysis indicates that "involvement with" things in the building environment varied in the types of things available in the buildings, or at least in the things perceived to be there.

Curriculum Factors

The "curriculum factors" which were mentioned by the sources of information included factors associated with the school curriculum. For the purpose of being able to accept a wide range of responses, a broad definition of curriculum was used by the investigator. The definition, here, viewed curriculum as "components of educational programs which pertained to what was taught, to whom, when, and under what circumstances and to the goals and objectives of such programs."

The factors which emerged, pertaining to "what was taught", were: a) the particular subject matter which was taught, and b) the types of materials which were available for use in instruction. The factors which were mentioned, which pertained to "when something was taught," were: a) the district policies "adhered to" in the building which regulated the number of minutes per week which were allotted per subject, and b) the freedom of teachers to decide when to teach particular subjects or subject content. The factors which emerged pertaining to "the recipients of the teaching (the students)" were summarized in the description of one teacher who stated that it was the students and the relationship between the students and the teacher which were important. Several teachers indicated that the students in their buildings were more transcient than in years past and that the socio-economic backgrounds of the student populations in those schools were in flux. The "conditions under which student learning was perceived to have taken place depended on whether the school was perceived to be "a safe and orderly place"; whether or not there was appropriate space for particular kinds of learning to take place, and on whether the premises were "attractive and clean." Materials and equipment to facilitate learning were also mentioned.

In addition, the goals and objectives associated with the curriculum were described in such statements as a) "There is one purpose--educating children"; b) "All kids can learn and are expected (here) to learn"; and c) "Students are the most

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important thing in our school and all (here) aim toward best equipping them for success in life."

Time/Scheduling Factors

The "time/scheduling factors" which emerged were: a) time spent in the building (by the teachers) on a daily basis; b) time segments when instruction took place; c) time before, during, and after school for planning and preparation; and, d) time set aside for regularly-scheduled meetings and special events. Although the time/scheduling factors also fit other categories (eg. the interaction/involvement and the curriculum classifications), the context in which they were mentioned -- that of time being important in the school environment if a clear picture were to be presented -- warranted the recognition of time and scheduling as a category which could not be subsumed under another.

Summary

The findings which pertained to the school environment as the teachers' workplace indicate that six types of factors were perceived as attributes in the school environments studied. These were: 1) physical factors; 2) people factors; 3) atmosphere factors; 4) interaction/involvement factors; 5) curriculum factors; and 6) time/scheduling factors. The "people factors" and "the physical factors" emerged as the two most frequently mentioned types of factors. Each was identified by 38 interviewees. The atmosphere factors were the second-most

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frequently mentioned group; the curriculum factors, the third; and the time/scheduling factors, the fourth (with four interviewees mentioning this factor).

Each classification of factors which emerged had within it specific factors that were perceived to be a part of the school environments studied. These factors were features which the principals and teachers identified, based on their perceptions of their own school environments.

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The Identification and Ranking
Of Environmental Factors
Perceived as Growth-Stimulating Factors

The findings in this section are based on the responses to Question Number Five: "What in the work environment of teachers in your building might motivate a teacher to actively pursue professional growth?". In answering the question, the interviewees first identified factors which they perceived to be important in stimulating the growth of teachers in their buildings. They then ranked those factors in perceived influence. Results from the identification and the ranking are presented first for the total group (in Table 7). They are then presented for the principals alone (in Table 8), and then for the teachers alone (in Table 9). The responses of the three groups were the focus in order to note similarities and differences in the perceptions of principals and teachers which might emerge pertaining to factors in teachers' work environments which stimulate teachers to grow professionally. The responses of the total group of interviewees provided information across buildings and across districts which indicated the status of factors perceived to be present and their perceived influence.

For each of the three groups, the most frequently identified factors and the most highly ranked factors were selected for further study. Any factor which was ranked in the top three by an interviewee was included in a table. This gave all of the

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factors presented in the tables a degree of support. When displayed in a table, it could be easily noted that a pattern of natural groups was evident. The top group of three to six factors was further analyzed.

Each factor was assigned a cumulative score through an analytic procedure used to assign points based on the rank given to the factor by the person who had identified it. A factor received three points when it was ranked as "most important" by an interviewee, two points when it was ranked as "second-most important," and one point when ranked third. If an interviewee identified a factor as a stimulator and then ranked it as 4th, 5th, or 6th, rather than as 1st, 2nd, or 3rd, or did not rank it at all, the factor received no points. (See Appendix D1). These factors were not included in the study report. Although they were important enough to have been mentioned by at least one interviewee, they were considered incidental information for the purposes of the study. There were also a few interviewees who identified only one or two growth-stimulating factors. These persons could only rank one or two factors.

The group of factors with the highest cumulative scores were those perceived as most influential in stimulating teacher growth. The factors identified by the total group of interviewees and by each subgroup (eg. principals and teachers) were analyzed and compared. Some factors were mentioned more frequently while others were ranked higher by the interviewees.

The Identification and Ranking
of Growth-Stimulating Factors
by the Interviewees as a Total Group

Sixteen factors were identified as stimulators of teacher growth by the interviewees in the buildings studied. Some factors were contributed by both principals and teachers and others by principals only or teachers only. The pluses (+, ++, or +++) in Table 7 denote the group which mentioned each factor. Analysis of the frequency scores in Table 7 indicates that six factors emerged as the most frequently mentioned factors. These were: 1) "the influence of the principal"; 2) "the influence of other teachers"; 3) "participation in curriculum

Table 7
Factors Identified and Ranked as Growth-Stimulating
Factors by the Total Group of Interviewees

| Identified Growth-Stimulating Factors | Number of Interviewees Who Identified | Number of Interviewees Who ranked | Percentage of Interviewees Who Identified | Percentage of Interviewees Who Ranked | Cumulative Score | Rank |
|--|---|---|---|---|---------------------|------|
| 1. The Influence of the Principal +++ | 39 | 39 | 61% | 61% | 76 | 1 |
| 2. The Influence of Other Teachers ++ | 38 | 36 | 59% | 56% | 65 | 2 |
| 3. Participation in Curriculum Innovation ++ | 26 | 22 | 41% | 34% | 48 | 4 |

Table 7 (con't)

| | | | | | | |
|---|----|----|-----|-----|----|----|
| 4. Responding to Students' Needs +++ | 24 | 20 | 38% | 31% | 49 | 3 |
| 5. The Teachers' Own Desire to Grow ++ | 22 | 20 | 34% | 31% | 41 | 5 |
| 6. The Availability of Meaningful Inservice ++ | 19 | 17 | 30% | 27% | 30 | 6 |
| 7. Opportunity for Salary Increase ++ | 12 | 9 | 19% | 14% | 21 | 7 |
| 8. Meeting District Credit Requirements ++ | 11 | 8 | 17% | 12% | 9 | 8 |
| 9. Opportunity for Professional Advancement ++ | 3 | 3 | 5% | 5% | 7 | 9 |
| 10. The Availability of a Professional Library ++ | 2 | 2 | 3% | 3% | 3 | 10 |
| 11. The Interest of Parents ++ | 4 | 2 | 6% | 3% | 3 | 10 |
| 12. Positiveness in the School Atmosphere ++ | 2 | 1 | 3% | 2% | 3 | 10 |
| 13. The Influence of Central Administrators ++ | 1 | 1 | 2% | 2% | 3 | 10 |
| 14. Visitations to Other Classrooms/Buildings + | 1 | 1 | 2% | 2% | 2 | 11 |
| 15. The Applicability of Inservice to Classroom Use + | 1 | 1 | 2% | 2% | 2 | 11 |
| 16. The Teachers' Own Outside Interests ++ | 1 | 1 | 2% | 2% | 1 | 12 |

+ Mentioned by Principals only

++ Mentioned by Teachers only

+++ Mentioned by both Principals and Teachers

* See Appendix E1 for individual weighted scores

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innovation"; 4) "responding to students' needs"; 5) "the teachers' own desire to grow"; and 6) "the availability of meaningful inservice." The same six factors emerged as the factors ranked as "most influential." "The influence of the principal" was ranked by 39 (or 61%) of the interviewees; "the influence of other teachers" by 36 (or 56%); "participation in curriculum innovation" by 22 (34%); "responding to students' needs" by 20 (31%); "the teachers' own desire to grow", also by 20 or 31% and "the availability of meaningful inservice" by 17 (27%). Analysis indicates that the remaining 10 stimulators were ranked by 2% - 15% of the interviewees. Comparison of the number of interviewees who identified each factor and the number who ranked indicates that some interviewees identified stimulators and then did not rank them as influential. Therefore, they perceived them as present in the school environment but chose other factors as those which were more influential in the stimulation of teacher growth.

Analysis of the cumulative scores (See Appendix E1 for cumulative score computation) indicates that "the influence of the principal" was perceived by the interviewees as the most influential stimulator of teacher growth in the buildings studied. "The influence of other teachers" ranked second. "Responding to students' needs" and "participation in curriculum innovation" ranked third and fourth, respectively. "The teachers' own desire to grow" ranked fifth. "The availability of meaningful inservice" ranked sixth as a

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factor which was perceived to stimulate teachers to grow.

Comparison of the ordered ranking of the identified stimulators with the frequency ordered listing of the stimulators in Table 7 indicates that four of the factors occupied the same position in both the frequency order and the ranked order. These were: "the influence of the principal"; the "influence of other teachers"; "the teachers' own desire to grow"; and "the availability of meaningful inservice." "Participation in curriculum innovation" and "responding to students' needs" held reversed positions in the ordered ranking. This finding indicates that although "participation in curriculum innovation" was perceived more frequently than "responding to students' needs" as a stimulator, "responding to students' needs" was perceived as a more influential stimulator.

The perceived presence of the six factors which emerged as growth-stimulating factors was supported by comments set forth during the interview. These are presented below. Each of the six major stimulators serves as a heading for the material contributed by the interviewees which supports that factor as a stimulator of growth.

The Influence of the Principal
as an Influential Stimulator.

"The influence of the principal" was identified as a factor by some people who said, "It is the influence of the principal -- the interest that he shows in the staff that stimulates people to grow" and by people who gave specific references

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to types of behaviors by principals which indicated to persons in the school environment that the principal had influenced teachers to pursue professional growth. Several of the teachers mentioned that the principal's interest in the staff as professionals, and as persons, had stimulated teachers in their buildings to grow. One of the behaviors which one of the teachers mentioned was: "the principal shows interest by listening to the concerns of teachers and acts on their suggestions." In one instance, even when the principal and the central administrators proposed something new which the teachers did not want to implement. In this case, the teachers felt that the principal showed interest in them and in their preferences and they interpreted this action as support for them as persons and as professionals. One teacher said that when the principal encouraged but didn't insist on teachers making changes or pursuing growth in some particular area, the teachers were more likely to grow, and did grow.

Several teachers mentioned their principal's encouragement for teachers to attend workshops that he thought might interest them. They mentioned efforts on the part of the principal to make workshop attendance possible. One principal also mentioned encouraging teachers to take university or college classes in their areas of interest.

Several principals and teachers mentioned the use of a teacher evaluation process which included "professional growth of the teacher" as one of the evaluation criteria. The

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particular district where this was in evidence used an evaluation form on which the principal rated the teachers on "Professional Characteristics." The first of the 17 items in this category was "Shows professional growth through participation in workshops, conferences, professional reading, and professional committees." Two principals in another district commented on the use of teacher evaluations to stimulate teacher growth. One of the principals did not elaborate; the other said that growth was stimulated because of the effect of a focus on meeting students' needs (or "on the best way to serve the students"). One principal said that the supervisory philosophy of the principal motivates teachers toward pursuing growth. He stated that when the principal is concerned with the concerns of teachers as well as with organizational concerns, and when both are addressed, the organizational goals also become the personal goals of the teachers. He said that it was when this happened in his school that teachers began to care about the success of the school and when they cared about this, they began to look at what they were doing, evaluate, and make decisions to grow. A teacher in another district commented about the helpfulness of the principal's providing feedback as part of the evaluation process. She said that the principal's comments, along with his presence in the classrooms during his observations of the teaching, and his evident interest in the professional growth of the teachers were the things which stimulated some people to grow. She added that his

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frequent "stopping in" in classrooms during his observations also indicated that the principal cared. She said that this had influenced persons to pursue growth. Only one teacher mentioned that some teachers pursued growth out of fear that they might be considered, by the principal, "not to be doing well."

Several other indications of the influence of the principal as a stimulator which were mentioned by teachers were: the support of the principal for teachers who wanted to try new things; the principal providing information about specific inservice programs; the principal arranging for teachers to be able to attend inservice programs; and the principal involving some or all of the building staff in curriculum innovation. Three teachers and one principal mentioned the instructional leadership of the principal where the principal "shared" new things which he or she had learned. The teachers said that the sharing stimulated some teachers in their buildings to find out more about some of the things which had been presented. One principal and one teacher said that the principal's sharing of research findings and simply being interested himself (male principals in both cases) in new things stimulated teachers to grow. One principal said that he often encouraged teachers who seemed to be growing, to try to interest others in growing. The principal's participation in growth activities, along with teachers, was cited by one teacher as something which influenced teachers to grow. "The

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influence of the principal" emerged as an influential stimulator of teacher growth which was identified and ranked in all 16 of the buildings in the study. Special significance is attached to the wide-spread perceptions of persons in the schools of the influence of the principal in the stimulation of teacher growth.

The Influence of Other Teachers
as an Influential Stimulator.

"The influence of other teachers" was identified by some principals and teachers who simply stated that it was the interest of other teachers in teachers who pursued growth which stimulated them to grow. One teacher stated, however, that it was "the interest of other teachers, themselves, in growing which inspired teachers to seek growth." The "general attitude" of colleagues was mentioned by one principal as a determinant in whether or not teachers sought growth. Other teachers cited sharing, personally and professionally, as something which encouraged teachers to become involved in efforts toward growth. The sharing included the sharing of personal experiences as well as professional "problems" and "successes" which other teachers had experienced in their classrooms. It also included other teachers complimenting a teacher on something which they had noticed -- this was perceived to have stimulated the teachers who were complimented to try even harder to improve. The sharing also included conversations with others who had good ideas and who had pursued professional growth.

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It was the "closeness" among the staff which one teacher said led to the sharing that, in turn, led to teachers being stimulated to grow. She said that sharing occurred when teachers interacted formally and when they worked together toward common goals."

Seeing other teachers who appeared to be doing well was also cited by several teachers as something which influenced teachers in their buildings to seek improvement which involved growing. One teacher said, "It was when teachers saw other teachers doing well that some wanted to do well themselves. Stated another way, one teacher said, "It's peer pressure -- when others are doing well, others feel the pinch to do well too." The principal in the same building agreed that it was the pressure of the teachers' peers which influenced them to pursue growth. One teacher stated that this type of pressure was exerted when the other teachers told about things they had learned at workshops. Another said that it was when teachers described interesting classes which they were taking. "It is observing and knowing that others are growing that stimulates," said one teacher. Still others said that seeing other teachers use new things which appeared to be effective stimulated growth. Four teachers mentioned this as an influence. One of those teachers said that it was when teachers transferred into the building and brought new ideas that other teachers took notice and became interested in the new and began to work toward growth. Another

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teacher who taught in the same district, but in another building, said that it was "the challenge" from new teachers who came in that inspired teachers to grow. One principal said that there had, sometimes, seemed to have been a degree of competitiveness (as well as sharing) that influenced teachers to pursue growth "even though it (the competitiveness) may have been subconscious." One teacher referred to competitiveness among teachers "to prepare children well." She said that this influenced teachers to grow. In this case, the children to whom she referred as "well prepared" were those who performed well on standardized tests.

As a stimulator, "the influence of other teachers" was mentioned one less time, by the study sources as a whole, than the influence of the principal. Both factors were perceived as influential in the school environments studied. The influence of other teachers was mentioned in 15 of the 16 buildings. The significance is in wide-spread emergence of this factor and the meaning associated with this factor as it pertains to the stimulation of professional growth in teachers.

Participation in Curriculum Innovation
as an Influential Stimulator.

"Participation in curriculum innovation" was identified by interviewees who viewed curriculum innovation as "any change in how things have previously been done" to those who perceived curriculum as "the implementation of already

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developed models adopted by individual teachers, small groups of teachers, or adopted on a building-wide or district-wide basis."

Two principals identified teachers working on curriculum committees as an example of curriculum innovation. Responding to the implementation of computer education in the school was mentioned by two teachers. Another teacher mentioned curriculum changes pertaining to parallel scheduling which affected when and where particular things in the curriculum were taught. Two teachers mentioned teachers who had to become familiar with new areas of curriculum due to a change in grade level. One teacher said that teachers who transferred into other buildings had to prepare for differences in curriculum in the new buildings.

The most frequently mentioned type of curriculum innovation was the implementation of adopted programs and models. This was mentioned as a stimulator by two principals and nine teachers. One principal simply said that "new curriculum adoptions" stimulated teachers to grow. The other principal cited his system's adoption of the Effective Schools Movement. The Effective Schools Movement was also mentioned by one teacher as a stimulator of growth. Another teacher said that when the Workshop Way model was introduced into the school, teachers previously unfamiliar with the model became interested and wanted to be a part of the implementation. These teachers were stimulated to learn about how to implement the model. Another teacher mentioned the district-wide implementation

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of the Madeline Hunter Model as something which stimulated teachers to learn about the model in order to be able to be involved in the implementation. Still another teacher identified the implementation of the Gessell Testing Program as a stimulator of teacher growth. Another teacher in the same building identified the introduction of a developmental kindergarten into the building as something which stimulated teachers to learn more about the developmental needs of young children. Only one teacher mentioned that some teachers who had declined to be involved in particular programs (in this case, the Hunter Model and the "Dyslexia" Program) were informed that they "had to be involved" which made them view the situation as a threatening one. The same teacher mentioned that to most of the teachers in his building, the opportunity for involvement had been a welcomed challenge. He stated that those teachers who saw this as a challenge had been very interested in the implementation and in growing.

