

A CONCEPTUAL FRAMEWORK FOR
PERSONAL-PROFESSIONAL GROWTH:
IMPLICATIONS FOR INSERVICE EDUCATION

A Dissertation
for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
Mary Louise Hulbert Holly
1977



RETURNING MATERIALS:
Place in book drop to
remove this checkout from
your record. FINES will
be charged if book is
returned after the date
stamped below.

RECEIVED

9- 190

JAN 11 2000
09 17 00

ABSTRACT

A CONCEPTUAL FRAMEWORK FOR PERSONAL-PROFESSIONAL GROWTH: IMPLICATIONS FOR INSERVICE EDUCATION

By

Mary Louise Hulbert Holly

The principal aim of this research is to establish a conceptual framework for personal, professional growth from which implications for inservice education can be drawn.

It is postulated that growth occurs when teachers are involved in meaningful activities, and, that an understanding of this process can have important implications for inservice education. Questions guiding the study are:

1. How do teachers personally-professionally grow?
2. How do practicing teachers feel about their own personal-professional growth with respect to;
 - a. Activities and experiences which have meaning,
 - b. With whom and/or from whom do meaningful activities and experiences take place, and
 - c. Under what circumstances do these activities and experiences occur?
3. Within the context of a personal-professional growth framework, what changes in inservice education might enable it to be more effective?

The first step in answering these questions was to

establish a conceptual basis for personal-professional growth. Teacher growth and development from a phenomenological perspective are examined. Next, an open ended interview schedule of ten questions was designed and individually administered to 102 practicing teachers (kindergarten through grade twelve) who were engaged in continuing education through attendance in classes offered by the College of Education at Michigan State University the summer of 1976.

Data were content analyzed and responses were classified and summarized. No clear distinctions in response by grade level, sex, years of teaching experience, or amount of graduate education were detected.

Respondents were pursuing personal, professional development with enthusiasm, but, inservice education was rarely considered as a part of the process. The last interview question was the only one to deal with inservice education specifically, and teachers usually sought to bring it in line with the types of experiences which they previously had identified as valuable.

Teachers found meaning in self-chosen, informal, participatory activities, usually with other people.

They emphasized the value of situations where they could "really get to know" people as individuals, and have others see them as individuals; where they felt free to be

themselves in an accepting and non-threatening environment.

Respondents indicated that they felt isolated from other teachers and many mentioned with regret that they had little opportunity for collegial activity.

When asked "What do you think is your greatest skill as a teacher?" interpersonal skills such as empathy, understanding, and relating to others, were by far the most frequently mentioned responses.

Teachers reported other teachers to be: (1) a valuable part of experiences which they felt beneficial, (2) their best source for ideas and practical information, (3) the most often used source for help with professional problems, (4) the most highly valued source for help with personal assessment, and (5) understanding allies.

The conceptual basis and data analysis suggest that effective inservice education would provide for:

1. Attitude improvement through recognition of the value of professional growth, and trust and support in teacher ability to make decisions on their own personal-professional development;
2. A more optimal psychological climate which includes a non-threatening, informal, and accepting environment, hospitable to new ideas, change and experimentation;
3. Time which is regularly scheduled within the school day

- for individual and group activities, and specific programs with provisions for follow up and evolution;
4. Content which is derived from individual and staff defined needs and wants, and local exigencies;
 5. Organization which follows from the purposes it is to further.

The measure of program success could be seen in the degree to which it provides for (1) individual growth, and (2) group, or staff development.

A key component of the conceptual framework was substantiated by the data: If teachers are to be active and self directing, provisions and programs for professional development should be based upon principles of human growth and development.

A CONCEPTUAL FRAMEWORK FOR PERSONAL-PROFESSIONAL
GROWTH: IMPLICATIONS FOR INSERVICE EDUCATION

By

Mary Louise Hulbert Holly

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

College of Education

1977

Copyright by

MARY LOUISE HULBERT HOLLY

1977



To Helen Louise Hulbert and in
Memory of Kenneth Hudson Hulbert

ACKNOWLEDGMENTS

Many people have made significant contributions to this research. Brian Holly has been a silent partner throughout this endeavor and his sustained encouragement and help made completion possible. Charles Blackman spent hours listening, discussing and sharing ideas with me, patiently and insistently helping me to find my way. Louise Sause generously gave of her time and through her understanding and encouragement impossibilities became possibilities. Peggy Riethmiller lent support throughout this study and provided valuable suggestions. For their kind assistance, I thank Professors Howard Hickey and George Barnett.

I learned much from my colleagues Jerry Halverson and Bill Mester; and from the teachers who shared their ideas and feelings in the interview. Acknowledgments are directed to Fran Fowler for her help, and to Joyce Harris who cheerfully typed the final document.

Special appreciation and affection are extended to Helen Hulbert who has been a constant source of support and inspiration.

TABLE OF CONTENTS

LIST OF TABLES	viii
LIST OF FIGURES	x
Chapter	
1. INTRODUCTION TO THE RESEARCH PROBLEM	1
Perspectives on Inservice Education	2
Rationale for the Study	8
Research Questions	14
Definition of Terms	16
Summary and Overview	17
2. TEACHER GROWTH AND INSERVICE EDUCATION	19
Increasing Interest In Inservice Education, Related Research	20
Framework for Growth	28
Individualization	37
Interaction	49
Circumstances Under Which Personal- Professional Growth Can Occur	57
Education for Teacher Growth	65
3. METHODOLOGY	68

Research Questions and Instrument Design	68
Sample and Data Collection	77
Data Analysis Techniques	87
4. DATA ANALYSIS	89
Beneficial Activities and Experiences	89
With Whom Beneficial Activities Occur	131
From Whom Beneficial Activities Occur	135
Circumstances Under Which Perceived Beneficial Activities Occur	151
Teacher Perceptions of Their Own Teaching Skills	163 —
Teacher Suggestions for Improving Inservice Education	171 —
Summary	191
5. PERSONAL PROFESSIONAL GROWTH: IMPLICATIONS FOR INSERVICE EDUCATION	203
Summary	203
Personal-Professional Growth and Teacher Perceptions	204
Elements of Good Inservice Education	208 —
Conclusions and Implications	212
Reflections	224
Toward a Reconceptualization of Inservice Education	235
Recommendations for Further Research	236
APPENDIX A: PERSONAL-PROFESSIONAL GROWTH INTERVIEW SCHEDULE	240

APPENDIX B: MOST FREQUENTLY CITED RESPONSE CATEGORIES BY INTERVIEW QUESTION WITH NUMBER OF RESPONSES AND PERCENTAGE OF RESPONSE	244
BIBLIOGRAPHY	247

LIST OF TABLES

Table

3-1	Respondent's Teaching Location	77
3-2	Sex of Respondents by Teaching Level	79
3-3	Number of Years Teaching Experience by Level	80
3-4	Graduate Education by Teaching Level	81
3-5	Year and Location of Respondent's Bachelor's Degree	83
4-1	3A. What Are Some Activities in Which You Engage That You Find Are Beneficial to You in Your Teaching?	91
4-2	3B. In Terms of Getting Ideas and Insights on Your Work, Which of These Activities is the Most Useful?	99
4-3	4. Do You Participate in Any Activities With Your Colleagues That You Find Beneficial to You in Your Role as a Teacher?	102
4-4	Teaching Levels, Years Teaching Experience, and Responses for Teachers Specifying Inservice Education as a Beneficial Collegial Activity	112
4-5	Inservice Education Responses and Possible Implications	114

Table

4-6	5. If You Were Given Ten Free Hours a Week to be Used for Your Own Professional Growth, How do You Think You Might Use It?	122
4-7	Beneficial Activities With Other People	133
4-8	Personal, Private Beneficial Activities	134
4-9	Attitude Response Categories For Improving Inservice Education	177
4-10	Climate Response Categories For Improving Inservice Education	178
4-11	Time Response Categories For Improving Inservice Education	181
4-12	Content Response Categories For Improving Inservice Education	182
4-13	Organizational Response Categories For Improving Inservice Education	191
4-14	Research Question 2A: How do Practicing Teachers Feel About Their Own Personal-Professional Growth With Respect to Meaningful Activities and Experiences? . . .	192
4-15	Research Question 2B: How do Practicing Teachers Feel About Their Own Personal-Professional Growth With Respect to With Whom and/or From Whom Meaningful Activities and Experiences Take Place? . . .	194
4-16	Research Question 2C: How do Practicing Teachers Define the Circumstances Under Which Meaningful Personal-Professional Growth Experiences and Activities Occur? . .	198

LIST OF FIGURES

Figure

2-1	The Individual Perceptual Field	44
4-1	Beneficial and Most Highly Valued Activities	101
4-2	Desired Beneficial Activities	123
4-3	Source(s) for New Ideas	137
4-4	Where Teachers Go For Help	143
4-5	Help With Personal-Professional Assessment . .	148
4-6	Teacher Perceptions of Their Own Teaching Skills	165
4-7	Teacher Suggestions for Improving Inservice Education	174

CHAPTER 1

INTRODUCTION TO THE RESEARCH PROBLEM

An increasing number of people are becoming aware that "Teachers must be more than technicians, must continue to be learners."¹ Technical facility does not equal teaching excellence² nor does certification equip the teacher with all that she will demand of herself for the life of her teaching.³

Not only is there no specific time at which a person becomes a teacher, but there is no specific time at which a teacher stops becoming one. This is simply another way of saying that there is no such thing as the complete teacher.⁴

¹Kathleen Devaney and Lorraine Thorn, Exploring Teacher Centers (San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1975), p. 5.

²Vincent R. Rogers, "Why Teacher Centers in the U.S.?" Educational Leadership 33 (March 1976): 406-12.

³J. Alden Vanderpool, "Relationships Between Certification and 'In-Service' Education," in Rethinking In-Service Education, eds. R. Edelfelt and M. Johnson (Washington, D.C.: National Educational Association, 1975), pp. 56-64.

⁴Philip W. Jackson, "Old Dogs and New Tricks," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), p. 27.

Inservice education as a vehicle through which teachers may continually learn has been severely criticized as "impotent" and a "routine exercise in futility."⁵ Although problem ridden, inservice education is perceived as a necessary and potentially vital aspect of education.⁶ How can inservice education more adequately serve the growing people that it is designed to benefit? What do teachers feel helps them in their personal and professional development?

The purpose of this research is to establish a conceptual framework for personal, professional growth from which implications for inservice education can be drawn.

Perspectives on Inservice Education

Upon what bases do inservice education practices rest? Why have inservice education? It is only after this question has been answered that programs and processes can be adequately planned and assessed. Only after such articulation can one begin to see where practices succeed and where they fail.

⁵Louis J. Rubin, "Teacher Growth in Perspective," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), p. 245.

⁶Kathleen Devaney, "What's a Teacher's Center For?" Educational Leadership 33 (March 1976): 413-16.

After reviewing the 1973 and 1974 ERIC entries on inservice education, which numbered 256 entries, Edelfelt wrote,

Obviously, there are a multitude of concerns being treated in inservice education programs. That fact is a plus . . . On the other hand, the reports reflect disarray, a hodgepodge. In most programs, little attention is given to formulating a comprehensive concept of inservice education. Too often, objectives are narrow and unrelated to a larger purpose or rationale. The bulk of the programs are of short duration and attack a single topic. Most programs are either remedial-- . . . or they introduce new wrinkles . . .⁷

When a rationale is not specified, it is easy to adopt a hit or miss procedure where the recipients are only occasionally satisfied with program results. "In the absence of a common, agreed upon program of teacher education, any effort . . . that has surface validity will be useful for some teachers and useless for others . . ."⁸

Taba felt that deficiencies in rationale formulation and specification accounted for many of the problems that planners had regarding curriculum development. The following statement by Taba has important implications for inservice education curriculum development. The

⁷Roy A. Edelfelt, "Inservice Teacher Education-- Sources in the ERIC System" (Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1975), pp. 2-3.

⁸Louis Fischer, "In-Service Education," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), p. 233.

. . . tendency to rationalize a curriculum pattern in terms of a single principle, . . . while overlooking the relevance of other equally important considerations, is in effect a gross oversimplification [sic] which has many undesirable consequences. One is a kind of myopia in developing and implementing designs.⁹

Referring specifically to myopic treatment of inservice education Meade writes:

Frustrated by the magnitude of problems that deal with human wants and needs, we have turned to technical questions, engineering questions, that lend themselves to rational solutions: hence our pre-occupation with materials over people. Much of our activity is given to developing expertise and technical finesse in our teachers.¹⁰

Previously, when inservice education was based upon narrowly defined objectives, which were understood and agreed upon by all persons involved in education, there were few problems and complaints about "need for" or "relevance of" inservice education practices. When students were in school for only a small portion of the day or for only a few days a week, they were to learn skills that they could not obtain outside the classroom, such as reading and writing. The rest of the day was spent learning in ordinary life situations. Inservice education usually took the form of

⁹Hilda Taba, Curriculum Development: Theory and Practice (New York: Harcourt, Brace & World, 1962), pp. 414-15.

¹⁰Edward J. Meade, Jr., "No Health In Us," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), p. 223.

institutes which lasted for two days or short courses that took place in the evenings. The primary reason for these institutes was ". . . to enable teachers to bridge the gap between what they were expected to do and . . . their level of knowledge and their teaching competencies . . ."11

As the roles of the teacher and the school slowly changed to include more functions: the addition of new courses of study, the training of more students, the concept of "education for all," and the education of immigrants who spoke little English, and brought with them attitudes, values, and habits that were at variance with traditional habits that had been taken for granted in the schools,¹² the content of inservice education expanded to include more areas. Usually professional development was mandated, prescriptive, remedial, content oriented, and organized and implemented by persons in authority, for teachers.

During the nineteenth century, inservice programs of teacher-training . . . reflected, above all else the prevailing and partially valid assumption that the immaturity, meager educational equipment, and inexperience of the teacher rendered him unable to analyze or

¹¹Ralph W. Tyler, "In-Service Education of Teachers: A Look At the Past and Future," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), p. 6.

¹²Ibid.

criticize his own teaching, or, unless given direction, to improve it.¹³

Today, the scope of inservice education has been greatly expanded but with this expansion has not come an evolving understanding of its larger purposes. Missing is the context through which current programs can be viewed and lacking this theoretical understanding, teachers are deprived of much that continuing education has to offer. Furthermore, often practices that are detrimental to the growth of teachers and to the growth of children whom they touch, are adopted. ". . . we have recently come to realize, with incredible lateness, that schools can teach children to be failures as well as successes."¹⁴

Just as studying food will not help a hungry child to be filled, training a teacher in new teaching techniques (although this can be helpful) is not enough.

Teachers must be more than technicians, must continue to be learners. Long-lasting improvements in education will come about through inservice programs

¹³Herman G. Richey, "Growth of the Modern Conception of In-Service Education," in In-Service Education for Teachers, Supervisors, and Administrators, in Fifty-Sixth Year-book of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1957), p. 36.

¹⁴Louis J. Rubin, "The Case for Staff Development," in Professional Supervision for Professional Teachers, ed. T. J. Sergiovanni (Washington, D.C.: Association for Supervision and Curriculum Development, 1975), p. 34.

that identify individual starting points for learning in each teacher; build on teachers' motivation to take more, not less, responsibility. . . .¹⁵

If the millions of dollars spent each year on inservice education, curriculum improvement, courses, workshops, seminars, lectures, new school structures, assessment devices, technological aids, innovations and instructional media were spent with a clear sense of purpose and an understanding of what was to be accomplished, the impact could be great. Yet, all of the resources being spent have little chance of offering substantive improvement if we continue to ignore the one ingredient necessary to improve education, the person in process.

. . . really important changes will only come about as teachers change. Institutions are made up of people, and it is the behavior of teachers in classrooms that will finally determine whether or not our schools meet or fail to meet the challenge of our times.¹⁶

Accepting Postman and Weingartner's proposition that the "beliefs, feelings, and assumptions of teachers are the air of the learning environment"¹⁷ it follows that to improve inservice education, it is necessary to investigate how

¹⁵Devaney and Thorn, Exploring Teacher Centers, p. 7.

¹⁶Arthur W. Combs, The Professional Education of Teachers (Boston: Allyn & Bacon, 1965), p. 5.

¹⁷Neil Postman and Charles Weingartner, Teaching As A Subversive Activity (New York: Dell Publishing Co., 1969), p. 33.

teachers define and feel about their own personal, professional growth. In order for teachers to experience growth, growth which will find its release in the classroom and significantly alter the lives of the learners within it, experiences must be meaningful to teachers. "Where there is meaning, there is involvement. When something has meaning, one is committed to it."¹⁸

Rationale for the Study

Over the past several years there has been a growing awareness of the need for the continuing education of teachers on the part of: teachers, who desire to be current in a time of rapidly changing information; parents who want to assure the quality of education that their children receive; administrators and boards of education who feel pressure to improve the quality of the schools while increasing efficiency in a time of accountability and economic retrenchment; citizens who recognize that expansion of facilities and personnel do not necessarily equal a higher quality of instruction; universities who are questioning their raison d'être as the demand for new teachers dwindles; and teacher associations whose interest is increasing with their desire

¹⁸Arthur T. Jersild, When Teachers Face Themselves (New York: Teachers College, Columbia University, 1955), p. 78.

to identify and help meet the professional growth needs of their constituency.

Inservice teacher education is recognized by many professionals as a key challenge to be addressed over the next decade. According to a study conducted by a Columbia University professor, ". . . teacher's performance increases during the first five years on the job, . . . levels off during the next fifteen years and steadily declines thereafter."¹⁹ This not only represents a strong indictment of current inservice education and the obvious need for improvement, but, when combined with the current situation of more teachers than jobs and low turnover, a shift in emphasis from remediation to programs for professional growth becomes essential.

Even if the turnover rate in a given location is high, and new ideas and perspectives are infused regularly, this alone would not be enough to provide sound renewal. Energetic teachers move into established environments where in all but unusual circumstances, they will be shaped by the setting more than they will shape it. It is for this reason that Dr. Lee Dean said, "If the role of a new teacher is largely restricted by the behavior of people already in

¹⁹M.S.U. News Bulletin, 8 May 1975, "Training Teachers In Service Is Key Education Challenge," p. 5.

the system, there is only one other answer." He continued, "We must depend upon teachers in-service to somehow want to bring about change."²⁰

This study is undertaken in a critical period for teacher education. At a time of pressure from troubled economic conditions, accountability and divisiveness between educational groups, it is imperative that adequate starting points for the constructive improvement of professional development be identified. Various groups are evidencing their interest in publications and studies. Powell²¹ reported growing interest of university faculty; the Michigan Board of Education²² voiced its concern and support for increased recognition of the necessity for teacher professional development; Ward²³ and Edelfelt²⁴ reported concerns

²⁰Ibid.

²¹Douglas R. Powell, Continuing Teacher Education: The University's Role (Evanston: The Center for the Teaching Professions, Northwestern University, Occasional Paper Number Six, April 1974).

²²Michigan Department of Education, "Statement on Professional Development," (January 1976).

²³Douglas Ward, "The Role of Teacher Organizations in Professional Development and Instructional Improvement as Perceived by Selected Teacher Organization Leaders" (Ph.D. dissertation, Michigan State University, 1973).

²⁴Roy A. Edelfelt, "The Role of Professional Organizations in Partnership in Teacher Education," in Partnership In Teacher Education (Washington, D.C.: American Association of Colleges for Teacher Education, 1968).

of teacher's associations; Ainsworth²⁵ related teacher interests.

A review of the increasing amount of literature on professional development suggests a growing concern for inservice education; an expanding number of activities and processes; increased recognition of individual and group needs to be addressed through inservice education; increased attention on principles of learning applied to teacher education; expansion of teacher roles; and a readiness to try collaborative activities. The need for inservice education is clearly established and a discrepancy between what is happening and what people would like to see happening is indicated.²⁶

Most studies arrive at a conclusion stating that inservice education lacks certain qualities or characteristics. These conclusions are deduced from teacher complaints about current practices. While this information is valuable, it is essentially negative. That is, past studies repeatedly focus on what is wrong with inservice

25 Barbara Ainsworth, "Stated Perceptions of Teachers Regarding In-Service Programs" (Ph.D. dissertation, University of Maryland, 1974).

26 Roy A. Edelfelt and Gordon Lawrence, "In-Service Education: The State of the Art," in Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), pp. 16-17.

education. This approach is remedial in that a problem is defined, weaknesses are identified and a prescription is offered. The prescriptions vary from slight modification of current practices (e.g. more teacher control, more workshops, less formal coursework) to radical alterations (complete responsibility to teacher's organizations, or complete abolition of inservice education).

A problem with the approaches outlined above is their ^{main problem} failure to explore the conceptual and philosophical underpinnings of professional development. Currently, much of inservice education illustrates a view of the teacher as a vehicle by which certain facts, concepts, and attitudes are transferred to children. This has often led to an emphasis on schooling teachers in the methods of transmitting these facts, concepts and attitudes with little regard for placing these within a broader context of growth and development. Personal-professional growth accruing to teachers has all too frequently been incidental. It might be argued that since this condition exists, the benefits of inservice education programs will be marginal, both to the teachers and to their students.

Although there has been an increase in the number of studies on inservice education over the last few years, there has remained a paucity of research dealing with a

broad context for it. ". . . little attention is given to formulating a comprehensive concept of inservice education."²⁷ Given the amount of time, effort, and money expended in the name of "inservice," and the dissatisfaction with current programs, it is time for a re-examination of purpose and a reconceptualization based upon new understanding.

Piecemeal, patchwork, haphazard, and ineffective are the harsh words we have used thus far in pressing our indictment of in-service education. The words suggest but do not clearly state, the fundamental problem: There has never been a broad scheme of inservice education with a clear concept of purpose, appropriate undergirding of policy, legitimacy in commitment . . .²⁸

A reconceptualization of inservice education must start with an understanding of the individual for whom the process is intended: the teacher. In this study, the teacher's personal-professional growth serves as the basis upon which inservice education rests.

²⁷Roy A. Edelfelt and Gordon Lawrence, "In-Service Education: The State of the Art," in Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), pp. 16-17.

²⁸Ibid.

Assumptions

This study proceeds from the following assumptions:

1. All of a teacher's personal-professional growth needs are not met through inservice education
2. All of a teacher's personal-professional growth needs cannot be met through inservice education
3. More of a teacher's personal-professional growth needs can be met through inservice education
4. The identification of personal-professional growth activities and experiences in which teachers engage has important implications for inservice education, and
5. Some personal-professional growth experiences and activities that occur outside inservice education can be incorporated into inservice education to strengthen current programs, i.e., to make them more effective

Research Questions

The questions that guide this research are as follows:

1. How do teachers personally-professionally grow?
2. How do practicing teachers feel about their own personal-professional growth with respect to
 - a. Activities and experiences which have meaning,
 - b. With whom and/or from whom do meaningful activities and experiences take place, and

- c. Under what circumstances do these activities and experiences occur?
3. Within the context of a personal-professional growth framework, what changes in inservice education might enable it to be more effective?

Procedures

The first step in answering the research questions was to establish a conceptual basis for personal-professional growth. Next, using this framework, an interview was designed and individually administered to 102 practicing teachers who were engaged actively in continuing education through attendance in classes offered by the College of Education at Michigan State University in the summer of 1976.

The information obtained was content analyzed, categorized, and frequency counts were compiled in order to identify meaningful activities and experiences, circumstances under which they occurred, and to determine general trends or themes suggested by growth preferences.

This information, along with the conceptual framework established in Chapter 2 forms the basis for discussion of possible implications for inservice education.

Definition of Terms

Inservice education is "any professional development activity that a teacher undertakes singly or with other teachers after receiving her or his initial teaching certificate and after beginning professional practice."²⁹

Personal-professional growth is defined as personal growth in: self understanding and self-acceptance, competencies including skills, attitudes and knowledge pertaining to one's occupational responsibilities, singly and in concert with others, including pre teaching and teaching experience. Inservice education is seen as a part of this process.

Professional development is the bringing out of capabilities and potentials; increasing competence pertaining to occupational responsibilities, including a strengthening of skills, conceptual understandings, and knowledge.

Reconceptualization is rethinking and reformulating a rationale, careful identification and examination of issues, elements, and interrelationships, ultimately leading to a new conceptual basis, perspective, and context.

²⁹Roy A. Edelfelt and Margo Johnson, Rethinking In-Service Education, Introduction, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), p. 5.

Self-renewal is continuing personal growth. Understanding of, acceptance of, and action upon the individual's responsibility for identifying her or his needs, and means for meeting these needs.

Continuing education is viewed as processes for professional growth (including university course work and inservice education).

Staff development is defined as professional development experiences pertaining to a specified group of people.

Summary and Overview

Most previous research on inservice education has centered around the structure of inservice education. Such study proceeds from the assumptions that inservice education is supposed to transmit skills, competencies, and knowledge to teachers, and on the basis of these assumptions, practices are evaluated.

This study proceeds from the premise that inservice education should be designed to promote personal-professional growth of teachers; that the development of skills, competencies and knowledge will in part result from growth enhancing inservice education. Growth is examined as the basis for inservice education. It is postulated that growth occurs as a result of experiences which have meaning for

teachers so that identifying perceptions of meaningful experiences is important in achieving a clearer understanding of the processes of growth. The question is raised: What kinds of experiences do teachers perceive as personally and professionally meaningful?

Chapter 1 consists of: a description of the proposed study, the rationale, research questions and overview. Chapter 2 contains a presentation of the conceptual basis based upon a review of the literature in two areas, teacher growth and development, and current related research on inservice education. Chapter 3 contains the methodology: instrumentation, sample, limitations and analysis techniques. Chapter 4 consists of the presentation and analysis of the data. Chapter 5 contains the summary, conclusions and implications for continuing teacher education, reflections, and recommendations for further research.

CHAPTER 2

TEACHER GROWTH AND INSERVICE EDUCATION

This presentation is directed at gaining a better understanding of inservice education as a means for individual and staff development. What is personal-professional growth, and what are the factors which contribute to it? What might inservice education for growth be like?

In addressing these questions the following order of presentation is offered:

1. Selected recent research on inservice education
2. An examination of the purpose of inservice education as it is proposed in the current study
3. Analyses of several aspects of inservice education as each:
 - a. Theoretically applies
 - b. Appears according to recent research
 - c. Potentially applies
4. Circumstances conducive to inservice education for personal-professional growth

Increasing Interest In Inservice Education,
Related Research

Recent research shows that inservice education is being given more attention as groups and individuals are becoming aware of the importance of teacher development. It is being elevated to a higher priority by many educators, although there is increasing evidence to suggest that the actual number of traditional programs is decreasing. For example, the number of school days allotted to inservice education in the state of Michigan has decreased. However, if one looks at inservice education from the perspective of enhancement of teacher development, it is attracting more attention.

Powell¹ found that teacher educators at several large universities are looking toward increased emphasis and a greater role in teacher development for universities; Ward² reports more attention and a higher priority from teacher

¹Douglas R. Powell, Continuing Teacher Education: The University's Role (Evanston, Ill.: The Center for the Teaching Professions, Northwestern University, Occasional Paper Number Six, April 1974).

²Douglas Ward, "The Role of Teacher Organizations in Professional Development and Instructional Improvement As Perceived by Selected Teacher Organization Leaders" (Ph.D. dissertation, Michigan State University, 1973).

organization leaders; Edelfelt³ suggests a rationale for inservice education as a priority for the decade; and Ainsworth⁴ notes a shift in the purposes of inservice education.

A workshop on inservice education sponsored by the United States Office of Education, several state teachers associations, and the National Education Association was held in Atlanta in 1975. Its stated purposes have been influential in the formulation of this study:

1. To enhance understanding and capabilities by sharing experiences, knowledge, and ideas on inservice teacher education.
2. To identify problems and issues in inservice teacher education.
3. To re-examine and redefine the purposes of inservice teacher education.
4. To examine the respective roles and responsibilities (including financing) of institutions, agencies and organizations involved in inservice teacher education.
5. To identify promising new approaches to and models for inservice teacher education.
6. To examine the requirements for and the structure, organization, and governance of inservice teacher education.

³Roy A. Edelfelt, "The Inservice Education of Teachers: Priority for the Next Decade," Journal of Teacher Education 3 (Fall 1974): 250-52.

⁴Barbara Ainsworth, "Stated Perceptions of Teachers Regarding In-Service Programs" (Ph.D. dissertation, University of Maryland, 1974).

7. To develop recommendations for the improvement of inservice teacher education.⁵

A visible product of the conference is the book, Rethinking In-Service Education, edited by Edelfelt and Johnson. The work represents a compilation and extension of the major papers presented and discussion groups held at the workshop. Calling for a more comprehensive look at inservice education, Edelfelt and Lawrence suggest that:

. . . inservice education has been the weakest and most haphazard component of teacher education. Even the most charitable would have to admit that it has not been nearly as effective as it might have been, considering the expenditure of time, effort, and resources. However, to say that in-service education has been inadequate is not to say that teachers can or want to do without it . . . teachers want quality in-service education; they also recognize a significant discrepancy between what exists and what they would like.

. . . on a career-long continuum of in-service education, a conceptual framework will provide direction and a context for individuals and groups . . . development.⁶

The following concepts are identified as having deep historical roots and pose a strong force with which leaders

⁵Atlanta Conference Materials, Workshop on Reconceptualizing In-Service Education, February 1975, (Mimeographed).

⁶Roy A. Edelfelt and Gordon Lawrence, "In-Service Education: The State of the Art," in Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), pp. 16-17.

must contend if inservice education is to become responsive to current needs:

1. The primary role of the school is the giving and receiving of information.
2. Learning is the receiving of information to be stored and used later.
3. Curriculum and teaching are relatively fixed elements in the school.
4. The main business of teacher education is the quest of mastery of some relatively stable subject matters and methods of teaching.
5. In-service education is training that is designed, planned, and conducted for the teacher by persons in authority.
6. The central purpose of in-service education is the remediation of teachers' deficiencies in subject matter.
7. Leadership is 'direction from above,' and motivation is 'direction from outside.'
8. Supervision is diagnosis, prescription, modeling, inspection, and rating.
9. Teacher education in teacher preparation institutions and teacher education in schools are separate and discontinuous processes.
10. Intellectual leadership in goal setting and planning for in-service appropriately comes from outside the school.
11. The teacher is a solo practitioner (rather than a group member involved in cooperative planning of common goals and related actions).

12. Prescriptive legislation is an appropriate vehicle for improving the quality of teaching standards.⁷

Summarizing the recommendations of the 87 conference participants, Johnson lists several which are relevant:

7. In-service education should be recognized as an essential element of the educational process.
17. In-service education should reflect the same principles that educators endorse for students--e.g., the individualized instruction and freedom to choose among alternatives.
18. The changing role of the teacher should be recognized in designing in-service education.
19. In reconceptualizing in-service education, attention should be given to research and development--e.g., validating existing procedures and learning about change and renewal.
24. In-service education should be elevated in priority at local, state, and national levels.⁸

In a recent study entitled, "Teachers' Perceptions of Present Practices, Process-Needs, Alternative Delivery Systems and Priority of Inservice Education," Edwards suggests that, among other things, teachers and administrators must cooperate in the planning, directing, and implementing of inservice education; and that an open environment, one in which participants are encouraged to comment,

⁷Ibid., p. 9.

⁸Margo Johnson, "Looking Back at Thinking Ahead: 87 Educators in Session," in Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), p. 73.

question and exchange ideas, must be established. This study addressed teachers' perceptions of past and present inservice education. The respondents were provided with a list of thirty-four "process need statements" for their desired process needs, and offered eighteen alternative delivery systems, eight of which were identified by the respondents as desirable. In her concluding chapter Edwards cautioned,

Teacher perceptions of the existing parameters coupled with their past and present experiences in inservice education will continue to hinder the development of inservice education as a means of positive professional growth experiences.⁹

Another study on teachers' perceptions was completed by Turner, who stated in his conclusions that:

1. [There is no single format for inservice education that is effective for all teachers; however, there are elements which would be incorporated into all programs if teachers are to perceive them as effective.] Objectives must be closely related to the reality of the classroom; topics should be limited to those which can be extensively studied during the workshop; skills and information presented should be those which teachers can use immediately in their classrooms; and workshops should be concerned with resolving the kinds of problems which teachers encounter daily.
2. The climate in which inservice is conducted is a major ingredient in teachers' perceptions of

⁹Patsy Edwards, "Teacher Perceptions of Present Practices, Process-Needs, Alternative Delivery Systems and Priority of Inservice Education," (Ph.D. dissertation, University of Michigan, 1975), p. 242.

effective inservice education. It must be a relaxed, nonthreatening atmosphere in which they can question and express opinions, try new teaching behaviors, share ideas with others, change the direction of the activities when needed, and evaluate progress daily.

