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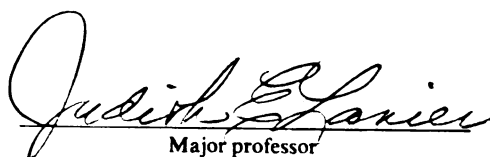
THE PROCESS OF FIELD-BASED INSERVICE EDUCATION: A NATURALISTIC STUDY OF SOCIAL EMOTIONAL EDUCATION CURRICULUM DEVELOPMENT

presented by

Mary Susan Engberg Weimer

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of the requirements for

_____Ph.D._____ degree in __Teacher Education__

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Major professor

Date___7-1-82_____

THE PROCESS OF FIELD-BASED INSERVICE

EDUCATION: A NATURALISTIC STUDY OF SOCIAL

EMOTIONAL EDUCATION CURRICULUM DEVELOPMENT

By

Mary Susan Engberg Weimer

A DISSERTATION

Submitted to
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ABSTRACT

THE PROCESS OF FIELD-BASED INSERVICE
EDUCATION: A NATURALISTIC STUDY OF SOCIAL
EMOTIONAL EDUCATION CURRICULUM DEVELOPMENT

By

Mary Susan Engberg Weimer

The purpose of this study was to address the need for process
descriptions of inservice teacher education by describing the content,
process, and products of a field-based, individualized social emo-
tional education curriculum development inservice during the final
six months (January-June, 1977) of a two-year Teacher Corps project.
The subjects of this study included two teacher educators, one
intern, one reading consultant, and three classroom teachers. These
individuals interacted with an inservice program structure that in-
cluded (a) a seminar, (b) classroom observations with feedback, and
(c) teacher educator/teacher consultation. The investigator ob-
served and recorded the many combinations of interactions that
occurred within and across the three program components. The data
collection tools included audiotaping of seminars and consultations,
classroom observations, interviews, and the collection of teacher-
developed curriculum products.

The results of the study are presented in five case studies of
the teacher participants. The case studies are preceded by a
thorough description of the content and process of the social emo-
tional education inservice. Each case study explores the teachers'

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interactions with both the program components and the teacher educators. The individualized nature of the inservice is described through an exposition of each teacher's goals, needs, curriculum development choices, and ultimate product outcomes.

The findings of the study include a discussion of the personal, structural, and curriculum development dynamics of one individualized inservice program. Among these are the relationship of project outcomes to participant congruence with the program process, teacher reactions to positive and negative feedback, the unique nature of social emotional education as a curriculum development area, the relevance of timing and pace to project outcomes, the importance of a conceptual framework to curriculum development, and the process of readying products for dissemination.

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DEDICATION

This dissertation is dedicated to

my maternal grandfather
F. W. Engberg
who loved me as I am,
asked only that I be myself, and
taught me a love of learning;

my maternal grandmother
Elizabeth Moses Engberg
for having the patience
to teach a little girl domestic skills,
for giving me an appreciation of the "old country,"
and for teaching me the value of hard work;

my great aunt
Elin Engberg;

my brother
Mark David Weimer;

two teachers who influenced my life,
Mr. Richard Hubacek and
Dr. Emerson W. Shideler;

and to my parents
Jesse Donald Weimer and
Mary Elizabeth Leone Engberg Weimer
who have always given me as much as they possibly could.

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ACKNOWLEDGMENTS

Anyone engaged in a project of this dimension has many people to thank, and I am no exception. I appreciate the help I received from my doctoral committee members: Drs. Judith Lanier, Christopher M. Clark, Philip Cusick, and Keith Anderson.

I would like to thank Dr. Lanier for her early recognition of my potential as a teacher educator and for helping me make the transition from an elementary school classroom to the university. I especially want to recognize the counsel I received from Dr. Clark in his role as my dissertation steering chairperson and adviser. Chris understands the role of adviser, a role he does not take lightly. Chris is particularly skilled with a sense of timing and sensitivity to his advisee that gives him the flexibility to choose whatever role will be most helpful based on the advisee's most pressing need. At times Chris served as a problem solver or trouble shooter, sometimes conceptualizer and technical helper, and often as a cheerleader and support person. Chris provided in his own writings an excellent model as a writer and brought considerable expertise to my work as an editor. Most importantly, while every chapter of this dissertation has been improved by Chris' input, I nevertheless feel full ownership for the work. As an adviser, Chris knows how to share his expertise without ever diminishing the integrity of his advisee.

Two individuals have supported me throughout my entire doctoral program and both are distinguished by their demonstration of total

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and typist, for her grammatical help, typing expertise, and especially for her positive feedback in the final stages of the dissertation.

And I could never thank enough the five teachers who allowed me to observe them for six months and gave so freely of their time, often when it was inconvenient or they were tired.

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CHAPTER I

THE NEED FOR PROCESS DESCRIPTIONS
OF INSERVICE TEACHER EDUCATION

Introduction

Past studies of inservice education show that inservice education

has been a weak component in teacher education, that more research is

needed on inservice effectiveness, and that there is a need to re-

search both the process and the content of inservice programs that are

attempting to provide a more active role for the teacher in inservice

training. This study is a response to those research needs.

The overall purpose of this naturalistic study is to describe the

content and process of one curriculum development inservice program and

to describe the outcomes of the program by studying the interventions

made by teacher educators and the responses of the teachers to these

interventions. More specifically, the study was undertaken to:

1. describe the structural complexity of an inservice pro-
    gram with multiple component parts;

2. document the interactions of the individuals involved
    in the inservice program;

3. describe the process of curriculum development in a
    non-traditional subject matter area (social emotional
    education);

4. describe the products of a process designed to change
    to meet individual needs, different teaching styles, and
    personalities; and

5. examine the differences that existed across teachers in
    products/outcomes.

The study was conducted in Rogers Elementary School, the site of the Tenth Cycle Teacher Corps Project (MSU and Walden Public Schools, 1975-77).* The group under investigation was the Social Emotional Education Curriculum Development Team, a group of seven individuals who had been a part of the project for 18 months prior to the beginning of this study. During the six months of the study (January-June, 1977), the investigator observed and recorded teacher educator/teacher planning and teaching related to the development of a social emotional education curriculum. The participants included two teacher educators from Michigan State University (this investigator was one), one Teacher Corps graduate intern, one reading consultant, and three classroom teachers. The inservice program structure within which they worked included three components: (a) a seminar, (b) classroom observations with feedback, and (c) teacher educator/teacher consultation.

The diversity of activities within the three program components and the many combinations of interactions that occurred within and across each indicated that a variety of data collection tools be used. Among these were extensive audiotaping of seminars and consultations, classroom observations, interviewing, questionnaires, and the collection of teacher-developed products.

This study is designed to develop information on inservice education effectiveness or noneffectiveness that will be helpful to inservice decision makers of the future. It is hoped the study will produce useful information on inservice program process, on teacher

_____

*Names of teachers, teacher educator, school, and district are pseudonyms.

needs, on teacher growth and development, on teacher educator roles

and characteristics, and on understanding the perspectives of indivi-

duals engaged in developing a curriculum.

Background and Problem Statement

> Policy makers across the nation will shortly be mak-
> ing decisions about new forms of governance in teacher edu-
> cation, new methods, the increasing involvement of teachers
> as trainers and organizers, and, above, all, the development
> of more effective structures for insuring that the needs of
> schools, communities, teachers, and children can be met
> adequately. As policy makers approach these decisions,
> they will need adequate concepts for analyzing the problems
> of the area, sufficient data about present practices, and
> opinions regarding alternative future practices to guide
> their thinking (Eldridge & Smith, 1976, p. iv).

Although policy makers will soon be making decisions, those who consult

inservice literature written in the 1970s will find that (a) inservice

training has been a weak component in teacher education; (b) inservice

activities have placed teachers in a passive, information-gathering

role; (c) research on inservice effectiveness is scarce; and (d) there

is a need to research the process as well as the content of programs

that are attempting to provide an active role for teachers in inservice

training.

Edelfelt and Lawrence (1975) assert "in-service education has been

the weakest and most haphazard component of teacher education" (p. 16).

Yarger (1976) agrees and sees the problem being that "inservice program

development appears to be the bastard child of public and higher educa-

tion. No institutional structure will either claim or accept primary

responsibility for this endeavor." He goes on to say:

> The unwanted child called inservice education has suf-
> fered in the meantime. It has been fairly well documented
> that financial support for the continuing development of

professional educators is practically nil, save the re-
sources that educators themselves invest in their own edu-
cation (pp. 6-7).

The personal investment by teachers is cited by other writers in the

field. Bhaerman (1976) says:

> In-service education all too often has meant indivi-
> dual effort at professional advancement (according to
> standards set by outside agencies) or the provision of a
> few scattered days throughout the year when a consultant
> (often uninformed as to the staff's priority needs within
> the peculiar characteristics of a school's curriculum)
> makes a one-shot effort soon lost in the maze of daily
> routine (p. 139).

Edelfelt and Lawrence (1975) found that "most school systems give rela-

tively low priority to in-service programs. The largest number of

programs did not take place during the regular school day and were not

a part of a teaching assignment" (p. 16). Further,

> In-service education takes place on the teacher's own
> time and frequently at her or his expense. It is seldom
> based on teacher need and is often conducted in a manner
> that negates the principles of good teaching and learning
> (p. 14).

Cogan (1975), writing in the NSSE yearbook on teacher education, agrees

"most in-service education requires the teacher to put in a great deal

of nonreimbursed time after school. The in-service program comes out

of the teacher's hide" (p. 217).

Writers in the field of inservice education are in agreement about

the outcomes of such haphazard inservice. Joyce, Howey, and Yarger

(1976), in a five-part report on inservice, found "a frequent complaint

in the literature, interviews and position papers was that training was

irrelevant to teachers' needs and jobs" (p. 18). Rubin (1976) likens

inservice education to a kind of massive spectator sport and says the

outcomes of retraining are poor. Cogan (1975) says,

> . . . the dollar inputs, the expertise, and the time
> deployed in these efforts are almost universally insuffi-
> cient to spark genuine professional gains among teachers.
> In-service programs therefore often have more form than
> content and too often represent a poor use of scarce re-
> sources and a waste of teachers' time and efforts (p. 220).

Joyce, Howey, and Yarger (1976) said "we are led to the unnerving con-

clusion that one of the largest training enterprises in the United

States is an incredible failure" (p. 2).

In that same study Joyce et al. discussed the content of past in-

service and concluded that typical inservice activities have placed the

teacher in a passive role. They labeled these activities "information

gathering." These activities include taking college classes, sitting

on curriculum committees, attending conventions or reading journals.

Programs that deviate from the information gathering stance and stress

the active utilization of information and the practice of techniques

with feedback are rare. This is unfortunate because, as Bhaerman (1976)

points out, traditional inservice courses "have a negligible effect on

teachers' classroom lives" (p. 139). He goes on to say more optimis-

tically that "the educational community as a whole is coming gradually

to realize that teachers must be involved in planning and implementing

their own growth programs" (p. 139). Edelfelt, in a 1977 look at cri-

teria for local inservice programs, agrees:

> The teaching force itself is a significant new vari-
> able. Turnover has been reduced, more teachers view their
> occupation as a career rather than as a stepping-stone,
> and average age and levels of experience are increasing.
> Teachers therefore have a significant vested interest in
> the quality of program and in their involvement in design
> and implementation of program (p. 5).

Brophy and Good (1974), in the preface to Teacher-Student Rela-

tionships: Causes and Consequences, state that in most instances of

what they labeled "poor teaching" and inappropriate behavior which might seem to be malicious, the teachers did not do them deliberately or even consciously. They seem to stem from inadequate training, conditioned bad habits or a lack of systems for giving teachers feedback and helping them change inappropriate behavior. Knoblock and Goldstein (1971), in The Lonely Teacher, state that, while they did not always agree with certain teachers' philosophies or feel kindly toward their teaching styles, they nevertheless found relatively few teachers who were not genuinely concerned with the children in their classrooms. If it can be assumed that most teachers do care about their interactions with children and would be open to changing their behavior, then it is important to find out what inservice programs can do to facilitate this professional growth.

Nicholson and Joyce (1976) conducted an analytical review of the research literature on inservice and found that very little solid research is available, and what exists is not very useful (p. 16). McDonald (1976) agrees that there is not a substantial body of data about the effects of inservice programs (p. 1). Edelfelt and Lawrence (1975) believe that this deplorable situation exists not by choice but rather by neglect as their research shows school systems have given research on inservice a low priority.

While research data on inservice are scarce, a comprehensive review conducted by Lawrence and others (1974) does provide direction for designing more effective inservice programs. After developing a working definition for inservice programs and including only those studies that had an evaluation component, they found 97 studies that fit this criterion. An analysis of these studies

yielded seven attributes associated with effective inservice programs. Briefly stated, these attributes are (a) the program is school based, (b) teachers are involved in planning, (c) training experiences are individualized, (d) teachers are placed in an active role generating materials, (e) demonstrations with supervised trials and feedback are emphasized, (f) teachers are encouraged to share and help each other, and (g) opportunities are provided for teachers to choose goals and activities for themselves.

Studies of inservice programs that have these attributes of effectiveness are needed. McDonald (1976) says it is wasteful to research poorly designed inservices just to demonstrate that they were poorly designed (p. 4). The design of these studies needs to be expanded to include descriptions of process as well as content. Nicholson and Joyce (1976) drew this conclusion about the nature of inservice education research:

> . . . the literature has been concerned almost entirely with asking the question of _what_ is there in new programs to the virtual exclusion of asking _why_ or _how_ programs succeed or fail. In other words, the process of inservice education has been neglected in the research literature in favor of the _content_ of inservice education (p. 20).

Further, Fuller and Bown (1975) in "Becoming a Teacher," a chapter in the NSSE Yearbook _Teacher Education_, state that "almost nothing is known about teacher education as an intervention" (p. 52). They suggest that the appropriate research question is not "Does teacher education do any good?" but, rather, "Which interventions by which interveners in what contexts elicit what responses from which subjects?" (p. 26).

Past inservice training has not met teacher needs, has been a low priority in school systems, and has not been adequately researched. The vast amount of data regarding the ineffectiveness of past inservice education makes research into inservice effectiveness especially important.

The primary focus of this study is to describe and discover what the curriculum development team did. It is assumed that what exists in the data is a complex set of interrelationships which must be behaviorally described and then sorted. Brandt (1972), in _Studying Behavior in Natural Settings_, says it is the field investigator's purpose to "discover the precise status of existing phenomena and determine which variables are associated with each other" (p. 5). It is his/her task to "unravel this real world and identify the behavioral patterns occurring within it" (p. 9). Another focus of the study is to look at the responses teachers make to teacher educator interventions. It would seem reasonable that from the bulk of behavioral data, it would be possible to make inferences about which practices are effective and which are not. These would provide the basis for generating hypotheses about effective inservice.

A concern of this investigator was to conduct a study whose data and conclusions would be of use to teacher educators and teachers working in the field. Teachers, according to Fuller and Bown (1975), do not consider research to be their friend. Findings are often difficult to interpret and are not viewed as applicable to the classroom experience. Also, the research reports tend to be

unflattering to the teacher and are not "consistent with the teacher's convictions" (p. 34). Hence, research has little or no impact on many practicing teachers.

