

THE ROLE OF TEACHER ORGANIZATIONS
IN PROFESSIONAL DEVELOPMENT AND
INSTRUCTIONAL IMPROVEMENT AS
PERCEIVED BY SELECTED TEACHER
ORGANIZATION LEADERS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
WILLIAM DOUGLAS WARD
1973



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ABSTRACT

THE ROLE OF TEACHER ORGANIZATIONS IN PROFESSIONAL DEVELOPMENT AND INSTRUCTIONAL IMPROVEMENT AS PERCEIVED BY SELECTED TEACHER ORGANIZATION LEADERS

By

William Douglas Ward

The purpose of this study was to explore the future roles of teacher organizations in instructional improvement and professional development, as perceived by selected teacher organization leaders.

The methodology used was a modified Delphi technique, which gathered information by means of a series of carefully constructed opinionnaires. The Delphi system has been developed, on a general level, to provide an alternative to committee approaches for the processing of group opinion. The process used was one of obtaining a controlled set of feedback from a small group of experts. Opinionnaires were systematically employed to gather data, which were then analyzed and placed in a form suitable for possible group decision-making purposes.

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organizations in the United States, each of whom was considered to be a highly influential decision-maker at his level of teacher organization involvement.

The study consisted of three opinionnaire phases, which were mailed to individual participants. The first phase was designed to explicate a list of role statements that the researcher, and the participants, desired to explore. The second phase was designed to gather information on the desirability, potential impact, and probable date of acceptance of stated roles. The information gathered included various suggestions on how roles might be achieved, and opinions supporting a respondent position established, during the study. The third phase was designed to ask participants for reconsideration of Phase II opinions. The reconsideration was to proceed after participants had reviewed feedback in the form of ranges and medians established from Phase II. The third phase created a convergence of opinion, a narrowing of range of opinion, and a strengthening of group median positions.

Opinions were priority listed within a series of topical groups. The groups described roles in professional development and instructional improvement: in-service education, teacher education, licensure and certification, professional development policies, personnel policies, performance standards, instructional policy development,

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curriculum development, leadership, information dissemination, and public-student spokesmen.

Major findings were:

1. A high priority was placed by the participants on local teacher organization involvement in instructional policy development with school boards (by 1975).
2. A high priority was placed on state teacher organizations' gaining legally based involvement in licensure and certification processes (by 1982).
3. A low priority was placed on dissemination of instructional improvement information through teacher organization channels.
4. A low priority was placed on teacher organization development and/or enforcement of performance standards for teachers.
5. Preferred organizational relationships among teacher organizations, school boards, universities, and government units were seen as cooperative practices. Independent teacher organization roles in professional development and instructional improvement were not so desirable, in general, as were shared roles. Many shared roles should be developed through collective bargaining.

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ORGANIZATION LEADERS

By

William Douglas Ward

A THESIS

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

DOCTOR OF PHILOSOPHY

College of Education

1973

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DEDICATION

To Ruthann, Catherine, Laura, and Diane for
patience, sacrifice, and understanding.

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Sincerest and warmest appreciation is extended to Dr. Charles A. Blackman for countless hours of counsel and assistance. These exchanges are considered by me to be the most valuable experience of my university education.

The special counsel of Dr. Roy A. Edelfelt has been invaluable, and certainly the study was expedited and completed because of assistance received. The research was funded by a fellowship grant from the National Education Association. These funds provided the time and the expert advice necessary for completion of the study. A special recognition is extended to those on the staff of the NEA and the Michigan Education Association who provided a variety of critical and evaluatory assistance.

The guidance from Dr. Daniel H. Kruger, Dr. Troy L. Stearns, and Dr. Stanley E. Hecker has been insightful and perceptive. Appreciation is extended in all instances.

The special advice received from Dr. S. C. T. Clarke of the University of Alberta, and Dr. Frederick R.

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Cyphert, of the University of Virginia, provided valuable and timely input to the methodology and content of the research.

Special acknowledgment is extended to those participants in the study who spent many hours, experienced degrees of frustration, and in general "racked their brains" to provide the heart and core of the study.

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CHAPTER I

INTRODUCTION

The teaching profession is undergoing great upheaval. The 1960's saw massive changes within teacher organizations. Traditional power and authority relationships changed, not only within the organizations but also between teacher groups and other educational interests such as boards of education, universities, and state governments. The process of collective bargaining has been a primary factor in bringing about many of the new means by which teachers, administrators, parents, and students relate to each other. New roles have emerged and are continuing to emerge for all parties.

There has been a continuous effort by the public to look closely at the formal school system. What role does the school perform for society? What is the teacher's role? What controls should exist over the schools? Since teacher organizations are now allowed, by law, to become institutionalized for the purposes of collective bargaining, then what role should these organizations be expected to play in the improvement of instruction?

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The future of organizational activity is a spectrum of expected and unexpected possibilities. There is a need to explore alternatives available to an organization, realizing that at any point in time one set of variables is operative and limits are present. If organizations are to plan for the future, then particular futures should be anticipated. Planning will be used to narrow the range of possible futures and to reduce the uncertainty that exists. Knowledge of possible futures, the employment of expertise, and futuristic-minded leadership may then cause particular alternatives to become reality. This study was designed to search into the future of teacher organization activity in relation to the improvement of school programs and the improvement of teachers as individuals.

Purpose

The purpose of the study was to explore the future role of teacher organizations in the area of instructional improvement and professional development. Results have been expressed as suggested guidelines for organizational decision making, and suggested priorities for particular roles have been explored. The study includes statistical estimates of times when suggested roles might be enacted, the potential impact of roles, the desirability of such roles, and the interrelationships that may exist among future roles of teacher organizations.

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Methodology, a Modified Delphi Technique

A modified Delphi technique was used for gathering opinions of selected experts and elected leaders in the area of teacher organization planning and programming. Delphi is a process designed to obtain a controlled set of informational feedback from a small group of selected experts regarding a specifically defined topic. Opinionnaires are systematically used to gather data, which are analyzed, summarized, and possibly used for further purposes. The study consisted of three opinionnaire phases.

Helmer, an originator of the Delphi research method, looked at future innovations in education and, in 1966, concluded:

The earliest time that one might now hope to affect (educational reform) is the mid-seventies, and the direct influence of any present reform may well still be felt through the first quarter of the twenty-first century. . . . Some of these forecasts may be based on existing demographic and economic models, but intuitive judgment is likely to play a dominant role throughout, making something like a Delphi approach virtually mandatory.¹

The Delphi process places emphasis on the "intuitive" judgment of experts. Such judgment is an expertise that grows from personal experience and knowledge of possible events in a specialized area. Planners, including Helmer, recognize the importance of advanced knowledge and preparation for creating

¹Olaf Helmer, Social Technology (New York: Basic Books, 1966), p. 24.

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particular changes. In education, large-scale alterations usually occur slowly. Delphi provides an opportunity for gathering information that could assist decision-makers as they plan a future for the institution of education. Delphi responses² are characterized by anonymity, controlled feedback, and statistical group-response data.

Definitions

Teacher organization.--The teacher group recognized for collective bargaining purposes at the local educational level. The study, which included state and national affiliates of local teacher organizations, was directed specifically to affiliates of the National Education Association and the American Federation of Teachers.

Professional development.--The process of improving, or strengthening, a teacher's educational skills and conceptual understandings.

Instructional improvement.--Any effort or process by which a teacher(s) promotes or enhances the quality of teaching and learning.

²Norman C. Dalkey, "Delphi" (paper presented for Second Symposium on Long-Range Forecasting and Planning, October 1967, Alamogordo, New Mexico).

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Guidelines.--Statements of principle set forth as suggested actions or policy directions.

Collective bargaining.--Negotiations for the settlement of terms of a collective agreement between an employer or a group of employers on one side and a union or number of unions on the other. Synonymous with professional negotiations, or collective negotiations.

Role.--A function performed by someone or something in a particular situation, process, or operation.

Goal.--A condition or state to be brought about through a course of action. The end one strives to attain.³

Assumptions and Limitations of the Study

A major assumption of the study was that teacher organizations should develop programs for the professional development of members and the improvement of instruction in schools. Clarification has been lacking at local, state, and national levels of teacher organizations in determining the appropriate placement of roles and priorities in these areas. It was further assumed that if teachers desire to use teacher organizations to

³David B. Guralnik, ed., Webster's New World Dictionary (2nd ed.; Englewood Cliffs, N.J.: Prentice-Hall, 1970).

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facilitate changes in education, then there is a need to correlate specific organization roles with factors needed to create educational change.

There are certain assumptions and limitations which were inherent in the use of Delphi methodology. Sandow⁴ has done a thorough summary of such problems, and as a result of studying this work, four additional suppositions were identified in the present research:

1. Carefully gathered opinions of a select group of teacher organization experts and leaders will reflect valid forecasts of future roles in instructional improvement and professional development. Further, responses received in this manner will be of a rational nature.

If an appropriate group of teacher organization decision makers is identified by means of selected criteria, then the responses of that group should provide valid insight to future organizational events.

There is, in fact, a minimum of evidence from previous studies to verify such an assumption. It would be most difficult to assess whether or not respondents were stating reasoned value judgments, or simply providing shallow, poorly thought-out positions and biases. The

⁴Stuart A. Sandow, "Educational Policy Formulation: Planning with the Focus Delphi and the Cross-Purpose Matrix," RR-9, Educational Policy Research Center, Syracuse University, Syracuse, New York, February 1972, pp. 7-10.

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difficulty with validating forecasts of future events is that long-term studies would need to be planned and conducted in order to compare predictions with future realities. Such studies have not been conducted, at least in this area of educational research. The research instruments described in chapter 3 were designed to minimize the possibility of respondents' providing such shallow opinions. In large part, this was done by providing opportunities for participants to submit supporting rationale with each stated opinion.

2. Group responses will provide information that assists in identifying a pattern of possible teacher organization futures in the area of professional development and instructional improvement roles.

Forecasts are generally in the form of projected independent occurrences when received from research participants. A problem then exists for those conducting research to attempt to identify interrelationships which may be implicit in stated responses. If experts are participating in a rational manner, then data gathered should form a coherent conceptual pattern. Predictions by one respondent may not, however, have been made in reference to variables that were within the knowledge of other respondents. Each person forecasts events from a

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particular viewpoint and his own conceptual model of teacher organization behavior and function.

3. Responses received will accurately reflect attitudes of participants toward future roles of teacher organizations.

Ranges of opinion were treated as if they truly expressed the limits of respondent opinion. It may be that some participants will not respond to opinionnaires by expressing strong positive, negative, or even moderate, attitudes on particular suggested roles. This would become a source of bias that could not be completely controlled. Nonetheless, the study proceeded within the options presented on the research opinionnaires. These options were carefully developed by a review of the literature and by involving participants in the study in developing suggested categories for exploration.

4. A direct relationship should exist between the forecasting of future teacher organization roles in professional development and instructional improvement and strategies designed to implement such roles.

An assumption was made that if organizational planners and decision-makers are aware of possible alternate futures, then intentional efforts may be

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designed to realize a particular future. In other words, organizational planners may use forecast data to develop strategies for the accomplishment of projected goals. The guidelines proposed at the close of this study were directed toward the concept that there are certain fundamental strategies that should be accounted for by teacher organization leaders when making plans to improve instruction within schools and developing programs for the professional development of teachers.

A limitation of the study was the focus on instructional roles to the exclusion of other major functions of teacher organizations. Programs in complex professional groups do not, or should not, operate in isolation from each other. Whatever happens in instructional areas will be dependent on what occurs in other priority categories such as economic welfare, human and civil rights, and political activity.

The fact that minimal attention was given to the relationship between teacher organization decision making and the influence of forces from outside the organization was also a limiting factor. Society places strong pressures on group decision making which greatly affect the nature of planned programs functioning within teacher organizations.

Another limitation was the size and composition of the respondent group. With over two million educators

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in the United States, an immense problem existed in identifying a small sample of individuals who could adequately reflect future roles on a nationwide basis. Nevertheless, criteria for participation were carefully drawn, and the experts were chosen systematically to reflect a cross-section of influential educators from widely scattered geographical areas. Since the group was selectively chosen, as opposed to being randomly selected, the findings must be interpreted to apply only to that group's thinking.

The assumptions and limitations create many barriers to the accurate and meaningful interpretation of collected information. Conclusions and final summaries must be treated with great care. What then of the potential significance of the study?

Significance

The study is significant in continuing to clarify what professional educators see as the role of teacher organizations in instructional improvement and professional development. The area has long had a reputation for being a vaguely stated priority and program. Teacher organizations are now in the process of assessing what the desires of members and leaders are in fulfilling instructional goals and objectives. This study was one portion of such a needs assessment.

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Another significance of the study is the challenge faced by participants in thinking critically about possible future teacher organization roles. The methodology used caused respondents to focus thoughts on possible occurrences, and to think in complex ways about the future. Furthermore, the opinions gathered were obtained from individuals who would be most unlikely to plan teacher organization futures cooperatively because of ideological differences and geographical dispersion.

Overview of the Study

The study is organized into five chapters: Introduction, Review of Related Literature, Procedure for Gathering Information, Analysis of Results, and Summary and Conclusions.

Chapter I includes statements on the need and purpose of the study. A brief description of the modified Delphi technique for gathering information is followed by the operational definition of several terms. The assumptions and limitations of the research are discussed, as well as the significance of the study.

Chapter II, "A Review of Related Literature," is organized into three major subheadings: (a) Teacher Organization Roles in Professional Development, (b) Teacher Organization Roles in Instructional Improvement, and (c) Summary. The review led to development of

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a series of suggested roles teacher organizations should be pursuing, and these suggestions were then used in early stages of opinion gathering in the study.

Chapter III includes a description of the research population and sample. The measuring instruments, three opinionnaires, are explained, and the procedure for use outlined. The content of the chapter includes a brief summary of the data-gathering and analyzing processes.

Chapter IV is the analysis of information gathered in the study. A description of the order in which results are presented is followed by the actual data received from individual participants. There are an interpretation of these responses and a priority ranking of suggested role statements within general topical groups such as "teacher education," and "licensure and certification."

Chapter V is the summary and conclusion to the research. There are a discussion of the significance of the findings and a summary interpretation of information gathered. The chapter closes with a listing of several suggested guidelines for decision making and suggestions for future research.

The references cited in the study appear as footnotes, and a general bibliographical listing appears

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following Chapter V. The appendices include samples of forms used during the information-gathering stages, as well as a complete listing of the participant responses to Phase II and III opinionnaires.

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CHAPTER II

REVIEW OF RELATED LITERATURE

The review of related literature is organized into three major sections. The first deals with teacher organization roles in professional development, the second explores roles in instructional improvement, and the third summarizes currently suggested roles. The summary contains an analysis of factors suggested as necessary for the accomplishment of educational change, and these factors are related to the role discussion.

The review was used to develop statements that were incorporated into the initial research opinionnaire. These statements were used to stimulate participant thinking about possible future roles available to teacher organizations.

Teacher Organization Roles in Professional Development

The professional development of teachers is a vast and complex field of endeavor. Many of society's major institutions and practices play some part in the control and functioning of this process. For the

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purposes of the study, professional development was defined as: The process of improving or strengthening teacher(s) educational skills and conceptual understandings.

The major teacher organizations, National Education Association (NEA) and American Federation of Teachers (AFT), have adopted professional development concepts as statements of policy. The NEA has said: "While instruction yields technical procedures, professional development should promote principles."⁵

Principles suggested include the control of those entering the profession, a code of ethics with broad human values, and a lifetime commitment to education.

The AFT identifies professional development concerns in several policy statements. The goals of the AFT encourage opportunities for all teachers to have access to professional development programs, to have the opportunity for careful selection of educational goals and to expand awareness in a variety of fields. The AFT believes that: "More than just good contract clauses in evaluation and inservice education are called for, since the nature

⁵National Education Association, "NEA Goals and Objectives" (unpublished report, NEA Board of Directors, February, 1972), p. 62.

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and scope of the problem outlined . . . demand a broader response, e.g., a total concept of continuous growth for all teachers."⁶

Statements of principle are found in the policies of teacher organizations that operate at state and local levels. The Michigan Education Association (MEA) has identified professional development roles⁷ in preservice and in-service education, licensing, and certification; the establishment of a state-level professional development academy operated and managed by the MEA; and programs designed for creating attitude change in teachers. Efforts are to be made to change teacher attitudes by focusing MEA programs on:

- building positive student behavior and attitude patterns
- teacher-student relationship improvements
- experience-based learning methodologies
- racism awareness

⁶Robert D. Bhaerman, "A Conceptual Framework for Collective Bargaining" (QuEST Paper, No. 9, American Federation of Teachers, Washington, D.C., 1970), p. 6.

⁷Michigan Education Association, "MEA Program-Budget" (unpublished report, Michigan Education Association, East Lansing, Michigan, 1972).

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In 1964, the NEA⁸ had recognized a state-level role in professional development which suggested that components of state programs should include the sponsorship of conferences, the development of a clearinghouse function for information on instruction, and the assignment of organizational employees to the role of curriculum and instruction specialists. Limitations on state-level programs and roles were seen by the Association of Classroom Teachers (ACT)⁹ as insufficient funds, limited staff expertise, lack of time, and little interest in such activities from the local level. These limitations may be interpreted to mean that professional development roles for NEA-affiliated groups were low priority items during the early 1960's.

In 1966, Corey urged new teacher organization roles: "The traditional methods of effecting educational change through teacher education in the colleges and through local supervisory leadership in the school districts must now be supplemented by programs mounted by

⁸ National Education Association, "The Role of State Education Associations in the Improvement of Instruction," National Education Association, Washington, D.C., November, 1964.

⁹ Association of Classroom Teachers, "Classroom Teachers Speak on the Responsibility of the Local Association for the Improvement of Instructional Services," National Education Association, Washington, D.C., December, 1966.

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the total profession."¹⁰ The timing of Corey's remarks was appropriate for suggesting new directions, for much reform was occurring in education, particularly in the field of teacher collective bargaining. Lutz summarized trends that had led to collective bargaining in the area of public education:

By the late 1930's teachers had arrived at somewhat the same position superintendents had been in after 1895. Practically everyone agreed that they should have more of a voice but in the final analysis it was up to the school board and to the superintendent as to whether they would or would not. Certainly since 1940, teachers have served on more committees than they had previously, but this author's impression is that teachers in most school districts have the appearance but not the substance of power. (emphasis in original.)¹¹

There was much speculation about the changes that collective bargaining would accomplish. Would the new legalized process really provide teachers with both the appearance and the substance of power? Corey was not in favor of teachers' taking over roles in professional development from either the teacher education institutions or the school district supervision. He viewed the organizational role as being supplementary and felt that: "The state

¹⁰ Arthur F. Corey, "The Responsibility of the Organized Profession for the Improvement of Instruction," National Education Association, Washington, D.C., December, 1966.

¹¹ Frank W. Lutz and Joseph J. Azzarelli, Struggle for Power in Education (New York: The Library of Education, Center for Applied Research in Education, 1966), p. 34.

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education association must be prepared to give expert assistance to local associations . . . and we ought to have people who can sit down with that teacher and help work out the problem on a perfectly confidential basis."¹²

The ACT has written many statements on the role of teachers in the decision-making process of schools.¹³ In the area of professional development, ACT suggests that the role of state-level departments of classroom teachers is to sponsor statewide conferences for local organizations, to survey and publicize local activities, to research the legal pattern of curriculum development, to organize state-level curriculum committees and to provide consultant services to local teacher organizations. Roles such as these could, and should, in the opinion of the ACT be accepted by teacher organizations. These functions could also be performed with or without the presence of collective bargaining at the local level.

Bishop provides a position statement for the Association for Supervision and Curriculum Development (ASCD) by recognizing the potential changes which collective bargaining could bring about in organizational role: "Collective negotiations is the key procedure

¹²Corey, op. cit., p. 1.

¹³Association of Classroom Teachers (1965), op. cit., p. 15.

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whereby teachers through unions or associations are effecting a fundamental realignment of power for decision making in education."¹⁴

Bishop makes an appeal that the "regular processes and communication" lines be "reaffirmed" at the bargaining table when curriculum and instruction issues are being considered. He is apparently uneasy with the future prospects of bargaining and seems reluctant to embrace new roles that may result through the negotiation process. Salz is not so reluctant and points to the power and authority changes that are available through collective bargaining. "[If] the teacher is forced into what is at best an advisory position on matters affecting his professional activities, [then] this is an untenable position and points to the need for collective bargaining in the determination of policy matters in the schools."¹⁵ Salz has identified a role for local teacher organizations that would not only influence educational policy development in an advisory capacity but also function in a powerful and authoritative capacity.

¹⁴Leslie J. Bishop, "Collective Negotiations in Curriculum and Instruction--Questions and Concerns," Association for Supervision and Curriculum Development, Washington, D.C., 1967.

¹⁵Arthur E. Salz, "Policymaking Under Decentralization; The Role of Collective Bargaining at the Local Level," The Urban Review, June, 1969.

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In a presentation on the role of local teacher organizations in professional development, Parlett¹⁶ identified how teachers could negotiate specific items directly at the bargaining table or negotiate a number of indirect controls that would then affect professional development decision making. Examples of indirect approaches would be bargaining agreements which include sabbatical leave or in-service provisions. Direct approaches would include the bargaining for implementation of specific curricular training programs. Parlett suggested further that mutually planned curriculum and instruction roles could also be clarified within the bargained agreements.

There are a number of speculations on whether or not collective bargaining is producing a trend to greater emphasis on instructional issues. These speculations indicate possible shifts in power relationships between the bargaining parties. McAndrew feels that as bargaining matures and stabilizes there will be an increased teacher organization concentration on areas of instructional policy determination. There will be an increased emphasis on achieving a greater and more powerful voice for teachers in the final determination of educational policy. However, he concludes that:

¹⁶ Joseph M. Parlett, "The Role of Local Teacher Associations in Curriculum Development and Instruction" (unpublished paper presented to American Association of School Administrators convention, 1970).

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. . . the power in education will move to state and federal levels and the recognition of this power group will produce further steps toward unified action on these levels. The action will deviate from the former ruralistic, consensus politics of policy formation and will place greater emphasis on the conflict resolution method of educational policies.¹⁷

If collective bargaining and the majority of educational decision making does, in fact, move to the state and national levels, then there would certainly be immense changes in the roles of teacher organizations as they became involved in the new decision-making structure.

Silberman feels the distribution of power to be a major problem in today's schools:

This, the tradition of lay control has been too strong to permit the kind of delegation of the licensing power to the professional associations of teachers or administrators that has characterized medicine or law. The same tradition has prevented teachers and administrators from gaining the power over their own curriculum and teaching methods that English schoolmen traditionally have had, or that the American college professors now exercise. ¹⁸

The problem of teacher role in educational decision making is very much a problem of power and authority distribution, particularly when one looks to the sharing of these powers with organized teacher groups. Who is to make decisions on licensing, teacher education programs, and

¹⁷J. Briggs McAndrews, "The Power Shift: Policy Formation in Transition," The Clearing House, XLIV, No. 3 (November, 1969), 161.

¹⁸Charles E. Silberman, Crisis in the Classroom (New York: Random House, 1970), p. 143.

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Umans envisions massive changes in who will teach in the future. She feels that compulsory education will become obsolete and that education must become more adaptive to a changing society:

Who will be the educators? The answer is that the total community will become the school; the school building of today will be just one small station of education. . . . The agents of education, or teachers, will comprise the artist, the politician, the medical doctor, the researcher, the curator, and the computer.¹⁹

Umans' concept of future schools and education would call for vast changes in the professional development process of teachers. If teaching is to become a co-occupation in conjunction with skills such as those found in the professional artist, politician, etc., then there must be changes in the teacher education programs and licensing process. Umans does not speak to such changes. It would appear that she suggests one direction in which education may move, but this is not necessarily endorsed as the only way. As new directions are described, educational decision-makers must be willing to rethink the limitations of what currently exists and seek new and more effective forms of adult-child, professional-student involvement in schools.

¹⁹Shelly Umans, The Management of Education (Garden City, N.Y.: Doubleday, Anchor Books, 1971), p. 26.

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Many suggestions are constantly surfacing in regards to teacher licensing and certification. One bill recently (February 1972) introduced in the Michigan legislature²⁰ suggests the establishment of a five-member standards and licensing commission composed entirely of teachers. The commission would deal with problems of teacher retention and dismissal. The role described for teacher organizations is clearly spelled out, as there would be the legal right to submit lists of nominees for commission appointment. The lists would be submitted to the governor's office, and the governor would make official appointment to the commission upon approval by the senate.

Other teacher organization roles in licensing could be appointing teachers to commissions, subject to the approval of the legislature; or after state level certification is abolished, having the power to collectively bargain personnel policies necessary to establish professional standards for employment within a district. The possible list of alternative procedures is lengthy, and this paper will not attempt to classify or list them all.

An area commonly included in the professional development of teachers is in-service education.

²⁰"Legislative Bulletin, No. 7," Michigan Education Association, East Lansing, Michigan, February 28, 1972, p. 3.

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In-service programs have long been part of the education of teachers at local, state, and national levels. Programs have been planned and funded by teacher organizations, by individual teachers or groups of teachers, by government agencies, and by private business and industry. The question for this study deals with the role of teacher organizations in the in-service education of members.

One suggestion recommends that teacher organizations provide support to governmental efforts in renewing teacher competencies:

. . . the collective efforts of organizations of teacher practitioners can be a strong supporting force to the success of the Teacher Center concept. The organized teaching profession must use its professional and legal strength, as well as its unparalleled communication network, to make things happen "behind the classroom door."²¹

Teachers may become involved in in-service programs planned by or with the government, or teachers may look to programs planned through local, state, or national organizational efforts. There are numerous conferences on many subject areas, such as science, mathematics, English, art, etc. Some efforts are closely tied to local organizational planning and also to the collective bargaining process. The Scarsdale Teachers

²¹Anna Hyer, et al., "Teacher Centers: Involvement of the United Profession" (unpublished paper, National Education Association, February, 1972), p. 3.

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Association, New York, has sponsored a professional development program for members. The philosophy upon which the program operated was that:

. . . in accordance with the principle of professional autonomy affirmed by the National Education Association and the New York State Teachers Association . . . (we) have undertaken the Institute's organization, administration, and course planning, thus assuming a large degree of responsibility for . . . professional growth.²²

Teacher education is another area in which teacher organizations display direct concern. The interest includes the potential of teacher input and control of the course content and goals of teacher education institutions.

Clarke and Coutts found in a futuristic study of Canadian teacher education that teacher organizations were being forecast for extensive power sharing with universities in the planning and programing of teacher education institutions. With varying degrees of consensus it was found that:

Teachers and teacher organizations will share control of teacher education institutions (1) in determining the curriculum and procedures used in teacher education institutions (by 1990), and (2) in determining which candidates have successfully completed the program and warrant certification (by 1980).

Teachers and teacher organizations will share control of teacher education about equally with teacher education institutions in determining the overall goals of teacher education (by 1980).

²²"Scarsdale Teachers Institute," Scarsdale Teachers Association, Scarsdale, N.Y., Autumn 1969.

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Teacher education will be involved with constant or periodic reevaluation of teachers, who will have to requalify to retain certification (by 1990).²³

These findings, of course, refer to Canadian schools and the Canadian educational process. There does not appear to have been a similar study made of American education. Nevertheless, the concepts being put forth may influence directions for educational decision making in general.

Many questions may be raised about the future role of teacher organizations in the field of teacher education. A few of these are:

- Should teacher organizations share in the decisions of when, where, and under what conditions student teachers are placed in schools?
- Should teacher organizations control, or share in the legal control of, the licensing and certification of teachers?
- Should teacher organizations mandate a continuing education for organizational members which bases active membership on proof of professional growth?

²³S. C. T. Clarke and H. T. Coutts, "The Future of Teacher Education," Journal of Teacher Education, XXII, No. 4 (Winter, 1971), 513.

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- What should the role expectations be for teacher organizations, university schools of education, and governmental education agencies?

Professional development is practiced for a reason. That reason is to promote the improvement of both teachers and the quality of instruction. The immediate effect may be to change teacher skills and attitudes, but the intent is subsequently to provide that teachers will become more effective in contacts with students. What then is the role of teacher organizations in the improvement of instruction?

The above questions and concepts in professional development are returned to in the summary to this chapter.

Organizational Roles in Instructional Improvement

Where professional development is a process directed at programs for teacher self-improvement, instructional improvement deals with strengthening the effectiveness of teacher-student-learning interactions. Instructional improvement, for the purposes of this study, has been defined as: Any effort or process on the part of the teacher(s) that enhances the quality of teaching and learning. Included are components such as:

- the development and/or revision of curriculum
- the teaching methodologies used in instruction

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There are vast amounts of literature available on how to improve instruction. The following discussion is limited to suggested organizational roles. The emphasis will not be on roles of individual professionals, lay leaders, or the general public. However, it is realized by the researcher that each of these facets of society influences instructional directions and educational policy determination.

The past few years have seen an increasing pressure for massive organized approaches to instructional improvement, curriculum development, and educational innovation. In speaking to curriculum development efforts in the mid-1960's, Keppel stated:

A method of making choices had to be worked out, involving all the forces that influence curriculum change; the needs of the individual learner, the needs of the society for an educated citizenry, the demands of a changing economy, the effects of the advance of knowledge, the social goals of a democracy. . . . If curricular policy was too important to be left only to the educators, as many had long agreed, it had now become too important to be left in local hands.²⁴

²⁴Francis Keppel, The Necessary Revolution in American Education (New York: Harper and Row, 1966), p. 117.

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The federal and state governments became involved in the planning, organizing, and dissemination of new and/or revised instructional programs. The 1960's saw extensive use of federal funds to train and retrain teachers, as well as the development of several types of curricula.

Accompanying these efforts, at least toward the close of the decade, was a demand from some sources for educational accountability. Legislators, congressmen, and many other groups asked questions and demanded answers about what gains were being made by means of existing efforts. The accountability demands may have arisen for a number of reasons, but one reason was the result of economic concerns of those in government and of the general public who wished to apply cost-effectiveness analysis to an evaluation of publicly funded programs.

In 1968, an example of the concern with accountability is reflected in the following statement:

Optimum diversity of the curriculum and the multiple goals of instruction require variety in teaching methods. The instructional uses of television, film programs, or computers have both strengths and limitations. Those strengths and limits must be carefully established by achievement testing and experimentation.²⁵

²⁵Committee for Economic Development, "Innovation in Education: New Directions for the American School," July, 1968, p. 46.

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Many innovations were attempted, one example being nongraded curricula,²⁶ and another being performance contracting. These innovations met with many degrees of approval or disapproval, and some resulted in rather novel experiments:

Some school systems have encountered difficulties with performance contracting, however. A project to teach reading to 600 students in two New York City schools probably won't produce a profit partly because the company involved isn't using any teachers, only parents.²⁷

In this instance it had been concluded that trained teachers were needed because "there are curriculum decisions that have to be made and classroom management problems that go beyond the scope of a parent, no matter how well trained."

In terms of the present study, the questions raised by these governmental efforts are: Who trains teachers and under what conditions? What is the relation of organized teachers to the process? Teachers have influenced legislative and congressional efforts in this area, and efforts have also been expended through the collective bargaining process.

²⁶ B. Frank Brown, The Appropriate Placement School: A Sophisticated Non-Graded Curriculum (West Nyack, N.Y.: Parker, 1965), p. 13.

²⁷ The Wall Street Journal, "Three R's Inc.; How a Corporation Runs an Elementary School in Gary," Wednesday, June 2, 1971, p. 16.

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Etzioni in speaking on the topic of professional organizations in general states:

Functionally, the professional is the one to decide on his discretion to what degree administrative considerations should be taken into account . . . in professional organizations over influenced by the administration, which takes the form of ritualization of means, undermines the goals for which the organization has been established and endangers the conditions under which knowledge can be created and institutionalized.

. . . to the extent that there is a staff-line relationship at all, professionals should hold the major authority and administrators the secondary staff authority. . . . The final decision is, functionally speaking, in the hands of the various professionals and their decision-making bodies, such as committees and boards.²⁸

Teachers, at least at the K-12 level, would not qualify as professionals according to the above description. There have been many pressures applied so that teachers might gain improved professional status. For example, after studying the school hierarchy, Palardy suggested that: "tall hierarchies create hostility between teachers and administrators because of limited spans of authority at each level."²⁹ He suggests that a flattened structure and a broadening of authority at job levels would improve matters. Palardy's concern is

²⁸ Amitai Etzioni, Modern Organizations (Englewood Cliffs, N.J.: Prentice-Hall, 1970), p. 81.

²⁹ J. Michael Palardy, "Needed: Requiem for a Structure," The Clearing House, XLIV, No. 6 (February, 1970).

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that if teachers are to achieve a real voice in instructional improvement decisions then that voice must be one of authority, not just advice.

If this is an appropriate direction in which to move, the question should then be raised as to whether or not collective bargaining and related teacher organization activity has in fact increased the decision-making authority of teachers in areas such as professional development and instructional improvement.

As the role of the teacher changes, there are subsequent changes in the roles of other educational officials. School officials, and for that matter many public officials, have been confronted with changing policy development and management roles. Ziedler urges these officials to refocus their concept of authority:

He (the public official) must realize that he no longer deals exclusively and directly with individuals, but rather with a collectivity whose aggregate power is at least equal to his own, and which cannot be awed or overwhelmed by the trappings and honors of office. . . . Employees who have committed themselves through a formal agreement to behave and perform in certain ways tend to live up to that commitment.³⁰

Ziedler's latter point seems often to be lost to those who criticize collective bargaining. Sometimes, when collective action of a positive, cooperative nature takes

³⁰ Frank P. Ziedler, "New Roles for Public Officials in Labor Relations," Public Employee Relations Library, No. 23 (1970), 21.

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place, there is a general reaction of surprise and approval. The New York Times³¹ cited an incident where the teacher's union agreed to assist the New York City Board of Education in the establishment of a means for measuring the success of schools as exhibited in the achievement of children. The parties in this instance were working within the provisions of a collectively bargained agreement. This particular example identifies a possible role for teacher organizations in the development of criteria for measuring educational success of schools.

How do these power and authority questions relate to teacher organization involvement in the improvement of instruction? Questions that arise include:

- Should teacher organization representatives control the majority vote on joint teacher-administrator instructional committees?
- Should collective bargaining agreements be used to mandate the establishment of new curricula or new teaching patterns?
- Should local teacher organizations fund and staff offices working primarily on instructional improvement?

³¹"Accountability: A Way to Measure the Job Done by Schools," The New York Times, Sunday, February 14, 1971, p. E-7.

- Should state and national teacher organizations place a higher priority on the funding and staffing of instructional improvement efforts?
- Should teachers be responsible for formally evaluating the quality of a curriculum program or the performance of teachers in that program?

Certainly many other questions arise, questions dealing with research and development, instructional improvement funding through local school district budgets, the role of the state and federal government in providing means to improve the teaching climate.

Both major national teacher organizations have responded and are responding to instructional concerns of their members. The NEA has formed a new unit, Instruction and Professional Development, which includes the former Center for the Study of Instruction, the Division of Educational Technology, the Division of Adult Education, and the National Commission on Teacher Education and Professional Standards.³²

The AFT has initiated programs designed to increase teacher organization decision-making powers, as well as to improve instruction. The major program, QuEST, was established under the AFT goal that states:

³²NEA Handbook, National Education Association, Washington, D.C., 1971, p. 131.

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The American Federation of Teachers is first and foremost a union, seeking benefits and improved working conditions for its members. But it is also an educational organization, deeply committed to improving the quality of schools at all levels.³³

The thrust of QuEST, which was initiated in 1968, has been to determine effective organizational approaches to solving problems. Problems noted for active study were assuring communities of the presence of effective teaching in every classroom, the use of paraprofessionals, decentralization and community control, teacher education and certification, implementation of the AFT More Effective Schools program, and the eradication of racism from education. QuEST has been part of numerous bargaining discussions, and agreements on many concepts have been achieved in several AFT locals, including New York City, Baltimore, and Pittsburgh.

The history of increasing teacher involvement in educational decision making goes back many decades. The trend has clearly been an increase in teacher power and authority. Caswell and Campbell³⁴ suggested as early as 1935 that cooperative committees be established to deal

³³Robert Bhaerman, "QuEST's New Impact on the School," American Federation of Teachers, Washington, D.C., p. 18.

³⁴Hollis L. Caswell and Doak S. Campbell, Curriculum Development (New York: American Book Company, 1935).

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with the concerns of preservice training of teachers, the provision of in-service training opportunities to educators, and the continued education of laymen.

In 1955, the American Association of School Administrators was actively encouraging teacher participation in decision making and noted that teacher organizations had been quite successful in: " . . . obtaining recognition for curriculum work by classroom teachers as a substitute rather than an addition to regular teaching duties."³⁵

We see here that the principle of instructional improvement role has long been a point of discussion.

A decade later the NEA urged that

--local school faculties should have the freedom and the authority to make decisions about what to teach within state and local requirements--and how to teach. Final decisions regarding instruction should be made by the teacher, taking into consideration recommendations from appropriate local, state, and national groups representing the teaching profession, academic scholars, and the public.³⁶

The suggestions for institutionalized teacher organization involvement in instructional decision making began to emerge during the 1960's. Most references to decision

³⁵American School Curriculum, 31st Yearbook, American Association of School Administrators (Washington, D.C., February, 1953), p. 102.

³⁶"Schools for the Sixties" (pamphlet summary report of the NEA Project on Instruction, National Education Association, Washington, D.C., 1962).

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making prior to this time urged teacher involvement-- but not through representatives of officially recognized teacher bargaining agents. Current suggestions³⁷ urge that teachers serving on school district committees be selected by the teacher organization, that the process of teacher involvement in decision making be formalized through collective bargaining, and that the majority vote on instructional committees be composed of classroom teachers. Teachers, under these conditions, would then be selected for committee work by officers of the teacher organization, as opposed to being selected by school district administrators. Once again a change in role for the parties involved.

Shawver was concerned that teachers develop a collective viewpoint on matters of instructional decision making. He urged the development of a consistent negotiation philosophy regarding instructional issues and stated further: " . . . educators should at least be expected to develop a collective point of view on what comprises a desirable educational program for the nation's youth."³⁸

³⁷ Joint Committee of the National Education Association and Association of American Publishers, Selecting Instructional Materials for Purchase (Washington, D.C.: National Education Association, 1972), p. 32; Ibid.