Some aspect of curriculum innovation was mentioned and ranked by interviewees in 14 of the 16 buildings studied. Although "participation in curriculum innovation" was mentioned less frequently than "the influence of the principal" and "the influence of other teachers," it was identified by 26 (41%) of the interviewees.

Responding to Students' Needs
as an Influential Stimulator.

"Responding to students' needs" was identified and ranked by persons who mentioned several types of student needs.

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Although some of the interviewees mentioned students' needs in general, others specified particular needs which they indicated required response on the part of teachers. In order to respond to the needs, the teachers were stimulated to pursue growth.

"Academic needs" were mentioned as needs which caught the attention of the teachers and prompted teachers to grow in order to meet students' needs. Several teachers mentioned the special help which many students needed and which required special skills on the part of regular classroom teachers. One teacher remarked that children's having special needs did not negate their "eagerness to learn." She said that teachers realized that they had to grow in order to serve these students to the best of their (the teachers') abilities. Another teacher mentioned that it was "recognition on the part of teachers that students did have special needs" which stimulated some teachers to find out more about the needs and then to pursue growth in order to be able to respond to those needs.

"Responding to Students' needs in areas of student discipline" was mentioned by two principals. One simply stated that responding to problems related to student behavior along with those associated with students' academic needs stimulated teachers to grow. The other principal mentioned "students' needs toward developing self-discipline"; "students' need based on parental divorce"; and "students' needs based on drug problems." One principal remarked that he felt that students' needs included

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a set of "spiritual needs" along with students' "academic and social needs."

"Responding to students' needs" was mentioned with less frequency by the total sources than "the influence of the principal"; "the influence of other teachers"; and "participation in curriculum innovation." The 24 interviewees who mentioned this factor, however, still represented 38% of the study sources. In addition, 31% of the interviewees ranked this factor as influential.

The Teachers' Own Desire to Grow
as an Influential Stimulator.

"The teachers' own desire to grow" was identified by interviewees who said that this desire to grow resulted from a "natural curiosity" and that some teachers were "growth-oriented" persons. They said that teachers who were "growth-oriented" were self-motivated and that they "just wanted to grow and to continue to improve." They indicated that it was the teachers' own desire which stimulated their growth. This perception emerged in the responses of one principal and four teachers. Teacher-desire based on "a personal desire to do a good job" was mentioned by two teachers. One said that teachers who wanted to do a good job also wanted to grow in order to be able to do a good job. The other said that personal desire to do a good job also included wanting to do better each year. Another teacher said that the teachers' desire to grow was sometimes based on "feeling that they could do better." One

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principal and two teachers mentioned that in some teachers the teachers' desire "to learn something new in their own areas of instruction" prompted their desire to grow.

Two principals mentioned a needs-based desire to grow. One said that some teachers perceived "a need on their own part" and a desire to grow resulted. The other called the need "a sense of creative discontinuity" which, he said, consisted of "gaps that needed filling-in" in what the teacher or teachers needed to be able to do. He said that when this occurred, the teacher or teachers began to want to grow.

"The teachers' own desire to grow" was identified by two fewer persons than "responding to students' needs." It was ranked, however, by the same number of interviewees who ranked "responding to students' needs" as a growth-stimulator. "The teachers' own desire to grow" was ranked by 20 (or 31%) of the interviewees as influential. It emerged as the fifth most influential stimulator of teacher growth.

The Availability of Meaningful Inservice
as an Influential Stimulator.

"The availability of meaningful inservice" was identified by study interviewees who mentioned several types of inservice. These were: building-level inservice; district-wide inservice; inter-district inservice, and intermediate district sponsored inservice. Four principals and fifteen teachers, in particular, mentioned the importance of "meaningful inservice" above simply "inservice." The inservice which was perceived as

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currently present and which served as a growth-stimulating factor varied from sessions lasting a few hours to those which lasted several days. One teacher mentioned half-day sessions with multiple-topic offerings. Three teachers mentioned workshops at the district level with required attendance for all teachers in the district. Another teacher said, however, that only about half of the staff in her district attended the workshops even when attendance was required.

Several interviewees mentioned "accessibility to inservice programs" as a key factor in the stimulation of growth in teachers. Two principals and one teacher emphasized this point. One principal also mentioned that the inservice which was the most inspiring to teachers was that which provided good resource people. Another principal mentioned that teachers had been stimulated to grow as a result of a school assembly program. In this case, he said that the teachers, along with the students, wanted to know more about the topic which was presented. One teacher mentioned that the principal conducted building-level inservice and served as the instructional leader for the Effective Schools Movement. She said that the inservice stimulated teachers to "want to know more."

Meaningful inservice was ranked sixth as an influential stimulator. This factor and the five preceeding ones comprise the environmental factors which emerged as those perceived to be the most influential ones in the stimulation of teacher growth.

Summary

The information provided by the interviewees supported the perceived presence of growth-stimulating factors in the school environments studied. Sixteen growth-stimulating factors emerged as the most-frequently mentioned factors. Six of these were selected by the interviewees as influential in the stimulation of teacher growth.

The most-frequently mentioned factors (in the order of declining frequency) were: 1) "the influence of the principal"; 2) "the influence of other teachers"; 3) "participation in curriculum innovation"; 4) "responding to students' needs"; 5) "the teachers' own desire to grow"; and 6) "the availability of meaningful inservice." These same six factors emerged as the ones ranked as influential in stimulating growth in the buildings studied. The ranked order of these factors as influential stimulators was: #1 "the influence of the principal"; #2 "the influence of other teachers"; #3 "responding to students' needs"; #4 "participation in curriculum innovation"; #5 "the teachers' own desire to grow"; and #6 "the availability of meaningful inservice."

The comments of the interviewees supported their perceptions of the six influential growth-stimulating factors in their school environments. An analysis of the identification and ranking of these stimulators by principal group and by teacher group is presented in the following sections.

The Identification and Ranking
of Growth-Stimulating Factors
by the Principals

Information pertaining to environmental factors perceived as stimulators by the principals is presented in Table 8. Analysis of the information in Table 8 indicates that thirteen of the sixteen factors mentioned by the interviewees as a group were identified by principals. Of these thirteen factors, six

Table 8
Factors Identified and Ranked as Growth-Stimulating
Factors by the Principals

| Identified Growth-Stimulating Factors | Number of Principals Who Identified | Number of Principals Who Ranked | Percentage of Principals Who Identified | Percentage of Principals Who Ranked | Cumulative Score | Rank |
|---|---|---------------------------------------|---|---|---------------------|------|
| 1. The Influence of the Principal | 13 | 13 | 81% | 81% | 26 | 1 |
| 2. The Influence of Other Teachers | 8 | 6 | 50% | 38% | 9 | 4 |
| 3. The Teachers' Own Desire to Grow | 7 | 7 | 44% | 44% | 13 | 2 |
| 4. Participation in Curriculum Innovation | 6 | 5 | 38% | 31% | 11 | 3 |
| 5. Responding to Students' Needs | 6 | 4 | 38% | 25% | 8 | 5 |
| 6. The Availability of Meaningful Inservice | 4 | 4 | 25% | 25% | 9 | 4 |

Table 8 (cont'd)

| | | | | | | |
|---|---|---|-----|-----|---|---|
| 7. Meeting District Credit Requirements | 3 | 2 | 19% | 12% | 6 | 6 |
| 8. Positiveness in the School Atmosphere | 1 | 1 | 6% | 6% | 3 | 7 |
| 9. Opportunity for Professional Advancement | 1 | 1 | 6% | 6% | 2 | 8 |
| 10. Visitations to Other Classrooms/Buildings | 1 | 1 | 6% | 6% | 2 | 8 |
| 11. The Applicability of Inservice to Classroom Use | 1 | 1 | 6% | 6% | 2 | 8 |
| 12. Salary Increase | 1 | 0 | 6% | 6% | - | - |
| 13. Interest of Parents | 1 | 0 | 6% | 6% | - | - |

emerged as those most-frequently mentioned. The six factors, (according to frequency mentioned and the percentage of principals who mentioned) were: 1) "the influence of the principal" by 13 (or 81%) of the principals; 2) "the influence of other teachers" by 8 (or 50%); 3) "the teachers' own desire to grow" by 7 (or 44%); "participation in curriculum innovation" and "responding to students' needs" (by 6 or 38%); and 5) "the availability of meaningful inservice" (by 4 or 25%). The remaining five growth-stimulating factors were mentioned by only 6% - 19% of the principals.

Information pertaining to the principals' perceptions of the extent of the influence of the eleven growth-stimulators

was gained by having them rank the factors (See Table 8). Examination of this information indicates that the principals ranked eleven of the thirteen factors. Of those eleven, the six factors which emerged as the most highly-ranked or most influential were the same factors which emerged as the most-frequently mentioned. Ordered according to their perceived influence on the growth of teachers, these were: #1 "the influence of the principal" (28 cumulative points); #2 "the teachers' own desire to grow" (13 points); #3 "participation in curriculum innovation" (11 points); #4 "the influence of other teachers" (9 points) and "the availability of meaningful inservice" (also 9 points); and #5 "responding to students' needs" (8 points). The cumulative score computation is presented in Appendix E2).

Two factors which did not emerge as influential factors but which were mentioned by principals in the interview (See Table 7 on page 64) were: "opportunity for salary increase" and "the interest of parents." These were identified by one principal each.

Summary

Thirteen of the sixteen factors identified by the interviewees as growth-simulating factors were mentioned by principals. Of these, eleven were ranked by the principals as influential in the professional growth of teachers. Six of the eleven emerged as those perceived as the most influential. These were: the influence of the principal; the teachers' own desired to grow;

participation in curriculum innovation; the influence of other teachers; the availability of meaningful inservice; and responding to students' needs. Environmental factors which emerged in the perceptions of the group of interviewees as a whole which were not mentioned by the principals were: the opportunity for salary increase, and the interest of parents.

The Identification and Ranking
of Growth-Stimulating Factors
by the Teachers

Analysis of the interview information on the identification and ranking of growth-stimulating factors by the teachers indicates that the teachers identified 14 factors which were perceived as stimulators of growth (See Table 9)

Table 9
Factors Identified and Ranked as Growth-Stimulating
Factors by the Teachers

| Identified Growth-Stimulating Factors | Number of Teachers Who Identified | Number of Teachers Who Ranked | Percentage of Teachers Who Identified | Percentage of Teachers Who Ranked | Cumulative Score | Rank |
|---|---|-------------------------------------|---|---|---------------------|------|
| 1. The Influence of Other Teachers | 30 | 30 | 62% | 62% | 56 | 1 |
| 2. The Influence of the Principal | 26 | 26 | 54% | 54% | 48 | 2 |

Table 9 (cont'd)

| | | | | | | |
|--|----|----|-----|-----|----|----|
| 3. Participation in Curriculum Innovation | 20 | 17 | 41% | 35% | 37 | 4 |
| 4. Responding to Students' Needs | 18 | 16 | 38% | 33% | 41 | 3 |
| 5. The Teachers' Own Desire to Grow | 15 | 13 | 31% | 27% | 28 | 5 |
| 6. The Availability of Meaningful Inservice | 15 | 13 | 31% | 27% | 28 | 6 |
| <hr/> | | | | | | |
| 7. Opportunity for Salary Increase | 11 | 9 | 23% | 19% | 21 | 6 |
| 8. Meeting District Credit Requirements | 8 | 6 | 17% | 12% | 13 | 7 |
| 9. The Interest of Parents | 3 | 2 | 6% | 4% | 3 | 9 |
| 10. Opportunity for Professional Advancement | 2 | 2 | 4% | 4% | 5 | 8 |
| 11. The Availability of a Professional Library | 2 | 2 | 4% | 4% | 3 | 9 |
| 12. The Influence of Central Administrators | 1 | 1 | 2% | 2% | 3 | 9 |
| 13. The Teachers' Own Outside Interests | 1 | 1 | 2% | 2% | 1 | 10 |
| 14. Positiveness in the School Atmosphere | 1 | 0 | 2% | 0% | - | - |

The most frequently identified factors (listed in the order of declining frequency) were: 1) "the influence of other teachers" (mentioned by 30 or 62% of the teachers); 2) "the influence of the

principal" by 26 (or 54%); 3) "participation in curriculum innovation" by 20 (41%); 4) "responding to students' needs" by 18 (or 38%); 5) "the teachers' own desire to grow" and "the availability of meaningful inservice" (both by 15 or 31%).

Further analysis of the information in Table 9 indicates that six factors emerged as the factors perceived to be most influential in stimulating growth. Listed in the order of their perceived influence (in ranked-positions), they were: #1 "the influence of other teachers" (ranked by 30 or 62% of the teachers); #2 "the influence of the principal" (by 26 or 54% of the teachers); #3 "responding to students' needs" (by 16 or 33%); #4 "participation in curriculum innovation" by 17 (or 35%); and and #5 "the teachers' own desire to grow" and "the availability of meaningful inservice" (both by 13 or 27%). (The computations for the cumulative scores are presented in Appendix E3). Although "participation in curriculum innovation" was ranked by a greater number of teachers than "responding to students' needs," the rank assigned by the teachers was higher in the case of "responding to students' needs."

In the case of "the teachers' own desire to grow" and "the availability of meaningful inservice," both factors were ranked by the same number of teachers. However, in this instance, "the teachers' own desire to grow" received a higher ranking.

One factor was ranked as one of two sixth ranked influential stimulators along with "the availability of meaningful inservice." This factor was: "the opportunity for

salary increase." Although this factor was perceived as influential by the teachers, it was not widely perceived as a stimulating factor when compared with the six factors preceding it in the listing. Because it emerged, however, as a sixth-ranked stimulator, comments by the interviewees support for it as a "semi-influential" stimulator are presented in the next section. One factor ("positiveness in the school atmosphere") which was mentioned by only one teacher as a stimulator, was not ranked at all by that teacher. Therefore, it is displayed in Table 7 (on page 65) but it does not appear in Table 9.

The Opportunity for Salary Increase
as an Influential Stimulator

"The opportunity for salary increase" was identified by teachers who mentioned the impact of salary scale on teachers' decisions to pursue growth (in this case, usually coursework). One teacher simply said "knowing that schooling will bring higher pay motivates." Another said that taking classes "makes one's base-level pay higher." Two said that it was "the requirements of the salary-scale advancements" that stimulated teachers to grow. Similarly, another said that motivation to grow was based on "money scale advancement due to going on....." One teacher, when asked what in the school environment motivated teachers to grow said, "Not a whole lot -- except pay increments." This same teacher, however went on to mention two more things and ranked all three as influential. She individually ranked "the opportunity for a salary increase" as #1.

Summary

The teachers mentioned fourteen of the sixteen factors identified by the interviewees as growth-stimulating factors. Of these fourteen, they ranked thirteen. Six of these thirteen emerged as influential. These were: the influence of other teachers, the influence of the principal, responding to students' needs, participation in curriculum innovation, the teachers' own desire to grow, and the availability of meaningful inservice. The opportunity for salary increase was included as a sixth-ranked factor along with the availability of meaningful inservice. Visitations to other classrooms and buildings, and the applicability of inservice to classroom use were not mentioned by teachers as factors perceived as present and stimulative to the growth of teachers.

Comparisons of Principal and Teacher Perceptions on Growth-Stimulating Factors

Since the responses of the total group of interviewees were influenced both by the principal responses and the teacher responses, comparison of the principal and teacher responses are presented in this section. Analysis of information which pertains to either the principal or the teacher group and the total group which required further discussion is presented at the end of this section.

"The influence of the principal" was the factor most frequently mentioned by the study principals. It was the one mentioned second-most frequently by the teachers. The factor

mentioned most frequently by the teachers was "the influence of other teachers." The principals mentioned "the influence of other teachers" second. Analysis of this information indicates that a larger number of the principals (who identified "the influence of the principal") perceived it as a stimulator than perceived "the influence of other teachers" as one. Correspondingly, a larger number of the teachers who identified it, perceived it as a stimulator than perceived "the influence of the principal" as one.

All of the principals who identified "the influence of the principal" ranked it as the most-influential stimulator. This factor was ranked second in influence by all of the teachers who identified it. "The influence of other teachers" was ranked most influential by all of the teachers who identified it. All of the teachers who identified "the influence of the principal" ranked it as second in influence. Although "the influence of other teachers" was selected as influential by the second largest number of principals, the principals who selected it ranked it as fourth in influence.

Analysis indicates that since all of the principals who perceived "the influence of the principal" as influential and ranked it higher than "the influence of other teachers," "the influence of the principal," emerged as the factor perceived as more influential than "the influence of other teachers," as perceived by principals. Correspondingly, since all of the teachers who identified and ranked

"the influence of other teachers" as a stimulator gave it high rankings, it emerged as the most important stimulator perceived by teachers to stimulate growth. Analysis also indicates that although almost as many principals ranked "the influence of other teachers" as identified it, they did not perceive it to be as influential as perceived by the teachers. The analysis basically points to each group (the principal group and the teacher group) perceiving the influence of members of its own group as the most influential stimulators of teacher growth.

Since "the influence of other teachers" which was the factor mentioned second-most frequently by the principals and most frequently by the teachers is discussed above, "the teachers' own desire to grow" will be discussed next in this report. This factor was mentioned third-most frequently by the principals and fifth-most (along with the availability of meaningful inservice) by the teachers. "The factor mentioned third-most frequently by the teachers was "participation in curriculum innovation."

Analysis of this information indicates that "the teachers' own desire to grow" was perceived more frequently as a stimulator by the principals than by the teachers. The teachers perceived "participation in curriculum innovation" as a stimulator more frequently than they perceived "the teachers' own desire to grow" as a stimulator.