3. Teachers must be actively involved in the learning process--not passive listeners.¹⁰

Bigelow conducted a survey of inservice education programs using administrator perceptions in six mid-western cities and found "Professional growth for teachers is entering a new era and teacher involvement is becoming an important part of the professional growth pattern."¹¹

Jaquith compared perceptions of junior high/middle school teachers, principals, and university specialists. Some of his main findings were: (1) When teachers were involved in selecting objectives and organizing inservice education, they are more willing to participate in it, (2) Inservice education at the building level was the most preferred method of inservice education, and (3) Since university specialists seem to be reluctant to become involved

⑩ ¹⁰I. S. Turner, "A Study of Teachers' Perceptions of an In-Service Program in Three Southern Maryland Counties," (Ph.D. dissertation, The George Washington University, 1970).

¹¹E. B. Bigelow, "A Survey, Analysis, and Proposed Program of In-Service Education in Selected School Districts in Six Midwestern States," (Ed.D. dissertation, University of South Dakota, 1969).

with

high

city

qua

rel

tive

of the

sele

cons

expe

seve

divi

Uni

sity

dis

cati

(S=

with inservice education off campus, affective consultants might include experienced teachers, administrators, or specific competency area university specialists.¹²

It has been suggested that since there may be over a quarter of a million persons in positions which are directly related to inservice education that practices could be relatively individualized, even "personalized." This is not often accomplished though, and "the diet prescribed or selected is highly questionable in many cases and often constrains against rather than enhances desired and expected teacher growth."¹³

Through a literature review Howey was able to define seven categories into which inservice education could be divided:

1. Transitional (from pre-to-in)
2. Comprehensive school renewal/role orientation
3. Content or skill specific development
4. Personal growth
5. Continuing graduate level education

¹²Charles I. Jaquith, "An Analysis of Perceptions of Junior High/Middle School Teachers, Principals, and University Specialists Concerning Inservice Education," (Ph.D. dissertation, University of Michigan, 1973).

¹³Kenneth R. Howey, "Putting Inservice Teacher Education Into Perspective," Journal of Teacher Education 27 (Summer 1976): 101-5.

6. General professional growth
7. Career progression¹⁴

The current research is designed to focus upon the fourth category, personal growth, because it is felt that this is an essential preliminary step to examination, analysis, and discussion of the other six categories.

It is proposed that in order for inservice education to be effective it should be based upon teacher personal-professional growth. Therefore, it is suggested that the major purpose of inservice education is to promote personal-professional growth.

Framework for Growth

According to Schober, ". . . the emphasis in contemporary teacher education appears to be skewed toward education-as-end-result-competencies, skills, accreditation, rather than to education as process of growth and development."¹⁵ It may be useful at this point to define "grow" and "develop." According to the Random House Dictionary, to grow is ". . . to increase by natural development . . . increase in . . . substance. To arise or issue as a

¹⁴Ibid.

¹⁵Edward J. Schober, "Essential Questions for Self-Professional Development: A Seminar on Meaning for Teacher Education," (Ph.D. dissertation, The Ohio State University, 1975).

natural development from an original happening, circumstance, or source." To develop is ". . . to bring out the capabilities or possibilities of; bring to a more advanced or effective state . . . generate; evolve."¹⁶

When teacher growth and development are referred to in this study, they refer to the natural development of the individual, and to bringing out capabilities and possibilities. Individual "striving has a biological basis and is rooted in the distinct patterning of the human organism."¹⁷

Every experience in which the individual expresses himself in a free, spontaneous manner contributes to the growth of the self . . . growth of the self which begins at birth, continues through life.¹⁸

How a person sees herself or himself is of great importance to the person's development. Perceptual psychology addresses this concept and it is to this area that the presentation now turns.

From a phenomenological, or perceptual, view of the individual, "all behavior, without exception, is completely determined by, and pertinent to, the perceptual field of

¹⁶The Random House Dictionary of the English Language (New York: Random House, 1966), p. 626 and p. 394.

¹⁷Clark Moustakas, Teaching As Learning (New York: Ballantine Books, 1972), p. 1.

¹⁸Ibid.

the behaving organism."¹⁹ A person acts upon what he or she perceives at a given moment, which is the result of: (1) how one sees oneself, (2) how one sees the situation in which one is involved, and (3) the interrelations of these two.²⁰

The perceptual field is the universe of naive experience in which each individual lives, the everyday situation of the self and its surroundings which each person takes to be reality. To each of us the perceptual field of another contains much error and illusion; it seems an interpretation of reality rather than reality itself; but to each individual, his phenomenal field is reality; it is the only reality he can know. This perceptual field is far richer and more meaningful than that of the objective, physical world. We do not live in a world of objects without meaning. On the contrary, we invest the things about us with all sorts of meanings; these meanings are for each of us the reality to which we respond.²¹

For example, a person may run from a perceived danger where there is no danger and not run when there is real danger that is not perceived. A person may confide in a perceived friend and react cautiously in the presence of a perceived enemy, when in fact, the reverse may be the case. If a person's perceptual field is constantly being

¹⁹Arthur W. Combs and Donald Snygg, Individual Behavior (New York: Harper & Row, Publishers, 1959), p. 20.

²⁰Arthur W. Combs, Donald L. Avila, and William W. Purkey, Helping Relationships (Boston: Allyn & Bacon, 1971), p. 13.

²¹Combs and Snygg, Individual Behavior, p. 21.

accom

conse

proba

Accor

inte

more

givi

pro

edu

enc

rel

ing

in

he

enc

him

gove

"sel

Edica

Colum

accommodated, it is altering her or his perceptions and consequently, behavior.

The broader a person's knowledge base, the higher the probability that a decision made will be an intelligent one. According to Sharp, "Growing demands the use of critical intelligence and a continuous attempt to discover more and more appropriate and effective ways of acting that will give increasing control over the environment."²² Because growth demands continuous action, school systems and teacher education institutions provide various forms of support and encouragement for teachers by providing: consultants, released time from teaching duties, conferences and meetings, and pay incentives for graduate work. However, ". . . in the end it is the teacher himself who will decide whether he is going to grow and, if so, how."²³

The important question now is how can growing be encouraged? What are the factors that contribute to, or hinder growth? The most important element, the one which governs all other elements, and does the perceiving, is the "self." In this study, the personal in personal,

²²George Sharp, Curriculum Development as Re-Education of the Teacher (New York: Teachers College, Columbia University, 1951).

²³Combs and Snygg, Individual Behavior.

profe

altho

from

the t

conce

at th

worst

indi

The s

base

thick

no m

self

the

move

zen

fee

ad

his

professional stands for self. The concept of self, although individual, resides within, and is inextricable from a social milieu, which in this study is exemplified in the term, professional, in personal-professional. Neither concept can exist in the absence of the other. They can, at their operational best be complimentary, and at their worst, cause distortion and serve as a blockage to growth.

From a phenomenological perspective, the self is an individual's unique and actualization-seeking inner voice. The self, it has been said, "is an unalterable source and base to which all growth is ultimately ascribed,"²⁴ one which is continuously striving to reach its potentialities, no matter what obstacles are presented.²⁵ Each person's self, although unique, includes universality. It is within the structure of universality and community that the self moves toward fulfillment and complete development.

Though the self interacts with the environment and is manifest in the experience of reflected wholes or unified feelings and thoughts, it is only ". . . when the individual comes to these awarenesses and feeling-insights through his own self-discovery is a real discovery made."²⁶ Self

²⁴Moustakas, Teaching As Learning, p. 3.

²⁵Ibid.

²⁶Ibid.

re

tu

er

as

as

it

re

wh

co

ac

La

It

te

t.

h

realization can only be accomplished by the individual who must ". . . learn how to act from his own volition and preference. He must learn to stand on his own two feet and assert the true nature of his experience."²⁷

It is in a person's striving to be that meaning is ascribed, and since the individual is alone in this pursuit, it is the individual who is in the best "position to make responsible choices."²⁸

Looking at the classroom, occupied by many persons who are striving toward self-actualization, with the further complication of student-student and teacher-student interaction, one becomes aware of the complexity of teaching. Each situation with which the teacher is confronted has a myriad of experiences bearing upon it, and it is the teacher alone with situational perceptions who, at the time, must act.

The importance of a teacher's self concept to his or her psychological growth is rarely overestimated.

We want here to look at how the individual sees himself . . . because it is how the person sees himself that is enabling or disabling. The crucial matter is not so much what you are, but what you think you are. . . . Perception is the stuff of growth for the

²⁷Ibid.

²⁸Ibid., p. 2.

1
2

teach

he o

view

early

of ed

or hi

teach

knowl

endea

throu

needs

Reco

conc

edg

ac

—

Pe

Ed

sio

(New

pp. 1

psychological self. The perceptive process is the only avenue by which the self can be fed.²⁹

It has long been recognized that the adequacy of a teacher's self concept has direct implications for the way he or she teaches, the manner in which the learner is viewed, the curriculum, and student achievement. In the early 1950s, Jersild emphasized that an essential function of education was to help the child know and accept herself or himself, and that that could only come about if the teacher was also actively engaged in the pursuit of self knowledge and acceptance. "If he is not engaged in this endeavor, he will continue to see those whom he teaches through the bias and distortions of his own unrecognized needs, fears, desires, anxieties, hostile impulses . . ."³⁰ Recognizing the personal dimension in operationalizing the concept, Jersild continues, "The process of gaining knowledge of self and the struggle for self-fulfillment and self-acceptance is not something an instructor teaches others.

²⁹Earl C. Kelley, "The Fully Functioning Self," in Perceiving, Behaving, Becoming (Washington, D.C.: National Education Association, Yearbook, Association for Supervision and Curriculum Development, 1962), pp. 9-14.

³⁰Arthur T. Jersild, When Teachers Face Themselves (New York: Teachers College, Columbia University, 1955), pp. 13-14.

It is

in wh

Teac

Hig

teac

that

towa

thei

cant

and

of t

The

the

tion

cess

Comm
(Ph.
1973

It is not something he does to or for them. It is something in which he himself must be involved."³¹

A recent study by Mills³² entitled, "The Effect of Teachers' Self Concept on Student Achievement in the Junior High School," lends substantiation to the correlation of teacher self concept and student achievement. It revealed that childrens' perceptions of their teachers' feelings toward them correlated positively and significantly with their self perception; that teacher warmth was significantly related to vocabulary and arithmetic achievement; and that there exists a positive relationship between levels of teacher self concept and the cognitive growth of students. The results "seem to suggest that institutions charged with the training and hiring of teachers should give more attention to improving the self concept of teachers."³³

It has been stated that "effective teaching is a process of sharing self with others,"³⁴ and that persons with

³¹Ibid., p. 14.

³²Herman A. Mills, "The Effects of Teachers' Self Concept on Student Achievement in the Junior High School," (Ph.D. dissertation, George Peabody College for Teachers, 1975).

³³Ibid.

³⁴Combs and Snygg, Individual Behavior, p. 406.

adeq

chem

sion

enco

educ

itie

grow

perc

whic

Geor

to t

poi.

rem

dis

cati

adequate self concepts are better able to involve and share themselves with their students.

Like everyone else, teachers are seeking personal adequacy and their behavior will be deeply affected by the degree of adequacy they have achieved. Students are responsive to teachers' personalities and there is much evidence to show that well-adjusted teachers produce better-adjusted students while poorly adjusted teachers have negative effects upon those they teach.³⁵

Granting the importance of personal growth to professional development, one might well ask, what can be done to encourage growth? According to recent research, inservice education has slowly shifted from being comprised of activities for teacher remediation to activities for enhancing growth. A study by Ainsworth was conducted to "assess the perceptions of affected parties in order to provide data which could be a basis for policy and planning of Prince George's County, Maryland in-service programs in relation to the needs of those involved."³⁶

Through her literature review, Ainsworth was able to point out a definite shift in inservice education from remedial activities to growth enhancing ones, and to identify eight categories or elements of "good" inservice education.

³⁵Ibid.

³⁶Ainsworth, "Stated Perceptions."

1. Practicality
2. Systematic development
3. Humanism
4. Teacher - sharing
5. Variety
6. Choice
7. Self - direction
8. Support and encouragement³⁷

Several of these elements will now be examined along with three concepts which will provide the bases for inservice education as a process for personal-professional growth. Individualization and interaction, together with circumstances conducive to growth are now presented.

Individualization

Although a shift in the purposes of inservice education from remediation to growth has been noted, the change may be more apparent than real. The words growth, development, and individualization are liberally sprinkled throughout recent literature, but when one searches through them to their meanings it is often found that they are, rather than inner directed, outer directed and prescriptive, carrying with them the assumption that all people should learn a

³⁷Ibid.

specified body of knowledge and skills to satisfy "needs" that an external source deems appropriate.³⁸ Growth and development stand for growth and development toward someone else's goals with little if any regard for the nurturance of a person's own unique qualities and potentialities. Were a teacher able to acquire these skills and knowledges without serious consequences for self-development, it would not appear as damaging, but this is not the case. "Insistence upon a 'good' method for people who do not understand it or cannot use it may even have a negative effect by undermining the teacher's self respect and confidence . . ."³⁹

Individualization, as it is often referred to, means "to learn at a person's own rate" or "self paced learning" of content external to the learner. Things to be learned take on greater emphasis than the processes of learning them. Individualization, as it is viewed from a personal growth perspective, can only be defined and experienced by the person. Contrary to much that is written, "individualization" is not a particular phenomenon of the technological age. People have been striving for self knowledge, and creating and responding in life since civilization began.

³⁸Moustakas, Teaching As Learning, pp. 16-17.

³⁹Combs and Snygg, Individual Behavior, pp. 407-8.

"Know thyself" was not without meaning when it was first stated, nor is it likely to be in the foreseeable future.

Perhaps it would remain truer to the person for whom individualization is designed if the "ization" was dropped and one looked instead at the "individual," at the self who is acting on her or his own behalf with a yes-feeling emerging from the inner system.⁴⁰

Much research on inservice education is directed at measuring and specifying with more precision: actual teaching, methods of instruction, and teaching instruments, which precipitates a flurry of innovations for delivery and evaluation. Where is the individual, the growing self, "creating" or "keeping up?" It seems appropriate at this point to distinguish between wants and needs.

Wanting is an affirmative expression of the self related to something of intrinsic worth to the individual while needing often refers to lacks and gaps which the individual should fill or for which he must compensate. Only the person in his individuality and in the totality of his significant experience can know what he wants but others know what he needs. Wanting involves being and choosing but needing often means following a prescribed path and a predetermined goal to make up for deficits.

A quality of the real self is wanting in terms of positive growth, not needing in terms of absences and weaknesses.⁴¹

⁴⁰John Dewey, Human Nature and Conduct (New York: Henry Holt & Co., 1922).

⁴¹Moustakas, Teaching As Learning, pp. 16-17.

Growth, development, individualization, and renewal are all predicated on the assumption that the person is seeking to know one's self in the best way one can, acting at each moment on the basis of her or his perceptual field. Knowledge and information have meaning only as they organically connect with the individual. From an external position it is highly unlikely that this connection can be seen or felt. If an experience has meaning for the self, one need not ask what it is good for. "This is a question which can be asked only about instrumental values, but some goods are not good for anything; they are just goods. Any other notion leads to absurdity."⁴²

Some people continue to talk about "growth" in terms of remediation but often they do not recognize it as such. For example, it is doubtful if the authors of the following quotations would feel that they were being prescriptive or that they were suggesting that teachers (and others) need to continually catch up (to the exclusion of individually motivated activities).

All teachers, administrators, and supervisors must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous in-service education is needed

⁴²Dewey, Democracy and Education, p. 283.

in order to keep the profession abreast of new knowledge . . .⁴³

On the basis of perceived importance and willingness for inservice education, the most probable areas for successful inservice education would be in teaching strategy or diagnostic categories of competencies.⁴⁴

The primary purpose of inservice education is to upgrade the teacher's classroom performance.⁴⁵

Actually, the only new major purpose of inservice education since 1930 is to aid the school in implementing new educational programs by helping teachers acquire understanding, skills and attitudes essential to the roles they are to play in the new programs.⁴⁶

Preservice education is only the beginning of professional training. Professional development must continue throughout a teacher's career if he is to keep up with changing conditions and new knowledge.⁴⁷

⁴³Glen Hass, "In-Service Today," in In-Service Education for Teachers, Supervisors, and Administrators in Fifty-Sixth Yearbook of the National Society for the Study of Education (Chicago: The University of Chicago Press, 1957), p. 13.

⁴⁴Jaquith, "An Analysis of Perceptions."

⁴⁵Jack L. Brimm and Daniel J. Tollett, "How Do Teachers Feel About In-Service Education?" Educational Leadership 31 (March 1974): 523.

⁴⁶Ralph W. Tyler, "In-Service Education of Teachers: A Look At the Past and Future," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), pp. 13-14.

⁴⁷Ron Lippitt and Robert Fox, "Development and Maintenance of Effective Classroom Learning," in Improving In-Service Education, ed. Louis J. Rubin (Boston: Allyn & Bacon, 1971), pp. 134-65.

. . . self renewal must occur if teachers are to stay in tune with the changing needs of their students.⁴⁸

Many studies mention the importance of individual relevance and self direction for effective inservice education. In her recommendations for future research, Ainsworth wrote:

Self direction is an element of in-service programs which was found to be desirable in the view of the National Education Association and also in the opinion of forty percent of the interviewed secondary teachers. In what ways can teachers be encouraged to take the necessary responsibility for directing themselves in a program in which they may determine necessary elements to meet their own needs?⁴⁹

The priority need cited fourth by teachers in Smith's study of inservice education in Huntsville, Alabama was the "Provision for meeting the needs and interests of the participants," while the first was "Provision for the participants affected by the in-service program to have an opportunity to participate in identifying objectives and planning activities."⁵⁰ The latter is suggested in numerous other

⁴⁸Brimm and Tollett, "How Do Teachers Feel," p. 521.

⁴⁹Ainsworth, "Stated Perceptions."

⁵⁰John Carlton Smith, "An Assessment of the In-Service Education Program in Huntsville, Alabama Schools," (Ed.D. dissertation, University of Alabama, 1971).

studies, for example, Brimm and Tollett,⁵¹ James,⁵² Jaquith,⁵³ and Edwards.⁵⁴

Several recent studies have concluded that if a teacher is involved actively in a personally meaningful inservice education activity, she or he will be committed to it. "The closer an event is perceived to the self, the more intense will be the individual's experience."⁵⁵

Information within which an individual comes in contact can be viewed along a continuum which is represented by YX in Figure 2-1. The closer that information comes to Y the greater is the relationship with the self and the more meaning it will have. The closer to X that information falls, the less relevance it will have.

In order to live effectively in our society an individual will need to have information or data existing at all points along the continuum. Information at the extreme not-self end . . . has little or no effect upon behavior. This is the kind of information which

⁵¹Brimm and Tollett, "How Do Teachers Feel."

⁵²H. J. James, "Evaluation of a Junior High School In-Service Program Designed to Help Teachers Provide for Pupils' Individual Differences in Reading Abilities," (Ed.D. dissertation, University of Miami, 1969).

⁵³Jaquith, "An Analysis of Perceptions."

⁵⁴Edwards, "Teachers' Perceptions."

⁵⁵Combs and Snygg, Individual Behavior, p. 416.

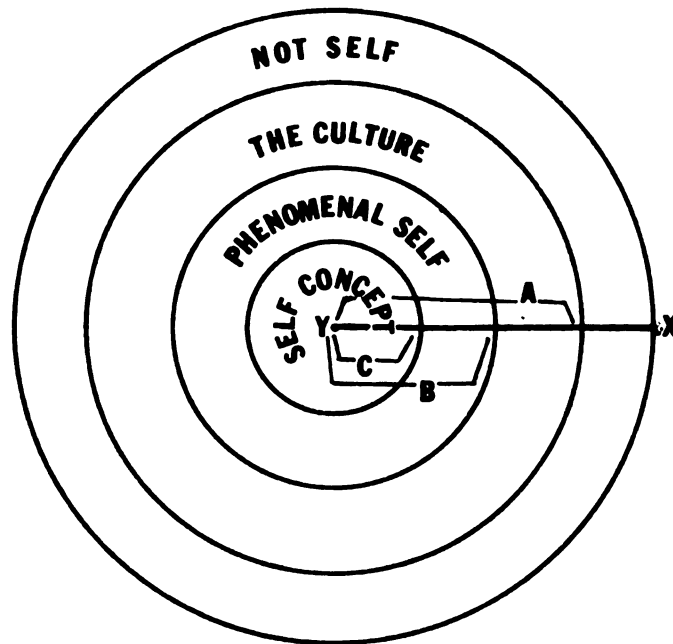


Fig. 2-1. The Individual Perceptual Field

Source: Combs and Snygg, Individual Behavior, 1959, p. 416.

bombards us every day and which passes in one ear and out the other.⁵⁶

The better able an individual is to discover relationships between the self, culture and society, the more satisfying will be the person's relationship with the world around her or him.⁵⁷

Teachers' active involvement in the planning of inservice education has been mentioned in several recent studies. In a state-wide investigation of inservice education in Tennessee, Brimm and Tolleff reported that:

An overwhelming majority (93%) of the respondents stated that teachers need to be involved in the

⁵⁶Ibid.

⁵⁷Ibid.

development of purposes, activities, and methods of evaluation for inservice programs. More than three-fourths of the teachers surveyed reported that such involvement would foster greater commitment on the part of their colleagues for in-service education programs.⁵⁸

In a recent study conducted in Michigan, Edwards⁵⁹ reported that 97.1 percent of the respondents indicated a desire to have input in the decision making process of inservice education.

Participation in planning as an aspect of personal-professional growth has been found to help ensure relevance of programs, and additionally, to increase participation in actual inservice education experiences. As a manifestation of the search for personal relevancy in inservice education, studies of teachers' perception often find practicality a highly valued characteristic. One such study was conducted by Ainsworth, who found:

The five qualities mentioned by more teachers were: practicality (79.5%), support and encouragement (56.2%), systematic program (46.8%), variety (45.9%), and teacher sharing (42.5%).⁶⁰

⁵⁸Brimm and Tollett, "How Do Teachers Feel," p. 524.

⁵⁹Edwards, "Teachers' Perceptions."

⁶⁰Barbara Ainsworth, "Teachers Talk About Inservice Education," Journal of Teacher Education 27 (Summer 1976): 108.

She st

vidual

ticula

gible

note t

educat

on the

nothin

contex

worth

to the

taint:

the o

rience

inclu

"some

phenon

wrote

Charle

She stresses that, "the term practical referred to an individual idea of what would be considered helpful to that particular teacher."⁶¹

Practical application is not necessarily of a tangible order, although often it is. It is of interest to note that one of the most influential persons on modern educational thought, John Dewey, long ago placed emphasis on the importance of applicability to learning. There was nothing inherently good in "learning" unless put into the context of something else, something to learn. To be worthwhile, learning had to be applicable, and applicable to the learner's experience. "I assume that amid all uncertainties there is one permanent frame of reference: namely, the organic connection between education and personal experience."⁶²

The last elements of individualization to be addressed include choice and alternatives. The freedom to choose is, "something which exists within the individual, something phenomenological rather than external . . ."⁶³ Rogers wrote, "I believe that this experience of freedom to choose

⁶¹Ibid. ⁶²Dewey, Democracy and Education.

⁶³Carl Rogers, Freedom To Learn (Columbus, Ohio: Charles E. Merrill, 1969), p. 269.

is one of the deepest elements underlying change."⁶⁴ In order for people to make intelligent choices, they must be aware of their responsibility for doing so.

For Dewey, freedom was, "intelligent, effective choice." With freedom came responsibility. He did not feel that freedom was opposed to authority, but he did feel that certain kinds of authority killed freedom. The question then was to find what types of authority fostered the development of freedom and which forms retarded or restricted it.

This appears to be a salient question for proponents of inservice education. In order for teachers to make responsible decisions they must first be aware of their obligation to do so and then they must be in a position where there are viable alternatives from which they can select. The freedom to choose from among alternatives may be considered a burden if one is unaccustomed to making decisions, even though one is constantly making choices. When one allows one's self to be conditioned and manipulated by others, the responsibility for decision-making has been relinquished.

⁶⁴Ibid., p. 268.

In addition to being aware of one's decision-making, a teacher must be encouraged to choose from real alternatives. Active involvement in the planning of inservice education by all teachers can help insure this. The phrase, real alternative, does not mean allowing teachers to choose two out of five content area sessions to attend, an all too frequent interpretation of the concept of choice.

Although choice has often been requested by teachers, as reported in surveys, this is not always the case. Ainsworth found that of the qualities which teachers felt were of importance to them, "Least frequently mentioned by the 146 interviewed teachers were choice (19.9%) and self-direction (24.0%)." She continued:

The implication here is that these teachers want a structured program of other teachers presenting new and different ideas in a situation where choice and self-direction are not necessarily available. The danger in reaching such a conclusion is that the source of the statistics were teachers not usually familiar with alternative arrangements which encouraged choice or self-direction.⁶⁵

Representative of a positive reaction to choice, Brimm and Tollett found from teachers' responses to the "Teacher Attitude Toward In-Service Education Inventory" (a thirty-four item Likert-type scale) that:

⁶⁵Ainsworth, "Teachers Talk," p. 107.

grow

edge

best

and

grow

a so

it i

soci

othe

othe

seen

(Chi

. . . the one which received the strongest endorsement by teachers was, 'The teacher should have the opportunity to select the kind of in-service activities which he feels will strengthen his professional competence.' Eighty-nine percent of the teachers in the sample agreed or strongly agreed with this statement, while only four percent disagreed. This suggests that an overwhelming majority of teachers prefer some sort of individualized in-service education program.⁶⁶

A program encouraging the personal-professional growth of its participants would be designed with the knowledge that the unique potentialities of unfolding self are best served through freedom of choice. Removing options and narrowing choices frequently present obstacles to growth rather than providing foci.

Interaction

It has been said that, "The self . . . is essentially a social structure, and it arises in social experience . . . it is impossible to conceive of a self arising outside of social experience."⁶⁷ It is through relationships with others that one gains an understanding of one's self and of others.

Although individual goals and group goals are often seen in opposition, some people feel that the two are

⁶⁶Brimm and Tollett, "How Do Teachers Feel," p. 523.

⁶⁷George Herbert Mead, Mind, Self, and Society (Chicago: University of Chicago Press, 1934).

comple

Ainswo

what v

vidua

united

were :

and s

what l

the i

evolv

were

given

centr

virtu

nicat

comm

munic

thing

give

grow

complementary, even inextricable. Noting this dilemma, Ainsworth recommended that study be conducted to find, "In what ways can program elements be applied to support individual efforts but still retain some group cohesion in united educational goals?"⁶⁸ Some authors and teachers were found to view individual and group goals as distinct and separate entities.

Dewey devoted considerable energy to articulating what he felt were the interdependencies between growth of the individual and society. To Dewey, society was a dynamic evolving community where, through socialization, individuals were free. "Community," "common," and "communication" were given comprehensive, but specific, definitions which were central to his philosophy. "Men live in a community by virtue of the things which they have in common; and communication is the way in which they come to possess things in common."⁶⁹ Genuine social life was impossible without communication and all true communication was educative. Anything that presented a barrier to social communication, or give and take between individuals and among groups, stifled growth for both the individual and society.

⁶⁸Ainsworth, "Stated Perceptions."

⁶⁹Dewey, Democracy and Education, p. 4.

As a part of this intercommunication one learns much from others. They tell of their experiences and of the experiences which, in turn, have been told them. In so far as one is interested or concerned in these communications, their matter becomes a part of one's own experience. Active connections with others are such an intimate and vital part of our own concerns that it is impossible to draw sharp lines, such as would enable us to say, 'Here my experience ends; there yours begins.'⁷⁰

Turning to interpersonal relations from a perspective of the self, Jersild writes:

The self is acquired. It is not ready made. It develops as a person, with his inborn abilities and tendencies and all that is inherent in his makeup, meets with the experiences of life. The development is influenced strongly . . . by his relationship with other people.⁷¹

Further, he felt that interpersonal relationships were at the "heart of anything that could be done at school to promote healthy self-development."⁷²

Central to Sullivan's theory of personality, interpersonal relationships were seen to be based upon the interaction of one's attitude toward self and toward others.

"As one respects one's self so can one respect others . . .

⁷⁰Ibid., p. 186.

⁷¹Arthur T. Jersild, In Search of Self (New York: Teachers College, Columbia University, 1952), p. 16.

⁷²Ibid., p. 12.

It is not as ye judge so shall ye be judged, but as you judge yourself so shall you judge others."⁷³

The ability to judge one's self and others derives in part from interaction which allows one to observe the behavior of others. A person is able to infer what another person is feeling through observation of behavior which helps one to more clearly understand the nature of the other's perceptual field. This ability to "feel like another" or to "place one's self in another's shoes" is termed, empathy. "It is a talent possessed in some degree by all of us although some of us have developed it far more than others. It is an important factor in communication and in objective human relations."⁷⁴ According to Jersild, in order to understand a person we must: (1) be at home with our own emotions so that we can understand ourselves, and (2) "be able to realize not simply what he is thinking, but also what he is feeling."⁷⁵

Through several studies of the helping professions (nurses, clergy, teachers, etc.) Combs and others discovered

⁷³Harry Stack Sullivan, Conceptions of Modern Psychiatry (Washington: The William Alanson White Psychiatric Foundation, 1947).

⁷⁴Combs and Snygg, Individual Behavior, pp. 235-36.

⁷⁵Jersild, When Teachers Face Themselves, p. 128.

that

vision

a str

perso

felt

for c

accep

who c

fully

costs

invol

as an

anot

one's

late

safe

othe

took

(Chi

that individuals who were judged by their peers and supervisors as being highly effective helpers were those who felt a strong sense of identification with others. Conversely, persons who were deemed less effective were individuals who felt removed from others.⁷⁶

Compassion for others has been linked to compassion for one's self. "Compassion involves self acceptance and acceptance of others in the profoundest sense. The person who can most fully accept himself is the one who can most fully accept others."⁷⁷

From a sociological perspective, one of the greatest costs to be born by an individual who enters teaching involves becoming isolated. According to Lortie,⁷⁸ teaching, as an occupation, is one which separates teachers from one another and from other adults. Without communication with one's peers growth is stifled, and when a teacher is isolated it becomes easy to develop defensive positions as a safeguard against the perceived thoughts and actions of others. Knoblock and Goldstein found that teachers often took on characteristics of a peer with their children and

⁷⁶Combs, Avila, Purkey, Helping Relationships.

⁷⁷Jersild, When Teachers Face Themselves, p. 130.

⁷⁸Dan C. Lortie, School Teacher: A Sociological Study (Chicago, Ill.: University of Chicago Press, 1975).

were at times overly protective when conflict, or perceived conflict, arose outside the classroom.

Often teachers who care for children are placed in the position of defending them. It is just a short step then until other staff members perceive such teachers and their children as having joined forces against the school and what it stands for! How devastating it is for some teachers to realize that they may be placed in the position of identifying with the child or with the school. Those who believe that schools are for the children are often disillusioned and frightened to be grouped with the children. That isn't what their caring was meant to do, but it is one of the outcomes. Once this happens and the battle lines are drawn, the lines of open communication are made even more difficult.⁷⁹

Also, ". . . teachers' group behavior with other adults in school closely parallels how they control group behavior in their classrooms."⁸⁰ As teachers came to know and trust each other in a group setting, concomitantly they began to behave in self perceived more appropriate ways within their classrooms. Improved staff relations with adults went hand-in-hand with improved student-teacher relationships.

Many situations in school mitigate against positive teacher interaction and contribute to feelings of loneliness and isolation. "What goes on in the name of

⁷⁹Peter Knoblock and Arnold P. Goldstein, The Lonely Teacher (Boston: Allyn & Bacon, 1971), p. 15.

⁸⁰Ibid., p. 36.

d

l

k

c

r

e

s

e

p

l

w

c

e

"P

A

C

P

D

discussion, faculty meetings, committee meetings, and the like often does not bring people emotionally together but keeps them emotionally apart . . ."⁸¹ The self contained classroom, rigid time scheduling, staggered lunch and recess times do not contribute to staff interaction. Over emphasis on quantifiable student achievement and the consequent neglect of emotional and social growth often encourages competition rather than sharing.

In a recent review of research on inservice education prepared for the State Department of Education in Florida, Lawrence, et al., reported a number of characteristics which appear to be associated with effective programs, one of which is:

Inservice education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work.⁸²

Teacher-sharing as an important element in inservice education was spontaneously mentioned by 42.9% of the

⁸¹Jersild, When Teachers Face Themselves, p. 71.

⁸²Gordon Lawrence, D. Baker, R. Elzie, and B. Hansen, "Patterns of Effective Inservice Education: A State of the Art Summary of Research on Materials and Procedures for Changing Teacher Behaviors in Inservice Education" (Report prepared for the state of Florida, Department of Education, December 1974), p. 15.

teac

conc

desi

idea

teac

rese

ment

prog

out

vir

tea

Ali

rew

teachers in Ainsworth's study.⁸³ Turner mentioned in a concluding statement that a non-threatening climate was desired, among other reasons, to allow teachers to "share ideas with others."⁸⁴ With the exception of these studies, teacher-sharing was noticeably absent from most of the research reviewed. Even when sharing was implied in statements advocating "visitations," to see other teachers or programs, the intent was to gain ideas or techniques without mention of interaction or sharing.