In addition, teachers are victims of continually changing theories in education. Research tells them what they are doing wrong and everything they should be doing to make their behavior "right" but offers no information on "how" to make it right. The result is a teacher attitude of cynicism and hostility toward the so-called experts and a general skepticism about reforms and innovations.

If Fuller and Bown are correct, it seems important to look at what the consequences of this attitude might be (a) to teacher educators and teachers engaged in inservice work and (b) to anyone conducting field research. It would seem that an attitude and set of expectations are already present that set up an immediate dichotomy between teacher educators and teachers. Teacher educators, university affiliated and with the goals of effecting changes in teacher behavior, could be viewed by teachers as "you experts from the ivory tower who are here to tell us what is wrong with us." It seems that in this situation, the potential for defensiveness and resistance with some misunderstanding would be quite high. When not successful, it would seem an easy trap for the teacher educator also to turn cynical and negative in their view of teachers--a trap which would only feed a negative cycle of blaming and hostility.

It is because of this historical problem that this investigator wanted to conduct a study that would explore some of this reality, for both teachers and teacher educators. A main emphasis of the study was to find out what the teacher educators and teachers were experiencing

and perceiving by collecting behavioral data that would reflect and be consistent with the participants' reality and yield a description of their perspectives.

Brophy and Good (1974) advocate studying teachers in their natural setting even though "this research is difficult to conduct and does not allow for the kind of precise controls that are possible in the laboratory" and even though this means "frequently using unorthodox design and sacrificing experimental control" (p. ix). Further, Brandt (1972) asserts that "naturalistic observation in the field situation can continue to make a lasting impact especially by serving to help generate hypotheses" (p. 2).

Fuller and Bown (1975) cite Geraldine Clifford who observes that the past research perspective has been that of the "great statesmen of education" and better information might be gained from direct reports from teachers and students. Knoblock and Goldstein (1971) support this view. It is their belief that "teachers' perceptions and relationships with others should be the units of study" (p. 1) even though precision, objectivity, and quantifiable data are reduced. The benefit of this approach is to be able to describe the extent of teacher concern and affect. Knoblock and Goldstein (1971) note that data exist on teacher behaviors such as lecturing, questioning, criticizing, etc., but they suggest that it would be a serious mistake not to pose the question, "Is that how teachers really want to behave?" (pp. 1-2). Further, they point out that currently much has been written criticizing schools, education in general, and teachers, pointing out with anger the destructiveness in school climates and the impact this has on children. They say that when there is a decided focus on the external school

environment and its impact on children and teachers, it is easy to
ignore what is going on inside the teachers.

To remedy what has been lacking in past research, Fuller and Bown
(1975) suggest that researchers concentrate on exploring the "life
space" of the teacher in order to better understand what motivates
them. They further state that if this life space were understood, it
could be changed for the pupils' benefit. Exploring the life space of
the participants in one inservice program is what this study attempts
to do.

This investigator believes that an investigation of the life space
of educators involved in an inservice program will yield valuable in-
formation on the process of professional growth and development. Since
the inservice program that is the subject of this study had as its fo-
cus curriculum development, some might conclude that the presence of a
curricular product would indicate a successful program. This investi-
gator, however, believes that evidence of a curricular product is not
enough. In order to meet the need of providing relevant and meaningful
inservice for teachers in the future, teacher educators and teachers
need to understand the process that led to that product. Describing
that process is the goal of this study. The inservice program chosen
for this study is the Social Emotional Education Curriculum Development
team of the Tenth Cycle Teacher Corps Project (Michigan State Univer-
sity and Walden Public Schools).

The Tenth Cycle Teacher Corps Project

The Tenth Cycle Teacher Corps Project (1975-1977) was a collabora-
tive effort of the Walden School District and Michigan State University.

The project participants included the entire staff of one elementary

school and a team of teacher educators from MSU and four

graduate Teacher Corps interns. The focus of the project was the sys-

tematic adaptation of research findings on teacher education to the

four curricular areas of reading, math, multicultural education, and

social emotional education. The project had a major teacher inservice

component as well as an aide training component, an exceptional child

component, and a community component that brought in the active parti-

cipation of many parents. The project was carefully evaluated, and a

member of the evaluation team participated in each of the program

components.

The first year of the project was primarily a developmental ef-

fort. An initial developmental team of MSU teacher educators

investigated the question, "What are the needs of society as they re-

late to the curricular areas of reading, math, multicultural, and so-

cial emotional education?" The work of this team was the basis for a

Fall, 1975, seminar entitled "Foundations" that all the project parti-

cipants attended. Selections from psychology, sociology, and economics

were read and discussed by the participants. The purposes were to form

a common basis for making curricular decisions in the elementary school

and for the developmental teams to formulate consistent goals.

Beginning in Winter, 1976, the teachers from the participating school

chose the curricular areas in which they wanted to specialize. This

instruction was spread across four Michigan State terms, concluding in

March of 1977. All instruction was conducted by Michigan State per-

sonnel. For those teachers who desired it, MSU graduate credit was

available. Through cooperation with an undergraduate teacher training

program, EEE (Towards Excellence in Elementary Education), teachers were able to leave their classrooms to attend these curriculum development seminars. EEE interns taught the teachers' classes while the teachers were in seminar. Teachers attended the seminar twice a week for two hours each session during the 1975-76 school year and for most of the 1976-77 school year. The seminars were held in the teachers' school building.

The second year of the project was essentially the same as the first, with the addition of a demonstration component. Toward the end of the school year, educators from other parts of the school district, from MSU, and elsewhere were invited to visit the school to learn about the outcomes of the Tenth Cycle project. These visitors saw audio-visual presentations on the background of the project as well as specifics of the curricular area development, received copies of curricula that were developed in these teams, and saw teachers demonstrate classroom lessons illustrating newly acquired skills or curricular adaptation.

This has been a brief description of the total Teacher Corps Project. This dissertation is a study of the inservice program that came from one of the curriculum development teams described above--Social Emotional Education.

The Social Emotional Education Inservice Program

Structurally, the inservice program had three components: (a) a seminar, (b) classroom demonstrations by teachers with observations and feedback, and (c) a consultation support system. The participants in this inservice program were two teacher educators from MSU (this

investigator was one), three classroom teachers (kindergarten and
two fourth grades), a reading consultant, and one Teacher Corps
graduate intern (first and second grade combination). All the activ-
ities of this inservice program took place in the elementary school
building that was the site of the Tenth Cycle Teacher Corps Project.

Potential Significance of the Study

This is a study of one inservice program that had as its focus the
development of curriculum in social emotional education. The study
stems from the apparent need for more information on inservice effec-
tiveness. Some factors regarding inservice effectiveness are known.
The inservice program that is the focus of this study was designed with
these effectiveness factors in mind. Thus, many of the variables being
addressed in the research literature to date are present in one inser-
vice development program. By describing the process of this inser-
vice program, this study will add to our understanding of how complex
and individualized, long-term inservice teacher education operates
and what kinds of effects this type of intervention produces.

The data from this study should provide needed information on the
process of teacher training. Information on teacher educators and
teacher interactions as well as on what teachers need in order to
engage in a change and development process is needed. More needs to
be known about the process of helping teachers grow, such as what
support systems are needed so that the growth remains after the inser-
vice is concluded. The data should point to training procedures,
teacher educator roles, and characteristics that would be helpful to
teacher educators who want to make a difference with teachers.

Another potential outcome of this study would be an understanding of the perspective of teachers and teacher educators engaged in the curriculum development process. An understanding of these perspectives might bring some clarity on what is needed in terms of time and energy invested in order to yield desired outcomes in developmental work.

This inservice program was a collaborative effort between university personnel and teachers in the field. This study should add information to understand what interactions make up a cooperative process and what is required to make it truly collaborative. Finally, the data should yield information on a non-traditional curricular area--social emotional education.

Describing the history of inservice education in the United States, examining the legacy of that history, exploring what is currently known about inservice effectiveness, and discussing a growth and change model and what is required of teacher educators to facilitate change are the topics of Chapter II, a review of the literature on inservice education.

CHAPTER II

INSERVICE TEACHER EDUCATION:
A REVIEW OF THE LITERATURE

Introduction

This review of the literature looks at inservice as a medium for teacher behavior change. This study was designed to examine the structure of one inservice program that had as its goal the development of curriculum. The intent of the program developers was to depart from ineffective inservice practices of the past while incorporating what is currently known about inservice effectiveness. This review will describe inservice education of the past and present. The first part of the chapter examines what is known about past inservice and its historical legacy. The second part of the chapter describes what is currently known about inservice effectiveness and what inservice critics recommend for improving it. Conditions needed for teacher growth and development are discussed and a model for planned change is presented. The chapter concludes with a discussion of assumptions about teachers and teacher educator characteristics and roles that the literature suggests would be helpful in promoting teacher growth as well as in improving inservice education.

History of Inservice Education in the
United States--the Past 130 Years

A Chronological Overview
of Inservice Education

The history of inservice education can be viewed two ways: (a) chronologically and (b) conceptually. This review begins with a chronological look at inservice over the past 130 years. The key word that describes past inservice in the United States is "remedial." Throughout its history inservice education's purpose has been to help teachers "catch up" or "fill in gaps." There are some logical reasons for this. First, 130 years ago most teachers had not had any training in how to teach. Many did not have a high school education. The main qualification for being a teacher was that "the person be able to read, write and compute somewhat better than the students" (Edelfelt & Lawrence, 1975, p. 10).

> During the period between the establishment of state
> systems of public education and the recovery from the effects
> of the Civil War, the public schools, on the whole, were
> staffed by probably the most indifferent, incompetent, and
> poorly educated teachers in the history of American educa-
> tion (Richey, 1957, p. 37).

Second, the school curriculum as well as teaching were considered stable and fixed. Because the curriculum was so stable, the teacher's task was to become a master of what already existed much as an artisan of the times would work to perfect his/her craft. The result was that inservice did not attempt to teach anything new. Inservice, usually in the form of a two- or three-day summer institute, tried to help teachers "bridge the gap between what they were expected to know and do and what were in fact their level of knowledge and their teaching competencies" (Tyler, 1971, p. 6).

The period 1850-1880 saw heavy immigration to the United States, followed by social change, industrial expansion, and a growing middle class. This meant education needed to change to meet the needs of a changing society. Education became open to many new people, not just a select few. The U.S. commitment to universal literacy placed a financial and intellectual burden on the educational system as education was made available to more children. This "left teachers embarrassingly inadequate to instruct the youth of a social order that was maturing" (Richey, 1951, p. 64). Again, inservice focused on helping teachers catch up.

From 1880 until World War I, inservice education was forward looking and designed to help teachers broaden their thinking. Inservice took place in the normal schools that were later to become teachers colleges. Old assumptions about education were questioned. Educators began to examine individual differences among students and put forth ideas on individualizing instruction. "This was a period of questioning, promotion of new ideas, recognition of new educational problems and introduction of new subjects into the curriculum" (Tyler, 1971, p. 10). Inservice helped teachers cope with the educational changes brought about in response to a changing society.

After the First World War and through the Depression years, this growth was cut off, and there was a return to inservice as remediation. This occurred because, in order to improve the quality of teaching, a Bachelor's degree was now required for certification. Over half the U. S. teachers could show only two years of college. Thus, inservice turned to providing courses to fill the missing college requirements. The effect was to move inservice from putting forth new ideas to

patching up teachers' academic backgrounds. And, even though the status of teachers and of inservice had improved, "the needs of the poorer teachers tended to set the pattern of inservice education for all" (Richey, 1957, pp. 43-44).

Following World War II, inservice was again remedial because there was an acute teacher shortage. Schools were busy trying to find enough people who could be certified to be teachers. Then during the 1950s, the first legislation intended to improve the quality of teaching was passed--legislation for increased credentials. This was followed by the Sputnik era and a belief that the United States was behind in a race with the Soviet Union. All of these factors contributed to inservice designed to remediate or catch up.

The past 10-20 years have seen inservice designed to deal with national educational efforts such as implementation of curriculum projects, dealing with desegregation, educating the disadvantaged, and mainstreaming. Currently, inservice must address the needs of an educational staff that is more stable due to the dwindling pupil enrollment and the resultant difficulty of finding another teaching position.

During the past 150 years, the United States' educational system has undergone major changes as the country has expanded. Education has had to change to accommodate an economy that switched from an agrarian base to an industrial base and a population that grew through heavy immigration by people from many lands. Education of a select few became education for anyone. A teacher with barely a high school education was expected to have a Bachelor's degree for certification. Many of these changes were unforeseen by educators, and the result was inservice programs designed to help teachers "catch up" or fill in

deficiencies. These historical factors left a legacy of principles about teaching, learning, and schooling that continue to influence inservice education today.

Principles That Shape Inservice Today

Edelfelt and Lawrence (1975), in an historical analysis of inservice, identify 12 principles that have historically shaped inservice education. They are:

1. The primary role of the school is the giving and receiving of information.

2. Learning is the receiving of information to be stored and used later.

3. Curriculum and teaching are relatively fixed elements in the school.

4. The main business of teacher education is the quest for mastery of some relatively stable subject matters and methods of teaching.

5. Inservice education is training that is designed, planned, and conducted for the teacher by persons in authority.

6. The central purpose of inservice education is the remediation of teachers' deficiencies in subject matter.

7. Leadership is "direction from above," and motivation is "direction from outside."

8. Supervision is diagnosis, prescription, modeling, inspection, and rating.

9. Teacher education in teacher preparation institutions and teacher education in schools are separate and discontinuous processes.

10. Intellectual leadership in goal setting and planning for inservice education appropriately comes from outside the school.

11. The teacher is a solo practitioner (rather than a group member involved in cooperative planning of common goals and related actions).

12. Prescriptive legislation is an appropriate vehicle for improving the quality of teaching standards (p. 9).

If one reflects on the history of inservice, it is easy to see how these concepts arose: teachers were ill prepared to teach subject matter; impetus for improvement consistently came from persons above the teachers or outside teaching, e.g., legislators; the curriculum was relatively stable for much of the nineteenth century; teaching was viewed as a craft like those of other artisans; and the school principal was considered the supervisor in charge. However, the legacy contained in these 12 principles remains today. Teacher passivity as information receiver via lecture during inservice (Joyce et al., 1976, p. 20) is part of this legacy, as are these beliefs: (a) teachers are dependent on outside experts, (b) inservice is an obligation, and (c) school people are too busy to plan their own inservice. Edelfelt and Lawrence (1975) say:

> Inservice education today bears a close resemblance to the concepts that have shaped it historically. It is usually required of teachers. Content and approach are prescribed by universities and school districts. Course credits are mandated by state department regulations and school district policies. Although intentions have usually been good, too often programs are low level, piecemeal, and patchwork (p.14).

Today's inservice is still required, still prescribed by outsiders and, in some cases, still prompted by a desire to obtain legislated credentials. Other writers in the field of inservice education agree.