"The teachers' own desire to grow" was mentioned as influential in stimulating growth second-most frequently by the

principals and fifth-most frequently by the teachers. The factor mentioned second-most frequently by the teachers was "the influence of the principal" (which is discussed above). "The teachers' own desire to grow" was ranked as the second-most influential stimulator by the principals, as well as having been selected as an influential stimulator by the second-largest number of principals. "The teachers' own desire to grow" was ranked as the fifth-most influential stimulator by the teachers as well as having been selected as influential by the fifth largest number of teachers.

Analysis of this information indicates that "the teachers' own desire to grow" was mentioned more often as an influential stimulator by the principals than by the teachers who identified it. The principals who identified "the teachers' own desire to grow" as an influential stimulator ranked it as the second-most influential stimulator. The teachers who identified it as influential only selected it as fifth most influential. The principals, therefore, perceived "the teachers' own desire to grow" as much more influential than the teachers perceived it to be.

"Participation in curriculum innovation" was the factor (along with "responding to students' needs") which was mentioned fourth-most frequently by the principals. It was mentioned third most frequently by the teachers. The factor mentioned fourth most frequently by the teachers was "responding to students' needs." The factor mentioned third most frequently by the

principals was "the teachers' own desire to grow."

Analysis of this information indicates that although "participation in curriculum innovation" was mentioned more frequently by teachers than principals, "the teachers' own desire to grow" was perceived as a stimulator more frequently by principals than by teachers. The teachers, however, perceived "participation in curriculum innovation" and "responding to students' needs" more frequently as stimulators than "the teachers' own desire to grow."

"Participation in curriculum innovation" was mentioned as influential in stimulating growth fourth most frequently by the principals and third most frequently by the teachers. The factor mentioned fourth most frequently by the teachers was "responding to students' needs." The one mentioned third most frequently by the principals was "the influence of other teachers." The fourth largest number of principals selected "participation in curriculum" as influential while it was selected as influential by the third largest number of teachers. The principals, however, ranked "participation in curriculum innovation" as the third most influential stimulator while the teachers ranked it as the fourth most influential stimulator.

Analysis of this information indicates that although the teachers mentioned "participation in curriculum innovation" more frequently than the principals, it was perceived as influential more often by the principals than by the teachers. The analysis also indicates that it was perceived as more influential by the principals than by the teachers.

"The availability of meaningful inservice" (along with "responding to students' needs") was the fifth most frequently mentioned stimulator by the principals, and also, the fifth most frequently mentioned factor (along with "the teachers' own desire to grow") by the teachers. Analysis of this information indicates that both principals and teachers perceived this factor as a stimulator of growth. Those who mentioned it, however, were among a lower number in each of their respective groups. Out of the six major factors identified as stimulators by the principals and the teachers, this factor was fifth.

"The availability of meaningful inservice" was the factor mentioned fifth most frequently by the principals and the teachers as an influential stimulator. "Responding to students' needs" was also fifth most frequently mentioned by the principals. "The teachers' own desire to grow" was also the fifth most frequently mentioned by the teachers. The principals, however, ranked "the availability of meaningful inservice" as the fourth-most influential stimulator (along with "the influence of other teachers") while the teachers ranked it as sixth most influential (along with "the opportunity for salary increase").

Analysis of this information indicates that although "the availability of meaningful inservice" was supported as an influential stimulator by approximately the same amount of support by both the principals and the teachers, it was perceived as more influential by the principals

than by the teachers.

Summary

Comparison of the analyzed responses of the principals and teachers indicates that some environmental factors are perceived similarly while others are perceived differently as stimulators of teacher growth. The comparison of the six most frequently mentioned and ranked factors indicates that members of the principal group and the teacher group most frequently identified and then ranked as most-influential the influence of members of their own group. The principals identified "the influence of the principal" most frequently as a stimulator and chose it as the most-influential stimulator. The teachers identified "the influence of other teachers" most frequently as a stimulator and chose it as the most-influential stimulator.

Comparison of the responses of the two groups also indicates that in some cases, the perceptions of the two groups were the same, or at least similar. For example, in the identification of growth stimulators both the principals and the teachers identified "responding to students' needs" as the fourth most frequently perceived stimulator. Both groups also identified "the availability of meaningful inservice" as the fifth most frequently perceived stimulator (however, each group ranked it differently). "The availability of meaningful inservice" was identified as the fifth most frequently perceived influential stimulator by both

the principals and the teachers.

In other instances the principals and teachers identified factors where there was no common perception as to their presence or rank. The factors which emerged where this was the case were: "the influence of the principal" and "the influence of the teachers" (as previously mentioned); "the teachers' own desire to grow"; and "participation in curriculum innovation."

Comparisons of Total Group Perceptions with Principal Group and Teacher Group Perceptions

The responses of the total group (which includes the principals and the teachers and considers them together) when analyzed, indicate that some factors were mentioned as stimulators which were mentioned only by the principals. These were: "visitations in other classrooms/other schools" and "the applicability of inservice to classroom use." Others were mentioned by only the teachers. These were: "a professional library (or at least materials) in the building"; "the influence of central administrators"; and "the teachers' own outside interests." Since the factors mentioned by only the principal members of the total group were not mentioned by any teachers, they could not be selected as influential or ranked by any teachers. Correspondingly, those mentioned only by the teachers could not be selected as influential nor could they be ranked by any principals. The perceptions of the principals and the teachers within the total group, however, serve as an indicator of what was perceived

as present and influential within particular building environments.

Summary

The findings which pertained to the identification and ranking of growth-stimulating factors indicate that sixteen environmental factors emerged as factors perceived as present in the school environments studied. Of these sixteen factors, six were perceived by the sources of information on the school environments (the interviewees) as the factors which were most widely-perceived and most-influential in the stimulation of teacher growth. These were: the influence of the principal; the influence of other teachers; responding to students' needs; participation in curriculum innovation; the teachers' own desire to grow; and the availability of meaningful inservice.

Although the influence of other teachers was identified more frequently by teachers as present and influential, than the influence of the principal, the influence of the principal emerged as the most-frequently mentioned and the most-influential factor in the perceptions of the total group of interviewees as a whole. This was due to the low ranking awarded to the influence of other teachers as a growth-stimulator by the principals in the study. This indicates that a large enough number of principals perceived themselves as a source of stimulation for teachers toward growth efforts and perceived the other teachers as much less of a source of

stimulation to affect the study results. Correspondingly, indications are that a large enough number of teachers perceived the principal as a source of stimulation toward growth that even though more teachers perceived other teachers to stimulate toward growth, the ranking by the teachers of the influence of other teachers did not off-set the low ranking of that factor by the principals. The findings pertaining to the perceptions of the groups within the total group provide illumination of the perceptions of persons within the school in their particular roles in the school environment. Whether or not their roles influenced their perceptions or whether their perceptions were influenced by other factors was not investigated in the study.

The Identification and Ranking
Of Environmental Factors
Perceived as Growth-Supporting Factors

The findings in this section are based on the responses to Question Number Six: "What in the work environment of your school tend to support a teacher's efforts to grow professionally?" on the interview schedule. In answering the question the interviewees first identified those factors which they perceived to be important in supporting teacher growth, and then ranked these factors in importance. Results from the identification and the ranking are presented first for the total group (in Table 10), then for the principals alone (in Table 11), and then for the teachers alone (in Table 12). The responses of these three groups were the focus in order to note similarities and differences which might emerge pertaining to perceptions of factors which support teacher growth in the schools studied.

As in the case of the growth-stimulators, the most frequently identified factors and the most highly ranked factors were selected for further study. Any factor which was ranked in the top-three by an interviewee was included in a table. This gave all of the factors presented in the tables a degree of support. From the factors noted in the tables, the factors commonly mentioned were chosen based on the frequency with which a factor was mentioned by persons in a group. These frequencies emerged in a pattern of natural groups. The top

group of factors which emerged was studied further. The purpose was to focus the study on the factors which were the most strongly perceived by each group as a whole.

As in the case of the stimulating factors, each factor was assigned a cumulative score through an analytic procedure used to assign points based on the way in which the interviewees ranked a factor. A factor received three points when it was ranked as "most important" by an interviewee, two points when it was ranked as "second-most important," and one point when ranked third. If a factor was identified by an interviewee as a stimulator and then ranked as a 4th, 5th, or 6th choice, or was not ranked at all, it received no points. Again, as in the case of the stimulators, each interviewee was asked to rank all of the factors which he or she had contributed. Therefore, a few factors surfaced which did not become a part of the study report. In cases where the interviewees identified only one or two factors, there were only one or two to rank by the interviewee.

The natural group of factors with the highest cumulative scores which emerged and are displayed in each table represent the factors which were perceived as significant as growth-support factors in the schools studied. In each case, as with the stimulators, these factors were analyzed and compared with the group of factors which are presented in each table. The results were also compared for groups of factors of both types across the table.

The Identification and Ranking
of Growth-Supporting Factors
by the Interviewees as a Total Group

Twenty-one factors were mentioned as factors perceived to support the growth of teachers once growth had begun. Analysis of the information in Table 10 indicates that only

Table 10
Factors Identified and Ranked as Growth-Supporting
Factors by the Total Group of Interviewees

| Identified Growth-Supporting Factors | Number of Interviewees Who Identified | Number of Interviewees Who Ranked | Percentage of Interviewees Who Identified | Percentage of Interviewees Who Ranked | Cumulative Score ^x | Rank |
|--|---|---|---|---|----------------------------------|------|
| 1. Encouragement by the Principal ++ | 46 | 44 | 72% | 69% | 94 | 1 |
| 2. Encouragement by Other Teachers ++ | 39 | 35 | 61% | 55% | 75 | 2 |
| 3. Seeing Results in the Classroom ++ | 27 | 27 | 42% | 42% | 66 | 3 |
| 4. Positive Feedback from Parents ++ | 15 | 14 | 23% | 22% | 20 | 4 |
| 5. The Availability of Grants/Funds for Use in Growing ++ | 11 | 9 | 17% | 14% | 18 | 6 |
| 6. A Professional Growth Orientation by the District ++ | 9 | 3 | 17% | 5% | 4 | 11 |

Table 10 (cont'd)

| | | | | | | |
|--|---|---|-----|-----|----|----|
| 7. The Availability of Meaningful Inservice ++ | 8 | 6 | 12% | 9% | 13 | 7 |
| 8. The Excitement of Students Over New Things Tried ++ | 8 | 1 | 12% | 2% | 3 | 12 |
| 9. Opportunity to Share with Colleagues ++ | 8 | 2 | 12% | 3% | 3 | 12 |
| 10. The Teachers' Own Satisfaction With Their Growth ++ | 7 | 7 | 11% | 11% | 19 | 5 |
| 11. Opportunity for Salary Increase ++ | 6 | 5 | 9% | 8% | 10 | 8 |
| 12. The Availability of Release Time ++ | 5 | 2 | 8% | 3% | 3 | 12 |
| 13. The Availability of Materials/Equipment to Try New Things ++ | 4 | 4 | 6% | 6% | 5 | 10 |
| 14. Recognition of a Continued Need to Grow ++ | 4 | 4 | 6% | 6% | 5 | 10 |
| 15. Earned Degrees/Credits ++ | 3 | 3 | 5% | 5% | 7 | 9 |
| 16. Participation in Curriculum Innovation ++ | 3 | 3 | 5% | 5% | 7 | 9 |
| 17. Media Coverage of New Things Tried + | 1 | 1 | 2% | 2% | 1 | 14 |
| 18. The Availability of a Professional Library ++ | 1 | 1 | 2% | 2% | 2 | 13 |
| 19. The Opportunity for Professional Advancement ++ | 1 | 1 | 2% | 2% | 1 | 14 |

Table 10 (cont'd)

| | | | | | | |
|--|---|---|----|----|---|----|
| 20. Positive Feedback From the School Secretary ++ | 1 | 1 | 2% | 2% | 1 | 14 |
| 21. Recognition by Central Administrators ++ | 1 | 1 | 2% | 2% | 1 | 14 |
| + Mentioned by Principals only | | | | | | |
| ++ Mentioned by Teachers only | | | | | | |
| +++ Mentioned by both Principals and Teachers | | | | | | |

* See Appendix E4 for individual weighted scores

three factors emerged as the factors most frequently mentioned by the interviewees. These were: 1) "encouragement by the principal"; 2) "encouragement by other teachers"; and 3) "seeing results in the classroom." "Encouragement by the principal" was mentioned by 46 interviewees (72% of the group); "encouragement by other teachers" by 39 (61% of the group); and "seeing results in the classroom" by 27 (42%). The remaining factors were mentioned by 2% - 23%. Analysis of the frequency scores which pertained to the factors as identified support factors and as ranked support factors indicates that some interviewees identified stimulators and then did not rank them as influential. Analysis of the cumulative scores indicates that "encouragement by the principal" was perceived as the most influential growth-supporting factor in the buildings studied. "Encouragement by other teachers" ranked second. "Seeing results in the classroom" ranked third.

Comparison of the ordered-ranking of the identified growth-supporting factors with the frequency ordered listing of the stimulators in Table 10 indicates that the top-three factors in the frequency-ordering occupied the same positions in the ranked-ordering. The perceived presence of the three factors which emerged as both the most-frequently mentioned and the most-influential growth-supporting factors was supported by comments gathered during the interview process. The comments are presented below. Each of the three major growth-supporting factors serves as a heading for the material contributed by the interviewees.

Encouragement by the Principal
as an Influential Support Factor.

"Encouragement by the principal" was identified as a growth-support factor by people who simply said that encouragement by the principal supported teachers in their growth. Others provided examples of the types of encouragement which were perceived to have given the teachers support in their growth efforts. "Verbal encouragement," "recognition", "participation in the teachers' efforts to grow," and the application of a "supervisory philosophy by the principal" were mentioned as the types of encouragement which were provided to teachers in the buildings studied. General and continuing support from the principal was mentioned by seven study sources. Encouragement to "keep growing" was mentioned by seven others. Valuing of professional growth by the principal was mentioned as important by

one principal who said that he valued professional growth, himself, and therefore supported professional growth in the teachers.

Verbal encouragement by the principal was mentioned by four teachers. One stated that the principal complimented teachers on new ideas which they contributed. Another said that the principal provided positive feedback on "new things being tried." The third said that the principal mentioned (in building meetings) various things which teachers were trying in the building. The fourth, said that the principal told parents and others outside the school about the new things which the teachers were trying which were a result of new things learned by the teachers.

Several people mentioned recognition by the principal which was written or communicated by non-verbal means. One teacher said that the principal in her building wrote an article in the school newspaper about the new things which the teachers had tried or were trying. Another said that the principal "took over teachers' classrooms and taught for teachers who had shown evidence of growth as a reward for their growth efforts and for applying what they had learned." One principal reported that he delegated special responsibilities in decision-making in the building to teachers who had grown and who were "competent teachers."

Several other people mentioned assistance by the principal which provided encouragement to "growing" teachers.

One teacher mentioned that the principal sometimes had given helpful suggestions or new ideas to the teachers which assisted in their growth. Another said that the principal conferred with teachers who were trying new things and helped them set goals and evaluate their growth. Still another teacher said that the principal taught for teachers so that they could visit other classrooms. One principal stated that he arranged for "release time" so that the teachers could attend workshops and seminars.

Encouragement by Other Teachers
as an Influential Support Factor.

"Encouragement by other teachers" was mentioned as a growth-supporting factor by interviewees who simply said that it was the encouragement of peers, colleagues, other staff members, or "cohorts" who supported the growth of teachers in their buildings. Still others were quite specific in their detailing of types of encouragement provided to teachers during their growth. Although some sources simply said that it was the "encouragement" of others or "the support" of other teachers, one principal and one teacher said that it was "other teachers' interest in the teachers who were growing" which supported their growth. Three teachers stated that "being noticed by other teachers" and "receiving feedback" from other teachers made teachers "feel supported" and encouraged them to continue to pursue growth. One principal said that she encouraged the teachers to encourage each other.

One teacher said that "teachers learning together" provided

encouragement to teachers. She also said that sharing "what was learned" was helpful to the teachers in her building. Another teacher mentioned that when teachers shared what they were trying and the resulting progress of their students other teachers were helped. One teacher said that when other teachers were "excited about new things," this encouraged "growing teachers" to continue with their growth efforts.

Seeing Results in the Classroom
as an Influential Support Factor.

"Seeing results in the classroom" was identified as having supported the growth of teachers in the buildings studied. The comments which were mentioned ranged from general comments ("classroom results supported growth") to more specific ones ("students learned more and their test scores went up").

Two teachers said that classroom results included teachers seeing what they were trying (based on the new things they had learned) work in the classroom. They said that this encouraged teachers "to keep trying new things" and "to keep on growing." One teacher said that "seeing things work in the classroom" provided positive reinforcement which was needed if teachers were to continue to grow.

Summary

The information provided by the interviewees supported the perceived presence of growth-supporting factors in the

schools studied. Three growth-supporting factors emerged as those most frequently mentioned. These same three factors were selected by the interviewees as influential in the support of teacher growth. The first two factors which emerged as the most-frequently mentioned and most-influential were basically the same ones which emerged as the most-frequently mentioned and the most influential in the stimulation of teacher growth. As support factors they were: "encouragement by the principal" and "encouragement by other teachers" while the two most frequently mentioned stimulators were: "the influence of the principal" and "the influence of other teachers." The third most frequently mentioned and the third most influential growth-supporting factor was "seeing results in the classroom." In the case of the stimulators they were "responding to students' needs" (third most influential) and "participation in curriculum innovation" (fourth most frequently mentioned).

The comments by the interviewees supported the three most-influential environmental factors which were perceived to have supported teachers in their growth. An analysis of the identification and ranking of these growth-supporting factors by the principal and teacher groups is presented in the following sections.