Any program of personal-professional growth would, by virtue of having growth as a goal, include provisions for teacher interaction. Commenting upon his revision of The Alive and Growing Teacher, Moustakas wrote that his most rewarding revelation:

. . . was the way in which group life can contribute both to personal and professional growth, the way in which a group of people can achieve interpersonal depth while at the same time growing in awareness and skill in facing professional problems and activities . . . a group can be a blend of developing relations in depth and searching into professional issues . . . self-reflection and self-awareness, and dialogues with oneself and others still provide significant ways to growth.

⁸³Ainsworth, "Stated Perceptions."

⁸⁴Turner, "A Study of Teachers' Perceptions."

be a

into

awar

plan

can

whi

coe

for

ced

ing

not

enc

for

fre

be

Facing problems directly, with others of similar interest and concern, viewing effective teaching and learning, leads to new awareness and new attitudes.⁸⁵

What are the circumstances under which "a group can be a blend of developing relations in depth and searching into professional issues," and "self-reflection and self-awareness, and dialogues with oneself" are possible?

Circumstances Under Which Personal- Professional Growth Can Occur

Contrary to the wishes of many inservice education planners, simple manipulation of external circumstances cannot guarantee individual growth. Growth is not something which can be "speeded up" or "added to" through external coercion or manipulation. This constitutes a primary reason for the failure of many new techniques, methods, and procedures. They are unable to reach the inner self as meaningful experience. Inservice education programs which do not appear relevant to the individual have little chance of encouraging, or even permitting positive growth. In order for teachers to be free to grow there must be belief in freedom, "the belief that the learner himself is in the best position to make responsible choices."⁸⁶

⁸⁵Moustakas, Teaching As Learning, p. xi.

⁸⁶Ibid., p. 2.

Clin

help

stil

ers

clin

maj

"It

the

abo

thi

sel

in

pr

to

st

Climate

Although the climate cannot dictate growth it can help by controlling some circumstances which frequently stifle growth. By removing some of the roadblocks, teachers may be permitted to grow. It has been found that the climate in which inservice education takes place has a major impact on teachers' perceptions of quality programs; "It must be a relaxed, nonthreatening atmosphere in which they can question and express opinions . . ."⁸⁷

Individuals must be free to express their feelings about things which have personal significance, and to do this first they must feel comfortable and secure with themselves and second, with others in the group.

Eventually each individual in the group helps to determine whether real expression of the self will occur or whether fear, need for praise and approval, stereotype, and adherence to external standards will prevail.⁸⁸

"Real expression of the self" is rarely encouraged in inservice education, so to permit it, one must "overcome the prevailing tendency in education to encourage the learner to understand everything except himself."⁸⁹ One must strive to achieve a better integration of thinking and

⁸⁷Turner, "A Study of Teachers' Perceptions."

⁸⁸Moustakas, Teaching As Learning, p. 25.

⁸⁹Jersild, When Teachers Face Themselves, p. 80.

fee

int

pre

acc

bec

wo

in

he

ti

li

ar

ar

be

le

e

s

a

feeling, and to pursue areas in which one has sincere interest, rather than those which are undertaken through prescription or coercion.⁹⁰ These things are not easily accomplished. While the self is in a continuous process of becoming, it is both striving for growth and change, and working against them. Individuals guard their own self image even when that image is based upon distortion.⁹¹

When a person's self image is challenged or threatened he or she becomes defensive which usually leads to a restriction of one's perceptual field. "People under threat are likely to behave rigidly and unquestioningly . . ."⁹² In an environment where the teacher trusts and respects others and feels free to express true feelings, the inclination to be defensive diminishes. People who feel self confident are less upset by adversity and conflict and are better able to evaluate incidents clearly and from a less challenged perspective.⁹³ They feel freer to seek advice and assistance and they are less overwhelmed by criticisms.

When we are able to free the individual from defensiveness, so that he is open to the wide range of his own

⁹⁰Ibid., p. 81.

⁹¹Jersild, In Search of Self, p. 19.

⁹²Combs and Snygg, Individual Behavior, p. 189.

⁹³Ibid., p. 242.

needs, as well as the wide range of environmental and social demands, his reactions may be trusted to be positive, forward moving, constructive . . . one of his own deepest needs is for affiliation with and communication with others.⁹⁴

A free and open environment is essential if teachers are to feel free to share their resentments and failures as well as their joys and successes. Attitudes toward authority present a problem for teachers who are attempting to face themselves. Even if they are not aware of resentment, in an environment conducive to sharing concerns, interaction with others often leads to realization and resolution.⁹⁵ The consequences of repressing anger are described by Jersild:

If I am angry, an important fact is that it is I who feel anger. The anger is mine. It is something of me. It is an emotion in me that might provide a bridge . . . between me and another person. It is also an emotion that, if I could confront its meaning, might serve as a bridge that brings me closer to understanding myself. But if, instead of coming forth candidly with my anger, I project it; gripe about the weather, events or characters in the day's political news, the principal, the size of classes . . . then it is not I who come with myself. I center attention on objective and external aspects of the situation and thereby immediately divorce myself even from my own anger and from any opportunity for sharing my anger (which means sharing something of me) with someone else.⁹⁶

A climate which encourages teachers to be themselves, open to themselves and to others, also provides an

⁹⁴Rogers, Freedom To Learn, p. 290.

⁹⁵Jersild, In Search of Self, p. 119.

⁹⁶Jersild, When Teachers Face Themselves, p. 72.

oppo

on n

ure,

the

sta

com

rel

Con

pr

th

fo

c

opportunity for them to experiment, create, innovate, try on new experiences, tailor ideas to themselves, risk failure, learn from mistakes, and grow in the ability to accept their own feelings as they empathize and grow in understanding of others. "Growth occurs in a climate that welcomes new ideas . . . such a climate is determined by . . . relationships."⁹⁷

Continuous Development

If inservice education is to contribute to personal-professional growth it must be ongoing. In order to release the potentialities of individuals, continuous opportunities for development are necessary. Like other forms of growth creativity is not easily harnessed.

The creative process is often not responsive to conscious efforts to initiate or control it. It does not proceed methodically or in programmatic fashion. It meanders. It is unpredictable, digressive, capricious.⁹⁸

According to Gardner, "Creative minds are rarely tidy."⁹⁹ It is not known whether individuals can be helped

⁹⁷Charles A. Blackman, "Continual Improvement, The Keystone of An Effective School Program" (Prepared for Michigan School Board Journal, 1964), p. 3.

⁹⁸John W. Gardner, Self-Renewal (New York: Harper & Row, Publishers, 1963), p. 41.

⁹⁹Ibid.

to a
that
ther
expl
sons
be a

rea
in
sh
a r
li
to
Ev
b
s
c
c

to acquire creativity or not, but it is generally accepted that "much can be done to release the potential that is there."¹⁰⁰ An environment that permits an individual to explore self-potentialities with the benefit of other persons who are also engaged actively in the same pursuit, will be an atmosphere that is hospitable to innovation.

As Gardner implies, growing takes time and it is not readily manipulated. Experimentation with self and others, in order to be lasting and effective, requires time. "One-shot," "hit or miss" inservice education is unacceptable as a means of staff development. Such inservice education has little chance of providing a setting where teachers are able to derive much in the way of personal or collective meaning. Even when an activity is meaningful, without follow-up, or being a part of a general direction for development, consequent constraints mitigate against lasting effects.

If personal-professional growth is to be taken seriously, and there is much evidence to support the opposite condition, then time must be made available on a continuous and flexible basis.

¹⁰⁰Ibid., p. 42.

Time

home

ingr

in t

behi

"is

is

the

one

ha

co

th

Time To Be Alone

Time to be alone with one's self, when one can be "at home with one's thoughts and feelings,"¹⁰¹ is an essential ingredient for personal growth. "When introspection occurs in the dedicated teacher, positive growth is usually close behind."¹⁰²

Teachers have often been referred to as "lonely" and "isolated." A distinction should be made then between what is meant by time to be alone and loneliness. In many cases the former may help prevent the latter. The awareness that one is responsible for one's decisions and actions, when one has the courage to be,¹⁰³ means that one is alone. "The courage to be is a function of vitality."¹⁰⁴ Loneliness, on the other hand, has been defined as:

A condition that exists when a person needs human contact but cannot find it, seeks emotional closeness to someone else but does not receive it. A person in this condition is out of psychological communication with other important people.¹⁰⁵

¹⁰¹Jersild, When Teachers Face Themselves, p. 75.

¹⁰²E. Manera and R. Wright, ATE Bulletin #34 (1975), p. 26.

¹⁰³Paul Tillich, The Courage To Be (New Haven: Yale University Press, 1972).

¹⁰⁴Ibid., p. 79.

¹⁰⁵Jersild, When Teachers Face Themselves, p. 76.

upon

to te

impor

grow

Time

expa

tim

ess

fee

and

in

in

th

3

Time, then, for teachers to be alone and reflect upon events and situations at school, when they can come to terms with their own reactions and dispositions is an important element in a program for personal-professional growth.

Time To Be With Others

If people are to grow together, pursuing common goals, expanding and guiding school efforts in unified directions, time for them to interact must be provided. Time is necessary for communication, where teachers are free to "express feelings and opinions, to ask questions, to offer comments, and to share ideas."¹⁰⁶ This means time for participation in activities and experiences in which they are personally involved by choice, because they are taking part in things that concern them.

Just as it is within an interpersonal setting that one acquires most of the attitudes involved in one's view of oneself, so it is likely that only in an interpersonal setting can a person be helped to come to grips with some of the meanings of these attitudes.¹⁰⁷

Time to be with others is time for discovery of resources within individuals who comprise the group. Untouched talent may be tapped and developed. Outside sources

¹⁰⁶Edwards, "Teachers' Perspectives," p. 214.

¹⁰⁷Jersild, When Teachers Face Themselves, p. 84.

will be

as nece

should

appropri

of a f

time f

Time f

works

aside

able.

reque

incr

brin

more

. . .

the

gro

20

will be identified and recommended when they are perceived as necessary. To be really helpful, time for collaboration should be available on: (1) an ongoing basis, and (2) at appropriate times, usually within the school day. "The end of a full school day is not likely to be the most productive time for thoughtful work."¹⁰⁸

Time for Specified Activities

Time for specified programs or purposes (consultation, workshops, speciality sessions) should be regularly set aside, so that when programs are desired time will be available. When programs are planned from interest, and upon request, the chances that they will be effective are greatly increased.

Education for Teacher Growth

If the desire to create an environment ". . . to bring out the capabilities or possibilities of; bring to a more advanced or effective state . . . generate; evolve . . ."¹⁰⁹ individuals and professionals is a serious one, then the time has come to utilize what is known about growing.

¹⁰⁸Blackman, "Continual Improvement," p. 4.

¹⁰⁹The Random House Dictionary of the English Language (New York: Random House, 1966), p. 394.

inser

growt

uals

It c

dev

of

vic

de

ot

wh

an

P

d

f

-

Growing is ongoing. If what goes on in the name of inservice education is static or stationary, it is not growth. If it is prescribed by persons for other individuals without their expressed interest, it is not growth.

Every experience in which the individual expresses himself in a free, spontaneous manner contributes to the growth of the self . . . growth of the self which begins at birth continues through life.¹¹⁰

It cannot be done to or for individuals.¹¹¹

Inservice education as a process to help teachers develop would possess several characteristics; the measure of its success could be seen in the degree to which it provided for (1) individual growth, and (2) group, or staff development.

Seeking to know one's self, one finds others. Finding others, one gains in understanding of one's self.

Activities which are of individual relevance, in which teachers can discover personal implications are activities that teachers are involved in and committed to. Participation and practicality are consequences of self-direction where the individual is aware and acts upon choice from alternatives.

¹¹⁰Moustakas, Teaching As Learning, p. 1.

¹¹¹Jersild, When Teachers Face Themselves, p. 14.

from

valu

conc

know

as

are

ins

wh

ma

st

to

d

s

t

Activities which are cooperatively planned, which stem from individual dilemmas and have broad application are valued because they utilize personal awareness of common concerns. Activities where teachers are able to get to know each other as unique persons with potentialities and as a group sharing in feelings, thoughts and common goals are experiences of growing singly, and growing together.

In order to achieve personal-professional growth in inservice education, there must be an accepting environment where teachers feel free to be themselves, to experiment, to make mistakes and to learn from their mistakes, and understand that they are not alone in their feelings and thoughts.

Growing is its own incentive, but it needs time: time to be alone to reflect and act; time to be with others for discussion, to discover and plan together; and time for specified activities like workshops, visitations, consultants, during the school day, on an ongoing basis.

pr

re

th

ti

1

CHAPTER 3

METHODOLOGY

How do teachers define and feel about their personal-professional growth? How does one inquire so that teachers respond with what they feel, rather than with what they think they should feel? In this chapter, the research questions and instrument design, sample selection and data collection, limitations, and analysis techniques are presented.

Research Questions and Instrument Design

The interview questionnaire was designed in response to research questions two(a), two(b), and two(c). Generally, how do teachers define and feel about activities and experiences which enhance their personal-professional growth?

Each research question is now presented along with a description of the interview questions which were developed from them.

Keeping with the theme, personal meaning from the teacher's point of view, the first two interview questions

were asked in order to (1) bring the respondent to a personal opinion orientation, (2) establish rapport and put the respondent at ease, (3) convey the feeling that the interviewer was not seeking specific or "correct" answers, and (4) set a general free thinking tone for the questions that would follow.

Question number one: "If you had the chance to bring about change in our public schools, what change, would you most want to make? Why?" adapted from Lortie,¹ was general, while question number two: "Can you recall an occasion when you felt especially proud of something you achieved as a teacher? What was it? Why do you think that it made you feel proud?" which was similar to several questions asked by Lortie,² was intended to bring the respondent to her or his own professional experience in a positive, self enhancing way.

Research question two(a), How do practicing teachers feel about their own personal-professional growth with respect to activities and experiences which have meaning? was addressed by interview questions: three(A), three(B), four, five, and ten. Interview question ten, which deals

¹Dan C. Lortie, School Teacher: A Sociological Study (Chicago, Ill.: University of Chicago Press, 1975).

²Ibid.

dire

late

3A.

3B.

4.

5

d

c

a

directly with inservice education, is treated separately later in the chapter.

- 3A. What are some activities in which you engage that you find are beneficial to you in your teaching?
- 3B. In terms of getting ideas and insights on your work, which of these activities is the most useful? Why do you say that?
- 4. Do you participate in any activities with your colleagues that you find beneficial to you in your role as a teacher? (if yes) What kinds?
- 5. If you were given ten free hours a week to be used for your own professional growth, how do you think you might use it? Why?

Interview question three(A) was general and respondents were asked to think about personal-professional growth on a broad basis, including school and non school related activities; while interview question three(B) had the dual purpose of encouraging the respondent to add to, and think about valued activities, and then to put a priority on the most valuable activity, if any were perceived to be of greater value.

In interview question four the interviewer wanted to know specifically if the respondent felt that (1) collegial

relat

were

ques

gain

tic

gro

act

thr

wa

3A

5

v

relationships were valuable, and if they were, (2) why they were valued.

Interview question five was derived from a similar question by Lortie,³ and modified through information gained in the pilot study.⁴

In answer to research question two(b), How do practicing teachers feel about their own personal-professional growth with respect to with whom and/or from whom meaningful activities and experiences take place? interview questions: three, five, six, seven, nine, and ten were developed.

The first part of the research question, with whom, was addressed by interview questions three(A) and five.

3A. What are some activities in which you engage that you find are beneficial to you in your teaching?

5. If you were given ten free hours a week to be used for your own professional growth, how do you think you might use it? Why?

The second part of research question two(b), from whom, was treated by interview questions six, seven, and nine.

³Ibid.

⁴It was discovered that respondents freely gave suggestions and shared ideas when they were not led by terms such as "inservice education" or "professional development."

6.

7.

9.

ti

er

r

s

a

f

c

6. Looking back over your teaching career, where has been the best source or sources, of new ideas for teaching?
7. Where do you get help in analyzing specific problems that you encounter as a teacher?
9. If you wanted help in your own private assessment of your work, who would you most likely turn to? Why?

Interview question six was intended to elicit qualitative responses based upon the teacher's classroom experience.

Similarly, interview questions seven and nine asked respondents for qualitative answers to find out who or what services they felt comfortable about and do or would actually utilize in their teaching roles. Equally important to the researcher was whether anyone, or any service, was perceived by the teacher as valuable. How do teachers feel about going to others for help with everyday problems, and what reaction do teachers have to seeking help in assessment or evaluation for personal, professional improvement?

Research question two(c), How do practicing teachers define the circumstances under which meaningful personal-professional growth experiences and activities occur? was addressed through interview questions three, four, five, and ten.

3A. W

f

4. I

5.

for

ins

enc

ser

que

tha

vi

om

st

sp

n

g

s

:

- 3A. What are some activities in which you engage that you find are beneficial to you in your teaching?
4. Do you participate in any activities with your colleagues that you find beneficial to you in your role as a teacher? (if yes) What kinds? When? Why do you think that they are beneficial?
5. If you were given ten free hours a week to be used for your own professional growth, how do you think you might use it? Why?

Do teachers feel that traditional activities designed for continuing teacher education, such as various forms of inservice education, university courses, workshops, conferences, professional association affiliations, consultant services, etc. are valuable? If so, which are most frequently mentioned, which are mentioned by teachers more than once, i.e., utilized in answer to more than one interview question; and, if the above programs are noticeably omitted, what are valued activities and under what circumstances do they occur? Are they school sponsored, teacher sponsored, community activities, travel activities, leisure, not directly school related, formal, informal, solitary, group or social activities? What then, are the circumstances that permit or encourage teacher growth? Since the interviewer leaves the respondent free to cite experiences

that

and n

to s

reas

is t

par

tic

or,

der

va

wi

(a

m

r

r

:

that the teacher finds growth enhancing from both school and non school activities, the respondent is not restricted to sought after or pre categorized answers.

Of particular interest, and in fact, one of the major reasons for this type of broad and open ended questioning, is the reasoning behind the respondents' responses. If a particular response is given often, are there characteristics commonly held in answer to why the activity is valued, or, is the reasoning as diverse as the number of respondents? The reasons why specific activities are perceived valuable might well provide significant information which will help clarify how and why certain circumstances enable (and in some cases encourage) teachers to grow.

Related to growth but not directly in answer to the major research questions, interview question eight asks the respondent to identify what is personally felt to be her or his greatest strength as a teacher. What do teachers value in themselves and feel to be their greatest assets? Inferentially, what do teachers value in good teachers, that is, what characteristics do they cite as ones that they hope to have, or perhaps are striving toward? With the identification of these, more might be discovered about the possible directions of growth. Personal-professional growth toward what?

8. What do you think is your greatest strength as a teacher? (Where do you get help in maintaining and developing this? or, How did you develop this? Why do you value this?)

Interview question ten was designed to help answer research questions two(a), two(b), and two(c), and to direct the respondent to reflect and focus upon inservice education from the previously established perspective of personal-professional growth.

10. If you could bring about change in inservice education, what do you think could be done to improve it?

The researcher wanted to determine whether the previously mentioned teacher valued activities were mentioned as positive changes for inservice education. Did the respondents see a connection between their own valuable personal-professional growth and inservice education? Did they see a potential link? For example, interview question five called for respondents to elaborate upon activities in which they would engage if given time for professional growth; if respondents said that they would use time to "observe in other classrooms," did they also mention in response to interview question ten, that "time" or "opportunity to observe others" would be a valuable activity for inservice education?

N

what te

about t

vice e

when t

what t

given

ities

free

resp

cati

inte

ers

enc

at

—

er

th

th

as

—

—

—

—

—

Number ten provided further opportunity to probe for what teachers do value in inservice education. A great deal about the short comings and things that are wrong with inservice education is already known; and it is known in general when teachers are given a list of specific programs to rate what they will rate highly; but what will they say when given the chance to think freely about and discuss activities and experiences which have actually been meaningful?

As predicted, most teachers in the pilot study were free with criticism of inservice education.⁵ None of the respondents volunteered positive comments on inservice education, present or potential, without probing from the interviewer. It was difficult, often impossible, for teachers to free themselves from the inservice education experiences⁶ which they had "suffered through," and then to look at potentially meaningful aspects for improved programs.

⁵This question was placed last because most teachers in the pilot study had an immediate negative reaction to the term "inservice" which narrowed responses markedly even though they were instructed to think of inservice education as a broad concept encompassing any professional development activity engaged in alone or with others.

⁶Patsy Edwards, "Teachers' Perceptions of Present Practices, Process-Needs, Alternative Delivery Systems and Priority of Inservice Education" (Ph.D. dissertation, University of Michigan, 1975). This lends substantiation to Edwards who stated that teachers' past and present experiences in inservice education would continue to undermine it as a positive vehicle for professional growth.

summer

Michig

volunt

the re

of st

human

fessi

lum d

futur

dent

came

one

give

Sample and Data Collection

The sample was drawn from practicing teachers attending summer school courses offered by the College of Education at Michigan State University in 1976. The researcher solicited volunteers through a brief presentation of information about the research project in classes which were a cross section of students including: supervision of student teachers, and human growth and development; students taking required professional courses such as issues in education, and curriculum development; and voluntary or elected courses such as futuristics, open classroom, and language arts.

Of the total sample, (Table 3-1), ninety-five respondents were from the state of Michigan, one respondent each came from California, Pennsylvania, Kansas, and Oregon, and one each from the Netherlands, Japan, and Italy. Responses given by the individuals from other states and countries

TABLE 3-1

RESPONDENT'S TEACHING LOCATION

Location	Number
Within the state of Michigan	95
Outside Michigan, within the United States	4
Outside of the United States	3
Total	102

were n

with t

viewed

repre

ple f

Altho

of th

menta

scho

with

four

seve

rier

fai

Sim

alt

exp

(T

82

ca

were not significantly different from Michigan respondents, with the exception of an individual from the Hague who viewed inservice education from a positive viewpoint.⁷

The percentages of respondents by grade level are representative of what one probably would find given a sample from the population of Michigan teachers. (Table 3-2). Although teachers were credited with teaching at the level of their current assignment, several teachers from the elementary level previously had taught at the middle or high school level.

The majority of teachers in the sample were those with little, one to three years experience, or moderate, four to six years experience. Of elementary teachers, forty-seven teachers out of sixty had six years of teaching experience or less. At the middle school level, experience was fairly evenly distributed from nine years to one year. Similar distribution was found at the high school level, although sixteen percent had ten or more years of teaching experience. See Table 3-3.

As far as amount of respondent's graduate education (Table 3-4), only slightly less than twenty percent

⁷Because of the high regard she had for their program, when asked what she would do to improve inservice education, she was at a loss for words.

TABLE 3-2
SEX OF RESPONDENTS BY TEACHING LEVEL

Level	Female Number	Percent	Male Number	Percent	Totals Number	Percent
Elementary	48	47.0	12	11.7	60	58.8
Middle	9	8.0	8	7.8	17	16.6
High School	8	7.8	17	16.6	25	24.5
Totals	65	65.0	37	37.0	102	100.0*

*Marginal totals do not equal 100 percent because of rounding differences.

TABLE 3-3
NUMBER OF YEARS TEACHING EXPERIENCE BY LEVEL

Years	Elementary		Middle		High School		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
1-3	19	18.6	5	4.9	7	6.8	31	30.3
4-6	28	27.4	7	6.8	7	6.8	42	41.1
7-9	5	4.9	5	4.9	7	6.8	17	16.6
10+	8	7.8			4	3.9	12	11.7
Totals	60	58.8	17	16.6	25	24.5	102	100.0*

*Marginal totals do not equal 100 percent because of rounding differences.

TABLE 3-4
GRADUATE EDUCATION BY TEACHING LEVEL

Degree	Elementary		Middle		High School		Totals	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
BA	10	9.8	4	3.9	5	4.9	19	18.6
BA+15	44	43.1	9	8.8	11	10.7	64	62.7
MA	3	2.9	2	1.9	3	2.9	8	7.8
MA+15	3	2.9	2	1.9	6	5.8	11	10.7
Totals	60	58.8	17	16.6	25	24.5	102	100.0*

*Marginal totals do not equal 100 percent because of rounding differences.

posse

and a

five

of th

degr

leas

the

mast

esse

ing

of

ner

tea

of

ba

co

MA

th

t!

w

b

y

possessed less than fifteen hours over a bachelor's degree, and almost sixty-five percent had between fifteen and forty-five term hours beyond a bachelor's degree. Eight percent of the interviewed teachers already possessed a master's degree at the time and an additional eleven percent had at least fifteen hours beyond a master's degree. Several of the teachers with bachelor's plus hours were to obtain their masters degrees summer term. At least two teachers possessed two bachelor's degrees and several others were working on certification requirements in areas other than those of their initial degree.

Forty-eight of the interviewed teachers were permanently or continually certified, while fifty-four were teaching with provisional certification. Since the state of Michigan requires only twenty-eight term hours over a bachelor's degree for continuing certification, it may be concluded that a large number of the BA+15, and the MA and MA+15 groups are attending the university for reasons other than certification. Several male respondents replied that the reason why they were attending summer school was to work on administrative degrees which would enable them to be promoted to administrative positions.

Slightly under fifty percent of the respondents were recipients of bachelor's degrees from Michigan State

Unive

betwe

respo

leges

YE

19

19

19

1

T

b

u

t

Y

University, and of these all but three were received between 1966 and 1976. All but thirteen of the remaining respondents earned their degrees at universities and colleges within the state of Michigan (Table 3-5).

TABLE 3-5

YEAR AND LOCATION OF RESPONDENT'S BACHELOR'S DEGREE

Years	MSU	Central Mich.U.	Western Mich.U.	Other Mich. Univ.	Outside Mich.
1950-1960	2			1	1
1961-1965	1	1		3	4
1966-1970	15	5	1	6	5
1971-1976	32	7	5	10	3
Totals	50	13	6	20	13

Individual interviews were scheduled in half hour blocks, but actually lasted from twenty to forty-five minutes depending upon the time needed by the respondent, and the extent to which the interviewer found it necessary to probe.

The attitudes and cooperation of volunteers were positive. In fact, the enthusiasm and interest demonstrated by most of the respondents throughout the interview were greater than had been anticipated. At the interview conclusion one fourth of the volunteers asked if they might

receiv

Over t

viewe

they

raise

could

teach

nega

inse

cept

ous

sug

pro

Li

te

fo

so

v

g

s

.

receive information about the study upon its completion. Over three fourths of the respondents thanked the interviewer and/or mentioned that they had enjoyed it and/or they were going to think further on specific questions raised during the interview. Two respondents asked if they could have copies of the instrument for discussion with teaching peers.

Although the vast majority of teachers had an initial negative response to the last question (which mentioned inservice education) they responded positively to the concept of personal-professional growth as discussed previously in the interview. Few teachers (six) were unable to suggest positive changes when viewed from a personal-professional growth perspective.

Limitations

The current research is limited to perceptions of teachers. This is not to diminish the need of provisions for development for all individuals who are involved in schools for whom programs might also apply. Rather, it is viewed as a starting point, and a precursor to studies of greater scope. It is not suggested that teacher perceptions should be the sole consideration upon which inservice education should be planned. It is suggested that since

teache

of me

sight

tion

tudes

heal

Furt

are

tea

sit

bey

att

th

po

sa

ex

ri

m

o

a

teachers act upon their perceptions, that the identification of meaningful experiences can help to provide valuable insights and suggest possible alterations of inservice education which may enable it to be of greater value to teachers.

No attempt to uncover participating teachers' attitudes toward larger social issues and problems (such as health care, poverty and educational opportunity) is made. Further research in these areas is surely needed, but they are beyond the scope of the present study.

This study is limited to the perceptions of practicing teachers attending summer session at Michigan State University and as such may not be representative of teachers beyond this population. Although all teachers do, or have attended university classes, teachers already certified, and those possessing advanced degrees comprise a significant portion of the teaching force and may be absent from this sample. The study sample consists mainly of beginning and experienced teachers having one to nine years teaching experience, rather than of highly experienced teachers (ten or more years). Eighty-nine teachers had less than ten years of teaching experience, twelve had ten to nineteen years and one had over twenty years.

selec

other

1. M

f

n

2.

3.

4.

5

Recognizing these limitations, it was felt that the selected population had several strong points over various other potential groups.

1. Maximization of the number of respondents. Since most teachers take classes for credit, certification, advancement and/or professional development, summer school is the site of a large number of practicing teachers.
2. Diversity of representation. Because of the geographic location of Michigan State University, teachers from many surrounding areas, insuring a cross section of urban, rural, suburban communities and school districts, and a broad spectrum of philosophical and educational backgrounds are represented.
3. Higher probability of responses based upon reflection. By moving outside the immediate school environment, chances of obtaining responses that are significantly colored by the particular atmosphere of the classroom at the time of the interview are decreased. Teachers will, to a large extent, be able to view their own personal-professional growth from a broader perspective than would be probable within the context of a school day.
4. Fewer time constraints. Time within the school day when a teacher can be interviewed is limited. When such a time is available, it is usually with the knowledge that some other equally important activities must be exempted and that upon conclusion of the interview, more pressing activities await.
5. Necessity of relaxed, informal atmosphere. Because of the nature of the interview questions and the emphasis upon quality of response, (versus immediate opinion) the atmosphere must be conducive to interviewer probing for indepth responses. This is more probable within the summer school context.⁸

The pilot study was conducted in a school district during spring term. Interviews took place within the school day at times when teachers were released from teaching while their students were otherwise engaged (physical education,

6. B:
T
t
e
d

anal

Resp

upon

was

when

spe

of

The

ta

ac

p?

P

c

E

-

6. Broad inservice education experiences of respondents. Teachers who are actively engaged in their own continuing education will have broad inservice education experiences (from both the university and their school districts) from which to draw.

Data Analysis Techniques

The major analysis technique employed was content analysis. Each interview question was treated separately. Responses for observations were recorded; categories based upon responses were designed; a preliminary frequency table was devised for each question; and categories were collapsed where possible. Care was taken to keep the categories as specific as possible, but it is acknowledged that some loss of information is inevitable when categories are combined. Therefore, it is important for the reader to interpret tables with the aid of written explanation so a more accurate picture may be derived, and distortion from simplicity of presentation will be minimal.

Data were analyzed for consistency of response. Were perceived growth enhancing activities mentioned more than once? If a respondent desired to engage in a particular personal-professional growth activity (if given free time

recess, lunch, library periods, study hall). Time constraints and ordinary interruptions such as bells, other people, and telephones proved to be disruptive to the respondents and to the interviewer.

to

of

r

r

N

to do so), did the respondent also desire to have a similar opportunity in inservice education?

After identifying categories of response and noting recurrent responses, both in terms of categorization and reasoning, the data were analyzed for trends of response. Next, themes suggested from the data were identified.

Finally, comparisons were made between teacher perceived desired growth experiences (identified from the data), and previously established elements of teacher growth and theoretically effective inservice education (as discussed in Chapter 2).

wh.

Wi

ta

ee

1

2

3

CHAPTER 4

DATA ANALYSIS

Beneficial activities have personal relevance. In what personally relevant activities do teachers engage? With whom, and under what circumstances? This chapter contains a detailed presentation of the interview data. For each research question there is:

1. A statement of the research question and related interview questions
2. A presentation of summary statistics derived from the interview responses
3. A description of responses by category with a selection of quotations from the interview data

Next, responses to interview questions eight (teacher perceptions of their own skills), and ten (teacher suggestions for improving inservice education) are presented, followed by a summary of the responses.

Beneficial Activities and Experiences

Research question two(a) states: How do practicing teachers feel about their own personal-professional growth

with

Inte

now

they

Tea

cat

pl

fo

ta

it

"

"

c

r

c

with respect to meaningful activities and experiences?

Interview questions: three(A), three(B), four, and five are now presented with accompanying categories of response as they relate to research question two(a).

Teacher Defined Beneficial Activities

Responses to three(A) were placed into twenty-two categories as presented in Table 4-1.

Not all categories are mutually exclusive. For example, "talk with teachers" may in some cases be the reason for a respondent mentioning "university class." Care was taken to categorize the response as the respondent reported it so if a teacher did not specifically mention that a "seminar" was a "university class" it was categorized as a "seminar." In most instances the researcher was able to clarify the reasoning behind a given response but this did not always help in categorization, so caution should be exercised in data interpretation.

Talking with teachers was the most often cited beneficial activity. "Meeting other teachers and talking with them about their experiences" was a typical response from this category. The talking could take place anywhere and no one place was mentioned over another:

. . . other teachers inside and outside [university] classes.

TABLE 4-1

3A. WHAT ARE SOME ACTIVITIES IN WHICH YOU ENGAGE THAT
YOU FIND ARE BENEFICIAL TO YOU IN YOUR TEACHING?