In the literature on inservice education, there is almost unanimous agreement that inservice education is in desperate need of

improvement. In 1967 Don Davies made what is probably the strongest

indictment of inservice education. He said, "In-service teacher train-

ing is the slum of American education--disadvantaged, poverty-stricken,

neglected, psychologically isolated, whittled with exploitation, and

broken promises, and conflict" (in Rubin, 1971, p. 38). Joyce et al.

(1976), in a five-part comprehensive study of inservice education, con-

cluded that "our largest training enterprise is a failure" (p. 2).

Other writers use descriptors such as haphazard, sporadic, and irrele-

vant. Allen (1971), in reflecting on the shaping of inservice his-

torically, called inservice training a disgrace.

Jackson (1971) sees the inadequacy of inservice education rooted

in what he calls the "defect" approach to inservice. The defect ap-

proach to inservice makes four assumptions: (a) "something is wrong

with the way practicing teachers now operate and the purpose of inser-

vice training is to set them straight" (p. 21), (b) an outsider knows

what is best for the teacher and knows what constitutes appropriate

teaching behavior, (c) an outsider has a prescription for the teacher's

weakness, and (d) the teacher should be a passive receiver of this pre-

scription.

> In many ways the defect position partakes of one of the
> most enduring of all conceptions of the educational process.
> It is the one in which the student is seen as essentially
> helpless and the teacher is omniscient; only in this case
> the teacher himself is in the role of student and his all-
> knowing guide is the designer of the in-service program
> (Jackson, 1971, p. 25).

Bush (1971) seems to agree in his discussion of a misconception that he

believes must be routed from inservice education, namely that "in-

service education is something that an 'expert' does to a 'non-expert'"

(p. 60). Reflecting on experts, a writer for the National Education

Association (1976) says, "American teachers are the only general prac-

titioners in any profession who are constantly being directly impinged

upon by 'experts' without their prior consent. Imposition of programs

upon teachers thwarts intrinsic motivation and inhibits education (p.

148). Finally, an outside expert teaching to teacher weakness runs the

risk of being perceived as patronizing and of making a self-fulfilling

prophecy.

Another problem that Jackson sees with inservice education is that

the inservice planners' view of teaching has been too limited. He says

there has been a tendency to define teaching as what happens when the

teacher and students are in the same room interacting with one another.

This conception of teaching ignores teacher planning, decision making,

and looking at projected consequences of behavior as legitimate con-

cerns for inservice. Jackson believes that this "molecular" defini-

tion of teaching leads to too many "how to do it" inservices that ig-

nore a broader definition of teaching, specify correction of teacher

weakness, and perpetuate the "defect" approach.

Perhaps the largest problem of inservice education has been its

failure to provide educational experiences that teachers perceive as

relevant to their needs. Allen (1971) says,

> A persistent source of difficulties in much in-service
> work has been the extent to which the training is removed,
> both physically and intellectually, from the classroom en-
> vironment. Further, the source and setting of in-service
> education evoke significant aversion in most teachers (p.
> 113).

Bussis, Chittenden, and Amarel (1976), in their presentation of data

gathered from extensive teacher interviews, support Allen and an obser-

vation originally made by Sarason that teachers do not see the

relevance of inservice coursework to their daily work in the classroom. "With a few notable exceptions (most academic courses) are not con-sidered very relevant or nourishing to life in the classroom" (p. 27). Edelfelt (1975) says that inservice has been given a low priority by school systems, both in design and evaluation, and has been the weakest component in education. It is important to note, however, that while he believes the situation is deplorable, it exists not by design but by neglect.

This history of inservice education and its legacy for the present day seems harsh and bleak. At the very least it makes present inser-vice practices more understandable. Rather than stop with an indict-ment of inservice, this review will proceed with the goal of looking at what can be learned from this legacy and what is known about inser-vice effectiveness.

Recommendations of the Inservice Critics

The educators who have been outspoken about the inadequacies of inservice have a wide range of recommendations on how to improve it. These suggestions include changes in roles, format, structure, and management style. The role changes include asking the teacher educa-tor to change from the posture of an expert to that of a collaborator and for the teacher to change from passive recipient to active partici-pant. Further, they suggest that teacher educators become more flex-ible, individualize instruction, and especially involve teachers in planning the inservice. In terms of format and structure, the critics suggest more inservice be conducted at the teachers' schools instead of at the university and that instruction consist of less lecturing and

more supervised practice. Feedback on supervised practice should come from peers and the teachers themselves as well as from teacher educators. Clark (1976) calls for teachers to become researchers of their own teaching effectiveness.

Bush (1971) has what appears to be a simple prescription for reforming inservice education: "treat the teacher as a professionally competent person" (p. 37). This prescription would seem to be the opposite of the "defect" approach. Jackson (1971) advocates the "growth" approach to inservice: assume that the teacher is fine, that no one person can know everything about teaching, and that inservice is for the facilitation of normal growth.

Beyond viewing the teacher as a competent professional, the critics are uniform in their desire to see inservice education become more relevant to teachers by basing inservice on teacher-expressed needs. In 1971, Tyler was speculating on inservice of the future, and he said it would have to be designed to help teachers assess their problems, set goals, make plans, and evaluate their progress. Further, he said that "shaping" of teacher behavior by outsiders would have to end and be substituted with "aiding, supporting, and encouraging each teacher's development of teaching capabilities that he values and seeks to enhance" (p. 15). Bush (1971) concurs that "the teacher should have a fundamental voice in determining his in-service training program" (p. 59). Further, he says teachers should take an active role in teaching one another and that, instead of inservice's being something an expert does to a nonexpert, it should be "teachers working together to advance their own 'expertness'" (p. 60). Finally, Jackson (1971), consistent with the "growth" approach, said that inservice should help the

teacher be sensitive to what is happening in his/her classroom and be directed toward helping him/her improve whatever s/he chooses. He said successful teaching would stem from an individual's desire for mastery rather than from some collection of techniques.

Writers in the field of inservice education seem unanimous in their belief that improved inservice means programs designed to meet teachers' needs. Most programs by definition imply they are designed to promote some change in the teachers. The writers are again clear that the programs are going to have to model the types of changes they wish to see. Joyce et al. (1976) said,

> Inservice should model the kind of educational situation
> teachers and others receiving training will be expected to
> create in their own classrooms and the types of relation-
> ships they will be expected to maintain with the children
> they teach. The reason for this is not simply consistency.
> It reflects also the belief that the best way to teach pro-
> cess is to model it (p. 23).

Joyce is suggesting that a program must model not just content as in the past but also process and relationships. Fuller and Bown (1975) believe that teacher satisfaction with their education would be greater as would their learnings if the content related to their needs. But, say Fuller and Bown, "Even more important may be the modeling involved. Teachers may be more likely to consider the motivations of pupils if it is apparent to them that, in their own training, their own needs were considered" (pp. 39-40).

Another point on which the writers seem in agreement is the time during which inservice programs ought to be held. In Chapter I it was pointed out that most inservice was held after school hours when teach- ers are tired and often at the teachers' own expense. Mai (1977), Devaney (1977), and Cogan (1975) are all in agreement that inservice

should be on the job, but for different reasons. Mai believes that if a teacher's needs to grow are met on the job, the teacher will be more likely to try new behaviors (p. 123). Devaney believes that inservice held during the school day with released time for teachers would be an incentive stronger than salary advancement and would lift the morale of teachers. Cogan supports inservice on the job for a a slightly different reason. He believes that inservice programs must blend theory, research and practice; and inservice on the job would mean more continuity because inservice would be encountered in coordinated increments rather than as isolated episodes.

Inservice critics seem to be advocating changes in inservice education that would (a) move inservice closer to the teachers' home base, (b) would give the teachers a more collaborative and active role in inservice program planning and implementation, (c) be based on teacher needs, and (d) would model what is being taught.

What the Inservice Research Literature Says about Inservice Effectiveness

This literature review has thus far summarized the history of inservice in the United States, described some inservice inadequacies that are an apparent legacy of this past, and presented some of the critics' suggestions for improving inservice in the future. While research data on inservice are scarce, a comprehensive review was conducted by Lawrence and his associates in 1974, and this review does provide direction for designing more effective inservice programs. After developing a working definition for inservice programs and including only those studies that had an evaluation component, Lawrence et al. found 97 studies that fit this criterion. An

analysis of the findings of these 97 studies yielded several attributes associated with inservice effectiveness. Among these were:

1. School based inservice programs concerned with complex teacher behaviors tend to have greater success in accomplishing their objectives than do college-based programs dealing with complex behaviors (p. 8).

2. Teacher attitudes are more likely to be influenced in school-based than in college-based inservice programs (p. 9).

3. School-based programs in which teachers participate as helpers to each other and planners of inservice activities tend to have greater success in accomplishing their objectives than do programs which are conducted by college or other outside personnel without the assistance of teachers (p. 11).

4. School-based inservice programs that emphasize self-instruction by teachers have a strong record of effectiveness (p. 12).

5. Inservice education programs that have differentiated training experiences for different teachers (that is "individualized") are more likely to accomplish their objectives than are programs that have common activities for all participants (p. 14).

6. Inservice education programs that place the teacher in (an) active role (constructing and generating materials, ideas and behavior) are more likely to accomplish their objectives than are programs that place the teacher in a receptive role (accepting ideas and behavior prescriptions not of his or her own making) (p. 14).

7. Inservice education programs that emphasize demonstrations, supervised trials and feedback are more likely to accomplish their goals than are programs in which the teachers are expected to store up ideas and behavior prescriptions for a future time (p. 14).

8. Inservice education programs in which teachers share and provide mutual assistance to each other are more likely to accomplish their objectives than are programs in which each teacher does separate work (p. 15).

9. Teachers are more likely to benefit from inservice education activities that are linked to a general effort of the school than they are from "single

shot" programs that are not part of a general staff development plan (p. 15).

10. Teachers are more likely to benefit from inservice programs in which they can choose goals and activities for themselves, as contrasted with programs in which the goals and activities are preplanned (p. 15).

11. Self-initiated and self-directed training activities are seldom used in inservice education programs, but this pattern is associated with successful accomplishment of program goals (p. 15).

Several themes emerge in these eleven atrributes of effective inservice that contrast with the concepts that have formed inservice historically: inservice is school-based versus university based, teachers are in an active role versus passive receivers, and an emphasis is on collegiality versus isolation. Lawrence (1974) summed it as follows:

> The message in the findings seems clear: the inservice programs that have the best chance of being effective are those that involve teachers in planning and managing their own professional development activities, pursuing personal and collective objectives, sharing, applying new learnings and receiving feedback (p. 17).

Finally, Lawrence notes that items 5-11 are seven desirable program features. "Programs that were classified as incorporating four or more of the seven features have a strong record of accomplishing their objectives" (p. 17). The inservice program that is the subject of this study was designed to incorporate all seven.

It seems clear then that effective inservice programs will take place in the schools and will emphasize an active role on the part of the teacher. This is a radical departure from past inservice practices and will necessitate some major changes on the part of the inservice participants. Since this is a study of a collaborative inservice effort between university and school-based personnel, this literature review will look at the behavior change process and some of the roles

and behavioral characteristics of the participants that might contribute to the success of this new form of inservice.

<div align="center">A Model for Planned Change</div>

Schein (1972) in Professional Education: Some New Directions presents a three-step model for planned change that is an extension of a model developed by Lewin in the 1940s. The model consists of three stages: (a) unfreezing, (b) changing, and (c) refreezing, as follows:

Stage 1: Unfreezing: Creation of the motivation to change

       Mechanisms: (1) lack of confirmation or disconfirmation of present beliefs, attitudes, values or behavior patterns

(2) induction of "guilt anxiety" by comparison of actual with ideal states

(3) creation of psychological safety by the reduction of threats or removal of barriers to change

Stage 2: Changing: Developing new beliefs, attitudes, values and behavior patterns on the basis of new information obtained and cognitive redefinition

       Mechanisms: (1) identification with a particular source of information and redefinition through perceiving things as the source perceives them

(2) scanning multiple sources of information and redefinition through new integration of information

Stage 3: Refreezing: Stablizing and integrating new beliefs, attitudes, values and behavior patterns into the rest of the system

       Mechanisms: (1) integrating new responses into the total personality or culture

(2) integrating new responses into ongoing significant relationships and into total social system through reconfirmation by significant others

For Stage 1 to occur, there must be a balance between the forces bringing dissonance and the forces creating safety. Schein says it is absolutely crucial to remember that

> . . . no matter how much pressure is put on a person or social system to change through disconformation and the induction of guilt-anxiety, no change will occur unless the members of the system feel it is safe to give up the old responses and learn something new (p. 77).

Once the unfreezing process has begun, the individual seeking to change is motivated to take in new information. Schein describes two ways in which the individual will seek to change: (a) s/he will seek a model with which to identify, or (b) s/he will scan all the information and select only those ideas that best fit him/herself. The second process will take longer but is more likely to be refrozen. If the change agent (inservice giver) has any doubts about how well the innovations s/he is encouraging will fit into the culture s/he is working in, it would be wise to encourage the second process. That way the teacher would have chosen to change in ways that are congruent with herself and would thus be prone to hold onto those changes even in a non-supportive environment.

> Refreezing involves two basically different but equally important components. Whatever new response is attempted, it must fit into the total personality of the individual attempting it, and it must fit sufficiently into the culture of which that person is a member to be confirmed and reinforced by others (p. 81).

In summary, for change to occur, there must first be a stage of unfreezing in which an individual is motivated to change by a balance of pressure/dissonance with psychological safety. In the changing stage the individual may choose to adopt innovations/models developed elsewhere or may choose to invent his/her own solutions. Finally, for the change to be permanent and refreeze the change must be

congruent with the personality of the individual changing as well as with the system in which the person works. Schein points out that permanent change within teachers is difficult to achieve because the teaching profession has norms of autonomy and individuals are not likely to be supportive of others' changes, especially when the changes are not congruent with one's personal style.

Schein in discussing this process uses the word "change." Some writers in the field of inservice prefer to use the words teacher growth and development. Katz (1977) says that the inservice giver's responsibility is

> . . . helping the learner to develop rather than just change. Change is easy, and can be achieved quickly: point a gun at someone and you can make his behavior change! But leave the room, and after 30 minutes, what endures? The focus on development implies attention to questions of timing over the longer course; of modifying, refining, and differentiating understandings of phenomena which are important to the learner (p. 33).

Feiman (1977) agrees and says that for teachers to make continued growth they need

> . . . time, motivation, and the tools to conceptualize their experiences and translate them into personal meaning which change their beliefs and their teaching behavior. Both humanists and developmentalists agree that teachers must be allowed to begin at their own beginnings, draw on their personal strengths, and learn at their own pace (p. 94).

This, then, is a change process of growth and development that is slow and clearly individualized. The process begins at whatever stage the teacher currently is and seeks to help him/her move toward the goals s/he chooses at a pace that is comfortable for him/her. This literature review will later take a look at what forms of support and teacher

educator behavior and needed to support this lengthy growth and development process.