³⁸ D. E. Shawver, "Let's Get Serious About Teacher Power," The Clearing House, XLIV, No. 4 (December, 1969), 199-202.

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Consensus among teachers on issues of instructional improvement seems to be an elusive goal. Teachers have not, or at least very seldom, found it necessary or even convenient or satisfying to identify a mutually consistent philosophy regarding instructional improvement. This would seem to be particularly true when one considers the directions and policy statements found in the platforms of teacher organizations. The statements are often vague and indecisive. Some studies of organizational priorities for teachers have found that, in general, teachers have a low perception of teacher organization roles in the improvement of curriculum or instruction.³⁹ This would seem to hold true even though there is a long list of authors encouraging teacher involvement in instructional decision making.⁴⁰ Some writers encourage the involvement

³⁹ Lois Redmond, "A Comparison of Teachers' Perceptions of Curriculum Development in Selected Districts with and Without Curriculum Councils" (unpublished Ph.D. dissertation, Michigan State University, 1969).

⁴⁰ Ronald C. Doll, Curriculum Improvement: Decision Making and Process (Boston: Allyn and Bacon, 1964), p. 215; G. Robert Koopman, Curriculum Development (Center for Applied Research in Education, 1966), p. V; James R. Colter, "Milwaukee Teachers' Education Association," Today's Education, LIX, No. 8 (November, 1970), 64; "New Directions for Local Associations," NEA, Washington, D.C., 1965; "Negotiating Joint Committees," Negotiations Bulletin No. 2 (Albany, N.Y.: New York State Teachers Association, November, 1968); Kenneth R. Brown, "Instructional Change May Be Negotiated," CTA Journal, Burlingame, California (October, 1969), 40.

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of both teachers and students in the process,⁴¹ and some limit the process to school administrators.⁴² Fleming found that:

Although it is easy to say the association should be a change agent, most teachers do not recognize the association in that role, so little has been done in the past. Some do not feel the association should play that role. (*Italics mine.*)⁴³

Collective bargaining may be changing this perspective as negotiations move from limited economic provisions to comprehensive agreements. Doherty studied the priorities of teacher bargainers and noted that:

. . . in those systems that have negotiated comprehensive collective agreements teaching conditions have improved and recruitment has been made easier, the introduction of teacher aides to perform clerical, and other subprofessional chores has provided teachers with more time to prepare lessons and consult with students, and class size, where this has been a feature of collective agreements has been reduced.⁴⁴

Here is evidence that negotiations has been concerned with instructional items such as time to prepare lessons,

⁴¹"Ethnic Experience in American Society from Three Ethnic Viewpoints" (report of Michigan Education Association, East Lansing, Michigan, April 16, 1971).

⁴²Koopman, op. cit., p. 67.

⁴³Michael J. Fleming, "The Iowa State Instructional Improvement Project," The Professional Association Looks at its Role in Instruction (Washington, D.C.: National Education Association, 1970), p. 33.

⁴⁴Robert E. Doherty, ed., Employer-Employee Relations in the Public Schools (Ithaca, N.Y.: Cornell University, New York State School of Industrial and Labor Relations, January, 1967), p. 121.

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time for consultant purposes, the creation of manageable class sizes, and the establishment of instructional priorities. Teachers involved in these activities are certainly looking to teacher organizations for leadership in the area of instructional improvement.

In a paper written for QuEST, Sperling does not see a profound influence of collective bargaining on curriculum decision making, although he does note a role for teacher organizations in instruction: "Curriculum development, as it is carried on today, is unlikely to be greatly affected by collective bargaining and any changes in classroom behavior which result from teacher control over curriculum development will be minor."⁴⁵

Sperling suggests that formal curriculum studies will continue to be developed by universities and groups external to K-12 school systems. He does not discuss the role of the individual teacher in curriculum development in this particular statement. His approach is directed at organizational decision making that will occur at a distance from the teacher or away from teachers as a group.

Goodlad does not particularly like the concept of teacher collective bargaining; however, he does see

⁴⁵ John G. Sperling, "Collective Bargaining and the Teaching-Learning Process" (paper prepared for QuEST, American Federation of Teachers, Washington, D.C., August, 1970).

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the major problems of education arising from "collective failure." He urges that changes be brought about, but he does not seem to see a role for bargaining in bringing about desirable new directions: "Current deficiencies in American education lie less with teachers who are ill-prepared in their subjects or who are lazy and indifferent than with our collective failure to make the school a vital place that grips lawmakers, taxpayers, and educator alike in a common commitment to its welfare."⁴⁶

Bishop not only questions the use of collective bargaining in instructional decision making but also has doubts that teachers will assume a leadership role in directing instructional change. He urges that:

The process by which a decision is made should be described, made explicit, or designated in the negotiations agreement, instead of including the curricular decision.

. . . Emphasis should be on process, not program; on work toward openness in the process of instructional improvement . . . ⁴⁷

Bargained agreements are designed to limit the changes that may be made by the parties to an agreement, for the duration of that agreement. The intent is that in a rapidly changing, often urban, environment the bargained agreement will provide a stabilizing guideline

⁴⁶ John I. Goodlad, "What Educational Decisions By Whom?" The Science Teacher, XXXVIII, No. 5 (May, 1971), 16.

⁴⁷ Bishop, op. cit., pp. 20-21.

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controlling management decisions and preventing arbitrary changes that affect working conditions. If the instructional improvement process is left totally open, then the degree to which openness exists invites unilateral decision-making roles which are then allowed within the framework of the agreement. Such openness could, and often does, create hostility and conflict between teachers and their employers.

The review of the literature has revealed many roles for teacher organizations in both professional development of teachers and in the area of instructional improvement. The summary and conclusions that close this chapter identify these suggested functions and provide a comparison between organizational roles and factors necessary to create instructional change.

Summary

Professional Development Roles for Teacher Organizations

Eleven basic, but often overlapping, teacher organization roles in professional development appear as a result of the review of the literature. Role, as used in this study, is defined as a set of functions that a teacher organization may be expected to maintain or conduct because of the position the organization has in relation to the structure of education and society.

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Teacher organizations could be expected to function in the following professional development roles:

- (1) Gaining control of the process for entrance to and retention of teachers in the profession;⁴⁸
- (2) Developing teachers with a lifetime commitment to education;⁴⁹
- (3) Providing continuous growth opportunities to all teachers;⁵⁰
- (4) Providing experiences in building positive patterns of student attitude and behavior;⁵¹
- (5) Improving teacher-student relationships;⁵²
- (6) Improving attitude of teachers towards racism and cultural pluralism;⁵³

⁴⁸NEA Goals and Objectives, op. cit., p. 62; Association of Classroom Teachers, op. cit., p. 15; Imans, op. cit., p. 26; Karl H. Ohlendorf, "Negotiations for Instruction in Michigan," Negotiating for Professionalization (Washington, D.C.: National Education Association, 1970).

⁴⁹NEA Goals and Objectives, op. cit., p. 62.

⁵⁰Bhaerman, op. cit., p. 6.

⁵¹"MEA Program-Budget, 1972," op. cit.

⁵²Ibid.

⁵³Ibid.

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- (7) Sponsoring and planning professional development conferences and committees;⁵⁴
- (8) Serving as a clearinghouse for professional development information;⁵⁵
- (9) Employing professional staff to work in the area of teacher professional development;⁵⁶
- (10) Speaking for teachers in decision-making roles that are both powerful and authoritative;
- (11) Developing collective bargaining positions, goals, and strategies that provide for professional development of members.⁵⁷

Instructional Improvement Roles for Teacher Organizations

The review of the literature provides a great number of possible roles for teacher organizations in the area of instructional improvement. The roles

⁵⁴"The Role of State Education Associations in the Improvement of Instruction," op. cit.; Association of Classroom Teachers, op. cit., p. 15; Bishop, op. cit.

⁵⁵"The Role of State Education Associations in the Improvement of Instruction," op. cit.; Association of Classroom Teachers, op. cit., p. 15.

⁵⁶"The Role of State Education Associations in the Improvement of Instruction," op. cit.; Association of Classroom Teachers, op. cit., p. 15.

⁵⁷Bishop, op. cit.; Parlett, op. cit.; McAndrews, op. cit., p. 161.

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suggested include functions which would occur at many levels of influence and authority. The information has been consolidated into nineteen identified roles, many of which overlap, not only with other instructional improvement functions but also with some professional development roles. Roles are carried out, or enacted, by individuals. In the description of roles for teacher organizations, an assumption is made that the functions to be performed by the organizations will be carried out by either employed staff, the elected officers of the groups, or by the members of the group in a manner that represents organizational involvement. The intent in explicating roles in instructional improvement is not directed at teachers who are engaged in individualized efforts to improve the educational process. There is no intention of downgrading such activity on the part of the researcher. Such activity is vitally necessary to the total process of educational improvement. The following list of possible roles is, therefore, directed at organizational involvement in instructional improvement. Possible roles identified were:

- (1) Serve as a clearinghouse, communications link, between classroom and outside resources in instruction;⁵⁸

⁵⁸ Ronald Lippitt, "Processes of Curriculum Change," Curriculum Change: Directions and Process

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- (2) Provide leadership and a procedure for defining goals and objectives in instruction;⁵⁹
- (3) Coordinate the process of adaptation of new programs and materials;⁶⁰
- (4) Facilitate in-service development of teachers to anticipate change;⁶¹

(Washington, D.C.: ASCD, 1966), p. 45; "The Local Association Works to Improve Instruction," National Education Association, Washington, D.C., 1968; "The Improvement of Instruction," California Teachers Association, Burlingame, California, August, 1968, p. 3; "The Role of State Education Associations," op. cit.; "NEA Goals and Objectives, 1971-72," National Education Association, Washington, D.C., 1971.

⁵⁹Lippitt, op. cit., p. 45; "The Improvement of Instruction," op. cit., p. 3; Sam M. Lambert, "Current Problems Within the Teaching Profession" (paper presented to Council of Chief State School Officers Annual meeting, San Juan, Puerto Rico, November, 1967); Ohlendorf, op. cit.; "NEA Goals and Objectives, 1971-72," op. cit.

⁶⁰Lippitt, op. cit., p. 45; "The Local Association Works to Improve Instruction," op. cit.; "Selected Curriculum Review and Textbook Selection Provisions Contained in Negotiated Agreements," Negotiations Research Digest (Washington, D.C.: National Education Association, March, 1971), p. 40; Parlett, op. cit.; "The Improvement of Instruction," op. cit., p. 3; Ragene Farris and Thomas C. Ross, "A Workable Mechanism for Making Curriculum and Instruction Decisions," Journal of Secondary Education, XLVI, No. 1 (January, 1971), p. 38; "NEA Goals and Objectives, 1971-72," op. cit.

⁶¹Lippitt, op. cit., p. 45; "The Local Association Works to Improve Instruction," op. cit.; "Selected Curriculum Review," op. cit., p. 40; Parlett, op. cit.; "The Improvement of Instruction," op. cit., p. 3; Forest E. Connor and William E. Ellena, eds., Curriculum Handbook for Administrators (American Association of School Administrators, 1967), p. 318; Ivan Booker, "The Professional Association Looks at its Role in Instruction," National Education Association, Washington, D.C., 1970, p. 17.

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- (5) Develop a formal support system, including the use of collective bargaining, to assist teachers involved in instructional change;⁶²
- (6) Provide a procedure for exceptions and alternatives to be used in adapting new programs to students;⁶³
- (7) Assure ethnic minorities fair treatment in instructional programs, materials, and processes of decision making;⁶⁴
- (8) Formally involve teachers in instructional decision-making process;⁶⁵

⁶²Lippitt, op. cit., p. 45.

⁶³Virgil E. Herrick, Strategies of Curriculum Development, ed. by Dan W. Anderson, et al. (Columbus, Ohio: Merrill Books, 1965), p. 142.

⁶⁴"Pointing the Way Toward Equality," Inter-Agency Conference on Equal Educational Opportunity, New York State Teachers Association, January 12, 1968, p. 14; "Human Relations Contract Provisions," Center for Human Relations, National Education Association, 1970, p. 18.

⁶⁵"Pointing the Way Toward Equality," op. cit.; "Selected Curriculum Review," op. cit.; Ohlendorf, op. cit.; Girard D. Hottleman, "Negotiation in Curriculum and Instruction: Another Step Up on the Professional Ladder," Negotiations for Professionalization (Washington, D.C.: National Education Association, 1970), p. 52; Robert J. Alfonso, "Collective Negotiations in Curriculum and Instruction," Negotiating for Professionalization (Washington, D.C.: National Education Association, 1970), p. 44; Wendell M. Hough, Jr., "A Better Curriculum Through Negotiations?" Educational Leadership, XXVI, No. 6 (March, 1969), 531-34.

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- (9) Coordinate instructional improvement with economic improvement of teachers;⁶⁶
- (10) Clarify teacher viewpoints of ideas, problems, and suggestions for instructional improvement;⁶⁷
- (11) Clarify student viewpoints of ideas, problems, and suggestions for instructional improvement;⁶⁸
- (12) Negotiate for specific instructional change;⁶⁹
- (13) Establish independently sponsored educational improvement conferences, courses, or programs within teacher organization program;⁷⁰

⁶⁶"Pointing the Way Toward Equality," op. cit., p. 14; William R. Manning, "Cost Analysis and Curriculum Decisions," Educational Leadership, XXVII (November, 1969), 179.

⁶⁷"The Improvement of Instruction," op. cit., p. 3.

⁶⁸Ibid.

⁶⁹"Teachers Back With Contract Intact; Union Vows to Fight Fines, Jailings," American Teacher, American Federation of Teachers, LV, No. 9 (May, 1971), 9; "Curriculum Review in Negotiations Agreements," NEA Research Bulletin, National Education Association, XLVIII (December, 1970), 106-08; Parlett, op. cit.; The American Teacher, American Federation of Teachers, LV, No. 6 (February, 1971); "Contract Settlement Report," Michigan Education Association, October, 1970.

⁷⁰Parlett, op. cit.; "The Role of State Education Associations," op. cit.; Booker, op. cit., p. 17; Association of Classroom Teachers, op. cit., p. 11.

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- (14) Coordinate instructional improvement activities of affiliated instructional department;⁷¹
- (15) Develop formal liaison relationships with universities and other educational improvement agencies;⁷²
- (16) Encourage and conduct the development of new curricula, instructional media, and other forms of educational innovation;⁷³
- (17) Direct efforts to improve instruction through enabling legislative enactments;⁷⁴
- (18) Establish criteria for evaluating instructional effectiveness;⁷⁵

⁷¹op. cit. "The Role of State Education Associations,"

⁷²Ibid.

⁷³"NEA Goals and Objectives, 1971-72," op. cit.; John A. Dewar, "When Teachers Help Plan the Curriculum," Educational Leadership, ASCD, Washington, D.C., XVIV, No. 1 (October, 1961), 8.

⁷⁴Ohlendorf, op. cit.

⁷⁵"NEA Goals and Objectives, 1971-72," op. cit.; The New York Times, op. cit., p. E-7.

- (19) Employing instructional specialists on the staff of teacher organizations to administer and implement designated goals and objectives.⁷⁶

An assumption carried throughout the study is that there is a relationship between roles played by teachers in changing instruction and the various factors necessary to change an educational program. If this is so, then it becomes important that each change phase be accompanied by a companion role designed to accomplish the change desired. The following portion of the summary was developed to relate identified change factors with identified roles for teacher organizations.

Roles Needed for Educational Change

In analyzing a series of studies there appear to be nine primary factors present in a program of educational change and/or instructional improvement. These factors, which include concerns with conceptual frameworks, administration, and implementation, the learning environment, and the psychology of learning, were identified as:

⁷⁶"Professional Responsibility for Improvement of Instruction," Bulletin No. 14, California Teachers Association, Burlingame, California (January, 1967); Booker, op. cit., p. 17.

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- (1) New efforts to select goals and objectives for instruction;⁷⁷
- (2) Select and establish a formal group, or committee, to organize for specific change;⁷⁸
- (3) Experiment with materials, activities, and methods of teaching;⁷⁹
- (4) Select evaluation procedures that encourage positive self-concept development and are appropriate to measuring instructional achievement;⁸⁰

⁷⁷ Ross L. Neagley and N. Dean Evans, Handbook for Effective Curriculum Development (Englewood Cliffs, N.J.: Prentice-Hall, 1967); Lippitt, op. cit., p. 45; Harold J. McNally and A. Harry Passow, Improving the Quality of Public School Programs, Approaches to Curriculum Development (New York: Columbia University, Bureau of Publications, 1960), pp. 78-79; Kimball Wiles, "Influence in Curriculum Change," ed. by Robert Leeper (Washington, D.C.: ASCD, 1968), p. 8.

⁷⁸ Neagley and Evans, op. cit.; Lippitt, op. cit., p. 45; McNally and Passow, op. cit., p. 78.

⁷⁹ Neagley and Evans, op. cit.; Lippitt, op. cit., p. 45; McNally and Passow, p. 8; Wiles, op. cit., p. 8.

⁸⁰ Neagley and Evans, op. cit.; Samuel B. Gould, "The Teacher's Impact on the Curriculum," in Contemporary Thought on Public School Curriculum, ed. by Edmund C. Short and George D. Marconnit (Dubuque, Iowa: Brown Company, 1968), pp. 350-51; David S. Bushnell, "A Suggested Guide for Developing a Systems Approach to Curriculum Development," Education, XC, No. 4, University of Wisconsin, Milwaukee (April-May, 1970); Muriel Crosby, Curriculum Development for Elementary Schools in a Changing Society (Boston: Heath, 1964), p. 118.

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- (5) Develop a formal structure that encourages continuous study and a search for new programs, materials, and methods;⁸¹
- (6) Select and/or design appropriate instructional content, materials, methods, and teaching aids;⁸²
- (7) Establish a means for disseminating a proposed change;⁸³
- (8) Provide alternate approaches to change which recognize pluralistic values affecting student learning;⁸⁴
- (9) Clarify professional roles for establishing responsibility and authority to implement instructional change.⁸⁵

An assumption of the study is that if organizations are to influence, control, or otherwise affect changes

⁸¹Neagley and Evans, op. cit.; Lippitt, op. cit., p. 45; McNally and Passow, op. cit., p. 79.

⁸²Neagley and Evans, op. cit.; Lippitt, op. cit., p. 45; Gould, op. cit., p. 350; Bushnell, op. cit.; Crosby, op. cit., p. 118; McNally and Passow, op. cit., p. 79; Wiles, op. cit., p. 8.

⁸³Ibid., p. 8; Lippitt, op. cit., p. 45; McNally and Passow, op. cit., p. 79.

⁸⁴Crosby, op. cit., p. 118; Bushnell, op. cit.; Gould, op. cit., p. 351.

⁸⁵McNally and Passow, op. cit., p. 79.

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related to professional development and instructional improvement, then the leaders of these groups should be operationally familiar with change factors. If those in organizational decision-making capacities are unfamiliar with such factors, this would hinder or reduce the possibilities of actually achieving change.

Conclusions to the Review of the Literature

The review of the literature has revealed a variety of existing or suggested interrelated and interdependent organizational roles in professional development and instructional improvement.

The summary of roles in relationship to instructional change factors indicates that organizations may coordinate function with necessary educational change factors. Nine roles were identified for professional development activity, and nineteen were identified in the area of instructional improvement. These summary statements are now used as the basis for creating a series of suggested teacher organization roles, which appear on the initial research opinionnaire described in Chapter III.

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PROCEDURE FOR GATHERING INFORMATION

Introduction

The study was conducted within the general category of survey research. Surveys may be used for studying relationships, effects of treatments, longitudinal changes, and comparisons between groups. Methods such as questionnaires, opinionnaires, and interviews are commonly used to gather information.

In this instance, information gathered was to be opinions of a select group of educational leaders and staff from teacher organizations in the United States. After consideration of various questionnaire and interview techniques, a modified Delphi technique was developed.

Delphi has been described as a replacement for such common information-gathering techniques as committee work or general survey methods. Helmer found that Delphi: " . . . eliminates committee activity altogether, thus further reducing the influence of certain psychological factors, such as specious persuasion, the unwillingness

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to abandon publicly expressed opinions, and the bandwagon effect of majority opinion."⁸⁶

Weaver⁸⁷ has identified what he terms the "exploratory Delphi," and the "normative Delphi." The first is characterized by (a) estimates of what experts judge to be probable occurrences, and (b) estimates of when experts foresee the occurrence of an event. The "normative Delphi" is characterized by estimates of what experts judge to be desirable occurrences.

The study, in this instance, has elements of both normative and exploratory technique. Experts were asked to forecast characteristics for:

- (a) The desirability of an event;
- (b) The probable time the event may be accepted as a role by teacher organizations;
- (c) The potential impact of an event;
- (d) The interrelationships between events.

A modified Delphi technique was chosen, partially because of conclusions such as those drawn by Cyphert, who indicated that Delphi information was: " . . . quite

⁸⁶Helmer, op. cit.

⁸⁷W. Timothy Weaver, "Delphi, A Critical Review," RR-7 Education Policy Research Center, Syracuse, New York, February, 1972, pp. 1-3.

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The Delphi process was modified to include several stages of rationale supplied by participants to justify positions stated in the opinionnaires. Normally, Delphi studies do not call for such rationale. Modifications made in the study were in part a response to limitations as described by Weaver. Caution must be used when interpreting Delphi information, as the data may be misleading and easily misinterpreted. Weaver suggests that:

Any consideration of the future of education should attempt to clarify what we can reasonably expect to make happen or not expect to make happen. Rather than focus on "accuracy," the focus might better be on "plausibility" or reasonableness of forecasts.⁸⁹

Participants in the study were asked to develop statements that suggest future roles, and emphasis throughout was on what roles should be, as opposed to what roles are. The general time frame within which speculations were to focus was the next ten to thirty years.

⁸⁸Frederick R. Cyphert and W. L. Gant, "The Delphi Technique, A Tool for Collecting Opinions in Teacher Education," Journal of Teacher Education, XXI, No. 3 (Fall, 1970), 419-20.

⁸⁹Weaver, op. cit.

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Sample and Population

The population for the study was those educators in the United States who are highly influential in teacher organization goal determination and program development. Broadly defined, participation was limited to those educational "experts" who are highly skilled in influencing policy decisions at local, state, or national levels of teacher organization activity. The population included both elected officials, termed leaders, and professional staff members, termed experts. Representation was chosen from individuals associated with the National Education Association (NEA), the American Federation of Teachers (AFT), and affiliates of these organizations. The population also included a number of individuals who are or have been consultants to teacher organizations.

A sample of seventy potential participants was selected from an extensive list of individuals in the population. The list had been developed, within selected criteria, through contacts the researcher had acquired over several years of teacher organization involvement, through recommendations from members of teacher organization staff and leadership and members of the researcher's doctoral committee.

The sample of potential respondents was selected by means of several criteria and other factors. Criteria applied were:

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- Recommended by a recognized leader or expert in teacher organization planning and policy development;
- Elected leader, or professional staff member to local, state, or national teacher organization;
- Organizational allegiance (NEA, AFT).

These criteria were then distributed to potential participants by their geographical location, and to those actively involved in collective bargaining efforts.

Participant selection based on recommendation from other leaders was made on the assumption that the individuals chosen were perceived to be people who were influential and powerful decision-makers at their level of input. The reason for including both elected leaders and staff was the democratic nature of teacher organizations. Organizational patterns of decision making involve both leaders and staff in influential policy determination roles. Input to these decisions is made both through elected officials at democratically designed assemblies and committee meetings and through the program planning process, which proceeds largely through the professional staff structure within guidelines adopted by governing bodies. The collective bargaining criterion was used because of the assumption that legal, mandatory, good-faith bargaining is going to continue to dominate

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much teacher organization activity; and further, that negotiations of collective agreements will continue to expand to those localities in the United States that do not currently have such a legalized process.

Description of Sample

Letters of commitment were mailed to seventy potential participants. In the returns from this contact, sixty-two indicated a willingness to participate in the study. Later, however, for a variety of reasons, five of the potential sample members indicated they would have difficulty in participating. These five were included in the mailing of Phase I forms, which were sent to sixty-two individuals. It turned out that none of the five ever did participate. Upon receipt of Phase I, another potential participant asked to withdraw. Ultimately, forty-eight individuals completed and returned Phase I.

Since Phase I was primarily used for development of statements placed on the Phase II form, the researcher decided to include sixty-one persons on the Phase II mailing. This was the same mailing list used during Phase I, minus the individual who asked to withdraw.

Phase II was completed by forty-eight individuals, and four of those were not in the group that had returned Phase I. The result was that fifty-two persons contributed to the information gathered in the study.



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Those actually participating after stating a commitment to respond numbered fifty-two of fifty-seven potential participants, or 91 per cent. The percentage participating following the initial contact through the letter of commitment was fifty-two of seventy, or 74 per cent.

The contributing sample, therefore, became the fifty-two individuals who responded to Phase I and/or Phase II. Phase III contacts were limited to those respondents who had returned Phase II.

TABLE 1.--Sample contacts and participation

Contact Made	Participants Contacted	Actual Participation	Per cent (%) Participation
Letter of Commitment	70	57	81
Phase I	62	48	77
Phase II	61	48	76
Phase III	48	41	85

A further analysis of the sample indicated the following geographical distribution (Table 2).

The contributing sample had the following composition in terms of primary level of teacher organization activity as related to the factor of elected leadership vs. staff expert (Table 3).

TABLE 2.

Michigan

Washington

California

Colorado

New Jersey

Washington

Connecticut

Maine, 1

North Dakota

Virginia

TABLE 3.

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TABLE 2.--Sample participation by state

State	Number of Contributing Participants
Michigan	6
Washington, D.C.	5
California, Maryland, New York	3 from each state
Colorado, Florida, Illinois, Minnesota, New Jersey, Oregon, Pennsylvania, Texas, Washington	2 from each state
Connecticut, Idaho, Indiana, Iowa, Maine, Massachusetts, Missouri, Nebraska, North Dakota, Ohio, Rhode Island, Utah, Virginia, Wisconsin	1 from each state

TABLE 3.--Sample levels of teacher organization involvement

Participant	Local	State	National	Total
Elected Leader	1	11	8	20
Staff Expert	9	17	6	32
Total	10	28	14	52

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Nature of the Research Instrument

The instruments used in gathering feedback included three opinionnaires. These forms (Appendix C) invited participants to express opinions on roles teacher organizations should assume during the next ten to thirty years. The forms were divided into:

Phase I. The development of a list of possible teacher organization roles in professional development and instructional improvement.

Phase II. The application of "expert" judgment to the desirability of suggested roles, the probable date of acceptance of such roles, the potential impact of the roles, and rationale for positions stated.

Phase III. The refinement of Phase II opinions and reconsideration after study of group ranges and median positions. Rationale summaries were also returned to participants for further deliberation.

The Phase I opinionnaire invited participants to respond to the question:

In your view, what should the role of teacher organizations be in professional development and instructional improvement over the next 10 to 30 years?

The form included, but was not limited to, a list of thirty suggested roles developed by the researcher from the review of related literature (see Chapter II and Appendix A).

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Participants were asked to respond to each suggested role and to add roles that they perceived to be future functions of teacher organizations in the areas of professional development and/or instructional improvement. Participants were given the option of modifying each of the thirty suggested roles in any manner they desired. The Phase I form was accompanied by a covering letter that listed several suggestions on how to proceed, explaining the intent of the form and providing definitions to terms used in the study.

Phase I contained fifteen suggested roles in professional development and fifteen roles in instructional improvement. Respondents were asked to mark their opinions on whether these roles should be, should not be, or will be. If the respondent could not accept either the wording or the meaning of a statement, then space was provided on the form for modification of the statement. Space was provided at the conclusion of the form where respondents could add suggested roles that might have been missing from the printed Phase I document.

Phase II (Appendix C) was organized into six exploratory categories: (a) role statements, (b) desirability, (c) probable date of acceptance, (d) potential impact, (e) suggestions on implementation, and (f) rationale. Participants were invited to assess their opinions concerning the printed role statements and to provide an opinion for each exploratory category.

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The Phase III instrument (Appendix C) was a composite of statements and responses gathered from Phase II. Participants were asked to reconsider original positions stated, this time in light of information printed on the Phase III document. Participants were asked to (a) reaffirm previous opinions, (b) modify previous opinions, (c) provide opinions in those places no opinion had been expressed, and (d) modify or add to the rationale summary that appeared on the research form.

Analysis of Data

The opinionnaires served as the information base of the study. Data have been expressed in terms of frequency of response, range of opinion, and median response. Ranges and medians were determined for the categories: (a) desirability of role, (b) probable date of acceptance, and (c) potential impact. Definitions supplied to participants to clarify these categories were:

Desirability. Whether or not you (the respondent) feel the role should, in principle, be accepted by teacher organizations.

Probable date of acceptance. When, in your best judgment, will a majority of teacher organizations accept the role?

Potential impact. What effect would the role have on education and/or teacher organizations.

The analysis included a summary of general rationale comments received from each contact with

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participants. The rationale statements for each role, gathered from Phases II and III, were grouped according to the "desirability" opinion expressed by respondents.

A priority ranking system was developed and applied to Phase III data. The intent was to determine a ranking of attitudes of sample members and to clarify which roles participants found the most desirable and of the highest potential. These rankings were placed on a time scale based on median responses to the probable date of acceptance.

Priority ranking was based on a weighting scale as follows:

<u>Desirability</u>	<u>Scale</u>	<u>Potential Impact</u>	<u>Scale</u>
Highly desirable	+2	Very great	+2
Desirable	+1	Great	+1
Neutral	0	Neutral	0
Undesirable	-1	Small	-1
Highly undesirable	-2	Very small	-2

Frequency responses were multiplied by the above factors and totalled to combine a desirability score with a potential impact score. A rank order of role statements was then drawn, placing the role with the highest combined score as rank number one, and the role with the lowest combined score as the lowest priority.

The rank order list was then divided into topical groupings, and the groupings were ordered to reflect the highest priority within that division. The ranking

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continued by placing the topical groups in a sequence that was based on the highest ranking priority within each topic.

The analysis of results, therefore, combines both an analysis of data as statistical frequencies and a rank order priority listing of sample opinions.

CHAPTER IV

ANALYSIS OF RESULTS

The analysis of results is a display of information gathered from each stage of the study. The data have both statistical and nonstatistical elements. Statistical information was gathered from frequency counts and organized into ranges and medians of respondent opinion. A weighting factor was applied to information from each role statement, and results were priority listed.

Nonstatistical data consisted of suggestions and rationale from participants. These comments were grouped for each role statement, grouped further to reflect patterns of rationale according to the desirability of that role, and still further analyzed to identify arguments supporting or opposing the establishment of roles. Rationale comments from participants were placed in Appendices A and B.

Results have been organized into six sections:

1. What roles in professional development and instructional improvement should be explored?

2. What dimensions of these roles need exploring in this study?
3. What topical groupings do suggested roles reveal?
4. What is a role's desirability, probable date of acceptance, and potential impact?
5. What priority exists between a role's desirability-potential impact and probable date of acceptance?
6. What priority exists between role statements and topical groupings?

What Roles in Professional Development and
Instructional Improvement Should
Be Explored?

The review of the literature provided information that led to the forming of thirty suggested roles for teacher organizations in the area of professional development and instructional improvement. The initial stage of the research opinionnaire was designed to sharpen and clarify the problem of which roles should be explored within the study. Suggested roles were grouped in the categories "professional development" and "instructional improvement." No attempt was made by the researcher, at this point, to identify general topics within which these roles might function. The statements developed appear in Table 4, along with a summary of participant responses. The complete listing of participant responses is found in Appendix A. A close interrelationship exists

TABLE 4

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TABLE 4.--Teacher organization roles in instructional improvement and professional development which should be, should not be, and/or will be; Sample size: 48

Role Statement	Should Be	Should Not Be	Will ^a Be
<u>Professional Development</u>			
1. Local teacher organizations should plan and fund in-service programs in professional development for, and with, its members	18	13	14
2. Local teacher organizations should systematically plan to establish procedures and policies on professional development in collectively bargained agreements	30	1	22
3. State-level teacher organizations should control the legal licensing and certification of teachers	26	13	7
4. State-level teacher organizations should participate by law in control of teacher education institution policy and procedure	29	12	7
5. State-level teacher organizations should by law control certification of administrators	19	26	1
6. Local teacher organizations should <u>not</u> formally establish roles in professional development	5	30	1
7. State-level teacher organizations should legally share in control of teacher education institution determination of which student teachers have completed certification requirements	29	10	9
8. Local teacher organizations should share by law as equals to other government bodies in goal determination by teacher education institutions	24	16	6
9. Local teacher organizations should control evaluation and reevaluation of teachers for retention of certification	20	16	11
10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools	33	1	20
11. Local teacher organizations should formally establish cooperative professional development programs with universities and colleges	33	1	17
12. National-level teacher organizations should establish teacher renewal centers independent from government centers and funded through organization dues	19	15	11
13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in professional development	25	1	21
14. National-level teacher organizations should legally share in control of policies and procedures governing teacher education institutions	21	19	6
15. National-level teacher organizations should train local and state-level organization staff in professional development functions and roles	30	2	19
<u>Instructional Improvement</u>			
1. Local teacher organizations should gain equal status, by state law, with school boards in determining goals for instruction	18	19	11
2. Local teacher organizations should clearly define and establish internal policies on teacher roles in instructional improvement	30	2	12

TABLE 4

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TABLE 4.--Continued

Role Statement	Should Be	Should Not Be	Will Be
3. Local teacher organizations should replace, by law, the school boards' role in controlling conditions under which teachers and students interact	11	29	3
4. Local teacher organizations should develop collective bargaining goals, priorities, and strategies which integrate economic decisions with instructional improvement decisions	32	1	20
5. Local teacher organizations should program and budget 50% of the organization's fiscal and human resources to projects on instructional improvement	21	19	6
6. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula)	31	2	19
7. Local teacher organizations should not bargain specific curriculum or instruction issues	15	31	2
8. Local teacher organizations should, by federal law, share in instructional goal determination of local boards of education	17	20	7
9. State-level teacher organizations should employ an extensive staff of instructional specialists to monitor and improve instruction provisions in collectively bargained agreements	21	18	7
10. Local teacher organizations should, independently of school boards, identify criteria by which educational achievement of students may be measured.	31	11	5
11. Local teacher organizations should be prohibited by law from bargaining issues which directly affect student welfare	1	45	1
12. Local teacher organizations should formally determine the instructional leader(s) in school districts	16	19	8
13. State and national teacher organizations should maintain an extensive clearinghouse role in instructional information	26	4	20
14. Local teacher organizations should initiate and monitor an active role in assuring fair treatment of ethnic and racial minorities in all phases of education	33	0	20
15. Local teacher organizations should, after systematic input from students and parents, serve as spokesmen for students and parents on issues of instructional improvement	19	21	8

^aSeveral respondents checked both "should be" and "will be" for a single statement.

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between Phase I role statements and those roles suggested at the close of the review of the literature. A chart outlining these relationships has been included in Appendix A. Examples of reasoning that led to modification of role statements for Phase II have been included to clarify how items were analyzed.

Following the return of information from the initial contact with participants, there were several changes made in suggested role statements. Four of the statements remained unaltered for Phase II:

1. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools.
2. National-level teacher organizations should develop and implement programs encouraging educational experimentation in professional development.
3. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).
4. Local teacher organizations should initiate and monitor an active role in assuring fair

treatment of ethnic and racial minorities in all phases of education.

Note that each of the above statements met with a high level of acceptance from participants. During succeeding phases, each of the above was supplemented with items exploring various dimensions of that role. These dimensions are discussed at a later point in this chapter.

The other suggested role statements were changed, altered, modified, and combined to create the twenty-nine statements that are used throughout the remainder of the study. Some of the initial role suggestions were not explored further but have been included in the summary and conclusion to the study. These statements were:

Local teacher organizations should not bargain specific curriculum or instruction issues.

Local teacher organizations should be prohibited by law from bargaining issues which directly affect student welfare.

In order to gain a more complete picture of participant opinion on the roles being considered, the responses were used to develop statements suggesting various means for how, and under what conditions, particular roles should be accomplished.

Examples of Role Statement Modification

Following are those examples of how initial suggestions on role statements were modified after responses had been returned from participants in Phase I:

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Example 1:

Local teacher organizations should not formally establish roles in professional development.

Sixty-three per cent of the Phase I sample said this role should not be, and 25 per cent of the sample had no response to the item. This information was taken to mean that 88 per cent of the participants either did not like the role as stated or had not formulated an opinion on the topic. Suggestions and comments received were:

- The statement is not clear. The negative throws this off.
- I do not understand the role as stated.
- Teacher organizations should establish roles for members.
- What does "roles in professional development" mean?

Therefore, the statement was reworded for inclusion on the Phase II form as follows:

Local teacher organizations should seek to establish roles for members in determining local professional development programs.

Three dimensions of the role were explored further by seeking opinions on the desirability of the suggestions that such roles should be established:

- (a) Through collective bargaining with school boards;

(b) Within teacher organizations by means of internal policies and procedures;

(c) By an instructional council which represents school district and teacher organization.

The role was now stated in positive instead of negative terms, and instead of using the term "formal," the new form described three specific types of formal processes that could be used to achieve the role.

Example 2:

National-level teacher organizations should establish teacher renewal centers independent from government centers and funded through organization dues.

Responses indicated that 40 per cent of the sample felt this role should be, 23 per cent felt the role will be, and 31 per cent felt the role should not be. Comments were received suggesting that:

- Funding should be through government grants, not organization dues.
- The center should be under teacher control but organized cooperatively with other agencies.
- The term "teacher renewal center" is not clear.
- Centers should be established at the local level.
- Teacher organizations should influence the centers, but not control.
- Dues cannot support this activity alone, but the role will be.

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The role statement was reworded as follows, using the above responses.

National level teacher organizations should establish teacher renewal (in-service) centers.

Methods of funding and suggested forms of control and influence were then explored as dimensions of the role statement. These were:

Such centers should:

- (a) Be funded through a combination of dues and grants;
- (b) Be funded through foundation monies and government grants;
- (c) Be funded solely through organization dues;
- (d) Other (forms of funding);
- (e) Be controlled by teacher organization but influenced by foundation and government agencies;
- (f) Be controlled by government but influenced by teacher organizations and foundation agencies;
- (g) Be controlled by foundation agencies but influenced by teacher organizations and the government;
- (h) Other (forms of influence and control);
- (i) Include local and state-level renewal centers.