Activity	Number of Responses*
Talking with teachers	46
University classes	45
Reading	32
Self evaluations and personal activities	26
Extra curricular with students	25
Sports/camping/outdoors	23
Community/church	19
Seminars/workshops	19
Arts	16
Talking with parents	15
Talking with students	14
Professional memberships	13
Observing/listening	12
Travel/vacation	12
Family life/parenthood/marriage	11
Inservice education	10
Curriculum development**	6
Talking with friends	5
Committee work/meetings	4
Talking with administrators	3
Politics	2
Talking with experts	2

*Since this question is open ended, the respondents were not limited to a specific number of responses.

**These were activities including, making materials, planning activities, adding supplementary materials to the existing curriculum. Rarely did it signify formal curriculum development or change in an innovative sense.

Th
s
i

.

Usual

call

clas

resp

seve

tac

wit

T

c

a

v

This may sound strange, good healthy b.s. in the lounge, see them in a general academic setting, then see them in different lights . . .

. . . informal discussions-situations come up.

Usually such talking was informal. Many teachers specifically referred to meeting and talking with other teachers in classes at a university, which was the next most often cited response for this question.

University classes were perceived as beneficial for several reasons, one of the most frequently given being contact with other teachers. Classes presented respondents with the opportunity to interact with other teachers:

The greatest influence is finding out what other people are doing. It makes you feel good about something if you know someone is doing something similar.

Classes, interaction with other teachers in class, not class per se.

Classes, from meeting other people, comparing.

Taking classes. I get new ideas from profs and other people. From discussions I'll take off on a tangent on something someone else says.

Not necessarily school, but it keeps me in contact with other people. . . . evaluation type thing.

There were also emphases on choice and action oriented courses, "Grad courses are helpful. Workshops which have a collection of activities and ideas. Pick out what I want." Also mentioned frequently was the practical application of beneficial courses. For example "Some classes.

Others

your

solit

ment

was

as

Peop

ond.

res

ref

l

a

P

s

Others don't do anything. Practical things that can affect your room . . ."

Reading, in contrast to interactive experiences, is a solitary activity which almost one third of the teachers mentioned. Because of the casual manner in which reading was mentioned, many teachers might simply have thought of it as obvious or they did not think of it as an activity. People who mentioned reading usually cited it first or second.

Self activities, mentioned by one fourth of the respondents, were of a self nature like self evaluating, reflecting and other personal activities as illustrated by:

Being happy.

Things that foster my growth.

Introspection.

. . . outside activities for me . . . makes me more of an individual.

Just being outdoors . . . awareness . . .

Extra curricular activities, such as coaching, leading a literary club, out of school project supervision, attendance at games, and dances, were cited by twenty-five percent of the teachers, often because they, as well as their students were enabled to see and understand each other better in an informal atmosphere. "Coaching. It's value . . .

interp

side c

ing wi

tione

as we

helpf

act v

Seve

thre

scho

en

wi

cl

de

de

t

interpersonal relations with student. They see a different side of you and vice versa." Men usually referred to coaching while women more often cited clubs and dances.

Community activities (including church) were mentioned as valuable by almost one fifth of all respondents as were seminars and workshops. The former were viewed as helpful, in many cases, because teachers were able to interact with parents and consequently to improve relationships. Several mentioned that informality helped to remove the threat often felt by parents when they met with teachers at school. Examples are:

Get to know local people . . . go to group gatherings. There's a little restaurant in the community. I have coffee in the morning and get to know people.

My outside interests as a person are bound to carry over . . . community involvement.

I'm involved with the community, attend talks by groups in the community. Having the chance to be informal with parents, socialize, and in turn it's easier for them to be informal with me.

Seminars and workshops usually were cited with reference to practicality, active involvement and/or interaction with one's peers. Often they were mentioned before or after classes. This poses the question of whether they were describing specific classes or types of activities. Respondents emphasized working with or interacting with other teachers, "I attended workshops," [Why do you value this?]

"Getti

from t

So
a:

I
:
t

C
w

C
r

resp

ing

scho

prof

rier

Der

sa

ca

ex

"Getting together with fellow teachers." Further examples from this category are:

School [Michigan State University] and workshops that are directly working with children.

I enjoy workshops and classes, they've helped me a lot . . . participate in the workshops, general application type things.

Contact with other teachers, being able to discuss; and workshops that teachers set up.

Conferences because they usually contain workshops . . . new things and other groups.

Arts activities, mentioned by sixteen percent of the respondents, included photography, playing the piano, attending concerts, drama (with students) and sculpting. A high school English teacher separated activities into general professional growth experiences and personal growth experiences, yet she linked them together,

. . . most personal, taking a course in ceramics and wanting to be creative. Sitting with that lump of clay for three hours and not wanting to be the same as others. It really helped me grow professionally because I understand now how students in my class feel when they can't get started or stopped.

Talking with parents, and talking with students were mentioned by fifteen percent and fourteen percent of the sample respectively. These may be misleading because both categories may be sub-categories of community/church and extra curricular activities with students. Interpreted in

either

of res

ings a

confer

Co

w

O

S

a

m

An el

becav

resp

list

exar

in

either way, they are deemed important by a sufficient number of respondents to warrant attention.

Professional memberships included conferences, meetings and negotiations. High school teachers often mentioned conferences sponsored by their individual disciplines, e.g.,

Conferences are good and fun too. Science fiction and writing.

One of the things that helps me the most is the Michigan Science Teachers Association Conference. [Why?] Interaction with other teachers. There's one day, there are many programs and sessions you can attend.

An elementary teacher replied "ACEI. I'm joining again because I like their publications."

Observing/listening, cited by twelve percent of the respondents as beneficial to their teaching included listening/observing to students and to other teachers. For example:

I see kids a lot out of school. Observing kids after school can give me a lot of insight as to what is going on in his head.

Listening. People have so much to give. When you read, you are hearing a professional and there are a lot of people who aren't professional yet have much to give.

Every group of kids is different. I move with kids. They take me where we want to go. If I ever got in a rut like that [teachers who use the same lesson plans for years] I couldn't survive! Couldn't be tuned in to kids!

Travel/vacation, mentioned by about twelve percent included: gaining new experiences "to share," either for

gener

away

self

of th

relat

dent

insi

four

Onl

res

ha

in

te

re

w

w

v

general information or help in a subject area, just getting away with "Time for my mind to wander" and broadening oneself "makes me a happy person."

Family life/parenthood/marriage, usually cited because of the in depth personal experience offered by such close relationships, received eleven citations. Several respondents mentioned that being a mother had provided them with insights. Typical of teachers who said marriage was a fourth year teacher in special education.

Marriage has been beneficial in knowing me and how I relate to other people . . . changed my perspective in positive ways in terms of I am more self aware, therefore I know. There is a fine line between getting angry with a kid and not wanting a personal vendetta. Marriage is helpful in teaching me more appropriate ways to behave.

Inservice education was mentioned by ten teachers. Only when respondents specifically said "inservice" were responses categorized as such, so that it is possible, perhaps probable, that seminars/workshops may in some cases include inservice education activities. A young high school teacher replied "things that foster my own growth. If I read a book or take a workshop; inservice training, dealing with emotions tends to help me." An elementary teacher with six years of teaching experience responded with "Inservice times with other teachers." None of the seventeen

hidd

bene

the

suor

tee

act

qu

te

de

wi

a

m

u

c

t

middle school teachers mentioned inservice education as a beneficial activity.

Curriculum development received six mentions although the actual activity may be included in some other categories such as inservice education, seminars/workshops, or committee work/meetings. Even if it is perceived as a beneficial activity by a higher number than appears, it was not frequently mentioned. Talking with friends was cited by five teachers. Mentioned by less than five percent of the respondents were: committee work/meetings, four percent; talking with administrators, three percent; politics, two percent; and talking with experts, two percent. The last category might be misleading because it is possible for it to occur under university classes (although this certainly is not confirmed by the small number of respondents who mentioned teachers, professors, or specialists in conjunction with university classes).

High Priority Activities

Question three(B) is an extension of three(A). Although most respondents were able to differentiate activities which they felt were most beneficial, many were not. This question served to give the person more time and

encou

resul

uals

=

.

r

c

encouragement to think of meaningful experiences, and as a result, many teachers suggested additional activities.

Table 4-2 presents a summary of responses for individuals who assigned a higher priority to specific activities.

TABLE 4-2

3B. IN TERMS OF GETTING IDEAS AND INSIGHTS ON
YOUR WORK, WHICH OF THESE ACTIVITIES
IS THE MOST USEFUL?

Activity	Number of Responses
Talking with teachers	24
University classes	16
Reading	9
Seminars/workshops	8
Observing/listening	8
Self evaluation/personal	7
Talking with students	6
Community/church	4
Family life/parenthood/marriage	4
Talking with parents	4
Travel/vacation	3
Extra curricular with students	3
Professional memberships	3
Arts	2
Inservice education	2
Committee work/meetings	2
Sports/camping/outdoors	1
Politics	1
Talk with experts	1

It cannot be assumed that because a teacher did not mention a specific activity that that activity was not perceived as beneficial. In open ended questions such as

those asked in this study, omissions are bound to occur and it is possible that some responses would vary from one day to another. This is one of the reasons for the careful selection of the time and sample. Some distance from the actual teaching situation was necessary. Since one cannot be sure how many teachers value particular activities (because in order to find out this one would need to present the respondents with categories) it can only be assumed that those categories frequently mentioned are valued by a large number of teachers. Another thing that can be assumed is that teachers who mentioned an activity both as beneficial, and most beneficial, do highly value that activity.

Figure 4-1 compares the number of responses of question three(A) to three(B). Categories receiving the highest percentage of repeated responses (with $n \geq 6$) to question three (B) are: observing/listening, sixty-seven percent; talking with teachers, fifty-two percent; and university classes, thirty-five percent.

Beneficial Activities With Colleagues

Table 4-3 presents response frequencies for interview question number four.

The first five categories, those which received the highest number of responses, are all informal activities

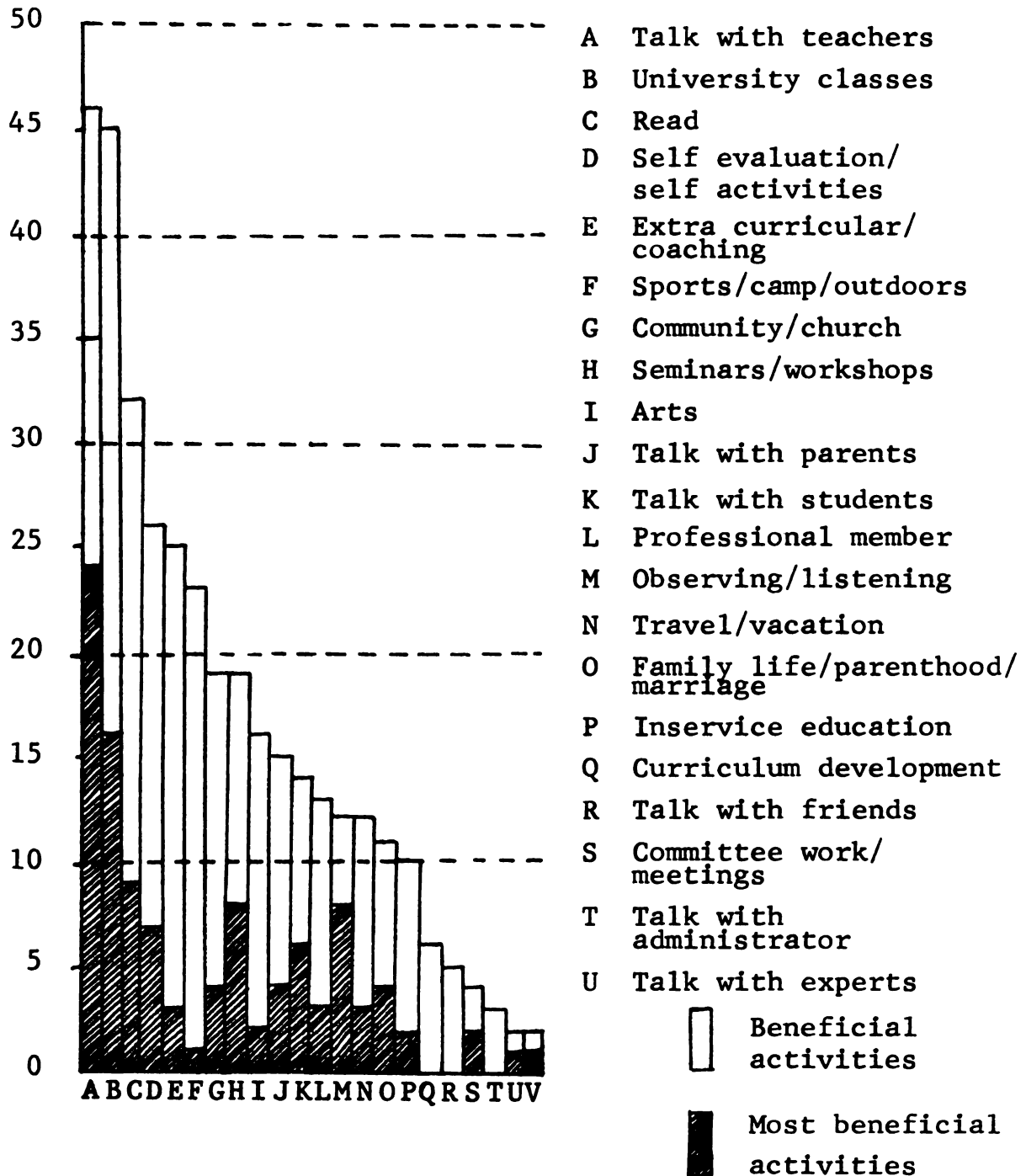


FIGURE 4-1

BENEFICIAL AND MOST HIGHLY VALUED ACTIVITIES

and take place on the teacher's time (rather than on school time).

TABLE 4-3

4. DO YOU PARTICIPATE IN ANY ACTIVITIES WITH YOUR COLLEAGUES THAT YOU FIND BENEFICIAL TO YOU IN YOUR ROLE AS A TEACHER?

Activity	Number of Responses*
Socialize outside school	45
Eat together	32
Informal conversation	28
Sports/camping	23
Work on school outside of school	17
No	16
Staff meetings/committee work	15
Planning time at school	14
Workshops/seminars	9
University classes	7
Professional membership	6
Inservice education	5
Travel	3

*Respondents were not limited to a specific number of responses.

Socializing outside school usually was mentioned first, but in general, teachers were reluctant to bring it up. Several asked if the interviewer wanted the truth, or if it was permissible to include socializing. Typical was a fifth year elementary special education teacher who replied, "Bridge, with two teachers, one school psychologist,

one school social worker. You get a different perspective. We go to bars and talk. We talk about things that are actually important to us." A middle school science teacher's reply was similar to many others: "I could say organized activities but really, bars after school . . . more well rounded . . . get everyones' ideas and opinions." Many respondents referred to getting away from the school environment, for example, "Teachers get together, oh, four or five times a year, talk philosophy, ideas, sharing, in a different atmosphere than school . . ."

Eating together encompassed a variety of situations.

One respondent told of Friday morning breakfasts:

We have a really neat thing . . . Three [people on the staff] get together and provide food. . . . Causes good relationships. We discuss problems, and things and have fun. [When?] We come early, very few don't come. There are twenty teachers, about ten aids, the janitor and principal. We get to know and understand each other. People that leave the building set it up in their new school.

Several teachers thought for a moment after the question was raised and replied that they did have a "pot luck supper" once or twice a year which seemed to help staff relationships, but after some probing, it became apparent that few opportunities for staff interaction were provided and of these few were utilized. Some teachers felt that they had too many important teaching tasks in their respective

rooms to spend this time "in a coffee clutch." "At lunch. I don't see teachers much other time. I don't use time in the lounge. Instead, I am usually out helping kids or out on the playground." This individual highly valued his colleagues' ideas and felt that interaction was important, but he felt that helping individual children and taking the opportunity to "see" children on the playground, ("gaining insights in another setting") was more important. "Lunch time is the best time, but we have staggered lunches. Some teachers I never see! It's very impersonal."

Several teachers said that they go out to dinner on a fairly regular basis, not as a group, but as individuals or as couples. Some referred to conference times, (or nights when they were to remain at school) when the staff would go out to eat. Many respondents mentioned lunch time as the only time they had to get together, and of these teachers, several lamented that their lunch times were "split" which limited the group to a small number of other teachers.

Note the peer pressure felt by a fourth grade teacher with two years teaching experience:

Lunchtime. I used to correct papers but they subtly didn't like it. I didn't realize how important it could be to talk! Discuss children and problems. I think that's important. Why not take to your advantage? . . . If another teacher had trouble with parents, you'll take a special effort. Why start from scratch?

Informal conversation and lunch were often referred to as "pressure removers" or an opportunity to "let off steam." Negative feelings came out in several cases, toward the administration, other teachers, students, or the curriculum as this middle school teachers of six years, who stressed poor leadership shows,

On lunch hours sometimes good things are said. Sometimes pressure removers. I feel I could go to other teachers and ask for help and to ask them what they are doing . . . which is good. We have such lack of leadership! We see that we all really care and all are in the same boat. It bolsters us a bit!

A sixth year, middle school, English teacher is representative of a large group of respondents who referred to the teacher's room as a negative place (again showing the presence of pressure). This response is important because she did value relationships with colleagues.

Parties. That about covers it. After school things. Camping . . . seeing them as people. [Where and when do these activities occur?] Oh yes! Outside of school hours . . . the conference room is more detrimental than helpful. Should be able to let out anxiety but the bitching does get to you. You can sound off, but it does get boring.

This poses several questions. What is it that motivated so many teachers to mention the need for "pressure releasers?" What is there about teaching today that contributes to this situation? And, more closely related to our inquiry, what mechanisms exacerbate, and what mechanisms provide release

for these tensions? Although more analysis and additional research would be necessary to adequately address these questions, recurrences of response suggest a possible direction. Several middle and high school level teachers said that they felt planning periods within the school day provided them with valuable time for talking with other teachers. Often these teachers were in a team teaching situation. A few were special education teachers who had time without children (that regular teachers do not have). Exemplary of this group, a middle school teacher replied:

What an interesting question! We are all just friends. On modular scheduling, we meet four hours per week unscheduled time, team planning within the school-day . . . have the chance to discuss professionally . . . we have desks together. Interaction and staff development is very beneficial.

An elementary school special education teacher responded "Conference time is very beneficial to kids. It's a time to give perceptions to teachers and get their perceptions."

Another teacher expressed the value of "developing close relationships" so that among other things, she could "get help from people who are close by." She continued, saying that these relationships developed "mainly out of school. We are together at lunch but we don't discuss teaching . . . it is beneficial because we are relaxing."

Recess, although of only ten to twenty minutes time, was coveted by many elementary teachers, "The little time at recess is very beneficial."

Sports/camping, mentioned by twenty two percent of the respondents, was a surprisingly large percentage. Perhaps the sample is a bit unusual in that teachers tended to be young and therefore possibly more active in these areas, however, such responses were mentioned by older teachers too. Several school systems represented had provisions for volleyball at noon. Teachers who played together often had positive attitudes toward fellow staff members, for example:

Our staff

is really close. After school on Fridays we go out. We have sports . . . volleyball, every lunch. I am more open with people I work with. In five years we have really gotten to know each other . . . don't feel strange disagreeing. Don't have to ignore things I don't agree with. I can say 'Wait a minute!' and confront . . .

Knowing and understanding other teachers better, frees this young woman to be herself. She said that before the "closeness" she would keep her opinion to herself even when she was angry and disagreed with statements or policies in staff meetings. Another example comes from a ten year teacher, who, along with several other high school teachers, meets voluntarily on Monday nights for interest areas (teacher initiated sessions following teacher desired topics, e.g.,

"values that are self-defeating," and run for as many weeks as are necessary. On improved staff relations she commented, "there has been healthy descension recently."

Work on school outside of school was mentioned by seventeen percent of the sample as beneficial collegial activity and fifteen percent brought up staff meetings/committee work. Typical of the former is the response of an elementary teacher with sixteen years teaching experience who replied "Nothing within school. There are no mechanisms. We plan together among ourselves after school, out of school hours." Staff and committee work usually were cited for interactive opportunities, "Weekly staff meetings where we would share and confront each other . . . question why something was done . . . In the elementary, teachers don't do this enough. Go off in corners and gossip . . . "Often, respondents volunteered negative feelings toward staff meetings:

Building meetings are NOT beneficial. Everyone leaves mad.

The staff meeting is after school or before . . . and that's the principal's agenda, not the teachers.

Planning time at school was usually cited by respondents who were, (1) in a team teaching situation, (2) specialized teachers, or (3) at the middle or high school level. Included within this category are responses such

as team teaching, planning time, conference time and curriculum development with colleagues. Conference or planning time was not cited by any regular classroom elementary teachers, probably because it is non-existent for this group. Indications from many respondents were that they desire a planning period. In most cases, planning (for the elementary teacher) is done either before or after school. During the day, some teachers have planning time when their students are scheduled for art, music or physical education, but this was not widespread.

Some typical responses from this category are:

The conference period. Conversation with four or five other teachers . . . a lot of time is time to vent frustrations over the administration, then sometimes constructive sharing after that.

Team teaching. I've always team taught. Ideas blossom. Another's input clarifies it.

I've benefited from curriculum development with a colleague.

I occasionally team teach. It is a healthy thing. Not teaching itself as much as planning together and getting different expertises.

Workshops/seminars were mentioned by almost nine percent of the teachers. These included those sponsored by the: school, teachers' association, county, intermediate district, private corporation, and university. Teachers said that these were helpful because of the (1) new ideas

and information, (2) personal participation or active involvement (3) interaction with other teachers, and/or (4) practical application.

University classes (often related to workshops/seminars) were perceived beneficial because of the type of interaction involved. It was interaction that encouraged deeper understanding among the individuals involved, both with reference to how a teacher perceived another, and, possibly even more important to the individual, how she or he viewed herself or himself. For example, here is the response of a fifth year (math, middle school) teacher, "We have taken classes and lots of times we didn't agree . . . can discuss and respect each other's disagreement." Commenting upon a specific course which involved physical fitness and coordination, which she took with another team teacher whom she admired, "It told me a lot about her. She was brilliant and I could do better! It drove me nuts! We had a chance to really get to know each other."

Professional memberships were mentioned by about six percent of the respondents. Of these, one third (two) specifically referred to negotiating, one third to discipline associations, and one third to general benefits derived from belonging to local teacher's associations.

Inservice education was cited by only five teachers, all of whom qualified their responses. Because inservice education is the focus of this study, it will be presented here in more detail than the percentage of response might dictate.

Former research¹ has indicated that dissatisfaction and skepticism of the worth of inservice education increases with teaching experience. Table 4-4 shows that this was not substantiated by this small group. Respondents are listed in the order in which they were interviewed.

Although five responses is hardly a large enough sample to draw many conclusions, it does reinforce several themes which will be discussed later in this chapter and in chapter five:

1. Some inservice education is positively perceived by teachers
2. Teachers perceive the need for interaction with other teachers
3. Teachers do want to observe other teachers and situations, and be exposed to new things

¹Dushan Angius, "The Appropriateness of Selected In-Service Education Practices as Perceived by Secondary School Educators (Ed.D. dissertation, University of the Pacific, 1974).

TABLE 4-4

TEACHING LEVELS, YEARS TEACHING EXPERIENCE, AND RESPONSES
FOR TEACHERS SPECIFYING INSERVICE EDUCATION
AS A BENEFICIAL COLLEGIAL ACTIVITY

Teaching Level	Years Experience	Response
High School	13	Some inservice education.
High School	10	Inservice sessions, sometimes school sponsored . . .
High School	3	Inservice education activities. They are the only times that we teachers get to see each other.
Middle	5	Inservice occasionally. When we get away from the dry old things the principal conducts. So they are better in our school away from him. I conducted one and gave the idea off that I really care what happens to kids. We did mini-things in our building.
Elementary	4	I had one day released time to visit a Lansing school. You find out that other places have the same problems and how they deal with them, and you find out that some administrators can be human.

4. Teachers want to participate actively in their own growth and the growth of other teachers
5. Teachers are concerned about how others perceive them (e.g., ". . . gave the idea off that I really care what happens to kids.")

The very fact that only five people of one hundred two even mentioned inservice education as a beneficial activity with their colleagues might indicate how little meaning past programs have had. Add to this weak response teachers who mentioned inservice education, but in a negative way, and one might indeed get a dim picture of programs. Two responses representative of this orientation are: (the first one was given as an immediate response to the question, both were given in a manner of speaking that was more like thinking out loud than speaking formally to the interviewer),

Definitely not the inservice days! More in unstructured discussions anywhere from the supermarket to the steps of school . . . you can say things that you couldn't otherwise . . . personal things. (elementary, eight years experience).

Inservices have all been what the principal has said. No opportunity to interact. (middle school, six years experience).

Now, instead of dwelling upon the inadequacies of inservice education, let us turn to positive suggestions that can be derived from these complaints. Table 4-5

TABLE 4-5

INSERVICE EDUCATION RESPONSES AND
POSSIBLE IMPLICATIONS

Response	Implication
Inservice sessions, sometimes school sponsored . . .	School sponsored inservice education can be perceived as beneficial by teachers.
They are the only times that we teachers get to see each other.	Inservice education can present the valuably perceived opportunity for teacher interaction.
You find out that other places have some problems and how they deal with them, and you find out that some administrators can be human.	Teacher perceptions can be altered with information gained from further experiences; distortions caused from teacher isolation can be alleviated; inservice education can provide the opportunity for staff interaction so that teachers, administrators, and others can gain in understanding and appreciation for each other; and, with increased understanding, the need for persons to (1) act upon incomplete knowledge (2) withhold thoughts and feelings and (3) view others as competitors, will be lessened.
Inservice occasionally. When we get away from the dry old things that the principal conducts. I conducted one and gave the	Inservice education can be an exciting situation where a variety of activities can be planned by the staff for the active

TABLE 4-5--Continued

Response	Implication
idea off that I really care what happens to kids . . . mini things!	involvement of the staff. It can also provide a forum for staff members to see and to discover what other members are doing for children and youth; that is, tangible and audible products of caring.
Definitely not the inservice days! More in unstructured discussions . . . can say things . . . personal.	Inservice education can encourage personal growth by providing teachers (and staff) with opportunities for unstructured discussions, where members feel free to discuss their personal-professional concerns, where they will find ears to listen, hearts and heads to understand, and hands to help where possible.
Inservices have all been what the principal has said. No opportunity to interact.	Inservice education may be positively perceived by teachers if they are given the chance to interact, and principals may find in inservice education the opportunity to explore with teachers constructive ways and means for sharing their concerns with staff, as staff.

presents excerpts from the responses already stated and with each, a possible positive implication for inservice education.

The above implications are derived from an analysis of the data thus far. Further implications will be presented in chapter five.

Travel was mentioned by three respondents as beneficial collegial activity. Perceived benefits included:

- . . . a learning process about self and others.
- . . . sharing in a different atmosphere.

School's the topic!

The first response came from a middle school teacher about to start his seventh year teaching. He was enthusiastic about a trip he had taken to Washington with other teachers and students and added, "It puts you in like a school within a school . . ." For the most part, the reasons why teachers cited travel were the same as those given for several other categories discussed previously: informality, interaction, sharing (and comradery), seeing others in a different situation, "really getting to know" them, all within an environment where pressure is noticeably absent, where they are free to be as they are, in contrast to what they think others wish them to be.

"No activities with colleagues are beneficial." was the reply of sixteen percent of the respondents. Either there were no activities or those extant were not highly valued. Given the limited opportunity for teachers to get to know one another within the schoolday, according to teachers in this sample, it is not surprising to find that sixteen teachers said that they do not participate in any beneficial activities with their colleagues.

In support of Lortie,² who found a common major problem among teachers to be "isolation," teachers giving this response indicated feelings of separation from their colleagues. How teachers felt about this isolation can be subdivided into five types of response: emphatic no's, poor attitudes of other teachers, lack of commonality (unique characteristic of respondent), recognized regretful situation and, lack of committment. These subcategories are not mutually exclusive but are as representative of the responses as could be determined at the present time. It is difficult at best to separate how a respondent feels and why a response is given, but given a picture of each respondent which is derived from the total interview, it is possible to present these categories with a fair degree of assurance

²Dan C. Lortie, School Teacher: A Sociological Study (Chicago, Ill.: University of Chicago Press, 1975).

that they are in keeping with the individual's total response. Respondents appear to be more similar in their feelings than different. It also should be noted that several individuals in the previous categories indicated much the same feeling of isolation, only to a lesser degree.

Three teachers gave immediate and emphatic responses of no. All were high school teachers and all demonstrated an aversion for sharing with, or wanting help from, other teachers.

A lack of identification with fellow teachers is shown by respondents who perceived other teachers to have poor attitudes. One teacher, with thirteen years of teaching experience, seemed resigned rather than bitter, "In my district, teachers aren't very excited about doing . . . not much available in town at an educational level." The previous quotation, along with the following bring out another point, the tendency for teachers to qualify and personalize their responses e.g., ". . . in my district," and "in my system." A dismayed young high school teacher, concerned about his appearance (in order to "create a good impression"), sounded his disappointment with staff conditions in answer to the interview question:

As little as possible, because almost everytime the teachers in my system get together for socializing or other activities, they begin to talk about their jobs

and kids and it is pessimistic. I don't like to be involved in those situations. I have a few good friends that refuse to talk like that. 'Big ideas and small minds' bother me: 1. negativity and, 2. personal conduct . . .

The only place in the interview where he stated positive feelings toward interaction with other teachers was at the close of his lengthy response to this question when he said, "I have met really great people here in classes."

An example of recognized lack of commonality is "I'm the only male in the building." While this type of response was said with ambivalence, some were not:

I am the black sheep on my own staff [only once in the interview did this individual mention any contacts with fellow teachers as beneficial] and

I'm a loner. I'm so busy! I go at seven o'clock and stay until five o'clock and am always taking things home. So much housekeeping! If I'm going to have a painting session, there is so much work, menial tasks. Then, we have what we call 'inservice.' It blows my mind!

Several teachers responded no with recognized regret.

[After some thought] Meetings within the system I never attend because I don't find them useful. Hmm. My colleagues are just not sociable that way. All are so busy . . . reluctant . . . Don't want to [get together professionally], we want to get home. We would be fantastic teachers if we could share. Teacher's meetings present no time to share, but that would make it easier on each other. Someone suggested making a cooperative idea file, most wouldn't contribute.

Sitting around the lounge griping about not enough pay or the union doesn't help. We don't get together much. Used to get together after school and on Friday nights at home and at a bar. Now I'm married and we don't get together. It helped us feel like a team for awhile.

[Shaking head and answering slowly] Our school doesn't do much together.

It's tragic. Most teachers don't like to do things with other teachers. Good question! I'm ashamed to admit it, but I don't have contact. Interesting. [paused pensively between sentences].

No. I don't think so. I see it as a weakness. There isn't much other than the local association. In the past when we've gotten together, a lot of good ideas come out. I would like it but I haven't tried to start anything, which says a lot. I guess that I'm not that committed.

Although most of the no responses can be negatively construed, as far as staff relationships are concerned, so far none of the respondents have shown a lack of personal commitment to teaching. Only one teacher might have been accused of this, and, after careful analysis of the complete interview with this young woman, it is found that lack of commitment is not the case, "No. We eat lunch together. Eat. Smoke, and watch the clock. I'm being honest." Without additional information this reply could easily be interpreted to mean that she does not value peer relationships and that she does not utilize time to benefit her teaching. Little could be further from the actual situation. For example, what did this teacher mention as beneficial (interview questions three(A) and three(B) to her teaching? In order of her valuing:

1. I have the kids over to my house. It makes them feel good and then they know you don't live in that

school and are human . . . communicating with kids in an informal atmosphere you find hidden things you otherwise wouldn't find! . . .

2. Action inservice education, not just sit and listen.
3. Team teaching gives better thinking process. It activates your mind. Better planning. Observation of other teachers.

On the next question she volunteered that if given time she would observe other teachers. These are hardly responses of an uncommitted teacher, yet given an isolated response one might easily come to such a conclusion.

Desired Beneficial Activities

For interview question five, responses were collapsed into eighteen categories (Table 4-6). Figure 4-2 is a graphic representation of the response categories.

Reading was mentioned by nearly one half of the sample as an activity in which they would engage. Most respondents mentioned it either first or second, and several added, or prefaced it with, "of course" or "definitely" which gave the interviewer the impression that they viewed reading as a given and perhaps felt it hardly worth repeating. It is possible then, that other teachers may be inclined to read even though they did not mention it.

Planning/preparation/organization, specified by forty percent, said that they would use a portion of their time

TABLE 4-6

5. IF YOU WERE GIVEN TEN FREE HOURS A WEEK TO BE
USED FOR YOUR OWN PROFESSIONAL GROWTH, HOW
DO YOU THINK YOU MIGHT USE IT?