The Identification and Ranking of Growth-Supporting Factors by the Principals

Information pertaining to environmental factors perceived as growth-support factors by the principals is presented in Table

11. Analysis of the information in Table 11 indicates that

Table 11
Factors Identified and Ranked as Growth-Supporting
Factors by the Principals

| Identified Growth-Supporting Factors | Number of Principals Who Identified | Number of Principals Who Ranked | Percentage of Principals Who Identified | Percentage of Principals Who Ranked | Cumulative Score | Rank |
|--|---|---------------------------------------|---|---|---------------------|------|
| 1. Encouragement by the Principal | 14 | 14 | 88% | 88% | 35 | 1 |
| 2. Encouragement by Other Teachers | 8 | 6 | 50% | 38% | 9 | 2 |
| 3. The Availability of Grants/Funds for Use in Growing | 6 | 4 | 38% | 23% | 9 | 2 |
| 4. Seeing Results in the Classroom | 3 | 2 | 19% | 12% | 4 | 4 |
| 5. A Professional Growth Orientation by the District | 3 | 2 | 19% | 12% | 3 | 5 |
| 6. The Availability of Meaningful Inservice | 3 | 2 | 19% | 12% | 5 | 3 |
| 7. The Availability of Release Time | 3 | 1 | 19% | 6% | 2 | 6 |
| 8. Positive Feedback from Parents | 2 | 1 | 12% | 6% | 2 | 6 |
| 9. The Excitement of Students Over New Things Tried | 2 | 0 | 12% | 0% | - | - |

Table 11 (cont'd)

| | | | | | | |
|---|---|---|-----|-----|---|---|
| 10. Opportunity to Share with Colleagues | 2 | 1 | 12% | 6% | 2 | 6 |
| 11. Opportunity for Salary Increase | 2 | 1 | 12% | 6% | 2 | 6 |
| 12. The Availability of Materials/Equipment to Try New Things | 1 | 2 | 12% | 12% | 1 | 5 |
| 13. Teachers' Recognition of a Continued Need to Grow | 2 | 2 | 12% | 12% | 1 | 5 |
| 14. Earned Degrees/Credits | 1 | 1 | 6% | 6% | 1 | 5 |
| 15. Participation in Curriculum Innovation | 1 | 1 | 6% | 6% | 2 | 6 |
| 16. Media Coverage of New Things Tried | 1 | 0 | 6% | 0% | - | - |

16 of the 21 factors mentioned by the interviewees as a whole were identified by the principals. Of these factors three factors emerged as those most-frequently mentioned. These (according to the number of principals who mentioned) were: 1) "encouragement by the principal" by 14 (or 88%) of the principals; 2) "encouragement by other teachers" by 8 (or 50%); and 3) "the availability of grants/funds for use in growing" by 6 (or 38%). The remaining 13 factors were mentioned by 6% to 19% of the principals. Two of the three most-frequently mentioned growth-supporting factors were basically the same as two of the growth-

stimulating factors mentioned most-frequently by the principals. These were: "encouragement by the principal" and "encouragement by other teachers." These, as stimulators, were: "the interest of the principal" and "the interest of other teachers." The third growth-supporting factor "the availability of grants/funds for use in growing" or a similar derivative was not mentioned as a growth-stimulator by the principals.

Further analysis of the information in Table 11 indicates that all three of the most-frequently mentioned growth-supporting factors emerged as influential growth-supporting factors. Ordered according to their rank as influential factors, they were: #1 "encouragement by the principal" (35 cumulative points); and #2 "encouragement by other teachers" and "the availability of grants/funds for use in growing" (each with 9 cumulative points). The computation for the cumulative scores are presented in Appendix E5. All of the principals who identified "encouragement by the principal" ranked it as influential. Two fewer principals ranked "encouragement by other teachers" and "the availability of grants/funds..." as influential than identified them.

One factor which was mentioned by one principal in the interview (See Table 10, on page 100) was not ranked by that principal. This was "media coverage of new things being tried in the building." Five factors (which were also listed in Table 10 as factors mentioned by the interviewees) were not identified by principals. These were: "the teachers' own satisfaction

with their growth"; "the availability of a professional library"; "the opportunity for professional advancement"; "positive feedback from the school secretary"; and "recognition by central administrators." Since these factors were not mentioned, they were not available for ranking.

Summary

The principals identified 16 of the 21 factors identified as growth-supporting factors by the study interviewees. The three which emerged as most-frequently mentioned were: encouragement by the principal; encouragement by other teachers; and the availability of grants and other funds for use in pursuing professional growth. In a ranking of all 16 factors, the factors which emerged as the most influential factors in the support of teacher growth were the same ones which emerged as those mentioned most often. Environmental factors not mentioned by the principals but which emerged in the responses of the total group of interviewees were: the teachers' satisfaction with their own growth; the availability of a professional library; the opportunity for professional advancement; positive feedback from the school secretary; and recognition by central administrators.

The Identification and Ranking of Growth-Supporting Factors by the Teachers

Analysis of the interview information on the identification and ranking of growth-supporting factors by the teachers

indicates that the teachers identified 20 factors which were perceived as growth-supporting factors (See Table 12). The most

Table 12
Factors Identified and Ranked as Growth-Supporting
Factors by the Teachers

| Identified Growth-Supporting Factors | Number of Teachers Who Identified | Number of Teachers Who Ranked | Percentage of Teachers Who Identified | Percentage of Teachers Who Ranked | Cumulative Score | Rank |
|--|---|-------------------------------------|---|---|---------------------|------|
| 1. Encouragement by the Principal | 32 | 30 | 67% | 62% | 60 | 3 |
| 2. Encouragement by Other Teachers | 31 | 29 | 63% | 68% | 66 | 1 |
| 3. Seeing Results in the Classroom | 27 | 25 | 56% | 52% | 62 | 2 |
| 4. Positive Feedback from Parents | 13 | 13 | 27% | 27% | 18 | 5 |
| 5. The Teachers' Own Satisfaction with Their Growth | 7 | 7 | 15% | 15% | 19 | 4 |
| 6. A Professional Growth Orientation by the District | 6 | 1 | 12% | 2% | 1 | 12 |
| 7. The Excitement of Students over New Things Tried | 6 | 1 | 12% | 2% | 3 | 10 |
| 8. Opportunity to Share with Colleagues | 6 | 1 | 12% | 2% | 1 | 12 |
| 9. The Availability of Grants/Funds to Use to Grow | 5 | 5 | 10% | 10% | 9 | 6 |

Table 12 (cont'd)

| | | | | | | |
|---|---|---|-----|----|---|----|
| 10. The Availability of Meaningful Inservice | 5 | 4 | 10% | 8% | 8 | 7 |
| 11. Opportunity for Salary Increase | 4 | 4 | 8% | 8% | 8 | 7 |
| 12. The Availability of Release Time | 2 | 1 | 4% | 2% | 1 | 12 |
| 13. The Availability of Materials/Equipment to Try New Things | 2 | 2 | 4% | 4% | 3 | 10 |
| 14. Earned Degrees/Credits | 2 | 2 | 4% | 4% | 4 | 9 |
| 15. Participation in Curriculum Innovation | 2 | 2 | 4% | 4% | 5 | 8 |
| 16. The Teachers' Recognized Continued Need to Grow | 2 | 2 | 4% | 4% | 2 | 11 |
| 17. Availability of a Professional Library | 1 | 1 | 2% | 2% | 2 | 11 |
| 18. Opportunity for Professional Advancement | 1 | 1 | 2% | 2% | 1 | 12 |
| 19. Positive Feedback from the School Secretary | 1 | 1 | 2% | 2% | 1 | 12 |
| 20. Recognition by Central Administrators | 1 | 1 | 2% | 2% | 1 | 12 |

frequently identified factors (listed in the order of declining frequency) were: 1) "encouragement by the principal" by 32 (or 67%) of the teachers; 2) "encouragement by other teachers" by 31

(or 65%); and 3) "seeing results in the classroom" by 27 (or 56%). One factor which is listed as #17 in Table 10 on page 101, (of factors identified by the interviewees) was not identified by teachers. This was "media coverage of new things tried." Therefore, it was not available for ranking.

The three factors identified by the teachers as the most-frequently perceived factors also emerged as the growth-supporting factors perceived to be most-influential in supporting growth. Listed in the order of their perceived influence (in ranked-positions), they were: #1 "encouragement by the principal" by 30 (or 62% of the teachers); #2 "encouragement by other teachers" by 29 (or 60%); and #3 "seeing results in the classroom" by 25 (or 52%). The computations for the cumulative scores are presented in Appendix E6. The first two influential growth-supporting factors mentioned above correspond to two of the most influential stimulators which were "the influence of the other teachers" and "the influence of the principal." However, as a growth-support factor "encouragement by the principal" was ranked as first in importance while "the influence of other teachers" was ranked first as a growth-stimulating factor. Correspondingly, "encouragement by other teachers" was ranked second second as a growth-support while "the influence of the principal" was ranked second as a stimulator of growth. These results indicate that the interviewees perceived teachers to be more stimulated to grow by the influence of other teachers than by the influence of the principal, while they are supported more in their

growth efforts by the encouragement of the principal than by the than by the encouragement of other teachers. The differences, however, are slight.

Summary

The teachers identified 20 of the 21 factors mentioned by the interviewees. Three emerged as the factors mentioned most often. These were: encouragement by the principal; encouragement by other teachers; and seeing results in the classroom based on trying new things learned. In a ranking of all 20 factors, the three mentioned above emerged as those perceived by the teachers as most influential in the support of teacher growth. One environmental factor not mentioned by teachers but which emerged in the responses of the interviewees as a total group was media coverage of new things tried in the school.

Comparisons of Principal and Teacher Perceptions on Growth-Supporting Factors

As was mentioned in the section which compared the the principal and teacher perceptions on growth-stimulators, the responses of the total group of interviewees were influenced by both the principal and the teacher responses. Therefore, only comparisons of the principal and teacher perceptions are presented here. Analysis of information which pertained to either the principal or the teacher group and the total group which required further discussion is presented

at the end of this section.

"Encouragement by the principal" was the factor mentioned most-frequently by both the principals and the teachers as a growth-support factor. "Encouragement by other teachers" was mentioned second-most frequently by both groups. "The availability of grant/funds for use in growing" was mentioned third-most frequently by the principals. This factor was the seventh-most frequently mentioned factor by teachers. The teachers mentioned "seeing results in the classroom" third-most frequently.

Analysis of this information indicates that both the principals and the teachers perceived "encouragement by the principal" and "encouragement by other teachers" as factors commonly perceived to support teacher growth. Further analysis indicates that a larger number of the principals than of the teachers perceived monetary assistance as a factor which sustained growth while a larger number of the teachers than of the principals perceived "seeing results in the classroom" as something which sustained growth.

All of the principals who identified "encouragement by the principal" supported it as an influential growth-supporting factor. Two fewer teachers ranked it than identified it as influential. "Encouragement by the principal" was ranked third in influence by the teachers. The teachers ranked "encouragement by other teachers" and "seeing results in the classroom" above "encouragement by the principal."

Comparison of the perceptions of the principals pertaining to what influences the support of teacher growth with the teachers' perceptions based on analysis of the interview information indicates that both groups perceived the encouragement of the principal to be most influential and the encouragement of other teachers to be second-most important. The principals then perceived financial assistance to be next most important while the teachers perceived it to be seeing results in the classroom which are based on new things learned.

Comparisons of Total Group Perceptions with Principal Group and Teacher Group Perceptions

As was the case in comparing the total group and each of the sub-groups in the identification and ranking of the stimulators, some growth-supporting factors were only mentioned by principals. One factor emerged, for example, in the responses of the total group which was mentioned only by principals (one principal). This was: "media coverage of new things being tried in the school." Five factors, however, in the responses of the total group were mentioned only by teachers. These were: "the teachers' own satisfaction with their growth"; "a professional library in the building"; "professional advancement"; "recognition by central administrators"; and "positive feedback from the school secretary." As previously mentioned in the case of the growth-stimulating factors, the factors which were mentioned by the principals could not be

ranked by the teachers unless also mentioned by the teachers. The same situation applied to the factors mentioned by the teachers. The responses of the principals and the teachers, present perceptions not clearly evident in the responses of the total group. The responses of the total group, however, present perceptions across buildings which add dimension to the perceptions of both the principal and the teacher group.

Summary

The findings which pertained to the identification and ranking of growth-supporting factors indicate that twenty-one environmental factors emerged as factors perceived as present in the buildings studied. Of these twenty-one factors three were perceived as growth-supporting factors which were present and influential. These were: encouragement by the principal; encouragement by other teachers; and teachers seeing results in the classroom (due to the application of new things learned during their growth efforts). Although there was agreement between the first two factors as most and second most influential, the principals ranked the availability of grants and other funds to support growth over the seeing of classroom results as the third most-influential growth-supporting factor. The weight of the teacher ranking in this case influenced the ranking by the total group so that seeing results in the classroom still emerged as the third-most influential factor identified by the total group.

As in the case of the identification and ranking of growth-stimulating factors, the responses of the principals and the teachers, when analyzed separately, present perceptions not clearly visible in the analysis of the responses of the total group (of interviewees). The total group responses, when analyzed, present an overview of the school situation and the perceived influence of particular environmental factors across groups.

The Identification
Of Environmental Factors
Perceived as Desired Growth-Stimulating Factors

The findings in this section are based on the responses to Part A. of Question Number Seven: "If you could add to your school environment particular factors that you think would be effective as motivators (stimulators) in promoting teacher growth, what factors would you add?". In answering the question the interviewees identified factors which they perceived to be desired in order to stimulate (and which were not present or at least not prevalent to the extent of being considered sufficient). As in the identification and ranking of perceived growth-stimulating and growth-supporting factors, results gathered from the responses of the study interviewees are presented in a series of tables. The results from the responses of the total groups are presented in Table 13. Those from the principals and teachers are presented in Tables 14 and 15, respectively. Since the interviewees were not asked to rank the factors which they identified but to merely identify factors perceived as "desired" stimulating factors, the information presented in the tables does not contain reference to factors ranked as influential. As in the case of the growth-stimulating factors and the growth-supporting factors, however, those factors which were identified as desired stimulating factors are ordered according to the frequency with which they emerged.

The Identification
of Desired Growth-Stimulating Factors
by the Interviewees as a Total Group

Twenty factors were identified as desired growth-stimulating factors by the interviewees. A listing of these 20 factors is presented in Table 13. Analysis of the information

Table 13
Factors Mentioned as Desired Growth-Stimulating
Factors by the Interviewees

| Factors Mentioned as Desired Growth-Stimulating Factors | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned |
|--|--|--|
| 1. The Availability of Materials/Equipment/Space ++ | 12 | 19% |
| 2. The Availability of More Meaningful and Frequent Inservice ++ | 11 | 17% |
| 3. More Shared Problem- Solving ++ | 9 | 14% |
| 4. The Availability of Release Time/Sabbaticals ++ | 9 | 14% |
| 5. The Hiring of More Building Staff ++ | 9 | 14% |
| 6. More Involvement by the Principal ++ | 8 | 12% |
| 7. Participation in Curriculum Innovation ++ | 6 | 9% |

Table 13 (cont'd)

| | | |
|--|---|----|
| 8. The Availability of a Professional Library ++ | 5 | 8% |
| 9. Openness/Sharing Among the Staff ++ | 5 | 8% |
| 10. Grants/Funds for Use in Growing ++ | 5 | 8% |
| 11. Visitations to Other Classrooms/Districts +++ | 4 | 6% |
| 12. More Scheduled Planning Time +++ | 4 | 6% |
| 13. More Actual Teaching Time +++ | 4 | 6% |
| 14. Opportunity for Grade Level/Area Change + | 2 | 3% |
| 15. The Professional Growth Orientation of District ++ | 2 | 3% |
| 16. Availability of Compensatory Time + | 1 | 2% |
| 17. More Involvement by Community Agencies ++ | 1 | 2% |
| 18. The Interest of Parents ++ | 1 | 2% |
| 19. Opportunity for Salary Increase ++ | 1 | 2% |
| 20. Availability of a Regular School Library ++ | 1 | 2% |

+ Mentioned by Principals only

++ Mentioned by Teachers only

+++ Mentioned by both Principals and Teachers

Since the interviewees were not asked to rank these factors (as explained in Chapter III. on page 27), the information based on the responses of the interviewees includes only the identification of the factors. Analysis of Table 13. indicates that

20 factors were mentioned by the interviewees as desired growth-stimulating factors (also referred to as "desired stimulators").

Further analysis of the information in Table 13 indicates that the natural break in the emergence of the desired stimulators appeared after the first two factors or after the first six factors depending on whether the difference of two persons mentioning the factors sufficed early in the table to limit to the first two or if further factors also warranted consideration as those most frequently mentioned. Since three factors beyond the first two were mentioned by only two fewer people than the second-most frequently mentioned factor, and since a fourth factor was mentioned only one less time than those three, a decision was made to further study all six factors as factors identified as "desired growth-stimulating factors." These factors were: 1) "the availability of materials/equipment/space;" 2) "the availability of more meaningful and frequent inservice;" 3) "more shared problem-solving;" 4) "the availability of release time/sabbaticals;" 5) "the hiring of more staff;" and "more involvement by the principal."

Examination of the frequency with which the six above mentioned desired stimulators emerged indicates that each of the six factors was identified by less than 13 or one-fifth of the interviewees. Contrasted with the frequency with which the growth-stimulating factors were mentioned (reported earlier in this chapter), implications are that fewer environmental factors were commonly perceived as "desired" than the number perceived

as already present in the buildings studied. Also, in the case of the stimulators perceived as present, the "natural breaks" in the frequencies emerged more distinctly.

The perceived presence of the six factors which were identified as "desired" stimulators was reflected in comments gathered during the interview process. The comments are presented below. Each of the six most-frequently mentioned serves as a heading for the material contributed by the interviewees.

The Availability of Materials/Equipment/Space
as a Desired Stimulator.