Example 3:

Local teacher organizations should program and budget 50% of the organization's fiscal and human resources to projects on instructional improvement.

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Forty-four per cent of the sample felt this role should be, 13 per cent said the role will be, and 40 per cent said the role should not be. Comments and modifications suggested were that:

- Perhaps 33 per cent of the budget would be more appropriate.
- Each local must be allowed to make its own decision.
- The percentage is too high.
- This work should be done by gaining released time for teachers.
- The role should be, if collective bargaining is legally established.
- This would bankrupt most locals.

The statement was then reworded for Phase II as follows:

Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.

The 50 per cent figure was taken out of the role statement and added to statements exploring other dimensions of the issue. These were:

Such projects should:

- (a) Compose less than 10 per cent of the local organization budget;
- (b) Compose between 10 per cent and 30 per cent of the local budget;

- (c) Compose between 30 per cent and 50 per cent of the local budget;
- (d) Other;
- (e) Be integrated into state and national instructional improvement projects.

Many of the Phase I role statements were modified or changed, as has been described with the preceding three examples. Some revisions called for the combining of two or more role statements into only one suggested role.

What Roles Should Be Explored, and What
Dimensions of Those Roles Should Be
Included for Further Study?

The foregoing analysis led to the development of a Phase II opinionnaire, which contained twenty-nine suggested role statements, with supplementary items suggesting how that role might be achieved through teacher organization activity. The complete statement list is found on the Phase II form in Appendix C.

Some new role statements were incorporated because of Phase I responses. These were:

1. State teacher organizations should develop and enforce a professional standard of teacher performance.
2. National teacher organizations should provide career credentials to professional educators.

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3. Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.

The responses to Phase I also led to identification of several dimensions of role statements that warranted further exploration. These dimensions were not explored with each individual role, and the specific dimensions may be seen on the Phase II form in Appendix D. The general dimensions studied were (a) the effect of collective bargaining, (b) the primary sources of funding, (c) control and authority factors, (d) means of cooperation and sharing, and (e) primary level of teacher organization planning and programing.

What Topical Groupings Do Roles Describe?

There were eleven topical groups identified from an analysis of the role statements placed on the Phase II form. These groups are listed in Table 5, along with the corresponding role statement.

The topical groupings should be thought of as mutually interdependent and integrated. The researcher used personal judgment in establishing the topic and then assigning the various role statements within that topic. The numbers in Table 5 are the numbers that appear on the role statements in Table 6. The topical

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groups are mentioned at this point and used toward the end of this chapter to assist in priority ranking the various roles.

TABLE 5.--Role statements and topical groups

Topical Group	Phase II Role Statement Number
A. In-Service	1, 11, 12
B. Professional Development Policy	2, 6, 14
C. Licensure and Certification	3, 7, 9, 16
D. Teacher Education	4, 8, 13
E. Performance Standards	5, 15, 23
F. Personnel Policies	10
G. Instructional Policy Development	17, 18, 28, 29
H. Curriculum Development	19, 20, 26
I. Leadership	21, 22, 24
J. Information Dissemination	25
K. Public-Student Spokesman	27

What Is a Role's Desirability, Probable
Date of Acceptance, and Potential
Impact?

The responses of the participants have been summarized on Table 6. The information in this summary was compiled from Phase II and III returns. Phase III contained the same role statement listing as was printed on Phase II forms. Participants had the additional information of Phase II ranges and medians printed on the Phase III document, with a summary of rationale comments to each role statement. Complete Phase II and Phase III data were included in Appendix B. A brief discussion of respondent changes in opinion was included

TABLE 6.--Summary of information gathered, Phase III.

Key: HD - Highly Desirable; D - Desirable; N - Neutral; U - Undesirable; HU - Highly Undesirable; Now - Now, 1972;
 73-75 - 1973-75; 76-82 - 1976-82; 83-92 - 1983-92; 93-02 - 1993-2002; 03+ - 2003 plus; N - Never; VG - Very Great;
 G - Great; N - Neutral; S - Small; VS - Very Small.

Role Statement	Desirability						Probable Date of Acceptance						Potential Impact										
	HD	D	N	U	Hu	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median
1. Local teacher organizations should initiate and plan inservice programs in professional development for and with members.	33	10	3	0	0	HD-N	HD	5	19	17	1	0	0	0	Now-83-92	73-75	14	25	2	2	0	VG-S	G
2. Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members.	30	14	2	0	0	HD-N	HD	4	14	14	1	2	1	0	Now-03+	76-82	13	16	2	2	0	VG-S	G
3. State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers.	35	10	0	0	0	HD-D	HD	2	13	23	1	3	1	0	Now-03+	76-82	25	15	2	0	0	VG-N	VG
4. State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions.	27	17	0	1	1	HD-HU	HD	2	12	21	1	4	0	1	Never	76-82	18	22	3	0	0	VG-N	G

TABLE 6.--Continued

Role Statement	Desirability					Probable Date of Acceptance							Potential Impact											
	HD	D	N	U	HU	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median	
5. State and local teacher organizations should participate in setting standards of administrator performance.	18	18	5	3	3	HD-HU	D	0	12	17	6	0	1	2	Never	73-75	76-82	12	22	5	1	1	VG-VS	G
6. Local teacher organizations should seek to establish roles for members in determining local professional development programs.	28	16	2	0	0	HD-N	HD	9	20	9	3	2	0	1	Now-	93-02	73-75	7	33	3	1	0	VG-S	G
7. Local and state teacher organizations should legally share in determining which prospective teachers have completed certification requirements.	25	15	1	2	4	HD-HU	HD	2	10	19	3	3	1	2	Now-	76-82	76-82	10	27	1	1	0	VG-S	G
8. State teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in the determination of goals for teacher education.	27	17	0	1	1	HD-HU	HD	2	14	18	5	3	0	0	Now-	93-02	76-82	12	30	0	0	0	VG-G	G
9. Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification.	27	10	4	2	4	HD-HU	HD	3	11	15	4	3	1	3	Now-	76-82	76-82	13	21	4	0	0	VG-N	G

TABLE 6.--Continued

Role Statement	Desirability					Probable Date of Acceptance								Potential Impact									
	HD	D	N	U	HU	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median
10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other personnel will be placed in schools.	36	10	1	0	0	HD-N	HD	7	19	15	1	0	0	0	Now-83-92	73-75	18	23	1	0	0	VG-N	G
11. Local teacher organizations should establish cooperative professional development programs with universities and colleges.	14	19	8	1	0	HD-U	D	3	13	13	1	1	0	2	Now-Never	76-82	4	16	9	1	0	VG-S	G
12. National-level teacher organizations should establish teacher renewal (in-service) centers.	17	11	10	6	3	HD-HU	D	2	16	13	2	2	1	2	Now-Never	76-82	11	14	8	4	2	VG-VS	G
13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in professional development of teachers.	23	16	5	2	1	HD-HU	D	9	15	10	6	2	0	0	Now-93-02	73-75	8	31	1	4	0	VG-S	G

TABLE 6.--Continued

Role Statement	Desirability					Probable Date of Acceptance								Potential Impact										
	HD	D	N	U	HU	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median	
14. National teacher organizations should participate cooperatively with local and state levels in providing professional organizations staff with training in understanding and developing local teacher organization roles in professional development of members.	27	17	3	0	0	HD-N	HD	11	16	15	0	0	0	0	0	Now-76-82	73-75	13	27	3	2	0	VG-S	G
15. State teacher organizations should develop and enforce a professional standard of teacher performance.	11	17	7	5	7	HD-HU	D	1	7	12	4	2	3	5	Now-Never	76-82	7	19	4	0	3	VG-VS	G	
16. National-level teacher organizations should provide career credentials to professional educators.	6	13	9	9	9	HD-HU	N	1	4	5	5	4	1	5	Now-Never	83-92	2	11	6	3	3	VG-VS	G	
17. Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction.	37	9	1	0	0	HD-N	HD	12	20	7	2	1	0	0	Now-93-02	73-75	23	17	2	0	0	VG-N	VG	
18. Local teacher organizations should share with school boards in determining conditions under which teachers and students interact.	30	13	3	0	1	HD-HU	HD	12	19	8	2	0	0	1	Now-Never	73-75	11	27	2	0	0	VG-N	G	

TABLE 6.--Continued

Role Statement	Desirability					Probable Date of Acceptance							Potential Impact											
	HD	D	N	U	HU	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median	
19. Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.	19	19	3	1	1	HD-HU D		6	16	11	2	0	0	2	Now- Never	73-75	10	23	3	1	1		VG-VS G	
20. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).	24	21	2	0	0	HD-N HD	.	7	19	12	3	1	0	1	Now- Never	73-75	13	26	5	0	0		VG-N G	
21. Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures and specific programs of instruction.	19	17	5	4	1	HD-HU D		3	11	17	3	1	1	1	Now- Never	76-82	8	25	5	2	0		VG-S G	
22. Teacher organizations should employ a staff of instructional improvement specialists.	10	22	1	7	2	HD-HU D		2	9	9	6	1	1	1	Now- Never	76-82	8	15	5	2	0		VG-S G	
23. Local teacher organizations should identify criteria by which educational achievement of students may be measured.	9	24	9	3	0	HD-U D		3	11	15	2	1	1	0	Now- 02+	76-82	8	19	11	1	0		VG-S G	

TABLE 6.--Continued

Role Statement	Desirability						Probable Date of Acceptance							Potential Impact									
	HD	D	N	U	HU	Range	Median	Now	73-75	76-82	83-92	93-02	02+	N	Range	Median	VG	G	N	S	VS	Range	Median
24. Local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district.	14	16	9	2	3	HD-HU	D	3	13	9	4	2	0	2	Now- Never	76-82	11	15	8	1	0	VG-S	G
25. State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information.	19	16	3	7	2	HD-HU	D	7	15	9	2	1	0	3	Now- Never	73-75	8	20	7	3	2	VG-VS	G
26. Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.	34	12	1	0	0	HD-N	HD	22	13	6	1	1	1	0	Now- 02+	73-75	14	24	3	1	0	VG-S	G
27. Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.	27	17	2	1	0	HD-U	HD	12	15	9	2	0	0	2	Now- Never	73-75	8	27	3	1	1	VG-VS	G
28. Teacher organizations should assist in establishing new forms of local school boards.	16	10	7	7	3	HD-HU	D	2	5	12	6	2	0	2	Now- Never	76-82	13	9	7	1	1	VG-VS	G
29. Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.	32	11	0	0	0	HD-D	HD	14	9	8	4	0	0	1	Now- Never	73-75	22	13	0	1	0	VG-S	VG

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at the end of Appendix B. Respondents tended to narrow the range of opinion on approximately 10 per cent of the role statements, and a change in the median response occurred in three instances between Phases II and III. Many other changes of opinion were noted, with the effect of strengthening group median positions throughout the study.

Table 6 contains a summary of (a) the Phase II and III role statements, (b) the desirability of a role, (c) the probable date of acceptance, and (c) the potential impact of a role. Each category is accompanied by the range and median opinions of the sample participants. Forty-eight individuals provided input to the summary figures.

Using the data from Table 6 and converting the frequency counts to percentages, the following summary has been developed for each role statement. The arguments supporting or opposing the establishing of a role have been edited and grouped by the researcher, with an attempt to retain the primary thoughts of the sample members who provided the original comments. The summary of subitems explored as dimensions of a role are interpretations made by the researcher based on frequency response to those sub-item dimensions. The summary has been further organized to place role statements within the topical groups listed in Table 5.

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IN-SERVICE

Local teacher organizations should initiate and plan in-service programs in professional development for and with members.

Desirability

Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 96

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 90

Probable date of acceptance

Median: 1973-75
 Range: Now-1972 through 1983-92
 Percent response: 87

Arguments supporting the establishment of the role were:

- Teachers know what in-service is needed.
- The role will be achieved through collective bargaining.
- The role will increase participant commitment to the in-service offered.
- Teachers need in-service as new educational programs are developed.
- Teachers are unhappy with current in-service efforts by school districts.
- The role will increase teacher accountability for quality education.

Arguments opposing the role or pointing to difficulties were:

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- The public should finance teacher in-service.
- Teacher organizations have difficulty making decisions in this area.
- A decision must be made on whether or not this role is a management function and whether or not there is a relationship between teacher organization involvement in the area of bargaining welfare issues.

Majority (77%) agreement was established by the sample that in-service should be funded by school district, state, and/or federal monies. A small majority (52%) said the role should be established through collective bargaining. Small percentages of the sample supported other means of funding or operating in-service programs.

Local teacher organizations should establish cooperative professional development programs with universities and colleges.

Desirability

Median: Desirable
 Range: Highly desirable through undesirable
 Percent response: 87

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 62

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through never
 Percent response: 69

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Arguments supporting the establishment of the role were:

- Programs are being developed and implemented now.
- The role would combine resources of practitioners and higher education.
- The role would develop more suitable training for teachers.

Arguments opposing the role or pointing to difficulties were:

- New structures must be developed for continuing and preservice teacher preparation.
- This is a school district role, and teachers should assist in implementing the district's efforts.
- Local teacher organization activity in this area is too limited for our mobile population.
- Agreement must be reached on whether leadership for this role should come from the state or the local level of teacher organizations.
- The role should not allow loss of identity to teacher organization program.

A majority (65%) felt cooperation could be achieved through a combination of programs arranged through school districts and also directly with universities. Less than a majority (22%) felt programs should be independent of the district, while only 4 per

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cent favored arranging the programs solely through local school board channels.

National teacher organizations should establish teacher renewal (in-service) centers

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through very small
Percent response: 81

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through never
Percent response: 78

Arguments supporting the establishment of the role were:

- The role would provide an increase of in-service to teachers.
- The role is a proper blend of influence to stimulate change.
- There is currently a move toward this role.

Arguments opposing the role or pointing to difficulties were:

- This is a public responsibility and should be funded by the public.
- National centers may serve as pilots but will not serve local and state demands.

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- Little evidence teachers will spend dues to improve quality of services.
- Leadership from the top will assist, if there is no assumption of control.
- The role could be misinterpreted as a move to nationalize in-service training.
- The role is an unnecessary duplication of current higher education services.
- The role should be at a level lower than the national.

Majority (67%) agreement was expressed that teacher organizations should control these programs, but that influence should be received through government and/or foundation agencies. A minority (17%) felt funding should be through organization dues. A minority (29%) felt there should be local and state-level renewal centers, while small percentages preferred other alternatives to funding and operation of these centers. A majority (68%) felt funding could be achieved through some combination of government, foundation, and teacher organization monies.

PROFESSIONAL DEVELOPMENT POLICY

Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members.

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Desirability

Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 71

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through 2003 plus
 Percent response: 77

Arguments supporting the establishment of the role were:

- The role is highly desirable if one assumes in-service is a management function.
- Advisory bodies are usually a farce, and teacher organizations should have complete autonomy in this role.
- State departments of education are now developing programs in this area.
- This will place responsibility appropriately and increase commitment of teachers to these programs.
- The role will bring balance to negotiation of welfare issues.
- State teacher organizations should provide policy guidelines.
- This is now a part of collective bargaining in many districts.

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Arguments opposing the role or pointing to difficulties were:

- The role needs a statutory base.
- Teachers have no inclination to enforce this responsibility.
- Licensure should not be included in these programs.
- Laymen are not competent to set professional standards, and the profession should be a part of a standards board.
- Teachers will not be able to agree on the standards.

A slight majority (54%) desired no external regulation of this role. Smaller percentages did favor various forms of regulation. A majority (67%) said state and national teacher organizations should influence these roles. Small percentages favored other forms of influence.

Local teacher organizations should seek to establish roles for members in determining local professional development programs.

Desirability

Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 96

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 92

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Probable date of acceptance

Median: 1973-75
 Range: Now-1972 through 1993-2002
 Percent response: 92

Arguments supporting the establishment of the role were:

- This is a productive route and other approaches have been very unsuccessful.
- The role would assist in creating teacher organization identity.
- The role is provided for through collective bargaining in some areas.
- The role allows teacher involvement in instructional decision making.

Arguments opposing the role or pointing to difficulties were:

- Teachers are not, and will not be, interested in this role.
- Teachers are undecided, or do not know how to proceed with this role.

A majority (67%) felt this role should be established through collective bargaining. Less than a majority (31%) favored teacher organization-school district instructional councils. A minority (23%) favored teacher organizations' adopting internal policies and programs in this area.

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National teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members.

Desirability

Median: Highly desirable
Range: Highly desirable through neutral
Percent response: 98

Potential impact

Median: Great
Range: Very great through small
Percent response: 94

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through 1976-82
Percent response: 87

Arguments supporting the establishment of the role were:

- This is a key to control of the profession.
- This is happening and is needed in all states.
- A massive continuous leader-training program should be conducted and funded by national and state teacher organizations.
- The role would assist in uniting the profession.
- Collective bargaining will cause locals to demand this training.
- This should be at the national level to a greater extent than at state and local levels.
- The role would create a multiplier effect on professional development.

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Arguments opposing the role or pointing to difficulties were:

- The only inherent national role is coordination. National staff may not be better equipped in this area.
- Teacher organizations have reached the level of typical labor union membership apathy tinged with reactionary tendencies.

Nearly a majority (48%) felt a parity arrangement among local, state, and national levels could be developed into a training program. Slightly less (42%) desired an all-level program for training elected leaders, while small percentages of the sample preferred national-level staff training all other staff.

LICENSURE AND CERTIFICATION

State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers.

Desirability

Median: Highly desirable
Range: Highly desirable through desirable
Percent response: 94

Potential impact

Median: Very great
Range: Very great through neutral
Percent response: 87

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through 2003 plus
Percent response: 90

Arguments supporting establishment of the role were:

- The role would prevent vulnerability to assaults on teacher quality.
- Legislation should be achieved by 1980.
- The present system is a sham, and control should be transferred to teacher organizations.
- The role will challenge normative thinking by members of teacher organization.
- The role should be one of cooperative participation.

Arguments opposing the role or pointing to difficulties were:

- The role should be developed at the national level.
- Teacher organization advocacy roles for teachers may be compromised by direct involvement in licensure and certification.

A minority (33%) of the sample favored a state-level commission established by statute, with a majority membership of practicing teachers. Smaller percentages favored the other alternatives suggested. A majority (82%) did favor some type of state-level commission or committee, but no specific type was agreed to within the sample.

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Local and state teacher organizations should legally share in determining which prospective teachers have completed certification requirements.

Desirability

Median: Highly desirable
 Range: Highly desirable through highly undesirable
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 81

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through never
 Percent response: 83

Arguments supporting establishment of the role were:

- The role will lead to teacher accountability.
- The role will create a shared perspective in evaluation.
- Control over entry should be in the hands of those in the practice.
- The role will be brought about by legislative pressures on tenure, accountability, and teacher oversupply.

Arguments opposing the role or pointing to difficulties were:

- The local collective bargaining agent should serve as the appeals agent.
- The role would compromise the teacher organization's ability to serve as a teacher advocate.

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- Teachers will always be caught in the middle if this is a shared role.
- The local has no role in this matter. If given a role, then discrepancies will develop in the state.
- The role will be achieved only after professional practices boards are established by law.
- Teachers are ready for this role, but the public is not.
- The role points to a need for teacher organization input to concepts developing in teacher education centers.

Less than one-third of the sample could agree on any of the suggested alternatives for methods of sharing the role.

Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification.

Desirability

Median: Highly desirable
 Range: Highly desirable through highly undesirable
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through neutral
 Percent response: 79

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through never
 Percent response: 83

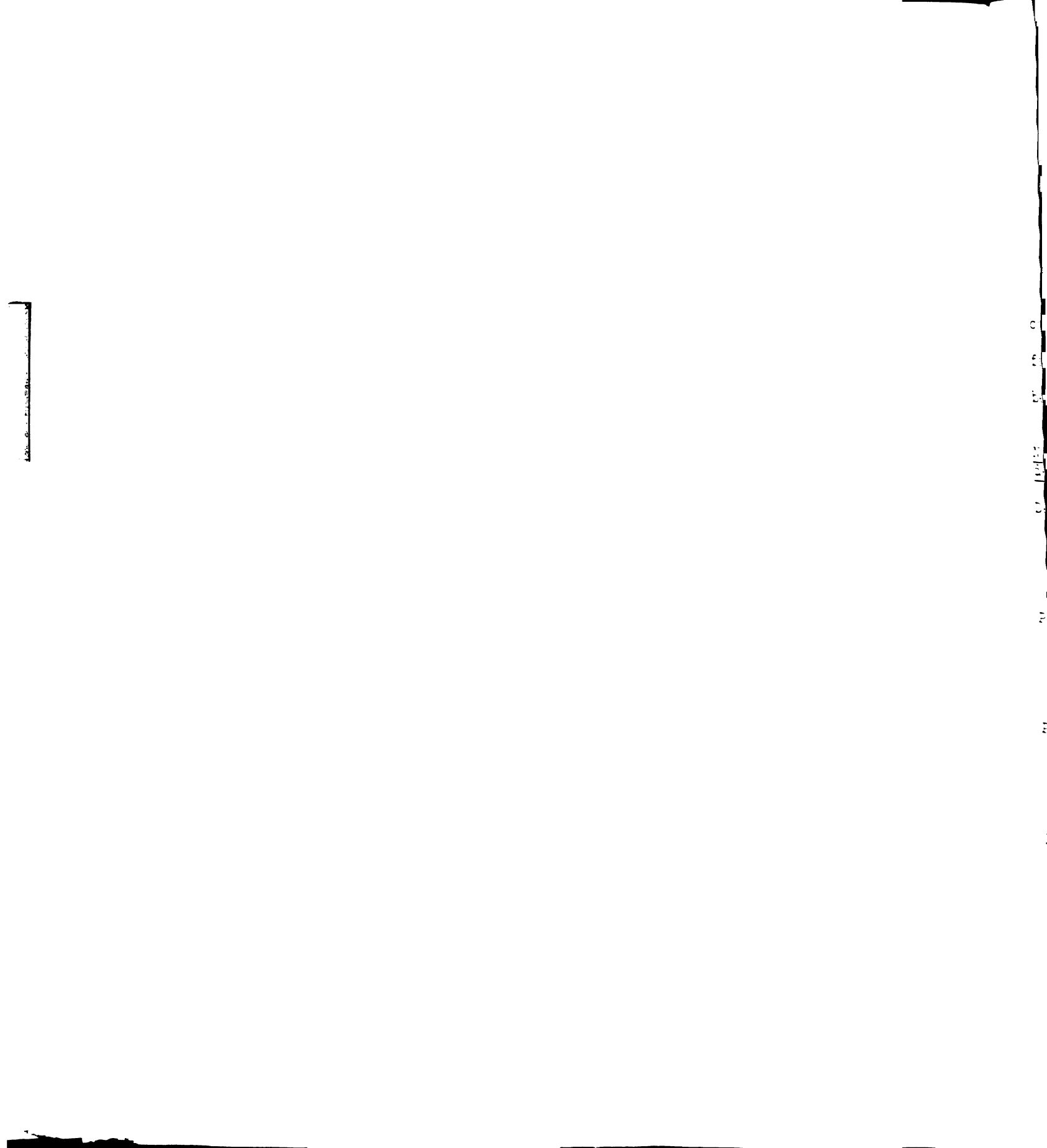
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Arguments supporting the establishment of the role were:

- Teacher organizations should accept this role before others do.
- Locals should establish the process and criteria but should not do the actual evaluating.
- The role will provide corrective input.
- Teachers must become involved in peer evaluation to assure quality performance as professionals.
- The role will happen in conjunction with control of certification.

Arguments opposing the role or pointing to difficulties were:

- Teacher organizations and the legislature should negotiate statewide policies.
- A distinction must be made between certification and tenure.
- Teacher organizations have no authority to make and enforce decisions in this area.
- A checkerboard pattern should not be allowed to develop in a state.
- Peer evaluation will develop slowly.
- State will not give up control over initial certification, and self-evaluation is more effective than any other form of evaluation.
- The role would call for the development of career credentials or diplomates.



- Teacher organizations are not likely to enforce decisions in this area.
- Evaluation should be done by professional standards board at the state level.

Less than half (42%) favored participation through collective bargaining. Smaller percentages of the sample favored other alternatives, but no clear agreement could be found on the preferred form of participation.

National teacher organizations should provide career credentials to professional educators.

Desirability

Median: Neutral
 Range: Highly desirable through highly undesirable
 Percent response: 96

Potential impact

Median: Great
 Range: Very great through very small
 Percent response: 52

Probable date of acceptance

Median: 1983-92
 Range: Now-1972 through never
 Percent response: 52

Arguments supporting the establishment of the role were:

- The role would encourage the development of national standards.
- The role would lead to competency-based teacher education.

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- This is a positive force that would compel those who hurt the profession to improve, or be removed from the profession.

Arguments opposing the role or pointing to difficulties were:

- National credentials are needed but will not come about in this manner.
- State control is better than national.
- The role is too far removed from local and state needs.
- Organizations cannot sort their members in this way.
- The role may become a "doubled-edged sword."
- How could this role be accomplished and controlled?

About half (42%) of the sample favored teacher organization evaluation of teacher preparation programs. Smaller percentages favored establishment of specialized educational programs and special membership for career educators.

TEACHER EDUCATION

State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions.

Desirability

Median: Highly desirable
 Range: Highly desirable through highly undesirable
 Percent response: 96

Potential impact

Median: Great
 Range: Very great through neutral
 Percent response: 92

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through never
 Percent response: 85

Arguments supporting the establishment of the role were:

- The role would bring about reform of teacher education institutions.
- The role offers teachers an indirect means of criticizing the programs that made them what they are.
- This role would not be so threatening to new teachers as are some of the other proposed roles.
- The role is a move toward teacher self-governance.
- Teacher organizations should contract with anyone, including universities, for training programs.
- The role would provide influence on school board employment policies.

Arguments opposing the role or pointing to difficulties were:

- The role should be at the national level.
- College professionals are reluctant to be members of the teaching profession.

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Half of the sample (50%) felt this role could be achieved through three-way contracts (local teacher organization, university, school board). No more than a third of the sample could agree on other forms of participation, except that 48 per cent desired direct involvement, with regulations enacted through legislation.

State teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in the determination of goals for teacher education.

Desirability

Median: Highly desirable
Range: Highly desirable through highly undesirable
Percent response: 96

Potential impact

Median: Great
Range: Very great through great
Percent response: 87

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through 1993-2002
Percent response: 87

Arguments supporting the establishment of the role were:

- The role offers a great potential for improvement in understanding and program.
- This would combine the perspectives of practitioners and college personnel.

- Formal contracts are preferred, because this would clarify role, and a national bargaining act should produce the situation.
- The role will bring more progressive leadership to conservative state teacher organizations.

Arguments opposing the role or pointing to difficulties were:

- Authority would be needed to enforce decisions.
- Teacher organization staff already feels this role has a sufficiently high priority.
- The role is an unnecessary interference with higher education.
- Teachers would accept the role now, but not universities.
- Other forms of influence will include legislation, state board of education action, teacher input to teacher education centers, and placement policies for student teachers and interns.

A small majority (55%) favored a sharing through cooperative councils which establish goals for teacher education institutions. Smaller percentages favored influence through local teacher organizations (33%) and formal contract agreements with the teacher education institutions (29%).

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National teacher organizations should develop and implement programs encouraging educational experimentation in professional development of teachers.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through small
Percent response: 92

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through 1993-2002
Percent response: 87

Arguments supporting the establishment of the role were:

- The role would prevent organizational obsolescence.
- Some current programs are already proving effective.
- This experimentation is necessary, and new ideas should be piloted.
- The role is a key to the emergence of teacher organization power.

Arguments opposing the role or pointing to difficulties were:

- The role will be expensive in both time and money.
- Teachers must take a new look at their role as facilitators of learning.
- Strong definitive input would be needed from the local level.

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- Impetus for change will probably not come from teacher organizations.
- Not practical to think organizations could implement these programs.
- Teacher organizations should influence others to accept this role.

A majority (67%) agreed that this role should be influenced by teacher organizations but should be funded and operated by foundations and/or government agencies. Smaller minority responses favored recognition of the role through establishment of a diplomate or funding the program with teacher organization dues.

PERFORMANCE STANDARDS

State and local teacher organizations should participate in setting standards of administrator performance.

Desirability

Median: Desirable
 Range: Highly desirable through highly undesirable
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through very small
 Percent response: 85

Probable date of acceptance

Median: 1973-75
 Range: 1973-75 through never
 Percent response: 78

Arguments supporting establishment of the role were:

- The role would aid administrators in achieving the goals of education.
- Teacher evaluation should be one factor in administrator evaluation.
- This would break the military model of decision making and evaluation.
- The role would improve both teacher and administrator accountability.
- The role would provide more in-service for administrators.

Arguments opposing the role or pointing to difficulties were:

- The role of administrators is now custodial and must change.
- The role inserts teachers into the management of the schools.
- Peer evaluation will develop slowly.
- This is a management function, and the teacher's role should be restricted.
- Teachers are not competent to evaluate administrators, just as administrators are not competent to evaluate teachers.
- Teacher organizations have higher priorities than functioning in this role.

A small majority (52%) felt participation in this role should develop through collective bargaining.

Smaller percentages (33% and less) felt state-level agencies should be established to oversee the role, or local evaluation committees should be formed to implement such programs.

State teacher organizations should develop and enforce a professional standard of teacher performance.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through very small
Percent response: 69

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through never
Percent response: 71

Arguments supporting establishment of the role were:

- This would mean the membership card becomes a license to teach.
- Teacher organizations are equipped to perform this role.

Arguments opposing the role or pointing to difficulties were:

- The role will be achieved in conjunction with other controls.
- Teacher production will cause prejudiced school board responses.

- The role should not be accepted until teacher organizations control certification, preparation, and employment.
- To develop is one thing, to enforce is another.
- The role creates conflict with school boards.

A majority (65%) felt the system should include an articulation of standards for adequate schools and educational programs. Less than a majority (19%) desired the system to include a rigorous system of internal rewards and sanctions.

Local teacher organizations should identify criteria by which educational achievement of students may be measured.

Desirability

Median: Desirable
 Range: Highly desirable through undesirable
 Percent response: 94

Potential impact

Median: Great
 Range: Very great through small
 Percent response: 81

Probable date of acceptance

Median: 1976-82
 Range: Now-1972 through 2003 plus
 Percent response: 69

Arguments supporting establishment of the role were:

- This would be an unbiased evaluation and identification process.
- Teachers should influence establishment of criteria, and the role should be cooperative with other groups.

Arguments opposing the role or pointing to difficulties were:

- Local districts should identify criteria, not the teachers.
- The role smacks of assessment.
- A teacher advocacy organization does not have this role as a primary task.
- This must be paid for by the public.
- The concept must include much more than just tests.

A majority (67%) said criteria should be developed cooperatively between teacher organizations and other agencies. Only 4 per cent felt the development of the role should be done independently by teacher organizations. A minority (31%) felt the role called for cooperation between teacher organizations and testing experts.

PERSONNEL POLICIES

Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other personnel will be placed in schools.

Desirability

Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through neutral
 Percent response: 87

Probable date of acceptance

Median: 1973-75

Range: Now-1972 through 1983-92

Percent response: 87

Arguments supporting the establishment of the role were:

- The role is a responsibility of local teacher organizations and enters deeply into the area of employee rights.
- The role is currently progressing in some places.
- There should be mutually regulated decisions on the placement of student teachers.
- The role would prevent misuse and mismanagement of student teachers.
- This would quell the use of laymen as professionals.
- The role may be monitored by influencing state board of education policy.

Participants did not supply arguments opposing the role.

A high percentage (85%) agreed sharing should develop through collective bargaining. A small percentage (25%) felt the role should be monitored through formally adopted policies and procedures within local teacher organizations.

INSTRUCTIONAL POLICY DEVELOPMENT

Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction.

Desirability

Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 98

Potential impact

Median: Very great
 Range: Very great through neutral
 Percent response: 87

Probable date of acceptance

Median: 1973-75
 Range: Now-1972 through 1993-2002
 Percent response: 90

Arguments supporting the establishment of the role were:

- The role will bring about realistic effective educational reform.
- The current system is a deterrent to curriculum development.
- When teachers have a say in the control of the process, they will also have a say in controlling the specifics of instructional improvement.
- The role will give visibility to teacher concerns in the area of instruction and educational conditions for students.

Participants did not supply arguments opposing the role.

A majority (75%) felt participation should be through negotiation of an instructional decision-making process, while a small percentage (17%) said there should be direct negotiations of instructional decisions.

Less than a majority felt the participation should be provided for within federal and state bargaining laws, and that the role should be free from federal control of curriculum or instruction goals. A minority also felt (25%) that teacher organizations should intentionally integrate economic decisions with instructional improvement decisions in bargaining. A small percentage (13%) said the role should be based on the principle that educational policy should be determined by teachers and not by the public.

Local teacher organizations should share with school boards in determining conditions under which teachers and students interact.

Desirability

Median: Highly desirable
Range: Highly desirable through highly undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through neutral
Percent response: 83

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through never
Percent response: 87

Arguments supporting the establishment of the role were:

- The role would be a move toward humanistic education, with students having a participatory role and teachers being facilitators.

- As new educational concepts appear, there will be a demand for change.
- The role would eliminate arbitrary administrative decisions and improve educational practice.
- Local teachers are experienced with alternatives that are possible.
- The role is developing now and is an opportunity for sharing.

Arguments opposing the role or pointing to difficulties were:

- Teachers will be hesitant to adopt changes in role.
- The role could become a disadvantage to both parties.
- Teachers will need to develop a consensus and then gain support from local boards of education.
- The role should be kept decentralized and prevent the development of a "big brother" situation.

A majority (65%) felt the role could be developed through collective bargaining of policies and procedures. Less than a majority (46%) said sharing should be limited to influencing modes of teacher-student interaction, and not controlling the specific methods or teaching conditions used by teachers. A small percentage (13%) favored the development of standards approved by national and state teacher organizations.

Teacher organizations should assist in establishing new forms of local school boards.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 90

Potential impact

Median: Great
Range: Very great through very small
Percent response: 65

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through never
Percent response: 60

Arguments supporting the establishment of the role were:

- Offers potential for overcoming blocks to quality education as reflected in composition of many current school boards.
- Needed because the most detrimental force in schools is the lay board, which is subject to local power politics.
- This will require departure from conflict models of decision making.
- Society is not ready but will weary of the fighting.
- This is an excellent place for experimentation.
- Citizen, nonstudent, noneducator board members are preferred to special interest representatives.

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Arguments opposing the role or pointing to difficulties were:

- Current boards should be reshaped through political action.
- A preferred course would be to initiate broad-scale role definitions.
- Effective bargaining precludes membership of teacher and administrator organizations on school boards.
- Local boards should be made more responsive to local needs.
- The role would be difficult to "sell" from state to local levels.
- School boards need fiscal independence. Educators, generally, make lousy school board members.

Less than a majority favored the representation alternatives offered. The percentages were: student body representation, 42; teacher organization representation, 48; and administrator organization representation, 31.

Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.

Desirability

Median: Highly desirable
 Range: Highly desirable through desirable
 Percent response: 92

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Potential impact

Median: Very great
 Range: Very great through small
 Percent response: 75

Probable date of acceptance

Median: 1973-75
 Range: Now-1972 through never
 Percent response: 73

Arguments supporting the establishment of the role were:

- The role is now developing and will continue to grow in teacher organizations.
- Teacher organizations should be involved because most educational decisions are now being made in the area of politics.
- The role would be a logical and responsible use of power.
- Political action is the only way to achieve some types of goals.

Arguments opposing the role or pointing to difficulties were:

- Teacher organizations will be held back by the prejudices of members.
- The role should be delegated by teacher organizations to those who have technical expertise in political action.
- The impact has been small so far, and effectiveness will be developed slowly.

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A majority (81%) felt the role should be used to gain adequate public funding of education. A majority (58%) said the power should be used to gain laws and/or administrative rulings that encourage establishment of instructional improvement programs. A majority (54%) felt political power should be used to provide for electing individuals supportive of organization programs in instructional improvement.

CURRICULUM DEVELOPMENT

Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 90

Potential impact

Median: Great
Range: Very great through very small
Percent response: 78

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through never
Percent response: 77

Arguments supporting the establishment of the role were:

- The role will balance a vigorous political action role by teacher organizations.
- The role is needed to move into the area of professional growth.

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- The organizations should be decisive in this role.
- As teacher organizations gain in influence and power, there will be a demand for monies to be spent on instructional improvement.

Arguments opposing the role or pointing to difficulties were:

- The role should be to influence others to perform this function.
- Local teacher organizations cannot perform this role alone.
- The role needs implementation and is lacking in leadership.
- The finance of educational research is a public, not a professional, obligation.
- As organizations mature, there should be an increasing amount of funding earmarked for instructional improvement.

A majority (56%) felt projects should be integrated into state and national instruction improvement projects. Half (50%) felt that 10 per cent to 30 per cent of the local budget should be programmed in this area, while smaller percentages favored other amounts of funding.

State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).

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Median: Highly desirable
 Range: Highly desirable through neutral
 Percent response: 98

Potential impact

Median: Great
 Range: Very great through neutral
 Percent response: 92

Probable date of acceptance

Median: 1973-75
 Range: Now-1972 through never
 Percent response: 90

Arguments supporting the establishment of the role were:

- The role will provide an effective means for achieving change.
- Teachers should provide the talent and the public the funds.
- Alternatives should be within the current educational system.
- Teacher organizations should encourage and initiate changes before others do this for teachers.
- Teacher organizations should maintain the brain trust now.

Arguments opposing the role or pointing to difficulties were:

- The role is receiving little effort at this time.
- Teacher organizations should prepare as business and industry have done.

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- Teacher organizations will need to learn how to tap federal monies for this role.

A minority (42%) said the role should be accomplished by support of a brain trust, or think tank, designed to promote idea generation. Smaller percentages desired other options for gaining support to allow teachers to develop plans and implement programs, or programs planned independently of government.

Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.

Desirability

Median: Highly desirable
Range: Highly desirable through neutral
Percent response: 98

Potential impact

Median: Great
Range: Very great through small
Percent response: 87

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through 2003 plus
Percent response: 90

Arguments supporting the establishment of the role were:

- This is a basic responsibility for local teacher organizations.
- The role is progressing now in many locals.
- Locals will be providing increased initiative in this area as government and political leadership becomes less.