Activity	Number of Responses
Read	46
Plan/prepare/organize	41
Visit/observe	39
Curriculum design/evaluation	25
Work with other teachers	22
Classes	22
Make things for classroom	18
Research/knowledge in own area	16
Work with students	13
Seminar/workshops	13
Work with parents	11
Work with experts	8
Work with staff	6
Conferences/professional membership meetings	5
Work with administrators	4
Creative activities for self (paint, write)	4

for this. Usually these were solitary activities dealing specifically with one's classroom although many teachers said that they would involve others when necessary. Several teachers would utilize planning in a team setting; some are already team teachers, others desire to try team teaching. This category and reading overlap. For instance, most teachers who replied that they wanted time for planning

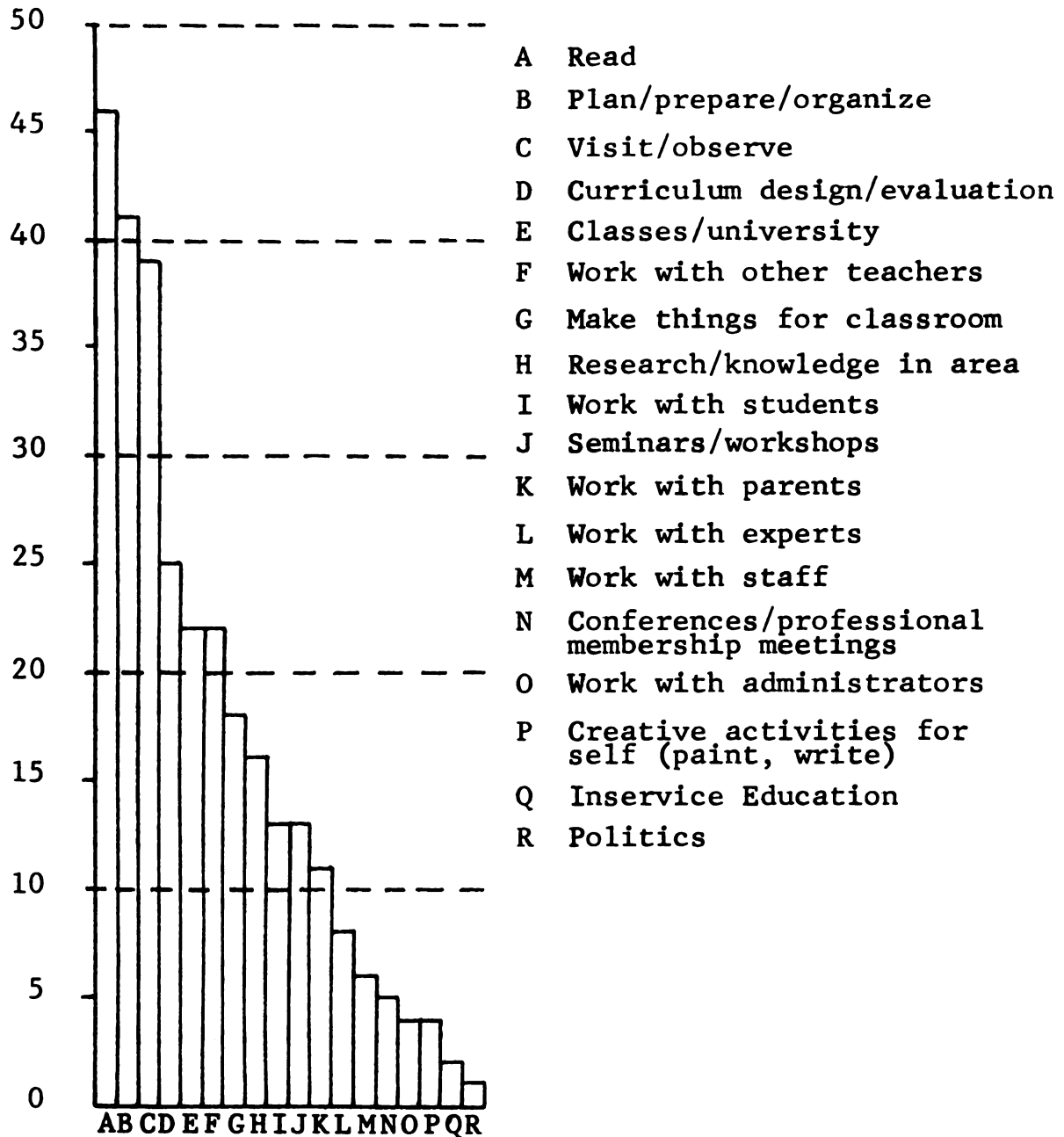


FIGURE 4-2

DESIRED BENEFICIAL ACTIVITIES

probably intended to include reading, and, persons desiring time to read might well have viewed it as preparation.

Generally, teachers were concerned with the quality of life within their classrooms and the prospect of improving conditions through planning and preparation greatly appealed to them. Typical of the importance which these teachers attached to planning for higher quality programs and instruction is an eight year elementary teacher who responded, "That's where it all revolves . . . time for better planning in my classroom."

Over ninety-five percent of the respondents said that they could definitely use time and few hesitated on how they would use it. With little time within the school day for personal-professional growth, most teachers were cautiously optimistic at the prospect. A high school teacher said, "I can hardly imagine it! It's such an ideal! I would make good use of the time . . . I know I would."

Planning meant several things but the most frequently mentioned reasons were for: individualizing instruction, "I need to plan an individualized program. No way for fifty kids!" and, from a bewildered teacher who left the regular classroom to become a home bound special education teacher, "I changed jobs . . . not enough time for preparation. They need so much! I felt they would be lacking without. I

quit. I felt the slow and advanced were getting slighted. I just didn't have time to prepare . . . not a very individualized program."; checking on, and locating resources for the instructional program, "I'd like to get into our instructional materials center and learn more about things that are available and that I could use;" preparation for specific classes, such as the following for science, ". . . preparation for experiments. It just is not available. Eleven o'clock at night is no time to be mixing them for the next day's labs. I do it at night now . . ."; searching for new ideas, "Look into new ideas to use;" and record keeping.

A lot of things that have to be done after school I'd rather do on school time, planning and administrative stuff like grades. When they [the administration] do give you a day [you have to sit] through it in meetings. No time really for thinking and deliberating . . .

These examples indicate a deep sense of caring for students and the desire of teachers to provide the highest quality instruction that they can. Two quotations show this particularly well, first, the newly appointed special education teacher who felt that she could contribute more to students' development in a one to one situation at their home and, second, the person that wished time for "administrative stuff like grades" so that he could think and deliberate "since it's so important . . . when it's all over . . .

keeps kids going and striving." The latter teacher wanted to de-emphasize grading but felt that if it could not be, that students deserved a thoughtful and fair assessment, one which he felt he did not have adequate time to prepare.

Visit/observe, mentioned by well over one third of the respondents, indicated that they wanted to see other teachers, classrooms, programs, and/or children. Usually, practical new ideas were sought, "something that really works," and they wanted to go to places either that had been "known to work" or to colleagues whom they felt had expertise. For example, "Visit . . . particularly in reading classes to observe people who are expert reading teachers . . . classroom teachers."

There was a general desire, voiced directly or indirectly, to observe and meet with other teachers on a more personal and professional basis than they had in the past:

I'd like to go and see how other places are doing. We get awfully closed in. . . . More cross-district visiting. Teachers will not accept making mistakes. We are getting away from this but are still bad.

. . . visit other schools, just to see how someone elses day goes, and to share ideas. . . .

I'd observe and talk with other professionals for two hours a week.

Along with professional exchanges, there was the somewhat contradictory desire to remove oneself from action and

to gather information on one's own terms. The latter tends to confirm Lortie's³ assertion that teachers "personalize" input, as for example, a high school physical education teacher said he would spend his time "going around to other school systems . . . can probably learn more that way than someone telling you. Observe . . ."; an elementary teacher who replied, I'd go out to schools that have programs I like and see how they did it . . . see how other teachers put it into action."; and an elementary teacher, with sixteen years experience, who was delighted at the prospect of how she might use some time to

. . . enrich relationships with kids [she paused and then suddenly became animated] OBSERVING them! Sitting back removed. There is an open classroom in my building that must be fantastic . . . I could observe for ten hours a week easily. I never thought about it! Observe other teachers!

Curriculum design/evaluation type activities were mentioned by twenty-four percent of the teachers. Responses ranged from a general philosophical inquiry into how "schools could be chosen" to the development of supplementary materials for children with learning problems.

Few teachers commented upon developing curricula from any point other than the already existing program, so this category may be misleading. Curriculum development, in an

³Lortie, School Teacher: A Sociological Study.

academic or theoretical sense, is not what teachers were referring to (with a few exceptions). They were interested in adding materials to, rather than redesigning or altering the curriculum. Many were in search of new ideas to augment traditional programs.

Make things for the classroom, which is closely related to the previous category, was cited by eighteen percent of the respondents. There appeared to be a sense of hurry about this along with a wish to enhance the extant curriculum. Many teachers sought new tools with which to deliver the same program.

Only one of the eighteen teachers was not an elementary teacher and her response was, in terms of content, unidentifiable from the others. Games, visual aides, and "hands on" activities were the usual answers, most of which, according to the respondents, were done at home or "after school," but not to the teachers' satisfaction. There never seemed to be enough time.

Working with other teachers and attending classes were mentioned by twenty-two teachers. These categories were mentioned together by many teachers. Typical, a high school history teacher replied,

I'd get into open classrooms at the university, where people are really doing things . . . for two reasons:

1. positive reinforcement and 2. exchange of ideas when people interact . . . enthusiastic teachers . . ."

"Working with other teachers" usually meant planning or discussing problems together, often with reference to practical gain such as "I'd try to talk with other staff . . . often they have materials you want."

Many persons who wanted to attend classes mentioned it with qualifications such as:

I'd like to continue classes, not for a degree though. To keep me alert and fresh . . . for me.

. . . get into open classrooms in the university . . .

. . . classes in my interest area.

. . . free time for prime class time at Michigan State University. It's impossible to get anything after two thirty. It would be nice to have time to gain professional knowledge. I correlate this with being able to do a good job . . . depth. (a high school chemistry teacher).

This last teacher is typical of many who spoke on the lack of opportunity to attend classes because of existing time schedules. Degree requirements presented obstacles for several teachers. For example,

Take classes. I want to DO, or take a class I can use in teaching. But, I couldn't take one if there was no time, like child psychology or the open classroom. As it is now if it isn't in my program, I can't take it . . . I would like to take other courses just to see.

Several teachers mentioned specific courses such as early childhood psychology, growth and development, mime,

and a few said they wanted to take courses to "keep up" with "rapid changes." Although most classes were to be attended at a college or university, some were not. In answer to this interview question a few teachers verbalized skepticism in attending university courses, "I might take a class, but only if it was a good one. That seems to be a problem." In this limited sample, high school teachers seemed to have a greater problem attending classes in their disciplines than did elementary teachers.

Research/knowledge in own area, received mention from sixteen percent of the teachers. Most respondents who mentioned research defined it as going to a library, or instructional material center, to use reference materials dealing with a specific concern which they had within a subject area. A young sixth grade teacher chose to divide his time into three activities, ". . . and third, I would follow and pursue my own interest area, outdoor education."

Seminars/workshops and work with students were mentioned by thirteen teachers each. The former was usually desired because it involved active participation on the part of the teacher. For the most part teachers were discriminating and several said that they wanted to pick the types of workshops or seminars that they would attend. The latter category was often cited as an individual, or one to one,

activity. Several teachers spoke of the desire to give a child individual attention, some in subject matter, some simply in informally getting to know the child.

Work with parents was mentioned by ten percent of the interviewed teachers. Several of these commented upon getting to know parents better; some mentioned finding more out about the student's environment, and a few cited the importance of cooperation.

Work with experts meant specialists as defined by the teacher, (another teacher, a university professor, a curriculum coordinator or a community person with a particular expertise) and was cited by seven percent.

Six percent specifically mentioned work with staff; five percent, conferences/professional meetings; four percent each, creative activities for self (paint, write) and work with administrators; two percent, inservice education; and one percent, politics.

With Whom Beneficial Activities Occur

Research question two(b) states: How do practicing teachers feel about their own personal-professional growth with respect to with whom and/or from whom meaningful activities and experiences take place? Interview questions: three(A), five, six, seven and nine are now presented with

accompanying categories of response as they relate to research question two(b). Interview question three(A) addresses with whom beneficial activities occur, while in addition to three(A), interview questions five, six, seven and nine address from whom.

Beneficial Activities With Other People

Although time with one's colleagues, according to interviewed teachers, is severely limited, it is by far more frequently cited than activities with any other group or activities engaged in alone. Table 4-7 presents a list of activities mentioned which involve other people.

A large percentage (over sixty percent) of activities with others include teachers. In comparison, the next most frequently mentioned group, students, are cited by only slightly over sixteen percent of the respondents. Although these percentages are approximate, they clearly indicate that in relation to activities with other persons, activities with teachers are perceived by teachers to be very important. Another point worth noting is that only 1.2 percent of the responses in Table 4-7 specifically mention administrators. Even if some selected individuals meant to include this group within curriculum development or committee work, it is still conspicuous by its absence.

TABLE 4-7

BENEFICIAL ACTIVITIES WITH OTHER PEOPLE

With Whom	Number of Responses
Talking with teachers*	46
University classes with teachers (including professors)*	45
Extra curricular with students	25
Activities with community/church	19
Seminars/workshops*	19
Talking with parents	15
Talking with students	14
Professional memberships*	13
With family	11
Inservice education*	10
Curriculum development with colleagues*	6
Talking with friends	5
Committee work with colleagues*	4
Talking with administrators	3
Talking with experts	2

*Activities with other teachers.

The last category, talking with experts, cannot be placed in a position similar to talking with administrators because experts were implied in several other categories: university classes (professors), seminars/workshops (teachers, curriculum specialists, professors), and inservice education (subject specialist, publisher). Two respondents specifically mentioned experts, thus its position in Table 4-7.

Personal, Private Beneficial Activities

Table 4-8 presents a list of activities in which the respondent engaged by herself or himself. Of these singular activities, only two are solitary and do not include other people even in a passive capacity: reading, and self evaluation/personal activities.

TABLE 4-8

PERSONAL, PRIVATE BENEFICIAL ACTIVITIES

Activity	Number of Responses
Reading	32
Self evaluation/personal activities	26
Arts	16
Travel/vacation	12
Observing/listening	12
Politics	2

Teachers who wanted to read often wanted to talk with teachers and/or attend university classes. No distinct patterns of response have emerged through the type of analysis thus far employed. Teachers do not seem to prefer, or mention more frequently, solitary or with other people activities, but rather a combination of both.

From Whom Beneficial Activities Occur

It can be assumed that teachers perceived benefits from interaction with all of the persons and groups listed in Table 4-7 in addition to the more private self activities of Table 4-8. Here again it is found that the largest single group from which teachers perceived that they derive benefits, are teachers themselves. To a lesser extent, and in descending order are: students, experts (including professors and curriculum specialists), parents, community and church members. Administrators garnered only three responses which represents an absence of mention by ninety-eight percent of the teachers.

Desired Beneficial Activities

Turning to interview question five (Table 4-6, page 122), which asks the respondent to suggest ways in which professional growth time would be utilized, it is seen that personal or singular activities: read (forty-six percent), plan/prepare/organize (forty-one percent), and visit/observe (thirty-nine percent) are the most frequently cited activities. The next three categories of response, curriculum design/evaluation (twenty-five percent), work with other teachers (twenty-two percent), and classes (twenty-two percent), generally are activities from which benefit is

derived from working with other teachers (in some cases, professors). Looking at all of the response categories, one finds that the majority of activities cited suggest that teachers would rely upon themselves for a large percentage of personal-professional growth; then other teachers, and to a lesser extent, students, parents, experts, and last of all, administrators.

Source(s) for New Ideas

From whom do teachers say that they gain new ideas? Other teachers were mentioned by approximately sixty percent of the teachers as their greatest source for new ideas (see Figure 4-3). When one looks at the twenty-four percent who mentioned university classes and finds that the majority responded this way because it provided opportunity for interaction with others, the former sixty percent becomes an even higher percentage and reflects the value with which a majority of these teachers accord ideas from their peers. Typical examples from other teachers are:

. . . observing what other teachers are doing and talking to colleagues that I feel comfortable with.

My fellow teachers really.

Other teachers. By listening, not by them telling me.

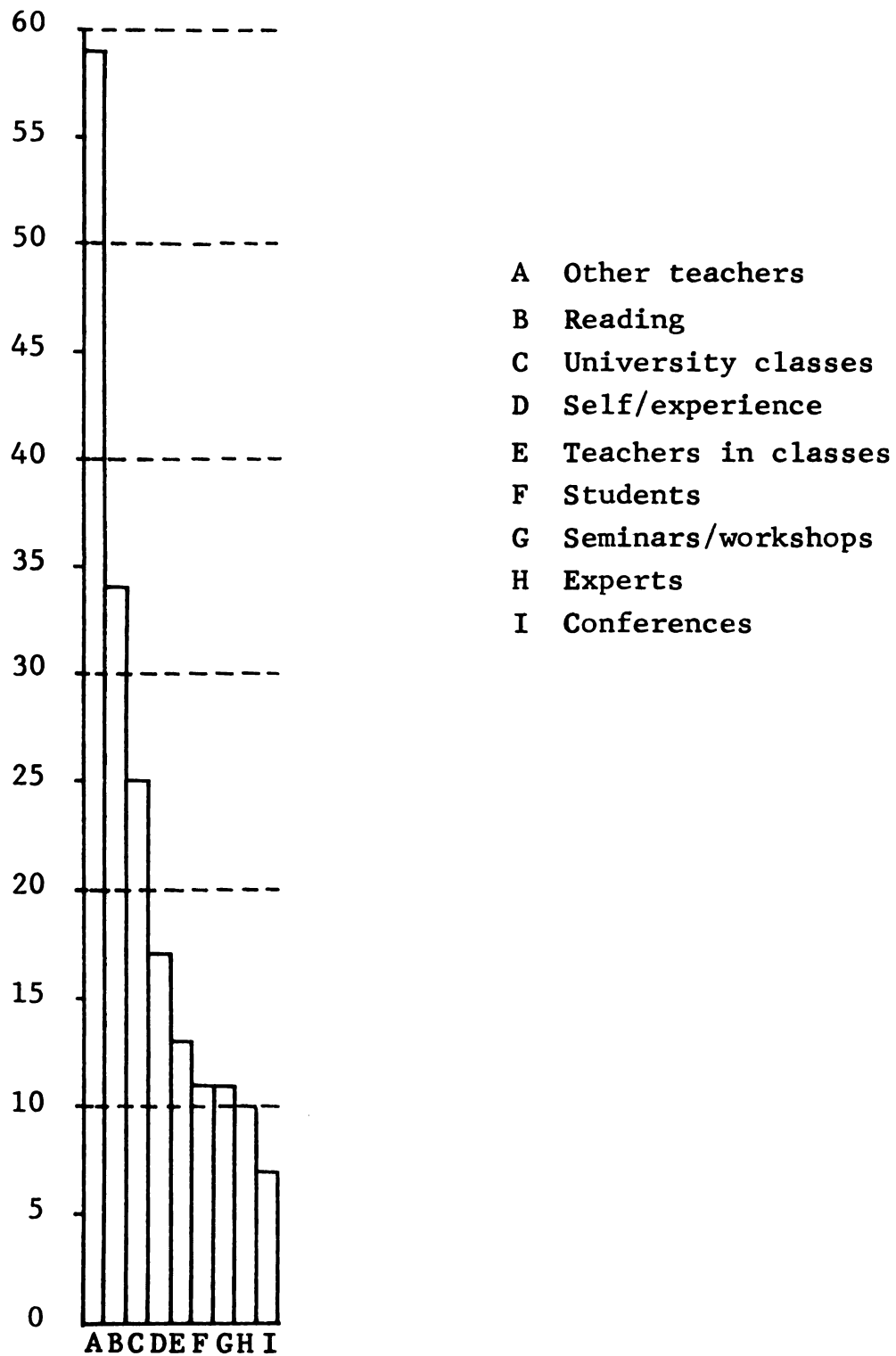


FIGURE 4-3

SOURCE(S) FOR NEW IDEAS

Many teachers appeared reluctant to admit that their greatest source for ideas was other teachers. There are hints of this in the above examples where all three respondents qualified their answers: ". . . that I feel comfortable with," ". . . really," and ". . . By listening, not by them telling me."

From a standpoint of teacher growth and development the following quotation from a young teacher may warrant further study,

From other teachers, at this point because I have only taught a year and I haven't had a chance to do research and read. They won't be a major source later. (Emphasis mine)

Reading was the next most frequently cited source with thirty-three percent. In some cases, teachers giving this as the main source of ideas are teachers who, for some reason, would not go to colleagues. Often, respondents in this category mentioned reading in their replies to other questions, too. For instance, the following teacher mentioned reading as the highest priority for free time for professional growth and again as her greatest strength, "In reading I have very strong phonics." Her best source of new ideas came in part from "Books I read on my own." She continued,

I'm kind of stagnated on growth. This guy says this, that guy says that. I'd truly like to find a book that helps keep up on research . . . are all spread out.

The only time that this teacher mentions other teachers is when asked if she participated with her colleagues in beneficial activities (interview question four), when she replied in the affirmative that talking was "survival in our building."

Some other respondents who mentioned reading viewed their peers as distant, they had little contact with them and felt somewhat alienated, for instance, a teacher who said that he was "the black sheep" on his staff. Often both other teachers and reading were cited.

University classes were specified by thirty-eight percent of the respondents, usually with qualifications such as: self choice, interaction, participation, and practical application. Three typical responses follow.

I guess classes. The ones I've chosen are not on a program. I've chosen classes that I think will help me in the classroom and with that attitude I knew I'd get something I could use . . . more interested in doing and acting. . . .

1. Conferences. Not necessarily information, but people share.
2. College classes. Interaction with people in small and large group discussions. Some profs are more human than others . . . it's usually a beneficial class if it's other than a straight lecture.

and

My grad classes. In almost every class, teachers have shared a project. I have lots of things to look through and refer to from time to time. [Pauses] Interesting.

[shakes head and continues slowly] when I think about it, I look down on the instructor for not doing anything but I get things from teachers that I probably wouldn't if the instructor didn't have the teachers do it.

Thirteen respondents specifically mentioned teachers in university classes.

Self/experience is another area that was often mentioned by individuals who rarely cited colleagues as helpful without concomitant guilt or a feeling of personal inadequacy, as the following quotation shows.

My own mind. I dislike using other people's ideas. . . . If it's my own idea I blame only myself if it flops. [Pause] Once in awhile I use another teacher's idea but I don't seek a person out though. . . . I may overhear something interesting they say. . . . My head really. I rarely ask anyone else. If I'm really stuck I'll ask the girl at a teachers' meeting or a previous teacher . . . no further than that though. . . .

The above teacher did not mention teachers (other than this) until the last two interview questions. She finally said what she had only inferentially suggested, she wanted to see other teachers teach, to get together with other teachers, to listen to their suggestions, and to share.

Seminars/workshops received eleven mentions. Active participation and practical application were the major characteristics of responses in this category. Benefits accrued from interaction with teachers and experts (frequently university professors). For example:

Workshops and conferences with colleagues . . . workshop type things where people with knowledge . . . University people . . . that aren't going to expect you to regurgitate. 'Yes. You passed that course!' . . . requirements are kind of silly, block learning.

Students, were cited as one of the best sources by eleven teachers. None of the eleven specified it as the only source (several teachers who mentioned "other teachers" mentioned it alone).

Experts, named by ten teachers, referred to professors, specialists in subject matter and media, a supervisor, and an administrator. Experts were the source for ideas when the teacher went to them for a specific reason.

Conferences, named by seven teachers, were usually in conjunction with seminars and workshops. Benefits were derived from interaction and exposure to specialists, some of whom were other teachers.

Where Teachers Go For Help

To whom do teachers turn for advice and help with problems arising from their teaching situations? Whom do they trust and whom do they feel can be of benefit to them? The answer to these questions, in almost every case, was tempered by the type of problem encountered. Teachers immediately started categorizing problems. For the most part, they relied upon support people for specific problems where

the special services of the person could be utilized: reading problems were referred to reading specialists; health problems to a nurse, and psychological and emotional problems to a psychologist or parent. Generally speaking, for most problems of an immediate, but not serious nature, teachers turned to other teachers.

Figure 4-4 presents categories compiled from the responses, and the number of teachers who mentioned each.

Other teachers was specified by sixty-three percent of the respondents, over twice as many teachers cited it than the next response category, "support people" (twenty-eight percent). Usually, the reasons given were one or more of the following: teachers felt comfortable asking other teachers, teachers valued the opinion of other teachers for experience and expertise, teachers were available, and teachers responded. For example, ". . . other teachers. I sound my feelings off them and get input" and, "I go to experienced teachers. I'm selective . . . I go to several teachers." Many teachers qualified their responses. One young teacher replied,

Colleagues. Someone I trust and value the opinion of. Sometimes counselors. I find teachers most unreceptive to criticism. They take it too personally. Their way is THE way. [Why do you feel that this is so?] Most teachers don't like kids . . . terrible, but I think it's true. People who go into the teaching profession are righteous. They know THE WAY . . . are afraid to try things out. An uncreative group, unflexible.

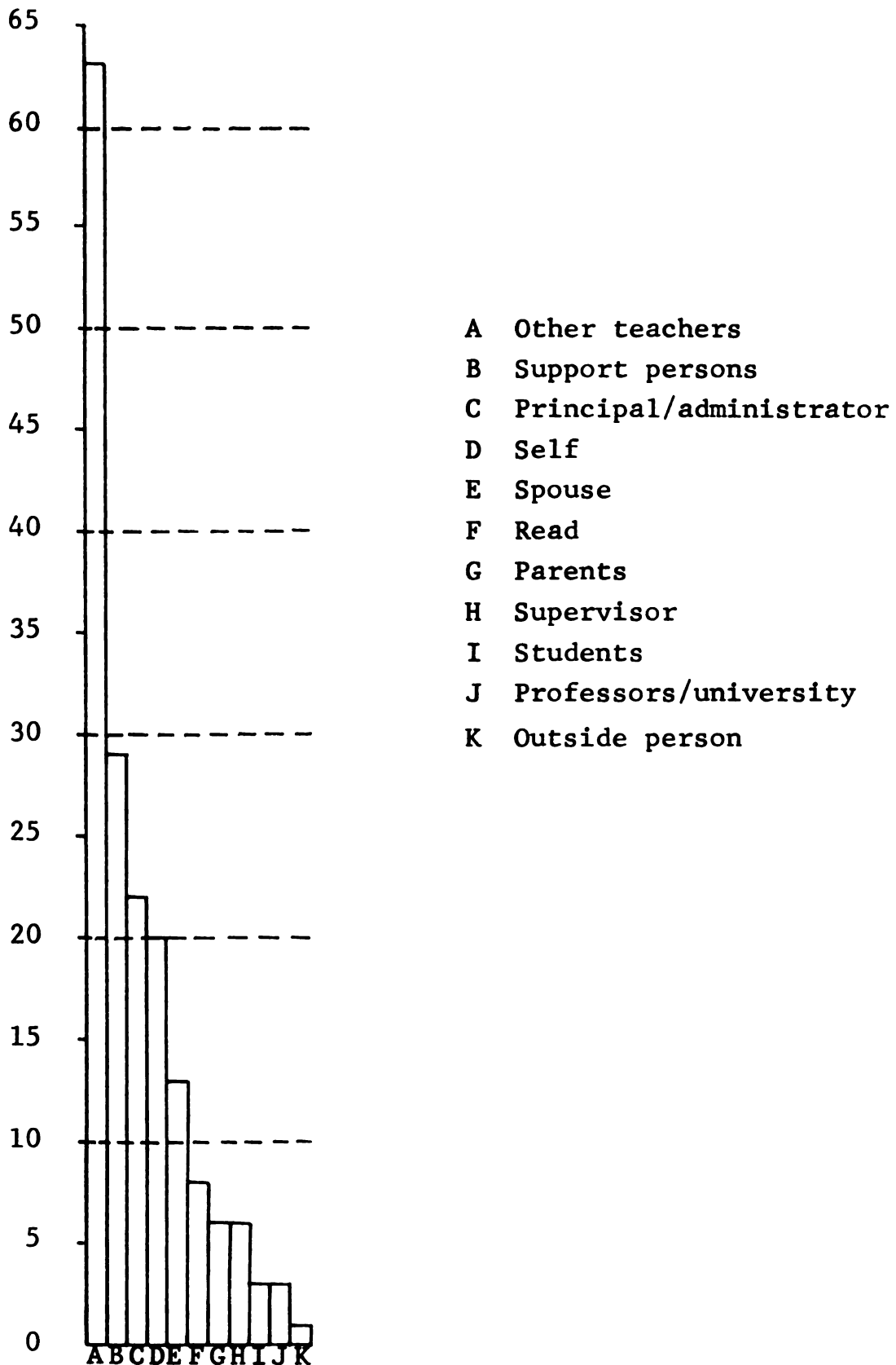


FIGURE 4-4

WHERE TEACHERS GO FOR HELP

This same individual mentioned teachers in a positive way several times during the interview. Teachers, were her best source for ideas, they were whom she would ask for help in a personal evaluation, and whom she would like to interact with for inservice education ("Teachers should be able to tell their weaknesses and get help."). Although she referred to "they" in several indictments of teachers, she clearly accepted some of the admonishments herself.

Support people included counselors, social workers, and reading consultants, and were referred to by twenty-nine individuals. They were usually cited in reference to specific problems, often by teachers who included other sources of help such as other teachers, or the principal, in their responses.

Principal/administrator was mentioned by twenty-two teachers. Three reasons were often given: (1) this person was viewed as a knowledgeable and/or sympathetic source, (2) she or he was in the best position to deal with administrative or disciplinary problems, and (3) she or he was available. Of particular interest, twelve individuals volunteered that they would not go to their principal or administrators. Several felt that the principal was not helpful and would only act as a rubber stamp for whatever the

teacher decided to do, the latter with little or no advice.

For example:

The principal was never very helpful. I have hope for the new one. I would think that if we had the right person that that should be a source.

The principal I don't ask because he's too cool and wouldn't really want to help.

. . . very little from administration. They want to keep the boat running smoothly.

One's spouse was cited by thirteen teachers. Of this number seven rarely mentioned their colleagues as sources for help (at any time during the interview). They were likely to get ideas either from themselves or from books, and assessment help from their spouses. This was true of all male respondents who cited spouse, and of three female respondents. An additional six women cited their spouses along with other people such as colleagues and support people.

Eight teachers mentioned reading. Three of these said that they rely upon themselves and reading for ideas and help. Throughout the interview, other teachers and resource people were omitted. The remaining five teachers each mentioned reading in conjunction with other sources (usually people).

Six persons each cited supervisor and parents. All teachers who mentioned supervisor were other than regular

classroom teachers, such as special education teachers, or, they were high school teachers who had a supervising department head from whom they received help. In all cases, when teachers named parents it was with the intention of helping an individual student (several with "emotional problems").

Students and university/professors were specifically cited only three times each and an outside person was mentioned by one individual. The latter was by a teacher who rarely mentioned colleagues at any time during the interview.

Help With Personal-Professional Assessment

Unlike the previously discussed interview questions where respondents were asked to refer to events and experiences which had already occurred, or were continuously occurring, question nine prodded for a hypothetical future event. Most teachers were somewhat surprised at the prospect of an evaluation that was to serve solely for their own professional growth. The impression was created that they had never entertained such an idea before, and through their long and careful consideration they indicated a seriousness and interest in the potential process. Very few respondents showed resistance to the idea, although some

voiced skepticism in the way it might be received by others. Figure 4-5 shows the number of responses per category.

In general, regardless of the person or group cited, there were several qualities that teachers wanted their evaluators to possess: trustworthiness, competence and expertise (experience), honesty, a humanistic delivery of constructive criticism, and a non-threatening personality and position. Many teachers specified that they would have to choose a person they liked. Often respondents mentioned persons whom they would reject because these individuals would not be in a position to observe in a comprehensive manner. It was very important to a large number of teachers to have their assessment helper be a person who could observe them day after day for an extended time and several lamented a lack of opportunity for this to occur. For example:

I don't think that the principal coming in now and then is valid. I believe the best would be if everyone were team teaching and could have a flow of communication back and forth . . . someone around 180 days. . . . 'Hey, you did this today,' or 'Did you know you did this?' I think it would be mighty difficult, but I'd do it. The rest of this is nonsense . . . teacher evaluations two times a year! Even if it were for eight days, you could put on the same show for eight days . . . in a junior high school. You could, really.