This growth and development process may be slow and evolutionary and require understanding and patience on the part of the inservice providers, the teacher educators. To understand what will aid this process, the literature review will now turn to describing some assumptions about teachers, teachers' needs, and teacher educator roles that would seem to enhance the teacher growth process.

Assumptions about Teachers

Earlier in this review, it was pointed out that teacher educators taking an expert role and diagnosing teacher weakness might be perceived as patronizing by the teachers and might actually perpetuate teacher weakness. The assumptions about teachers that facilitate growth begin with a view of teachers that is the opposite of this "defect" approach. The first assumption is one stated by Theodore Manolakes (1977) which is, "Teachers are very much concerned about improving their teaching and they will do so provided proper support conditions exist" (p. 103). This is a beginning then to approaching the teacher as someone who is not defective and, moreover, is willing to learn and grow. A second assumption made by Manolakes is that the teacher is in control of his/her learning and will take from a support system whatever s/he believes is helpful at any given time. This assumption places the teacher in a position of being responsible for his/her own growth. This then is in contrast to what Bush described as inservice as something an expert does to a nonexpert. Here, the teacher is placed in the controlling position and becomes his/her own

expert. A third assumption is that the teacher is the "core and heart of the instructional program" (Manolakes, 1977, p. 103). This assumption leads to an inservice program that is not based on the presentation to teachers of an outside and prepackaged program, but rather begins with the teacher and assumes the teacher will be able to develop sound programs that are consistent with the needs of the system and individuals with whom s/he works. This assumption leads to a belief that teachers are ready to learn to take "increased responsibility for curriculum decisions" (Devaney, 1977, p. 162) as opposed to merely received skills training. Rubin (1976) supports this in his belief that teachers must ultimately be "self-sufficient in solving their own instructional problems. The teacher must know both what to do and why to do it" (p. 126). In summary, assumptions about teachers that would seem to facilitate teacher growth are the assumptions that (a) teachers want to improve their teaching and will do so if supported, (b) teachers are in control of their own growth, and (c) teachers are the core of an instructional program.

Assumptions about Working with Teachers

These assumptions relate to the growth process mentioned before and bear repeating. The first assumption about teaching teachers was stated earlier in a quote from Joyce about modeling the process that teacher educators want teachers to learn. Katz (1977) supports Joyce: "The way we teach teachers should be congruent in many basic aspects to the way we want them to teach children" (p. 29). Katz goes on to make another assumption, "We cannot teach anything important to someone we do not know" (p. 30). She says that in working with teachers it is

important to get to know the teacher, to encourage the teacher to be clear about any problems or confusions the teacher might be having, i.e., to say "I don't understand." A third assumption relates to teacher growth and change and is stated by Manolakes (1977), "Real growth on the part of people is a generally slow evolution" (p. 104). This means that the teacher educator, in understanding the growth process, needs to be understanding and patient. Manolakes says that "direct efforts to bring about dramatic changes often result in a cosmetic effect" (p. 104). Further, "The process is continuous, but not even-paced, in terms of when steps are taken. There are periods of high activity, and also periods of assimilation in which little apparent movement takes place" (p. 104). This assumption is consistent with the change model developed by Schein. A final assumption is an expansion of what Devaney (1977) said about allowing teachers to begin at their own beginning and proceed at their own pace. She said teachers need to draw on their strengths. Here the teacher educator can again be helpful if the teacher educator adopts an attitude of looking for teacher strengths. Devaney says the teacher educator needs to be always alert for seeing what the teacher can do so that this competence can be the foundation for further growth.

In summary, assumptions about teaching teachers that would seem to facilitate teacher growth are (a) teacher educators need to model the process they wish teachers to adopt, (b) teacher educators must strive to know their teachers, (c) real growth is slow and a "crash program" will produce only cosmetic effects, (d) growth is not evenly paced, and (e) teachers need to work at their own pace using their strengths as a foundation.

Assumptions about What Teachers Need

The critics of inservice education were unanimous in their belief

that improved inservice must be based on teacher needs. The writers

in the field tend to have a great deal to say about what teachers need,

and many of these needs would seem to be process needs rather than con-

tent needs. What teachers need is to be treated in ways very different

from the historical legacy of the past. Briefly, the need to be

treated as competent professionals and collaborators; they need warmth

and trust; they need to feel that they belong; and they need positive,

successful experiences. This review will look at some of these needs

more specifically.

Fibkins (1977) says teachers need meaningful work.

> Teachers are no different from other workers. Once
> they reach a level of economic security, they have a need
> for more meaningful work, for responsibility, for creativ-
> ity, for being fair and just, for doing what is worth-
> while, and doing it well (pp. 49-50).

If teachers need meaningfulness in their work, then inservice programs

must be designed to provide it. In discussing improving inservice,

Joyce et al. (1976) said:

> An effective inservice delivery system must match the
> variety of training with teachers' needs and appropriate
> staffing. It provides continuousness, or meaning, in terms
> of the roles a teacher plays: interfaces that mesh teach-
> ers' needs with training, incentives to motivate teachers
> to participate enthusiastically in training, relevant
> staff, and followup in the classroom. The best delivery
> systems will be those in which a collegial atmosphere is
> developed within the school so that teachers continuously
> study their teaching in ways which meet their needs, con-
> tinuously reflect on the products of their study, and con-
> tinuously are providing followup to the study in their
> own classrooms (pp. 22-23).

Joyce is saying a great deal about inservice effectiveness. He is

making a case for meaningfulness in programs as well as a collegial

atmosphere. Collegiality was a trait the Rand Corporation cited in a
study of inservice. Devaney (1977) reports that the Rand Corporation
discovered that

> . . . the successful change project incorporated a
> stance of support for teachers that lowered their defen-
> siveness against change. The successful projects empha-
> sized local invention rather than implementation of
> "validated products" or "planned interventions." From
> "day one," these projects were planned with teachers as
> collaborators rather than targets (p. 21).

In other words, teachers need to be in partnership with teacher educa-
tors in order to facilitate their own growth.

In addition to needing meaningful work and being treated as
collaborators, teachers need a supportive environment. Both Knoblock
and Goldstein (1971) and Fibkins (1977) discuss at length the isola-
tion, alienation, and loneliness that teachers feel. Fibkins notes
that human interaction in schools is limited and what interaction does
occur "takes place in faculty rooms and staff meetings--usually places
not conducive to human contact, and certainly no atmosphere in which
to consider renewing one's self" (p. 50). Knoblock and Goldstein agree
that the interactions in staff rooms are "far too often a self perpe-
tuation of the angriness and aloneness felt by so many teachers" (p.
12). Further, according to Fibkins, staff room conversations do not
allow teachers to get to know one another. In his observations,

> . . . faculty members in schools do not really know
> "the other"--his interests, hobbies, the lessons he teaches
> well, the fears he has about losing control with rebellious
> kids, etc. We sign in in the morning, teach "our kids" and
> go home. The result of this isolation is boredom and ali-
> enation (p. 50).

Devaney (1977) says teachers need to get away from this isolation and
frustration--"they crave warmth" (p. 18). Fibkins (1977) believes that

teachers need to feel "part of a group or community they can depend on and contribute to" (pp. 50-51). "People need a community in which free conversation can take place. Community is the group in which I can depend on my fellows to support me" (p. 54) even when there is disagreement and conflict. Devaney, in "A New Resource: The Advisor" (1974), says teachers need

> . . . an atmosphere where teachers learn to trust and depend on each other, and unlearn habits of isolation, so that they can give each other courage, praise, rescue, and refreshment, and so they can pool planning, resources, and experience (p. 80).

If teachers can belong to a community in which there is giving of "courage and praise," then some teachers would be in a position to be "getting" something. In the chapter cited above, Devaney quotes Sarason that the average American teacher has a

> . . . nearly constant feeling of being "drained." She is in the position of having to give, give, give all day to children, yet she herself does not get from anyone. To sustain the giving at a high level requires that the teacher experience getting (p. 73).

Bettelheim described this process in a talk at Michigan State University in 1977 in which he said the teacher had to replenish her "narcissistic supplies." Briggs (1975) says one can nurture children best when one is not psychologically starved him/herself. She says, "You nourish from overflow, not from emptiness" (p. 55). Inservice programs need to provide programs that foster an atmosphere of sharing, support, and trust in which teachers can feel safe enough to admit mistakes and in which teachers can be mutually nourishing to one another.

Teachers need specific, concrete help in implementing new curricula from the beginning to the end of the change process. A teacher interviewed by Devaney (1977) spoke to this issue:

> If I am, in fact, going to select appropriate pieces
> of curriculum to fit my own students, my basic need is to
> have a variety of resource people whose practical experi-
> ence I can respect, and the ability to use one of those
> people not in a one-shot workshop, but over time, in as
> much depth as I am ready for. It takes more than two
> days or a weekend or a month to put together a curricu-
> lum. You have to use resources, reflect upon what hap-
> pens then with kids, and go back and revamp what you're
> doing (pp. 20-21).

This teacher makes several important points. In order to engage in

curriculum development, the teacher needs a credible inservice resource

who is available over time, and the teacher needs time to think and re-

flect.

> What teachers need is supportive, constructively criti-
> cal help in importing new ideas to their own classrooms.
> "Innovation" and "individualization" take time to rethink
> the students' needs, the subject-matter content, and the
> teachers' capability (Devaney, 1977, p. 20).

Devaney further points out that engaging in curriculum development with

teachers and the making of classroom materials is a context in which

critical discussion can take place.

> To have teachers make their own classroom materials is
> beneficial because they are more likely to possess the
> capability of being individualized for the teacher as well
> as for students. In choosing a curriculum item which ad-
> dresses a specific classroom problem, and then in making
> the item, there is opportunity for the teacher to learn
> the content implicit in the material and to formulate her
> own instructional goals for using the material with chil-
> dren (p. 154).

In summary, teachers need curriculum consultants who can be available

over a period of time to assist in critical thinking, curriculum de-

velopment, implementation, and rethinking. Revamping and individualiz-

ing curriculum to meet specific needs takes thought and time.

In addition to the out-of-class support, teachers need in-class

support. Cogan (1975) says that teachers require the

> . . . continuing support of highly trained clinical
> supervisors, working with them in class and competent to
> provide the support the teachers need when they essay
> new classroom behavior. It is the nature of complex new
> learning that teachers will neither master nor assimilate
> them quickly without regressions to more familiar and
> "safe" procedures. It therefore follows that teachers
> embarked upon programs of improvement need continuing
> in-class support and supervisory help to reverse the
> familiar boom-bust pattern in favor of slow and careful
> study, testing and selection of promising innovations.
> Such supervision is bound to be expensive, but could
> anything be more expensive in human and dollar costs than
> present practices? (p. 225).

Joyce (1976) supports this view. "Teachers need assistance in the form

of feedback and collegiality in incorporating new elements received

from training into their teaching repertoire" (p. 21).

In order for teachers to risk changing teaching behavior, teachers

need to find meaning in their work and in their inservice programs.

Teachers crave warmth, and they need a supportive environment in which

they are treated as professional collaborators. Support tends to lower

resistance to change. Support may take the form of personal and inter-

personal support and caring. Support may also be in the form of an

in-the-classroom teacher educator assisting in the teaching of a new

curriculum or in observing and giving feedback. The characteristics

of the teacher educator and the roles the teacher educator is able to

take will have a strong bearing on whether these teacher needs are met.

This review will now examine teacher educator characteristics that

would seem to lead to inservice effectiveness.

Characteristics of a
Helpful Teacher Educator

Several characteristics of an effective teacher educator emerge

from the literature on inservice education. The attributes of a

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successful teacher educator emanate from the previously stated teacher needs. For example, if teachers need to be treated in a collegial way, then a successful teacher educator is someone who is able to let go of the role of "expert" and develop a collaborative relationship. The following is a discussion of some of the behavioral characteristics of a teacher educator that would seem associated with meeting teacher needs and effective inservice instruction.

From the review so far, it is clear that inservice effectiveness is enhanced when the inservice providers develop programs collaboratively with teachers, when the teacher educators are knowledgable about the growth and development process and when the program providers model what they purport to teach. The first characteristic of a successful teacher educator is that s/he is able to model consistently what s/he is teaching and that s/he model this in all contexts. Being a model of whatever s/he is teaching is a first step toward establishing trust and credibility with the teachers. A second priority is teacher educator style. Mai (1977) in discussing classroom advisors said that an unobtrusive style was crucial along with "a kind of professional humility with a capacity to put people at ease, while at the same time challenging them to accept real responsibility for their own growth" (p. 129). A large part of helping teachers to become responsible for their own growth is an understanding of the growth and development process. As indicated previously in this review, behavioral change is a slow, evolutionary process. Thus, an effective teacher educator must have patience and

> . . . an appreciation for the necessity of dormancy in the self-development of professionals. Not everything the advisor works for will happen overnight, and in fact, such

dramatic "breakthrough" changes are often more noteworthy
for their suddenness than their lasting value (pp. 129-30).

Three important characteristics of a helping teacher educator that s/he model what s/he teaches, s/he possess the ability to put teachers at ease, and that s/he is patient with and understanding of the slowness of real growth.

An important step toward developing a partnership with the teacher and in obtaining credibility is that the teacher educator spend time with the teacher in the classroom "assisting in the classroom routine and chores and joining the teachers' planning sessions so that he gets an authentic feel for the teachers' situations and so that he is not regarded as an expert with a bag of tricks" (Devaney, 1974, p. 83). Further, Devaney quotes Hawkins who says, "You earn the right to tell teachers things when you're there with their kids. Also you're not just talking about what might be nice. When they see you working with their kids they have the living proof" (p. 84). Working with the students may consist of working with an individual child, working with small groups, or demonstrating a lesson with the whole class (Mai, 1977, p. 126). In other words, the teacher educator does not sit apart from the learning situation, but becomes an integral part of it, becoming intimately knowledgable about the children while willing to work with them in the learning context. Then, when the teacher wants to talk with the teacher educator about "problems," the teacher educator will be able to listen with a keener understanding of what the teacher is saying.

The teacher educator as a non-judgmental listener is another important personal characteristic. When the teacher educator is spending

time in the classroom, s/he must not be seen as someone who is there
to judge or evaluate. Mai (1977) found that the teacher educator must
be able to be "a listener who can convey respect; and to do this time
is essential" (p. 130). Further, he found that the relationship must
be non-threatening, intimate, and sustained. A part of this ability to
listen is the teacher educator's willingness to listen to the teacher
talk about the small events of the day. This gives the teacher educa-
tor and teacher a basis for subsequent problem solving because there
has been a detailed sharing of classroom events.