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- State and national teacher organizations should maintain a continuing attitude toward fair treatment of minorities, and this will bring locals into the activity.

Arguments pointing to difficulties were:

- Locals may not accept this role, especially in a time of teacher surplus.

A majority (83%) felt the role should be to initiate positive action programs in curriculum development, instructional improvement, and personnel policies. A majority (65%) agreed locals should monitor and evaluate school district policies and practices in this area. A minority (40%) felt the need for local programs to be supplementary to state and national-level programs.

LEADERSHIP

Teacher organizations should employ a staff of instructional improvement specialists, which should function in training staff and teachers on policies, procedures, and specific programs of instruction.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 96

Potential impact

Median: Great
Range: Very great through small
Percent response: 83

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Median: 1976-82
 Range: Now-1972 through never
 Percent response: 77

Arguments supporting the establishment of the role were:

- National and state teacher organizations are doing this now.
- The role would provide in-service training opportunities for teachers.
- Teachers must take the initiative in this matter.

Arguments opposing the role or pointing to difficulties were:

- This is a role for the school board.
- This would be expensive and should not be a high priority.
- Organizations should work to free teachers to perform this role.
- Specialists would likely become a pool of pseudo-expert bureaucrats.

A majority (60%) felt specialists, if employed, should be limited to advisory roles in working with local teacher organizations. A minority (40%) felt specialists should be supplemented by employment of part-time instructional improvement consultants.

Teacher organizations should employ a staff of instructional improvement specialists.

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Desirability

Median: Desirable

Range: Highly desirable through highly undesirable

Percent response: 87

Potential impact

Median: Great

Range: Very great through small

Percent response: 62

Probable date of acceptance

Median: 1976-82

Range: Now-1972 through never

Percent response: 60

Arguments supporting establishment of the role were:

- Instruction is not an administrative function.
- Teachers must control this role, or change will not occur.
- The role is occurring in some areas now.
- Locals should act on this concept when school districts fail to provide the necessary staff.

Arguments opposing the role or pointing to difficulties were:

- This is a school board role.
- Organizations should work to free teachers to perform this role.
- Specialists would become pseudo-expert bureaucrats.

A majority (67%) did not respond to the suggested options. Small percentages felt the staff should be employed at the local, the state, or the national level.

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Local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 92

Potential impact

Median: Great
Range: Very great through small
Percent response: 75

Probable date of acceptance

Median: 1976-82
Range: Now-1972 through never
Percent response: 69

Arguments supporting the establishment of the role were:

- Identification by peers would eliminate paternalism.
- The role would involve teachers in instructional decision making.
- A building-level decision-making process should develop.
- Open types of educational programs call for this form of teacher leadership identification.

Arguments opposing the role or pointing to difficulties were:

- Leadership cannot be voted or legislated.
- There is no appropriate means to evaluate such a role.

- This would be out of role for teacher organizations.
- Teachers should not use the teacher organizations to gain promotion to administrative positions.

Minority percentages of the sample favored (a) election of fellow teachers at the building level, (b) teacher evaluation of administrator instructional leadership, (c) teacher election of principals and persons in other instruction leadership positions. The percentages ranged between 31 per cent for (c) and 19 per cent for (b).

INFORMATION DISSEMINATION

State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information.

Desirability

Median: Desirable
Range: Highly desirable through highly undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through very small
Percent response: 83

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through never
Percent response: 77

Arguments supporting the establishment of the role were:

- Valid information provides a source of power if the information is useful to agreed-upon programs.
- Involves the cashing of existing knowledge into formats designed to advocate teacher experience and insight.
- The organizations should provide a coherent alternative to traditional academic approaches.
- This is a state-level role.
- The role should be to assist members as the need is expressed.

Arguments opposing the role or pointing to difficulties were:

- The problem is one of implementation.
- Independent subject matter groups will not give up this role.
- This is a national-level role.
- This is a state department of education role.
- This is not a teacher organization role.
- State teacher organizations (some) have tried this and failed.
- The role would be costly and would duplicate current efforts.

Minority (44%) support was expressed for a close alliance with independent subject matter groups. A minority (42%) felt the role should be supplemental to

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that provided by other agencies and organizations. A minority (40%) said the role should involve local and national organization staff in gathering information that is supplied to the state organization program.

PUBLIC-STUDENT SPOKESMAN

Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.

Desirability

Median: Highly desirable
Range: Highly desirable through undesirable
Percent response: 98

Potential impact

Median: Great
Range: Very great through very small
Percent response: 83

Probable date of acceptance

Median: 1973-75
Range: Now-1972 through never
Percent response: 83

Arguments supporting the establishment of the role were:

- The role should provide for coalitions of teachers with parents and students.
- This would provide good public relations for teacher organizations.
- The role will involve teacher organizations in providing leadership to relate instructional improvement to school finance.

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Arguments opposing the role or pointing to difficulties were:

-- Who is kidding whom? Teachers will not accept this role.

No further options were explored for this role statement.

Designation of Priorities

Three different modes were designed to examine the data. The intent of further analysis of information was to gain insight into patterns which future roles could assume. The patterns then become a means for visualizing the range of role options available to teacher organization activity. The resulting ranges were limited to the areas studied, however, each pattern could be expanded by someone desiring to further brainstorm or explore possible options.

The three modes used for developing priority lists were:

- (1) To compare a role's desirability and potential impact with the probable date of acceptance;
- (2) To determine what priority exists between a role statement and several topical groups;
- (3) To determine priority rankings within and between topics.

What Priority Exists Between a Role's
Desirability-Potential Impact and
Probable Date of Acceptance?

A rank ordering of roles that expresses priorities of the sample participants was developed by applying a weighting scale (Chapter III, p. 66) to information gathered in the previous section of Chapter IV headed "What is a role's desirability, probable date of acceptance, and potential impact?"

To establish priority scores and ranks, the weighting scale was applied to sample responses for desirability and potential impact. The following table of priority listings has (a) the role statement identified by Phase III number, (b) a priority score and rank for each role statement, (c) the median date of acceptance as expressed in Phase III.

Example:

Desirability	Sample Count	Count x Weight- ing	Potential Impact	Sample Count	Count x Weight- ing
Highly desirable	33	66	Very great	14	28
Desirable	10	10	Great	25	25
Neutral	2	0	Neutral	2	0
Undesirable	1	-1	Small	2	-2
Highly undesirable	2	-4	Very small	2	-4
Total		<u>71</u>	Total		<u>47</u>

Priority Score: $71 + 47 = 118$

TABLE 7.--Priority ranking of role statements

	Role Statement	Priority		Median Date of Acceptance
		Score	Rank	
17.	Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction.	146	1	1973-75
3.	State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers.	145	2	1976-82
29.	Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.	142	3	1973-75
10.	Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools.	141	4	1973-75
26.	Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.	132	5	1973-75
1.	Local teacher organizations should initiate and plan in-service programs in professional development for and with members.	127	6	1973-75
4.	State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions.	126	7	1976-82
14.	National-level teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members.	124	8	1973-75
8.	State teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in determination of goals for teacher preparation.	122	9	1976-82
20.	State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).	121	10	1973-75
18.	Local teacher organizations should share with school boards in determining conditions under which teachers and students interact.	120	11	1973-75
6.	Local teacher organizations should seek to establish roles for members in determining local professional development programs.	118	12	1973-75
2.	Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members.	116	13	1976-82
27.	Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.	110	14	1973-75

TABLE 7.--Continued

	Role Statement	Priority		Median Date of Acceptance
		Score	Rank	
7.	Local and state-level teacher organizations should legally share in determining which prospective teachers have completed certification requirements.	101	15	1976-82
9.	Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification.	101	15	1976-82
13.	National-level teacher organizations should develop and implement programs encouraging educational experimentation in the professional development of teachers.	101	15	1973-75
19.	Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.	94	16	1973-75
5.	State and local teacher organizations should participate in setting standards of administrator performance.	89	17	1976-82
21.	Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures, and specific programs of instruction.	88	18	1976-82
23.	Local teacher organizations should identify criteria by which educational achievement of students may be measured.	73	19	1976-82
24.	Local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district.	72	20	1976-82
25.	State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information.	72	20	1973-75
11.	Local teacher organizations should establish cooperative professional development programs with universities and colleges.	69	21	1976-82
12.	National-level teacher organizations should establish teacher renewal (in-service) centers.	61	22	1976-82
28.	Teacher organizations should assist in establishing new forms of local boards.	61	22	1976-82
22.	Teacher organizations should employ a staff of instruction improvement specialists.	60	23	1976-82
15.	State teacher organizations should develop and enforce a professional standard of teacher performance.	47	24	1976-82
16.	National teacher organizations should provide career credential to professional educators.	1	25	1983-92

What Priority Exists Between Role
Statements and Topical Groups?

A previous section of this chapter "What topical groupings do roles describe?" may now be organized further, using information gained by priority listing the responses of the sample. The next step has been to list each topic and the highest priority role statement that falls within a topic. An analysis of topics and roles indicates that:

Topic	Role Statement with highest priority in that topic
A. In-service	1. Local teacher organizations should initiate and plan in-service programs in professional development for and with members. (Priority 6)
B. Professional Development Policy	14. National teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members. (Priority 8)
C. Licensure and Certification	3. State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers. (Priority 2)
D. Teacher Education	4. State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions. (Priority 7)

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| E. Performance Standards | 5. | State and local teacher organizations should participate in setting standards of administrator performance. (Priority 17) |
| F. Personnel Policies | 10. | Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools. (Priority 4) |
| G. Instructional Policy Development | 17. | Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction. (Priority 1) |
| H. Curriculum Development | 26. | Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education. (Priority 5) |
| I. Leadership | 21. | Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures, and specific programs of instruction. (Priority 18) |
| J. Information Dissemination | 25. | State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information. (Priority 20) |
| K. Public-Student Spokesman | 27. | Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction. (Priority 14) |

The topics will now be reorganized to list the topic with the highest priority role first and so on until the topic with the lowest priority is listed. The reordered list appears in Table 7, along with a listing of all role statements by priority within each topical group. Instructional Policy Development (Priority 1) is listed first, followed by Licensure and Certification (Priority 2), and on down the list of topics to Information Dissemination (Priority 20). Table 8 includes the median probable date of acceptance for each role statement.

Tables 7 and 8 very clearly show that the role statements explored within the study may be described in terms of priority. In Table 7, each individual role was ordered in terms of the score received on the priority scale, and some roles received a highly favorable response in both the areas of desirability and potential impact. These items were considered as very high priority roles. Some items were given a desirable rating, but the respondents were less likely to provide a high level of response to potential impact, or there was a low percentage response to potential impact. In such instances, these items were considered to have a moderately high priority. Those items receiving a low level of desirability and/or potential impact received the lowest priority scores and were considered low-priority roles.

TABLE 8.--Priority ranking of roles within topical groups

Topic	Role Statement by Priority	Median Date of Acceptance		
		1973-75	1976-82	1983-92
A. Instructional Policy Development	17. Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction. (1)	X		
	29. Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs. (3)	X		
	18. Local teacher organizations should share with school boards in determining conditions under which teachers and students interact. (11)	X		
	28. Teacher organizations should assist in establishing new forms of local boards. (22)		X	
B. Licensure and Certification	3. State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers. (2)		X	
	7. Local and state-level teacher organizations should legally share in determining which prospective teachers have completed certification requirements. (15)		X	
	9. Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification. (15)		X	
	16. National teacher organizations should provide career credentials to professional educators. (25)			X

TABLE 8.--Continued

Topic	Role Statement	Median Date of Acceptance		
		1973-75	1976-82	1983-92
C. Personnel Policies	10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools. (4)	X		
D. Curriculum Development	26. Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education. (5)	X		
	20. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula). (10)	X		
	19. Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement. (16)	X		
E. In-Service	1. Local teacher organizations should initiate and plan in-service programs in professional development for and with members. (6)	X		
	11. Local teacher organizations should establish cooperative professional development programs with universities and colleges. (21)		X	
	12. National-level teacher organizations should establish teacher renewal (in-service) centers. (22)			X

TABLE 8.--Continued

Topic	Role Statement	Median Date of Acceptance		
		1973-75	1976-82	1983-92
F. Teacher Education	4. State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions. (7)		X	
	8. State teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in determination of goals for teacher preparation. (9)		X	
	13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in the professional development of teachers. (15)	X		
G. Professional Development Policy	14. National-level teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members. (8)	X		
	6. Local teacher organizations should seek to establish roles for members in determining local professional development programs for members. (12)	X		
	2. Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members. (13)		X	
H. Public-Student Spokesman	27. Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction. (14)		X	

TABLE 8.--Continued

Topic	Role Statement	Median Date of Acceptance		
		1973-75	1976-82	1983-92
I. Performance Standards	5. State and local teacher organizations should participate in setting standards of administrator performance. (17)		X	
	23. Local teacher organizations should identify criteria by which educational achievement of students may be measured. (19)		X	
	15. State teacher organizations should develop and enforce a professional standard of teacher performance. (24)			X
J. Leadership	21. Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures, and specific programs of instruction. (18)			X
	24. Local teacher organizations should establish a means for identification and/or determination of instructional leaders in a school district. (20)			X
	22. Teacher organizations should employ a staff of instructional improvement specialists. (23)			X
J. Information Dissemination	25. State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information. (20)		X	

A further interpretation of each role statement was developed in the summary and conclusions to the research.

CHAPTER V

SUMMARY AND CONCLUSIONS

Introduction

In this concluding chapter there is an interpretation of results for the study, which explored future roles of teacher organizations in instructional improvement and professional development. There are a summary of role statements, a general discussion, and a set of proposed guidelines for teacher organization decision making in professional development and instructional improvement. Suggestions for future research are also included.

The summary focuses on the desirability, potential impact, and probable date of acceptance of each suggested role. The discussion focuses on rationale used by participants to support or oppose suggested roles, and on the implications of the study for teacher organizations.

The roles are summarized according to the priority list found in Table 8, Chapter IV, "Priority Rankings of Roles Within Topics." There is a brief summary statement for each of the topic areas: instructional policy development, licensure and

certification, personnel policies, curriculum development, in-service, teacher education, professional development policy, public-student spokesmen, performance standards, leadership, and information dissemination.

Summary of Role Statements by Topic

Instructional Policy Development

The role found by respondents to be most desirable, and of the highest priority in instructional policy development (and in the entire study), was that local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction. The majority (77%) said that this role was highly desirable, that it would have very great impact on education and teacher organizations, and that it should be accepted by 1975. No member of the sample felt the role was undesirable, of small potential, or would take more than thirty years to be accepted.

The sample indicated the role would be achieved, in most situations, through collective bargaining that will focus on negotiations of a decision-making process rather than on the negotiation of specific instructional items. Majority agreement was not found on the need for the role being defined within state and federal collective bargaining laws, on the need for intentionally integrating economic decisions with instructional improvement

decisions, or on the principle that educational policy should be determined by teachers rather than the public.

The second most desirable role in instructional policy development, and one of the highest priorities in the study, was that local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs. The majority (67%) found this role highly desirable, that it would have very great impact on education and teacher organizations, and that it should be accepted by 1975.

The sample felt the role should be used to gain adequate public funding of education, that the power should be used to gain laws and/or administrative rulings which encourage establishment of instructional improvement programs, and for electing individuals supportive of teacher organization programs in instructional improvement. The latter two positions were small majorities of agreement.

A fairly high priority in instructional policy development was that local teacher organizations should share with school boards in determining conditions under which teachers and students interact. The majority (63%) felt this role was highly desirable, that the item had great (but not very great) potential, and that acceptance should be by 1973-75.

The sample felt the role could be developed through collective bargaining, but there was no clear agreement on how that might be achieved in terms of shared influence by state and national standards and limitations on teacher-student relations.

A low priority was placed on teacher organizations' assisting in establishing new forms of local school boards. A small majority (55%) found this role desirable or highly desirable, less than a majority (46%) felt the role would have great or very great impact, and the probable time of acceptance would be by 1982. There were large numbers of the sample (35-40%) that did not respond to either the potential impact or the date of acceptance items. Less than a majority favored inclusion of students, teacher organization representatives, or administrator organization representatives on the school board.

In summary, the sample felt that local teacher organizations should (by 1975) participate with school boards in policy decisions on curriculum and instruction; that teacher organizations should (by 1975) use political power to establish legal and financial foundations for instructional improvement programs; and that these roles would have a very great potential impact.

Local teacher organization involvement should develop through collective bargaining within the current

school board structure. Political action should be used to gain funds for instructional projects, and the bargaining process should be used (but not at a high priority level) to develop a shared teacher organization-school board approach to problems of teacher-student interaction.

Licensure and Certification

A high priority (the second highest in the study) was that state teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers. The majority (73%) felt this role was highly desirable, and no member of the sample felt the role was undesirable or neutral. The role was expected to have very great potential impact and should probably be accepted by 1982. All sample members chose a date of acceptance within thirty-plus years.

The sample favored (82%) participation by state teacher organizations in some form of state-level committee or commission, but there was no majority agreement on the make-up of that committee or commission. The sample favored placing teachers on the commission or committee, but the manner in which teacher appointments were made was a point of contention.

A fairly high priority was placed by the respondents on local and state teacher organizations' legally sharing in determining which prospective teachers

have completed certification requirements. There was a small majority (52%) that found this role highly desirable, of great potential impact (56%), and that acceptance should be by 1982. The sample found no majority agreement on how teacher organization sharing of this role might develop.

A fairly high priority was placed on local teacher organizations' participating in establishment of a system to evaluate and reevaluate teachers for retention of certification. A small majority (56%) felt the role was highly desirable, that it had great or very great potential (71%), and that it should be accepted by 1982.

Less than a majority favored any of the options for participation. Agreement was not found on how procedures would be developed locally or within which principles or guidelines such participation might proceed.

The lowest priority in licensure and certification (and the lowest priority in the entire study) was that national teacher organizations should provide career credentials to professional educators. Less than a majority (40%) found this role either desirable or highly desirable. Only 28 per cent felt this would have very great or great impact on education or teacher organizations, and probable date of acceptance was set at 1992. Almost half of the sample (48%) did not

respond to either the potential impact or the probable date of acceptance. The sample did have strong feelings on the desirability of the item, as 96 per cent did respond to that issue, and the median response was neutral.

Less than half (42%) of the sample favored teacher organization evaluation of teacher preparation programs. Agreement was not reached by a majority on any of the other options regarding how this role might be achieved.

In summary, the sample placed a high priority on state-level teacher organization involvement, by law, in matters of licensure and certification (by 1982). Moderate priorities were found for local and state teacher organizations' legally sharing in determination of certification requirements for prospective teachers, and in evaluation of teachers for retention of certification (by 1982). The sample tended to be neutral or negative to the concept of teacher organizations' providing career credentials to professional educators. The sample could not register majority agreement on any of the means for involving teacher organizations in this process of licensing and certification, except that agreement was found in state teacher organizations' serving on a state-level commission or committee.

Personnel Policies

A high priority was found for the role that local teacher organizations should share in decisions on policy and conditions under which student teachers, teacher aides, teachers, and other instructional personnel are placed in schools. This role was found highly desirable by 75 per cent of the sample, the potential impact was great, and the probable date of acceptance was by 1975 (55%).

A very high percentage (85%) said the role should be developed through collective bargaining, while less than a majority saw the need for monitoring the role through policies and procedures adopted within local teacher organizations.

In summary, local teacher organization involvement in sharing on decisions of personnel placement in schools should develop through collective bargaining (by 1975).

Curriculum Development

A very high priority was placed on local teacher organizations' assuming an active role in assuring fair treatment of ethnic and racial minorities in all phases of education. The majority (71%) felt that this role was highly desirable, that there was great potential, and that acceptance would be by 1975.

A large majority (83%) agreed the role should be to initiate positive action programs in curriculum development, instructional improvement, and personnel policies. A majority (65%) agreed local should monitor and evaluate school district policies and practices, and less than a majority (40%) saw the need for local programs supplementing state and national programs in this area.

A fairly high priority was given to state and national teacher organizations' planning and encouraging alternatives to current educational practice. Half of the sample (50%) found this role highly desirable, of great potential impact, and having acceptance by 1975. No member of the sample found the role undesirable. No majority agreement could be found on how this role might be accomplished. Just under half (42%) desired the development and support of a brain trust, but smaller percentages favored other options.

A third favorably received priority in curriculum development was that local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement. This role received a lower priority than either of the two preceeding statements and appeared toward the middle of the priority rankings. The sample felt the role was desirable, that the potential impact would be great, and that the role should be accepted by 1975.

A slight majority favored integration of local project efforts into state and national programs. Half of the sample felt funding should constitute between 10 per cent and 30 per cent of the local teacher organization budget, while smaller groups favored other funding options.

In summary, the sample found it highly desirable for local teacher organizations to become involved in positive action programs assuring fair treatment of minorities in education (by 1975). Teacher organizations should (by 1975) encourage experimentation in alternatives to current educational practice. Teacher organizations (local) should program and budget a portion of fiscal and human resources to projects on instructional improvement, but the potential impact of this role was not clear to many members of the sample. Participants were indecisive on amounts of funding that would be appropriate, and there was no sizable agreement on how the encouraging of educational alternatives might be achieved.

In-Service

A very high priority was placed on local teacher organizations' initiating and planning in-service programs in professional development for and with members. The role was found highly desirable (69%), to have great potential impact, and should have acceptance by 1975.

Majority agreement (77%) was found that the in-service should be funded with school district, state, and/or federal monies. A slight majority (52%) felt the role should be developed through collective bargaining, and no majority agreement was found on other dimensions or options for funding.

A second in-service role, which was given a low priority, was that local teacher organizations should establish cooperative professional development programs with universities and colleges. Those responding to this item felt the role was desirable, had great potential impact, and would be accepted by 1982. However, 30 per cent of the sample was either neutral or did not respond to the issue of desirability, and 57 per cent were either neutral or did not respond to the potential impact. Very few participants felt the role was either undesirable or of small potential impact.

A majority did feel that cooperation in developing these programs could be achieved through a combination of programs arranged through school districts and also independently between teacher organizations and universities. Less than a majority preferred either option of arranging the programs only through school board channels or developing the programs on a strictly independent basis between teacher organizations and universities.

A third in-service role statement, which was also given a very low priority rating, was that national teacher organizations should establish teacher renewal (in-service) centers. The participants who did respond to this item felt the role was desirable, that there would be great potential impact, and that the role should be accepted by 1982. However, 43 per cent of the sample found the role either highly undesirable, undesirable, neutral, or had no response. A large number (48%) felt the potential impact was either small to very small, neutral, or did not respond.

A majority (67%) agreed teacher organizations should control the centers and be influenced by foundation and government agencies. A majority (68%) expressed agreement on some form of combined teacher organization, government, and foundation funding. Majority agreement was not reached on a specific funding pattern. A minority (29%) favored establishment of local and state-level centers.

In summary, a high priority was set for teachers to control in-service programs in professional development (by 1975), and that these programs be funded by the public rather than through organization dues. The establishment of professional development programs between local teacher organizations and universities was found desirable but of a low to moderate priority.

If these programs are to be arranged, then this should be a cooperative effort with the local school district.

The establishment of teacher renewal centers through national teacher organizations was given a low priority, and the potential impact of such centers was greatly questioned. Local roles in in-service may be achieved through collective bargaining; however, the sample was indecisive.

Teacher Education

A high priority was found for state teacher organizations' participating in the setting of standards, procedures, and policies of teacher education institutions. The role was found highly desirable, of great potential impact, and to be accepted by 1982. Half of the sample (50%) felt this role could be achieved through three-way contracts between teacher organizations, school districts, and higher education institutions. Just under half (48%) felt the role should be established directly through legislation. Less than a majority favored cooperative voluntary efforts in this area.

A second teacher education role given a high priority was that state teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in determining goals for teacher preparation. This finding reinforces the opinions expressed in the preceeding paragraph.

Participants found the role highly desirable, of great potential impact, and that acceptance should be by 1982.

A small majority favored the development of a cooperative council to establish these goals. Smaller percentages favored influencing these goals through local teacher organizations and formal contract agreements with the higher education institutions.

A third teacher education role, given a moderate to fair priority rating, was that national teacher organizations should develop and implement programs encouraging educational experimentation in professional development of teachers. This role was found desirable, to have great potential impact, and to be accepted by 1975.

A majority agreed this role should be influenced by teacher organizations but should be funded and operated by foundation and/or government agencies. Small percentages favored other forms of funding and the establishment of a teacher education diplomate.

In summary, the sample favored state teacher organization roles in influencing teacher education programs (by 1982), and that the role should function within legal guidelines and regulations. It would be desirable if the role included a focus on the goals of teacher education programs and an encouraging of experimentation in teacher preparation (by 1975). Experimental

programs should be funded by the public rather than through organization dues. The sample was indecisive on how these roles might be specifically developed, and about half of the sample seemed to favor cooperative council or contract arrangements. There was general agreement that teacher organization involvement in this area would produce a great or very great impact on education.

Professional Development Policy

A high priority was found for national teacher organizations' participating cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development. The role was found highly desirable, of great potential impact, and acceptance should be by 1975. No majority agreement could be found on what form this participation might take; however, about half (48%) felt a parity arrangement between local, state, and national levels could be arranged. Slightly fewer (42%) favored an all-level program for training elected leaders, while small Percentages favored other options.

A second role in the professional development Policy area was that local teacher organizations should seek to establish roles for members in determining local Professional development programs. The role was found

desirable but was given a moderate priority level. The sample felt this role was highly desirable, of great potential impact, and should have acceptance by 1975. The majority of the sample felt this role could be established through collective bargaining. Less than a majority (31%) favored teacher organization-school district instructional councils, and a still smaller percentage favored teacher organizations' adopting internal policies and programs in this area.

A third professional development role, given a moderately high priority, was that local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members. The role was found highly desirable, of great potential impact, and acceptance should be by 1982. The high desirability of this role would seem to negate or be in conflict with the last finding in the previous paragraph.

A slight majority favored no external regulations on this role, and smaller percentages favored some form of regulation. A majority said the state and national teacher organizations should influence these programs.

In summary, the sample rated matters of professional development policy as highly desirable or desirable items. Rather than saying the items would have very great potential impact, the sample tended to

select a potential of great. There was general agreement that these roles would be accepted within the next ten years and that local roles will develop through collective bargaining. There was indecision on local adoption of policies and procedures; on state levels of cooperation and regulation; and on how local, state, and national teacher organizations might cooperatively develop programs in this area. However, it was seen as highly desirable that national teacher organizations work cooperatively with other levels in developing professional improvement programs.

Public-Student Spokesman

The sample was generally favorable to the idea of teacher organizations' serving as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in instruction. The item received a fairly high priority rating and was found highly desirable, to be of great potential impact, and that acceptance should be by 1975. There was a large percentage (27%) of the sample that did not respond or were neutral to negative on the issue of potential impact.

No further dimensions of this role were explored in the study.

Performance Standards

A moderate priority level was found for state and local teacher organizations' participating in the setting of standards of administrator performance. The role was found desirable, of great potential impact, and that acceptance would probably be by 1975. None of the sample members felt this role was occurring now. This was the only suggested role statement where no participant selected the category of "now-1972." A slight majority felt the role could be developed through collective bargaining, and smaller percentages favored monitoring the role through state-level agencies or local evaluation committees.

A second role in performance standards was that local teacher organizations should identify criteria by which educational achievement of students may be measured. This item received a low priority rating, although the sample indicated the item was desirable, had great potential impact, and that acceptance should be by 1982. Large portions of the sample (31%) felt the role to be undesirable, neutral, or they did not respond to the issue. Also, a large percentage (44%) found the role to have a neutral potential impact, or they did not respond to the question of impact, and 31 per cent did not respond to the probable date of acceptance.

A majority of the sample felt teacher organizations could work cooperatively with other agencies on the development of this role, but only 4 per cent desired the use of organization dues for the purpose of independently developing such a set of criteria. The sample was indecisive on other options.

A third suggestion in performance standards was that state teacher organizations develop and enforce a professional standard of teacher performance. This item received a very low priority and was one of the lowest rankings in the study. Of those that did respond, the medians were: the role is desirable, there is great potential impact, and the probable date of acceptance is 1982. However, 42 per cent of the sample were neutral to highly undesirable on the issue, and 45 per cent either did not respond to the potential impact or expressed neutral to very small impact choices. Thirty-nine per cent either did not respond to the probable date of acceptance or said the role would never be accepted.

A majority did feel that such a system should include an articulation of standards for adequate schools and educational programs. A small percentage favored a rigorous system of internal rewards and sanctions.

In summary, the sample placed a medium to low priority on teacher organization involvement in

establishing performance standards for teachers, students, and/or administrators. The potential impact of these roles was rated moderately low; and on each area, between 30 per cent and 45 per cent of the sample chose not to respond or chose neutral to very small impact positions. Small majorities saw acceptance of these roles within the next twenty to thirty years.

There were few points of agreement on how these roles might be achieved. A majority did indicate an articulation of standards for adequate schools, that educational programs should be developed, and that if criteria are developed to measure student achievement this should be done cooperatively between teacher organizations and other agencies. A collective bargaining role was not clearly described in any of the performance standards suggestions.

Leadership

A moderate priority was found for teacher organizations' employing a staff of instructional improvement specialists to function in training staff and teachers on policies, procedures, and specific programs of instruction. The role was found desirable, of great potential impact, and that probable acceptance would be by 1982. Twenty per cent found the desirability to be neutral, undesirable, or highly undesirable.

Thirty-one per cent either did not respond to the potential impact or felt the potential to be neutral or small.

A majority did feel that if specialists are employed their role should be limited to advisory roles when working with local teacher organizations. Less than a majority favored supplementing the specialists with part-time instruction consultants.

A second leadership role explored was that local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district. This role was found to be desirable, of great potential impact, and that acceptance should be by 1982. Less than a majority favored (a) election of fellow teachers at the building level, (b) teacher evaluation of administrator instructional leadership, or (c) teacher election of principals and persons in other instructional leadership positions.

A third leadership role explored was that teacher organizations should employ a staff of instructional improvement specialists. This role received a very low priority rating, even though the median responses were that the role is desirable, of great potential impact, and that it should be accepted by 1982. Thirty-four per cent of the sample felt the role was neutral, undesirable, highly undesirable, or there was no

response to desirability. A large 48 per cent did not respond to the potential impact or said impact was neutral to small. This role statement was distorted by a misprint on the Phase II form, and much of the respondent reaction may have resulted from that misprint. The intent of the statement was to establish the primary level at which instructional improvement staff should be employed. However, the majority (67%) did not provide a response to a preferred level. Small percentages did prefer each of the suggested levels.

In summary, leadership roles explored were given a medium to very low priority rating. The employment of limited instructional improvement staff seems desirable (by 1982), and the idea of teacher organizations' identifying instructional improvement leaders was given slight majority approval (by 1982).

A majority tended to feel the leadership roles would have great to very great potential impact, but very high percentages of the sample did not respond to this issue. Participants were indecisive on how leadership roles might be implemented, and there was little indication as to whether instructional improvement specialists should be employed at the local, state, or national levels of teacher organizations.

Information Dissemination

A rather low priority was found for state teacher organizations' maintaining an extensive clearinghouse role for dissemination of instructional information. The sample felt the role was desirable, had great potential impact, and would probably be accepted by 1975. However, 25 per cent of the participants felt the role was neutral or of undesirable to highly undesirable qualities. Similarly, 25 per cent felt the role to have neutral, small, or very small potential impact, while 17 per cent did not respond to the issue of impact. Those that responded to the probable date of acceptance tended to pick a time within the next ten years; however, 23 per cent did not respond to the date of acceptance.

Majority agreement was not found on how this role might be implemented. Less than a majority (44%) favored the forming of close alliances between teacher organizations and subject matter groups. Similar percentages of the sample favored this role supplementing information provided by other agencies and organizations, and local and national staff providing information to a state teacher organization program in this area.

In summary, participants favored a teacher organization role in providing instructional improvement information to members but felt that the role should

not be extensive (by 1975). The role should have a fairly great potential impact, and general acceptance should occur in the next ten to thirty years. The sample was indecisive on what form this role might take or how development might proceed.

Discussion

Teacher organizations at local, state, and national levels should be pursuing programs in professional development and instructional improvement. The scope of these programs should include specific attention to the issues of instructional policy development, licensure and certification, personnel policies, curriculum development, in-service training of teachers, teacher education, professional development policy, public-student spokesman relations, performance standards, leadership in instructional improvement, and dissemination of instructional improvement information.

Clarification should be sought on which roles could most appropriately be gained through collective bargaining, which through political action, and which are primarily internal teacher organization problems as compared to cooperative programs with other agencies and groups.

The study indicates that a high priority should be set by teacher organizations on using collective bargaining procedures to:

- (1) Establish a process of instructional and curriculum decision making that cooperatively involves school boards and teachers within agreed-to procedures;
- (2) Establish an agreed-upon procedure for the placement of instructional personnel in school buildings;
- (3) Establish agreed-upon procedures and processes for the professional development of teachers within the local school district.

The study tended to favor the use of collective bargaining for the following three issues, but there was a high level of disagreement and indecision.

- (1) Establish an in-service procedure that places primary responsibility and planning functions with practicing teachers;
- (2) Establish an agreed-upon procedure for evaluating the instructional leadership and performance of administrators;
- (3) Establish procedures for the identification of local instructional improvement leaders.

The study indicated that several instructional improvement and professional development roles should be achieved through legislative efforts. These were:

1. Teacher organizations should have the right to bargain instructional issues.
2. State teacher organizations should be involved in the licensing and certification of teachers within that state.
3. The public must adequately fund programs supporting the improvement of instruction.
4. State teacher organizations should have the right to share in policy decisions with teacher education institutions.
5. Teacher organizations should have the right to bargain professional development issues.

One problem teacher organizations must deal with is the appropriate level for concentrating of specific goals. The study would indicate that local teacher organizations should:

- Place a high priority on the bargaining of a process for controlling instruction and curriculum decisions in a school district; use political action to assure adequate funding for education; share in policies that place instructional personnel in schools; develop positive action programs that assure fair treatment of ethnic and racial minorities within the schools; assist in

developing teacher in-service programs; assist in cooperatively developing staffing patterns within school districts.

- At a lower priority level, locals should seek to establish professional development programs for members, share in establishing certification requirements for teachers, program and budget an appropriate portion of teacher organization fiscal and human resources to instruction projects.
- Low-priority items for local teacher organizations would be to set standards of administrator performance, identify criteria by which student achievement might be measured, identify instructional leadership within the schools, establish cooperative professional development programs with universities, and work to reform current structure of school boards.

State teacher organizations should:

- Establish a legally based position for involvement in licensure and certification; establish a legal base for participating in policies and procedures of teacher education institutions; use political action to assure adequate public

funding of education; encourage the development of alternatives to current educational practice.

- At a lower priority level, there should be participation in the determining of performance standards for administrators and the employment of a limited instructional improvement staff.
- A low priority for state teacher organizations would be to develop an extensive clearinghouse role for disseminating instructional information and develop and enforce a standard of teacher performance.

National teacher organizations should:

- Use political action to assure adequate public funding of instructional improvement projects; cooperatively develop a nationwide program within the teacher organization staff to encourage local teacher organization roles in the professional development of members.
- A lower-level priority was placed on national teacher organizations' seeking to encourage experimentation in programs of professional development of teachers.
- Low-priority national level programs would be the establishment of teacher renewal (in-service)

centers and the development of career credentials for professional educators.

All levels of teacher organizations should place some emphasis, but not a high level of emphasis, on developing a cooperative teacher-student-parent spokesman role in the community.

When comparing this listing of priorities with the factors discussed in Chapter II as needed elements to create educational change, there are some definite weaknesses and inconsistencies in current thinking about the role of teacher organizations in professional development and instructional improvement. The greatest of these appears to be the desire to place great emphasis on the improvement of education as a goal of teacher organizations, however, in doing this, there seems to be:

- (1) A lack of clear definition as to what should be accomplished by such programs;
- (2) A lack of deep commitment to the concept that instructional improvement needs special staff assistance;
- (3) A moderate commitment to funding instructional improvement or professional development programs with dues monies;

- (4) A moderate commitment that information about instructional improvement should be disseminated through teacher organization efforts.

In comparing the change factors with results from the study, as interpreted by the researcher, one finds the following:

1. To create educational change, a group should renew efforts at selecting goals and objectives for instruction.

The results of the study would indicate that the leadership people surveyed have a general commitment to the concept of renewed efforts to select instructional goals and objectives. This is found in support for experimenting with alternatives to current educational practice and in encouragement of experimental programs in teacher preparation. These concepts, however, were not placed high on the list of priorities.

2. To create educational change, there must be a formal group established to direct and organize for that change.

The sample of leaders in the study supported this concept and set a high priority on placing teacher members on such committees. There was disagreement on how this might proceed at the level of teacher education institutions and in the area of licensure and certification.

3. To create educational change, there must be experimentation with materials, activities for students, and methods of teaching.

The sample studied indicated a willingness to take part in such experimentation if the cost is carried through public funding and if teachers have an authoritative voice in carrying out the experiments.

4. To create educational change, there must be a means of evaluating programs that encourage positive self-concept development in students and are appropriate to measuring instructional achievement.

This issue is directed at the problem of identifying the reasons or purposes motivating a desired change in instructional programs. There was little agreement among respondents on what types of changes were desirable, or needed. There was a definite reluctance to identify achievement standards for students, administrators, or teachers. This area is very much in need of serious teacher organization study in order to develop a more clearly defined approach to the evaluation of educational achievement.

5. Develop a formal structure that encourages continuous study and a search for new programs, materials, and methods.

There seems to be an acceptance of the fact that this role is primarily for the local school district and that teacher organizations should concentrate on making the district program effective. This is an area that needs new thinking within the leadership of teacher organizations, as there is also a need for such a formal, ongoing structure within the organization itself. There are structures that operate at local, state, and national levels of these organizations, but they do not represent a coordinated effort. The concept of teacher renewal centers is directed at solving this type of problem; however, the leadership of teacher organizations has indicated a reluctance wholeheartedly to endorse the establishment of such centers at the national level.

6. To create educational change, there must be a selection and/or designing of appropriate instructional content, materials, methods, and teaching aids.