"The availability of material/equipment/space" was identified by people who said "more resources to try new things" and by people who mentioned specific kinds of things which they perceived would stimulate teachers to grow, if available in the building or if more available there. Among the things mentioned was: "more computer equipment so that teachers would be able to work with the equipment and could grow in expertise in that area." One teacher mentioned the advantage to teachers of having "several computers in the classroom" so that each teacher (along with students) would be able to utilize them in learning.

Several teachers mentioned "more materials to use in trying new things in the classroom." While one principal said that teachers should have "more resources to try new things," one teacher said that "money to try whatever one wants to try in the classroom' -- money to try out one's own ideas" would

be something which would stimulate teachers to grow. Another teacher said that she ("if wishes were granted") would ask for "unlimited" money to meet supply needs. She said that not having enough supplies now kept teachers from considering trying new things and therefore, kept them from learning about new things to try.

More space in the building was mentioned by four teachers and one principal. The principal remarked that his building was over-crowded and that more space was needed in order for teachers to be able to do more things with their students. A teacher in another building (in a different district) said that more space was needed in his building. He said, "There are no spare rooms at present." Another teacher in another building said that an art room was needed and still another teacher in the same building said that "a place to do dramatics" would appeal to the teachers and would give the teachers a place to do activities unable to be carried out in the regular classroom.

The Availability of Meaningful and Frequent Inservice as a Desired Stimulator.

"The availability of meaningful and frequent inservice" was mentioned by persons who cited examples of what would be meaningful (in a general way); and how regularly scheduled inservice (rather than once or twice a year) would stimulate teachers to pursue growth. One principal mentioned that inservice based on "needs" rather on "topics chosen because funds

were available to districts which provided inservice on those topics" would stimulate teachers to grow. Another principal mentioned the desirability of inservice "which would help the teachers to become more effective as teachers." He said that this type of inservice would appeal to teachers. He also stated that teacher-input into what was offered would be helpful in planning the inservice. One teacher mentioned the exploration of types of inservice which would utilize local talent in the schools and in the community. This same teacher indicated that "mandated" inservice did not stimulate teachers to grow. One teacher stated that more focus on curricular matters including sessions which would "allow people to interact on common problems having to do with the curriculum" would motivate toward growth.

More frequent inservice was mentioned by six people. Some people simply said that inservice needed to be more frequent. Others said that inservice needed to be "ongoing" (rather than sporadic or regularly scheduled meetings held a particular number of times each year). One teacher said, "It needs to be ongoing and needs to involve all of the teachers in the building." Another teacher said that it was "quality inservice" which needed to be more frequent. He said that teacher-input into what was offered would be helpful.

Several teachers mentioned that teachers needed to know "what really was available in inservice." One suggested that

someone in the building be designated to research what was available and to describe what is offered to the other teachers rather than the teachers hearing or reading an announcement about something which is available. One teacher mentioned the need for "options for ways to grow" as part of inservice. Another teacher said that the number of topics available in inservice programs was improving but that there was still need for "a wider range of topics."

Involvement in More Shared Problem-Solving
as a Desired Stimulator.

"Involvement in more shared problem-solving" was mentioned by persons who said that working together on problems rather than having decisions handed down or not addressing them at all would make teachers feel motivated. One principal remarked that involvement by all of the building staff in solving problems would unify the people in the building and would stimulate teachers to grow in order to be able to solve the problems. One teacher suggested "building 'rap sessions' where teachers could feel free to talk about problems and could do some problem-solving."

The Availability of Release Time/Sabbaticals
as a Desired Stimulator.

"The availability of release time/sabbaticals" was mentioned by persons who said that release time and sabbaticals would stimulate teachers to grow by providing time apart from the teaching situation during which teachers could pursue growth. Several

principals mentioned the need for time away from busy schedules and one teacher said release time (with a substitute in the classroom) would provide opportunity for teachers to "visit in other classrooms (in the building) and in other districts." One teacher said that release time would make it possible for teachers to attend workshops and inservice programs. She said that although twelve inservice credits were required per year by the district, meeting those requirements "had to be done on the teachers' own time." She added that if workshop or inservice attendance involved teachers being out of the building during the day, the teachers "had to take personal leave days in order to attend."

One of the teachers who mentioned sabbatical leaves said that the leave should be for "studying educational things" and for "doing research." He said that the availability of sabbaticals would motivate teachers to use that time for growth.

The Hiring of More Building Staff
as a Desired Stimulator.

"The hiring of more staff in the building" was mentioned by people who simply said that more teachers and other staff members were needed to alleviate heavy classloads so that teachers could do more things with students. It was also mentioned by people who cited particular contributions by new people in the building which would create interest in new things among people already there.

Several teachers said that "having fewer students to teach would mean opportunities to try more new things." One said that more staff would result in smaller classes which would make teachers "feel like they were able to do a better job" and therefore, teachers "would be more enthused" and would be motivated to grow. One said, "It is having outside people come into the building. They bring in new ideas and concepts."

Some of the teachers mentioned that having more staff to provide instruction in art, music, physical education, and remedial math would help the teachers as well as students to learn new things in those areas. One said that this would also release the classroom teacher from having to teach in those areas and would give the teacher more time to concentrate on areas where he or she should be teaching. One principal stated that he would like to be able to hire more teachers to reduce class size. He said that it would give teachers more time to try new things and therefore would motivate them to learn new things to try. Another principal stated could hire new teachers he would look for teachers who were "naturals" at teaching and who were "growth-oriented." One teacher said, "We need new staff members. The youngest one here has been here eleven years." She said that new staff bring in new ideas and that and that older teachers learn from them. Some of the other staff that were desired were elementary counsellors and a librarian. Several teachers said that such staff would be helpful to them and they would learn from them at the same time.

Involvement by the Principal
as a Desired Stimulator.

"Involvement by the principal" was mentioned by people who simply said that more involvement on the part of the principal would be "nice." Others were more specific when they said that teachers would be more encouraged to grow if the principal had a more positive attitude, counseled them, and functioned as part of the "building team." One teacher mentioned teachers being motivated by a principal "who would serve as an educational leader himself." Another teacher mentioned the importance of the principal "keeping current with research." And another said that the principal taking an active part by teaching for teachers so that they could observe each other would stimulate teachers to grow.

Summary

Analysis of the information provided by the interviewees indicated that twenty environmental factors were perceived as desired in school environments toward furthering the stimulation of teacher growth. Six of these factors emerged as "desired stimulators." These included two primary desired stimulators and four lesser ones. The six factors were: 1) "the availability of materials/equipment/space"; 2) "the availability of meaningful and frequent inservice"; 3) "more shared shared problem-solving"; 4) "the availability of release time/sabbaticals"; 5) "the hiring of more building staff"; and 6) "more involvement by the principal."

All six of the above factors emerged with less frequency than the "growth-stimulators" discussed earlier in this chapter. Only one of these factors was identified as both a "stimulator" and a "desired stimulator." This was "the availability of meaningful and frequent inservice." The "and frequent" was not mentioned by the interviewees in the identification of the factor as a "stimulator."

The Identification
of Desired Growth-Stimulating Factors
by the Principals

Twelve factors were mentioned by the principals as desired growth-stimulating factors. These are presented in Table 14. Analysis of the information in Table 14

Table 14
Factors Mentioned as Desired Growth-Stimulating
Factors by the Principals

| Factors Mentioned as Desired Growth-Stimulating Factors | Number of Principals Who Mentioned | Percentage of Principals Who Mentioned |
|--|--|--|
| 1. The Availability of Release Time/Sabbaticals | 4 | 23% |
| 2. The Availability of More Meaningful and Frequent Inservice | 3 | 19% |
| 3. The Hiring of More Building Staff | 3 | 19% |

Table 14 (cont'd)

| | | |
|--|---|-----|
| 4. More Shared Problem-Solving | 2 | 12% |
| 5. Participation in Curriculum Innovation | 2 | 12% |
| 6. The Availability of Materials/Equipment/Space | 1 | 6% |
| 7. Grants/Funds for Use in Growing | 1 | 6% |
| 8. Visitations to Other Classrooms/Districts | 1 | 6% |
| 9. More Scheduled Planning Time | 1 | 6% |
| 10. More Actual Teaching Time | 1 | 6% |
| 11. Opportunity for Grade Level/Area Change | 1 | 6% |
| 12. Opportunity for Earning Compensatory Time | 1 | 6% |

indicates that twelve of the desired stimulators of the twenty identified by the interviewees were mentioned by the principals. Three of these emerged as the most frequently mentioned factors. These (according to frequency mentioned), and the percentage of principals who mentioned, are: 1) "the availability of release time/sabbaticals" (mentioned by four principals or 25% of the principals) and 2) "the availability of more meaningful and frequent inservice" and "the hiring of more building staff" (each mentioned by three or 19%). The remaining factors were mentioned by 6% - 19% of the principals.

Summary

The principals identified 12 of the 20 desired growth stimulators mentioned by the interviewees. Three emerged as those mentioned most often. These were: the availability of release time and sabbaticals; the availability of more meaningful and frequent inservice; and the hiring of more building staff. Since the interviewees were not asked to rank the desired stimulators no factors were ranked according to their influence as desired stimulators.

The Identification of Desired Growth-Stimulating Factors by the Teachers

Eighteen of the twenty factors identified by the interviewees as desired growth-stimulators were mentioned by the teachers. These factors are presented in Table 15. Analysis

Table 15

Factors Mentioned as Desired Growth-Stimulating
Factors by the Teachers

| Factors Mentioned as Desired Growth-Stimulating Factors | Number of Teachers Who Mentioned | Percentage of Teachers Who Mentioned |
|--|--|--|
| 1. The Availability of Materials/Equipment/Space | 11 | 23% |

Table 15 (cont'd)

| | | |
|--|---|-----|
| 2. The Availability of Meaningful and Frequent Inservice | 8 | 17% |
| 3. More Involvement by the Principal | 8 | 17% |
| 4. More Shared Problem-Solving | 7 | 15% |
| 5. The Hiring of More Building Staff | 6 | 12% |
| 6. The Availability of Release Time/Sabbaticals | 5 | 10% |
| 7. The Availability of a Professional Library | 5 | 10% |
| 8. Openness/Sharing Among the Staff | 5 | 10% |
| 9. Participation in Curriculum Innovation | 4 | 8% |
| 10. Grants/Funds for Use in Growing | 4 | 8% |
| 11. Visitations to Other Classrooms/Districts | 3 | 6% |
| 12. More Scheduled Planning Time | 3 | 6% |
| 13. More Actual Teaching Time | 3 | 6% |
| 14. The Professional Growth Orientation of the District | 2 | 4% |
| 15. More Involvement by Community Agencies | 1 | 2% |
| 16. The Interests of Parents | 1 | 2% |
| 17. Opportunity for Salary Increase | 1 | 2% |
| 18. The Availability of a Regular School Library | 1 | 2% |

of the information in Table 15. indicates that one factor emerged above others as the most frequently mentioned "desired

stimulator." This was "the availability of materials/equipment/space." It was mentioned by 11 or 23% of the teachers. The second-most frequently mentioned factors were: "the availability of meaningful and frequent inservice" and "more involvement on the part of the principal." These were mentioned by eight or 17% of the teachers. Although "the availability of materials....." was mentioned most frequently, the two which emerged as "second" warrant consideration if more than one factor is sought as an indicator of what might be desired by teachers as "desired stimulators." For the purposes of this study, no set number was set. Therefore one factor sufficed as well as more than one. Since the "natural break" clearly occurred after the first factor that factor emerged as the single most frequently mentioned desired stimulator.

Summary

The teachers identified 18 of the 20 factors mentioned by the interviewees. One factor emerged above the 17 others as the desired growth stimulator mentioned most often by the teachers. This was: the availability of materials, equipment, and space for use in trying out new things in the buildings. Since the interviewees were not asked to rank the desired growth stimulators, no factors were ranked according to perceived influence. The identification of factors which were desired as professional growth stimulators was sufficient in itself toward discerning what principals and teachers perceived as factors which, if present, would stimulate teacher growth.

Comparisons of Principal and Teacher Perceptions
on Desired Growth-Stimulators

The factors mentioned by the principals and by the teachers, and indicated by analysis of the information in Tables 14 and 15 show similarities which emerged in the second-most frequently and one of the third most-most frequently mentioned "desired stimulators." "The availability of meaningful and frequent inservice" was mentioned second-most frequently by the principals (along with "the hiring of more building staff") and second-most frequently by the teachers (along with "more involvement by the principal"). "More shared problem-solving" was mentioned third most frequently by the principals (along with "participation in curriculum") and mentioned third-most frequently by the teachers.

Further examination of Tables 14 and 15 indicates that differences occurred in the perceptions pertaining to "the availability of release time/sabbaticals" (which was the factor mentioned most-frequently by principals) and "the availability of materials/equipment/space (which was mentioned most frequently by the teachers). The teachers mentioned "the availability of release time..." fifth-most frequently while the principals mentioned "the availability of materials...." fourth most frequently (along with six other factors). The "availability of materials..." was mentioned by 11 or 23% of the teachers compared to one or 6% of the

principals.

Comparisons of the Total Group Perceptions with Principal Group and Teacher Group Perceptions

Comparison of the factors mentioned by members of the total group with both of the sub-groups within the total group indicates that among the factors some were mentioned by both principals and teachers; some were mentioned by principals alone; and some were mentioned by teachers alone. Ten desired stimulators were identified by principals and teachers together. These were: "the availability of release time/sabbaticals"; "the availability of meaningful and frequent inservice"; "the hiring of more staff;" "more shared problem-solving"; "participation in curriculum innovation"; "the availability of materials/equipment/space"; "grants/funds for use in growing"; "visitations to other classrooms/districts"; "more scheduled planning time"; and "more actual teaching time." Two desired stimulators emerged as those mentioned by principals only. These were: "the opportunity for a grade level/area change" and "the opportunity for earning compensatory time." Eight factors were mentioned by the teachers which were not mentioned by the principals. These were: "more involvement by the principal (as part of the school team);" "the availability of a professional library"; "openness/sharing among the staff"; "the professional growth orientation of the district"; "more involvement by community agencies"; "the interest of parents";

"the opportunity for salary increase"; and "the availability of a regular school library." Some of the factors mentioned by the principals alone and by the teachers alone were mentioned by only one principal or one teacher. Others were mentioned by 12% - 25% of the principals (3% - 6% of the total interviewees) and 4% - 23% of the teachers (3% - 17% of the total interviewees).

Summary

The findings which pertained to the identification of "desired" growth-stimulating factors indicate that twenty factors were perceived as factors which, when added to present environments in some schools, would tend to stimulate teacher growth beyond the extent to which it is currently. In some cases the factors identified were perceived to be present already. In these cases, those factors were desired in more quantity. Of the twenty factors which were mentioned, two to six were mentioned frequently enough to warrant consideration as those "desired" by at least 12% to 19% of the persons interviewed. Since there was some lack of clarity as to whether the natural break occurred after the first two or after the first six factors, six were studied further to avoid neglecting the inclusion of results which might be helpful in understanding the perceptions of those interviewed.

The six factors which emerged, therefore, as the identified "desired growth-stimulating factors" were: materials, equipment

and space to try new things; more meaningful and frequent inservice; more shared problem-solving in the building; release time and sabbaticals; more building staff hired; and more involvement by the principal as part of the building team. Of the six factors only materials, equipment, and space emerged as the factor most commonly perceived as desired by the teacher interviewees. The factors perceived most commonly as desired by principals were: release time/sabbaticals, more meaningful inservice and more building staff.

The Identification
Of Environmental Factors
Perceived as Desired Growth-Supporting Factors

The findings in this section were based on the responses to Part B. of Question Number Seven which asked the interviewees to identify environmental factors which were perceived as desired growth-supporting factors. As in the case of Part A. which asked them to identify desired stimulators, the interviewees identified factors perceived as desired but not present. They also identified factors present but not considered sufficient in supporting the growth of teachers in their buildings.

The Identification
of Desired Growth-Supporting Factors
by the Interviewees as a Total Group

Twenty-one factors were identified by the interviewees as desired growth-supporting factors. A listing of these

21 factors is presented in Table 16. Since the interviewees

Table 16
Factors Mentioned as Desired Growth-Supporting
Factors by the Interviewees

| Factors Mentioned as Desired Growth-Supporting Factors | Number of Interviewees Who Mentioned | Percentage of Interviewees Who Mentioned |
|---|--|--|
| 1. The Availability of Materials/Equipment/Space +++ | 15 | 23% |
| 2. The Hiring of More Building Staff +++ | 14 | 22% |
| 3. Grants/Funds for Use in Growing +++ | 11 | 17% |
| 4. A Positive, Supportive Attitude Among Staff +++ | 9 | 14% |
| 5. The Availability of a Professional Library ++ | 6 | 9% |
| 6. Participation in Curriculum Innovation +++ | 5 | 8% |
| 7. More Involvement by the Principal +++ | 5 | 8% |
| 8. More Meaningful and Frequent Inservice +++ | 5 | 8% |
| 9. Support of the Parents ++ | 4 | 6% |
| 10. Availability of Release Time/Sabbaticals ++ | 4 | 6% |
| 11. More Shared Problem-Solving ++ | 3 | 5% |

Table 16 (cont'd)

| | | |
|---|---|----|
| 12. Openness/Sharing Among Staff +++ | 3 | 5% |
| 13. Availability of Inservice Follow-Up +++ | 3 | 5% |
| 14. Visitations to Other Classrooms/Districts +++ | 3 | 5% |
| 15. More Actual Teaching Time ++ | 3 | 5% |
| 16. Evaluation Based on Growth +++ | 2 | 3% |
| 17. Availability of a Regular School Library ++ | 2 | 3% |
| 18. Opportunity for a Grade/Level Area Change +++ | 2 | 3% |
| 19. More Involvement by Community Agencies + | 2 | 3% |
| 20. Compensatory Time +++ | 1 | 2% |
| 21. Time to Reflect + | 1 | 2% |

+ Mentioned by Principals only

++ Mentioned by Teachers only

+++ Mentioned by both Principals and Teachers

were not asked to rank the factors, as in the case of the desired stimulators, only those mentioned and the frequency as well as the percentage of the interviewees who mentioned is included in Table 16. Analysis of the information in Table 16 indicates that 21 factors were mentioned by the interviewees as "desired growth-supporting (or growth-support) factors." Further analysis indicates that three factors emerged as the most frequently mentioned factors. These were: 1) "the availability of materials/equipment/space";

2) "the hiring of more building staff"; and 3) "grants/funds for use in growing." These three factors emerged before the "natural break" which emerged to separate them from the remaining 18 factors. The perceived presence of the perception that these factors were "desired" as growth-supporting factors was reflected in the comments of the interviewees. These comments are presented below. As in previous comments pertaining to growth stimulating and supporting factors, the most frequently mentioned factors serve as headings for the comments presented.