The ability to listen and encourage sharing is a characteristic
that is closely bound with another quality which is the ability to
individualize instruction. As Katz indicated earlier in this review,
it is important to know one's learner; and when one knows one's learn-
er, it is more realistic to individualize. Edelfelt (1975), in a re-
view of teacher inservice practices, found that "individualization was
frequently a focus of the programs, but it meant adjustments in the
pace and sequence of training, not accommodation to the teacher's
learning style, personality traits, or teaching style" (p. 16). Truly
individualized instruction begins with an intimate knowledge of the
learner and with a knowledge of the teacher's beginning point. Devaney
(1977) suggests that individualization begins not with just a "needs
analysis" and resultant activities because this just leads to activi-
ties which do little more than create awareness. What is important is
that there be "context for that activity, the connection of that
teaching-learning act to the teachers' real world" (p. 20). Then, with
a beginning, the teacher educator must have the ability to "look for
growing points" from which to build professional skill (Devaney, 1974,

p. 71). Sproul (1977), in discussing teacher behavior change and individualization, said:

> The changes come from the teachers' own experience, not from a set of imposed guidelines. No matter what happens, these teachers, and many more that I know like them, will never be the same. Someone has cared enough about them as people to join them where they are, and light a small fire from their own humanity and warmth. This is what good teachers always try to do for children, and it is what almost never happens for teachers. This is what advisory work is all about. It is meant to give teachers the same care and understanding we want for children, non-judgmental support for what is often a lonely task (pp. 120-1).

Sproul has indicated that real change will come from within the teachers. This change will be facilitated by a teacher educator who is able to join the teacher wherever s/he is and support his/her growth through caring that is nonjudgmental and based on the teachers' willingness to grow and learn.

Some of the characteristics of a helpful teacher educator have been discussed. In summary, they are: (a) ability to model what one is teaching, (b) possessing an unobtrusive style, (c) understanding the slowness of an evolutionary growth process, (d) being patient, (e) establishing a partnership with the teacher, (f) working directly in the classroom with the students, (g) being able to listen, (h) truly individualizing instruction based on an intimate knowledge of the learner, and (i) offering sustained, nonjudgmental support. Truly individualized inservice demands that the supportive teacher educator be able to function effectively in a variety of roles. These roles are the topic of the next section of this review.

Supportive Teacher Educator Roles

The different roles a teacher educator might take actually repre-
sent the varying types of support a teacher might need. Devaney (1974)
in a discussion of this point, describes the work of Spodek. Spodek
has found that teachers want different types of support; and over a
period of time, the same teacher may change in the type of help and
support she requires. Spodek says:

> Teachers may be viewed as being made up of various
> levels. The external levels might include accepted room
> arrangements, specified texts, classroom materials, etc.
> Closer to the core come specific instructional strategies
> . . . . Within the core of the teacher are a set of pro-
> fessional beliefs and values, beliefs about the nature
> of childhood, the nature of education or schooling, the
> role of the teachers, and so on. Characteristics in the
> external layers of the teacher are more responsive to
> external stimuli or pressures, hence they are easier to
> change. (For instance, teachers seldom resist reorganiz-
> ing the physical strucutre of the classroom or creating
> activity centers.) As we move to deeper layers, greater
> resistance to change is felt. (It is harder to affect
> the reading program than the science program.) And
> characteristics closest to the internal layers of beliefs
> are even more resistant to change. (It is difficult for
> many teachers to share real decision-making power with
> their children.) Understanding the depth of layering of
> a particular practice might help the advisor to develop
> more effective strategies for change as well as help him
> accept resistance and difficulties related to certain
> kinds of change (Devaney, 1974, p. 94).

Spodek called this an onion construct. Helping teachers peel away the
layers requires flexibility of roles on the part of the teacher edu-
cator.

In 1972, Bussis, Amarel, and Chittenden interviewed 64 teachers
working on special projects and identified different ways in which
these teachers felt supported. They describe these forms of support as
follows:

Service/Administrative Agent (teacher educator brings or makes materials, acts as a buffer with administration)

Extension of Teacher (teacher educator works with children in the classroom, helps teacher make materials)

Emotional Stabilizer and Stimulator (teacher educator provides reinforcement for the teacher, boosts morale, listens, and inspires sense of group belonging and purpose)

Respecter of Individuality (teacher educator understands teacher's perspective, knows teacher's room and what teacher is trying to accomplish and respects individual ways of doing things)

Stage Director and Demonstrator (shows teacher how to work with children, gives very specific direction on what and what not to do and gives helpful hints)

Diagnostician and Problem-solver (identifies problem areas and gives advice on specific children)

Provider of Alternatives (teacher receives new ideas for instructional activity, but retains responsibility for selecting a particular idea and deciding upon an appropriate time, place, and manner for trying it out)

Explainer and Theorist (explains educational principles and provides literature)

Modeling Agent (teacher infers general principles or patterns of new behavior by observing the advisor interact with children over materials or with other teachers over classroom or school issues)

Appreciative Critic and Discussant (teacher gains insights from thoughtful analysis of the classroom and discussion with the teacher educator who is also observer)

Provocative and Reflective Agent (teacher educator asks stimulating questions, helps teacher become aware of own needs and priorities and helps teacher clarify ideas)

Leader and Challenger (stimulates new efforts and ways of doing things and provides model of a person who can rationally challenge arbitrary decisions) (pp. 144-7)

These 12 categories of support indicate a variety of roles for a teacher educator that range from presentation of theory to practical problem solving to interpersonal listening. Bussis, Chittenden, and Amarel

(1976) found during the conduct of the interviews that comprised their study that the teachers "welcomed the opportunity to talk about teaching in all of its facets--from their aspirations and successes to their failures, anxieties, and problems." Further, "Approximately one-fourth to one-third of all perception of support responses at each site fell with the two emotional support categories: Emotional Stabilizer and Stimulator and Respecter of Individuality" (p. 151). It would seem, from this study at least, that teachers value teacher educators in a role that provides the teacher with someone who will listen to both professional and personal issues and who is able to respond in a way that the teacher feels heard.

Manolakes (1977), in a discussion of the roles of an advisor to teachers delineates five roles: (a) Seed Planter and Extender, (b) Technical Helper, (c) Personal Support Person, (d) Expediter, and (e) Informant and Communication Stimulator. The following is a description of each of these teacher educator role.

Seed Planter and Extender

In this role the teacher educator plants the seeds of ideas with the teacher and then works to be supportive as the teacher carries out the idea. "There is no guarantee that the teacher will accept these ideas initially or ever, but the possibility is increased as the relationship continues (p. 105). In further describing this role, Mano-lakes says the teacher educator provides ideas and suggestions

> . . . which the teacher may initially accept or reject.
> In its best form, the helping relationship which the advi-
> sor (teacher educator) carries on also involves a dialogue
> between two professionals. They discuss intentions, iden-
> tify problems, and weigh alternatives as part of an ongoing
> discussion. Advisors might not see their ideas initially

accepted or implemented, but this work is nontheless part
of the seeding process. Time, interaction, and an evolv-
ing situation often lead to eventual acceptance and im-
plementation (p. 105).

This role requires that the teacher educator have the expertise to be

able to initiate the ideas but also that s/he have the patience re-

quired to see them carried out. It also demands that s/he be prepared

to accept that the ideas may not be carried out. Devaney (1977) quotes

James on the difficulty of this relationship for both teacher educator

and teacher.

> One may, of course, bring in ideas of one's own, but
> they are useful only if similar values are springing up
> among the people one works with. Ideas have to be lived
> in the hearts, minds and viscera of people who are going
> to put them into practice; otherwise the process will be
> obedient, not creative. It is much harder to carry out
> an idea than to suggest it, so people in the field need
> time with someone like-minded, time to voice their hopes
> and anxieties and to begin to think in some detail
> around practical possibilities (p. 160).

Thus, in this role, the teacher educator helps the teacher identify

goals, provides suggestions and ideas for meeting those goals and

provides support over time as the teacher works to implement the ideas.

Technical Helper

The teacher educator serves as technical helper in a variety of

ways. First, s/he may answer questions posed by the teacher; second,

s/he may assist in the preparation of units and lessons; third, s/he may

demonstrate lessons; or, fourth, s/he may make classroom observations

and offer feedback. "The emphasis is not to do for the teacher, but to

be a resource and aid. Always the intent of the advisor (teacher edu-

cator) is to work toward strengthening and growth of independence on

the part of the teacher" (Manolakes, 1977, p. 106).

Personal Support Person

The role of personal support person is crucial because any significant change in one's teaching involves personal risk and at least temporary feelings of insecurity and even inadequacy. In Manolakes' words:

> In some classrooms, providing personal support may be the most important function advisors carry on with teachers. There may be limited need for advisory help in the seed planting and technical areas, but real need for a friendly ally with whom to talk, share problems, and receive positive encouragement. For many teachers, growth and development in professional practices carries with it risk. There is no assurance that efforts will succeed. The availability of an interested and concerned person, who is at least psychologically willing to share the risks with the teacher, is an important ingredient in the growth process (Manolakes, 1977, p. 106).

Expediter

This role consists of helping the teacher obtain needed materials, helping push through bureaucratic red tape and, perhaps, interceding occasionally with supervisors to bend a policy. Basically, this role is one of an ombudsman, helping to make the system in which teachers work a little more flexible.

Informant and Communication Stimulator

Teachers tend to be isolated and lonely. In this role, the teacher educator works to extend the teacher's contacts, resources, and knowledge of what other teachers are doing. "They can spread good ideas and practices by informing teachers with whom they work about unique activities in other rooms they visit. They can sometimes assist teachers in obtaining released time to visit other classrooms" (Manolakes, 1977, p. 107). They may also arrange times for teachers to get

together on an informal basis to share mutual concerns as well as ideas.

Inservice programs are designed to help teachers extend their professional growth. Real behavioral change takes time. Teacher educators, in order to help teachers engaged in a growth process, need to be flexible and have expertise in a variety of roles. The teacher educator needs to be able to develop a collegial relationship in which s/he can plant ideas and s/he needs to have the technical expertise to provide assistance when needed. A strong need on the part of teachers, apparently, is for someone who is a skilled listener and who can provide personal support throughout the change process. The teacher educator needs to be able to help the teacher extend her resource and communication network and, finally, needs to help cut through red tape of the system. All of these roles are important to the teacher who is involved in changing behavior.

This review of the literature on inservice education has examined the history of inservice in the United States and its historical legacy; has looked at the inservice critics' recommendations for improving inservice; has examined what the research literature says about inservice effectiveness; presented a model for planned change; and, finally, has delineated some of the assumptions about teachers and teacher needs as well as teacher educator characteristics and roles that would seem to contribute to more effective inservice education programs. This study was designed to describe one inservice program that was attempting to incorporate what is known about inservice effectiveness. Chapter III is a description of the study.

CHAPTER III

DESCRIPTION OF THE STUDY

Introduction

From January to June, 1977, a naturalistic study of an inservice curriculum development team was undertaken by the researcher. The study was conducted for these purposes:

1. To describe the structural complexity of an inservice program with different component parts;

2. To document the interactions of the individuals involved in the social emotional education inservice;

3. To describe the process of curriculum development in a non-traditional subject matter (social emotional);

4. To describe the products of a process designed to meet individual needs, different teaching styles and personalities; and

5. To examine the differences that existed across teachers in products/outcomes.

This study is an investigation of an inservice program whose purpose was to engage teacher educators and teachers in collaboratively developing a curriculum in social emotional education. The focus of the study was to describe the structural aspects of the inservice program and the program's attempts to incorporate what is known about effectiveness in inservice by describing the process as well as the content of the inservice. The investigation was conducted in one elementary school that was the site of the Tenth Cycle Teacher Corps--a two-year project. The group under investigation had been part of the project

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for 18 months prior to the beginning of this study. During the six months of the study, the researcher observed and recorded teacher educator/teacher planning and teaching related to the development of a social emotional education curriculum. The subjects included two teacher educators from Michigan State University, one Teacher Corps graduate intern, one reading consultant, and three classroom teachers. The inservice program structure within which they worked included three components: (a) a seminar, (b) classroom observation with feedback, and (c) teacher educator/teacher consultation.

The diversity of activities within the three program components and the many combinations of interactions that occurred within and across each indicated that a variety of data collection tools be used. Among these were extensive audiotaping of seminars and consultations, classroom observations, interviewing, questionnaires, and the collection of teacher-developed products.

Chapter III is a description of the study. This chapter includes (a) initial questions, (b) types of data collected, (c) more specific questions, (d) investigator assumptions and limitations of the study, (e) data collection, (f) instrumentation, and (g) data reduction and analysis.

Initial Questions

During the six months of the study, the researcher put emphasis on collecting as broad a range of data as possible. The world the researcher wanted to describe was very complex. The initial questions

posed were broad in nature aimed at capturing the gestalt of the in-service program under study. These questions were:

1. What, in fact, are the components of the inservice?

2. How do they manifest themselves over time, i.e., with what frequency do they occur?

3. What interactions take place among the inservice participants?

These broad questions were intended, when answered, to provide a framework to support and structure the data on more substantive issues. At the outset of the study, it was not clear what these issues would be--they would have to be discovered.

Types of Data Collected

In order to narrow down these general questions, documenting the events of the inservice was an initial priority. As noted by Clark and Florio (1982):

> Upon entering the field, the researcher is confronted not with answers, but with a flood of particular behaviors. Some behaviors are observed and not commented or reflected upon directly by teachers and children as they enact every-day life in school. Other behaviors are the descriptions and explanations that participants offer for classroom ac-tivity that can be elicited directly from them by means of interview or can be heard in their talk to one another about school life (p. 30).

The data collected for this study focus on these two classes of behavior and include:

1. Field log noting inservice events and data collection mode,

2. Classroom observations with behaviors recorded on a Social Emotional Education form,

3. Audiotapes of seminars and consultations,

4. <u>Interviews</u> with the teachers and the senior teacher educator,

5. <u>Questionnaires</u>, and

6. Collections of <u>teacher-developed</u> social emotional education <u>lessons</u>.

More Specific Questions

As the study proceeded and data were collected, a new set of questions took shape.   Among these were:

1. What is the nature of the interactions between the inservice program participants?

2. What roles are taken by the inservice program participants?

3. What are the apparent needs of the inservice program participants and how were they met?

4. What is the process of curriculum development as it evolved in the inservice program under study?

5. What are the curricular product outcomes of the curriculum development process?

These are questions that ask what was going on within the participants as they took in the new experiences and reflected on them. They also look at how individual beliefs as well as needs were influencing choices that were made regarding social emotional education that were reflected in teacher choice of content, planning, and execution. As the study continued and as the inservice itself became more individualized, the questions evolved and became more specific both to program component and to individuals.

Investigator Assumptions and Limitations of the Study

A description of a social emotional education inservice program engaged in the development of classroom curricula is the focus of this

study. This program purported to contain many of the attributes of inservice program effectiveness drawn from the research. The description is intended to draw a picture for the reader and to tell a story of this inservice. This picture and this story are derived from an observation of portions of the daily lives of the teachers, those portions specifically identified as social emotional, and by asking the participants to share their feelings about and perceptions of their lives, both personal and professional.

How, then, to choose the events that would constitute this picture? Observing and working with seven people over a period of six months yielded volumes of data. What criteria did the researcher use for choosing events and what frame of reference was used for interpretation? All observation is inherently biased. By discussing some of the assumptions of the researcher, it is hoped the reader can then place the description and analysis into perspective.

It is important to know that this investigator was a member of the social emotional education development team from its inception in 1975. As the junior teacher educator, her role within the team included conducting a review of the social emotional literature, assessing the needs of the teacher participants, planning social emotional content to be taught, assisting with the seminar teaching, observing teacher-taught lessons and giving feedback, consultation, developing social emotional evaluation instruments, and conducting social emotional classroom observations for evaluation purposes. In other words, she was involved in some way with all phases of the inservice.