The leadership surveyed indicated a high level of commitment to this idea and would prefer that the role be developed through cooperatively bargained process involving teachers, who must live with the final decisions. There was also some expression that much of the necessary research will be conducted by publicly funded experimental programs operated outside teacher organization programs but influenced by organization

activity. It is not clear how the teacher organization might affect the designing or selecting of these materials, methods, and aids.

7. To create educational change, a means must be established for the dissemination of that change.

The leadership persons surveyed were very weak in their response to this issue. A fairly low priority was found on the role of teacher organizations' having an extensive clearinghouse operation for disseminating instructional improvement information. If the teacher organizations wish to create either large or small changes in educational programs, then there must be a clarification of how the organization intends to disseminate the proposals. The study was indecisive in this area.

8. To create educational change, that change should provide alternative approaches which recognize pluralistic values affecting student learning.

The sample studied was in support of this concept and generally seemed to endorse the role of teacher organizations' working to improve education as it relates to ethnic and racial minorities. The sample expressed a desire to seek alternative approaches to education and to provide every teacher and student with a high-level educational opportunity.

9. To create educational change, the leadership roles of professionals must be clarified in terms of responsibility and authority for implementing instructional change.

The leadership question was not clearly responded to in the study. The general attitude seemed to be that teachers should have the authority, the major responsibility, and released time to lead these activities. The direction, however, was not definitive. The whole area of teacher-administrator roles and responsibilities needs careful consideration and study if, in fact, teacher organizations are to provide definitive leadership to instructional improvement issues. The traditional concept of instructional leadership being the responsibility of the building principal was not endorsed by the study. There seemed to be a desire for some new, but not clearly developed, approach.

In conclusion, an analysis of the many arguments supporting, opposing, or pointing to difficulties that might be encountered indicates that seven themes appear to be used over and over by the leadership and expert staff sample to support their opinions.

1. There is a need to increase teacher control, or influence, over instructional and professional development decision-making roles.

2. Roles currently being developed are good and will continue to expand.
3. Adoption of this role will lead to effective educational reform.
4. This is an issue that should be achieved through collective bargaining, and the bargaining of this item will assist in achieving welfare goals.
5. Continuous in-service education of teachers and administrators is needed, and commitment to in-service will develop if those expected to implement the change are involved in the planning and operation of the training.
6. Peer evaluation, self-evaluation, and standards of competence are needed, but they will develop slowly.
7. Teachers know what improvements and changes are needed, and they are also aware of alternatives that should be made available.

Perhaps these rationales could be summarized into one prevalent form of thinking that seems to be an accepted principle within teacher organization staff and elected leadership: To achieve effective educational change and reform, there must be an increase in control, input, influence, and responsibility to practicing classroom teachers.

Recurring themes were also found in rationale used to oppose, or point to difficulties, in achieving particular roles:

1. Teacher organization members will not accept a role (such as those listed above), and in some instances, there will be active resistance.
2. The role of teacher organizations is not to function actively in achieving this end but rather to influence others to perform that function.
3. The level of teacher organization which has been proposed to carry out this role is inappropriate.
4. The role cannot possibly be achieved until new laws are passed.
5. Teachers desire to implement this role, but they will not be able to reach agreement on how to realize it.
6. The role may be appropriate, but support will be withheld until there have been further definitions and clarifications.
7. To accept this role would compromise the teacher organization's voice as an advocate for members.
8. The role would be too expensive and would demand large amounts of time and energy.

Each of these arguments would need to be considered as very real barriers to those planning and developing programs in instructional improvement and professional development.

Reflections

The gathering of information for the preceding research leads one to wonder about the future and what may lie in store. On a broad scale, education must respond to society's future needs, and predictions are being made that:

- The world will continue to become smaller as mass communication is expanded.
- International travel will continue to increase rapidly.
- People will be increasingly bombarded with information overload.
- The world population will continue to increase, but the population of the United States will begin to level off or even decrease.
- There will be an increasing demand for highly developed intellectual and technical skills.
- Economic disparities between the rich and the poor will become greater rather than smaller. During this time, however, the average income will continue to rise and improve.

- Teachers, in the majority of situations, will be more highly educated and skilled than will be school administrators.
- Students will be assuming the major responsibility for planning and completing individualized schooling sequences.
- Learning theory will become more definitive and usable at the everyday level. This will create organizational and structural changes in schools. Possible reflections of this thrust will be:
 - (1) Formal education with no school buildings;
 - (2) Extensive use of multisensory learning experiences;
 - (3) Decreasing emphasis on the printed word;
 - (4) Grading (evaluation) systems that promote success in all students;
 - (5) Reduction or complete elimination of education programs based on chronological age of student.
- The world will have one universal language, one universal numbering and mathematical system, and one monetary system.
- There will be massive breakthroughs in assuring children and adults of good mental health.

- Mass production work and tedious repetitive jobs will be totally automated.
- The work ethic will be altered to reflect the quality of service provided rather than the time spent in performing a given task.

How will teacher organizations respond to issues such as these? The study would indicate very little thought has been given by teacher leaders to development of radically new or different alternatives. One may assume that teacher organizations' leadership will become increasingly intolerant of schemes or plans that would jeopardize, or appear to jeopardize:

- Member, or personal, job security;
- Member competency or status before peers and nonpeers;
- Organizational ability to function in a teacher advocate role;
- Existing educational programs and processes arrived at through arbitrary, unilateral management decisions.

It is not to be thought that teacher organizations should be condemned for holding these positions, but what is of critical importance is how these concerns are resolved to the satisfaction of dues-paying

members and what efforts are built into the organizations to provide for self-renewal and positive growth to accommodate the emerging patterns of society. In fact, if renewal is not accounted for within organizations, then that group may indeed be headed for extinction. The primary means by which teacher organizations establish patterns of growth is through their decision-making bodies and documents.

It is of the utmost importance that governing bodies, constitutions, bylaws, and employed decision-making staff provide systematic and formally recognized structures to deal with the professional development of educators and the improvement of instruction in the schools. The roles that emerge from such deliberations should provide the thrust that results in:

- Teacher participation in self-designed, and/or fellow-teacher-designed professional (career) development programs;
- Practicing teacher influence (but not autonomous control) of preprofessional preparation and certification programs;
- Actions that assure a sound economic footing for the educational process.

The future will see teacher organizations working closely to maintain or establish coalitions with

community and noneducator groups. The future should also see the massive implementation of a problem-oriented educational change program for teacher organization leadership and staff. The parameters of this program should be:

- (1) Coordination, leadership, and resource input supplied from the national level;
- (2) Specialists employed at the state level to coordinate state and local efforts to provide successful programs;
- (3) Plans and programs developed at the local level by practicing teachers in cooperation with other professional and community interests;
- (4) Economic and employment security incentives to encourage teacher involvement in experimental-innovative efforts;
- (5) Extensive educational efforts to provide a variety of alternatives and suggestions as to:
 - How particular goals may be achieved;
 - What alternatives are available for consideration.

Proposed Guidelines for Decision Making

As a result of this study, both in the review of the literature and in the opinionnaire results, the

following set of guidelines has been developed. These guidelines are suggestions which could be used as check-points by organizational planners when making decisions about the scope and direction of local, state, or national programs in professional development of teachers and in the improvement of instruction in schools. The researcher would recommend that these guidelines be used in conjunction with the role statements found in the preceding section. The intent is that they would describe each basic need that should be considered, staffed, funded, and planned for in a complete teacher organization program in professional development and instructional improvement. Teacher organizations should operationalize professional development roles that:

- Give direction to the gaining of a powerful and authoritative voice for members in establishing professional development goals and objectives within school districts and teacher education institutions;
- Give direction to efforts which maintain formal groups, or committees, whose primary charge is to achieve professional development goals;
- Encourage experimentation with materials, activities, and methods of teaching;

- Assist in developing teacher attitudes that lead to students' building positive self-concept patterns;
- Develop cooperative and independent teacher organization programs for the in-service education of members;
- Assist in the selection of course content, use of materials, and teaching methodologies used in instructional programs;
- Disseminate information by means of an organizational clearinghouse and communication network;
- Develop alternatives to the preparation of teachers.

Instructional improvement roles should be operationalized that:

- Involve members in the selection of instructional goals and objectives;
- Establish formally recognized instructional change committees and groups;
- Encourage experimentation and innovation in instruction;
- Establish criteria to evaluate instructional effectiveness and coordinate processes for new program adaptation;

- Encourage continuous study for instructional improvement;
- Involve members in selection and design of instructional content and materials;
- Establish and maintain a clearinghouse for instructional improvement information. The role should include development and implementation of instruction-related conferences, courses, and/or programs;
- Disseminate and encourage alternative approaches to instruction, especially in areas dealing with racism and cultural pluralism;
- Clarify responsibility and authority for leadership in matters of instruction. These roles would include:
 - (a) Maintaining a formal support system for those members involved in instructional change;
 - (b) Speaking for members on instructional concerns and developing cooperative student and community instructional improvement programs;
 - (c) Designating teacher organization staff to specialize in programs of instructional improvement.

Suggestions for Future Research

The research reveals several areas that could benefit from further study. These will be listed as a series of questions.

1. What leadership should be provided by teachers, administrators, and teacher organization staff to issues of professional development and instructional improvement?
2. What is the specific impact of collective bargaining on teacher organization goals in licensure and certification?
3. What will the impact of higher education collective bargaining be on teacher organization goals?
4. Do the opinions of the participating sample in this study accurately reflect the opinions of teacher organization members-at-large?
5. What are the opinions of noneducators, school board members, students, and the business community on the roles of teacher organizations in professional development and instructional improvement?

6. What are the opinions of teacher education personnel on the role of teacher organizations in professional development and instructional improvement, and how do those opinions compare with the opinions expressed in the present study?
7. What is the opinion of the teacher organizations' staff on matters of role in professional development and instructional improvement?
8. What interrelatedness do participants in the current study see between the roles suggested in the study? Do roles support, cancel, or have no effect on each other, or do the roles stand as independent functions?

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APPENDICES

APPENDIX A

INTERRELATEDNESS OF PHASE I ROLE STATEMENTS
AND THE SUMMARY OF ROLES

Appendix A

Interrelatedness of Phase I role statements and the summary of roles as developed in review of literature, Chapter II.

Statement of Role	Review of Literature Role Suggested for Professional Development ^a	Review of Literature Role Suggested for Instruction Improvement ^a
<u>Professional Development</u>		
1	1	8
2	10	8,15
3	1	8,15
4	New	8,15
5	2	18
6	11	New
7	10	2
8	11,10	8,10
9	7	4,13
10	11	11
11	New	13
12	10	2
13	New	10,12
14	7,8	4,13,14
15	5,6	6,7
<u>Instructional Improvement</u>		
1	11	5,9
2	3	13
3	9	19
4	11	5,12
5	11	5,12
6	10	6,8,10
7	9	10,19
8	4	6
9	3	16
10	1	18
11	11	5,8
12	10	3,8
13	8	1,14
14	6	7
15	5	11

^aAs numbered in Chapter II

Phase I Responses

Number of participants responding: 48

<u>Statement of role</u>	<u>Number of responses to:</u>		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
1. Local teacher organizations should plan and fund in-service programs in professional development for, and with, its members.	18	13	14

No response: 2

Comments or modifications

Funding should/will be a negotiated item, the dollars coming from the school district.

In most instances, what should be is already "becoming" and "will be." Sundry record contracts obtained by teacher groups.

Teacher organizations should plan but not fund.

Local teacher organizations should plan to establish in-service programs in professional development that are funded by governmental agencies.

Programs should be funded by school board.

Delete the phrase "and funded."

Perhaps: "Initiate, promote, plan, and influence," but not "fund."

The case for professional development is one of being a management function.

Organizations should plan, but not fund, in-service programs.

Should include "with state organization acting as clearing center for resources people and materials for development of in-service programs."

Comments and modifications, continued

Local school systems should be directed by the legislature to plan and fund in-service programs for its professional and semi-professional staff.

Some programs should be planned and funded . . .

In place of "and fund" I expect organizations will negotiate employer-paid, teacher-operated in-service programs. We currently have such a setup.

Local teacher organizations should plan and secure funding for in-service . . . from school district funds through collective bargaining.

Local teacher organizations should plan and assist in funding . . .

Separate plan and fund. Association should insure teacher participation in planning but not in funding.

State associations should plan budget allocations to provide financial aid to locals to accomplish this role.

Perhaps planned and funded jointly with school boards.

All members of the profession should be involved.

Will be, if between should and plan we add "gain control of in-service funds provided by the school district."

Local in cooperation with state and national organizations.

Collective bargaining agent, such as UFT.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
2. Local teacher organizations should systematically plan to establish procedures and policies on professional development in collectively bargained agreements.	30	1	22

No response: 0

Comments or modifications

Will be funded through government grants.

Possibly through legislation and administrative rule also.

How this might look as far as structure is concerned, see the materials provided. However, subject to state regulations.

Should be and will be if delete "procedures"; otherwise not.

Should be to avoid conflict.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
3. State-level teacher organizations should control the legal licensing and certification of teachers.	26	13	7

No response: 3

Comments and modifications

This is a state function, but should and will be delegated to teacher board recommended by teacher organizations.

The word "control" bothers me. Does it imply a majority of members on a council? Does it mean exclusion of all other parties; i.e., the public?

Teacher organizations should set, but not enforce, standards.

Should include authority to control above minimum state levels reserved for locals.

This will come in time, probably over the objections of administrators.

I cannot predict a timetable here.

A commission, established by statute and made up of practicing educational professionals with lay representation, should control.

Teacher organizations should participate in . . .

This should be, "Teachers, chosen by teachers outside the teacher organization structure, should control licensing and certification of teachers."

This should be "In cooperation with state superintendent and local districts and colleges."

Add the word "local" after organizations.

Should be and will be, "State level teacher organizations should seek establishment of legal agencies of professionals to control the legal, . . . "

Should be "in cooperation with appropriate state department of education personnel."

Within the framework of state agencies.

This should be all-inclusive, educators in general.

Should nominate and control the nomination process for licensure boards.

Will be. Career credentials will be granted by national organization.

Should nominate the members of the legal licensing and certification agency.

Should be, "State-level teacher organizations should share in the control of legal licensing and certification of teachers."

Statement of role

Number of responses to:
Should be Should not be Will be

4. State-level teacher organizations should participate by law in control of teacher education institution policy and procedures.

29

12

7

No response: 1

Comments or modifications

Should be, but I doubt if it will. Control should be in a parity arrangement, e.g., union (institution), school district.

I believe in checks and balances. Cooperation, yes.

Other methods of influence are available.

This should help set standards.

Yes to certain aspects of "policies and procedures" but not the sum total of all policies and procedures.

The primary shift in teacher education is toward specification of requirements for programs from the world of work. There is no need for us to interfere with the internal workings of the university. The institution must be free from direct union pressure.

State-level teacher organizations should have these types of controls "except with teacher education institutions."

An advisory panel would help.

Will be. Through negotiations teacher organizations will control . . .

Should share in the control of teacher education institutions policy and procedures.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not Be</u>	<u>Will be</u>
5. State-level teacher organizations should by law control certification of administrators.	19	26	1

No response: 2

Comments or modifications

Administrators should control their own certification.

I believe in the election of administrators by staff, not by organizational control.

I am not sure administrators should be certified.

Why are administrators treated differently from other educators? Why ask about administrators and not about English teachers?

Should set, but not enforce, standards.

I would accept this if the role is shared with professional organizations of administrators, school boards, and the public.

Administrators do not need certification. Teachers should demand minimum levels of performance, especially on the building level.

State-level administrator organizations should, by law, control certification of administrators, with representation from teacher, college, and lay groups.

. . . should by law participate . . .

State-level teacher organizations should seek establishment of legal agencies, composed of professionals, to control . . .

State-level teacher organizations should participate, by law, in control . . .

Should be, "in cooperation with appropriate state department of education personnel."

Should be, if they are still involved with administrators 30 years from now. I would prefer to see a state administrator organization do this.

Should not be, in light of collective bargaining laws.

Educators should control certification of all educators.

Should look at new types of administrators. Profession should be controlled by teachers and administrators regarded as support personnel.

Should be, "nominate the members of the certifying agency of administrators."

State-level teacher organizations should share, by law, in the certification of administrators.

Statement of role

Number of responses to:
Should be Should not be Will be

6. Local teacher organizations should not formally establish roles in professional development.

5

30

1

No response: 12

Comments or modifications

Statement not clear, the negative throws this off.

Not clear.

I do not understand this.

For certain aspects "yes," confined to areas that exceed minimum state standards.

They should establish roles for involving colleagues in decision making.

Meaning of the statement not clear.

Local teacher organizations should formally establish roles in their local professional development.

Delete the word "not."

I don't know what "roles in professional development" means? "Locals should seek, through collective bargaining, to establish roles for members in determining professional development programs."

I believe they should formally establish roles in professional development.

I don't understand "formally establish roles."

I think they should be.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
7. State-level teacher organizations should legally share in control of teacher education institutions' determination of which student teachers have completed certification requirements.	29	10	9

No response: 1

Comments or modifications

A joint determination. Control should be in a parity arrangement with union and district.

Cooperation, but not control.

Should rely on practitioners selected for this purpose by their colleagues.

Legal sharing should be only in the practice, or intern, aspects.

State-level teacher organizations should legally share in the determination of which . . .

Local and state level . . .

Should share in determination of certification requirements.

Should not be in direct control.

We are already working on this.

Organizations are not the profession. Only some professionals belong, and no organization encompasses them all. "State teacher organizations should legally share in establishing and appointing members of legal agencies with control . . .

Should be, with appropriate state department of education personnel.

How about locally controlled teacher centers?

Should be involved, but not by law.

Statement of role

Number of responses to:
Should be Should not be Will be

8. Local teacher organizations should share by law as equals with other government bodies in goal determination by teacher education institutions.

24

16

6

No response: 2

Comments or modifications

If extreme forms of local community control come to a reality, this should be.

Should be through state organizations.

I don't understand the meaning and all the implications.

No need for that and no practical way, given the increasing amount of specialization in teaching.

Should be "by law, and/or contract."

State teacher organizations should share, by law, as equals with other government bodies in goal determination by teacher education institutions.

Local teacher organizations should monitor by influence but not be legally involved in teacher education.

Local teacher organizations should have legal basis for participation in goal determination by teacher education institutions.

Not sure what is meant by "other government bodies."

Should be and will be, if you delete "by law" and "other."

This should be a state-level role.

Not by law.

Statement of Role

Number of responses to:
Should be Should not be Will be

9. Local teacher organizations should control evaluation and reevaluation of teachers for retention of certification.

20

16

11

No response: 1

Comments or modifications

Should be continuous certification rather than certification renewal.

Unless they also control certification, training, administration, etc., then this should not be.

Organization must retain its ability to play advocate role. Cannot directly perform this role (above) at the same time.

Local teacher organizations should control evaluation and reevaluation processes and procedures.

Partially.

Some aspects, but not all. There is an appropriate role for the local, but not the total responsibility.

This will not be. The union functions of current teacher organizations make this development unlikely.

To . . . participate in establishing a system to control.

Certification is a state matter, not local.

Local teacher organizations should participate in evaluation and reevaluation and should develop criteria for retention of certification.

Negotiated agreement needed with administrators.

I am not sure what "control" actually means.

This is important. Equal weight with administrator evaluation of teacher. The teacher must be trained to accept this responsibility.

Organization should determine the criteria only.

Should be along with state organizations.

Insert "share" between should and control.

Should nominate members to evaluation committees.

Organization should be involved, but not control.

<u>Statement of role</u>	<u>Number of responses to:</u>		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides and other instructional personnel will be placed in schools.	33	1	20

No response: 0

Comments or modifications

This is already a fact in some areas.

These are conditions of employment.

Partially.

By contractual agreement.

Should be, along with state organizations.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
11. Local teacher organizations should formally establish cooperative professional development programs with universities and colleges.	33	1	17

No response: 2

Comments or modifications

This is possible and should be developed.

I question the practicality of this.

This should be as a local option.

Should read, "Local teacher organizations should see that such programs are established with the school district."

Should be, together with school boards.

The state organization should do likewise.

Teacher centers controlled by teachers. We are in a period of advisory relationship with teacher education institutions. Negotiations or collective bargaining must be developed first (see TEPS, 1971 model contract).

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
12. National-level teacher organizations should establish teacher renewal centers independent of government centers and funded through organization dues.	19	15	11

No response: 2

Comments or modifications

Should be, if funded through government grants.

Should be; yet, center can also be organized cooperatively but under teacher control.

Establish with funds provided by other than dues might be O.K.

Should be funded through governmental and foundation support.

The funding worries me. We can't do the job for all, but we can develop lighthouse programs.

Funding should be by government agency.

State department of education should establish and use state monies.

The term "teacher renewal centers" is not clear.

Funded by dues and grants.

Should be, if the section "independent from government centers" is removed.

This will be at the local level of establishment.

National teacher organizations should seek establishment and funding for teacher renewal centers from sources other than dues. Teacher organizations should influence, but not control, these centers.

Should be, but some limits must be established; i.e., a percentage of the dues.

This should be out of government monies.

Add the word "pilot" after "establish."

Will be, at this time, but dues cannot do this alone.

Statement of role

Number of responses to:
Should be Should not be Will be

13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in professional development.

25

1

21

No response: 0

Comments or modifications

In most cases what "should be" will also apply to what "will be."

Should use resources to cause others to do this.

Should influence the development and implementation of programs.

Statement of role

Number of responses to:
Should be Should not be Will be

14. National-level teacher organizations should legally share in control of policies and procedures governing teacher education institutions.	21	19	6
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No response: 2

Comments or modifications

Cooperation, where possible.

As the national organization works through its state affiliates.

No, this should not be.

Not the national alone. State and county organizations should also participate.

"State-level teacher organizations . . . "

Should be, only when there is a national implication.

Statement of role

Number of responses to:
Should be Should not be Will be

15. National-level teacher organizations should train local and state-level organization staff in professional development functions and roles.	30	2	19
---	----	---	----

No response: 1

Comments or modifications

Again, I do not understand.

Long-range view: National will train state leaders, and state will train local leaders.

This must be.

Should be in cooperation with state and local staff members.

National organizations, together with local and state, shall train staff in professional development.

Will be, if delete "local and."

National-level teacher organizations should share in training local and state . . .

Statement of role

Number of responses to:
Should be Should not be Will be

16. Local teacher organizations should gain equal status, by state law, with school boards in determining goals for instruction.

18

19

11

No response: 1

Comments or modifications

Goals, etc., are best determined through the collective bargaining process.

This is a matter of public policy, not teacher. Should negotiate terms and conditions related to achievement of those goals.

Should be, but by collective bargaining.

Not until local teacher organizations have been strengthened. Of the 9,000 existing locals, fewer than 2,000 have the competence.

No. This would subvert the whole idea of a public school system as developed in the United States.

With increased state control of spending, the demise of school boards as we know them is almost certain. Your statement and choices seem irrelevant to what is about to happen.

A new model of school board with composition representing students, teachers, and the community may be the wave of the future.

Organizations should share in determining goals for instruction.

Should be in organizations such as collective bargaining agent, UFT.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
17. Local teacher organizations should clearly define and establish internal policies on teacher roles in instructional improvement.	30	2	12

No response: 1

Comments or modifications

Will be, if "should define and negotiate" is added.

Should be through collective bargaining.

Should be, "Local teacher organizations should see that such definition and establishment take place."

Should be and will be, if "local teacher organizations should define and seek, through collective bargaining, establishment of internal policies, etc."

If certification and working condition policies are bargained collectively.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
18. Local teacher organizations should replace, by law, the school boards' role in controlling conditions under which teachers and students interact.	11	29	3

No response: 4

Comments and modifications

Statement not clear.

Should negotiate.

This is a big order. The Board has to have a role in this, otherwise there would be no role for the school board.

No. Teacher organizations should, however, influence modes of interaction.

Should be a joint role.

Schools should have a role in policy making.

Should change "replace" to "modify or supplement."

Should be within agreed-upon checks and balances.

Cooperation should be the key. Joint responsibility.

Should be "subject to standards approved by teacher organizations, the teacher should replace . . . "

Should be shared with boards.

Should be, "should share in controlling conditions under which teachers and students act."

Statement of role

Number of responses to:
Should be Should not be Will be

19. Local teacher organizations should develop collective bargaining goals, priorities, and strategies that integrate economic decisions with instructional improvement decisions.

32

1

20

No response: 0

Comments or modifications

Some integration is possible. Compromises will hamper this development because of competition in a limited budget.

This is extremely important.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
20. Local teacher organizations should program and budget 50% of the organization's fiscal and human resources to projects on instructional improvement.	21	19	6

No response: 2

Comments or modifications

Not sure. Perhaps 1/3 is appropriate.

Why 50%? Not clear. Each local must be allowed to make its own decision.

Use resources to cause others to do this, or to gain released time, etc. The teachers should do this.

In view of all the other work to be done, I'm afraid 50% is too high.

This should be determined by the local organization.

There's no magic in 50%; maybe 30%, 53%, or something else. Should be some figure, but I don't know what.

They would go bankrupt.

Should be some proportion.

I agree in principle, but the percent is too high.

Should be at least a third.

Should be and will be, if delete "50% of the organization" and substitute "for" for "to."

"An appropriate sum and energy depending on local conditions."

I'm not sure I have any opinion at this time concerning any percentage.

Should be 20%.

A little high. Should be 30%.

If a professional negotiation power is legally established.

A noble goal!

Negotiations make that difficult at the present time.

Fine, but the percent depends on what is happening in the local at the time.

Not possible now.

State- and national-level organizations should program and budget adequate resources to projects on instructional improvement.

Fifty per cent is arbitrary. I would say some. It would depend on a number of variables.

Statement of role

Number of responses to:
Should be Should not be Will be

21. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).

31 2 19

No response: 0

Comments or modifications

Should gain resources to enable teachers to do this.

Sometime we will pull the whole enterprise up by the roots and completely restructure.

They encourage, but not necessarily plan.

Add "cooperatively."

Local also.

Statement of role

Number of responses to:
Should be Should not be Will be

22. Local teacher organizations should not bargain specific curriculum or instruction issues.

15 31 2

No response: 0

Comments or modifications

Curriculum should be developed by teachers, not organized.

A double negative here, and the answer is tricky. My answer is "should bargain" specific, etc."

They should bargain anything that in their view affects the working conditions.

They should not bargain specific curriculum, but issues should be open to negotiations.

Will be, if strike the word "not."

Bargain for participation in process, not for one reading book over another.

Insert "generally"; better to be consistent and keep statements positive.

Should be, "Procedures, yes." The actual lesson, no.

Statement of role

Number of responses to:
Should be Should not be Will be

23. Local teacher organizations should, by federal law, share in instructional goal determination of local boards of education.	17	20	7
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No response: 1

Comments or modifications

I'm not sure; I think not.

I think this proposal would reduce conflict and therefore slow down progress.

Should be by state law, not federal.

That would probably severely restrict innovation and subvert the whole idea of the American public school system.

Federal law should read "state."

Question arises as to federal control; with these words omitted, I would agree.

Local . . . should by state law state . . .

At this point I have some reluctance for national orders regarding curriculum goals.

This should be, "Local teacher organizations should, by federal law, share in instructional goal determination, and all other local determinations with boards of education."

If by "share" is meant "have a voice in," I'd vote "should be and will be."

Local teacher organizations should, by federal and state law, share . . .

Would have to change federal constitution for much of this federal law to mandate this.

Should be by state law.

Not federal.

Not by law.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
24. State-level teacher organizations should employ an extensive staff of instructional specialists to monitor and improve instruction provisions in collectively bargained agreements.	21	18	7

No response: 0

Comments or modifications

Should be an advisory role only.

Too expensive for state-level organizations.

Most of this should be done by unpaid committees of local association members.

Sophistication does not hurt; make it "organizational" specialists.

I don't believe it would have to be any more extensive than retraining of UniServ staff.

I question "extensive."

Should be either staff or part-time consultants.

Extensive is indeed long-range, state staff to train local teachers on how to monitor agreement.

Teacher centers. Specialists from the national and state levels.

Should employ adequate staff of instructional specialists.

Should be, but delete "extensive."

Statement of role

Number of responses to:
Should be Should not be Will be

25. Local teacher organizations should, independently of school boards, identify criteria by which educational achievement of students may be measured.

31

11

5

No response: 0

Comments or modifications

Should be done by teachers and testing experts with public funds.

Should be, but we will have to find a way to offset the self-serving criteria.

Nice as an ideal, but practically rather difficult.

In cooperation with school boards, but not independently.

Also, lay school boards have no business stealing either teaching methodologies or measurement of goals.

Should be . . . with school boards when possible . . .

Cooperatively, but not board-dominated.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
26. Local teacher organizations should be prohibited by law from bargaining issues which directly affect student welfare.	1	45	1

No response: 1

Comments or modifications

Nonsense.

No. If teachers leave student welfare to administrators, they give up any pretense to professionalism. Then the administrator becomes the professional.

Question not clear, but I think I disagree.

School boards often can.

Should be, "Teacher's welfare directly affects student.

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
27. Local teacher organizations should formally determine the instructional leader(s) in school districts.	16	19	8

No response: 0

Comments or modifications

Teachers should do this, but not as a union.

Local teacher organizations should formally determine and support the instructional leaders in individual school buildings and school districts.

Leaders should be elected by fellow teachers.

Not certain of the meaning of this statement.

If this means they should hire administrators, I say not.
But they should evaluate them.

I prefer shared roles.

Should be, "The notion of principal-teacher should be
reinstated, with him elected by professional staff. Hire
another man for business affairs.

Should be and will be, if substitute "teachers" for "local
teacher organization."

Election of principals? No.

Depends on which leader and which role.

Should be, "should share in determining the instructional
leader."

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
28. State and national teacher organizations should maintain an extensive clearing- house role in instruc- tional information.	26	4	20

No response: 0

Comments or modifications

Ohio tried it, but it didn't work: (1) information is
hard to collect, (2) teachers do not look to their
association for this service, (3) information decays
rapidly.

Will be, along with state and national agencies.

ERIC

<u>Statement of role</u>	Number of responses to:		
	<u>Should be</u>	<u>Should not be</u>	<u>Will be</u>
29. Local teacher organi- zations should initiate and monitor an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.	33	0	20

No response: 0

Comments or modifications

We are beginning to do this and have a program on the state level for this purpose.

Should be, to the extent that they can.

I would substitute "assume" for "monitor."

Statement of role

Number of responses to:
Should be Should not be Will be

30. Local teacher organizations should, after systematic input from students and parents, serve as spokesman for students and parents on issues of instructional improvement.

19

21

8

No response: 0

Comments or modifications

Checks and balances. All-inclusive teacher power is not desired. There should be parent power and student power, with clearly defined areas.

Should draw on efforts of teacher committees, etc.

If as "on issues of common interest and agreement."

Resource only.

Won't work. Some way or another students and parents will speak for themselves. I think they should.

Public relations was the sole function of the administrator. Teachers collectively must share this function now.

As long as students and parents retain right to speak for themselves.

Doing it now.

This is role of administration. Teachers speak for teachers, students for students, etc. Teachers may support statements.

Local teacher organizations should serve as spokesman for educators on issues of instructional improvement and should seek systematic input from students and parents.

Should be, where and when appropriate.

Parents and students need their own identity and organization.

Should be, "serve as one of the spokesmen for students and parents on issues of instructional improvement."

General opinion statements supplied by respondents at the close of Phase I form are the following:

Some of the items in Phase I need reworking.

In most instances when I check "should be" there is a strong belief; I am an optimist that some day it "will be."

I am a firm believer in checks and balances. I don't feel that any one segment of our society should have exclusive power, even teachers.

Association should use its resources to cause things to happen, not to do them.

Association should go to bat for those things teachers want and represent teacher positions on issues and programs.

Association should preserve its freedom to serve as an advocate and cannot become too closely tied to management decisions.

Association should seek establishment of processes through which teachers participate in decision making, and exert educational leadership.

Local teacher organizations should be instrumental in defining the fiscal, administrative role of school boards vis à vis the initiating and developmental roles of the profession.

Local teacher organizations must become the sole and acknowledged advocate of their members' instructional and professional development desires, i.e., the voice of the profession.

The United Teaching Profession should serve as the source of alternate instructional and curricular philosophies to balance the current monopoly of governmental agencies.

Organizations should serve as a vehicle for teachers, to insure their being able to perform.

Educational decisions should be democratically arrived at by teachers.

Teachers, not government, should determine educational policy.

Teacher organizations, democratically controlled by teachers, should determine hiring, firing, and standards.

Education is public business and should remain so. This means the public should play a vital role.

Teachers are now professionals. Their role is to control the professional aspects of education but not to try to take over the legitimate public role.

Teachers should control the education and the licensing of the practitioners. Up to now, they have had little or no influence. This perhaps is our greatest failure in professional organization work.

The evolution of teacher organization concern will develop along very natural lines: (1) existence; (2) economic concern of members; (3) professional competence of members; (4) concern for the plight of other human beings in the community, state, world.

Organizational control over professional development, and instructional improvement should be primarily an indirect result of organizational effectiveness as opposed to that which would be imposed by legal dictum.

The function of professional development should be "in-house," except where it applies to time element as leave, year-round school, etc.

I would hope that teacher organizations would serve as spokesmen for students and parents after input from local school board.

Peer tyranny, if allowed to develop in bargaining, is just as dangerous to us as board and administrator tyranny.

Part of the role could be a "retooling" for teachers moving from rural to urban, or urban to rural or inner city.

Control of the profession does not mean control of education.

No organization represents all professionals in education; hence, a legal agency should be established that is responsive to, not controlled by, any organization of professionals. I would approve of an organizational voice in the appointment of such a body, but not the authority to appoint.

Professional negotiations must be established legally from the nation on down. Without collective bargaining, most other issues are weak and meaningless.

The profession through its unified organization must take control of its affairs.

All teachers must become interested and involved. It is time for lethargy and bitching to stop.

The principal impact of local, state, and national teachers organizations should be to use political power to establish the legal and financial foundations for instructional programs.

The local, state, and national organizations should pursue funds for professional development as vigorously as they pursue funds for welfare.

The local teacher organization should articulate clear standards for adequate schools and educational programs.

The state teachers organization should enforce a meaningful code of professional performance by developing a more rigorous system of internal rewards and sanctions.

Implicitly, the opinionnaire tends to equate an organization with a profession.

He who tries to control too much generally ends up in a conflict of interests.

The teaching profession is headed in the direction of involvement in professional development and instructional improvement.

Each role has a value of its own. One's role should have its own organized representation.

Professional organizations should have voluntary membership.

Professional organizations should not have duties dictated by law with respect to curriculum or training institutions.

Education is a cooperative venture involving all segments of the community.

If we are truly to be a profession, then we must control our own destiny.

Dedication presupposes self-respect. Self-respect presupposes financial remuneration commensurate with one's ability to function within his chosen profession.

My frame of reference for teacher organizations is the collective bargaining agent. My answers do not apply to all state-level or local organizations.

APPENDIX B

INFORMATION GATHERED, PHASE III

Appendix B

Information Gathered, Phase III

Phase II totals are in parentheses.

1. Local teacher organizations should initiate and plan in-service programs in professional development for and with members.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly Desirable	(32)	33	69
Desirable	(10)	10	22
Neutral	(3)	3	6
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(3)	2	4
Total		48	101

II. Probable date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(6)	5	10
1973-75	(17)	19	40
1976-82	(17)	17	35
1983-92	(1)	1	2
1993-02		0	0
2003 plus		0	0
Never		0	0
No response	(7)	6	13
Total		48	100

III. Potential Impact

Very great	(13)	14	29
Great	(23)	25	52
Neutral	(2)	2	4
Small	(2)	2	4
Very small		0	0
No response	(8)	5	10
Total		48	99

Such programs should be:

	Count	%
a. Formalized through collective bargaining.	25	52
b. Funded primarily with school district, state, and/or federal monies.	37	77
c. Funded primarily with teacher organization monies.	3	6
d. Funded primarily with foundation monies.	0	0
e. Other.	4	8
Suggestions added by those responding "other."		
1. We must make some contribution or lose control.		
2. Should be a combination of b. c. and d.		
3. Such programs should be within existing higher education programs.		
4. No further suggestions, 2 respondents.		
f. No response.	4	8

Rationale

Highly desirable

The view will gain ground that in-service training is a management function, paid for by management. Teacher organizations can stimulate this development.

I disagree violently with the thesis that in-service training is a management function.

The difficulty here lies in a good definition of in-service training. I have made changes using the meaning "activity related to improving the teachers' on-the-job performance."

Disagree with the rationale that in-service is a management function.

Otherwise here today, gone tomorrow. Teachers cannot arbitrarily raise rate of pay to cover this cost.

The argument that "teachers cannot arbitrarily raise rate of pay to cover this cost" is not valid. Teachers spend time, and the results are long-range.

Consistent with both theory and practice. Will place responsibility where it belongs and thus increase commitment of participants in such programs.

Governance legislation should become reality in several states by 1975.

Teachers know best what they need help with, but public should finance in-service.

Teachers need more self-assessment, the trend is under way, and time will be a constraint.

This must be done in order to establish a foothold in negotiations of areas other than simply those pertaining to welfare issues.

Professionalism of members is essential.

If done democratically. Teachers decide what they need; they know best.

Practicing professional should tell the colleges what to do to prepare teachers, not the colleges decide and then send the finished product out to teach for better or worse. Teachers need control of in-service programs if real needs are to be met.

When teachers plan their own upgrading, they also begin process of determining their own entrance qualifications and of becoming more accountable.

Teacher center experience abroad indicates the strong potential of teacher in-service education when it occurs on teachers' terms and turf.

Teacher organizations have difficulty zeroing in on these types of programs.

Collective bargaining laws a reality in all states, or nationally, by 1978 will provide impetus for formalization. Such plans must be formalized through a formalized process, or teachers will be continually shortchanged. We must make some contribution or lose control.

Not the sole function of school districts.

Teachers are fed up with current efforts and are demanding a voice.

New programs will dictate the need. Teachers won't accept new programs without in-service.

Teachers more receptive to professional training by other professionals through the teacher organization.

Collective bargaining, the delivery system.

Teachers know best what their current local needs are.

2. Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(29)	31	65
Desirable	(13)	14	29
Neutral	(3)	2	4
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(3)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(7)	4	8
1973-75	(11)	15	31
1976-82	(13)	14	29
1983-92	(1)	1	2
1993-02	(3)	2	4
2003 plus	(1)	1	1
Never	(0)	0	0
No response	(12)	11	23
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(12)	13	27
Great	(15)	17	35
Neutral	(3)	2	4
Small	(2)	2	4
Very small	(0)	0	0
No response	(16)	14	29
Total		48	99

Such policies and procedures should be subject to:

	<u>Count</u>	<u>%</u>
a. State legislative and/or dept. of education regulation.	9	19
b. No external regulation.	26	54
c. Other.	4	8
Suggestions added by those choosing "other."		
1. Professional standards boards and practices commissions.		

	<u>Count</u>	<u>%</u>
2. State certification agency.		
3. Local associations.		
4. No suggestion, 1 respondent.		
d. Influence from United State Office of Education.	4	8
e. State and national teacher organization influence.	32	67
f. No response.	4	8

Rationale

Highly desirable

This is highly desirable, if I go on the assumption that in-service is a management function.

Complete autonomy is the only way to go. Advisory bodies are usually a farce, and to say the least, minimal in effect.

The state department of education is now writing proposed rules for a professional development program not yet through the legislature in the state aid act. If this passes with professional development section intact, we will have an accomplished fact.

Professionals should be autonomous for maximum client benefits. Locals and individuals do not have time for nor access to complexity of issues.

Consistent with both theory and practice. Will place responsibility where it belongs and thus increase commitment of participants in such programs.

Professional development should be delegated to the entity called the teaching profession.

Systematically is the key.

This must be done in order to establish a foothold in negotiations of other areas rather than simply those pertaining to welfare issues. I don't believe we can have one without the other.

Should be done in cooperation with state and national teacher organizations and within policy guidelines of state teacher organizations.

It is tempting to say no external regulation, but some regulation is necessary, and the legislature or state department of education is most representative form.

NCTEPS project in professional standards of negotiations.

Continuing education policies part of negotiations package in many districts.

When given the opportunity, the local teacher organization has always provided more meaningful programs for teachers than has the superintendent.

Desirable

Example: Continuing education regulations are being put into effect by state department of education. The teachers and those affected directly should determine system and policy procedures.

The assumption is that teacher organizations are the teacher union or collective bargaining agent.

Mutually accepted controls.

State department must maintain legal control.

Organization should concentrate on teacher leaders and the development of in-service leadership skills.

Want cake and eat it too. Also cannot agree on standards.

Governance of profession is increasing in significance and in teacher opinion.

Neutral

Teacher organizations have no statutory base, and teachers show no inclination toward enforcement responsibilities.

General Comment

No organization should participate in licensure. This is a state function. The function would be discharged by a legally constituted body of professionals and operate only within brief legislative guidelines that give as much authority as possible. The body would write the administrative regulations. Laymen are not competent to set professional standards. Don't confuse organizations of the profession with the profession.

3. State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(34)	35	73
Desirable	(8)	10	22
Neutral	(0)	0	0
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(6)	3	6
Total		48	101

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(2)	2	4
1973-75	(13)	13	27
1976-82	(22)	23	48
1983-92	(1)	1	2
1993-02	(3)	3	6
2003 plus	(1)	1	2
Never	(0)	0	0
No response	(6)	5	10
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(24)	25	52
Great	(13)	15	31
Neutral	(4)	2	4
Small	(0)	0	0
Very small	(0)	0	0
No response	(7)	6	13
Total		48	100

Such participation should take the form of:

	<u>Count</u>	<u>%</u>
a. A state-level teacher board composed of members recommended by teacher organizations in state.	13	27
b. A state-level commission established by statute, whose majority membership is composed of practicing teachers.	16	33
c. A local-level commission, or committee, established through collective bargaining and empowered to control standards and regulations which are above state minimum levels.	4	8

	<u>Count</u>	<u>%</u>
d. A state-level teacher commission chosen by teachers but outside the teacher organization structure.	3	6
e. A state-level teacher commission which sets standards but does not enforce.	3	6
f. Local or state consortia representing teacher organizations, colleges, and universities, and local school districts.	5	10
g. Other. Suggestions: "The options are too univariate."	1	2
h. No response.	3	6

Rationale

Highly desirable

We worked long and hard on this concept embodied in our current licensure bill.

To prevent vulnerability to assaults on our quality.

Most of the rationale reads well but ignores the proposal that state-level teacher organizations do it. National level is the appropriate group. The mess we have today is because 50 different state boards act independently on this, if they act at all.

Present system is a sham. Practitioners, where involved, have no direct link with organized profession and usually are more representative of the problems than solutions. It is long past time to place majority responsibility for these functions in state teacher organizations.

Legislative impact of state teachers organization, by 1980, should be significant enough to achieve such status.

Becoming a large issue. We in the profession must control.

Delegate these rights to those best qualified to handle.

Teacher organizations are becoming highly politicized. As a result, they will infrequently challenge normative thinking. Other influences are essential.

Independence of the profession will influence process of proselyting skilled teacher candidates into profession.

I believe that this is necessary if we are ever going to have real governance of the profession. Until this is a reality, you cannot be held accountable for something you have no real control over.

If teachers are to be responsible for the education of youth, they must have control over who enters and remains in the profession.

The only way to control the development, production, and quality of teachers is to control the licensing and certification. The total profession should do this, with the majority control resting with practicing teachers in the public schools.

The commission should be chosen by teachers but should not have its judgment on teacher licensure compromised by being directly tied to the teacher organization.

This is imperative and is stated with frequency as highly important in every survey of teacher opinion.

Desirable

Only then can teachers be held accountable for their "work" in the classroom.

Organizations must obtain authority that individuals are not now prepared to give up.

Participate is the key word here.

Teachers tend to be more demanding of their peers when given the opportunity.

4. State-level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions.

I. Desirability

		Count	%
Highly desirable	(27)	27	56
Desirable	(17)	17	35
Neutral	(0)	0	0
Undesirable	(1)	1	2
Highly undesirable	(1)	1	2
No response	(3)	2	4
Total		48	99

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(1)	2	4
1973-75	(14)	12	25
1976-82	(18)	21	44
1983-92	(2)	2	4
1993-02	(4)	3	6
2003 plus	(0)	0	0
Never	(1)	1	2
No response	(8)	7	15
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(18)	18	38
Great	(21)	22	46
Neutral	(1)	3	6
Small	(1)	0	0
Very small	(0)	0	0
No response	(7)	5	10
Total		48	100

Such participation should be in the form of:

	<u>Count</u>	<u>%</u>
a. Direct involvement with regulations enacted through legislation.	23	48
b. Cooperative, voluntary coalitions and indirect influences from external contracts to universities and colleges.	6	13
c. Assisting to develop three-way contracts among school district, college or university, and local teacher organization.	24	50
d. No response.	4	8

Rationale

Highly desirable

This approach offers the greatest single hope for reform in teacher education institutions. Again, this procedure is long overdue.

In some states this will occur earlier than 1983.

High priority.

The consumer should have some rights.

Teachers who cannot directly criticize themselves can do so indirectly by criticizing the learning program that made them what they are. This they will do with vigor.

Not all experts reside in colleges. Need field base. Need to end practice of one "profession" preparing person for another "profession." "College professional" reluctant to claim membership in "teaching" profession.

It has already begun.

Will occur sooner than role statements 2 or 3. Not so threatening to newcomers as to those already practicing.

Interaction between the two has been long overdue.

To truly govern ourselves, we must have more to do with entrance.

Desirable

With the state association involved, a real cross-section of teacher ideals in the state could be achieved.

We are going further than that. Teachers ought to be able to contract with anybody, not just universities, for teacher education courses and in-service training.

This is necessary in order for us to help influence the local boards of education as to their methods of employing staff and the various types of staffing models and/or patterns that the school district will use.

Teachers should have some control in this area.

Controlling entry into the profession makes little sense if one doesn't have some input into the programs that determine what the teacher is to be when university training is completed.

Undesirable

National level would be better than state.

5. State and local teacher organizations should participate in setting standards of administrator performance.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(18)	18	38
Desirable	(17)	18	38
Neutral	(6)	5	10
Undesirable	(3)	3	6
Highly undesirable	(2)	3	6
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(0)	0	0
1973-75	(12)	12	25
1976-82	(15)	17	35
1983-92	(6)	6	13
1993-02	(0)	0	0
2003 plus	(1)	1	2
Never	(1)	2	4
No response	(13)	10	22
Total		48	101

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(12)	12	25
Great	(20)	22	46
Neutral	(5)	5	10
Small	(1)	1	2
Very small	(1)	1	2
No response	(9)	7	15
Total		48	100

Such participation should be by:

	<u>Count</u>	<u>%</u>
a. Agreement reached in collective bargaining.	25	52
b. Involvement in state-level agencies and representative (teacher, college, lay) commissions that regulate and control certification of all educators.	16	33

	<u>Count</u>	<u>%</u>
c. Guidelines agreed to in national teacher organization(s) and subsequently adopted or applied at state and local levels.	7	15
d. Parity relationships with administrators on local evaluation committees.	16	33
e. Participation in local evaluation that is primarily controlled by administrators and school board.	2	4
f. Participation in local evaluation that is primarily controlled by teachers, with participation from administrators and school board.	12	25
g. Other	1	2
h. No response	9	19

Rationale

Highly Desirable

Administrator evaluation should include evidence gained through regularly conducted teacher surveys. This should become one factor of the total evaluation.

Administration does not take place in a vacuum. The single most important relationship for all administrators is with teachers. If the administrator fails here, he cannot succeed in advancing the objectives of the enterprise. This approach is also consistent with both theory and practice.

Evaluation should be most thorough for administrators. They have great power over people.

The context must be evaluated. No professional should be held accountable for that over which he has no control. Administrators must be held accountable for much of the "context" over which they exercise most control. Teachers have information no one else would have about effectiveness of site administrator and some others, and this information should be utilized.

Administrators need to be related to teachers and the teaching function in a more realistic way. A good way to do this is through cooperative involvement of all those affected by administrative standard of performance, so they could more nearly match their performance to the needs of those they serve.

We may then, for the first time, break the military model we've set in our schools for chain of command, discipline, or resulting dehumanization of instruction. Teachers are ready for this one through the last 10 years of emphasis on classroom teacher involvement.

Those who are governed should have a say in how they are governed.

Desirable

State is less important than local in this.

Any kind of peer evaluation will develop very slowly.

Big problem with obsolete and antiquated administrator preparation, plus, once employed, an administrator tends to lock in. Short-term employment may help.

Shared responsibility for setting and enforcing standards.

This is another necessary function of the local teacher organization, because it strongly affects the morale of staff. Adequate standards and evaluation of the administrators are just as necessary as teacher appraisal. The building principal must be made accountable to the staff to the same degree that the staff is held accountable to the principal.

Who can better educate the administrator than the teacher he or she works with?

Administration needs more reeducation than teachers do.

Neutral

As administration presently is understood in public education, I see no advantage to the teaching function in having professional teachers evaluating a custodial function. If the notion of "principal-teacher" comes back, in which the principal is a teacher elected by his peers, then evaluation of that individual's services can take on meaning. "Administration" is derived from the Latin, administrari, meaning "to attend to." Hence, the function of the building administrator has to change.

Undesirable

We've got enough to do without taking this on. Besides, administrative improvement has occurred and will continue to occur as a consequence of other organization actions.

Highly undesirable

Administration is a professional pursuit different from teaching. Professionals should influence their standards, not others. Many administrators know nothing about teaching. Most teachers know nothing about administration.

6. Local teacher organizations should seek to establish roles for members in determining local professional development programs.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(26)	28	58
Desirable	(16)	16	33
Neutral	(2)	2	4
Undesirable	(0)	0	0
Highly undesirable	(1)	0	0
No response	(3)	2	4
Total		48	99

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(10)	9	19
1973-75	(16)	20	42
1976-82	(9)	9	19
1983-92	(4)	3	6
1993-02	(2)	2	4
2003 plus	(0)	0	0
Never	(1)	0	0
No response	(6)	5	10
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(7)	7	15
Great	(31)	33	69
Neutral	(3)	3	6
Small	(1)	1	2
Very small	(1)	0	0
No response	(5)	4	8
Total		48	100

Such roles should be established:

	<u>Count</u>	<u>%</u>
a. Through collective bargaining with school boards.	32	67
b. Within teacher organizations by means of internal policies and programs.	11	23
c. By an instructional council that represents school district and teacher organization.	15	31
d. No response.	5	10
e. Other.	1	2
Suggestion: Options were not extensive enough.		

Rationale

Highly desirable

I am leaning more and more to building councils as an adjunct to system-wide involvement.

Other approaches have been abysmally unsuccessful. If we want improvement, this is the logical and productive route.

Learning takes place best when I can determine somewhat for myself what my role is, etc.

Local needs may vary from statewide needs and therefore should have special consideration.

Teachers do not seem interested now. Probably won't be.

Individual teachers don't usually know how to proceed in such matters.

Identity is an important undertaking. Roles are needed to progress.

Minnesota statute provides for council foundation in the negotiation law.

Teacher involvement in instructional decision making.

Desirable

Individual professional prerogatives must be considered.

In using this approach, the teacher can be rewarded for participating in in-service professional development programs, and at the same time, the school system can be developing new programs and new patterns of staff use, but not simply at the teachers' expense or on their time.

As teachers gain increased authority and autonomy, natural development.

The options are not extensive enough.

General comment

MCEA already involved, and to a limited degree success has been noted.

7. Local and state teacher organizations should legally share in determining which prospective teachers have completed certification requirements.

I. Desirability

		Count	%
Highly desirable	(24)	25	52
Desirable	(14)	15	31
Neutral	(2)	1	2
Undesirable	(1)	2	4
Highly undesirable	(4)	4	8
No response	(3)	1	2
Total		48	99

II. Date of Acceptance

		Count	%
Now, 1972	(2)	2	4
1973-75	(10)	10	22
1976-82	(18)	19	40
1983-92	(2)	3	6
1993-02	(4)	3	6
2003 plus	(1)	1	2
Never	(3)	2	4
No response	(8)	8	17
Total		48	101

III. Potential Impact

		Count	%
Very great	(9)	10	22
Great	(27)	27	56
Neutral	(1)	1	2
Small	(1)	1	2
Very small	(0)	0	0
No response	(10)	9	19
Total		48	101

Such sharing should take the form of:

	<u>Count</u>	<u>%</u>
a. A cooperative program arrangement with school districts.	2	4
b. A committee of local practitioners selected by colleagues to establish and enforce standards for prospective teachers.	10	22
c. Legally sharing, or assisting, in determination of the practice, or intern, aspects of prospective teacher experience.	16	33
d. Teacher participation on committees in a parity relationship with universities and/or department of education personnel.	13	27
e. Other	0	0
f. No response.	8	17

Rationale

Highly desirable:

Part of our standards movement.

If I'm to be accountable, I should have something to say about the process of who becomes my associates.

Creates a sharing of perspective in evaluative function.

Control over entry into practice should be in hands of those in the practice. Since establishment of the Royal College of Physicians and Surgeons and the guilds.

The profession must play a greater part in the development of those who want to enter the profession.

In large part, teacher practitioners in the classroom day to day would have a better idea of what teaching is about in the immediate present. However, university or state department people may lend a more objective and long-range view.

Teachers will have great difficulty making decisions in this area.

This type of sharing would lend credence to teacher organizations.

We are capable as college professors and lay people in determining this.

Legislative heat on tenure, accountability, oversupply of teachers, will provide impetus for this approach.

In New Jersey, this is presently being done.

Desirable

Teachers are ready for this one too, even if lay people are not, because of rapid changes in teacher environment seen in every community.

Again, the options are too few and too simplistic.

MCEA is currently involved through our Department of Career Counseling. The impact has been noticed by the Board and teachers. It should be more widely adopted.

Neutral

Will only come about after professional practices boards are established by law.

We need some input into the new concepts being developed in the teacher education centers.

Undesirable

Question local teacher organization's having the expertise to determine. Discrepancies would occur around the state.

If teacher organizations could control this, it would be fine. We would have a professional hiring hall. To share it, however, puts us always in the middle.

Highly undesirable

Teachers should determine who is to be certified but not directly through the teacher organizations. The organization must preserve ability to serve as advocate.

The collective bargaining agent should function as the appeals agent.

8. State teacher organizations should, within legal guidelines and regulations, share with teacher education institutions in the determination of goals for teacher preparation.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(26)	27	56
Desirable	(16)	17	35
Neutral	(1)	0	0
Undesirable	(1)	1	2
Highly undesirable	(3)	1	2
No response	(3)	2	4
Total		48	99

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(3)	2	4
1973-75	(13)	14	29
1976-82	(16)	18	38
1983-92	(4)	5	10
1993-02	(4)	3	6
2003 plus	(0)	0	0
Never	(0)	0	0
No response	(8)	6	13
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(12)	12	25
Great	(28)	30	63
Neutral	(1)	0	0
Small	(0)	0	0
Very small	(0)	0	0
No response	(8)	6	13
Total		48	101

Such sharing should be:

	<u>Count</u>	<u>%</u>
a. By formal contract agreement with the institution(s).	14	29
b. Monitored by local teacher organization influences.	16	33
c. Through a cooperative council that establishes goals for teacher education institutions.	28	55
d. No response.	5	10

Rationale

Highly desirable

Consistent with state teacher organization objectives and commitments. Offers great potential for improvements in understanding and program.

Ensures closure between theory and practice.

Permits indirect statement of personal deficiency.

Not all expertise is in college personnel. Field practitioners know too, and those on the firing line. Need both perspectives.

If only we could decide, then back it up.

A partnership long needed.

Teachers will accept now, but not universities. Many additional measures of influence will also be used. State board rules and regulations, legislation, control over certification, refusal of student teachers, and interns, etc.

Being done to a great degree now. State teacher organizations have put this high enough on priority list as far as organization staff is concerned.

For same reasons I cited earlier, i.e., (1) teachers are practitioners, (2) practitioners should have large influence on programs that lead to certification of the professional, (3) formal contracts are preferable for both the institutions and the practitioners, leaving both with clearly written understandings of roles.

National negotiations law should produce this situation.

Desirable

Now developing in some progressive areas.

State teacher organizations are usually more conservative than all other groups, and such participation could bring back to them more leadership toward progressive development.

Such goals will eventually form the basis of the profession.

I am about ready to stop responding. I will not be forced into a whimsical nonchoice.

Neutral

We need some input into the new concepts being developed in the teacher education centers.

Undesirable

Would be an unnecessary interference with and domination of higher education.

9. Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification.

I. Desirability

		Count	%
Highly desirable	(25)	27	56
Desirable	(10)	10	22
Neutral	(5)	4	8
Undesirable	(2)	2	4
Highly undesirable	(4)	4	8
No response	(2)	1	3
Total		48	100

II. Date of Acceptance

		Count	%
Now, 1972	(3)	3	6
1973-75	(10)	11	23
1976-82	(14)	15	31
1983-92	(4)	4	8
1993-02	(4)	3	6
2003-plus	(0)	1	2
Never	(3)	3	6
No response	(10)	8	17
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(12)	13	27
Great	(20)	21	44
Neutral	(4)	4	8
Small	(0)	0	0
Very small	(0)	0	0
No response	(12)	10	22
Total		48	101

Such participation should be:

	<u>Count</u>	<u>%</u>
a. Within a continuous, rather than renewal certification process.	15	31
b. Limited to influencing the establishment of evaluation and reevaluation processes and procedures through local school board policy.	6	13
c. Negotiated through collective bargaining of local agreements.	20	42
d. Within the principle of a single legal certification issued by the state, and subsequent certification renewals or evaluations being conducted by teacher organizations or specialized educational groups.	18	38
3. No response.	9	19

Rationale

Highly desirable

Local teacher organizations should establish process and criteria. They should not do the actual evaluating.

If we don't, others will.

To influence the decision of who provides corrective input.

Teachers must abandon the position of noninvolvement in peer evaluations and assume their professional responsibility to quality performance.

Statewide policies are needed, negotiated between organizations and legislature.

This process has already started. I can only see it getting stronger.

A major thrust here is to get in early to control licensing and certification procedures and not wait for noneducators to control us.

We must clearly distinguish between certification and tenure. Loss of tenure (firing) should not necessitate loss of certification.

Tough to achieve; we can't make decisions and then back them up.

This may happen in conjunction with control over certification.

Adds the quality of professionalism.

Desirable

This is one practical method of getting the community off our back--to show them teachers are accountable and that the public school does value the student and is responsive to local needs.

I believe it's important for any professional to stay abreast of changes occurring in his profession.

As teachers increase in power and status, so must they accept accountability.

Now being done in Minnesota under new regulation 540-551, which puts recertification in hands of local commission and requires recertification of teachers every 5 years.

Neutral

I prefer a statewide system and feel that this approach may produce a checkerboard pattern with wide variance from district to district, but I do believe in the involvement of local teacher organizations. Evaluation is fantastically complex.

Again, all peer evaluation will be slow in developing.

Don't envisage a situation where the state gives up control over initial certification. Career credentials or diplomates should be developed and administered by professional teachers' organization. Evaluation gives me trouble because I believe self-evaluation to be the most effective means of producing improved teacher performance.

Undesirable

Once regulations are set, compliance or noncompliance would normally be an objective evaluation. Organizations might wish the right to challenge disgruntled cases, but most have this now.

Moves the teacher organization into enforcement mode. Unlikely. Employment status should be different than licensure.

Circled "system"--not sure what this denotes. Basic teacher rights (including basic practice or evaluation) should be protected by contract. No teacher should be dismissed without just cause. The onus for dismissal always should be on the board. Setting up a contractual "system" on evaluation may facilitate the board's firing teacher simply by allowing it to follow contractual procedures (if foregoing protection not in contract).

Highly desirable

I strongly feel that teacher obsolescence should not be related to certification.

Licensure is a state matter and must be removed from local trials and tensions. Of evaluation related to licensure, I'd have evaluation done by professional standards board at state level. Don't use licensure to control assignment or employment after admittance to profession.

10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools.

I. Desirability

		Count	%
Highly desirable	(35)	36	75
Desirable	(10)	10	22
Neutral	(1)	1	2
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	101

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(8)	7	15
1973-75	(18)	19	40
1976-82	(13)	15	31
1983-92	(2)	1	2
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(0)	0	0
No response	(7)	6	13
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(17)	18	38
Great	(23)	23	48
Neutral	(1)	1	2
Small	(0)	0	0
Very small	(0)	0	0
No response	(7)	6	13
Total		48	101

Such sharing should be:

	<u>Count</u>	<u>%</u>
a. Collectively bargained between teacher organization, school board, and administration.	41	85
b. Monitored through formally adopted policies and procedures developed within local teacher organizations.	12	25
c. No response.	4	8

Rationale

Highly desirable

We are monitoring (influencing) this process directly at the state level through state board of education policies.

Consistent with theory and practice and fundamentally good procedure.

Aside from its effect on the quality of the program, it gets deep into employee rights. No association can responsibly avoid such an issue.

Colleges will find increasing difficulty in placing student teachers until such decisions are mutually regulated.

Instruction should be central matter for associations. Some rights should have force of legal rights.

Will quell the practice of utilizing laymen as professional surrogates.

This is highly desirable if the teacher is going to remain an important person in the structure called "school."

This should be a participatory profession. Eliminate the line-and-staff "papa-knows-best" arrangement.

This needed to prevent misuse and mismanagement.

The end result of the student-teaching experience will change little (in terms of how student teacher teaches) until teachers come to a different understanding of what constitutes learning.

Making progress in some areas now.

This mode of power will help make us a true profession.

It can be developed through bargaining if teachers will put some of these things above dollar priorities.

Presently enforced.

Desirable

This and other methods of influence.

Gives a legal tie to total school organization.

With differentiated staffing becoming a reality, the teacher organization must be involved in the use of the support system.

Neutral

Guess I won't change yet. It still seems that such bargaining (hard and fast) stifles innovation. We have not been faced with this problem yet, so my neutrality may be changed if we are. My position does not seem to be contradictory in view of other things I believe.

11. Local teacher organizations should establish cooperative professional development programs with universities and colleges.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(12)	14	29
Desirable	(17)	19	40
Neutral	(8)	8	17
Undesirable	(2)	1	2
Highly undesirable	(0)	0	0
No response	(9)	6	13
Total		48	101

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(4)	3	6
1973-75	(11)	13	27
1976-82	(12)	13	27
1983-92	(1)	1	2
1993-02	(1)	1	2
2003 plus	(0)	0	0
Never	(2)	2	4
No response	(17)	15	31
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(2)	4	8
Great	(15)	16	33
Neutral	(10)	9	19
Small	(2)	1	2
Very small	(0)	0	0
No response	(18)	18	38
Total		48	100

Such cooperation should be:

	<u>Count</u>	<u>%</u>
a. By teacher organizations arranging for programs through local school board channels.	2	4
b. Independent of the school district and arranged directly between teacher organization and university and colleges.	10	22

	<u>Count</u>	<u>%</u>
c. A combination of programs arranged through school districts and also directly with universities and colleges.	31	65
d. Other.	0	0
e. No response.	6	13

Rationale

Highly desirable

Let's not forget the state level. When state monies become available for professional development, then the state department becomes an influential third party. It is already in a number of important pilot projects.

Long overdue. Combines resources of higher education with those of practitioners in local school districts. Both are needed to maximize produce.

This must be cooperative in order to have any power at all.

Again, some progress now.

Desirable

Blends practitioner and theorist perspective in training.

The local teacher organization should select its own consultants. Let's begin to dream beyond the college-university as the primary center for continuing or pre-service teacher preparation. See the book The University Can't Train Teachers.

Too often courses now offered are not usable or suitable.

State teacher organizations will have to lead the local into this area. Is being done now in many areas.

Delete the rationale that "state teacher organizations will need to lead locals."

Neutral

This could lead to a lack of identity for the local teacher organization program; however, at the same time, it could and should lead to some academic credit for professional development programs held in local facilities.

I fear university personnel; they don't show much relevance.

Local school systems should do this, and the organization could be the instrument. But a teachers organization should not be the only one.

Undesirable

Local district determination is too limited for our mobile population. The teacher organization "should be encouraged" but not should.

General comment

Keep such programs in reality.

12. National-level teacher organizations should establish teacher renewal (in-service) centers.

I. Desirability

		Count	%
Highly desirable	(18)	17	35
Desirable	(9)	11	23
Neutral	(10)	10	22
Undesirable	(6)	6	13
Highly undesirable	(3)	3	6
No response	(2)	1	2
Total		48	101

II. Date of Acceptance

		Count	%
Now, 1972	(4)	2	4
1973-75	(14)	16	33
1976-82	(11)	13	27
1983-92	(2)	2	4
1993-02	(1)	2	4
2003 plus	(2)	1	2
Never	(3)	2	4
No response	(11)	10	22
Total		48	100

III. Potential Impact

		Count	%
Very great	(11)	11	23
Great	(12)	14	29
Neutral	(8)	8	17
Small	(5)	4	8
Very small	(3)	2	4
No response	(9)	9	19
Total		48	100

Such centers should:

	Count	%
a. Be funded through a combination of dues and grants.	17	35
b. Be funded through foundation monies and government grants.	16	33
c. Be funded solely through organization dues.	2	4
d. Other (sources of funding). Collective bargaining. Fees.	4	8
e. Be controlled by teacher organizations but influenced by foundation and government agencies.	31	65
f. Be controlled by government but influenced by teacher organizations and foundation agencies.	4	8
g. Be controlled by foundation agencies but influenced by teacher organizations and the government.	2	4
h. Other (forms of control) Suggestions: Forget the concept.	2	4
i. Include local and state-level renewal centers.	14	29
j. No response.	6	13

Rationale

Highly desirable

Who else?

Economically too big a job for teacher organizations.
This is a public responsibility.

I would like to see control in the hands of NEA and state associations, but funding will probably be tied to federal government monies. The educational renewal centers will probably have priority over teacher centers. Though I would hope that there would be a teacher center

within each educational renewal center, I suspect it will not develop this way. Political pressures will force other priorities. By the time the UTP is strong enough to evidence necessary influence, it may be too late.

Leadership from the top always strengthens a profession as long as it does not try to assume control.

It's a damn good idea!

To service a greater area.

Our 1972-73 budget at NEA starts this plan moving. Again, this will carry us into true professionalism.

Desirable

National-level renewal centers can serve only as "beacons" or pilots. They will never be able to meet local and state demands.

Proper blend of influence to stimulate change.

Hits at badly ignored problem of utilization of human resources. Teacher renewal is a grave societal problem, which is also a moral and ethical responsibility of the organized profession.

Utopian. The cost is astronomical. Members will spend their money on getting meat and potatoes, but there is little evidence they will spend it, or much of it, on improving quality of services.

Neutral

Not certain about whether it should be at the national level.

It seems an unnecessary duplication of services already available in higher education.

Undesirable

This could easily be misinterpreted as trying to nationalize in-service programs and reduce local and/or state options and concerns. I do believe that each state, however, needs to have some renewal center.

Teacher organizations should influence establishment but not do the job.

Change "established" to "see." In subitem i delete "include" and replace with "only."

Highly undesirable

Not practical. Too far removed from local and state need. The idea should be dropped.

13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in the professional development of teachers.

I. Desirability

		Count	%
Highly desirable	(22)	23	48
Desirable	(16)	16	33
Neutral	(4)	5	10
Undesirable	(2)	2	4
Highly undesirable	(2)	1	2
No response	(2)	1	2
Total		48	99

II. Date of Acceptance

		Count	%
Now, 1972	(10)	9	19
1973-75	(14)	15	31
1976-82	(8)	10	21
1983-92	(5)	6	13
1993-02	(2)	2	4
2003-plus	(1)	0	0
Never	(1)	0	0
No response	(7)	6	13
Total		48	101

III. Potential Impact

		Count	%
Very great	(7)	8	17
Great	(31)	31	65
Neutral	(1)	1	2
Small	(4)	4	8
Very small	(1)	0	0
No response	(5)	4	8
Total		48	100

Such programs should:

	<u>Count</u>	<u>%</u>
a. Be funded with organization dues.	8	17
b. Be influenced by teacher organizations but be funded and operated by foundations and/or government agencies.	32	67
c. Other (forms of funding)	1	2
d. Be recognized by establishing a teacher organization diplomate.	11	23
e. No response.	7	15

Rationale

Highly desirable

Consistent with theory and practice and constitutes a priority obligation of teacher organizations.

If organizations don't do this they will become obsolete themselves.

Research is badly needed, but it costs money and involves great outlay of time.

Teachers must take a new look at the function of education and the role of the teacher in facilitating learning.

I can accept this role for the national only if it assumes strong and definitive input from locals.

Will work.

Such encouragement would enhance the profession.

AFT programs already developed have proved very successful and have been accepted by teachers.

Keyed to emergence of professional association as a power.

This is happening in some degree.

Desirable

Experimentation is necessary. New ideas should be tried before large-scale implementation.

These have access to information from members no other agency has and could develop such programs, but budget is not likely to be forthcoming.

We had better be on our way now with this, or we have lost the war in winning the battle of salaries.

Neutral

It is doubtful that the impetus for change will come from the teacher organization.

Not a high priority for dollars.

Only if more dues are acceptable to members or other funds can be found. Present finances needed for other priorities.

Undesirable

Too far removed from the real problems. Too costly for what members would gain.

Highly undesirable

I believe that it is not practical to believe that national-level teacher organizations can indeed develop and implement programs of educational experimentation.

No, but should influence others to do so.

14. National-level teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members.

I. Desirability

		Count	%
Highly desirable	(26)	27	56
Desirable	(17)	17	35
Neutral	(3)	3	6
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	99

II. Date of Acceptance

		Count	%
Now, 1972	(13)	11	23
1973-75	(14)	16	33
1976-82	(14)	15	31
1983-92	(0)	0	0
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(0)	0	0
No response	(7)	6	13
Total		48	100

III. Potential Impact

		Count	%
Very great	(13)	13	27
Great	(26)	27	56
Neutral	(3)	3	6
Small	(2)	2	4
Very small	(0)	0	0
No response	(4)	3	6
Total		48	99

Such participation should take the form of:

	Count	%
a. National staff training state staff, state staff training local staff.	11	23
b. National-level staff training both state and local staff.	5	10
c. Part-time consultants employed from universities or elsewhere to train organization staff and elected leaders.	2	4
d. A parity arrangement between local, state, and national levels combining to provide a training program.	23	48
e. Other.	0	0
f. A local, state, and national training program for elected leaders.	20	42
g. No response.	5	10

Rationale

Highly desirable

Key to control of profession. Unless the professional teacher organization moves into this arena, the local superintendent, administration, the university, or big business will control. In the world of negotiations we need sophistication in our teacher leaders in all areas.

Is happening.

Is needed in all states.

It becomes more and more apparent that we need a massive continuous leader-training program conducted and funded by the national and state teacher organizations, aimed toward "restoration of the faith." We have reached the level of typical labor union membership apathy tinged with reactionary tendencies.

All staff, local, state, and national should become extensions of each other.

Some state staff better trained than national already.

There is no way to change the scope of the staff function in serving membership without equipping staff with a variety of skills, including in-service organization, in addition to welfare services generally offered.

State will demand this type of service unless state-trained staff (UniServ) starts to prioritize this item. Dues increases will require this service of state and national teacher organizations.

Desirable

Now being done on a small scale.

Some states are better equipped for this task than are national-level teacher organizations. However, there is distinct advantage in having all three levels cooperate in such endeavors.

Some states now.

Locals achieving the right to bargain for professional development will demand training.

This would truly develop the multiplier effect upon the professional development of our members.

The concept of "united profession" could grow in this way.

If programs like UniServ can work as well in professional development as in professional negotiations, then we should see some dramatic changes soon.

Can better afford to do this.

We are now embarking on this. Its importance is great.
Our current method may not be so great.

NEA's Leadership Development Academy is geared up ready to
do just this type of training.

Neutral

Cannot accept the premise that national staff, ipso facto,
has more knowledge or ability. Only inherent national
role is coordination.

15. State teacher organizations should develop and enforce
a professional standard of teacher performance.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(11)	11	23
Desirable	(17)	17	35
Neutral	(6)	7	15
Undesirable	(5)	5	10
Highly undesirable	(6)	7	15
No response	(3)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(2)	1	2
1973-75	(6)	7	15
1976-82	(12)	12	25
1983-92	(4)	4	8
1993-02	(2)	2	4
2003 plus	(3)	3	6
Never	(4)	5	10
No response	(15)	14	29
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(7)	7	15
Great	(19)	19	40
Neutral	(4)	4	8
Small	(0)	0	0
Very small	(2)	3	6
No response	(16)	15	31
Total		48	100

The system should include:

	<u>Count</u>	<u>%</u>
a. A rigorous system of internal rewards and sanctions.	9	19
b. Articulation of standards for adequate schools and educational programs.	31	65
c. No response.	14	29

Rationale

Highly desirable

Difficult to achieve.

In conjunction with other controls.

Desirable

Theoretically desirable, practically difficult.

Not until we control certification, preparation, and employment.

The membership card will be a license to teach.

Much needed. However, teacher production will cause prejudiced response from school boards.

We are best equipped to do this.

I have some apprehensions about the state's controlling this, but I believe it is a logical evolutionary development.

Neutral

Means absolutely nothing without the force of law giving teachers control over entry and certification.

Merger of teacher organizations will make it possible.

Undesirable

To develop is one thing, to enforce is another.

Would be an area of conflict with school boards.

Highly undesirable

Enforcement of teacher performance by teacher organizations will create conflicts of interest.

Should influence such a set of standards. Enforcement left to governmental units.

16. National-level teacher organizations should provide career credentials to professional educators.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(6)	6	13
Desirable	(12)	13	27
Neutral	(9)	9	19
Undesirable	(9)	9	19
Highly undesirable	(9)	9	19
No response	(3)	2	4
Total		48	101

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(1)	1	2
1973-75	(3)	4	8
1976-82	(6)	5	10
1983-92	(3)	5	10
1993-02	(2)	4	8
2003 plus	(2)	1	2
Never	(6)	5	10
No response	(25)	23	48
Total		48	98

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(2)	2	4
Great	(10)	11	24
Neutral	(4)	6	13
Small	(3)	3	6
Very small	(4)	3	6
No response	(25)	23	48
Total		48	101

The process should include:

	<u>Count</u>	<u>%</u>
a. Teacher organization evaluation of university and college teacher preparation programs.	20	42

	<u>Count</u>	<u>%</u>
b. The establishment of a special membership category within teacher organizations for individuals with career credentials.	6	13
c. Establishment of local and state programs that supplement and enable implementation of a nationwide credential program.	11	23
d. Specialized education programs conducted through the teacher organization structure.	7	15
e. No response.	20	42

Rationale

Highly desirable

Positive force.

History of cooperation. TEPS program. Competency-based teacher education.

Desirable

Encourages national standards.

I have a little fear on this one, because many become lifelong options to vegetate.

Would force those who hurt the drive for true professionalism to shape up or ship out.

Undesirable

We need a national credential program, but it is highly unlikely that it will come about through the direct action proposed here.

I am not clear as to how this could be accomplished.

State control is better than national.

Too far removed from local needs and state needs.

The state voice is still the most effective in such things as a credential, though national trends should influence them.

Highly undesirable

Not possible. No organization can sort out its members. Make these credentials a joke. The medical "diplomat" is looked upon by medical practitioners as pro forma and without real meaning.

General comment

A double-edged sword.

17. Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(36)	37	77
Desirable	(9)	9	19
Neutral	(1)	1	2
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(15)	12	25
1973-75	(16)	20	42
1976-82	(7)	7	15
1983-92	(2)	2	4
1993-02	(1)	1	2
2003 plus	(0)	0	0
Never	(0)	0	0
No response	(7)	5	10
Total		48	98

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(22)	23	48
Great	(17)	17	35
Neutral	(2)	2	4
Small	(0)	0	0
Very small	(0)	0	0
No response	(7)	6	13
Total		48	100

Such participation should be:

	<u>Count</u>	<u>%</u>
a. Direct negotiations of instructional decisions.	8	17
b. Negotiations of an instructional decision-making process.	36	75
c. Based on the principle that educational policy should be determined by teachers rather than the public.	6	13
d. Allowed within both state and federal collective bargaining laws.	22	46
e. Free from federal control of curriculum or instruction goals.	17	35
f. Intentionally integrating economic decisions with instructional improvement decisions.	12	25
g. No response.	4	8

Rationale

Highly desirable

Totally realistic and being done under Minnesota law.