Teachers really seemed to want the opportunity to benefit from assessment but they often cited obstacles such

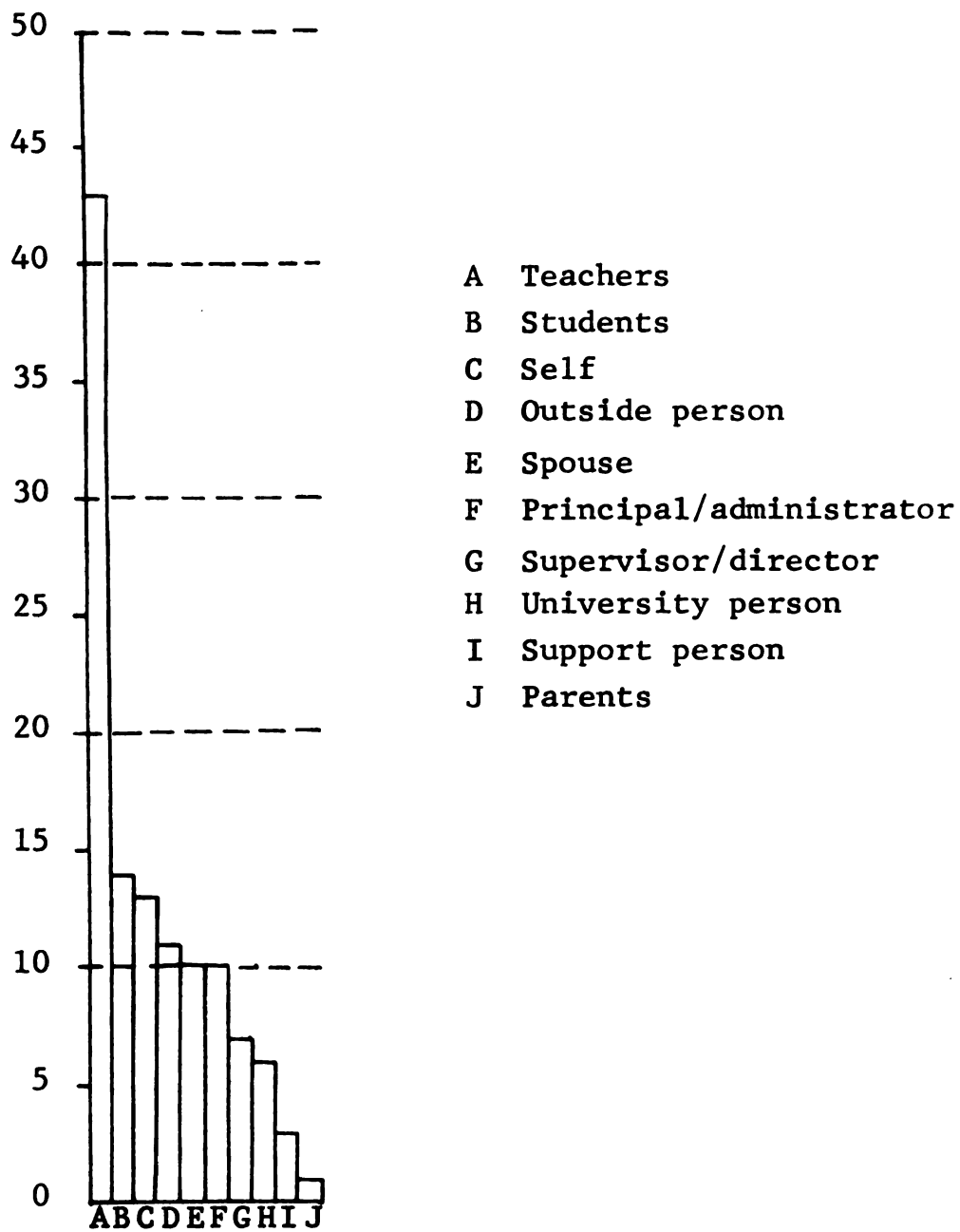


FIGURE 4-5

HELP WITH PERSONAL-PROFESSIONAL ASSESSMENT

as this middle school teacher (with seven years teaching experience and a master's degree plus hours),

Oh, I like that question, but I don't know how to answer it. Unfortunately we rarely observe each other teaching. We aren't good evaluators. An hour in by the administrator isn't a good evaluation either [hesitates and shakes head slowly]. If you could take out all the 'Hey, this is for brownie points' etc. . . . I am more ready to say that an elementary teacher is good or bad because I know what a kid has learned. . . . But I don't see my colleagues and know . . .

Teachers were the choice of forty-two percent of the respondents and received triple the number of responses than the nearest group, "students" (fourteen percent). Typical of many responses is the following by a high school teacher:

Why, I'd be reluctant to go to the principal . . . denotes negotiations with him . . . I would go to a couple of fellow teachers, a woman and a man. I could get an honest and straight forward answer. They would not turn me off with criticism . . . would present it in a palatable manner.

Only three other categories received more than ten mentions. Students were cited by fourteen percent of the sample, usually because "they are the ones that see me everyday and really know;" and self, thirteen percent, who felt that they either would not or could not go to anyone. Of this latter group several teachers said that they did not know where to go:

. . . Hard to ask someone not in your field. Maybe there is no one. Hard.

The principal doesn't come into my classroom. You're on your own. An achievement test doesn't tell. [shakes head helplessly]. To myself.

and

When I started to teach I was left to sink or swim. The principal is not qualified; he has no concept of what I do; he's never in my room. I think other schools are different.

The feeling in this last sentence was voiced many times, by many teachers at various times throughout the interview.

Teachers felt alone in their loneliness.

Individuals (eleven) citing an outside person usually did so because they felt it necessary to have an impartial, objective person. To obtain this, and the added asset of not being threatened, one had to go outside the school and for some, outside the district.

Spouse and principal/administrator each were mentioned by ten teachers. The first was often cited because it was a non-threatening relationship based upon mutual understanding. The second was cited by some teachers "because that's his job," by others "because he's available." Perhaps of greater interest were the voluntary responses of teachers who mentioned to whom they would not go. Almost twenty percent said that they would not go to their principal or administrator. Typical of this group are the following three responses.

Definitely wouldn't be the principal. It must be a person that's really there. So much he misses! He doesn't see the whole picture.

The principal is the only one around willing to do that, but he is a dud and would tell me what he thinks I want to hear.

Not the principal. He has no time.

Supervisor/director (seven percent) was usually cited for availability and knowledge of the teacher's area. University person received six mentions, most often for expertise. Three teachers mentioned a support person, and one individual said that she would go to parents.

Circumstances Under Which Perceived
Beneficial Activities Occur

Research question two(c) is: How do practicing teachers define the circumstances under which meaningful personal-professional growth experiences and activities occur? Responses to interview questions three(A), four, and five are now presented as they related to this research question. In order to limit information to a manageable presentation, and, so that responses most often cited may be adequately addressed, only categories receiving a minimum of ten teachers' citations (nine percent) will be analyzed here.

Teacher Defined Beneficial Activities

Talk with teachers, cited by forty-six teachers, usually occurred under informal circumstances, inside and outside school; sometimes in university classes where there was a potpourri of individuals who held in common, the course and teaching. No one referred to formally structured activities unless they were informal and non-threatening in atmosphere. Simply being given the chance to "find out what somebody else's day is like" was perceived as valuable. Meeting with other people, "comparing" and finding out that one was not alone in one's feelings seemed to go a long way to relieve a teacher's sense of isolation.

University classes were valued because various conditions prevailed within them. First, and most often mentioned, teachers had contact with other teachers. Classes which provided circumstances for teachers to interact and learn from each other were viewed, by teachers in this sample, as the most beneficial ones. A professor who enriched this interaction with active and knowledgeable participation was often looked upon as a bonus. Many teachers voluntarily answered why certain classes were beneficial and why others were not (they may have been more vocal because the interview took place at a university). Several mentioned that courses were a waste of time when professors lectured "at

them," when professors talked from theoretical grounds with little effort to help teachers form a practical bridge to the classroom, when professors had only remote recollections of active classrooms, and when they were forced to attend classes for certification requirements. A notable exception, one frequently alluded to, was a lecture type class when the teacher elected to take it. That is, when a teacher chose a specific class for the professor's knowledge and the course content, it was highly valued.

Next, teachers felt good about classes in which they were given choices, "Pick what I want," and therefore the chance to personalize some of their experiences. Along with choice, teachers valued variety and wanted "a collection of activities and ideas." Several teachers mentioned that they felt "stale" and desired "fresh ideas from outside."

Along with variety, courses which demanded active participation were perceived as beneficial by most teachers. Often, they referred to themselves in comparison to students who also wanted action oriented learning experiences. Although they obviously enjoyed active involvement for its own sake, they had in mind practical application for their classrooms. "You know. Practical things that can affect your room." Practical application did not necessarily refer to tangible changes for the classroom; it often had

a deeper connotation, "Something I can use." The teacher wanted to participate in experiences which were felt to be individually relevant.

Teachers wanted to be introduced to new ideas and given the opportunity to take part in discussion about things that were of concern to them.

Reading, a self directed activity in which they engaged alone and on their own time, was mentioned by almost one third of the respondents. Several teachers said that this was an essential activity if one were to be competent. A few respondents replied that reading was in conjunction with university coursework, but most referred to it as a personal choice activity.

Other frequently cited personal choice activities were placed in the category, self activities. "Things that foster my own growth." Most of these respondents were aware of the integration of growth as an individual, and developing as a professional, and they attempted to merge the two. Mental health outside school affected life within it.

Several teachers mentioned activities to broaden one's perspective or increase one's awareness. They felt that time and the opportunity to be alone for "introspection" were important.

Representative of teacher chosen activities, were extra curricular activities with students, where teachers were able to interact in an informal atmosphere outside school, where they could be themselves and see others as individuals; where they could get out from under pressure and behaviors which were dictated by the school environment. "They see a different side of you and vice versa," and one can break through the façade of "being as others want you to be." These activities were chosen by both teachers and students and ranged from football to literary clubs. Some took place at school (although according to previous responses, emotionally they did not), and some took place in community facilities.

An overlapping category, community/church, valued for many of the same reasons as the above, was referred to by nearly one fifth of the sample. "Interaction," "get to know local people," ". . . seeing people informally . . . improve relations," "My outside interests are bound to carry over . . . community involvement" were typical responses. The actual place where these activities occurred was of less importance than the circumstances where people felt free to interact, where they could break down barriers to communication and build trust. "Having the chance to be informal

with parents. Socialize, and in turn it's easier for them to be informal with me."

Seminars/workshops usually provided the opportunity for active involvement and interaction within a personally relevant situation. The location and sponsor of the activity seemed to make little difference to the respondents, it was the type or format that they perceived valuable. Some activities were school sponsored, some were intermediate district sponsored, some were university affiliated, and a few were offered through the teacher's association. Some seminars or workshops were voluntarily attended while others were mandatory.

Activities in the arts were mentioned by fifteen percent of the teachers. These were voluntarily attended and included attending concerts and plays, and sculpting and painting on one's own. Teachers in this group valued these experiences because they were personally involved; they felt a sense of accomplishment in creating, and they joined something larger than themselves. Emphasis was placed upon a deepening of feelings, "I understand now how students feel." Although activities in this area usually included other persons, it was the active involvement of the individual that was most highly valued.

Talking with parents and talking with students were meaningful because they permitted the individual to interact voluntarily and therefore get to know each other better.

Professional memberships were valued for the opportunity to interact with teachers and experts in one's field of interest. It should be noted that a few teachers commented upon the tremendous resources which they felt were available to associations, but that had not been utilized. They felt that many of the activities which would be beneficial (and beyond the means of the school district or university) could be sponsored by such a large and potentially significant group of educators. Several teachers specifically mentioned memberships in their discipline, often because it provided them with a valuable source for knowledge.

Observing/listening to teachers and students, usually within a classroom setting, was perceived as important to one's personal and professional development. They wanted to observe what other teachers did, and how they did it. Observing within the respondent's building was sometimes desired but more often they wanted to go outside, some to other districts, where they could observe how experts in specific competency areas taught. Usually they qualified their responses with the desire to see "the tried and true" or to go "where it really works." They wanted to look for

things which were a continuation or clarification of situations which they had experienced. Here, the teacher was the architect of change and improvement of her or his own room. They stressed that they wanted to look at classrooms and children as they really were, not as they had been set up for view.

Travel/vacation took the teacher to a new environment where learning proceeded from the freshness of childhood. Teachers mentioned they wanted to: "enlarge my view," "add to my experience," and "alter my perspective."

Family activities were valued as an entity. Getting to know others and oneself through close and meaningful life experiences of various kinds were perceived to enable a person to better understand school situations.

Inservice education, where teachers were able to interact, was cited by nearly ten percent. Where and when it occurred was perceived of less importance than was the opportunity to interact and to learn from others.

Beneficial Activities with Colleagues

The five most frequently cited response categories are all (1) informal, and (2) voluntary, on the teacher's own time.

Socializing was the most frequently mentioned response and it took place in various settings. A necessary ingredient was that it be in a free, non-threatening atmosphere where teachers felt free to express themselves and to interact with others who were also open to the experience. Bars, restaurants and homes were often mentioned places because they were relaxing by design. A number of teachers said that they felt such experiences were beneficial because "We talk about things that are actually important to us." Honesty, and the forming of relationships were products of social interaction according to one teacher.

Similarly, eating together allowed for freer discussion than did more rigidly structured activities. Usually, this was at school but occasionally teachers referred to going out. They mentioned that relaxing together was a welcome activity away from the pressure of teaching. The casual nature of this was important.

Informal conversation was perceived as meaningful for the same reasons. To "let off steam," and act as a "pressure remover" in an informal atmosphere allowed teachers to let down pretenses ("seeing them as people"), lend a listening ear, share concerns, and see that they "all really care and are in the same boat. It bolsters us a bit." They could see uniqueness and commonality in themselves and each

other. Inside school "staff development is very beneficial." Other teachers felt that they could "develop close relationships mainly out of school" but that these would influence their behavior and attitudes in school. Many elementary teachers felt that the short recess period was beneficial for relationships.

Sports/camping took place within a recreation facility or outdoors and were distinguished by the inclusion of active participation, being a voluntary endeavor, informal, and on the teacher's own time and expense. "We really get to know each other."

Work on school outside of school took place in various locations, from home to a school supply store, depending upon the nature of the effort. Of importance was that it was self directed and it was relevant to the respondent's teaching assignment.

Staff meetings/committee work took place inside school, usually on school time. It is important to understand the circumstances under which they were perceived valuable because many teachers cited them as detrimental or non-beneficial. Beneficial activities provided for interaction, sharing, and confrontation, while non-beneficial ones were usually "the principal's agenda, not the teachers."

Planning time at school gave teachers the opportunity to engage in personally-professionally meaningful endeavors, both alone and with other people. The circumstances under which this was possible were present for a limited number of teachers which may explain part of the reason why only thirteen percent mentioned it. Teachers valued being able to count on a time when they could work on whatever they felt they needed. That is, since the time was for them to use as they saw fit, the specific content of their activity could remain flexible.

Desired Beneficial Activities

Reading, a self directed and solitary activity, was cited by forty-five percent of the respondents.

Plan/prepare/organize was time for the individual to devote to improving one's classroom program, which depending upon the situation, was sometimes by oneself, and sometimes with other persons. Most planning would take place at school, but several instances where a teacher would need to go elsewhere were mentioned.

Visit/observe would take place within a classroom environment, either within the individual's district, or in another where the respondent could see a specific program or practice in action. Of necessity, this would take

place on school time, and usually would be at a self chosen location, allowing time for interaction with the person to be observed. Several teachers indicated that they would prefer to visit with another teacher from their building so that they could discuss their observations and draw implications for their building.

Curriculum design/evaluation was desired within the school, by oneself for classroom planning, and with other teachers (and curriculum specialists where possible) for coordination and sequencing of programs. The emphases were upon personal and active involvement, which the teacher felt were not adequate given her or his present time constraints.

Work with other teachers, usually at school, signified a sharing and availing one of other's experience. Planning and talking together on a flexible and evolving basis, where there was rarely a predetermined agenda, were often desired.

Classes were usually, but not always, at a university. One of the reasons why teachers frequently mentioned this was because they felt that the university's time schedule precluded them from taking courses that they felt would be beneficial. If they were given time within the schoolday, they could attend these classes.

Time to make things for the classroom meant that the respondent would have less to do at home. Teachers wanted

to do this at school where hopefully, materials and help would be available.

Pursuing research/knowledge in one's own area was a personally-professionally beneficial activity directed by the individual. Of necessity, this activity could take the respondent where information was available: the library, the university, an instructional media centre, the intermediate school district office, or to other professionals within and outside the teacher's district.

Teacher Perceptions of Their Own Teaching Skills

What do teachers most highly value in themselves as teachers? One might ask, amidst so many activities and experiences that teachers feel are personally-professionally beneficial, what skill have they been able to develop (or are developing) that they feel is their greatest asset? In other words, growth toward what? One respondent commented, "Oh, you want to know what makes a good teacher!"

About two thirds of the sample said that their greatest strengths lay in the affective domain in such areas as interpersonal relationships, empathy, understanding, acceptance, and patience, while less than one fourth named subject matter and/or management skills.

Figure 4-6 is a presentation of the response categories with the number of teachers citing each. Most teachers mentioned only one skill, although several reported two. Often, after a minute of thought, an individual changed their reply to a skill that she or he felt was the most important. Skills did not appear to fall into any patterns by grade level, subject area, sex, or years of teaching experience. This information is included at the end of each sample.

Relate/relationships/interaction, the most frequently named skills included the ability to relate to others, form relationships and interact on a daily basis and was given highest priority by twenty-seven teachers. Several teachers mentioned that they felt good about their relationships with students on an individual basis in other than traditional academic settings.

Talking with students, counselling before or after class. We exchange points of view and that has a lot to do with how they perform in class (M., H.S., music, eight years).

Getting to know children outside the academic setting. I find this most beneficial for feedback in the academic setting (F., El., four years).

My ability to work with students. Interpersonal relations . . . retain respect as a person . . . work person to person (M., H.S., English, eight years).

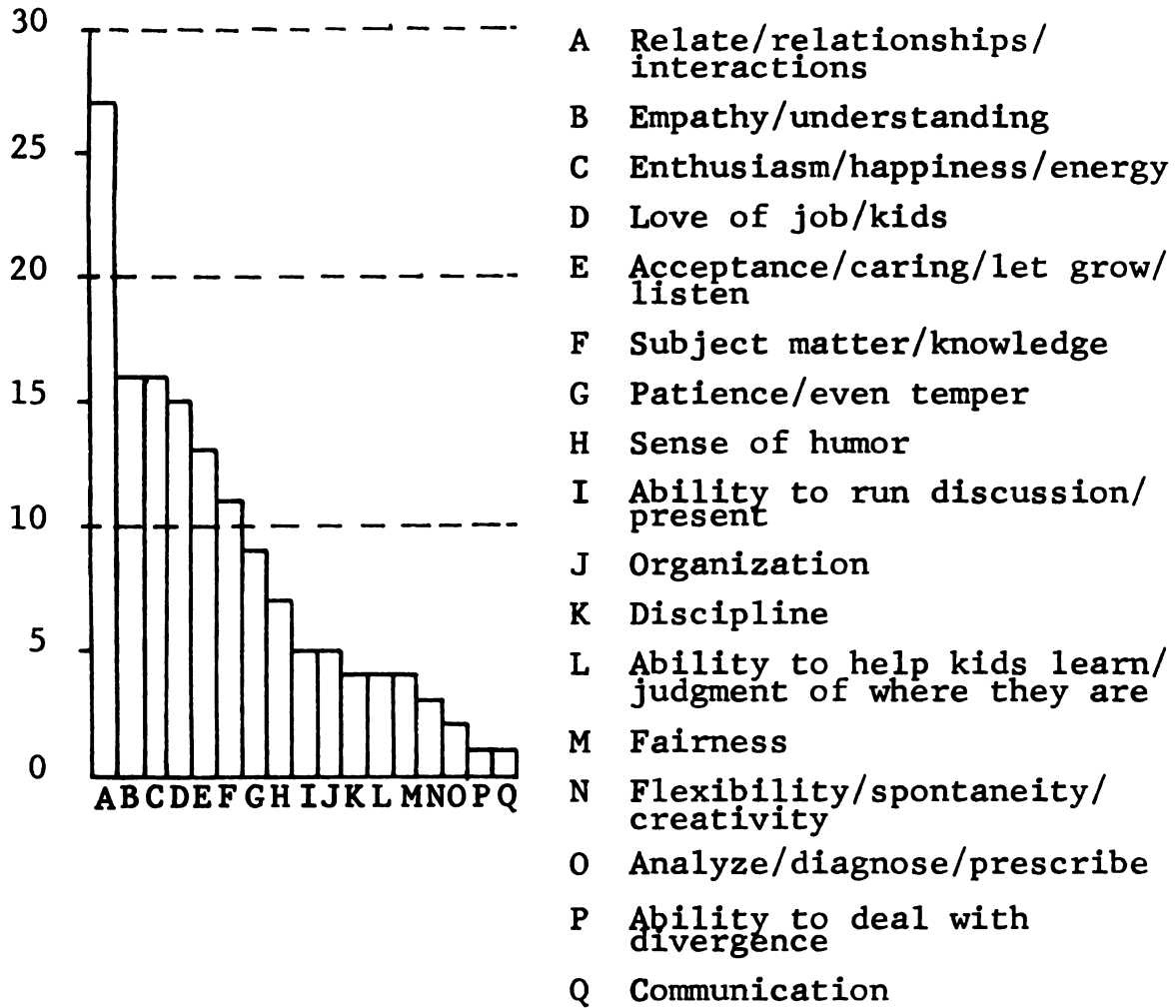


FIGURE 4-6

TEACHER PERCEPTIONS OF THEIR OWN TEACHING SKILLS

A few teachers explained that confidence in themselves had been a major factor in their ability to relate to their students. For example.

I relate pretty well to kids. I can shoot the breeze and they relate to that. This developed as I gained more confidence in myself. When I was younger, I was shaky and couldn't have done it (M., Middle, science, four years).

I communicate with kids. I have fun and I don't stifle them. I believe in development and am not a pusher. If they aren't ready to read and if they want to work with clay . . . I am confident in myself (F., El., five years).

Empathy/understanding and enthusiasm/happiness/energy were named by sixteen persons each. The former is characterized by a sensitivity to the way a child thinks and feels. As a male, third grade teacher with seven years experience, expressed it "I am sensitive to seeing the world through their eyes." Typical was a genuine caring for students and a realization that one's own being influenced teacher-student relationships.

My flexibility, a spontaneity type thing. My happiness. All the things that happiness brings. I think my kids would say my 'sense of humor.' I think that they respond to it, but it is a manifestation of my happiness (M., Middle, language arts, six years).

Empathy. I feel I am an open person . . . am striving to better myself. I know my weakness, a lot of good ideas I do not put into action (F., El., three years).

Energy-enthusiasm. I can't be content to sit at a desk. I really enjoy kids (F., Middle, math, four years).

An overlapping category, love of job/kids, which also denotes happiness or contentment with one's position, was mentioned by fifteen respondents. One of the most poignant examples is this response,

I love kids. Giving kids a piece of yourself is probably the best education. Really respecting their mannerisms, strengths, and personalities (M., El., three years).

Often, enjoying one's job was connected to strong feelings for children as this teacher shows,

When I went into teaching it was a reasoned decision. I knew the range of unique development of individuals, having had two children and extremes, myself. I didn't expect all kids to achieve the same. I knew there would be a wide range. And, hopefully I'm open and responsive to kids. I dearly love them (F., El., seven years).

Responses under acceptance/warmth/caring/let grow/listen were cited by thirteen individuals. Here again, is an emphasis on the individual nature of education as the teacher perceives it. In all of the categories discussed so far there is a deep sense of caring voiced by the teacher. Since it was not possible to divide responses into distinct categories, the reader may note a basic underlying current for all of the greatest skill categories so far. The category now under consideration is no exception. In fact, it probably comes close to being an amalgamation of all the others. Here are several examples.

Being accepting of kid's individual differences. Being able to let them do their own thing (M., Middle, language arts, seven years).

I guess it's being human with children . . . and accepting each one for what he is (F., El., three years).

Generally, teachers expressed a hopeful attitude toward their skills. Some were not convinced that they actually possessed the skill, but said that they were striving toward it.

Being. I hope to have these qualities: affection, approachableness, acceptance and approval (M., H.S., reading, twenty years).

The most important is a concern for every child as an individual (F., El., three years).

Experiencing a happy childhood. Being happy. Caring about children is not an overnight thing (F., Middle, math, science, two years).

It's easy for me to be warm to children and they sense that. Before I teach I want them to feel that they each have something of value to offer the whole group (F., El., two years).

Several teachers suggested that others might not agree with what they valued, and further, that some teachers might even criticize it. The following respondent began with doubt and reservation but ended in reasoned support of herself.

Getting along with kids. Is that conceit? I still think it is the most important. Accepting them whatever they are. I really think that I do and I don't think that's conceit. You MUST accept . . . (F., El., remedial reading and math, sixteen years).

Often teachers started by claiming that their knowledge of a particular subject was their greatest skill, but ended by saying that although that was important, other things were essential.

It's not that I'm a good reading teacher. It's not that I'm a good math teacher. Probably, I'm a man in early elementary and I like kids and keep standards that kids can achieve . . . I think kids are more important than the curriculum (M., El., six years).

Of the eleven individuals citing subject matter/knowledge, all but one was an elementary teacher, and all but two were women. One male differed from the other ten respondents in that he felt his strength came through various life experiences from which evolved a knowledge of self,

First, I have had exposure to so many things in life, I can relate. Second, my heavy science training has given me the ability to be open. I understand theory and don't deal in absolutes. My three big words are 'I don't know.' [talking about a teacher and famous scientist whom he admired] . . . as a scientist he would say [when a student questioned him] 'Gosh, I'm not sure' in hopes that he would get something more. Humility. The moment you come out with absolute truths, nothing is to be gained (M., H.S., chemistry, seven years).

The remaining teachers named skill in teaching a particular subject area, and in the case of the other male, ". . . teaching difficult concepts and fixing the projector when it breaks down. Everyone claps."

Receiving less than ten citations each and in descending order were: patience/even temper, nine; flexibility/

spontaneity/creativity, seven; ability to run discussion/present, and organization, five each; fairness, ability to help children learn/judgement of where they are, and discipline, four each; sense of humor, three; analyze/diagnose/prescribe, two; and communication and ability to deal with divergence, one each.

It has been said that teachers value characteristics that are not easily measured because they cannot be held accountable for them. Data from the present study suggest that this may not be the case. Quantifiable competencies were frequently cited (throughout the interview) as valuable, but they were rejected as the most important skills. Without affective skills, such competencies were seen to be of little value. The importance that teachers place upon knowledge, as a part of professional development, is suggested by their repeated citations of: reading, courses, workshops, seminars, curriculum design and evaluation. Teachers volunteered these as beneficial activities. Since a lack of mention would probably have occurred if teachers did not value them, it cannot be concluded that teachers do not value measurable skills. Quite the contrary, they value them highly and are constantly seeking to improve and expand their knowledge in content areas. Teachers, in this sample, placed greater importance on affective elements which they

felt were necessary in order to effectively utilize knowledge.

An experienced, highly educated, elementary teacher said what several respondents in the first five categories implied,

Rapport. Empathy. A teacher can be dumber than dumb, but if you have these, the students will still learn. Isn't that how parents do that? Even when parents don't have all the answers, they encourage their kids to learn.

Far from diminishing the value of knowledge, this individual repeatedly mentioned the benefits of reading, workshops and the "need to know more."

Teacher Suggestions for Improving Inservice Education

With few exceptions, teachers were dissatisfied with past inservice education. The immediate response from most was in the tone "What couldn't be done to improve it!"; "Oh. If you only knew what ours is like!"; and "You don't have enough paper or time!" After this initial reaction, the vast majority of teachers gave it some thought and decided upon several things that they felt could be done to improve their programs. In addition, most teachers were able to remember specific experiences which they felt had been beneficial. Without follow up, activities had receded

to a point where it took respondents some encouragement to remember.

It became evident, early in the interviewing, that teachers did want inservice education but in a form which took personal development into account. Many felt helpless to influence programs; and the majority of these cited experiences where they had either been consulted and ignored, or they had never been asked for input. Inservice education for at least half of these teachers, was an "administrator's agenda" which they felt had little relevance to their problems. Often, respondents were bitter because they were treated by persons running inservice education programs in a condescending manner. A middle school English teacher is typical when she spoke about the kind of speakers used.

We should have dynamic people! We have many in inservice who think 'If they are good in subject matter, they will be good.' This isn't true! Process is important . . . The reason speakers are bad is that they assume teachers are dumb. They assume because they have been through education that they know more than people whose LIFE is education!

Several teachers said they were not treated as professionals yet professional expectations were demanded of them. This helped to cause motivational problems. An elementary special education teacher stated it this way:

We need more teacher participation in developing inservice but teachers don't care to participate. So you have to motivate. They've had poor inservice and people are really turned off. There is a fundamental conflict, role definition, covert and overt. Teachers see themselves as professionals but administrators and the community don't. If teachers are going to put in the effort of professionals, they would like to be treated as such.

Most respondents were careful to personalize their replies with "In my district," or "From my experience," often with the addition that "This is probably only in my school," or "I'm sure others aren't like mine." To feel alone in one's response was not unusual, and was often accompanied with an apology for saying what one felt.

Commonly, inservice education was something that was "put on teachers by administrators," (including several mentions of superintendents) with little or no concern for teachers' feelings. When teachers said that they had been consulted, generally, one of two things happened: (1) their effort in planning was dismissed because it did not mesh with administrator ideas, or (2) it was a much more meaningful inservice education program for the teacher. Many negative comments dealing with the "principal's agenda" stemmed from number one above.

Teacher suggestions (Figure 4-7) can be divided into five main types, which, along with specific subcategory responses, are now presented. Most suggestions were

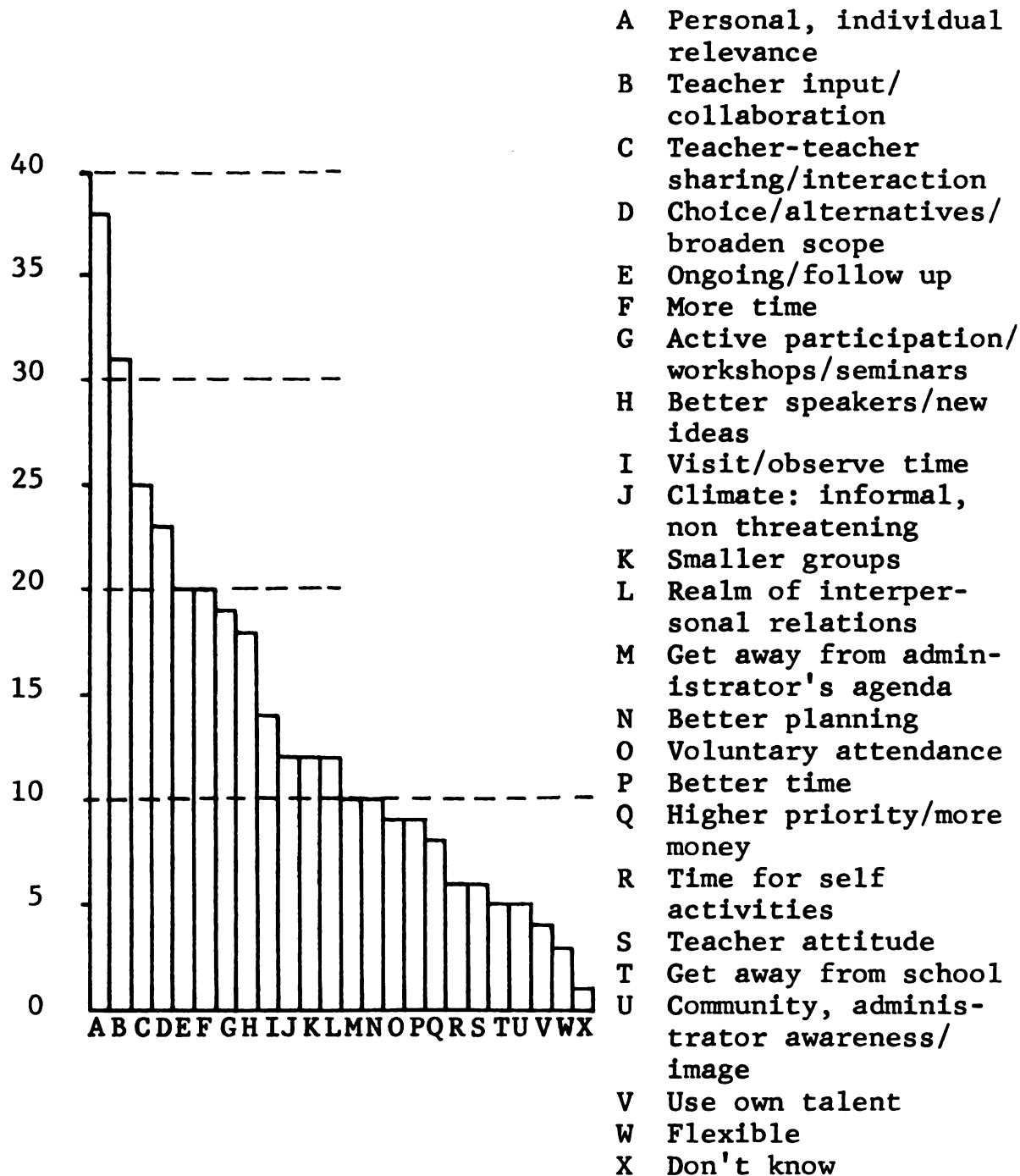


FIGURE 4-7

TEACHER SUGGESTIONS FOR IMPROVING INSERVICE EDUCATION

mentioned in answer to previous questions which serves to emphasize the significance with which teachers regard them. Where appropriate, parallels with previous responses will be drawn. Suggestions for improving inservice education include the areas of: attitude, climate, time, content, and organization.