Of equal importance is the fact that the educational beliefs of the researcher were consistent with those of social emotional education.

The researcher believes that social emotional education should be an integral part of any school curriculum as well as incorporated into preservice teacher education programs. The author was in the dual role of a researcher studying an inservice intervention as well as that of a teacher educator invested in making that intervention work. The researcher made every effort to be objective by trying to stand back from the program and ask critical questions and by inviting others not directly associated with the program under study to give feedback and stimulate her thinking. Nevertheless, the researcher's orientation was clearly supportive of social emotional education, and with that in mind the reader should view and interpret the results conservatively.

Studying an inservice program on social emotional education is different from researching an inservice on a more traditional subject. Social emotional education is complex because the content exists in layers and spills over into the personal lives of the participants. For example, a teacher preparing a classroom lesson on anger will be looking at the content in a professional way (what should I include in the lesson? how should I present it? etc.) and will also be asking personal questions (when do I get angry? how do I express anger? do I feel okay about anger?). The latter set of questions demands answers just as the former does before the lesson can be taught. An extra set of demands is thus placed on both teacher and teacher educator.

The researcher had an intimate knowledge of the content and process of the inservice. The researcher believes this intimacy with the content and the people involved gave her a foundation from which to conduct an informed inquiry. She was able to know when she was seeing an example of a social emotional behavior and when she was not.

Other Assumptions/Limitations

The researcher decided that it was of primary importance to study the process of curriculum development in social emotional education and of secondary importance to study the products. As shown in Chapter I, the process of an inservice is a neglected topic in the literature of teacher education. In addition, social emotional education has not been widely taught in teacher preparation programs and, as a result, the average teacher finds it totally new and accompanied by uncertainty. Social emotional education has been the curriculum that was hidden and was most easily expendable.

It seemed important to document what conditions were conducive to the development of social emotional curriculum. This meant delving beneath the surface behaviors of the participants to determine what meaning those behaviors had for the individuals involved. In other words the study emphasized capturing the process of the inservice and ultimately searched for understanding of the perspectives of the participating teachers.

The decision to focus the study on the teachers stems from the conviction that teachers are the most important factor in the success or failure of any curriculum. Some curricula attempt to bypass the teacher and are known as "teacher proof." This inservice was just the opposite. The goal of the social emotional education inservice was to maximize teacher involvement and to encourage the teacher to be a development collaborator and a curriculum decision maker. Documenting the outcomes of this stance toward teachers seemed important.

Describing the teacher as actor in the curriculum development process and understanding the inner perspective of the teacher were

important foci of the study. To capture this process and to determine this perspective, the researcher could observe the behavior of the participants and could ask them to comment on those observed behaviors. Or, as Clark and Florio (1982) put it, "There are many ways to move beyond mere observation of phenomena to an understanding of their meanings to participants. Sometimes people can give words to the meanings they hold; sometimes they reveal their meaning systems in the patterns of action" (p. 33).

This study was designed to gather both types of data. First, extensive observations of the teachers' behavior in all three components of the inservice were made in an effort to discern patterns within those behaviors. Second, teachers were given opportunities to attach meaning to those behaviors via interviews, sometimes within a consultation and through questionnaires. The researcher's participation in the inservice aided in determining the patterns of behavior and also in interpreting the self reports of the teachers.

Data Collection

The study began with five general purposes and three general questions. These purposes and questions were aimed at describing a social emotional education inservice program. The study began by documenting events and interactions. As the study progressed and data were collected, patterns emerged and the questions became more specific in order to attach meaning to events and interactions. Data were collected over a six-month period using a variety of collection tools.

Five methods were used to collect data for this study. They are:

1. Classroom observation of teacher-taught social emotional education lessons with the researcher's using a social emotional education classroom observation form,

2. Audiotapes of relevant interactions, primarily of the seminars and the consultations,

3. Interviews of the participants conducted once at the midway point in the study and once at the end,

4. Questionnaires aimed at getting a self report of social emotional educational skill level, and

5. Collection of teacher-developed social emotional educational lessons or units.

Data were collected throughout January-June, 1977. A field log noting inservice events and data collection mode was kept, and all audiotapes were catalogued.

The Data Collection Site

This inservice program under study was a part of the Tenth Cycle Teacher Corps Project (MSU/Walden Public Schools). The inservice was entirely school-based at Rogers Elementary School. Thus, all the data were collected somewhere within the elementary school building. One classroom was designated as a Teacher Corps room, and the seminars were often held there. Another classroom was shared by Teacher Corps and Community Education as an office. MSU personnel based in the building had desks there. This "office" was often the site for consultation. Interviews and observations were usually held in the teachers' own classrooms. These were a kindergarten, a first-second combination, and two fourth grades. The reading consultant worked with small groups of students for remediation, usually in a context apart from their regular

MRS.
CRANE
4th gr.

MRS.
CUMMINGS
4th gr.

MRS. ELIOT

Kindergarten

Teacher Corps
Personnel
Office

MRS.
ROETHKE
Reading

MRS.
DICKINSON
1-2

rm. 116
Seminar
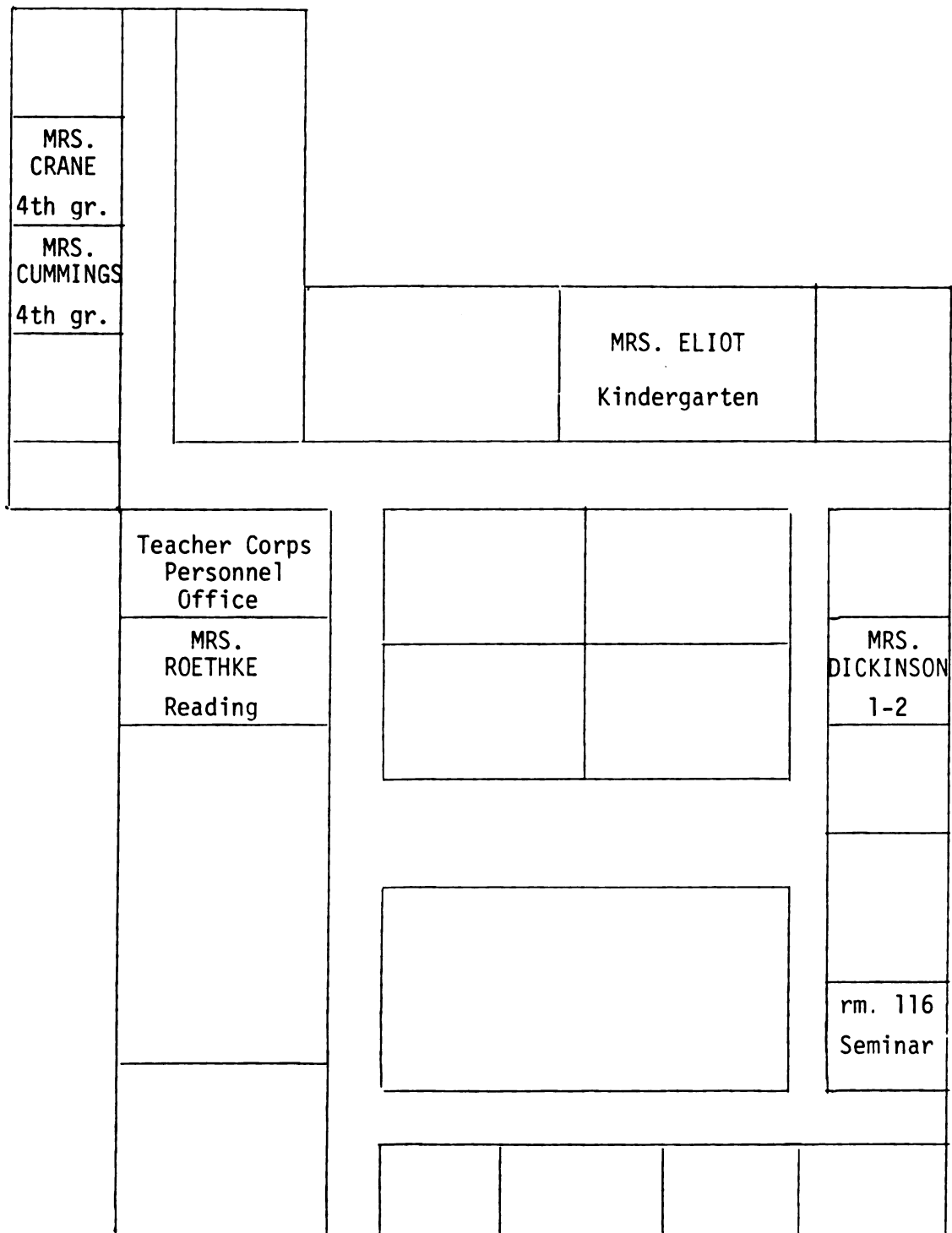
Figure 3.1. Data collection sites in Rogers Elementary School.

classrooms. Data on the reading consultant were collected either in
the room that contained her desk or in the Teacher Corps room that she
used each morning for her reading class. The reading consultant was
observed working with both second and fifth graders. Figure 3.1 shows
the data collection sites in Rogers Elementary School.

Gaining Participant Cooperation in the Study

The investigator met individually with each person on the social
emotional education curriculum developmental team to elicit their co-
operation in the study. During these meetings, the investigator de-
scribed the purposes of the study and the proposed data collection
techniques. The investigator explained that there is a need for de-
scriptive research on inservice programs, especially data that
describe the perspective of an inservice participant. These data could
be useful to inservice planners in the future. Each teacher consented
to participate in the study. One teacher was clear about her dislike
of tape recorders, but agreed to participate.

Establishing and Maintaining Rapport with the Participants

Since the investigator had been a member of the social emotional
education curriculum developmental team since its beginnings, credi-
bility and rapport with the participants had already been established.
The willingness of these teachers to give time to the study and their
continued support and interest in it seemed to support this belief.

It was then the concern of the investigator that this credibility and, especially, rapport not be diminished by a shift in this investigator's perceived role. Not only would this be detrimental to the study, but even more so to the continued conduct of the inservice program. Much of these teachers' efforts was predicated on their trust in the teacher educators, the investigator's being one. Were they to suddenly perceive the investigator's presence as a threat, this might reduce their curricular efforts.

It was decided that this problem could best be dealt with by doing two things: (a) continuing the investigator's participant role exactly as it had been before, and (b) by being clear with the teachers when the investigator shifted to the investigator's role. After data collection began, the investigator continued to fulfill all of her duties as teacher educator exactly as before; and whenever she shifted into the role of investigator, she spelled that out to the participants and gave them a rationale for whatever data she was about to collect.

<div align="center">

January-March:
Concentrated Data Collection

</div>

January, February, and March were the months of the greatest amount of data collection. This period corresponded to (a) a period of the school year in which teachers seem to focus heavily on teaching, (b) the period immediately preceding the Teacher Corps demonstrations, and (c) the MSU winter term. Data were collected almost on a daily basis. The investigator was present for almost all the data collection. The exceptions were: (a) some classroom observation data were collected by the senior teacher educator, generally in tandem with the

investigator; (b) some consultations betweeen the senior teacher educa-
tor and a teacher were taped without the investigator's presence; (c)
the senior teacher educator contributed field notes about interactions
she had with teachers; and (d) the senior teacher educator made audio-
tapes and did classroom observations during one week of the study when
the investigator was ill.

Data were collected throughout the school day. Times for class-
room observation and consultation were negotiated by the teachers and
teacher educators. Some of the teachers had interns working in their
rooms and were free for consultation during school hours. Otherwise,
these interactions occurred during the lunch hour. January through
March was a period of intense concentrated effort on the part of the
social emotional educational development team teachers. It was decided
that they were giving the maximum in time and energy that could be
asked of a teacher participating in an inservice. For this reason, it
was decided that the investigator would ask for additional teacher time
for being interviewed only two times: once after the January-March
work was completed and once in June. Each time a teacher completed a
social emotional curriculum product, it was collected and became part
of the data set.

The Data

Five methods were used to collect data: classroom observations,
audiotapes, interviews, questionnaires, and collection of teacher-
developed curricular products. This section will describe the data
collection methods and the amounts of each kind of data.

Classroom Observation of
Social Emotional Education

Observations of the teachers were made by the teacher educators for the purposes of evaluation and to give feedback on instruction. Initially, an observation form was developed for social emotional education evaluation, a requirement of the Teacher Corps Project. This form proved to be useful for evaluation but unwieldy for feedback purposes. A second, modified form was developed for observing instruction and giving feedback.

The purpose of the social emotional education classroom observation form was to record all teacher classroom behaviors that related to social emotional curriculum instruction. This included the physical environment of the room, the instructional mode, direct teaching of social emotional content to children, as well as data on teacher use of social emotional concepts during instruction and modeling of social emotional behaviors during instruction. The observation form was divided into five sections:

1. The physical environment. This section is subdivided into seating patterns, bulletin boards, and rules/responsibilities. The rationale for this section is that the teacher who is using social emotional education in her classroom will provide flexible seating and movement for the children, will have bulletin boards that either teach or reinforce social emotional content and will have rules/responsibilities stated in the positive with some means for student/teacher collaboration in seeing that they are carried out;

2. Organization of instruction. This section is included to indicate the type of instruction that was occurring when data were collected to see if any patterns are evident, dependent on whether it was whole group, small group, one-to-one instruction or individual worktime;

3. Social emotional instructional areas and strategies. All of the possible social emotional education content

areas are listed together with all the possible instruc-
tional strategies that could be used. A focus of the
social emotional instruction was to encourage the
teachers to do direct teaching of social emotional con-
tent to the students. The form is also designed to
determine whether, in the event the teacher taught a
social emotional content lesson, she then reinforced
and modeled the behaviors she was teaching.

4. <u>Use of strategies that encourage positive affect, ex-
pression of emotion, student decision-making and col-
laboration (respect and responsibility)</u>. This section
lists a variety of teacher behaviors that might be
evidenced during the teaching of a lesson. The ob-
server recorded whether the behavior was exhibited
usually, sometimes, or not at all during the course of
an observation. This section incorporates what was
taught in the social emotional seminar regarding respon-
dent, operant, and model learning, Piaget's stage theory,
and Gordon's "no lose" method of conflict resolution.

5. <u>Ongoing teacher communication skills</u>. This section
lists all possible teacher behaviors that are included
in interpersonal communication instruction and appre-
ciative praise instruction. This section also pro-
vides for the observer to mark instances of "roadblocks
to communication" as listed in Gordon's <u>Teacher Effec-
tiveness Training</u>.

These behaviors were noted by frequency. A copy of this observation
form is in Appendix A.

The social emotional education observation form for instructional
purposes had essentially the same information as the evaluation form
described above. This form was modified to make feedback giving to the
teacher more efficient. The form was shorter making observation and re-
cording easier, and it was possible for the observer to then choose to
give feedback in two different ways: (a) sequentially, reviewing high-
lights of the lesson from start to finish; or (b) topically, choosing
specific social emotional behaviors to comment on. A copy of this ob-
servation form is in Appendix B.