Control the process, then we will control the specifics.

Teacher involvement in instructional decision making is not only desirable but is the only realistic way to bring about effective reform.

Offers great potential for curriculum improvement. Present system is anachronistic and deterrent to improvement. Largest single potential for improvement rests here.

When teachers are successfully bargaining for economic gains, they will demand this power. Strikes in locals and statewide through the 1970's will reflect increasing dissatisfaction with educational conditions.

Reform of education is essential, but such reform is basically in the hands of classroom teachers.

Expansion of inputs.

Local and state teacher organizations have the only voice that can be loud enough to get teachers a hearing. Arbitrary decisions by administration must be tolerated no longer. Educational policy should not be controlled by teachers. They should participate as expert citizens in policy development.

Teachers know the need for this. School boards might, and administrators should see, the "handwriting on the wall."

Must happen. Teachers will not have any faith in curricular decisions for which they had no meaningful input.

Foot is in the door. Teachers must get more interest.

Should offer opportunity for cooperative effort.

Our role would be greatly strengthened. We would assume much greater responsibility.

Desirable

Teachers should have some input into policy decisions but not dictate policy.

Unless these two items are pulled together, it will continually be stated that teachers are interested only in themselves and not really interested in their students. It will make the school boards stop pitting welfare issues against instructional improvement issues and making teachers the "fall guys."

18. Local teacher organizations should share with school boards in determining conditions under which teachers and students interact.

I. Desirability

		Count	%
Highly desirable	(28)	30	63
Desirable	(13)	13	27
Neutral	(4)	3	6
Undesirable	(0)	0	0
Highly undesirable	(1)	1	2
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		Count	%
Now, 1972	(12)	12	25
1973-75	(17)	19	40
1976-82	(8)	8	17
1983-92	(2)	2	4
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(1)	1	2
No response	(8)	6	13
Total		48	101

III. Potential Impact

		Count	%
Very great	(9)	11	23
Great	(27)	27	56
Neutral	(2)	2	4
Small	(0)	0	0
Very small	(0)	0	0
No response	(10)	8	17
Total		48	100

Such sharing should be:

	Count	%
a. By collective bargaining of policies and procedures.	31	65
b. Subject to standards approved by state and national teacher organizations.	6	13
c. Limited to influencing modes of teacher-student interaction. Not controlling the specific methods or teaching conditions used by teachers.	22	46
d. No response.	5	10

Rationale

Highly desirable

This is a pressing current problem. The state refuses to be specific in its guidelines. Teachers need (1) consensus, (2) back up by local board policy.

Overwhelmingly logical and sound.

Suggest keeping this decentralized. No big brothers.

They are most experienced with alternatives.

Elimination of arbitrary authority by administration essential. Will improve practice.

By teachers, not by administrators or boards.

Should be a priority now.

Movement toward more humanistic education. Students will have participatory role, teachers facilitating.

Is occurring.

Desirable

Another opportunity for sharing.

New concepts (I.G.E.) will demand change in conditions. Teachers will be most hesitant to adopt change.

Neutral

This could be to the disadvantage of both parties.

Highly undesirable

Undesirable influence on teacher-student relationships.

19. Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.

I. Desirability

		Count	%
Highly desirable	(18)	19	40
Desirable	(18)	19	40
Neutral	(3)	3	6
Undesirable	(0)	1	2
Highly undesirable	(2)	1	2
No response	(6)	5	10
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(5)	6	13
1973-75	(15)	16	33
1976-82	(11)	11	23
1983-92	(2)	2	4
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(2)	2	4
No response	(13)	11	23
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(9)	10	22
Great	(22)	23	48
Neutral	(2)	3	6
Small	(1)	1	2
Very small	(1)	1	2
No response	(12)	10	22
Total		48	102

Such projects should:

	<u>Count</u>	<u>%</u>
a. Compose less than 10% of the local organization budget.	6	13
b. Compose between 10% and 30% of the local budget.	24	50
c. Compose between 30% and 50% of the local budget.	5	10
d. Other.	0	0
e. Be integrated into state and national instruction improvement projects.	27	56
f. No response.	5	10

Rationale

Highly desirable

Will become more needed to offset political vigor, which is necessary.

We should be able to move from the state of total involvement in welfare and governance and move into professional growth.

Primarily to influence. Funds should be whatever are necessary to do the job.

Is occurring.

As teachers gain influence, they will demand monies for instructional improvement. If you analyze the cause of teacher strikes, you will see that rarely is the cause of the strike related to economic factors alone. More commonly caused by concerns related to child welfare or teacher identity.

Desirable

I will be happy with 10%. Some teachers are just not very interested in being personally involved in collective bargaining machinery. We must serve varied interests in our membership.

Ultimately, the fate of the profession depends upon quality of services. The organizations should be decisive in this arena.

More effort needed.

Local cannot do this alone.

Most locals have this item in budget. Needs implementation and leadership. State associations, via UniServ, will do job.

Undesirable

The finance of educational research is a public, not a professional, obligation.

General comment

Relative question depends on state of organization. Its development: New York State, 10-20%; California, 0-5%.

20. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).

I. Desirability

		Count	%
Highly desirable	(22)	24	50
Desirable	(21)	21	44
Neutral	(3)	2	4
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(6)	7	15
1973-75	(18)	19	40
1976-82	(11)	12	25
1983-92	(3)	3	6
1993-02	(1)	1	2
2003 plus	(0)	0	0
Never	(1)	1	2
No response	(8)	5	10
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(11)	13	27
Great	(25)	26	54
Neutral	(6)	5	10
Small	(0)	0	0
Very small	(0)	0	0
No response	(6)	4	8
Total		48	99

These should be accomplished by:

	<u>Count</u>	<u>%</u>
a. Gaining foundation, or governmental, support to allow teachers to develop plans and implement programs.	16	33
b. Cooperative planning between teachers and government and through teacher organization structure.	15	31
c. Programs planned independently of the government and through teacher organization structure.	11	23
d. Other.	1	2
e. The development and support of a brain trust, or think tank, designed to promote idea generation.	20	42
f. No response.	3	6

Rationale

Highly desirable

The single most effective means for attaining desirable change.

Every person is actually an alternative. Should be treated as such, within the regular school system.

Teachers provide talent, and public provides money.

If not done, alternatives will be developed with tax dollars from Washington, D.C. Survival of public schools is at stake. Alternatives to present schools should be within the public schools system, as well as alternatives to current educational practice.

Students have already turned off the traditional and rigidly structured. Educators had better catch up nationwide, and fast.

I feel any push for experimentation in changes in our school should get its impetus from us and not some nebulous "them." Teacher organizations should be the brain trust now.

New school alternatives and curricula changes have been suggested by teacher organizations and implemented.

Teacher centers . . . a movement in this direction.

Should come with the teacher centers.

Desirable

Subject to higher priorities.

If we do not take the lead, such projects will be thrust upon us.

The most important phrase in this role statement is, "and encourage alternatives to current educational practice."

Little effort now; must prepare as business and industry has prepared.

Offers chance at creative involvement.

Such research and development are sadly lacking but greatly needed.

Federal money is there, and teacher organizations will soon learn how to get it.

21. Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures, and specific programs of instruction.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(19)	19	40
Desirable	(16)	17	35
Neutral	(5)	5	10
Undesirable	(4)	4	8
Highly undesirable	(1)	1	2
No response	(3)	2	4
Total		48	99

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(3)	3	6
1973-75	(10)	11	23
1976-82	(17)	17	35
1983-92	(3)	3	6
1993-02	(0)	1	2
2003 plus	(1)	1	2
Never	(1)	1	2
No response	(13)	11	23
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(8)	8	17
Great	(23)	25	52
Neutral	(5)	5	10
Small	(2)	2	4
Very small	(0)	0	0
No response	(10)	8	17
Total		48	100

The specialist should:

	<u>Count</u>	<u>%</u>
a. Be limited to advisory roles when working with local teacher organizations.	29	60
b. Be supplemented by part-time instructional improvement consultants.	19	40
c. No response.	12	25

Rationale

Highly desirable

Teachers themselves must be the action people.

Staff needed which is independent of administration hierarchy and able to move to shake them up.

On-the-job help is greatly needed.

The national and many states already do so. Some locals are now starting such programs. Generally, I do not feel that locals should undertake such programs unless and until they have achieved a "basic" level of organizational strength.

Higher dues will demand this service.

Utilization of experts at local level must be emphasized.

Desirable

That's what we are doing now. It is not very effective.

Long overdue.

Local teacher organizations need help when requested. They do not need a large full-time staff in order to satisfy their concerns.

Experts in this field should work to coordinate, not dominate. Much need to be done.

Neutral

Even if it would work, it would be expensive and should not be a high priority.

Undesirable

Such personnel will likely become another pool of pseudo-expert bureaucrats like the current curriculum coordinators in most places. Organizations should free teachers.

Conflict area.

Highly undesirable

School board role.

22. Teacher organizations should employ a staff of instructional improvement specialists.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(9)	10	22
Desirable	(18)	22	46
Neutral	(1)	1	2
Undesirable	(8)	7	15
Highly undesirable	(3)	2	4
No response	(9)	6	13
Total		48	102

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(2)	2	4
1973-75	(7)	9	19
1976-82	(7)	9	19
1983-92	(5)	6	13
1993-02	(1)	1	2
2003 plus	(1)	1	2
never	(2)	1	2
No response	(23)	19	40
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(6)	8	17
Great	(13)	15	31
Neutral	(4)	5	10
Small	(2)	2	4
Very small	(1)	0	0
No response	(22)	18	38
Total		48	100

The primary level of employment should be:

	<u>Count</u>	<u>%</u>
a. Local	5	10
b. State	8	17
c. National	2	4
d. No response	32	67

Rationale

Highly desirable

Instruction is not an administrative function.

Teachers will control, or change will not take place.

Desirable

Some are already doing so.

School districts have primary obligation to provide staff. If the district fails to do so, the local teachers will act on the concept through UniServ.

Undesirable

Such personnel will likely become another pool of pseudo-expert bureaucrats like the current curriculum coordinators in most places. Organizations should free teachers.

Working with teachers directly is more beneficial and not overlapping with present administrative units, but if it happens, then (a) is needed.

Conflict area.

Highly undesirable

School board role.

23. Local teacher organizations should identify criteria by which educational achievement of students may be measured.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(9)	9	19
Desirable	(22)	24	50
Neutral	(10)	9	19
Undesirable	(4)	3	6
Highly undesirable	(0)	0	0
No response	(3)	3	6
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(3)	3	6
1973-75	(11)	11	23
1976-82	(14)	15	31
1983-92	(2)	2	4
1993-02	(1)	1	2
2003 plus	(1)	1	2
Never	(0)	0	0
No response	(16)	5	31
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(7)	8	17
Great	(19)	19	40
Neutral	(10)	11	23
Small	(1)	1	2
Very small	(0)	0	0
No response	(11)	9	19
Total		48	101

This should be done by:

	<u>Count</u>	<u>%</u>
a. Use of public funds rather than organization dues.	18	37
b. Cooperative development with testing experts.	15	31
c. Independent teacher organization determination.	2	4
d. Cooperatively between teacher organization and other agencies.	32	67
e. Other.	0	0
f. No response.	6	13

Rationale

Highly desirable

Expensive, therefore a public financial responsibility and much broader than tests.

Teachers are the experts.

Since this is the only way for an honest, unpressured, unbiased evaluation and identification.

Desirable

The mere involvement in this activity has positive benefits.

Necessary item. Teacher should influence. Public should also have influence.

This offers opportunities for community input and involvement.

We must be a factor in this.

Statewide assessment, councils cooperative in nature, are beginning to work.

Teacher organizations might better initiate, encourage, and seek to implement such criteria as developed by other agencies. I am not sure that this level of research and development will be a primary task of an advocacy organization.

Undesirable

Smacks of assessment.

Local districts should identify criteria, not local teacher organizations. Teachers must be involved.

24. Local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district.

I. Desirability

		Count	%
Highly desirable	(13)	14	29
Desirable	(15)	16	33
Neutral	(10)	9	19
Undesirable	(2)	2	4
Highly undesirable	(3)	3	6
No response	(5)	4	8
Total		48	99

II. Date of Acceptance

		Count	%
Now, 1972	(3)	3	6
1973-75	(12)	13	27
1976-82	(7)	9	19
1983-92	(4)	4	8
1993-02	(2)	2	4
2003 plus	(1)	0	0
Never	(2)	2	4
No response	(17)	15	31
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(9)	11	23
Great	(14)	15	31
Neutral	(8)	8	17
Small	(2)	1	2
Very small	(0)	0	0
No response	(15)	12	25
Total		48	98

The means to achieve this should be:

	<u>Count</u>	<u>%</u>
a. Election of fellow teachers at building level.	10	22
b. Teacher evaluation of administrator instructional leadership.	9	19
c. Teacher election of principals and persons in other instructional leadership positions.	15	31
d. Other.	4	8
e. No response.	12	25

Rationale

Highly desirable

Can only produce salutary effect.

Identification by peers, eliminates paternalism.

Back to the notion of principal-teacher.

I see the establishment of a teacher advocacy role at the building level and functioning in the areas of instruction and curriculum as essential. Bilateral decision making must be realized.

Instructional decision making.

Desirable

This is being done presently via team teaching, I.G.E., and other open-type programs in institutions.

This will be required as more boards of education become involved in various staffing patterns, i.e., differentiated staffing, team teaching, etc.

Even if impact would be small in relation to more definite state influence, it is still highly desirable to be in the business of influencing teaching methods.

We are the true experts in instruction.

Neutral

Out of role.

Undesirable

Impractical. If teachers are interested in promotion to administrative positions, they will see to it that they are identified. They should not use their association for this purpose. Of course, many do.

Highly undesirable

Leadership is. It is not legislated or voted.

Won't work effectively. No appropriate evaluation.

For what reason???

25. State-level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information.

I. Desirability

		Count	%
Highly desirable	(18)	19	40
Desirable	(15)	16	33
Neutral	(4)	3	6
Undesirable	(7)	7	15
Highly undesirable	(2)	2	4
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		Count	%
Now, 1972	(7)	7	15
1973-75	(13)	15	31
1976-82	(7)	9	19
1983-92	(2)	2	4
1993-2002	(1)	1	2
2003 plus	(0)	0	0
Never	(3)	3	6
No response	(15)	11	23
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(7)	8	17
Great	(18)	20	42
Neutral	(7)	7	15
Small	(3)	3	6
Very small	(2)	2	4
No response	(11)	8	17
Total		48	101

The role should include:

	<u>Count</u>	<u>%</u>
a. Gathering information that would replace the need for independent subject matter teacher organizations.	7	15
b. A close alliance with independent subject matter groups.	21	44
c. Supplemental information to that provided by other (governmental and/or foundation) agencies and organizations.	19	40
d. Involvement of local and national teacher organization staff in gathering information supplied to the state organization program.	20	42
e. No response.	10	22

Rationale

Highly desirable

He who has valid information has a degree of power, provided the information is useful to agreed-upon programs and is disseminated.

To the extent that the whole organized profession can make available to its members a coherent, integrated point of view to operate as an alternative to the traditional academic one, this may be the most important thing we can do. This need not imply the creation of new knowledge; rather, it involves cashing existing knowledge into formats designed to advocate teachers' experience, insight, and wisdom.

Autonomy threatened.

Concept (idea) has been accepted. Problem is implementation.

Is happening.

Desirable

Consistent with role of state-level teacher organization.

Help members find as needed.

The only word I would question is "extensive."

Concept already emerging in several states. Realistic approach.

Neutral

Cannot foresee independent subject matter groups and/or private and governmental organizations giving up this function.

Undesirable

Ohio tried that. It failed. The proper place is the state department. To be done properly would involve resources not available to teacher organizations.

MOREL failed in Ohio, but the OEA does have a system now in use.

National role.

Costly and could duplicate efforts already in effect.

I see this as a function of the national.

Highly undesirable

Teacher organizations should cause others to do this, i.e., universities.

Too expensive. Already being done. Not organizational role.

26. Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.

I. Desirability

		<u>Count</u>	<u>%</u>
Highly desirable	(32)	34	71
Desirable	(13)	12	25
Neutral	(1)	1	2
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(22)	22	46
1973-75	(12)	13	27
1976-82	(6)	6	13
1983-92	(1)	1	2
1993-02	(1)	1	2
2003 plus	(1)	1	2
Never	(0)	0	0
No response	(5)	4	8
Total			100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(15)	14	29
Great	(23)	24	50
Neutral	(3)	3	6
Small	(1)	1	2
Very small	(0)	0	0
No response	(6)	6	13
Total		48	100

The role should be:

	<u>Count</u>	<u>%</u>
a. To initiate positive action programs in curriculum development, instructional improvement, and personnel policies.	40	83
b. To monitor and evaluate school district policies and practices.	31	65
c. Supplementary to state and national level programs.	19	40
d. No response.	4	8

Rationale

Highly desirable

They should do that; whether they will do it is questionable, especially in a time of teacher surplus. Perhaps the best we can hope for is that they do not oppose change.

This is a basic and necessary role for the local teacher organizations.

As less and less leadership and progress is shown in government and politics, locals will assume the initiative backed by state and national.

To do otherwise is to be found irresponsible.

Moral obligation of all citizens in all settings.

If education cannot deal with matters of human dignity and equity, then in my opinion the society is doomed to violence.

For example, the NEA delegates in Atlantic City called for a moratorium on standardized, normative testing.

Progress under way now.

Everybody's role.

We are at the forefront in this fight for fairness.
We should stay there.

Fair treatment of minorities has been practice of UFT-AFT, traditionally.

Desirable

Fair treatment is a must.

For the promotion of justice to all members of the profession.

Continuing attitude toward fair treatment of minorities will bring the local teachers into the act.

And in other advocacy areas.

27. Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.

I. Desirability

		Count	%
Highly desirable	(25)	27	56
Desirable	(17)	17	35
Neutral	(2)	2	4
Undesirable	(2)	1	2
Highly undesirable	(0)	0	0
No response	(2)	1	2
Total		48	99

II. Date of Acceptance

		Count	%
Now, 1972	(12)	12	25
1973-75	(12)	15	31
1976-82	(8)	9	19
1983-92	(2)	2	4
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(2)	2	4
No response	(12)	8	17
Total		48	100

III. Potential Impact

		Count	%
Very great	(8)	8	17
Great	(24)	27	56
Neutral	(3)	3	6
Small	(1)	1	2
Very small	(1)	1	2
No response	(11)	8	17
Total		48	100

Rationale

Highly desirable

Teacher organizations are qualified for this role, which offers promise for coalitions with parents and students. Will be productive.

Teachers are the experts, so they should assume the role.

So the public will know that teachers care about more than their own welfare interests.

Public reactions, a must.

The need for new instruction approaches will mandate that teacher organizations take the lead in school finance issue as related to improved instruction.

Cooperation with students, parents, on issues of common interest is sought wherever possible.

Desirable

We are in a natural position to pull together such groups.

In cooperation with school board.

Who's kidding whom?

28. Teacher organizations should assist in establishing new forms of local school boards.

I. Desirability

		Count	%
Highly desirable	(16)	16	33
Desirable	(9)	10	22
Neutral	(6)	7	15
Undesirable	(8)	7	15
Highly undesirable	(2)	3	6
No response	(7)	5	10
Total		48	101

II. Date of Acceptance

		Count	%
Now, 1972	(2)	2	4
1973-75	(6)	5	10
1976-82	(9)	12	25
1983-92	(5)	6	13
1993-02	(3)	2	4
2003 plus	(1)	0	0
Never	(2)	2	4
No response	(20)	19	40
Total		48	99

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(12)	13	27
Great	(9)	9	19
Neutral	(6)	7	15
Small	(2)	1	2
Very small	(2)	1	2
No response	(17)	17	35
Total		48	100

Participants in these boards should include representatives from the community and from:

	<u>Count</u>	<u>%</u>
a. The student body.	20	42
b. Teacher organizations.	23	48
c. Administrator organizations.	15	31
d. No response.	21	44

Rationale

Highly desirable

Offers potential for overcoming block to quality education as reflected in the composition of many current school boards.

Will be a most difficult "selling" job from state to local levels.

Would keep organizations out of board; otherwise would have conflict of interest in negotiations process.

Probably the most detrimental force in schools is the lay board, subject to local power politics, as we now see.

Student and community participation should occur in the school board.

Desirable

School boards need to be fiscally independent. Educators make lousy board members generally.

Will require departure from conflict models for decision making. Society is not ready but will weary of fighting.

An excellent place for experimenting.

A new model is badly needed.

Citizen, nonstudent, noneducator board member is preferred to special-interest representatives.

Neutral

No strong feelings in this area, except that local school boards should be made more responsive to local needs.

Undesirable

Bad idea. Better idea, reshape constituency on current boards through political action.

Bargaining may well become a state function by the 1980's. Until it does, effective bargaining precludes membership of teacher and administrator organizations, unless we go to hired, full-time management bargaining.

I would prefer that we initiate broad-scale role definitions and delineations.

Teachers are being placed on school boards outside their employment district. Not working out for the best interest of teachers. Liaison would be better approach. (Consultation capacity to boards.)

What is the meaning of "forms"?

We should reshape current boards through political action.

29. Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.

I. Desirability

		Count	%
Highly desirable	(28)	32	67
Desirable	(13)	11	23
Neutral	(1)	0	0
Undesirable	(0)	0	0
Highly undesirable	(0)	0	0
No response	(6)	5	10
Total		48	100

II. Date of Acceptance

		<u>Count</u>	<u>%</u>
Now, 1972	(14)	14	29
1973-75	(10)	9	19
1976-82	(7)	8	17
1983-92	(3)	4	8
1993-02	(0)	0	0
2003 plus	(0)	0	0
Never	(1)	1	2
No response	(13)	13	27
Total		48	100

III. Potential Impact

		<u>Count</u>	<u>%</u>
Very great	(21)	22	46
Great	(11)	13	27
Neutral	(1)	0	0
Small	(1)	1	2
Very small	(0)	0	0
No response	(14)	12	25
Total		48	100

Such political power should be used to:

	<u>Count</u>	<u>%</u>
a. Gain adequate public funding of education.	39	81
b. Gain laws and/or administrative rulings that encourage the establishment of instructional improvement programs.	28	58
c. Provide the means for electing individuals supportive of teacher organization programs and plans in instructional improvement.	26	54
d. No response.	7	15

Rationale

Highly desirable

That is the preferred course of action. The now scene. What is holding us back is the lack of vision and training awareness and the prejudices of our members. Effectiveness in this area does not come overnight.

Without this, the entire project will fail.

This is a logical and responsible use of power.

Such responsibility should be delegated to those with technical ability to handle it.

Small impact so far. Hope it will improve.

It is in politics that most decisions are now made, and we are already on this path in most districts.

Greatest legislative clout is needed right away.

Teacher organizations are bringing about the election of proeducation legislators and decision-makers. Will continue to grow.

NEA political action programs.

Is happening.

Desirable

Often the only way the job gets done.

Summary of Phase II-Phase III Convergence

The results indicate in almost all cases that Phase III responses strengthened median positions established during Phase II. A narrowing of the range occurred in nine instances, and new medians were set in three instances. There was a total of eighty-seven ranges and eighty-seven medians; therefore, the changes indicate that Phase II responses modified approximately 10 per cent of the ranges and 3 per cent of the medians.

Ranges were changed as follows:

Role 4: The phase II range of very great through small was changed to very great through neutral.

Role 6: The range of highly desirable through highly undesirable was narrowed to highly desirable through neutral. The range of now, 1972 through never was changed to now-1972 through 1993-2002. The range of very great through very small was changed to very great through small.

Role 8: The range of very great through neutral was changed to very great through great.

Role 13: The range of now-1972 through never was changed to now-1972 through 1993-2002. The range of very great through very small was changed to very great through small.

Role 21: The range of now-1972 through never, was changed to now-1972 through 2003 plus.

Role 22: The range of very great through very small was changed to very great through small.

Median changes were:

Role 11: The median of 1973-75 was changed to 1976-82.

Role 20: The median of desirable was changed to highly desirable.

Role 26: The median of now-1972 was changed to 1973-75.

Phase III offered respondents a second chance to respond to items previously not reacted to, and many of the sample did choose to respond the next time around.

In the desirability column, Phase III registered thirty-eight more responses than had been registered in Phase II; in the probable date of acceptance column, forty-two more; and in the potential impact column, twenty-nine more.

Summary of Total Responses to Phase III

Category of Response	Response Potential	Actual Phase III Response Total	% Response
Desirability	1,392	1,326	95
Probable Date of Acceptance	1,392	1,101	82
Potential Impact	1,392	1,120	83

A question deserving further study would be why 12 per cent to 13 per cent of the sample selected to respond to "desirability" but chose not to respond to either the probable date of acceptance or the potential impact. In a few instances, respondents did choose to respond to only the date or the impact, but not to both. Few instances were found of a respondent's selecting a date and impact but not the desirability estimate.

APPENDIX C

DELPHI OPINIONNAIRE
AND LETTERS

Appendix C

Delphi Opinionnaire, Phase I

Respondent _____ Date _____

Respond to the following question:

In your view, what should the role of teacher organizations be in professional development and instructional improvement over the next 10 to 30 years?

If you agree that the printed statement should be, should not be, or will be a teacher organization role, then place a check mark in the appropriate column to the right.

If you cannot subscribe to the wording or meaning of a statement, write the modification in the blank provided.

Space has been provided on page 6 of this form to add statements.

The first 15 statements speak primarily to professional development roles. The remainder of the statements deal primarily with instructional improvement.

Statement of Role	Should be	Should not be	Will be
1. Local teacher organizations should plan and fund in-service programs in professional development for, and with, its members.			
1a. Modification:			
2. Local teacher organizations should systematically plan to establish procedures and policies on professional development in collectively bargained agreements.			
2a. Modification:			
3. State-level teacher organizations should control the legal licensing and certification of teachers.			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
3a. Modification:			
4. State-level teacher organizations should participate by law in control of teacher education institution policy and procedure.			
4a. Modification:			
5. State-level teacher organizations should by law control certification of administrators.			
5a. Modification:			
6. Local teacher organizations should <u>not</u> formally establish roles in professional development			
6a. Modification:			
7. State-level teacher organizations should legally share in control of teacher education institution determination of which student teachers have completed certification requirements.			
7a. Modification:			
8. Local teacher organizations should share by law as equals to other government bodies in goal determination by teacher education institutions.			
8a. Modification:			
9. Local teacher organizations should control evaluation and reevaluation of teachers for retention of certification.			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
9a. Modification:			
10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools.			
10a. Modification:			
11. Local teacher organizations should formally establish cooperative professional development programs with universities and colleges.			
11a. Modification:			
12. National-level teacher organizations should establish teacher renewal centers independent from government centers, and funded through organization dues.			
12a. Modification:			
13. National-level teacher organizations should develop and implement programs encouraging educational experimentation in professional development.			
13a. Modification:			
14. National-level teacher organizations should legally share in control of policies and procedures governing teacher education institutions.			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
14a. Modification:			
15. National-level teacher organizations should train local and state-level organization staff in professional development functions and roles.			
15a. Modification:			
INSTRUCTIONAL IMPROVEMENT			
16. Local teacher organizations should gain equal status, by state law, with school boards in determining goals for instruction.			
16a. Modification:			
17. Local teacher organizations should clearly define and establish internal policies on teacher roles in instructional improvement.			
17a. Modification:			
18. Local teacher organizations should replace, by law, the school boards' role in controlling conditions under which teachers and students interact.			
18a. Modification:			
19. Local teacher organizations should develop collective bargaining goals, priorities, and strategies which integrate economic decisions with instructional improvement decisions.			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
19a. Modification:			
20. Local teacher organizations should program and budget 50% of the organization's fiscal and human resources to projects on instructional improvement.			
20a. Modification:			
21. State and national teacher organizations should plan and encourage alternatives to current educational practice (new school formats and curricula).			
21a. Modification:			
22. Local teacher organizations should <u>not</u> bargain specific curriculum or instruction issues.			
22a. Modification:			
23. Local teacher organizations should, by federal law, share in instructional goal determination of local boards of education.			
23a. Modification:			
24. State-level teacher organizations should employ an extensive staff of instructional specialists to monitor and improve instruction provisions in collectively bargained agreements.			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
24a. Modification:			
25. Local teacher organizations should, independently of school boards, identify criteria by which educational achievement of students may be measured.			
25a. Modification:			
26. Local teacher organizations should be prohibited by law from bargaining issues which directly affect student welfare.			
26a. Modification:			
27. Local teacher organizations should formally determine the instructional leader(s) in school districts.			
27a. Modification:			
28. State and national teacher organizations should maintain an extensive clearinghouse role in instructional information.			
28a. Modification:			
29. Local teacher organizations should initiate and monitor an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.			
29a. Modification:			

Delphi Opinionnaire, Phase I, cont.

Statement of Role	Should be	Should not be	Will be
30. Local teacher organizations should, after systematic input from students and parents, serve as spokesmen for students and parents on issues of instructional improvement.			
30a. Modification:			

 YOUR OPINION STATEMENTS

A.

 B.

 C.

30538 Iroquois
Warren, Michigan 48093
March 24, 1972

Dear Colleague:

You have been suggested as one who might be interested in participating in a study, "The Future Role of Teacher Organizations in Instructional Improvement and Professional Development," being conducted as a portion of a doctoral program at Michigan State University, East Lansing, Michigan.

This study, which will include a nationwide sample of respondents, is designed to get at the opinions of persons who are leaders and staff members of several policy development and implementation levels. Those selected as respondents will include local teacher bargaining representatives, state-level elected leaders and staff, and national-level leaders and staff. Members of both the National Education Association and the American Federation of Teachers will be represented.

All participants will respond to three opinionnaires. Subsequent to this, a random sample of respondents will be interviewed. Each opinionnaire will take about half an hour to complete. Experience in similar studies has shown such involvement to be both challenging and stimulating.

If you are willing to participate, you will be invited to react to a series of statements, and add some of your own, related to the role of teacher organizations in the areas of instruction and professional development over the next ten to thirty years. During the second phase of the program, an edited copy of your statements and those of others will be sent to you. The Phase III opinionnaire will then be constructed from the responses received in Phase II. The interview phase will be used to determine the interrelatedness that may or may not exist among the various roles suggested.

Because your views are important, it is hoped that you will participate in this study. Please complete the form on the attached, self-addressed post card and return it to me by April 7.

Cordially,

Douglas Ward

DW:kb
Enclosure

Douglas Ward
30538 Iroquois
Warren, Michigan 48093

August 12, 1972

Dear Participant:

Thank you for responding so completely to the Phase II opinionnaire. The third and final opinionnaire is enclosed.

The purpose of Phase III is to gather responses after you have had the opportunity to receive feedback from other participants in the study. The sample of participants includes 44 influential leaders and staff members in teacher organizations across the nation. The intent is to achieve a form of group consensus, with the entire study sample reacting to information returned through these forms.

Your Phase II responses have been analyzed, and ranges and medians of opinion are indicated for each statement. Your individual responses to Phase II have been entered on the form in red ink. Each statement is also accompanied by a summary of rationale presented by respondents to Phase II, which I have edited in order to provide statements that could be typed in the space available.

Each sub-item is accompanied by a percent figure which indicates the respondents who found that subitem a desirable possibility during Phase II. If you find no red marking on an item, that indicates you did not respond to the item during Phase II.

If you are satisfied with your previously stated (Phase II) positions, then simply move to consideration of the next statement. If you desire to modify your position in light of new information received, then please note the change on the Phase III form.

A small sample of opinionnaire participants will be contacted following the return of the Phase III document. However, this is the last data-gathering contact I will be making with most of you, and once again I thank you for taking the time to respond to the study. I sincerely hope you feel the time was well spent and not too completely frustrating. You will be receiving a resumé of findings upon completion of the study.

Cordially,

Douglas Ward

Delphi Opinionnaire, Phase II

Role of Teacher Organizations

name

Directions: Place a checkmark in one column under each section numbered I, II, or III. Enter rationale (IV) as you determine. **Bold Statements** are accompanied by sub-items which are lettered a, b, c, etc. Check only the desirability of a sub-item. Check only one from among those alternative sub-items enclosed in a box (see example).

Note: Desirability: Whether or not you feel the role should be accepted in principle.
Probable Date of Acceptance: When, in your best judgement, will a majority of teacher organisations accept the role?
Potential Impact: What effect would the role have on education and/or teacher organisations.

I. Desirability	II. Probable Date of Acceptance	III. Potential Impact	IV. Rationale
Highly Desirable	Now-1972	Never	
Desire.	1973-75	Great	
Neutral	1976-82	Great	
Undesire.	1983-92	Great	
Highly Undesire.	1993-2003	Small	
	2003-plus	Very Small	

ROLE STATEMENT

EXAMPLE: Teacher organizations should work to double teacher salary.
Salaries should be doubled by:
a. Bargaining improved contracts
b. Increased local funding.
c. Increased state funding.
d. Increased federal funding.
e. Combination of b, c, and d.

* Check only one item

I. Desirability	II. Probable Date of Acceptance	III. Potential Impact	IV. Rationale
Highly Desirable	1972-1973	Very Great	Very Small
Desirable	1973-1974	Great	Small
Neutral	1974-1975	Moderate	Medium
Indesirable	1975-1976	Little	None
Highly Undesirable	1976-1977	Very Little	Very Large
ROLE STATEMENT			
1. Local teacher organizations should initiate and plan in-service programs in professional development for and with members. Such programs should be: a. Formalized thru collective bargaining. b. Funded primarily with school district, state, and/or federal monies. c. Funded primarily with teacher organization monies. d. Funded primarily with foundation monies. e. Other			
2. Local teacher organizations should systematically plan to establish policies and procedures for professional development programs for members. Such policies and procedures should be subject to: a. State legislative and/or Department of Education regulation. b. No external regulation. c. Other d. Influence from United States Office of Education. e. State and national teacher organization influence.			

I. Desirability	II. Probable Date of Accomplishment	III. Potential Impact			IV. Rationale
		Highly Desirable	Desirable	Neutral	
ROLE STATEMENT		Highly Undesirable	Undesirable	Neutral	Highly Undesirable
		Highly Undesirable	Undesirable	Neutral	Highly Undesirable
5. State and local teacher organizations should participate in setting standards of administrator performance. Such participation should be by:	1973-75				
a. Agreement reached in collective bargaining.	1975-82				
b. Involvement in state level agencies and commissions (teacher, administrator, and lay) commissions which regulate and control certification of all educators.	1993-2003				
c. Guidelines agreed to in national teacher organization(s) and subsequently adopted or applied at state and local levels.	2003-Present				
d. Parity relationships with administrators on local evaluation committees.					
e. Participation in local evaluation which is primarily controlled by administrators and the school board.					
f. Participation in local evaluation which is primarily controlled by administrators with participation from administrators and school board.					
g. Other					

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance	III. Potential Impact			IV. Rationale
	Highly Desirable	Desirable	Neutral		Never	Very Great	Great	
6. State teacher organizations should, within legal guidelines, negotiate with teacher education institutions in the determination of goals for teacher preparation.								
Such sharing should be:								
a. By formal contract agreement with the institution(s).								
b. Monitored by local teacher organization influence.								
c. Through a cooperative council which establishes goals for teacher education institutions.								

I. Desirability	II. Probable Date of Acceptance	III. Potential Impact	IV. Rationale
ROLE STATEMENT			
12. National level teacher organizations should establish teacher renewal (in-service) centers. Such centers should:			
a. Be funded through a combination of dues and grants.			
b. Be funded through foundation monies and government grants.			
c. Be funded solely through organization dues.			
d. Other			
e. Be controlled by teacher organization but influenced by foundation and government agencies.			
f. Be controlled by government but influenced by teacher organizations and foundation agencies.			
g. Be controlled by foundation agencies but influenced by teacher organizations and the government.			
h. Other			
1. Include local and state level renewal centers.			

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance	III. Potential Impact				IV. Rationale
	Highly Desire.	Desire.	Neutral	Undesire.		Highly Undesire.	Undesire.	Neutral	Great	
20. State and national teacher organizations should plan and encourage alternatives to current educational practice. (New ideas must be encouraged and supported.)					NW-1972					
*a. Fairing foundation, or governmental, support to allow teachers to develop plans and implement programs.					1973-75					
5. Cooperative planning between teachers and government agencies.					1976-82					
c. Programs planned independently of the government and through teacher organization structure.					1983-92					
d. Other					1993-2003					
e. The development and support of a brain trust, or think tank, designed to promote idea generation.					2003-plus					

ROLE STATEMENT

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance	III. Potential Impact				IV. Rationale
	Highly Desirable	Desirable	Neutral	Undesirable		Very Great	Great	Neutral	Very Small	
26. Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.					Now-1972					
These should include:					1973-75					
a. To initiate and develop action programs in curriculum development, instructional improvement, and personnel policies.					1976-82					
b. To monitor and evaluate school district policies and practices.					1983-92					
c. Supplementary to state and national level programs.					1993-2000					
27. Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.					2003-plus					

Role of Teacher Organizations

August 10, 1972

Delphi Opinionnaire, Phase III

(name)

Please return to:

Douglas Ward

30538 Iroquois

Warren, Michigan 48093

(Return by September 1, 1972)

Directions:

After reviewing group ranges, medians, and rationale, determine whether or not you wish to retain, or change, your Phase II opinions.

If no change is desired, then move to the next item. If change is desired place a check mark in the column of your new choice. Remember, check only one from among those alternative sub-items enclosed in a block (see example). Modify printed rational statements as you desire, or add new rationale statements which more clearly express your opinion.

Note: Desirability: Whether or not you feel the role should be accepted in principle.

Probable Date of Acceptance: When, in your best judgement, will a majority of teacher organizations accept the role.

Potential Impact: What effect would the role have on education and/or teacher organizations.

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance			III. Potential Impact			IV. Rationale					
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Never	1972-75	1976-82	1983-92	2003-plus	Very Great	Great	Neutral	Small	Very Small
EXAMPLE: Teacher organizations should work to double teacher salaries.	1	X					X				X				
Salaries should be doubled by:	50	X													
a. Bargaining improved contracts.															
b. Increased local funding.	15	X													
c. Increased state funding.	10														
d. Increased federal funding.	10														
e. Combination of b, c, and d.	15														
f. No response, Phase II	12														
* CHECK ONLY ONE ITEM															

A resume of edited rationale statements from Phase II will appear in this section.