The Availability of Materials/Equipment/Space
as a Desired Support Factor.

"The availability of Materials/Equipment/Space" was mentioned by teachers who simply said that more money in the school or room budget was needed so that more materials and equipment could be purchased. These teachers said that having more materials and equipment would mean that things which had been learned could then be applied. Four teachers mentioned the importance of having materials and equipment if new things were applied. Other teachers mentioned specific pieces of equipment to support teachers in their growth. Two teachers mentioned computer equipment in particular. One additional one said that if more computers were available, the teachers would put "more effort into their learning how to use computers." One teacher said that unlimited use of the copying machine and the laminating machine would support the teachers' growth. She said that teachers would be able

to produce more copies and more durable copies of materials to try new things in their classrooms. She said that the use of both machines by teachers was very restricted.

The need for more space to support the teachers efforts to grow was mentioned in comments by three principals and one teacher. The principals said that additional space in the building would provide more space for teachers to be able to try more things. One principal mentioned that if the special teachers had rooms of their own, this would affect the attitudes of the building teachers and they would feel more supported. As a result they would also feel supported in their growth efforts. The teacher who mentioned more space commented that simply having a teachers' room where all of the building staff could sit down together to share ideas would support growth.

The Hiring of More Building Staff
as a Desired Support Factor.

"The hiring of more building staff" was mentioned by persons who said either that more regular staff or that more support staff was needed. In the case of "more regular staff" the need was expressed for more regular classroom teachers to alleviate crowded classrooms and/or "split-grades" in classrooms. Five teachers and two principals mentioned this as "desired." All six contended that smaller class size would permit teachers to try more new things in their classrooms. One of those principals said that elimination of "split-grade" teaching would

"make teachers feel supported and not thwarted in their attempts to grow." A third principal didn't mention "hiring" new staff. Instead, in regard to current staff, he mentioned wishing that current staff "could be insulated against some of the political influences that work against growth" (he did not elaborate except to say that sometimes things were changed which were working well -- simply for "political reasons").

Two principals and five teachers mentioned "hiring support or additional support staff." Some of the support staff mentioned were: music, physical education, art, remedial math, remedial reading, and speech therapy teachers. One of the principals said that having full time support staff in the building would provide "learning resources" for teachers and would give teachers more time to "better implement what they learn during their growth efforts." One principal and one teacher mentioned hiring an elementary counselor. The teacher said that the counselor "would deal with things teachers now have to deal with and teachers would have time to keep growing."

Teacher-aides were also mentioned as needed in the support of teachers' growth. Two teachers said that the assistance of teacher-aides would support teachers because the teacher-aides could help prepare materials for the classroom. Two other kinds of support were mentioned. These were volunteers and resource people. One of the teachers who had mentioned teacher aides said that volunteers could also

help to prepare materials. A third teacher mentioned resource people to assist teachers in their growth.

Grants/Funds

as a Desired Support Factor.

The types of financial assistance which were mentioned by the interviewees were: funds from the district to support coursework; and grants to support half-days of teaching and half-days of research. Some people said that full support for growth activities "would be nice"; others said that teachers would benefit from "at least partial support." Two principals said that "reimbursement for classes taken" would be helpful to teachers. One teacher said that teachers should be paid "directly" with money to attend "growth activities of their own choice." Another teacher stated that financial help of any kind would encourage teachers to "continue their growth toward expertise."

Summary

Analysis of the information provided by the interviewees concerning the identification of "desired growth-supporting factors" indicates that twenty-one factors were perceived as desired toward supporting the growth of teachers in the buildings studied. Three factors emerged as those most frequently mentioned. These were: 1) "the availability of materials/equipment/space"; 2) "the hiring of more building

staff"; and 3) "grants/funds for use in growing." These factors were mentioned by 17% - 23% of the interviewees. None of the three had been previously mentioned in the top-three factors which had been mentioned as "growth-supporting factors already present in the schools." "The availability of materials....", however, had been mentioned as the thirteenth most frequently mentioned growth support factor (perceived as presently in the schools studied). "Grants/funds...." had been identified as the fifth most frequently mentioned growth support factor by the interviewees. In the identification of "desired growth-supporting factors" the interviewees mentioned "space to try new things learned." This was not mentioned in the case of the "growth-supporting factors" perceived as already present.

The Identification of Desired Growth-Supporting Factors by the Principals

Sixteen factors were mentioned by the principals as desired growth-supporting factors. These are presented in Table 17. Analysis of the information in Table 17 indicates that sixteen of the twenty-one factors identified by the interviewees were mentioned by principals. Of the sixteen desired growth-supporting factors three factors emerged

Table 17
Factors Mentioned as Desired Growth-Supporting
Factors by the Principals

| Factors Identified as Desired Growth-Supporting Factors | Number of Principals Who Identified | Percentage of Principals Who Identified |
|--|---|---|
| 1. The Hiring of More Building Staff | 4 | 25% |
| 2. Grants/Funds for Use in Growing | 4 | 25% |
| 3. Participation in Curriculum Innovation | 3 | 19% |
| 4. The Availability of Materials/Equipment/Space | 2 | 12% |
| 5. A Positive, Supportive Attitude Among Staff | 1 | 6% |
| 6. More Involvement by the Principal | 1 | 6% |
| 7. More Meaningful and Frequent Inservice | 1 | 6% |
| 8. Support of the Parents | 1 | 6% |
| 9. Openness/Sharing Among Staff | 1 | 6% |
| 10. Availability of Inservice Follow-Up | 1 | 6% |
| 11. Visitations to Other Classrooms/Districts | 1 | 6% |
| 12. Evaluation Based on Growth | 1 | 6% |

Table 17 (cont'd)

| | | |
|---|---|----|
| 13. Opportunity for a Grade/Level Area Change | 1 | 6% |
| 14. More Involvement by Community Agencies | 1 | 6% |
| 15. Compensatory Time | 1 | 6% |
| 16. More Time to Reflect | 1 | 6% |

as those most-frequently mentioned. These were: 1) "hiring more building staff"; 2) "grants/funds for use in growth"; and 3) "participation in curriculum innovation." These were mentioned by 19% - 25% of the principals. The 13 remaining factors perceived by principals as "desired" toward the support of the growth of teachers were mentioned by 6% - 12% of the principals.

One factor which was mentioned by principals among the three most-frequently mentioned factors did not appear among the top three mentioned by the interviewees as a whole. This was "participation in curriculum innovation." Therefore, comments provided by the interviewees were not presented pertaining to this factor. Because it emerged among the three most-frequently mentioned factors by principals, comments by the interviewees which pertain to its identification as a "desired growth-supporting factor" are presented on the following page.

Participation in Curriculum Innovation
as a Desired Growth-Supporting Factor.

"Participation in curriculum innovation" was mentioned by interviewees who said that this type of experience would support the growth of teachers in their buildings. Some people mentioned the need for more planning time in the area of curriculum planning. Others mentioned adding to the curriculum such things as a fine arts program, a foreign language, and field trips. They said that these things would support the interests and learning which develop as people grow and would enhance the curriculum.

One teacher said that more grade-group involvement in curriculum change would support the growth of the teachers. Another said that implementing commonly agreed upon systems (eg. a building-wide system of handling student behavior) would be supportive because it would involve the total staff working together.

Summary

The principals identified sixteen desired growth-supporting factors. Of these sixteen factors, three emerged as factors which were the most-frequently mentioned. These were: hiring more building staff; grants and funds for use in growth; and participation in curriculum innovation. One factor which was not mentioned among the three-most frequently mentioned factors by the interviewees as a whole emerged. This was participation in curriculum innovation.

The Identification
of Desired Growth-Supporting Factors
by the Teachers

Nineteen of the twenty-one factors mentioned by the interviewees were identified by teachers as desired growth-supporting factors. The information pertaining to the factors mentioned by teachers is presented in Table 18. Analysis of the information

Table 18
Factors Mentioned as Desired Growth-Supporting
Factors by the Teachers

| Factors Identified as Desired Growth-Supporting Factors | Number of Teachers Who Identified | Percentage of Teachers Who Identified |
|--|---|---|
| 1. The Availability of Materials/Equipment/Space | 13 | 27% |
| 2. The Hiring of More Building Staff | 10 | 21% |
| 3. A Positive, Supportive Attitude Among Staff | 8 | 17% |
| 4. Grants/Funds for Use in Growing | 7 | 15% |
| 5. Availability of a Professional Library | 6 | 12% |
| 6. More Involvement by the Principal | 4 | 8% |
| 7. More Meaningful and Frequent Inservice | 4 | 8% |

Table 18 (Cont'd)

| | | |
|---|---|----|
| 8. Availability of Release Time/Sabbaticals | 4 | 8% |
| 9. Support of the Parents | 3 | 6% |
| 10. More Shared Problem Solving | 3 | 6% |
| 11. More Actual Teaching Time | 3 | 6% |
| 12. Participation in Curriculum Innovation | 2 | 4% |
| 13. Openness/Sharing Among Staff | 2 | 4% |
| 14. Availability of Inservice Follow-Up | 2 | 4% |
| 15. Visitations to Other Classrooms/Districts | 2 | 4% |
| 16. Availability of a Regular School Library | 2 | 4% |
| 17. Evaluation Based on Growth | 1 | 2% |
| 18. Opportunity for a Grade/Level Area Change | 1 | 2% |
| 19. More Involvement by Community Agencies | 1 | 2% |

in Table 18. indicates that one factor emerged above the rest as the factor most-frequently mentioned as a "desired growth-supporting factor" by the teachers. This was: "the availability of materials/equipment/space." This factor was mentioned by 27% of the teachers interviewed. The 18 remaining factors were mentioned by 2% - 21% of the teachers.

Summary

The teachers identified nineteen "desired" growth-supporting factors. Of these 19 factors, however, only one emerged as the factor commonly perceived as desired in school environments which would, if present or in more abundance, support the growth of teachers who pursue professional growth. This factor was the availability of materials, equipment, and space in the school that would facilitate the trying out of new things learned through professional growth.

Comparison of Principal and Teacher Perceptions on Desired Growth-Supporting Factors

The factors mentioned by the principals and the teachers included three factors mentioned most-frequently by the principals and one mentioned most-frequently by the teachers. The factor which was mentioned most-frequently by the principals was "the hiring of more building staff." The one mentioned most-frequently by the teachers was "the availability of materials/equipment/space." The "hiring of more building staff" was mentioned second-most frequently by the teachers, however. "Grants/funds for use in growing" was mentioned second-most frequently by the principals and fourth by the teachers. "Participation in curriculum innovation" was mentioned third-most frequently by the principals and twelfth by the teachers. "The availability of materials/equipment/space" (which was mentioned most-frequently by teachers)

was mentioned fourth-most frequently by the principals. The frequency with which the above factors were mentioned indicates that teachers perceived having materials, equipment and space to try new things (which are learned during teachers' efforts to grow) is the most widely-percieved need if teachers are to feel sufficiently supported. The principals and the teachers both perceived more staff as supportive. The need for "materials..." was perceived more widely by the teachers as something which, if added to the school environments where it was mentioned, would support growth. The principals perceived financial assistance and involvement in curriculum more widely than materials, equipment and space as things which would support growth.

Comparisons of Total Group Perceptions with Principal Group and Teacher Group Perceptions

In comparing the responses of the total group of interviewees and principal and teacher groups within that group (See Tables 17 and 18 on pages 147 and 150), analysis indicates that the three most-frequently mentioned factors were mentioned by both principals and teachers. Further analysis, however, indicates that two factors in the factors mentioned by the total group of interviewees were mentioned only by principals. These were: "more involvement by community agencies" and "time to reflect." Analysis of the information in Table 16 also indicates that five factors were mentioned only

by teachers. These were: 1) "the availability of a professional library"; 2) "the availability of release time/sabbaticals"; 3) "more shared problem-solving"; 4) "more actual teaching time"; and 5) "the availability of a regular school library."

Analysis of the information provided by the interviewees as a total group and the information provided by the principal and teacher groups separately indicates that most of the factors perceived as "desired" were factors mentioned by some persons in the principal group and some in the teacher group. Examination of the responses of the two sub-groups individually enhances the perceptions of the group as a whole by permitting similar and differing perceptions to emerge.

Summary

The findings which pertained to the identification of environmental factors perceived as desired in school environments (if the growth of teachers is to be further supported), indicate that twenty-one factors emerged as desired in the buildings studied. As in the case of the desired stimulating factors, some factors were perceived to be already present but not sufficiently so to further support the growth of teachers in the buildings. Others were perceived as not currently present. Of the twenty-one factors identified three emerged as those commonly perceived as "desired." These were: materials, equipment, and space to try new things learned; more

building staff; and grants and other funds to use in the support of growth.

The three factors which emerged included two which were commonly perceived to be desired by the principals (more staff; and grants, funds for growth) and the one commonly perceived to be desired which was mentioned by the teachers. The other factor commonly mentioned by the principals was participation in curriculum innovation.

Growth Experiences

Related to Particular Environmental Influences

The findings in this section are based on the responses to Question Number Eight which was stated: "Please give one example of a growth experience that was a result of something in the school environment that stimulated professional growth or that supported such growth once begun." The interviewees identified growth experiences which they perceived to have occurred among teachers in their buildings. Included with the various types of growth experiences were descriptions of things which were developed in the buildings or were introduced into buildings which were perceived to have resulted in the experiences of growth.

The growth experiences which were identified involved four types of learning. These were: 1) learning which began with an awareness of a need or a problem; 2) learning which proceeded with discovering more about the need or problem;

3) learning which continued with the seeking out of one or more possibilities for meeting the need or addressing the problem, and 4) learning which resulted in the teachers learning as they employed various resources to meet the need or to solve the problem. A fifth type of learning was learning through the implementation of a district-adopted innovation which may or may not have been adopted to meet needs or problems identified by teachers.

Types of Learning

Perceived as Part of Growth Experiences

Encountered by Building Teachers

The types of learning mentioned above are described in the comments of the interviewees which are presented below. Each type of growth experience serves as a heading for the material contributed by the interviewees.

Learning Through Developing an Awareness as a Growth Experience.

The development of an awareness of a need or problem situation was reported to have occurred in one or more of the following ways: 1) when teachers saw something in their classrooms which they felt warranted their attention; 2) when teachers felt a sense of frustration and attempted to determine what tended to produce that effect; 3) when teachers saw, read, or heard about something which appeared to be working for others; 4) when something was introduced into the building (eg. a curriculum innovation or

a new policy) which was mandatory in requiring teachers' response.

In buildings where needs and problems required attention, there tended to be situations which brought a particular need or problem to the teachers' attention. Test scores interpreted as an indication of poor or declining student achievement (in reading) was cited as part of one of these situations. For example, in one school declining reading scores caught the attention of the principal and the teachers and signaled the presence of a problem. Further examination indicated that test scores plummeted because some students had great difficulty in responding to the test itself rather than to the content being tested. As one teacher remarked, "Some children wouldn't even try."

In another school, teachers noticed that many of the young children had great difficulty in organizing their learning tasks when working individually, or in groups. In still another school some teachers were observed by others to assume little responsibility for their own students outside of their classrooms, and would not become involved with students "belonging to other teachers." There was no sense of unity in the way which discipline was handled building-wide. In yet another building, the teachers became aware that one of their colleagues had become critically ill during the last few weeks of the schoolyear. This awareness prompted them to think through the gravity of the situation both for the teacher and for the teacher's students.

Learning Through Discovering
More About a Need or a Problem
As a Growth Experience.

Learning more about a particular need or problem was identified in fifteen buildings as a growth experience. Once, teachers were aware of a need or a problem, they sought to learn more about the need or problem by thinking through the circumstances of the problem; using resource tapes (eg. a tape on child abuse); discussing with colleagues; or looking to research findings.

Learning Through Searching
for Possible Solutions
as a Growth Experience.

The search for possible ways to improve discipline; to respond to child abuse situations; to utilize computers in the classroom; to teach in, and to coordinate a K-12 creative writing program; to teach students with particular learning problems; and "to plan and teach more lessons more effectively") was a step which, reportedly, increased the teachers' awareness and helped them to discover possible solutions. Both of these experiences were perceived as growth experiences for the teacher.

Learning Through Planning
and Implementation
as a Growth Experience.

Awareness of a need or a problem, understanding the need or problem, and identifying possible solutions were followed,

in most cases, by planning and/or implementing a strategy, program, or model designed to meet the need or to address the problem. Developing new strategies to meet teacher, student, building, or district needs was mentioned in buildings where teachers, individually, in small groups, or en mass, were said to have made decisions about how best, in the opinions, of those involved, to meet particular needs. In the case of the critically ill teacher, the teachers decided to "pull together" and to assume the extra responsibilities of that teacher, and to "try their best to help out in any way that they could." In the two buildings where student reading test scores declined, the teachers devised strategies to help students become more comfortable with test-taking situations, in feeling more confident about themselves and their own abilities. This was in deference to "teaching the test" per se.

In some cases, teachers sought out a particular program that they had heard about or that had been brought to their attention by other teachers, administrators, persons in higher education, or resource people, who had come to their building or to their district. The implementation of programs, such as those previously mentioned, was perceived as a growth experience for teachers involved in their implementation.