Attitude

Several teachers were concerned about the image of inservice education. Most of these feel that teachers have a negative attitude toward it from past experience (which concurs with Edwards⁴). Because teachers are not treated as professionals who are striving to develop, they are forced to attend inservice. Thus, nine teachers suggested, trust teachers and make inservice voluntary. If teachers are trusted, their attitudes toward inservice education will improve because they will see it as an opportunity for personal-professional development.

Concomitantly, the value of inservice as a means for professional development must be recognized by the administration and the community. Through involvement, these two groups will become aware of the necessity for the continuous

⁴Patsy Edwards, "Teachers' Perceptions," p. 242.

education of the professionals in whom they trust their childrens' schooling.

As awareness grows, inservice education will be given a higher priority.

If the school board and administration would try to understand the need for inservice and work toward helping . . . but it isn't a high priority. If the school board and administration would look at it as important and allocate a lot more money, put it as a high priority! I don't think that they understand the importance of it. The superintendent would be pleased if we said, 'We don't want it.' It would save money. It would be better if they attend too; it would be beneficial schoolwide.

There seems to be a general lack of understanding about what school is all about . . . not only giving a child cognitive and affective skills, but also letting them understand and learn self-image awareness. The public doesn't see the variety of factors that are involved in a child's growth and development. The teacher is supposed to work wonders but a variety of values and other factors prevent it! [Why do you think this is so?] Poor communication with parents. It's our fault. We must lessen the gap.

Table 4-9 shows the number of responses per category.

Climate

Closely related to improving one's attitude toward inservice education, many (seventeen) teachers felt that a more informal non-threatening atmosphere where they were free to speak openly would go a long way toward improving programs. Several mentioned that the best inservice education that they had experienced was outside school. With

TABLE 4-9

ATTITUDE RESPONSE CATEGORIES FOR
IMPROVING INSERVICE EDUCATION

Category	Number of Responses
Voluntary attendance/trust teachers	9
Higher priority/more money	8
Teacher attitude	6
Community and administrator awareness/image	5

reference to interview questions three and four, one finds that of the many teacher cited beneficial activities, with colleagues, a majority occurred outside school. Teachers giving suggestions on climate were from all three school levels and more than half were men. Suggestions included:

Open up. I guess we're afraid to ask. We think we know it all.

Basically, inservice should come about as a result of teacher wants and needs rather than administrator wants and needs. Make teachers feel comfortable enough to fling out ideas. Not in a small committee--an open environment where any teacher could say, 'hey, we should have inservice education on this,' and the principal would be a data collector.

People don't want inservice inside school. They want a new setting. We are there 180 days a year!

Table 4-10 shows the categories and number of responses for each.

TABLE 4-10

CLIMATE RESPONSE CATEGORIES FOR
IMPROVING INSERVICE EDUCATION

Category	Number of Responses
Climate: free, open, informal non-threatening	12
Get away from school	5

An examination of the first two quotations suggest the desire on the part of teachers for a non-threatening atmosphere. Several teachers specified "non-threatening" as a qualifying characteristic in the person to whom they would turn for help in personal assessment, presumably for the same reason.

Time

Twenty-nine teachers made suggestions related to the timing of inservice education. The majority of these said they would like inservice education given more time, they wanted it more often and at more convenient times. The desire for more time is consistent with the respondent's reaction to interview question number five (What they would do with ten free hours per week for professional growth) when all but a few mentioned the desire for time and the

benefits which could accrue from it. Commonly, respondents had less than three days per year devoted to continuing education. For example, a middle school teacher related,

We've had so little. I'm not sure of the quality that is there. Since I have started we've had only one day. We teachers forced them to give it to us and it was a good day! We had a mini rebellion. I'm not sure why there isn't more . . . The quality was great in the one. You gain so much on an inservice day just working together!

Some teachers gave additional clues as to why attitudes toward inservice education are poor. Several are presented in the next few paragraphs.

Many of the things teachers want to do are on school time, which makes their participation impossible given present rigid time schedules. This was found in responses to interview question five, where teachers told of the activities in which they would engage if given professional growth time. Among other things, they wanted to visit and observe in other classrooms, and they wanted to attend university classes, workshops, and conferences. A high school teacher voiced her frustration in this way:

They are often handing out schedules, and we aren't allowed to go if it's on school time! We need anything and everything along those lines.

Many teachers did not feel that they were given "time enough to get into things that you really want to." They emphasized a "one shot" nature or said that inservice

education was "too chopped up." Without adequate time, some teachers felt that they would "just get started and it's over." Several suggested larger blocks of time.

The scheduling of inservice education was another major problem for teachers, and it is probably one of the main contributants to their poor attitudes as the following suggests,

I would like to go to the intermediate school district, but they are only open at inconvenient times. If you have a family you can't go. It's only open through the supper hour.

Time! On Friday afternoon you have to stay after school! Another one was after two days of parent conferences. You just wanted to go home.

Should see different opinions. Instead of a lot in the beginning of the year, have them all along and at the end of the year when complaints can be heard.

Finally, here is the reply of a young middle school teacher whose program consisted of two days per year (K-12 together). She wished "somehow they should offer quality, not so much quantity."

Timing. The inservice day should be at the start of the school year. Face it, by the second semester you are dragging and don't want it. Get it while your energy's up!

Table 4-11 shows the categories and number of responses for each.

TABLE 4-11

TIME RESPONSE CATEGORIES FOR IMPROVING
INSERVICE EDUCATION

Category	Number of Responses
More time/more inservice education	20
Better time (scheduling)	9

Content

The most often cited suggestion for improving inservice education was to make inservice education personally relevant. It was directly specified by thirty-seven percent of the teachers, and indirectly referred to by an additional forty-five percent. All categories under content except one, stimulating/knowledgeable speaker/new things, demanded individual relevance. Table 4-12 presents the categories and number of responses for each.

Actually, most respondents who mentioned personal relevance did so first and then proceeded to suggest ways in which this might be accomplished. The ways comprise the other categories. Personal relevance may be achieved through teacher-teacher sharing, choice from alternatives, active participation, visiting and observing, learning to

TABLE 4-12

CONTENT RESPONSE CATEGORIES FOR
IMPROVING INSERVICE EDUCATION

Category	Number of Responses
Personal/individual relevance	38
Teacher-teacher sharing/interaction	25
Choice/alternatives/broaden scope	23
Active participation/workshops/ seminars	19
Stimulating/knowledgeable speaker/ new things	18
Visit/observe	14
Interpersonal relations/communica- tions/affective (values, beliefs)	12
Get away from administrative thing/ administrator's agenda	10
Self activities/planning	6

relate to others better, clarifying how one feels about professional issues, and spending time on personal activities.

Teacher sharing was not a surprising suggestion for it was continually cited as a beneficial activity. Teacher interactive activities were the most frequently cited beneficial activities (interview question three), work with teachers was cited by over twenty percent for desired activities (interview question five), teachers were the most frequently named source for ideas (interview question six), they were the most often mentioned source for help with problems

(interview question seven), and the most often cited group for help with personal assessment (interview question nine).

The activities which teachers felt were beneficial and those in which they said they would engage, if given the opportunity, could reflect an expanded program of continuing education, that is, inservice education with a broadened scope. Teachers felt that broadening the scope, and being able to personally choose from alternatives, might allow inservice education to more adequately fit their needs. Within a broader context, inservice education could include among alternatives, more workshops, seminars, and activities which teachers feel would enable them to be active participants.

Throughout the interview, most teachers stressed the quality of activities which they felt were helpful, so the suggestion of having a stimulating, knowledgeable speaker for inservice education is predictable and consistent. Continually they spoke of really getting to know people so that the quality of their relationships could improve. Teachers were selective in: where they got ideas, whom they would go to with problems (often choosing the most highly specialized person available), and whom they would ask for help with personal assessment. Just as they wanted the highest qualified persons as resources, they wanted qualified

inservice education speakers. This was the source of frustration (and a contributant to poor attitudes) because many teachers felt that excellent speakers and resource people were available, some within their own systems. Often, they felt, speakers were of a low quality (knowledge and delivery) because they were chosen for reasons other than those teachers would have used, or, they were "grabbed off the street or campus" at the last minute, adding credence to hit or miss criticisms, which also shows low priority and lack of planning.

Several teachers again said that they would like to visit and observe other teachers (and students). They lamented that they were never free at a time when this could occur. This was mentioned by thirty-eight percent, and was the second most frequently requested activity when teachers were asked what they would do for professional growth if given the opportunity. It is consistent with their feeling that they learn from each other. Further, it is an activity which several teachers mentioned in spite of the fact that they knew it would be difficult to do because they had predispositions to close themselves off from possible criticisms. "I know it would be hard, but I'd be willing." Teachers did feel isolated, but if given the chance, many

wanted to remove barriers. Their willingness can be seen in calls for non-threatening and informal experiences.

Although teachers repeatedly said that they wanted qualitative activities to aid in developing their teaching skills and knowledge, the thrust of their comments was toward gaining a deeper understanding of people, students, parents, community members, staff, and themselves. The skills that teachers felt were, or hoped would be, their greatest were along the lines of forming relationships, empathy and understanding.

For help in personal assessment they wanted an individual to be knowledgeable, but, with the stated qualification that the person be able to convey her or his opinion in a humanistic way.

It appears from the responses that at least half the respondents participate in inservice education that is directed by their administrators with little, no, or only token consultation with teachers. "We have teacher input now but it really isn't listened to. What we end up getting isn't what WE wanted." Although only ten teachers specifically suggested getting away from an "administrative thing" and "the administrator's agenda," many more alluded to their own insignificant role in programs which "they" (administrators) put on. "It's what the superintendent thinks we need.

He runs everything." Of the programs that "they" put on, many were for the entire district, for teachers from kindergarten through high school; "They have it mainly for the elementary and the high school teachers are bored to death!" A high school history teacher explained his feelings in this way,

Oh boy. I believe it has to relate more to individual teacher needs. Four hundred teachers in an auditorium and a speaker talking for two hours is of little concern to you as an individual!

Shaking her head, a middle school teacher replied, "They don't trust us, herd us all together and lecture at us . . . and want it related to us!"

Summing up what she felt was at the crux of the problem, a middle school teacher said, "It's basic. Inservice should come about as teacher wants and needs rather than administrator wants and needs."

A similar tension between teachers and administrators was seen when teachers volunteered who they would not go to for help with problems, and again when they volunteered this same information on who they would not ask for help with personal assessment. At least one teacher noticed this and said, "It goes along with above [interview question nine on personal assessment], administrators and teachers are on

opposite sides . . . It would be a big help if they could do it together, but they want to keep it separate."

Consistent with what teachers said they would do with professional growth time, several cited time for self activities and planning as an improvement for inservice education.

Organization

Often the reason that inservice education was deemed irrelevant was that there was not enough teacher input.

"How do they know what's good for us if they don't ask?"

Even when teachers did have input, some teachers felt that "teacher planned was as bad as principal planned" and perhaps the active involvement of both would be more beneficial, and several others complained of irrelevant programs which were the product of inservice education committees. A much larger number of teachers (thirty-one) suggested that teacher input would improve current programs.

Closely related to teacher input, twenty respondents said that follow up was a necessary component for improved inservice education programs. Professional development was an on-going process and if inservice education was to aid in this process, it would have to go beyond the confines of a "once in a while" special day, where teachers might find

relief from their teaching duties only to find themselves in the role of remedial student.

Maybe that's the major factor in why people are saying they're bad; they are mandatory and there's very little follow up to see if changes are implemented. If it is perceived important, there must be follow up, but if it's perceived as, 'Well, this is in the contract so we must give it,' it's perceived as a lost day.

Several teachers said that if inservice education was important, then follow up was necessary; and some commented that programs were useless because they were forgotten the next day.

Lack of follow up signified to some teachers that inservice education was not really important and that no one cared about teachers' professional development beyond the obvious achievement scores of their children. The following quotation is given because it shows the sensitivity of a young elementary school teacher toward impersonality and apathy.

Have choices. Don't say, 'Well, everyone's going to go over here to learn about such and such today.'

I hate to say we should be accountable but [hesitation], have someone be interested in what we did. We look at it as a half day off. Have someone take a personal interest, ask what WE got out of it. Like, we have inservice education, and if someone wasn't here that day, they'd never know we had inservice!

Don't have a set structure at the beginning of the year that can't be deviated from, 'cause one inservice might bring about new interest at another time. It's like teaching kids . . . Go along with the needs of the staff.

Following the theme of individualization and personal relevance, twelve teachers suggested smaller groups for inservice education. Among these, a few said that they wanted more specialized activities to help them develop in special areas. Clearly, the district wide programs which they had experienced shaped their responses. Some suggested having numerous activities from which teachers could choose; others suggested grade levels. They were not definitive in criteria for limiting group membership, but they did feel that smaller groups would help make inservice education more relevant. With smaller groups, one might be able to gain information and experience which could be practically applied, because one would have a greater chance to participate. It is also possible that smaller groups signified a different content as well as organization. One would hardly expect those persons in charge of a program to import experts to "lecture at" several groups simultaneously.

Better planning was suggested by ten teachers. It was implicate in other response categories so this number only represents that portion of persons who specifically cited it. When one looks at teacher named personal growth activities (interview question five), one finds that plan/preparation/organization is the second most frequently mentioned activity, with over forty citations, it is not

surprising that several teachers feel better planning would also be a benefit to inservice education. "Chopped up," "hit or miss," and "grab an expert off the street," are descriptive phrases used by individuals who said that better planning is one of the main elements to improve programs.

Planning was often in the context of "make provisions for" rather than to specify details for each session ahead. Specific content and procedures were to remain flexible so that inservice education could "flow from teacher wants and needs." Actually, most people who suggested better planning may have done so as much to counteract their experiences of one shot programs which they read as low priority, as for any other reason.

Along with better planning and more flexibility, a few teachers commented that they felt great expertise from within their district or school could be utilized to advantage rather than to bring in an outside expert. As an elementary music teacher (with thirteen years of teaching experience at various levels) expressed it, "How can you get to feel it's your own if they use outside speakers!"

Table 4-13 shows the organizational suggestions and the number of responses for each.

TABLE 4-13

ORGANIZATIONAL RESPONSE CATEGORIES FOR
IMPROVING INSERVICE EDUCATION

Category	Number of Responses
Teacher input	31
Ongoing/follow up	20
Smaller groups	12
Better planning	10
Use own talent	4
Flexibility	3

Summary

The teachers in this study found meaningful personal-professional growth experiences in various situations ranging from solitary reflection outdoors to talking with parents over breakfast at a local diner. Most of the activities that they volunteered involved other people, and of these, other teachers were overwhelmingly the most frequently cited. There were clear emphases on informality and non-threatening environments where personal relevance and open interaction were characteristic.

Table 4-14 presents research question two(a), pertinent interview question headings, and response categories with the number of responses for each.

TABLE 4-14

RESEARCH QUESTION 2A: HOW DO PRACTICING TEACHERS FEEL
ABOUT THEIR OWN PERSONAL-PROFESSIONAL GROWTH WITH
RESPECT TO MEANINGFUL ACTIVITIES AND EXPERIENCES?

Response Category	Number
<u>Beneficial Activities</u>	
Talk with teachers	46
University classes	45
Reading	32
Self activities	26
Extra curricular with students	25
Sports/camping/outdoors	23
Community/church	19
Seminars/workshops	19
Arts	16
Talk with parents	15
<u>Beneficial Activities With Colleagues</u>	
Socialize	45
Eat	32
Informal conversation	28
Sports/camping	23
Work on school outside	17
No time	16
Staff/committee work	15
<u>Desired Activities</u>	
Read	46
Plan/prepare/organize	41
Visit/observe	39
Curriculum design/evaluation	25
Work with teachers	22
Class/university	22
Make things	18
Research/subject area	16

Each of the activities mentioned had personal relevance for the respondent, and they were able to personalize, or alter the activity to suit their demands. This was not characteristic of all activities. For instance, most teachers citing university classes took care to qualify their responses; all university classes were not personally meaningful in a positive sense. Few activities were forced participation, although some were. Staff meetings, although mandatory, were cited by a few teachers; for when they were able to discuss matters which were of personal interest, in contrast to the more often experienced "principal's agenda."

Throughout the interview, teachers mentioned wanting to "really get to know" others: teachers, students, and parents ("Seeing them as they are," "Seeing them in another setting," "Letting them see another side of me"). They valued activities and experiences which enabled them to cut through pretense to meaningful interactions and to glimpse meaning in others' lives. "What is that child (teacher, parent) really like?" they seemed to be asking. There was action on the part of both parties, and communication.

Table 4-15 presents research question two(b), pertinent interview question headings, and response categories with the number of responses for each.

TABLE 4-15

**RESEARCH QUESTION 2B: HOW DO PRACTICING TEACHERS FEEL
ABOUT THEIR OWN PERSONAL-PROFESSIONAL GROWTH WITH
RESPECT TO WITH WHOM AND/OR FROM WHOM MEANINGFUL
ACTIVITIES AND EXPERIENCES TAKE PLACE?**

Response Category	Number
<u>Beneficial Activities With Other People</u>	
Talking with teachers	46
University classes with teachers (including professors)	45
Extra curricular with students	25
Activities with community/church	19
Seminars/workshops	19
Talking with parents	15
Talking with students	14
Professional memberships	13
With family	11
Inservice education	10
Curriculum development with colleagues	6
Talking with friends	5
Committee work with colleagues	4
Talking with administrators	3
Talking with experts	2
<u>Personal, Private Beneficial Activities</u>	
Reading	32
Self evaluation/personal	26
Arts	16
Travel/vacation	12
Observing/listening	12
Politics	2
<u>Desired Activities</u>	
Read	46
Plan/prepare/organize	41
Visit/observe	39
Curriculum design/evaluation	25

TABLE 4-15--Continued

Response Category	Number
<u>Desired Activities</u>	
Work with other teachers	22
Classes	22
Make things for classroom	18
Research/knowledge in own area	16
Work with students	13
Seminar/workshops	13
Work with parents	11
Work with experts	8
Work with staff	6
Conferences/professional/membership meetings	5
Work with administrators	4
Creative activities for self (paint, write)	4
<u>Idea Source</u>	
Other teachers	59
Reading	34
University classes	25
Self/experience	17
Teachers in classes	13
Students	11
Seminars/workshops	11
Experts	10
Conferences	7
<u>Help With Problems</u>	
Other teachers	63
Support persons	29
Principal/administrator	22
Self	20
Spouse	13
Read	8
Parents	6
Supervisor	6
Students	3

TABLE 4-15--Continued

Response Category	Number
<u>Help With Problems</u>	
Professors/university	3
Outside person	1
<u>Help With Assessment</u>	
Teachers	43
Students	14
Self	13
Outside person	11
Spouse	10
Principal/administrator	10
Supervisor/director	7
University person	6
Support person	3
Parents	1

First and foremost, teachers found meaning with and from other teachers. They often found meaning by themselves, when they were reflecting, creating, engaged actively outdoors, and reading.

Teachers valued experiences where they could learn from others in non-prescriptive and non-threatening ways. Personal-professional growth took place wherever and whenever a teacher discovered personal implications.

Teachers in this study said that they would turn to experts in teaching for help with problems and personal assessment, other teachers.

Table 4-16 presents research question two(c), pertinent interview question headings, response categories with number of responses for each, and the circumstances under which they occur.

The circumstances under which these activities occurred were usually: informal, non-threatening, voluntary, participatory, interactive, involving, and self chosen. They took place anywhere from the teachers' lounge to the grocery store, and anytime from 7:00 A.M. at breakfast to 11:00 P.M. on Saturday. When other people were included, (which they usually were) they were people with whom the teacher shared concerns or interests. Alone, or with others, beneficial activities were those which held personal relevance for the respondent.

In the last chapter, possible implications of this data for inservice education are presented.

TABLE 4-16

RESEARCH QUESTION 2C: HOW DO PRACTICING TEACHERS DEFINE THE
CIRCUMSTANCES UNDER WHICH MEANINGFUL PERSONAL-PROFESSIONAL
GROWTH EXPERIENCES AND ACTIVITIES OCCUR?

Response Category	Number	Circumstances
<u>Beneficial Activities</u>		
Talk with teachers	46	Usually informal Inside and outside school In university classes
University classes	45	When contact with other teachers Interaction with others When chosen by teacher Given choices Variety of activities and ideas Active participation Practical application New ideas Discussion
Read	32	Self-directed, alone Voluntary
Self activities	26	Self-directed, usually alone Voluntary

TABLE 4-16---Continued

Response Category	Number	Circumstances
<u>Beneficial Activities</u>		
Extra curriculum with students	25	Interaction in informal atmosphere See others as individuals Voluntary
Sports/camping/ outdoors	23	Voluntary Active participation
Community/church	19	Interaction, usually informal Voluntary Often with student's parents
Seminars/workshops	19	Involvement Interaction Active participation Inside and outside school Some voluntary, some mandatory
Arts	16	Personal involvement Voluntary Creative Usually outside school

TABLE 4-16--Continued

Response Category	Number	Circumstances
<u>Beneficial Activities</u>		
Talk with parents	15	Interact voluntarily Often outside school
<u>Beneficial Activities With Colleagues</u>		
Socialize	45	Free, non-threatening atmosphere Personal relevance Voluntary Usually outside school, often in school
Eat	32	Free discussion Relaxing together Usually in school
Informal conversation	28	Informal atmosphere Inside and outside school
Sports/camping	23	Voluntary Informal Active participation Usually outside school

TABLE 4-16---Continued

Response Category	Number	Circumstances
<u>Beneficial Activities</u> <u>With Colleagues</u>		
Work on school outside	17	Voluntary, on own time Self directed Relevant to classroom
Staff/committee work	15	Inside school Usually on school time Interaction Sharing Discussion
<u>Desired Activities</u>		
Read	46	Self directed, alone Voluntary Inside and outside school
Plan/prepare/ organize	41	Self directed Alone and with others Inside school On school time Relevant to classroom

TABLE 4-16--Continued

Response Category	Number	Circumstances
<u>Desired Activities</u>		
Visit/observe	39	See program of choice On school time Alone and with others Discussion Personal and professional relevance

CHAPTER 5

PERSONAL PROFESSIONAL GROWTH: IMPLICATIONS FOR INSERVICE EDUCATION

Summary

This study was developed on the premises that inservice education should be designed to promote personal-professional growth of teachers and that the development of skills and competencies would in part result from growth enhancing experiences. Growth and development from a phenomenological perspective were examined as a basis for inservice education.

In Chapter 2, it was established that growth occurs as a result of experiences which have meaning for teachers. In order to achieve a clearer understanding of the growing teacher, and to identify activities and experiences which teachers felt were personally and professionally valuable an open ended interview was designed and administered. The underlying question addressed was: What experiences do teachers perceive as personally and professionally meaningful? Data were content analyzed, and responses were categorized and summarized.

This chapter is divided into the following sections: a synthesis of the main elements from the conceptual framework and the data, elements of good inservice education as they apply in the present study, conclusions and implications for inservice education derived from the conceptual framework and data, reflections, and recommendations for further research.

Personal-Professional Growth and Teacher Perceptions

Inservice education as a process to help teachers develop would possess several characteristics (see pp. 65-67 and pp. 191-197); the measure of its success could be seen in the degree to which it provided for (1) individual growth, and (2) group or staff development.

Provisions for individual and staff development would include:

1. Commitment on the part of teachers, administrators, teacher educators, and other involved persons, to the idea that inservice education is a vital part of the much larger process of adult growth and development; a commitment manifested in each individual's awareness and active participation in inservice education as a part of ongoing development, collectively and singly
2. An environment where individuals feel free to be themselves, to question, discuss, share, raise concerns and

issues of personal relevance; where they feel confident as striving, learning, unfolding individuals who can trust each other enough to share ideas, hopes, dreams, frustrations and anxieties; an environment where they want to be

3. Time for growing: to be alone to reflect and plan, to be with others to interact and communicate as persons and professionals, and to engage in planned activities and programs as they choose; time within the schoolday to visit, observe, plan, discuss, try new ideas and experiment
4. Content springing from individual and group identified and defined wants and needs and local exigencies; and
5. Organization designed from the purposes which make it necessary; flexible where need be, and evolving

All of the above provisions were suggested in Chapter 2 within the conceptual framework and all were in evidence in Chapter 4 within teacher mentioned beneficial activities. Thus, the framework is supported by data generated through the interview and analysis. A brief presentation of the substantiation by the data of major elements presented in Chapter 2 follows.

Individualization

All of the beneficial activities which teachers mentioned were individually relevant and personalized. Most were self directed, voluntary, on the teacher's own time and at her or his expense.

Interaction

Most beneficial activities cited were engaged in with other people, usually teachers, but often students and parents. Many valued experiences took place in informal settings outside of school. Throughout the interview respondents emphasized the desire to "really get to know" other people, to see them as individuals, and, to be seen as individuals themselves. Their most highly valued skills as teachers were, for most respondents, interpersonal skills.

Circumstances Conducive to Growth

Teachers mentioned activities which took place under free, non-threatening conditions where they were able to exchange ideas freely and enter into discussion about things which were of personal concern.

Growth enhancing activities, as perceived by teachers, were usually continuous and ongoing. Rarely did anyone cite a specific activity or experience which occurred in isolation. For example, a particular occasion in church was

mentioned as valuable, but church activities in general were deemed personally-professionally important. Activities occurred at various times and locations, which suggests that teachers were open to their experiences and were in a position to integrate them to benefit their teaching.

Time for reflection, reading, and other solitary activities was requested by most respondents. These were mentioned both as beneficial activities, and as things in which teachers felt they would engage if given time for personal-professional growth.

Time to be with others was another highly desired situation. It usually meant under voluntary and informal conditions where teachers could participate in professional activities, like workshops and seminars, or plan and evaluate the curriculum. Inservice education, when it enabled teachers to interact, was valued by many persons. Time together in university classes, where they could share and gather new ideas and understandings, was deemed important to many interviewed teachers.

When time was set aside for specified activities, and teachers had input in decision making and planning, they felt that programs were worthwhile. Speakers for inservice education days were perceived to be effective when they were knowledgeable in an area in which teachers were interested,

and, in which assistance and information were desired. Complaints registered against specific inservice education programs were usually the result of last minute planning by persons other than teachers, and/or content which teachers felt was personally irrelevant.

When teachers were asked to comment upon their positive experiences in inservice education, several characteristics of beneficial programs were repeatedly mentioned. Though the characteristics were not all new, the teachers' reasons for citing them were revealing.

Elements of Good Inservice Education

Findings of the present study can be interpreted in light of eight elements of "good" inservice education as identified through a literature review by Ainsworth.¹

1. Practicality. Teachers wanted to be able to use what they learned from inservice education in their classrooms. Direct practical application gave them the feeling that their time had been well spent, as opposed to "wasted," which was often how they felt when a program was "too theoretical" and impractical. For something to be practical, it had to be (1) relevant to the teacher, (2) something which they

¹Barbara Ainsworth, "Stated Perceptions of Teachers Regarding In-Service Programs" (Ph.D. dissertation, University of Maryland, 1974).

felt was of value, and (3) something that had been tried successfully before in classrooms similar to their own.

"You know. Something you can REALLY use."

2. Systematic development. Because their past experiences had mainly been with "hit or miss" programs, teachers felt that inservice education could be improved if it were given adequate preparation and follow-up. They felt that inservice education had not been given a high priority because administrators did not really feel that it was important. For some teachers inservice education was given to them "because it's in the contract" and the quality of it was poor because it was inexpensive and "thrown together at the last minute." Others felt that even when they attended a meaningful program that it faded quickly because it was a "one-shot affair." The inference is, if inservice education is valuable, it should be ongoing.

3. Humanism. Teachers were concerned about their relationships with other people, teachers, students, and parents in particular. They continually cited a desire to see people as individuals in informal settings so that they could gain a better understanding of them. There were strong emphases on "individualization" and "better meeting the needs of the child." Reaching individual children was often mentioned in response to "what makes you proud as a teacher?"

The first question (see Appendix A) dealt with changes for improvement in the schools and reflects a definite interest in human growth and development as at least seventy-five percent of the respondents mentioned the need for making schools better places for individual children. Teachers, on the whole, felt that their greatest skills were in affective areas such as: empathy, understanding and interpersonal relationships. Many of the materials that teachers said they would like time at school to prepare were designed to help individual children, and to make school a nicer place to be. This lends substantiation to Ingersol et al.² who found that teachers desired materials in affective areas while designers of "inservice training materials" were continually addressing cognitive interests.

4. Teacher-sharing. Teachers consistently found each other helpful. Teachers were the most frequently cited source for (1) ideas, (2) help with problems, and (3) help with personal assessment. Respondents who cited teachers felt free to be themselves around other teachers; they felt that teachers were experienced and knowledgeable resources

²Gary M. Ingersol, Janet Hosea Jackson, and James D. Walden, "Teacher Training Needs, Conditions and Materials: A Preliminary Survey of Inservice Education," National Center for the Development of Training Materials in Teacher Education, Report #8, February 1975 (School of Education, Indiana University, Bloomington).

in areas that were of concern to them; college classes were valued mainly because interaction and teacher sharing took place within them; and many activities, which were cited as "high priority" and "desired beneficial," provided for teacher sharing.

5. Variety. This was an often mentioned element for improved inservice education. Presumably, the more one had to choose from, the greater the likelihood of personal relevance. It was surprising to the interviewer to find out how many teachers did not experience any variety in inservice education, and further, that teachers from kindergarten to senior high school were given the same non-variety offerings.

6. Choice. Along with variety, teachers in this study wanted to choose from alternatives. Many teachers felt that "if a teacher wants to stay in her or his room and work, this should be respected."

7. Self-direction. Teachers wanted relevant inservice education. Many activities cited as beneficial were self-directed and most suggested improvements for inservice provided for at least some self direction. They wanted to personalize inservice education experiences and this appeared to be the measure of program effectiveness.

8. Support and encouragement. This relates to "systematic development" as teachers said they wanted people to

care. If teacher development was to be expected, it should be valued; provisions for support (mainly emotional), and time should be made. The desire to pursue one's development is there, and if inservice education is to be a part of the process, support and encouragement could be significant, if not essential, contributions. It is interesting to note that "pay," "credit," "hours" and other external reward systems were noticeably omitted in teacher responses throughout the interview.

The one essential ingredient which provides a context for all eight elements, is personal relevance. In order to be personally relevant, inservice education should provide the conditions (support and encouragement) so that teachers can continue to develop, to grow in self knowledge through introspection, interaction and sharing, and to become more self directing and more fully what they can be.

Conclusions and Implications

Three major research questions guided this study. To reiterate:

1. How do teachers personally-professionally grow?
2. How do practicing teachers feel about their own personal-professional growth with respect to
 - a. Activities and experiences that have meaning,

- b. With whom and/or from whom do meaningful activities and experiences take place, and
 - c. Under what circumstances do these activities and experiences occur?
3. Within the context of a personal-professional growth framework, what changes in inservice education might enable it to be more effective?

To answer adequately the first research question a great deal more research is necessary, but several elements were identified in Chapter 2 which appear to clarify some of the processes which contribute to teacher growth and development. Positive growth takes place as a result of teachers seeking to understand themselves and others; trying to integrate experiences and knowledge from their environments into their living and working; and from interaction with other people. Discovery of personal meaning in events and situations contributes to growth of the total person. The growing teacher is one who is striving to: be oneself, be at peace with one's strengths and weaknesses, overcome obstacles which serve as barriers to growth, discover one's potentialities and ways to realize them, discover more effective ways of being.

Circumstances contributing to teacher development include: a climate which is supportive of mental health, one

whi

acc

abl

the

he

ti

in

ce

to

fe

co

an

i

e

c

which allows individuals to be themselves, one which is accepting, open, free, and non threatening, where they are able to express themselves as they feel, where they know that they will find empathy and encouragement, ears to listen, hearts and heads to understand, and hands to help; ongoing time for continuous development, time for follow up and delving deeply into areas of concern while they are still of concern; time to be alone, to reflect, and be close and listen to one's self; time to interact with other people, to share feelings, hopes and frustrations, dilemmas, plans, to discover a part of one's self in others as well as one's talents and another's strengths; and time to participate in specifically planned activities on a regular, but flexible, and evolving basis.

Data from the interviews show that teachers value experiences which they feel are personally relevant, where they have the opportunity to interact with persons in similar situations and with persons whom they feel have expertise in areas which are of personal interest. As research from the conceptual framework suggested, interviewed teachers desired personal-professional growth experiences in which they could choose and participate without fear of losing themselves, that is, where and when they felt accepted and unthreatened,

free to act in ways which they felt were beneficial (rather than in ways others prescribed for them).