Key:

Phase II Median: 0

Phase II Range: 1

Your Phase II response: X

Figures after each sub-item represent % phase II responses to that item's desirability.

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance					III. Potential Impact			IV. Rationale			
	Highly Desire.	Neutral	Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great		Great	Neutral	Small
1. Local teacher organizations should initiate and plan in-service programs in professional development for and with members.	0														
Phase II Rationale Highly Desirable In-Service is a management function and should be funded by the public. Teachers cannot arbitrarily raise pay and still expect district to fund in-service In-Service is not solely the function of school district management. Teacher organizations have difficulty zeroing in on in-service role. Teacher Center experience abroad indicates strong potential for teacher controlled in-service. Teachers should control in-service. Programs should be democratically planned. Teacher organizations should stimulate in-service development. This role is needed to balance negotiations of welfare issues. Time will be a constraint. Acceptance of this role will place responsibility where it belongs. Practicing professionals should tell the colleges what to do. Teachers need more self-assessment. Several state or federal laws should control this role by 1975-78. Collective bargaining will be the delivery system.															
Such programs should be:															
a. Formalized thru collective bargaining	52														
b. Funded primarily with school district, state, and/or federal monies.	69														
c. Funded primarily with teacher organization monies.	10														
d. Funded primarily with foundation monies.	0														
e. Other	12														
f. No response- phase II	14														

Continue

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance					III. Potential Impact			IV. Rationale				
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	1973-75	1976-82	1983-92	1993-2002	2003-plus	Very Great		Great	Neutral	Small	Very Small
2. Local teacher organizations should systematically plan to establish policies and procedures on professional development programs for members.																
Such policies and procedures should be subject to:																
a. State legislative and/or Department of Education regulation.	21															
b. No external regulation.	52															
c. Other																
d. Influence from United States Office of Education.	10															
e. State and national teacher organization influence.	64															
f. No response, phase II	14															

Phase II Rationale

Highly Desirable

State now writing proposed rules for a professional development program. This role already part of negotiations in many districts. Role needed to establish new bargaining footholds which supplement welfare issues. NCTEPS project in professional standards of negotiations.

Autonomy needed for maximum client benefit. Places responsibility appropriately, and will increase participant commitment. Role should be delegated to organization. Some legislative and/or state department regulation is necessary. Locals and individuals have limited time and access to the problem.

Desirable

Regulations from state department are currently in effect. Teachers should cooperatively determine policy and procedures. Desirability assumes organization involved is the collective bargaining agent.

Teachers increasingly want to control governance of profession. Teachers would like this, but cannot agree on standards. The organization should develop in-service skills in teacher leaders.

Neutral

Organizations have no statutory base for this role, and teachers little interested in enforcement.

Comment

Licensure is a state function not open to organization participation. The function should be carried out by body of professionals within legal guidelines. Don't confuse organizations of profession with the profession.

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance				III. Potential Impact				IV. Rationale						
	Highly Desirable	Desire	Neutral	Undesirable	Highly Undesirable	Undesirable	Neutral	Desire	1972-1973	1976-82	1983-92	1993-2002		2003-plus	Never	Very Great	Great	Neutral	Small
3. State teacher organizations should, within state legislative guidelines and administrative regulations, participate in the licensing and certification of teachers.																			
Such participation should take the form of:																			
a. A state level teacher board composed of members recommended by teacher organizations in the state.	26																		
b. A state level commission established by statute whose majority membership is composed of practicing teachers.	31																		
c. A local level commission, or committee established through collective bargaining and empowered to control standards and regulations which are above state minimum levels.	10																		
d. A state level teacher commission chosen by teachers but outside the teacher organization structure.	7																		
e. A state level teacher commission which sets standards, but does not enforce.	5																		
f. Local or state consortia representing teacher organizations, colleges, and universities, and local school district.	12																		
g. Other	2																		
h. No response, phase II	12																		

Phase II Rationale

Highly Desirable
Concept is in current licensure bill. Imperative. Role is high priority in surveys. Present system is sham. Practitioners involved are not linked to organizations.

Major responsibility should be in state teacher organization. The role should be legally achieved by 1980. The profession must have control.

This influence is essential to challenge normative thinking in teacher organizations. The collective bargaining agents should be involved in this role.

The role is needed to prevent vulnerability of assaults on our quality. Teachers should not be held accountable for something they cannot control.

Independence of profession influences proselytizing of skilled teacher candidates. The role is needed to achieve real governance of the profession.

Commission should be chosen by teachers, but independently of organization. State government is not about to share power with teachers.

Desirable
Participate is the key work, and accountability will follow. Individuals in state government are not ready to give this authority to teacher organizations.

Continue

ROLE STATEMENT

I. Desirability	II. Probable Date of Acceptance						III. Potential Impact				IV. Rationale
	Highly Desirable	Desire	Neutral	Undesire.	Highly Undesire.		Very Great	Great	Neutral	Small	Very Small
4. State level teacher organizations should participate in setting standards, procedures, and policies of teacher education institutions.											
Such participation should be in the form of:											
a. Direct involvement with regulations enacted through legislation.	45										
b. Cooperative, voluntary coalitions and indirect influences from external contracts to universities and colleges.	7										
c. Assisting to develop three way contracts among school district, college, or university, and local teacher organization.	50										
d. No response, phase II	14										

Phase II Rationale

Highly Desirable

This procedure is long overdue. A high priority item. Role has already begun. Greatest single hope for reform in teacher education institutions.

The collective bargaining agent for teachers has a concern here. The consumer (public) should have some rights. Role would enable profession to control entry.

Time is ripe for revolutionary change in teacher education, tied to Teacher Center concept. End practice of one profession (professor) preparing person for another profession (teaching). All experts not in colleges, many in field.

This role is not as threatening to new comers as to those already practicing. Colleges are responding to teacher influence.

Teachers can indirectly criticize self by vigorously criticizing training program.

Desirable

We already go further. Teachers ought to contract for courses and training with anybody. This role is necessary to influence local boards regarding types of staffing models possible in schools.

Controlling entry to profession is logical only if teachers have input to training programs.

Undesirable

National level could handle this role better than the state level.

Continue

ROLE STATEMENT		I. Desirability					II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale			
		Highly Desirable	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small	
5. State and local teacher organizations should participate in setting standards of administrator performance.																			
Phase II Rationale Highly Desirable Administrator evaluation should be thorough and include teacher surveys. Administrators must succeed, and be accountable, in relations with teachers. Break the military model for command and discipline. Teachers are ready. Those who are governed should have a say in governance. Desirable A needed function of local teacher organization. Strongly affects staff morale. Shared responsibility, but peer evaluation develops slowly. Moving in some areas. Adequate administrative standards and evaluation important as teacher appraisal. Short term employment of administrators may help. Matter less important to state than to locals. Neutral No advantage to teachers in evaluating custodial function. Building administrator role must change. Teacher role should be restricted, but one of concern. Would be more meaningful if "principal-teacher" concept returns. Undesirable We have enough to do already. Improvement will continue thru other influences. Administrators should set own standards for certification. Evaluation should be cooperative. Highly Undesirable Administration is a pursuit different from teaching. Professionals should influence own standards, not standards of others.																			
Such participation should be by:																			
a. Agreement reached in collective bargaining.		50																	
b. Involvement in state level agencies and representative (teacher, college, lay) commissions which regulate and control certification of all educators.		36																	
c. Guidelines agreed to in national teacher organization(s) and subsequently adopted or applied at state and local levels.		17																	
d. Parity relationships with administrators on local evaluation committees.		36																	
e. Participation in local evaluation which is primarily controlled by administrators and school board.		5																	
f. Participation in local evaluation which is primarily controlled by teachers with participation from administrators and school board.		26																	
g. Other		2																	
h. No response, phase II		24																	

Phase II Rationale

Highly Desirable

Administrator evaluation should be thorough and include teacher surveys. Administrators must succeed, and be accountable, in relations with teachers.

Break the military model for command and discipline. Teachers are ready. Those who are governed should have a say in governance.

Desirable
A needed function of local teacher organization. Strongly affects staff morale. Shared responsibility, but peer evaluation develops slowly. Moving in some areas. Adequate administrative standards and evaluation important as teacher appraisal. Short term employment of administrators may help. Matter less important to state than to locals.

Neutral
No advantage to teachers in evaluating custodial function. Building administrator role must change. Teacher role should be restricted, but one of concern. Would be more meaningful if "principal-teacher" concept returns.

Undesirable

We have enough to do already. Improvement will continue thru other influences. Administrators should set own standards for certification. Evaluation should be cooperative.

Highly Undesirable

Administration is a pursuit different from teaching. Professionals should influence own standards, not standards of others..

Continue

ROLE STATEMENT																	
I. Desirability		II. Probable Date of Acceptance					III. Potential Impact					IV. Rationale					
Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small	
0						0							0				
6. Local teacher organizations should seek to establish roles for members in determining local professional development programs.																	
Phase II Rationale																	
Highly Desirable																	
Such roles should be established:																	
a. Through collective bargaining with school boards.																	
64	We should have building councils as well as system-wide involvement in personnel bargaining law provides for council formation.																
26	Other approaches abysmally unsuccessful. Logical and productive route to improvement. Seeking of identity and role is necessary. Individuals represents school district and teacher organizations.																
36	Locals, and states each need special consideration.																
17	Learning is best when I determine role somewhat for myself. Paternalism																

Phase II Rationale

Highly Desirable

We should have building councils as well as system-wide intervention. Wisconsin bargaining law provides for council formation.

Other approaches abysmally unsuccessful. Logical and productive route to improvement. Seeking of identity and role is necessary. Individuals, locals, and states each need special consideration.

Learning is best when I determine role somewhat for myself. Paternalism continues without this.

Teachers do not seem interested now. Probably won't be.

Desirable

Teachers can be rewarded for participating in in-service, district can develop new programs, but not at expense of the teacher. Natural development as teachers gain authority and autonomy.

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance				III. Potential Impact				IV. Rationale					
	Highly Desire.	Desire	Neutral	Undesire.	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus		Never	Very Great	Great	Neutral	Small
7. Local and state level teacher organizations should legally share in determining which prospective teachers have completed certification requirements.	0																	
Such sharing should take the form of: a. A cooperative program arrangement with school districts. b. A committee of local practitioners selected by colleagues to establish and enforce standards for prospective teachers. c. Legally sharing, or assisting, in determination of the practice, or intern, aspects of prospective teacher experiences. d. Teacher participation on committees in a parity relationship with universities and/or Department of Education personnel. e. Other f. No response, phase II.																		
	7																	
	21																	
	31																	
	29																	
	0																	
	19																	

Phase II Rationale

Role is part of our standard's movement. Teachers must increase role in development of those desiring entrance to profession. This is being done now in New Jersey. Creates shared perspective in evaluative function and will aid credence to teacher organizations. Pressures on tenure, accountability, and teacher over-supply will provide impetus. Teachers will have great difficulty making decisions here. To be accountable I should have say in process of who becomes my associate.

Teachers have a better idea of immediate needs. University and state department staff may lend more objective, long-range view.

Desirable
Teachers are ready, even if lay public is not.

Neutral

Legal professional practices boards must be established first. Teachers need input to concepts developing in Teacher Education Centers.

Undesirable

I question locals have expertise to determine. Discrepancies would occur in state.

Highly Undesirable

Teachers should determine who is to be certified, but not directly thru organization. Organization must preserve ability to serve as teacher advocate. Collective bargaining agent should function as an appeals agent.

Continue

I. Desirability		II. Probable Date of Acceptance					III. Potential Impact					IV. Rationale
Highly Desire.	Desire	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Never	Great	Neutral	Small	Very Small	
ROLE STATEMENT												
8. State teacher organizations should, within legal guidelines and regulations share with teacher education institutions in the determination of goals for teacher preparation.												
Such sharing should be:												
a. By formal contract agreement with the institution(s).		33										
b. Monitored by local teacher organization influence.		38										
c. Through a cooperative council which establishes goals for teacher education institutions.		81										
d. No response, phase II.		14										

Phase II Rationale

Highly Desirable

Consistent with state organization objectives and commitment. Offers great potential for improvement. A partnership long needed.

Ensures closure between theory and practice. Teachers will accept, not universities. Permits indirect statement of personal deficiency.

Not all experts are in colleges. Need perspective of field practitioners as well. Other measures of influence; State board rules and regulations, legislation, control of certification, etc.

Being done now. State organization staff feels enough emphasis on this already.

If only we could decide and then enforce. Formal contracts between institutions and practitioners would clarify role. National negotiations law should produce this situation.

Desirable

Now developing in some progressive areas. Eventually will be basis of profession. Participation could return progressive leadership to conservative state organizations.

Neutral

Need input to concepts developing in Teacher Education Centers.

Undesirable

Unneeded interference with and domination of higher education.

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	
9. Local teacher organizations should participate in establishing a system to evaluate and reevaluate teachers for retention of certification.	1													
Such participation should be: a. Within a continuous, rather than renewal, certification process. b. Limited to influencing the establishment of evaluation and reevaluation processes and procedures through local school board policies. c. Negotiated through collective bargaining of local agreements. d. Within the principle of a single legal certification issued by the state and subsequent certification renewals or evaluations being conducted by teacher organizations or specialized educational groups. e. No response, phase II.														
	33													
	14													
	33													
	38													
	24													

Phase II Rationale

Highly Desirable
Locals should establish process and criteria, but not do evaluating. If we don't, others will. To influence how provides corrective input. Teachers must abandon non-involvement in peer evaluation, and assume responsibility to quality performance.
Process has started. Can only see it getting stronger. Adds quality of professionalism State-wide policies needed, negotiated between organization and legislature. Tough to achieve. We can't make and enforce decisions. May happen in conjunction with control over certification.

Desirable
One practical method to show teacher accountability, and get community off our back. Important for any professional to stay abreast of changes. Minnesota regulation puts recertification (every 5 years) in local commission.

Neutral
Prefer state-wide system and local organization involvement. May result in checkerboard pattern. Evaluation complex. All peer evaluation develops slowly. Career credentials and diplomates should be developed and administered by organization.

Undesirable
Once regulations are set compliance normally becomes objective evaluation. Organizations need, and most have, right to challenge disgruntled cases. Organizations unlikely to move to enforce. Employment status differs from licensure.

Highly Undesirable
Don't relate teacher obsolescence to certification. Licensure is state matter.

Continue

ROLE STATEMENT		I. Desirability				II. Probable Date of Acceptance				III. Potential Impact				IV. Rationale				
		Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small
10. Local teacher organizations should legally share in decisions on policy and conditions under which student teachers, teachers, teacher aides, and other instructional personnel will be placed in schools.		0																
Such sharing should be:																		
a. Collectively bargained between teacher organization, school board, and administration.	83																	
b. Monitored through formally adopted policies and procedures developed within local teacher organizations.	31																	
c. No response, phase II.	14																	
Phase II Rationale																		
Highly Desirable																		
We monitor process now thru state board of education policies. Progress in some areas now. Priority of organizations should be instruction. Consistent in theory and practice. Should have participatory profession. Colleges will place student teachers with difficulty until decisions mutually regulated. Student teaching experience will change little until new understanding of learning develops.																		
Could develop thru bargaining if put above dollar priorities. Needed to prevent misuse and mismanagement. Some rights should be legalized.																		
Will quell practice of using laymen as professionals. Needed to retain high level of teacher status.																		
Eliminate line-staff paternalism.																		
Desirable																		
Other influences possible. Gives legal tie to total school structure.																		

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale				
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Undesire.	Never	2003-plus	1993-2002	1983-92	1976-82	1973-75	Nov-1972		Great	Great	Neutral	Very Small
11. Local teacher organizations should establish cooperative professional development programs with universities and colleges.																		
Such cooperation should be:																		
a. By teacher organizations arranging for programs through local school board channels.	10																	
b. Independent of the school district, and arranged directly between teacher organization and university or college.	26																	
c. A combination of programs arranged through school districts and also directly with universities and colleges.	52																	
d. Other	0																	
e. No response, phase II	19																	

Phase II Rationale
Highly Desirable
 Don't forget state level. When state monies available for programs, state influence follows. Already progress in number of projects.
 Long overdue. Needed combination of higher ed resources and local practitioners. Must be a cooperative effort to have any power at all.
Desirable
 Blends practitioners and theorists perspective. Now progressing in many areas. Courses offered often unusable or unsuitable. Let's think beyond college as primary center. State organizations will need to lead locals. Locals should select own consultants.

Neutral
 Local program identity could be lacking, however, should lead to academic credit for locally held programs. I fear university personnel. They don't show much relevance.

Undesirable
 Local determination is too limited for mobile population.

Comment
 Keep programs in reality.

Continue

I. Desirability	II. Probable Date of Acceptance	III. Potential Impact	IV. Rationale
Highly Desirable	Nov-1972	Great	
Neutral	1973-75	Very Great	
Undesirable	1976-82	Great	
Highly Undesirable	1983-92	Neutral	
	1993-2002	Small	
	2003-plus	Very Small	
	Never		
Phase II Rationale			
Highly Desirable			
Too big job, economically, for organization. Public responsibility. Damn			
big job, economically, for organization. Public responsibility. Damn			
GA budget start this year. Will be needed to service greater area. 1972-73			
GA budget start this year. Will be needed to service greater area. 1972-73			
Leadership from top, which doesn't try to assume control, always strengthens			
the organization.			
Probably be federally funded. Hope for teacher centers within educ. renewal			
Centers			
National centers should be pilots. Will never meet local and state demands.			
Badly ignored problem. Organization has responsibility for teacher renewal.			
Proper blend of influence to stimulate change. Utopian! Astronomical costs.			
Little evidence members will spend money here.			
National			
Not certain should be national level. Unnecessary duplication of higher			
ed services.			
Undesirable			
Could misinterpret as nationalizing of in-service, and reducing local or			
state options. Each state needs some renewal center. Organization should			
influence but not do job.			
Highly Undesirable			
Not practical. Idea should be dropped. Too far removed from local and			
state need.			

ROLE STATEMENT

12. National level teacher organization should establish teacher renewal (in-service) centers.

- Such centers should:
- Be funded through a combination of dues and grants.
 - Be funded through foundation monies and government grants.
 - Be funded solely through organization dues.
 - Other

- Be controlled by teacher organization but influenced by foundation and government grants.
- Be controlled by government but influenced by teacher organizations and foundation agencies.
- Be controlled by foundation agencies but influenced by teacher organizations and the government.
- Other

- Include local and state level renewal centers.
- No response, phase II

Continue

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance					III. Potential Impact					IV. Rationale					
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never		Very Great	Great	Neutral	Small	Very Small
13. National level teacher organizations should develop and implement programs encouraging educational experimentation in the professional development of teachers.																			
Such programs should:																			
a. Be funded with organization dues.	19																		
b. Be influenced by teacher organizations but funded and operated by foundations and/or government agencies.	57																		
c. Other	2																		
d. Be recognized by establishing a teacher organization diplomate (doctorate).	24																		
e. No response, phase II	26																		

Phase II Rationale

Highly Desirable

Consistent in theory and practice. Priority obligation. Will work. Organization will become obsolete without this. Research needed but costs money and needs much time. Teachers need a new look at role of education and facilitating of learning. Such encouragement would enhance profession. Successful ART programs have been developed and accepted by teachers. Now happening in some degree. Keyed to emergence of organization power.

Desirable

Experimentation is necessary. New ideas should be piloted. Budgeting not likely, but could develop such programs using membership information. Better be on our way now or we've lost war in winning battle of salaries.

Neutral

Impetus for change from organization doubtful. Not high priority for dollars.

Undesirable

Too far removed from real problems. Too costly for gain to members.

Highly Undesirable

Not practical for national organization to implement experimental programs. No. Organization should influence others to do this.

Continue

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance					III. Potential Impact			IV. Rationale
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never
14. National level teacher organizations should participate cooperatively with local and state levels in providing professional organization staff with training in understanding and developing local teacher organization roles in professional development of members.	0											
Such participation should take the form of: a. National-level staff training state staff, state staff training local staff. 26 b. National-level staff training both state and local staff. 14 c. Part-time consultants employed from universities or elsewhere to train organization staff and elected leaders. 7 d. A parity arrangement between local, state, and national levels combining to provide a training program. 33 e. Other 0 f. A local, state, and national training program for elected leaders. 38 g. No response, Phase II 21												
Phase II Rationale Highly Desirable Need massive continuous leadership training conducted and funded by national and state organizations, to "restore the faith." We have reached typical labor union apathy tinged with reactionary tendencies. All levels of staff should be extensions of each other. Needed in all states. Some state staff better trained than national. No way to change staff function without providing staff with variety of skills, including welfare and in-service skills. Members will demand this unless state staff prioritizes the item. Dues increases will require this role of state and national organizations. Is happening. Key to control of profession. Need sophisticated leaders in all areas. Desirable Now done on small scale. Happening in some states now. Some states better equipped than national level. Advantage to 3-level cooperation. Bargaining locals will demand training in this. Concept of "united profession" would grow. Great importance. Current methods not so great. National can better afford this. Should see dramatic changes if Uniserv could function as well here as in welfare.												

Continue

ROLE STATEMENT	I. Desirability					II. Probable Date of Acceptance						III. Potential Impact					IV. Rationale	
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small	
15. State teacher organizations should develop and enforce a professional standard of teacher performance.																		

The system should include:		Phase II Rationale															
a. A rigorous system of internal rewards and sanctions.		19	Highly Desirable Difficult to achieve. In conjunction with other controls.														
b. Articulation of standards for adequate schools and educational programs.		62	Desirable Theoretically desirable, practically difficult. Much needed. However, teacher production of standard will prejudice school board interpretations. Logical evolutionary development, but apprehensive of state control. Not until control certification, preparation, and employment. Membership card will be "license" to teach. We are best equipped to do this.														
c. No response, phase II		36															

Neutral
Teachers must legally control entrance and certification, otherwise means nothing.
Teacher organization merger will make this possible.

Undesirable
To develop is one thing. To enforce is another. Would conflict with school boards.

Highly Undesirable
Enforcement of performance by organization creates conflict of interest. Should influence set of standards, but government units should enforce.

Continue

ROLE STATEMENT																		
I. Desirability				II. Probable Date of Acceptance				III. Potential Impact				IV. Rationale						
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.		Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small
16. National teacher organizations should provide career credentials to professional educators.	Highly Desire.																	
The process should include:																		
a.	Teacher organization evaluation of university and college teacher preparation programs.																	
b.	The establishment of a special membership category within teacher organizations for individuals with career credentials.																	
c.	Establishment of local and state programs which supplement and enable implementation of a nation-wide credential program.																	
d.	Specialized education programs conducted through the teacher organization structure.																	
e.	No response, phase II																	
Phase II Rationale																		
Highly Desirable																		
Positive force																		
History of cooperation. TEPS program. Competency based teacher education programs.																		
Desirable																		
Encourages national standards.																		
Have a little fear of this. Many become life-long options to vegetate.																		
Undesirable																		
Need national credential program, but unlikely to come about in this manner. How could this be accomplished?																		
Too far removed from local and state needs.																		
State control better than nation. State still most effective influence, though national trends should also influence.																		
Highly Undesirable																		
Not possible, no organization can "sort out" its members. These credentials are a joke. "Diplomate" considered "pro-forma" and without real meaning.																		
Comment																		
A double-edged sword.																		

Phase II Rationale

Highly Desirable

Positive force

History of cooperation. TEPS program. Competency based teacher education programs.

Desirable

Encourages national standards.

Have a little fear of this. Many become life-long options to vegetate.

Undesirable

Need national credential program, but unlikely to come about in this matter. How could this be accomplished?

Too far removed from local and state needs.

State control better than nation. State still most effective influence, though national trends should also influence.

Highly Undesirable

Not possible, no organization can "sort out" its members. These credentials a joke.

Medical "diploma" considered "pro-forma" and without real meaning.

Comment

A double-edged sword.

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance					III. Potential Date				IV. Rationale				
	Highly Desirable	Desire	Neutral	Undesire.	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never		Very Great	Great	Neutral	Small
17. Local teacher organizations should participate with school boards in policy decisions regarding curriculum and instruction.	0																	
Phase II Rationale																		
Such participation should be:																		
a. Direct negotiation of instructional decisions.	17																	
b. Negotiation of an instructional decision making process.	71																	
c. Based on the principle that education policy should be determined by teachers rather than the public.	14																	
d. Allowed within both state and federal collective bargaining laws.	50																	
e. Free from federal control of curriculum or instruction goals.	36																	
f. Intentionally integrating economic decisions with instructional improvement decisions.	31																	
g. No response, phase II	14																	

Desirable

Teachers should have some input, but not dictate.
Will make school boards stop pitting welfare issues against instruction issues.
Stop making teachers "fall guys".

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance						III. Potential Impact				IV. Rationale			
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great		Neutral	Small	Very Small
18. Local teacher organizations should share with school boards in determining conditions under which teachers and students interact.	0																	
Such sharing should be:						Phase II Rationale												
a. By collective bargaining of policies and procedures.	60					Highly Desirable Pressing current problem. State refuses to provide specific guidelines. Teachers need: (1) concensus, (2) back up by local board policy.												
b. Subject to standards approved by state and national teacher organizations.	19					Overwhelmingly logical and sound. Should be priority now. Essential to eliminate arbitrary administrator authority. Will improve practice.												
c. Limited to influencing modes of teacher-student interaction. Not controlling the specific methods for teaching conditions used by teachers.	50					Keep this decentralized. No big brothers. Should be by teachers, not boards or administrators. Teachers are most experienced with alternatives. Is occurring. A move toward humanistic education. Student partici-												
d. No response, Phase I.	14																	

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale				
	Highly Desire.	Desire.	Neutral	Undesire.	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never		Very Great	Great	Neutral	Small
19. Local teacher organizations should program and budget an appropriate portion of fiscal and human resources to projects on instructional improvement.																		
Such projects should:																		
a. Compose less than 10% of the local organization budget.	14																	
b. Compose between 10% and 30% of the local budget.	50																	
c. Compose between 30% and 50% of the local budget.	12																	
d. Other	0																	
e. Be integrated into state and national instructional improvement projects.	62																	
f. No response, phase II	12																	

Phase II Rationale

Highly Desirable

Needed to offset political vigor, which is also needed. Should move from total involvement in welfare, and governance, to professional growth. Primarily to influence. Whatever funds needed to do the job. Is occurring. Instructional improvement monies will be demanded by teacher influence.

Desirable

Be happy with 10%. Some teachers just not interested in personal involvement in collective bargaining machinery. Must serve varied interests of membership.

Most locals have item in budget. Needs implementation and leadership. State organization thru staff will do job. Locals cannot do this alone. More effort needed. Fate of profession depends on quality of services. Organizations should be decisive in this arena.

Undesirable

Finance of educational research is public not professional obligation.

Continue

I. Desirability		II. Probable Date of Acceptance						III. Potential Impact				IV. Rationale					
Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Now-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small	
ROLE STATEMENT 20. State and national teacher organizations should plan and encourage alternatives to current educational practice. (New school formats and curricula).																	
0																	
These should be accomplished by: a. Gaining foundation, or governmental, support to allow teachers to develop plans and implement programs. 36 b. Cooperative planning between teachers and government agencies. 29 c. Programs planned independently of the government and through teacher organization structure. 21 d. Other. 2 e. The development and support of a brain trust, or think tank, designed to promote idea generation. 45 f. No response, phase II 12																	
Phase II Rationale Highly Desirable Every person actually an alternative. Should be treated as such, in regular school system. Students already turned off to traditional, rigidly structured. Educators had better catch up nation-wide and fast. Single most effective means for attaining change. Teachers provide talent, public provides money. Organization should be "brain trust" now. New alternatives and curricula suggested and now in effect after organization impetus. If not done, alternatives will be federally developed. Survival of public schools at stake. Alternatives should be within public school system as well as outside. Should come with the Teacher Centers. Desirable Subject to higher priorities. Must prepare as business and industry did. Little effort now. Offers chance at creative involvement. Most important phrase is "and encourage alternatives to current educational practice." Such research and development sadly lacking and greatly needed in U.S. If we don't take the lead, such projects will be thrust upon us. Federal money is there. Teacher organizations will learn how to get it.																	

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance						III. Potential Impact				IV. Rationale			
	Highly Desire.	Desire	Neutral	Undesire.	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great		Great	Neutral	Small
21. Teacher organizations should employ a staff of instructional improvement specialists which should function in training staff and teachers on policies, procedures, and specific programs of instruction.	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.													
Phase II Rationale																		
Highly Desirable																		
Teachers must be the action people. Staff independent of administrative hierarchy needed to shake them up. On-the-job help greatly needed.																		
National and many states already do so. Some locals now starting program. Locals should not undertake this until "basic" level of strength achieved. Emphasize use of experts at the local level. Higher dues will demand this service.																		
The specialists should:																		
a. Be limited to advisory roles when working with local teacher organization.	60																	
b. Be supplemented by part-time instructional improvement consultants.	43																	
c. No response, phase II	29																	

Desirable
Doing this now, and it's not very effective. Locals need help when requested. Do not need large full-time staff to satisfy concerns.

Long overdue. Experts in field should work to coordinate, not dominate. Much needed to be done.

Undesirable
Such personnel likely to become typical pseudo-experts bureaucrats like most current curriculum coordinators. Organizations should free teachers. Conflict area.

Highly Undesirable
School board role.

Continue

ROLE STATEMENT	I. Desirability			II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale				
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never		Very Great	Great	Neutral	Very Small
22. Teacher organizations should employ a staff of instructional improvement specialists.																	
The primary level of employment should be:																	
a. Local																	
b. State																	
c. National																	

Note: No responses to sub-items due to misprint on phase II form.

Phase II Rationale

Highly Desirable
Instruction not an administrative function. Teachers will control, or change will not occur.

Desirable

Some already doing so. School districts have primary obligation to provide staff. If districts fail to do so local teachers will act on concept thru organization staff.

Undesirable

Conflict area.

Such personnel likely to be pool of pseudo-expert bureaucrats like most current curriculum coordinators. Organization should free teachers.

Working with teachers directly is more beneficial, and not overlapping with present administrative units.

Highly Undesirable

School board role.

Continue

ROLE STATEMENT	I. Desirability		II. Probable Date of Acceptance					III. Potential Impact			IV. Rationale	
	Highly Desire.	Desire.	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never
23. Local teacher organizations should identify criteria by which educational achievement of students may be measured.												
This should be done by: a. Use of public funds rather than organization dues. 33 b. Cooperative development with testing experts. 36 c. Independent teacher organization determination. 5 d. Cooperatively between teacher organizations and other agencies. 57 e. Other. 2 f. No response, phase II 24.												
Phase II Rationale Highly Desirable Expensive, therefore a public financial responsibility. Broader than tests. Teachers are the experts. The only way for honest, unpressured, unbiased evaluation and identification. Desirable Mere involvement has positive benefits. Necessary item. Teachers should influence. Public should also influence. Offers opportunities for community input. State-wide assessment, and cooperative councils are beginning to work. Organizations should initiate, encourage, and seek to implement criteria developed by other agencies. Not sure this level of research will be primary task of an advocacy organization. Undesirable Smacks of assessment.												

Continue

I. Desirability		II. Probable Date of Acceptance					III. Potential Impact					IV. Rationale				
Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Never	2003-plus	1993-2002	1983-92	1976-82	1973-75	Nov-1972	Very Great	Great	Neutral	Small	Very Small
ROLE STATEMENT																
24. Local teacher organizations should establish a means for teacher identification and/or determination of instructional leaders in a school district.																
The means to achieve this should be:																
a. Election of fellow teachers at building level.	26	Phase II Rationale Highly Desirable Essential to establish teacher advocacy role at building level and functioning in areas of instruction and curriculum. Bilateral decision making must be realized.														
b. Teacher evaluation of administrator instructional leadership.	17	Identification by peers eliminates paternalism. Back to notion of "principal-teacher". Can only produce salutary benefits.														
c. Teacher election of principals and persons in other instructional leadership positions.	29	Desirable Being done presently via open type programs in institutions.														
d. Other	10															
e. No response, phase II	31															

Phase II Rationale

Highly Desirable
Essential to establish teacher advocacy role at building level and functioning in areas of instruction and curriculum. Bilateral decision making must be realized.

Identification by peers eliminates paternalism.
Back to notion of "principal-teacher".
Can only produce salutary benefits.

Desirable

Being done presently via open type programs in institutions.
Required as more boards become involved in various staffing patterns: i.e., team teaching, differentiated staffing, etc.

Highly desirable to be in business of influencing teaching methods, even if impact would be small in relation to more definite state influence.

Neutral

Out of role.

Undesirable

Impractical. Teachers interested in promotion to administrator will see to identification. Should not use organization for this purpose. Of course many do

Highly Undesirable

Leadership is. It is not legislated or voted. Won't work effectively, no appropriate evaluation.

Continue

ROLE STATEMENT																
I. Desirability		II. Probable Date of Acceptance			III. Potential Impact			IV. Rationale								
Highly Desirable	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small
25. State level teacher organizations should maintain an extensive clearinghouse role for disseminating instructional information.																
Phase II Rationale																
Highly Desirable																
The role should include:																
a. Gathering information that would replace the need for independent subject matter teacher organizations.																
b. A close alliance with independent subject matter groups.																
c. Supplemental information to that provided by other (governmental and/or foundation) agencies and organizations.																
d. Involvement of local and national teacher organization staff in gathering information which is supplied to the state organization program.																
e. No response, phase II																
Desirable																
Concept already emerging in several states. Realistic. Consistent with state organization role. Role should be to help members find information as needed. Would question the word "extensive".																
Neutral																
Cannot see function being given up by independent subject matter groups and/or private and governmental agencies.																

Phase II Rationale

Highly Desirable

Concept already accepted. Problem is implementation. Autonomy threatened. Those with valid information have degree of power, provided it is useful and is disseminated.

Most important thing organization may do is provide coherent, integrated point of view to operate as alternative to traditional academic role. Involves cashing existing knowledge into formats designed to advocate teacher experience and insight.

Desirable

Concept already emerging in several states. Realistic. Consistent with state organization role. Role should be to help members find information as needed. Would question the word "extensive".

Neutral

Cannot see function being given up by independent subject matter groups and/or private and governmental agencies.

Undesirable

Ohio tried and failed. Proper place is state department. Involves sources not available to teacher organizations. Costly and could duplicate current efforts. Properly a national teacher organization role.

Highly Undesirable

Teacher organization should cause others (like universities) to do this.

Continue

ROLE STATEMENT	I. Desirability		II. Probable Date of Acceptance						III. Potential Impact				IV. Rationale						
	Highly Desirable	Desire	Neutral	Undesire.	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus		Never	Very Great	Great	Neutral	Small	Very Small
26. Local teacher organizations should assume an active role in assuring fair treatment of ethnic and racial minorities in all phases of education.	8																		
The role should be: a. To initiate positive action programs in curriculum development, instructional improvement, and personnel policies. b. To monitor and evaluate school district policies and practices. c. Supplementary to state and national level programs. d. No response, phase II																			
	81																		
	74																		
	40																		
	12																		

Phase II Rationale

Highly Desirable
Progress underway now. Everybody's role. Basic and necessary role for locals. To do otherwise would be irresponsible. Moral obligation of all citizens. Locals should do that, whether they will or not. Questionable. Especially in time of teacher surplus. Best we may hope for is no opposition to change.

As government and politicians provide less leadership, locals will assume initiative backed by state and national.

Organization in forefront in fight for fairness. We should stay there. UFT-AFT has traditionally been practicing fair treatment of minorities. Example: NEA delegates in Atlantic City call for moratorium on normative testing.

If education cannot deal with matters of human dignity and equity, then society is doomed to violence.

Desirable

Fair treatment a must! Should promote justice to all members of profession.

Continuing state and national attitude toward fair treatment will bring locals into act.

Continue

ROLE STATEMENT	I. Desirability					II. Probable Date of Acceptance					III. Potential Impact					IV. Rationale				
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small			
27. Teacher organizations should serve as resource aides and supportive spokesmen to students and parents on issues of common interest and agreement in the area of instruction.	o																			

Phase II Rationale

Highly Desirable

Organizations qualified for this role which offers promise for coalitions with parents and students. Will be productive. Public relations a must.

Cooperation with students, and parents, on issues of common interest is sought.

Teachers are the experts so they should assume the role.

So public will know teachers care about more than own welfare interests.

Need for new instruction approaches will mandate involvement and leadership by organization in school finance issues as related to instructional improvement.

Desirable

We are in natural position to pull such groups together.

Role should be in cooperation with school boards.

Continue

ROLE STATEMENT	I. Desirability					II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale			
	Highly Desirable.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great	Great	Neutral	Small	Very Small	
28. Teacher organizations should assist in establishing new forms of local school boards.	1	0			1	1		0				1		0				
Phase II Rationale																		
Highly Desirable																		
Participants in these boards should include representatives from the community and from: a. The student body.																		
b. Teacher organizations.																		
c. Administrator organizations.																		
d. No response, phase II																		
Desirable																		
School boards need fiscal independence. Educators generally make lousy																		

Continue

ROLE STATEMENT	I. Desirability				II. Probable Date of Acceptance					III. Potential Impact				IV. Rationale				
	Highly Desire.	Desire	Neutral	Undesire.	Highly Undesire.	Nov-1972	1973-75	1976-82	1983-92	1993-2002	2003-plus	Never	Very Great		Great	Neutral	Small	Very Small
29. Local, state, and national teacher organizations should use political power to establish legal and financial foundations for instructional improvement programs.																		
Such political power should be used to:																		
a. Gain adequate public funding of education.	76																	
b. Gain laws and/or administrative rulings which encourage the establishment of instructional improvement programs.	60																	
c. Provide the means for electing individuals supportive of teacher organization programs and plans in instructional improvement.	55																	
d. No response, phase II	24																	

Phase II Rationale

Highly Desirable
Preferred course of action. The now scene. Effectiveness will not come overnight.
We are being held back by lack of vision training awareness and prejudices of members.
Logical and responsible use of power. Small impact so far. Hope it will improve.
Without this the entire project will fail. Great legislative clout needed now. Such responsibility should be delegated to those with technical ability to handle.
It is in politics that most decisions are now made. We are now on path in most districts.
Teacher organizations are bringing about election of pro education legislators and decision makers. Will continue to grow.

Desirable
Often the only way the job gets done.

You have finished the whole thing.

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