Learning through involvement in the implementation of already-developed models and programs was mentioned as a growth experience by a number of interviewees. Although in most cases, the decision to adopt and implement a formal

program or model was made at the administrative level (either in the building or at the central administrative level), some of the programs were chosen by the teacher in the classroom.

Of the programs and models most in evidence in the schools studied, three emerged as models or programs which had been or were in the process of being quite widely implemented. These were: 1) the Madeline Hunter Model (used in eight schools in three districts); 2) the Assertive Discipline Model (used in seven schools in four districts; 3) the Effective Schools Movement (used in five schools in two districts).

The implementation of these models/programs was perceived as acceptable because they were perceived as: 1) "non-threatening (they did not focus on blame or remediation)"; 2) "having practical application"; and, 3) "being research-based"; One principal remarked that one of the models "built on things that some teachers already did well." Several sources of information mentioned the perceived importance of a research-based approach to solving problems and meeting needs. One said that a research-based approach had more credibility and was less likely to be viewed as a "passing fad." A few teachers reported, however, that in their buildings, some teachers chose non-involvement in anything new, using the excuse, "It's just one more fad."

The comments which emerged pertaining to the models and programs were both positive and negative. The negative comments were:

- "not enough time to discuss and plan"

- "lack of appropriate materials and equipment to use to implement"
- "funding guidelines too stringent"
- "lack of support by some in the building"
- "classes too large to implement effectively"
- "students gone too much"
- "too many class interruptions"
- "lack of information about other things that might work"

The negative comments were outnumbered by the positive comments, however. The positive comments were:

- "People were excited about being involved in a needed educational change."
- "More growth came out of the implementation than (from) anything else."
- "The sharing and working together that was possible was helpful to the staff."
- "The staff found new ways to approach a problem."
- "It stimulated people to learn more about it so they could implement it."
- "Teachers had to learn to document."
- "Teachers grew in understanding child development."
- "It stimulated growth through involvement."
- "It forced teachers to sit down and think about kids."
- "It had a real impact...(it) pulled together so many different elements that people had learned about, in previous work -- only in a practical way. It provided structure for using those elements."

- "It initiated, in teachers, a desire to move toward the improvement of teaching -- thus, professional growth."

Summary

The findings which pertained to growth experiences related to particular factors perceived to influence the professional growth of teachers indicate that the growth experiences depended on the type of learning involved. In some cases, the learning was incurred in the development of an awareness of a particular problem or need. In others it was in discovering more about a problem or a need. In still others it was in looking for solutions or in planning and implementing something to address the problem or to meet the need.

The study sources of information on the school environments studied indicated that growth experiences had resulted from the implementation of individual strategies in classrooms, and from the implementation of building-wide and district-wide curriculum innovations. Some of the educational programs and models presently being implemented in schools were mentioned as sources of teacher growth. Positive and negative aspects of these models were cited.

CHAPTER SUMMARY

The findings reported in this chapter include four operational categories of definitions of "growing professionally" which were provided by the interviewees and provided a

contextual background for the other findings. The findings also included descriptions of three types of growth periods and indicated that growth is most commonly perceived early in teachers' careers after adjustment to teaching has occurred. The length of the growth period was perceived to vary.

The findings which pertained to descriptions of the school environment as workplace of teachers indicated that six types of factors are perceived as part of that workplace environment. Of these factors the factors which tended to growth-stimulating and growth-supporting were people and curriculum factors. Those which were "desired" as growth-stimulating and supporting were physical factors, curriculum factors and interaction factors. The findings pertaining to professional growth experiences indicated that teachers were perceived to grow as they learned and as they responded to needs and problems. Teacher-, school- and district-adopted educational programs and models played a large part in the perceived growth experiences of teachers. Analysis of the differences in perceptions of the total group of interviewees (the principals and teachers combined) and principals alone and teachers alone indicated some differences in perception which add dimension to the study findings as a whole.

CHAPTER V. : CONCLUSIONS AND RECOMMENDATIONS

A summary of the study, conclusions based on the study findings, limitations of the study, recommendations for further study, and personal reflections on the study are included in this chapter.

Summary of the Study

The study contains information pertaining to identification of factors which are perceived to stimulate and support the professional growth of teachers.

The Study Purpose

The major purpose of the study was to identify factors in school environments perceived to stimulate and support the professional growth of teachers in their workplace environments. Also included was the identification of environmental factors which would stimulate and support growth, if added to school environments. Still another intent of the study was to identify particular growth experiences which were perceived to have contributed to the professional growth of teachers in the school environments studied. Definitions of professional growth as a process served the study by providing a contextual background for the information and the categories which were used to classify the responses.

The Guiding Questions

The study was guided by eight questions pertaining to the areas of: 1) personal perceptions of the meaning of "growing professionally"; 2) perceived school environment influences on professional growth; 3) perceived environmental influences which were desired; and 4) professional growth experiences perceived to be attributed to environmental influences. Eight questions based on the guiding questions were asked of persons in the school environments studied.

The Study Sample

Sixteen school environments in four school districts were studied. Principals and teachers were interviewed and their responses were analyzed for factors and groupings of factors which were perceived as influential in the stimulation and support of teacher growth.

The Study Findings

The study findings consisted of perceptions of school personnel pertaining to definitions of "growing professionally." They also contained factors identified as growth-stimulators, growth-support factors, and desired stimulators and support factors. The teachers' own desire to grow was identified as the primary motivator. Professional growth was most commonly perceived as occurring during the years which extended from once teachers had adjusted to teaching until they had been in the profession long enough to feel content in

their roles or to feel "apathy" in general toward growth. The observed length of periods of growth were perceived as varied, with the length dependent on particular situations.

Perceptions of the school environment as the workplace of teachers reflected six types of environmental components or factors. Of these, people factors and physical factors were the most commonly perceived as factors identified with the school environment. In the stimulation of professional growth among teachers, the most commonly perceived types of factors were: people factors, and curriculum factors (with inservice considered here as a curriculum factor). There were differences in perceptions between principals and teachers pertaining to which people were most important in stimulating the growth of teachers. The principals perceived it to be the principal while the teachers perceived it to be other teachers.

The commonly perceived growth-supporting factors were people and curriculum factors. Here the principals again reported the principal to be most important while the teachers reported it to be other teachers. This was followed by principals identifying other teachers as second while the teachers selected seeing results in the classroom as second. The teachers identified encouragement by the principal as third.

The factors perceived as not currently in school environments, or not sufficiently so, but which if present in sufficient quantity might further stimulate teachers to

grow were basically physical factors, curriculum factors, and interaction factors which pertained to materials, equipment, space, inservice, and more shared-problem solving. The differences in the perceptions of principals and teachers were in the principals perceiving that release time/sabbaticals, inservice and more staff would be important stimulators while the teachers perceived that more materials, equipment, and space would stimulate if these were available.

The desired growth-supporting factors most commonly perceived as desired were physical factors (materials, equipment, and space; and grants or other funds for growth) and people factors (more staff). Principals perceived the need for more staff, financial support for growth, and participation in curriculum as needed while the teachers perceived the need for materials, equipment and space as desired support factors.

Growth experiences pertaining to steps in meeting needs were commonly perceived as the types of growth experiences which occurred in school environments. These experiences were perceived as experiences which were the result of particular things which originated in or were introduced into the school environments.

Overall, the environmental factors which emerged as ones which were perceived to influence the stimulation and support of teacher growth were the people and physical factors found in the school environment. As desired stimulators and support factors, the principals identified people and physical

factors while the teachers identified physical factors. The definitions which served as contextual background for the factors which emerged served to provide added significance to the factors which were identified. The growth experiences described indicated that curriculum innovation (in the broad interpretation utilized in this study) was a major source of learning in the growth experiences described.

Relationships to Other Studies

The study findings concur with findings in previous research (reported in Chapter II) that teachers are influenced by the ambiance which surrounds them. Studies by Joyce and McKibbin (1982) indicated that teachers were "heavily influenced" by the school environment. The study findings also indicated that particular factors within school environments are perceived to peak teachers' interest in growing, and situations in which they find themselves prompt growth. The findings also indicated that teachers are aware of those around them and the interest and encouragement of others tend to make them strive to improve. These findings correspond to Perry's (1980) findings that "curiosity, a striving for competence, an urge to make order out of incongruities, a wish to be considered mature....." are motives which prompt people to grow. Wondering why things are not going well, or wanting to do as well as others, as well as wanting the respect and support of others were elements which prompted teachers to be stimulated toward growth.

The investigation approached the study of the influence of the school environment from a different perspective than that used by Burden (1980). Although both studies focused on perceptions, this study included the perceptions of principals as well as teachers and more narrowly focused on the school environment itself and factors within it which were perceived as influences. This study also included the ranking of the perceived influences. Burden's study focused on changes which occur in teachers during their career years while this study did not address those changes. Burden's study also focused on teachers' perceptions of their own personal and professional development and factors (inside and outside of school and prior to and after entering teaching) which were perceived to influence that development. This study focused on teachers' career years only.

The study reported here involved sixty-four sources of information compared to Burden's sample of fifteen teachers. Four types of school districts were sampled in this study while Burden sampled seven suburban districts. Burden's findings were that teachers had grown in particular ways (both personally and professionally), that they were influenced by ten categories of factors (including some outside the school, and some prior to entering teaching), and that the presence and influence of an administrator was an influence. Although the study reported in the five chapters of this report included environmental influences, the focus was narrower, the sample

was larger, and the span over types of school districts was wider. The perceived influence of the identified factors was also a part of this study while Burden did not ask the respondents to rank the identified factors according to their influence as stimulators.

The study findings also extend beyond studies of environmental factors which stimulate growth. The identification of factors which support the growth efforts once begun (and for which no studies which addressed that aspect of growth could be located), may be helpful in providing knowledge about the types of factors which appear to have value to teachers who have begun to grow. Factors which support teachers in their growth efforts warrant further study.

The effect of perceptions of teachers (which pertain to how they view their situations in school environments and in their personal and professional lives) is in line with findings by Combs (1965) that persons act based on their perceptions of situations and factors within the school environment.

Conclusions Based on the Study Findings

The conclusions, which are based on the study findings, include conclusions formulated as a result of a study of the findings to ascertain what "growing professionally" means to those working in schools as it pertains to teachers. They also include conclusions formulated through a study of areas of agreement and differences existing in the perceptions of persons

pertaining to what tends to stimulate and support growth if present. Finally, they include conclusions formulated through a study of perceived growth experiences and an examination of the types of educational programs and models which were mentioned as influential in promoting professional growth in the schools.

The study conclusions are:

- 1) that professional growth is perceived in schools as related more to a response to situational determinants than to growth as an evolving professional even though it is perceived as a process rather than as an end result;
- 2) that homogeneity among persons in school environments exists pertaining to the types of factors which are perceived as present which tend to stimulate and support the growth of teachers;
- 3) that differences exist in the perceptions of principals and teachers but these differences are more in degree of influence than in whether or not something is an influence.
- 4) that environmental factors which are perceived to be needed if growth is to be further stimulated and supported are "budget" items which if provided might stimulate more teachers to grow and to feel supported in their growth.
- 5) that the panacea of models, programs and movements

in education today is viewed as the "solution" for involving teachers in professional growth.

These conclusions relate to the review of the literature in the following ways:

The Concept of Growing Professionally

The definitions which emerged bear out previous definitions evident in the literature of professional growth as a process rather than as a result. This is further borne out in study findings (about growth experiences) which emerged to enhance a conceptualization of growth as a process. The types of growth experiences which were described were mainly those currently in process. Although some descriptions centered on ways that teachers had addressed problems and met needs, individually, many of the descriptions pertained to the implementation of programs and models which were presently in various stages of implementation. The conclusion presented above which states that professional growth is perceived as a response to situational determinants rather than to growth as an evolving professional, does not appear as frequently in the literature as writings which indicate that teachers embark on career-long professional growth programs. Some writings in the literature do admit, however, that the growth is sometimes not a conscious effort on the part of the teachers and that the growth does occur in response to meeting a need or addressing a problem.

The Identified Factors in School Environments

The people and curriculum factors, which were mentioned as part of the teachers' workplace, were identified as the major stimulators of teacher growth. In their order of perceived influence according to the principals interviewed, they were: #1 the principal; #2 other teachers; #3 the teacher and his/her own desire to grow; #4 participation in curriculum innovation; and #5 students and their needs. Those identified by the teachers were: #1 other teachers; #2 the principal; #3 participation in curriculum innovation; #4 the students and their needs; and #5 the teachers' own desire to grow. These factors are somewhat different than those commonly found in the literature with the exception of studies by Holly and Burden. A common focus in the literature is the stimulation of teacher growth as the local district, intermediate district, and state levels rather than at the build-level.

The people and curriculum factors were also identified as the primary growth-supporting factors. The principals perceived them as #1 the principal; and #2 other teachers. The teachers identified these factors as #1 other teachers; #2 classroom results due to change; and #3 the principal. The things cited commonly in the literature as growth-support factors were release time and money for district-wide and state programs designed to "develop teachers professionally" by bringing in already developed programs to bring about educational change in the district in order to meet district goals pertaining to student achievement.

The Effect of Curriculum Innovation and School Improvement Efforts on Professional Growth

Sources in the literature support curriculum innovation and school improvement efforts as means for improving schools. The findings associated with this study indicate that persons in the schools tend to view curriculum innovation as a means for addressing problems or meeting specific needs and that the learning involved in problem-solving is in itself growth. The study conclusion which pertains to models and programs and movements as "solutions" for involving teachers in growth appears to be supported to some degree in the literature. However, an underlying current tends to prevail which says that "changing teachers" toward improving student performance is the goal rather than facilitating the growth of teachers as mature informed professionals.

The Limitations of the Study

Since the focus of the study was on sixteen school environments, even though four different-sized districts were studied, the findings may not be generalizable to all school situations. For example, the implementation of educational programs or models was evident in most schools. In some areas of Michigan or the country as a whole, however, this may not hold true. The status of particular situations which were reported were also based on reporting at one point in time. This does not negate the importance of the study findings but may have implications for further studies.

The number of people interviewed was ample for the type of probing which was carried out in this exploratory study. A larger sample of schools and people in those schools, however, would provide a broader picture of school environments. This would provide wider opportunities for the identification of additional growth-stimulating and supporting factors to emerge. Since school environments were the focus, one principal per building was all that was available. Three teachers per building were interviewed in order to provide a more representative teacher viewpoint than if only one teacher per building had been interviewed. This caused, however, unequal subgroups within the total group of interviewees.

Another limitation existed in the multi-level findings which were the result of the use of open-ended questions. The categories used to classify the responses posed a problem for the researcher in displaying the interview information for analysis. Careful attention was required in order to preserve the personally relevant meanings of the interviewees by not imposing strict controls over the levels of response. To impose rigid controls over the levels for the sake of presenting "neat and easy to manage" categories would have restricted the openness of the study to emergent groupings of factors.

The study limitations, as well as the conclusions, were utilized in the formulation of recommendations for further study. General and Specific recommendations are presented in the following sections.

General Recommendations for Further Study

Based on the study findings and conclusions, the following general recommendations are made.

1. That conceptual frameworks be developed which specify a process for enhancing school environments as growth-promoting environments for teachers as well as for students. Among the elements of such frameworks might be the following:

- a. elements which present a conceptualization of specific attitudes on the part of persons in school environments which tend to stimulate and support professional growth (eg. excitement about learning, interest in professional problem-solving, and enthusiasm about working together toward a common vision of "growing professionally" in the school setting.
- b. elements which involve a conceptualization of specific actions on the part of persons in the schools exhibited in their comments, suggestions and other feedback to each other; and in a proactive seeking out and manipulation of growth facilitating factors to provide continuous growth experiences.
- c. elements which present professional growth as a desired goal though a conceptualization of the school environment itself as an important

source of ongoing growth activities.

2. that the area of professional growth as a life-long, hence a career-long, focus be studied from the aspect of informing and convincing persons in the field that growth in itself is worthy of their attention.
3. that more study be devoted to ways to promote professional growth as a proactive process rather than something which is "done to" people. Frequently, the term "professional development" is used in place of "professional growth." Unfortunately, "development" is sometimes perceived as "developing others" rather than "freeing others to grow" and "facilitating that growth."

Specific Recommendations

Based on the exploratory study presented here specific areas recommended for study are:

1. environmental influences which might be identified that are similar to or different than those reported here and could be compared to those identified in this study.
2. school environments where professional growth "above and beyond problem-solving" appears to be a focus and could be studied and compared toward discerning what factors are perceived in those environments are like or different from those identified in this study.

3. situations where efforts are made to intervene in an effort to alter the nature of particular environmental factors and the impact of the intervention is studied.
4. specific environmental factors identified in this and other studies and identification of the extent to which particular factors tend to influence professional growth.
5. the "professional growth orientation" of various school districts as compared with the districts' focus on "student growth only."
6. the influence of various governmental units on growth-facilitating resources available to teachers, schools, and districts.

Personal Reflections of the Study

Personal reflections on the study provide the opportunity for one to reflect back over the original decision to study school environments. They also allow for reflection on the study and its findings and an assessment of the extent to which what was intended was accomplished.

Personal experience in working in schools over a period of sixteen years and a realization that most teachers in Michigan 1) are at the Master's Degree level, 2) have been working in the same school district for all or most of their careers, and 3) currently have little opportunity for mobility seemed to verify

the need for looking at school environments for sources of stimulation and support for teacher growth.

Reflecting on the study itself brings a feeling of excitement in thinking about the schools visited, the new people met (although the encounters were brief and focused) and the new things learned about schools in general and about school environments in particular. The challenge was in maintaining neutrality and "apartness" while striving to make interviewees feel at ease during the questioning. The interview schedule (on cards), the preliminary letter, and the direct transcription of the responses were helpful in this respect.