Whenever one of the teachers was teaching a social emotional lesson, one or both of the teacher educators observed and recorded data on the lesson. Feedback on the lesson was given either immediately following the lesson or at a consultation. In addition, evaluation data were collected on each teacher six times over the course of the school year: twice in the fall, twice in the winter, and twice in the spring. Each observation was 30 minutes in length, and the teachers did not know in advance that an observer was coming into their classroom. Data were also collected on three teachers who were not participating in social emotional education. These data were collected as part of the overall Teacher Corps Project evaluation.

Audiotaping

All the participants agreed to the audiotaping of seminars and consultations. All seminars between January 1 and June 13, 1977, were recorded. These seven cassette tapes averaging 90 minutes each document who attended seminars, what social emotional content was taught or discussed, how content was taught, and what interactions took place. All the consultations were taped. Due to equipment failure, three of the tapes were inaudible. The remaining 57 tapes, averaging 60 minutes each, documented the concerns and questions raised by the participants, the sources of many of the curricular ideas teachers had and how, in some instances, social emotional content originally presented in the seminar was retaught in the consultation.

Interviews

Each of the four teachers and the intern participated in two one-hour interviews. These occurred midway through the study and at the

end. Each person was asked a set of prepared questions designed to explore the participants' perceptions of (a) the structure of the in-service program and (b) their participation in the program. The purpose was to collect as much data as possible on how the teachers were experiencing the program. All of the interview sessions were audio-taped.

Questionnaires

Questionnaire I was designed to determine (a) the teacher's valuing of and attitude toward social emotional education and (b) the teacher's assessment of his/her knowledge and skill in the area of social emotional education. The questionnaire had 92 items consisting of (a) several Likert scales on which the teachers rated their proficiency, (b) items in which the teachers checked appropriate teacher behaviors from a pool of possible teacher responses, and (c) classroom vignettes to which the teacher was to write an appropriate teacher response. The items were written based on the content developed and taught through spring of 1976 and were administered twice (spring, 1976, and spring, 1977) to all teachers in Rogers School. This questionnaire was part of the evaluation of the Teacher Corps Project.

A copy of Questionnaire I is included in Appendix C. The following is a description of the intent of the items on the questionnaire.

Items 1-14: to assess the teacher's belief about the appropriateness of expressing emotions in the classroom

Items 15-42: to assess the teacher's knowledge about and skill at doing various social emotional behaviors including determining who owns a problem, delivering "I" messages, active listening, giving and receiving feedback, giving appreciative praise, etc.

Items 43-57: to have the teacher assess her ability to apply the Tasks
of Teaching Model to the instruction of helping behavior,
appreciation, and frustration

Items 58-62: to assess the teacher's valuing of various social emo-
tional content for her students

Items 63-65: to assess the teacher's ability to determine via printed
vignettes when a child has expressed feelings, to decide
if the teacher responded appropriately and then to write
an appropriate response

Items 66-76: to assess the teacher's ability to discriminate between
behavioral and judgmental statements

Items 77-85: to assess the teacher's ability to discriminate between
evaluative praise and appreciative praise

Items 86-87: via vignettes, to determine the teacher's ability to
write an appreciative praise statement

Items 88-89: via vignettes, to determine the teacher's ability to
write a statement expressing frustration (an "I" message)

Item 90: to have teachers assess their prior education in the
teaching of social emotional education

Items 91-92: to determine the teacher's valuing of using school day
time for the teaching of social emotional education by
having them rank order the curricular areas

Questionnaire II was designed to gather data on teacher percep-

tions of the social emotional education inservice as of December, 1976.

The intent was to use the data to assess teacher attitudes toward the

inservice just prior to the formal start of this study. This question-

naire was given only to teachers participating in the social emotional

education part of the Teacher Corps Project.

Collection of Teacher-Developed
Social Emotional Education
Curricular Products

Copies of activities, lesson, or instructional units developed by
the participants were obtained. These data show a diversity of content
and format of curricular products developed by each teacher. With the
exception of the graduate intern, no one submitted curricular materials
in a form ready for dissemination. Thus, many of these activity
descriptions were rewritten and collected into a dissemination book-
let by the junior teacher educator.

Data Collection: A Typical Week

The data for this study were collected over a period of six
months. The investigator collected a large volume of data in a wide
variety of forms to produce a thorough description of the inservice
program under study. Some of the data were collected by structured
means, e.g., scheduled interviews or consultations with teachers, while
other data were less structured, e.g., curriculum development samples,
field notes of unexpected interactions.

Most classroom observations and teacher educator/teacher consulta-
tions were scheduled one week in advance. This allowed the investigator
to plan her schedule so she could be present to collect data via obser-
vation form or audiotape at each of these events. In those instances
when it was not possible for the investigator to be present, the senior
teacher educator collected the data either by observation form or
audiotape. When pertinent, the senior teacher educator also wrote
notes that she gave to the investigator. A typical week of data col-
lection included three to four classroom observations (45-60 minutes

each), one seminar (60-120 minutes), and four to five consultations (60

minutes each). (A calendar showing the data collection points in

this study can be found in Appendix D.)

Data Reduction

The data reduction process began while the data were still being

collected. Whenever possible, the audiotapes for a given week were

played back at week's end, and tentative hypotheses about each teacher's

interaction with the curriculum development process were formulated.

Due to the heavy time commitment the teachers had already made to the

inservice program and to this study, questions about these hypotheses

were asked only during the formal interviews in April and June.

After all the data were collected, the investigator continued the

process of data reduction by listening to the audiotapes and rereading

field notes, observation forms, etc. It soon became evident that due

to the volume of data collected, this process would be unwieldy. It

was decided that all the audiotapes would be transcribed in order to

put those data into a manageable form. The transcription of the audio-

tapes yielded 1841 typed pages. In addition, there were 303 pages of

observation data.

Once the data were all in written form, the investigator began a

process of sifting the naturalistic data for patterns and themes re-

lated to curriculum development. Insights from the literature review

were also brought to bear as the investigator looked for examples and

counter-examples of participant needs being met, as well as a variety

of teacher educator roles being brought into play. The data were read

and reread. The investigator determined that a more workable unit

would be to treat each teacher participant as a case study. The data on each individual were separated, and these five sets were read again, looking for themes. A major reduction in the data were made by exerpting important descriptive points and quotations from the data on each teacher. A preliminary summary was written, and the data on each teacher were reduced to between 15 and 30 pages. The interview data were treated differently. Because the interviews had been conducted after the heaviest data collection period in the winter months and again at the end of the school year, the interview data were used to search for confirmation or disconfirmation of the hypotheses about curriculum development and themes that emerged for each teacher.

The investigator decided to present the descriptive data in the form of five case studies, one for each of the teacher participants. The purpose of these case studies is to describe the teachers' interactions with the three components of the inservice program and to describe any curricular outcomes of those interactions. These case studies are drawn from the large body of data that was collected and include quotations from the consultations and from the interviews, as well as narrative descriptions of incidents from the classroom observations.

Before presenting the case studies, Chapter IV, "The Content, Process, and Structure of the Social Emotional Education Inservice Program," will set the context of this study for the reader.

CHAPTER IV

CONTENT, PROCESS, AND STRUCTURE OF THE
SOCIAL EMOTIONAL EDUCATION INSERVICE PROGRAM

The Content of the
Social Emotional Education Inservice

Choosing a Definition of
Social Emotional Education

The social emotional education inservice that was the focus of

this study was a developmental program. The developmental team con-

sisting of Michigan State University teacher educators and a represen-

tative of the teachers began by choosing a definition of social emo-

tional education. The definition chosen was:

> Stated quite simply, social emotional education is that
> area of knowledge directed at teaching people how to handle
> emotions constructively in social contexts. Social context
> is not limited here to the common meaning implied by "so-
> cializing" activity; rather it refers to human interaction
> in all life roles and therefore includes the interrela-
> tionship experiences in vocational, family, civic and
> leisure pursuits (Henderson, 1972).

In applying this definition to the development team's efforts, the so-

cial context in which to teach the constructive handling of emotions

became the elementary school classroom. The four classrooms that

were part of this study were self contained. (The reading consultant

taught in a "pull out program" context.) These classrooms are

unique social contexts in that the individuals who "live" in those

classrooms are required to be there; they spend six hours daily

together over a nine-month period, and the rules and expectations for

them are defined. In such an environment, it is fairly predictable

that there will be individuals representative of the larger

society. Further, it is predictable that these individuals

will experience the wide range of human emotions as they go about

it is fairly predictable that there will be individuals representative

of the larger society. Further, it is predictable that these indivi-

duals will experience the wide range of human emotions as they go about

the business of fulfilling their roles and expectations. For the stu-

dents there will be happiness, excitement, and joy when they are suc-

cessful and frustration, disappointment, and boredom when they encoun-

ter failure. Similarly, for the teacher, there will be happiness as

well as frustration when her goals are met or thwarted. Teaching the

constructive expression of these emotions by both teacher and students

became a focus of the social emotional education development team.

A Review of the Literature

The next step in the developmental effort was a review of the so-

cial emotional education literature. From this review, the development

team saw two important trends: (a) the field of social emotional edu-

cation was growing rapidly, especially in materials' development; and

(b) for teachers, it was confusing and difficult to act with clear pur-

pose and from a theoretical framework when teaching to social emotional

needs.

The 10 years prior to the start of the social emotional education

inservice was a time of increased educator interest in the social and

emotional growth of students. This interest sparked a proliferation of

affective education programs with a diversity of goals and objectives.

Some of the programs were narrow in focus aimed strictly at increasing

an awareness of feelings or values while others were broad and attempted a confluence of the affective and cognitive domains in education. All of the programs seemed to have a common goal of enriching the social and emotional lives of individuals in classrooms. The differences appeared in the programs' means to this end. Some of the programs provided a theoretical framework (why teach it), some a curriculum (what to teach), some a set of techniques (how to teach it), and sometimes these components were combined. It was not always clear how to successfully implement these programs. For the classroom teacher interested in the social-emotional growth of her students but not trained in affective education, the result was confusion.

Minimizing this confusion became a goal of the development team and the review discovered literature advocating a reduction of confusion by providing a secure theroetical base. One of these writers, Stanford (1975), said:

> Unless you know why, you can never know what you
> should do . . . . Without a secure theoretical base you
> may end up confusing students with activities that teach
> contradictory attitudes or concepts, or merely parading
> before them a series of clever but useless gimmicks (p.
> 15).

From their review of the literature, the development team made two decisions on which their further work would be based: (a) the social emotional education inservice would be based on a conceptual framework that integrated a wide range of the available theories about the content and process of social emotional education, and (b) the teachers participating in the inservice would be educated on the basis of this framework rather than trained as technicians implementing an already developed commercial program.

The Conceptual Framework

The social emotional education development team chose a conceptual framework for social emotional education that was developed at Michigan State University in the early 1970s by Judith Henderson and a team of her colleagues. This framework was chosen because of its completeness and because it subsumes most of the work previously done in the field.

Henderson (1972), in a discussion of what a teacher should teach, describes three areas of human needs that must be met: physical, intellectual, and social emotional. Meeting children's physical and intellectual needs is seen as legitimate activity for the classroom teacher. Henderson asserts that meeting and teaching content about the social emotional needs must be recognized as important content to be taught as a curriculum in its own right. It was toward this end that a conceptual framework was developed. The framework was the product of the developmental efforts of several individuals at MSU. The framework was published in The Individual and the School (Henderson, 1974-5). This discussion draws from two papers contained in that volume: "Teaching: A Plea for Morality" by Judith E. Henderson and "The Process of Assessment" by Judith E. Henderson and Henrietta L. Barnes.

The conceptual framework is shown in Figure 4.1 and indicates where various theorists and practitioners in social emotional education fit under its organization. Three areas of human social emotional needs were identified under the constructs of (a) exploratory behaviors, (b) respect behaviors, and (c) responsibility behaviors. Values acquisition and interpersonal interaction are viewed as two areas of

| FOUNDATIONS OF INTERPERSONAL INTERACTION | | 1. Self description
2. Active Listening
3. Questioning skills
4. Observing skills
5. Giving/receiving feedback |

| RESPONSIBILITY | Can describe one's own behavior | Can predict the conse-quences of one's behavior | Can act to increase the constructive effects of one's behavior |

| ENABLING KNOWLEDGE AND SKILLS |

| FOUNDATIONS OF VALUES ACQUISITION |

| Support | Spends time, energy effort, money, etc., on self/others for personal improvement and growth | Sets realistic personal goals | Employs strategies that will facilitate attain-ing personal goals | Evaluates the attainment of goals by seeking and receiving feedback |

| RESPECT |

| Acceptance | Accepts expression of natural human comfort/discomfort | Physical | Cognitive | Affective | Frustration ⟷ Appreciation |

| EXPLORATION |

Figure 4.1. Social Emotional Education Conceptual Framework

enabling knowledge and skills that serve as a foundation for under-
standing and being able to model the behaviors contained in the three
constructs listed above.

Exploratory behaviors. The first construct, exploratory behavior,
was not included in the development of the social emotional education
curriculum that makes up this study. Exploratory behavior which looks
at a person's need to seek new experiences with different people, en-
vironments, and ideas became the basis for another Teacher Corps cur-
riculum development team, multicultural education. Social emotional
education concentrated on the two constructs of respect and responsi-
bility behaviors.

Respect behaviors. Respect behaviors, according to Henderson,
are "those behaviors that indicate that one believes in the worth of
himself and the worth of others" (p. 159). Respect has two aspects:
(a) acceptance of oneself and others and (b) support of oneself and
others. "Acceptance of oneself means that a person can express and
willingly own his unique individuality" (p. 246). The person accepts
his/her difference from others and expresses his/her feelings, values,
and beliefs as a reflection of exactly what s/he is. The person is
willing to take a stand, make decisions, and take actions that are
congruent with his/her feelings, beliefs, and values. Table 1, taken
from Henderson and Barnes, page 248, lists the behavioral indicants
of high and low self acceptance.

Acceptance of others means a person "encourages others to express
their unique individuality . . . (and) does not force them to hide or
pretend to be something they are not" (p. 246). One communicates

Table 4.1. Respect: Self Acceptance

Behavioral Indicators of High Self Acceptance	Behavioral Indicators of Low Self Acceptance
A. Expressing diverse feelings	A. Hiding or withholding feelings
B. Expressing beliefs and values	B. Avoiding expression of beliefs and values
1. Taking a stand that expresses own beliefs and values	1. Avoidance of taking a stand
2. Making own decisions	2. Allowing or depending on others to make decisions for one
3. Taking actions that expresses beliefs and values	3. Avoidance of taking action

acceptance by listening to others' expressions of feelings, values, and beliefs, by showing understanding, and by communicating that whatever is being expressed is all right. Table 2, taken from Henderson and Barnes, page 267, lists the behavioral indicants of high and low acceptance of others.