Activities and experiences which interviewed teachers felt were personally-professionally beneficial included the following:

1. Individualization/of Personal Relevance

involvement

commitment

self directed and/or self chosen

active participation

practical

choice from alternatives

voluntary

gain personal insights

2. Interaction (usually with other teachers)

communication

sharing feelings, ideas

discussion of: common concerns

individual dilemmas

deepen personal awareness

increase professional awareness

increase professional knowledge

cooperative planning

visitations and observations

3. Continuous Development

ongoing

follow up

flexible

4. Circumstances Conducive to Growth

climate: accepting, non threatening, informal

time: to be alone

to be with others

to participate in planned activities

Within the context of a framework for personal-professional development based upon the conceptual framework presented in Chapter 2 and the data analysis in Chapter 4, several implications for inservice education arise. Unless otherwise noted, implications are drawn from the conceptual framework and supported by the interview data.

Attitude

If inservice education is to be an effective contribution to personal-professional growth, teachers must be trusted to make decisions on what their needs are. Inservice programs should be voluntary. If they stem from teacher-defined needs and local exigencies, with teacher participation in planning, they will be relevant to teachers and they will want to attend.

The value of inservice as a means for professional development must be recognized, by teachers, administrators and the community. Teachers are constantly seeking and participating in growth enhancing activities but because inservice education has usually been remedial and prescribed by persons in authority for teachers, they do not often consider it as an aid to development. When inservice education is done to them and for them, it stifles rather than enhances growth. Teachers want to visit and observe, plan, read, attend university classes of their choice, and most of all, interact with colleagues. For more effective continuing education and more positive attitudes toward inservice education, administrators should take the lead from teachers and get into classrooms with students and teachers, observe and participate in the action which is the school's *raison d'être*.

Teacher-administrator relationships, for interviewed teachers, clearly left a lot to be desired and were a source of tension and concern to many respondents. A lack of communication was recognized and regret accompanied it in most cases. Sound mental health is built upon mutual trust, respect, and understanding. Teachers and administrators must work together as professionals who are working on common concerns toward common goals. Error and illusion born

of ignorance of the other's perceptions can be altered through communication. Administrative leadership is desired by teachers; however, leadership based upon knowledge and skill rather than by mandated position. A sharing of one's burden, whether it be of large or small magnitude, will help others become aware of how one views the world and of why one acts in a particular way. In order for this to happen, individuals, teachers and administrators, must share themselves with each other. There are enough problems and pressures from society to warrant all that these two groups can together tackle. Protecting turf and fighting among themselves are energy sapping when inequality, poverty, and social injustice demand attention.

Administrators too are growing people, and involvement in classrooms and interaction with teachers on a collegial basis could provide the foundations for inservice education as an evolving dialogue. With teachers and administrators both working together to further common purposes, it is only a short step to increased parental and community involvement in the schools. When individuals are involved they become increasingly more committed. With involvement and commitment, understanding and awareness are likely to follow and programs for staff development may become a reality. Through collaboration, with the discovery of common concerns and the

identification of available resources, inservice education can be elevated to a position of priority.

Emotional support and encouragement for teachers are a necessity, from themselves, from students, from administrators, and from parents. Financial support could be an important contributant, but it should follow emotional support. Were all of the monies spent on remedial inservice activities spent on growth enhancing experiences, as they were identified by individuals and by total staffs, money probably would not be a problem.

Climate

When one speaks of inservice education for personal-professional development in general, it may encompass a variety of environments. The question is then raised, "Inservice education for what?" In cooperative planning for specified activities, individuals will need to feel free to be themselves. The climate would then be informal and accepting, hospitable to new ideas and changes, where individuals were free to share their ideas and concerns. Inservice education in the form of teacher chosen visitations to other rooms, schools, and districts could provide valuable climates for reciprocal growth and development. If teachers are valued for their strengths, and given the

opportunity to discover their own and other's assets through non-threatening circumstances, such as informal staff meetings designed for interaction and an evolving agenda, it is more likely that they will value the strengths of other professionals.

Time

More time for inservice education is necessary if it is to be as effective as it might be. As one respondent said and several implied, "If it is perceived as valuable, then more time should be devoted to it." Not only more time is necessary, but, more convenient times, especially within the school day.

Regularly scheduled times for inservice education within the school day are essential if teachers are to be given the opportunity to participate in activities which they perceive are beneficial to their personal-professional development. Time for follow up and provisions for continuing and evolving programs could enable staff development to be more effective. The equivalent of one day per week could be invaluable, and this is well within the range of possibilities for most schools.

Analysis of the many activities and experiences which aid personal-professional growth, along with the

identification of potential times within the school week, and the creation of new opportunities could help to make professional development a valuable contributant to positive educational change at all levels of schooling.

Creative and serious thought should be given to ways in which resources from the school and the community can be brought into classrooms for the benefit of the outside (and inside) resource persons, students, and teachers.

Team teaching, even on a limited basis, provides further inservice education opportunities: interaction for planning, evaluating, sharing concerns and ideas. When given the chance to work with a teacher, often an aid, parent, or administrator will volunteer their services (whereas they might have been reluctant to work by themselves with a group of children).

Teacher-teacher exchanges, within buildings, both for specific levels and mixed, and between buildings and districts, could provide excellent opportunities for meaningful inservice education. Visiting, observing, teaching, and learning by becoming aware of fresh perspectives, trying new ideas, freeing one to one's experiences, all are possible products of teacher-teacher exchanges. This could include parents, administrators, university persons, citizens, and

school board members. In most cases attitudes and priorities toward inservice education can only be improved.

Time is available. Desired experiences require time on a regular and ongoing basis. Specific programs that have been successful according to interview respondents include: Friday morning breakfast at school with and put on by the entire staff; school-university programs where students, student teachers, teachers, university teachers, and administrators cooperate for mutual growth, teaming in various combinations, experimenting, planning, innovating; before and after school voluntary sessions which evolved from individual (teacher and administrator) requested areas and group defined problems; and weekend retreats with total staffs.

Time to be alone, to be with others, and time for specific activities can provide opportunities to benefit students, teachers, administrators, parents and others. Before children arrive, recess, lunch, free periods, after school, and staff meetings all provide further opportunities for effective inservice education.

Content

First and foremost, effective inservice is personally relevant. Content must be derived from personally defined needs and wants and local exigencies. Inservice education

should include opportunities for individual and group experiences; teacher-teacher interaction; visitations and observations; conferences; workshops and seminars; university classes; library, material centre, consultant utilization; resource gathering and planning; participation in defining, planning, and conducting specific programs; and utilization of speakers as requested by staff members and groups.

Organization

Flexible organization is necessary if inservice education is to contribute in a significant way to ongoing individual and staff development. Teacher input on a continuing basis, in small and large groups is suggested. With teacher input, and content evolving and guiding inservice education experiences, better planning for total staff development can become possible. Organizational improvement would include the creation of mechanisms which will allow for collective participation on a collegial basis. An inservice education committee is not recommended. Rather, provisions for ongoing discussion, among various groups assembled for self defined reasons, and with collectively defined agendas, is suggested so that input remains continuous among all staff members.

Reflections

Looking back on the study, several thoughts come to mind. Thoughts about the initial questions which were posed, and the way in which the empirical component was evolved to help shed light upon how teachers really felt about their own growing, and finally, thoughts about how to interpret the wealth of information and the feelings that they presented and shared. How does one go about using these?

Methodology

From information obtained through a pilot study, the interview instrument was refined and the population was changed. The pilot interview was composed of several of the same open ended questions as the final instrument, but it was found that the order in which the questions were asked had a lot to do with the way the respondents answered them. For instance, when confronted with terms like "inservice" and "professional development" teachers either retreated, feeling that they did not understand what the interviewer was after, or they were turned off by yet another rhetorical, do-nothing study, designed by someone removed from classroom reality. The final section of the pilot instrument had fifteen statements concerning professional development, each with a Likert type scale following; the purpose of which was

to see if respondents were consistent in their responses to the open ended questions and the given statements. They were not, or so it appeared. Here it was discovered that the final statements were interpreted in ways that the designer could never have imagined. Since it was a pilot study, and since the replies were very different from what the researcher expected, the respondents were told to ask any questions that they had while they were answering the last part. It was through their questioning that the researcher discovered how little one could be sure of with a scale and delivered statements on a project such as this. As a result of informal discussion with teachers after the interviews, several changes were made.

What the respondents said was of less importance than why they said what they did. For instance, many negative comments were directed toward the university, yet it remained one of the most often cited aids to personal-professional growth throughout the interview. The attributes that made it beneficial could easily have been discounted had the researcher not been able to ask, "Why do you feel that university courses are beneficial to you?" "Because I have the chance to interact with other teachers and learn from them," "Oh, from other teachers in the class." Frequently,

teachers volunteered comments as to what they did not mean by beneficial classes.

It was found that even though open ended interview questions were time consuming and difficult to analyze, they were the source of important information that could not be derived from any other method known to the researcher.

The problem of time was also an asset. As teachers relaxed, they discovered that they were interested in their own responses. They were eager to speak on the interview questions and most wanted to stay for a longer period of time than the interview provided. It became obvious that they had deep concerns about their jobs, children, and other people connected to the schools. The pilot study was conducted at school during the school year, and the final study was conducted on campus, in the summer. The latter proved to be a more informal and less rushed situation although teachers were not completely at leisure then either. They did not have the immediacy of children and staff commitments which seemed to make it easier for them to reflect, so their answers were influenced less by the flavor of the day.

Several teachers appeared apprehensive at the start of the interview, then as it progressed through the first general question they relaxed. Usually by the third question they appeared at ease and seemed pleasantly involved in the

interview. Rarely was a teacher at a loss for words. A few teachers missed their scheduled appointments and appeared later, often at their own inconvenience. Many teachers told other teachers about the interview, thus making them more receptive when the interviewer asked for volunteers.

The summer school population proved to be ideal in many respects. Volunteers from individual classes ranged from about five percent to seventy percent. The number would probably have been substantially higher if administrators had been included. Several teachers gave time between their classes; some came long distances at early hours such as 7:00 A.M.; a few stayed on Friday afternoons, others made special provisions (transportation, coming from home specifically for the interview on days they did not have classes); and a few phoned long distance to set up appointments or change previous ones. Clearly, teachers who participated in the study did so because they wanted to, they freely gave their time (which in only a small number of cases was not a sacrifice), and were very cooperative.

Although the interviewer was disappointed that not all volunteers followed through with the interview, it was understood that appointments for individuals not showing up had often been made a week in advance, and, that the location of the interview was potentially inconvenient for some

respondents. The cooperation and enthusiasm of the majority of teachers signed up far outweighed the disappointment.

As expected, most respondents were in the "little" or "moderate" teaching experience categories so a population more representative of all teachers, including more highly experienced, and those certified and not attending a university, is desired in further research. As a preliminary study though, the chosen population proved adequate.

Responses, according to analysis performed thus far, show little response differentiation by teaching level, experience, assignment, sex, or amount of graduate education.

Teachers on all levels mentioned that programs were usually geared to elementary teachers, and little attempt of relevance for middle and high school teachers was made.

Findings

One of the most striking impressions left with the researcher is that teachers in this sample were, regardless of individual philosophies and beliefs, truly dedicated professionals striving actively to increase their teaching competence. Teachers were motivated in spite of all that they had experienced which served to discourage or thwart their efforts. For example, long hours of planning and research for inservice education programs were disregarded; teachers

suffered humiliation through authoritatively issued prescriptions for remediation; and embarrassment from retraction of emotionally invested ideas which had been too easily dismissed by those with the power to do so.

Teachers felt isolated. Regardless of whether or not they took advantage of opportunities to interact with colleagues (such as planning periods for middle, junior and senior high schools, or recess and lunch periods at the elementary level) they acted upon felt isolation. This may in part explain why most interviewed teachers neglected to mention problems and issues on a level above immediate personal concern. Teachers not only felt isolated from other teachers (physically, psychologically, and temporally), they felt removed from adults, administrators in particular. This was indicated consistently throughout the interview in negative comments toward administrators. In most cases, a lack of communication existed between interviewed teachers and their administrators, and of these, most indicated that they wanted to have more positive relationships.

It can be inferred from the data (especially from interview question ten which deals with inservice education) that most teachers want to work with administrators on professional development activities; they want to be consulted and to plan with administrators for mutually beneficial

programs. The concept of a professional team, developing together, defining and acting upon problems and issues of larger social consequence than those currently occupying the balance of professional energy, appears to be a concept whose time has come.

Serious consideration should be given to finding ways in which teachers and administrators can work together. As long as teachers continue to see administrators as "on opposite sides," significant avenues to growth for all professionals will remain blocked.

That the university plays a significant role in the professional development of teachers was never in doubt, but, less clear were the ways in which it could most effectively participate in this endeavor, and also somewhat clouded were the unique resources which it could utilize. If the university is to be perceived as an effective support for developing teachers by teachers, the following points should be considered:

1. The university exists outside the teacher's immediate classroom environment and as such may have advantages, especially to teachers like several in the current study, who wanted to attend professional development activities outside the classroom. Complementing this, the university can go to the classroom in situations

where it might be advantageous to do so; to form bridges from theory to practice, to demonstrate the principles that specialists advocate, and to further professional development of the specialists as well as their students.

2. The university has under its auspices a variety of resources and it is in a position to make an even broader range of individuals and services available to developing professionals. The university, as a connector, or a link, to connect persons to other persons is yet to be developed to any great extent. Several participating teachers commented upon the friendships they had built through "really getting to know" their professors, who in turn, advised them where to go for assistance with professional matters.
3. The university is a gathering site for diverse groups of individuals. Teachers from all types of school districts, (urban, rural, large, small, multicultural), with differing backgrounds and with varying experiences, present a wealth of possibilities for the enthusiastic professor.
4. Within a course structure, several important characteristics to consider, if one wants teachers to perceive events to be valuable, are:
 - a. Personal relevance
 - b. Involvement/commitment

- c. Choice/variety
 - d. Active participation
 - e. Teacher-teacher sharing/collaboration
 - f. Exposure to new ideas/demonstrations
5. Non-traditional courses and services and alternatives to degree and credit programs should be explored. Teachers often cited seminars and activities which the university might be in the best situation to coordinate but, teachers were not always concerned about credit or degree requirements.
6. Collaboration with schools, teachers' associations, boards of education, citizens, and other teacher education institutions could provide valuable experiences for educational teams, broadening the perspectives of all involved.

Many interviewed teachers lacked confidence in themselves. Most apologized for having opinions which they felt would be at variance with other teachers or for being honest when they spoke about things that deeply affected them. ("It's probably only me," and "I can only tell you from my point of view which is different probably.")

It is likely that part of their lack of confidence in themselves is due to a lack of communication with each other. If they had the opportunity to interact, and took advantage

of it, they would know that they are not alone in their feelings and ideas. They would not need to apologize for feeling and thinking as they do; rather, they would recognize mutual concerns, and come to value openly those things which they only privately prize now. Even though many interviewed teachers voiced reluctance to go to colleagues for help, most confided that other teachers were the best source, both actual and potential, for professional assistance and friendship. Most meaningful activities included other teachers, and teachers' most valued skills, for themselves and for persons to whom they would go for professional help, were interpersonal skills such as empathy, understanding and forming relationships. Several teachers commented, at the conclusion of the interview, that they were surprised at their own responses; as one young male teacher said shaking his head, "Gosh, I never knew how much I rely on other teachers!"

Most teachers were visibly uneasy when asked what they felt was their greatest skill, and several voiced their anxiety "Oh, I don't have any!" or "I can tell you my greatest weakness."

A large portion of personal-professional development takes place outside the school setting, when one is participating in activities which are relevant, which provide the

circumstances under which one can discover more about one's relationship with the environment and other people. Other people included in outside school activities were connected (usually) with one's occupation: other teachers, students, parents, community and church members, and sometimes professional educators who were viewed as colleagues or experts by the teacher. Beneficial activities seemed to be those which enabled respondents to become more of themselves; usually, these activities came about because they were chosen, that is, teachers elected to participate, and notably, to give of themselves to something beyond themselves, to help others.

The amount of voluntary time teachers spent on job related activities was considerable. Time at night, on the weekends, and in the summer, usually goes unrecognized by others. If teachers are motivated for external rewards, the source remains hidden. In addition to time, several teachers unselfishly spent money on their students and classrooms. Voluntary expenditures of time and money were common. This surfaced inadvertently rather than as a conscious response or teacher initiated remark.

Toward a Reconceptualization of
Inservice Education

The question is not whether to grow, but rather, in what direction, growth toward what? Teachers are growing people. They have a predisposition to grow and learn and inservice education can become a vital aide to these processes. There has been the prevailing tendency in "inservice" programs for teachers to "make them learn" which does violence to the concept of growth. If teachers are to be the best that they can be (as individuals and collaborating professionals), active and self directing, provisions and programs for professional development must be based upon principles of growth and development.

"Inservice" as it has been experienced by teachers in this study, is prescriptive, remedial and often, a constraint to growth. Perhaps the term "inservice," or "in service," denotes passivity and a more active and useful term, one which carries with it by definition its purpose, would be more appropriate, "professional growth." And, possibly, since the "personal," which is an essential part of professional growth has been forgotten or neglected, the term "personal-professional growth" might go a long way toward a more effective reconceptualization of what has been called "inservice education."

Recommendations for Further Research

1. How do teachers who do not attend university classes define and feel about their personal-professional growth? Since university coursework is such a substantial portion of professional development, with all teachers at one time or another attending classes, teachers so engaged have the benefits of meeting and interacting with numerous other professionals. What about teachers who have certification and/or advanced degrees and who chose not to attend classes? Where do they find personal-professional development experiences? If they do not have the benefit of interacting with other teachers, which was so highly valued by teachers in this study, where do they find meaning with peers? Or, do they value time with other teachers? With whom, from whom, and under what circumstances do they personally-professionally develop?

2. What factors contribute to teacher isolation and what might be done to alleviate them? It was revealed in this study, which lends substantiation to previous research by Knoblock and Goldstein,³ and Lortie,⁴ that teachers are isolated. This appears to be an important concept for further

³Knoblock and Goldstein, The Lonely Teacher.

⁴Lortie, Schoolteacher.

research: what is it, what are the circumstances within school which contribute to it, and what if anything can or should be done to change contributory situations?

3. What are administrators' perceptions of personal-professional growth enhancing activities for teachers? for themselves? According to teacher responses, a substantial discrepancy exists between what teachers perceive the principal's, or administrator's role is as "leader" and what they perceive this person to actually do. As one teacher said in answer to where she would go for help with problems,

The principal was never very helpful. I have hope for the new one. I would think that if we had the right person that that should be a source.

The "right person" was present only for a small percentage of these teachers and frustration toward administrators was voiced by a much larger number indicating an important area for further study.

4. Another area for research lies in further refinement and application of the interview instrument. Each question in the interview created additional questions. Refinement and application with other teachers, both on an individual basis similar to the interview conducted here, and to groups of teachers, varying in size from two to twelve persons, possibly persons in team teaching situations, and possibly an entire staff or grade level within a school or

district can lead to further insights and clarification of the processes of professional development. Several participating teachers mentioned their intentions to discuss some of the questions with other teachers. Two teachers requested copies of the interview instrument to use as guides to discussion with teachers in their building.

5. The first two interview questions (1. If you had the chance to bring about change in our public schools, what change would you most want to make? Why?, 2. Can you recall an occasion when you felt especially proud of something you achieved as a teacher? What was it? Why did it make you feel proud?) were not analyzed as a part of the current study. Further efforts should be directed at analyzing them in light of information gained from analysis of questions three through ten.

6. Combs, Avila and Purkey⁵ distinguish characteristics of "good helpers" as opposed to "poor ones" based upon how helpers view: people, themselves, their purposes, and approaches to what they are doing. Additional analysis of interview questions four (see Appendix A), seven, eight, and nine, along with one and two according to the above characteristics is suggested.

⁵Combs, Avila, Purkey, Helping Relationships.

7. Only preliminary study has been directed to analyzing data for significant differences in response according to: sex, teaching level, years teaching experience, location, and amount of graduate education. Further research with attention to such variables is recommended with a more representative sample, including experienced teachers and those for whom credit is not an incentive.

APPENDICES

APPENDIX A

Personal-Professional Growth Interview Schedule

APPENDIX A

PERSONAL-PROFESSIONAL GROWTH INTERVIEW SCHEDULE

School District_____ Interview Number_____

Elementary__ Middle__ High School__ Date_____

Grade__ Subject_____ Time_____

Years Teaching Experience_____

Highest Degree: BA__ BA+15__ MA__ MA+15__ Specialist__

PhD/EdD__

Year & Place BA_____

Year & Place Highest Degree_____

Currently enrolled in Graduate Program? Yes__ No__

Permanent Certificate? Yes__ No__

Why are you attending summer school?_____

1. If you had the chance to bring about change in our public schools, what change would you most want to make?
(Why?)_____

2. Can you recall an occasion when you felt especially proud of something you achieved as a teacher? What was it?
Why did it make you feel proud?_____

3. A. What are some activities in which you engage that you find are beneficial to you in your teaching?_____

B. In terms of getting ideas and insights on your work, which of these activities is the most useful? (Why?)

4. Do you participate in any activities with your colleagues that you find beneficial to you in your role as a teacher? Yes__ No__ What kinds? When? Why do you think that they are beneficial?_____

5. If you were given ten free hours a week to be used for your own professional growth, how do you think you might use it? (Why?)_____

6. Looking back over your teaching career, where has been the best source or sources, of new ideas for teaching?_____

7. Where do you get help in analyzing specific problems that you encounter as a teacher?_____

8. What do you think is your greatest skill as a teacher? Where do you get help in maintaining and developing this skill?_____

9. If you wanted help in your own private assessment of your work, who would you most likely turn to? (Why?)_____

10. If you could bring about change in inservice education, what do you think could be done to improve it?_____

COMMENTS :

APPENDIX B

**Most Frequently Cited Response Categories by
Interview Question with Number of Responses
and Percentage of Response**

Beneficial Activities
Interview Question 3

Number of Responses	Percent	
46	44	talk with teachers****
45	43	university classes*
32	31	reading**
26	25	self evaluation & activities***
25	24	extra curricular/ coaching
23	22	sports/camp/outdoors
19	18	community/church
19	18	seminars/workshops
16	15	arts
15	14	talk with parents

With Colleagues
Interview Question 4

Number of Responses	Percent	
45	44	socialize
32	31	eat
28	27	informal conversation
23	22	sports/camping
17	17	work on school outside
16	16	no time
15	15	staff/committee work

Desired Activities
Interview Question 5

Number of Responses	Percent	
46	45	read**
41	40	plan/prepare/organize
39	38	visit/observe
25	24	curriculum design/ evaluation
22	22	classes/university**

Source of Ideas
Interview Question 6

Number of Responses	Percent	
59	58	other teachers****
34	33	reading**
25	24	university classes**
17	17	self/experience***

Desired Activities (Continued)

Interview Question 5

Number of Percent
Responses

22	22	work with other teachers****
18	18	make things for classroom
16	16	research/knowledge in area

Problems
Interview Question 7

Number of Percent
Responses

63	62	other teachers****
29	28	support people
22	22	principal/administration
20	20	self***

Skill

Interview Question 8

Number of Percent
Responses

27	26	relate/interaction
16	16	empathy/understanding
16	16	enthusiasm/happy/energy
15	15	like job/kids

Assessment

Interview Question 9

Number of Percent
Responses

43	42	teachers****
14	14	students
13	13	self***
11	11	outside person

Improve Inservice Education

Interview Question 10

Number of Percent
Responses

38	37	individual/personal/ relevance

Improve Inservice Education (Continued)
Interview Question 10

Number of Percent Responses		
31	30	teacher input
25	24	teacher-teacher sharing***
23	22	choice/alternatives/ broaden scope
20	20	ongoing/follow-up
20	20	more time
19	19	active participation/ workshops/seminars
18	18	stimulating/knowledge- able speaker

*cited twice
 **cited three times
 ***cited four times
 ****cited six times

BIBLIOGRAPHY

BIBLIOGRAPHY

- Ainsworth, Barbara. "Stated Perceptions of Teachers Regarding In-Service Programs." Ph.D. dissertation, University of Maryland, 1974. ✓
- _____. "Teachers Talk About Inservice Education." Journal of Teacher Education 27 (Summer 1976): 107-9.
- Angius, Dushan. "The Appropriateness of Selected In-Service Education Practices as Perceived by Secondary School Educators." Ed.D. dissertation, University of the Pacific, 1974.
- Atlanta Conference Materials. Workshop on Reconceptualizing In-Service Education, February 1975. (Mimeographed.)
- Avila, Donald L.; Combs, Arthur W.; and Purkey, William W. The Helping Relationship Sourcebook. Boston: Allyn & Bacon, 1971.
- Blackman, Charles A. "Continual Improvement, The Keystone of An Effective School Program." Prepared for Michigan School Board Journal, 1964.
- Bigelow, E. B. "A Survey, Analysis, and Proposed Program of In-Service Education in Selected School Districts in Six Midwestern States." Ed.D. dissertation, University of South Dakota, 1969. X
- Brimm, Jack L., and Tollett, Daniel J. "How Do Teachers Feel About In-Service Education?" Educational Leadership 31 (March 1974): 521-25.
- Combs, Arthur W., and Snygg, Donald. Individual Behavior. New York: Harper & Row, Publishers, 1959.
- Combs, Arthur W.; Avila, Donald L.; and Purkey, William W. Helping Relationships. Boston: Allyn & Bacon, 1971.

Combs, Arthur W. The Professional Education of Teachers. Boston: Allyn & Bacon, 1965.

Devaney, Kathleen. "What's a Teacher's Center For?" Educational Leadership 33 (March 1976): 413-16.

Devaney, Kathleen, and Thorn, Lorraine. Exploring Teacher Centers. San Francisco, Calif.: Far West Laboratory for Educational Research and Development, 1975.

Dewey, John. Human Nature and Conduct. New York: Henry Holt & Co., 1922.

_____. Democracy and Education. New York: Macmillan, 1916.

Edelfelt, Roy A. "Inservice Teacher Education--Sources in the ERIC System." Washington, D.C.: ERIC Clearinghouse on Teacher Education, 1975.

_____. "The Inservice Education of Teachers: Priority for the Next Decade." Journal of Teacher Education 3 (Fall 1974): 250-52.

_____. "The Role of Professional Organizations in Partnership in Teacher Education." In Partnership In Teacher Education. Washington, D.C.: American Association of Colleges for Teacher Education, 1968.

Edelfelt, Roy A., and Lawrence, Gordon. "In-Service Education: The State of the Art." In Rethinking In-Service Education. Edited by Roy A. Edelfelt and Margo Johnson. Washington, D.C.: National Education Association, 1975.

Edelfelt, Roy A., and Johnson, Margo, eds. Rethinking In-Service Education. Washington, D.C.: National Education Association, 1975.

Edwards, Patsy. "Teacher Perceptions of Present Practices, Process-Needs, Alternative Delivery Systems and Priority of Inservice Education." Ph.D. dissertation, University of Michigan, 1975.

Fischer, Louis. "In-Service Education." In Improving In-Service Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.

Gardner, John W. Self Renewal. New York: Harper & Row, Publishers, 1963.

Hass, Glen. "In-Service Today." In In-Service Education for Teachers, Supervisors, and Administrators in Fifty-Sixth Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1957.

Howey, Kenneth R. "Putting Inservice Teacher Education Into Perspective." Journal of Teacher Education 27 (Summer 1976): 101-5.

Ingersoll, Gary M.; Jackson, Janet Hosea; and Walden, James D. "Teacher Training Needs, Conditions and Materials: A Preliminary Survey of Inservice Education." Bloomington, Ind.: National Center for the Development of Training Materials in Teacher Education, Report #8, February 1975. School of Education, Indiana University, Bloomington.

Jackson, Philip W. "Old Dogs and New Tricks." In Improving In-Service Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.

James, H. J. "Evaluation of a Junior High School In-Service Program Designed to Help Teachers Provide for Pupils' Individual Differences in Reading Abilities." Ed.D. dissertation, University of Miami, 1969.

Jaquith, Charles I. "An Analysis of Perceptions of Junior High/Middle School Teachers, Principals, and University Specialists Concerning Inservice Education." Ph.D. dissertation, University of Michigan, 1973.

Jersild, Arthur T. In Search of Self. New York: Teachers College, Columbia University, 1952.

_____. When Teachers Face Themselves. New York: Teachers College, Columbia University, 1955.

Johnson, Margo. "Looking Back at Thinking Ahead: 87 Educators in Session." In Rethinking In-Service Education. Edited by Roy A. Edelfelt and Margo Johnson. Washington, D.C.: National Education Association, 1975.

- Kelley, Earl C. "The Fully Functioning Self." In Perceiving, Behaving, Becoming. Edited by Earl C. Kelley. Washington, D.C.: National Education Association, Yearbook, Association for Supervision and Curriculum Development, 1962.
- Knoblock, Peter, and Goldstein, Arnold P. The Lonely Teacher. Boston: Allyn & Bacon, 1971.
- Lawrence, Gordon; Baker, D.; Elzie, R.; and Hansen, B. Patterns of Effective Inservice Education: A State of the Art Summary of Research and Materials and Procedures for Changing Teacher Behaviors in Inservice Education." Report prepared for the State of Florida, Department of Education, December 1974.
- Leeds University Institute of Education. Teacher Education: The Teachers' Point of View. Bournemouth, Dorset: NFER Publishing Co., 1974.
- Lippitt, Ron, and Fox, Robert. "Development and Maintenance of Effective Classroom Learning." In Improving Inservice Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.
- Lortie, Dan C. School Teacher: A Sociological Study. Chicago: University of Chicago Press, 1975.
- Manera, E., and Wright, R. ATE Bulletin #34. 1975.
- Maslow, Abraham H. Toward A Psychology of Being. Princeton, N.J.: D. Van Nostrand, 1962.
- Mead, George Herbert. Mind, Self, and Society. Chicago: University of Chicago Press, 1934.
- X Meade, Edward J. "No Health In Us." In Improving Inservice Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.
- Michigan Department of Education. "Statement on Professional Development." January 1976.
- Michigan State University. "Training Teachers In Service Is Key Education Challenge." Michigan State University News Bulletin, 8 May 1975, p. 5.

- Mills, Herman A. "The Effects of Teachers' Self Concept on Student Achievement in the Junior High School." Ph.D. dissertation, George Peabody College for Teachers, 1975.
- Moustakas, Clark. Teaching As Learning. New York: Ballantine Books, 1972.
- Postman, Neil, and Weingartner, Charles. Teaching As A Subversive Activity. New York: Dell Publishing Co., 1969.
- Powell, Douglas R. Continuing Teacher Education: The University's Role. Evanston, Ill.: The Center for the Teaching Professions, Northwestern University, Occasional Paper Number Six, April 1974.
- Richey, Herman G. "Growth of the Modern Conception of In-Service Education. In In-Service Education for Teachers, Supervisors, and Administrators, in Fifty-Sixth Yearbook of the National Society for the Study of Education. Chicago: The University of Chicago Press, 1957.
- Rogers, Carl. Freedom To Learn. Columbus, Ohio: Charles E. Merrill, 1969.
- _____. On Becoming a Person. Boston, Mass.: Houghton Mifflin Co., 1961.
- Rogers, Vincent R. "Why Teacher Centers in the U.S.?" Educational Leadership 33 (March 1976): 406-12.
- Rubin, Louis J. "Teacher Growth in Perspective." In Improving In-Service Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.
- _____. "The Case for Staff Development." In Professional Supervision for Professional Teachers. Edited by T. J. Sergiovanni. Washington, D.C.: Association for Supervision and Curriculum Development, 1975.
- Schober, Edward J. "Essential Questions for Self-Professional Development: A Seminar on Meaning for Teacher Education." Ph.D. dissertation, The Ohio State University, 1975.

Sharp, George. Curriculum Development as Re-Education of the Teacher. New York: Teachers College, Columbia University, 1951.

Smith, John Carlton. "An Assessment of the In-Service Education Program in Huntsville, Alabama Schools." Ed.D. dissertation, University of Alabama, 1971.

Sullivan, Harry Stack. Conceptions of Modern Psychiatry. Washington: The William Alanson White Psychiatric Foundation, 1947.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace & World, 1962.

Tillich, Paul. The Courage To Be. New Haven: Yale University Press, 1972.

The Random House Dictionary of the English Language. New York: Random House, 1966.

✓ Turner, I. S. "A Study of Teachers' Perceptions of an In-Service Program in Three Southern Maryland Counties." Ph.D. dissertation, The George Washington University, 1970.

Tyler, Ralph W. "In-Service Education of Teachers: A Look At the Past and Future." In Improving In-Service Education. Edited by Louis J. Rubin. Boston: Allyn & Bacon, 1971.

Vanderpool, J. Alden. "Relationships Between Certification and 'In-Service' Education." In Rethinking In-Service Education. Edited by R. Edelfelt and M. Johnson. Washington, D.C.: National Education Association, 1975.

Ward, Douglas. "The Role of Teacher Organizations in Professional Development and Instructional Improvement as Perceived by Selected Teacher Organization Leaders." Ph.D. dissertation, Michigan State University, 1973.