The study findings show that there were, as expected, some commonly perceived factors which stimulated and supported the professional growth of teachers. It was also expected that some differences would emerge. The finding that principals ranked themselves as the most influential growth-stimulating and growth-supporting factor was, however, unexpected. This finding brought to mind the questions of 1) whether particular studies in school effectiveness which report the importance of the principal influenced the principals in their responses pertaining to professional growth as well; 2) whether topics pertaining to the role of the principal in courses in educational leadership influenced principals; or 3) whether principals based their responses solely on what they had done to try to stimulate and support the growth of teachers.

The finding that teachers relied on each other for stimulation and support was not too surprising. The encouragement of the principal as one of the support factors identified by teachers was not surprising either since teachers rely on principals for the management of school conditions which affect their professional lives, and support for what they try in their classrooms on a daily basis.

The finding that principals desired more release time, sabbaticals, inservice and more staff while teachers wanted materials, equipment and space to try new things prompted the notion that teachers might consider growing if they were provided with the means for implementing what they learn. Another thought was that perhaps principals are not aware of the importance of those resources to teachers.

Other findings reflected on were particular comments which emerged during the interviewing. Several teachers, for example, when asked what they thought should be added to the school environment expressed surprise and delight in "being asked.". The question seemed to facilitate a type of "brainstorming" which was welcomed by all of the interviewees. It could be compared to being allowed to make a "wish list." Another comment voiced several people was that teachers wanted professional growth to be modeled by the principal rather than just to be arranged by the principal. In schools where the teachers and the principal shared responsibilities for learning and learned together this was not mentioned.

If there are regrets about the study, it is in the difficulty in trying to identify single-level groupings (which are easier to discuss). Knowing that the nature of the study (that of using open-ended questions and allowing categories to emerge) contributes to a more meaningful set of findings is at least reconciling to one who likes clarity and organization and at the same time prefers openness and authenticity.

The process of planning, conducting, and reporting on the study stimulated some new ways of thinking about school environments. The aspects of the school environment which are perceived as important to those working there do not usually emerge in everyday contacts with persons in those environments. It is when there is a systematic probing that the things perceived as important and influential emerge.

CHAPTER SUMMARY

The study summary served as a review in preparation for writing the conclusions. Five conclusions based on the findings were presented. These were: 1) that professional growth is perceived as a process in schools rather than a result; 2) that there is agreement in schools pertaining to factors which support teacher growth; 3) that differences exist in the degree of influence of the stimulators and support factors; 4) that some factors not in evidence are desired; and 5) that growth in schools often is attributed to the adoption of models and programs.

The study limitations include inability to generalize the findings to all schools. They also include an adequate but small sample-group of schools and sources of information; and multi-level findings.

The general recommendations for further study are: the development of conceptual frameworks; the study of ways to disseminate materials pertaining to professional growth as an ongoing process; and more study toward discovering ways to illuminate professional growth as a proactive process. The specific recommendations include: studies of other types of school environments; intervention studies to provide "desired" factors and to assess differences; studies of the extent of environmental influence; studies of the growth-orientation of school districts; and studies of the influence of governmental units on resources for growth.

The personal reflections on the study include reflections on: decisions to study school environments; the study itself and the study findings; the accomplishments of the study; and the growth of the researcher.

APPFNDICES

APPENDIX A2

Interview Schedule Used in Teacher Interviews

1. As a teacher, what does "growing professionally" mean to you?
2. At what critical periods in a teacher's life would you say teachers tend to grow professionally?
3. What would you say in terms of years or particular periods in a teacher's life is the duration of a teacher's growth efforts?
4. What in your work environment -- your building environment -- can be classified as part of that environment?
5. What in the school environment in your building would tend to motivate a teacher to actively pursue professional growth? (After listing these, please rank from most influential to least influential using "1" to designate most influential, "2" to designate less influential . . .)
6. What in the work environment of your school tend to support a teacher's efforts to growt professionally? (Please rank using "1" for most influential, "2" to designate less influential . . .)
7. If you could add to your school environment particular factors that you think would be effective in promoting effective teacher growth what factors would you label as motivators toward growth (M)? Which would you label as supporters of growth (S)? (Please list and label.)
8. Please give at least one example of a growth experience that was a result of something in the school environment that stimulated professional growth or that supported such growth once begun.

APPENDIX B

Letter to Confirm Interview

Dear (Principal's Name or Teacher's Name),

The interview that you have granted to me on (day)
(date) at (place) will relate to
a study of school environments and the professional growth
of the teacher. At the scheduled appointment you will be
asked to respond to eight questions about the work environ-
ment of teachers in your building. The interview will last
approximately forty-five minutes. The questions that will
be asked are non-threatening in nature and are designed to
facilitate your feedback by providing the opportunity for
you to respond to open-ended questions.

Sixteen Southwestern Michigan schools are participating
in the study. These schools were selected in a random
drawing. The principals of the selected schools and three
randomly-selected teachers within each of those buildings
serve as sources of information on the particular school
environments in this non-evaluative study. Agreement to be
interviewed serves as implied consent on the part of each
interviewee. Only persons who freely consent to be inter-
viewed will be interviewed since voluntary participation is
important in a study of this nature. At any time a study
participant may withdraw from the study. In this case, it
is important that I am notified immediately so that arrange-
ments can be made for another person to be interviewed. It
is understandable that withdrawal from planned participation
is sometimes necessary. There is no penalty when this occurs.

The information obtained in this study will be treated
with the utmost confidentiality. Only the interviewer will
have access to the information that is collected as it rel-
ates to particular buildings by name. The names of schools
and persons are of no significance in the study and will re-
main anonymous in all study reports. Upon request and with-
in the above restrictions the results of the study will be
made available to all participants.

Thank you for your willingness to participate in this
important study of school environments. No advance prepara-
tion for the interview is necessary. I look forward to
meeting with you at the arranged time.

Sincerely,

Norma Hungerford
Doctoral Candidate, M.S.U.
Telephone: (616) 375-0073

APPENDIX C

Demographic Information

1. Age of Respondee

21-30

31-40

41-50

Above 50

☐☐☐☐

2. Sex: Female Male

☐☐

3. Position in School

Principal

Teacher

☐☐

4. Formal Education

Bachelors
DegreeBachelors
+ 18 Sem.
Hrs. or
27 Term Hrs.Masters
DegreeMasters +
30 Sem. Hrs.
or 45 Term
Hrs.☐☐☐☐Specialist
Degree

EdD

PhD

☐☐☐5. Years in Present Position (Principal or Teacher)

0-3

4-10

11-15

16-20

21 or more

☐☐☐☐☐

6. Years in Current School Building

0-3 4-10 11-15 16-20 21 or more

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|

7. Years in Another School(s) (Previous School)

0-3 4-10 11-15 16-20 21 or more

| | | | | |
|----------------------|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|----------------------|

8. If worked in previous school(s), transferal to this building was:

a. Requested by you

b. Requested by administrator

9. Grade Level Currently Teaching (if a Teacher)

K-3 4-6

| | |
|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|

10. Approximate Enrollment of Your School

Less than 101 101-200 201-300 301-400

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

401-500

501-600

Over 600

| | | |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|

11. Classification of School District

Urban-
Metropolitan
Core

Urban-Fringe

City/Town

Rural

| | | | |
|----------------------|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
|----------------------|----------------------|----------------------|----------------------|

APPENDIX D

Letter to Sources of Information
(Principals and Teachers)
Following Interview

Dear (Principal's Name or Teacher's Name),

Thank you for your involvement in the study of the school environment as it relates to professional growth factors. The questions that you answered at the interview session were designed to get feedback about your particular school environment and influences there that you perceived as contributors to teacher growth. Thank you for your willingness to be a part of this study. If you are interested in the results of the study, please tear off the slip at the bottom of the page and a summary will be sent to you as requested.

Sincerely,

Norma L. Hungerford

NLH/maf

____ Yes, I am interested in receiving a summary of the
School Environment Study.

Name _____

dd _____

Table E1
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Stimulating Factors
by the Interviewees

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|--|---|--|---|--------------------------------|--------------------------------|--------------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| The Influence of the Principal | 13 | 11 | 15 | 39 | 22 | 15 | 76 |
| The Influence of Other Teachers | 9 | 11 | 16 | 27 | 22 | 16 | 65 |
| Responding to Students' Needs | 10 | 9 | 1 | 30 | 18 | 1 | 49 |
| Participation in Curriculum Innovation | 9 | 8 | 5 | 27 | 16 | 5 | 48 |
| The Teachers' Own Desire to Grow | 7 | 7 | 6 | 21 | 14 | 6 | 41 |
| The Availability of Meaningful Inservice | 4 | 5 | 8 | 12 | 10 | 8 | 30 |
| Opportunity for Salary Increase | 4 | 4 | 1 | 12 | 8 | 1 | 21 |
| Meeting District Credit Requirements | 4 | 3 | 1 | 12 | 6 | 1 | 9 |
| Opportunity for Professional Advancement | 1 | 2 | 0 | 3 | 4 | 0 | 7 |
| The Availability of a Professional Library | 0 | 1 | 1 | 0 | 2 | 1 | 3 |

Table E1 (cont'd)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The Interest of Parents | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| Positiveness in the School Atmosphere | 1 | 0 | 0 | 2 | 0 | 0 | 3 |
| The Influence of Central Administrators | 1 | 0 | 0 | 3 | 0 | 0 | 3 |
| Visitations to Other Schools/ Buildings | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| The Applicability of Inservice to Classroom Use | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| The Teachers' Own Interests | 0 | 0 | 1 | 0 | 0 | 1 | 1 |

Table E2
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Stimulating Factors
by the Principals

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|---|---|--|---|-----------------------------|-----------------------------|-----------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| The Influence of the Principal | 6 | 3 | 4 | 18 | 6 | 4 | 28 |
| The Teachers' Own Desire to Grow | 2 | 2 | 3 | 6 | 4 | 3 | 13 |
| Participation in Curriculum Innovation | 2 | 2 | 1 | 6 | 4 | 1 | 11 |
| The Influence of Other Teachers | 0 | 3 | 3 | 0 | 6 | 3 | 9 |
| The Availability Meaningful Inservice | 2 | 1 | 1 | 6 | 2 | 1 | 9 |
| Responding to Students' Needs | 1 | 2 | 1 | 3 | 4 | 1 | 8 |
| Meeting District Credit Requirements | 2 | 0 | 0 | 6 | 0 | 0 | 6 |
| Positiveness in the School Atmosphere | 1 | 0 | 0 | 3 | 0 | 0 | 3 |
| Opportunity for Professional Advancement | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| Visitations to Other Schools/ Buildings | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| The Applicability of Inservice to Classroom Use | 0 | 1 | 0 | 0 | 2 | 0 | 2 |

Table E3
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Stimulating Factors
by the Teachers

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|--|---|--|---|--------------------------------|--------------------------------|--------------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| The Influence of other Teachers | 9 | 6 | 13 | 27 | 16 | 13 | 56 |
| The Influence of the Principal | 7 | 8 | 11 | 21 | 16 | 11 | 48 |
| Responding to Students' Needs | 9 | 7 | 0 | 27 | 14 | 0 | 41 |
| Participation in Curriculum Innovation | 7 | 6 | 4 | 21 | 12 | 4 | 37 |
| The Teachers' own Desire to Grow | 5 | 5 | 3 | 15 | 10 | 3 | 28 |
| The availability of Meaningful Inservice | 2 | 4 | 7 | 6 | 8 | 7 | 21 |
| Opportunity for Salary Increase | 4 | 4 | 1 | 12 | 8 | 1 | 21 |
| Meeting District Credit Requirements | 2 | 3 | 1 | 6 | 6 | 1 | 13 |
| Opportunity for Professional Advancement | 1 | 1 | 0 | 3 | 2 | 0 | 5 |
| The Availability of a Professional Library | 0 | 1 | 1 | 0 | 2 | 1 | 3 |

Table E3 (cont'd)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The Interest of Parents | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| The Influence of Central Administrators | 1 | 0 | 0 | 3 | 1 | 0 | 3 |
| The Teachers' own Interests | 0 | 0 | 1 | 0 | 0 | 1 | 1 |

Table E4
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Supporting Factors
by the Interviewees

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|--|---|--|---|-----------------------------|-----------------------------|-----------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| Encouragement by the Principal | 16 | 14 | 12 | 54 | 26 | 12 | 94 |
| Encouragement by Other Teachers | 14 | 12 | 9 | 42 | 24 | 9 | 75 |
| Seeing Results in the Classroom | 14 | 11 | 2 | 42 | 22 | 2 | 66 |
| Receiving Positive Feedback from Parents | 1 | 4 | 9 | 3 | 8 | 9 | 20 |
| The Teachers' Own Satisfaction with Their Growth | 5 | 2 | 0 | 15 | 4 | 0 | 19 |
| The Availability of Grants/Funds for Use in Growing | 3 | 3 | 3 | 9 | 6 | 3 | 18 |
| The Availability of Meaningful Inservice | 2 | 3 | 1 | 6 | 6 | 1 | 13 |
| Opportunity for Salary Increase | 1 | 3 | 1 | 3 | 6 | 1 | 10 |
| Participation in Curriculum Innovation | 1 | 2 | 0 | 3 | 4 | 0 | 7 |
| Earned Degrees/ Credits | 2 | 0 | 1 | 6 | 0 | 1 | 7 |

Table E4 (cont'd)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The Availability of Materials/Equipment to Try New Things | 0 | 1 | 3 | 0 | 2 | 3 | 5 |
| Recognition of a Continued Need to Grow | 0 | 1 | 3 | 0 | 2 | 3 | 5 |
| A Professional Growth Orientation by the District | 0 | 1 | 2 | 0 | 2 | 2 | 4 |
| The Excitement of Students Over New Things Tried | 1 | 0 | 0 | 3 | 0 | 0 | 3 |
| Opportunity to Share with Colleagues | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| The Availability of Release Time | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| The Availability of a Professional Library | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| The Opportunity for Professional Advancement | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Positive Feedback From the School Secretary | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Media Coverage of New Things Tried | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Recognition by Central Administrators | 0 | 0 | 1 | 0 | 0 | 1 | 1 |

Table E5
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Supporting Factors
by the Principals

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|---|---|--|---|--------------------------------|--------------------------------|--------------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| Encouragement by the Principal | 10 | 1 | 3 | 30 | 2 | 3 | 35 |
| Encouragement by Other Teachers | 1 | 1 | 4 | 3 | 2 | 4 | 9 |
| The Availability of Grants/Funds for Use in Growing | 1 | 3 | 0 | 3 | 6 | 0 | 9 |
| The Availability of Meaningful Inservice | 1 | 1 | 0 | 3 | 2 | 0 | 5 |
| Seeing Results in the Classroom | 1 | 0 | 1 | 3 | 0 | 1 | 4 |
| A Professional Growth Orientation by the District | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| The Availability of Materials/Equipment to Try New Things | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| Recognition of a Continued Need to Grow | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| Earned Degrees/ Credits | 1 | 0 | 0 | 3 | 0 | 0 | 3 |
| Receiving positive Feedback from Parents | 0 | 1 | 0 | 0 | 2 | 0 | 2 |

Table E5 (cont'd)

| | | | | | | | |
|--|---|---|---|---|---|---|---|
| Opportunity to Share with Colleagues | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| Opportunity for Salary Increase | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| The Availability of Release Time | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| Participation in Curriculum Innovation | 0 | 1 | 0 | 0 | 2 | 0 | 2 |

Table E6
Weighted and Cumulative Scores Used to Analyze the Ranking
of Growth-Supporting Factors
by the Teachers

| Growth-Stimulating Factors | Times Mentioned as | | | Weighted Scores | | | Cumulative Scores |
|---|---|--|---|-----------------------------|-----------------------------|-----------------------------|----------------------|
| | Most Influential (1 st) | Second-Most Influential (2 nd) | Third-Most Influential (3 rd) | 1 st = X times 3 | 2 nd = X times 2 | 3 rd = X times 1 | |
| Encouragement by Other Teachers | 13 | 11 | 5 | 39 | 22 | 5 | 66 |
| Seeing Results in the Classroom | 13 | 11 | 1 | 39 | 22 | 1 | 62 |
| Encouragement by the Principal | 9 | 12 | 9 | 27 | 24 | 9 | 60 |
| The Teachers' Own Satisfaction with Their Growth | 5 | 2 | 0 | 15 | 4 | 0 | 19 |
| Positive Feedback from Parents | 1 | 3 | 9 | 3 | 6 | 9 | 18 |
| The Availability of Grants/Funds for Use in Growing | 2 | 0 | 3 | 6 | 0 | 3 | 9 |
| The Availability of Meaningful Inservice | 1 | 2 | 1 | 3 | 4 | 1 | 8 |
| Opportunity for Salary Increase | 1 | 2 | 1 | 3 | 4 | 1 | 8 |
| Participation in Curriculum Innovation | 1 | 1 | 0 | 3 | 2 | 0 | 5 |
| Earned Degrees/ Credits | 1 | 0 | 1 | 3 | 0 | 1 | 4 |

Table E6 (cont'd)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| The Excitement of Students Over New Things Tried | 1 | 0 | 0 | 3 | 0 | 0 | 4 |
| The Availability of Materials/Equipment to Try New Things | 0 | 1 | 1 | 0 | 2 | 1 | 3 |
| Teachers Recognized Continued need to Grow | 0 | 0 | 2 | 0 | 0 | 2 | 2 |
| Availability of a Professional Library | 0 | 1 | 0 | 0 | 2 | 0 | 2 |
| Opportunity to Share with Colleagues | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| A Professional Growth Orientation by the District | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| The Availability of Release Time | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Opportunity for Professional Advancement | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Feedback from the School Secretary | 0 | 0 | 1 | 0 | 0 | 1 | 1 |
| Recognition by Central Administrators | 0 | 0 | 1 | 0 | 0 | 1 | 1 |

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