As seen in Figure 4.1, the acceptance of diverse feelings, beliefs and values was further developed to "accept expression of natural human comfort and discomfort." This categorization was then divided into the human comforts/discomforts that are cognitive, physical, and affective. Each of these areas was divided into continua as can be seen in Figure 4.2. The continuum labeled "frustration to appreciation" under affective comfort/discomfort was the one chosen to be the developmental focus of the curriculum team described in this study.

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                          ┌─────────────────────┐
                          │ Accepts Expression  │
                          │         of          │
                          │ Natural Human Behavior │
                          └─────────────────────┘
```

┌──────────────────┐   ┌──────────────────┐   ┌──────────────────┐
│ Accepts Cognitive│   │ Accepts Affective│   │ Accepts Physical │
│   Comfort and   │   │   Comfort and   │   │   Comfort and   │
│   Discomfort   │   │   Discomfort   │   │   Discomfort   │
└──────────────────┘   └──────────────────┘   └──────────────────┘

agreement ⟷ disagreement   hope ⟷ despair   satisfied ⟷ unsatisfied

clarity ⟷ confusion/ambiguity   ┌──────────────────────┐   unhurt ⟷ hurt
                                        │ appreciation ⟷ frustration │
knowing ⟷ not knowing   └──────────────────────┘   able ⟷ unable

correctness ⟷ error   contentment ⟷ fear   attractive/desirable ⟷ unattractive/
                                                                                                       undesirable
                                        joy ⟷ sadness

                                        involvement ⟷ boredom

Figure 4.2. Social Emotional Education Conceptual Framework: Respect Behaviors--Acceptance of
            Affective Comfort and Discomfort.

Table 4.2. Respect: Acceptance of Others

Behavioral Indicators of High Acceptance of Others	Behavioral Indicators of Low Acceptance of Others
A. Attending to others in an attempt to hear and feel what they are expressing "(I'm listening")	A. Failing to attend to others ("I don't care to listen")
B. Showing understanding (verbally and nonverbally) of what others are saying ("I understand")	B. Showing lack of understanding ("I don't care to understand")
C. Communicating to others (verbally and nonverbally) that to express diverse feelings is okay	C. Communicating to others that to express diverse feelings is not O.K. ("It's not O.K.")

The second aspect of respect is support. Support is defined as the giving of oneself, the spending of one's energy, time, or money to help oneself or another pursue personal goals. This second aspect of respect as developed is seen as going beyond acceptance to a "deeper commitment and more intense level of valuing one's humanness." When one demonstrates support for oneself or for others, one engages in a four-step process that begins with an assessment, moves to setting goals and employing strategies to attain those goals, and concludes with an evaluation of the goal's attainment. The behavioral indicants of high and low self support can be seen on Table 3, and the behavioral indicants of high and low support of others are on Table 4.

Responsibility behaviors. The second construct in social emotional education is responsibility. Responsibility is (a) being able to describe one's own behavior, (b) being able to predict the possible consequences of one's behavior, (c) being aware of the consistency between one's intention and actual behavior, and (d) acting to increase

Table 43. Respect: Self-Support.

Behavioral Indicators of High Self Support	Behavioral Indicators of Low Self Support
A. Self assessing	A. Failing to self assess
1. Collect and analyze data about self	1. Fail to collect or analyze data about self (e.g., rationalize own behavior)
2. Identify and share problem areas	2. Avoid identifying and sharing problem areas (e.g., adhere to preconceived notions about self)
B. Setting goals	B. Failing to set goals
1. Rely on self to set goals	1. Depend on others to set goals for one
2. Make goals precise and explicit	2. State expectations in vague terms
3. Set realistic goals	3. Set goals that are unrealistic
4. Share goals	4. Avoid sharing intentions
C. Employing strategies to attain goals	C. Failing to employ strategies
1. Identify and select strategies	1. Fail to identify and select strategies (e.g., "hope for the best")
2. Take purposeful action	2. Fail to take purposeful action (e.g., assume good intentions are sufficient.
3. Share progress and solicit needed help	3. Avoid sharing progress and soliciting needed help
D. Evaluating own goal attainment	D. Failing to evaluate own goal
1. Seek feedback	1. Avoid seeking feedback
2. Use feedback constructively	2. Misuse feedback

Table 44. Respect: Support of Others

Behavioral Indicators of High Support of Others	Behavioral Indicators of Low Support of Others
A. Helping others assess	A. Failing to help others assess
1. Communicate desire to explore their ideas and feelings	1. Communicate lack of interest or disregard for their ideas and feelings
2. Give constructive feedback	2. Avoid giving constructive feedback
B. Helping others set goals	B. Failing to help others set goals
1. Encourage self-reliance	1. Encourage dependency
2. Help others make goals precise	2. Fail to help others make goals precise
3. Help others set realistic goals	3. Fail to help others set realistic goals
C. Helping others employ strategies to attain goal	C. Failing to help others employ strategies to attain goal
1. Help others select alternatives	1. Fail to help others select alternative
2. Help design a scheme	2. Fail to help others scheme
3. Offer help in carrying out strategies	3. Fail to offer help
D. Helping others evaluate their goal attainment	D. Failing to help others evaluate their goal attainment
1. Express interest in their progress	1. Express no or little interest in their progress
2. Give constructive positive and negative feedback	2. Fail to give constructive positive and negative feedback

the constructive effects of one's behavior. Responsibility is viewed as important in order that individuals be better able to make informed choices about their behavior and better informed decisions about the consequences that will affect their futures as well as the futures of others. Being able to exercise some control over one's life choices is seen as desirable.

As mentioned earlier, two areas of knowledge and skills are considered "enabling knowledge and skills" that are foundations for this conceptual framework. These two areas are (a) values acquisition and (b) interpersonal interaction. An awareness of one's values and an ability to discern the values of others is integral to both respect and responsibility behaviors. Equally important are the interpersonal interaction skills of self description, active listening, questioning, observation, and giving/receiving feedback. This concludes a discussion of the social emotional education conceptual framework.

Subject Matter of the Inservice Program

The review of the literature also influenced the development team's choices of subject matter to include in the social emotional education seminars and later for curricular development. Eight general areas were chosen: (a) self concept; (b) expression of emotions; (c) frustration/anger; (d) failure, success, and providing success experiences for students; (e) appreciative praise: acknowledging success; (f) helping students become responsible; (g) interpersonal communication skills; and (h) a curriculum development process.

Self concept. The literature on self concept and the role of self concept in promoting healthy social and emotional growth was

crucial to the development of a social emotional education curriculum and was a foundation for all the work that followed. Two beliefs from the literature were adopted: (a) that self concept is learned and can, therefore, be taught or changed; and (b) self concept is correlated with a student's school achievement. Building Positive Self Concepts by Donald W. Felker was a primary text used to learn about self concept. Felker (1974) cites three basic human needs as critical in building positive self concepts: the need to belong, the need for self worth, and the need for competence. The social emotional curriculum developers believed that it was possible for the classroom teacher to manipulate the variables of instruction in order to meet these three primary needs. The instructional goal in terms of teacher behavior was:

> Given the classroom/school setting, the teacher will interact, arrange learning situation, model, and reinforce behavior in ways that contribute to and increase:
> 1. students' perceptions of belonging to the group(s) with which s/he is placed,
> 2. students' perceptions of self worth, and
> 3. students' perceptions of competence.

Expression of emotions. As Figure 4.2 illustrates, a major emphasis of this inservice was the acceptance of the expression of natural human comfort/discomfort, particularly in the affective areas of frustration and appreciation. Two points from the literature review influenced the developmental efforts: (a) emotions can be viewed as energy, and (b) expression of emotion is learned. If emotions are considered a form of energy, then this energy will be expressed in one form or another. The development team adopted the belief that emotional energy that is suppressed will ultimately be released in a way

that is destructive to the self or to others. Thus, the teaching of
the constructive expression of emotion became an instructional goal of
the social emotional education inservice. This goal was stated as
follows:

> The human will express his/her emotions in ways that (a)
> decrease the chances of hurting one's own or another
> person's body or property, (b) decrease the chances of
> tearing down one's own or another person's sense of worth,
> and (c) increase the opportunity for one (self or other)
> to initiate responsible action.

The expression of one emotion, anger, became a special focus of the so-
cial emotional education inservice.

Frustration/anger. One section of the MSU conceptual framework of
social emotional education was chosen for particular emphasis. This
was the affective continuum of frustration to appreciation concerning
acceptance of natural human comforts and discomforts. The definition
of frustration/anger chosen was "anger is the emotion a human experi-
ences when something is hindering the attainment of something of value
that s/he wants." Anger was chosen because the teachers on the develop-
ment team felt it was an emotion that was prevalent in the typical
classroom and was an emotion that caused the most harm to children.

The theoretical base for this instruction was provided by Leo
Madow in his book Anger. Madow (1972) delineates three categories of
anger: modified expressions, indirect expression, and variations of
depression. Madow discusses the many ways anger manifests itself both
constructively and destructively. The developmental team was particu-
larly interested in his discussion of the many physical ailments that
may be the result of unexpressed anger and of the refusal of some
children to learn due to suppressed anger. Madow offers a four-step

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approach to dealing with anger: (a) recognize that you are angry,
(b) identify the source of the anger, (c) understand why you are angry,
and (d) deal with the anger realistically. The social emotional de-
velopment team adopted this four-step approach as a framework for in-
struction on anger. The team modified the approach to begin instruc-
tion with one's personal examples of anger experiences, then extrapolate
from those experiences a definition of anger and, finally, to recognize
one's own anger and deal with it. Figure 4.3 shows on the left the
team's exposition of Madow's framework and on the right the team's
suggested instructional sequence. The instructional goal for anger was:

> Given feelings of frustration/anger, the human will ex-
> press these feelings in ways that:
> 1. decrease the chances of hurting another person's body
>   and/or property,
> 2. decrease the chances of tearing down another person's
>   sense of worth, and
> 3. increase the opportunity for the other person to
>   initiate responsible action.

From the work of Thomas Gordon, <u>Teacher Effectiveness Training</u>,
the social emotional curriculum development team chose two specific
techniques to help teachers be more constructive in their expressions
of anger to their students: (a) determining who "owns" the problem,
and (b) delivering "I" messages. Gordon (1974) says,

> It is absolutely imperative that teachers be able to
> distinguish between those problems students have in their
> lives that cause <u>them</u> a problem but not the teacher, and
> those that have a tangible and concrete effect on the
> teacher by interfering with the teacher's needs (p. 39).

A teacher's ability to make this discrimination not only greatly re-
duces the actual frustration the teacher experiences during the day,
but also gives the teacher guidance on how to become a helper and
listener rather than an annoyed and angry teacher. If it is the

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Figure 4

Concepts to Teach	Suggested Sequence for Teaching Concepts

1. What is anger? Developing a definition of anger

   A. Anger is energy

   B. Anger is what we feel when we cannot get something we want.

Identifying events/situations in which we feel angry

and

Clarifying why we feel angry

↓

Developing a definition of anger

↓

2. Experiencing anger: When do we get angry?

   A. Recognizing anger-- what are the body's cues?

Recognizing our own anger-- what are the cues?

↓

   B. Identifying events/ situations in which we feel angry.

Identifying inappropriate ways to deal with anger

↓

   C. Clarifying why we feel angry. What is the value to us of what we cannot have?

Identifying appropriate ways to deal with anger.

3. Dealing with our anger: what can we do when we are angry?

   A. Things not to do

   B. Things to do

Figure 4.3. Anger is okay--a sequence for teaching about anger.

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teacher's problem, it becomes her task to express her anger construc-
tively. One method for expressing anger constructively is what
Gordon calls the "I" message. "I" messages have three parts: (a) a
nonjudgmental statement of behavior, (b) labeling of teacher feelings,
and (c) a statement of the tangible and concrete effect the student's
behavior is having on the teacher. Gordon says an "I" message is a
constructive way to express frustration because (a) it contains mini-
mal negative evaluation of the student, (b) it does not injure the
relationship between teacher and student, and (c) it promotes a higher
probability (not a guarantee) of the student's changing his/her be-
havior. Determining who "owns" the problem and delivering "I" messages
became two teacher behaviors in the area of social emotional education
that were taught, practiced, and reinforced throughout the inservice
program.

Failure, success, and providing success experiences for students.
A program goal related to enhancing students' self concept was that of
building success identifies in students while preventing failure iden-
tities. Glasser (1969) puts the responsibility for the establishment
of student failure identities squarely on the schools. "Very few chil-
dren come to school failures, none come labeled failures; it is school
and school alone which pins the label of failure on children" (p. 26).
Glasser and other educators believe the first years of a child's school-
ing are critical for success or failure. Glasser says that a child ex-
periences failure between the ages of five and ten, "by the age of ten,
his confidence will be shattered, his motivation will be destroyed, and
he will have begun to identify with failure" (p. 26). This

identification with failure breeds more failure and a cycle has begun. Glasser sees the end of this cycle's yielding lonely and isolated individuals, no longer willing to try, with societal problems (social disturbance, crime, prisons) being the consequence. The failure cycle can be broken and negative identities turned around if the schools and teachers will support the child in the present and will provide for success.

Purkey (1970) says, "Perhaps the single most important step that teachers can take in the classroom is to provide an educational atmosphere of success rather than failure" (p. 55). Teachers who do this do three things: (a) they maximize a student's successes, (b) they minimize failure, and (c) they create an enviornment in which making a mistake is all right. To do this, the social emotional education development team decided that a teacher first needed to be encouraged to learn as much as possible about her students as people, which meant the affective dimension as well as the intellectual. Second, the teacher needed to learn a teaching attitude that actively looks for strengths in her students versus weaknesses and accompanies this attitude with tangible acknowledgement to the students of these strengths.

Appreciative praise: acknowledging success. As a prelude to instruction on praise, the social emotional education development team discussed helping behavior in the classroom. The rationale was first to increase the number of behaviors in the classroom that the students and teacher could praise. For the actual instruction on praise, the team chose two resources: Between Teacher and Child by Haim Ginott and Building Positive Self Concepts by William W. Felker.

Ginott distinguishes between what he called "evaluative praise" and "appreciative praise." Evaluative praise is praise that judges a child's character and evaluates his/her personality. The consequence of evaluative praise is the creation of high expectations and anxiety in the learner. In contrast, appreciative praise is nonevaluative and specifically describes the learner's behavior. The consequence is that the learner draws his/her own conclusions about his/her behavior and in the process builds a strong self concept. Ginott believed that the ability to give positive feedback to oneself was a behavior of a person with a positive self concept. Felker also supports this belief, and from his writing the team adopted his "Five Keys to Better Self Concept," the first of which is "adults, praise yourselves." The teachers participating in the social emotional inservice were encouraged to model self praise for their students, thus making it more acceptable for the students to praise themselves and others.

The instructional goal for expressing appreciation and praise was:

The human will express appreciation and/or approval to other humans in ways that (a) withhold judgment of the person's character but (b) provide information necessary for the person's growth (Henderson, 1975).

Helping students become responsible. The literature review indicated the importance of teaching students a process for changing their behavior that would put the responsibility for change on the student. The team chose a discipline process from Glasser that (a) asks the student to describe his/her behavior, (b) looks at the consequences of the behavior, (c) identifies alternative behavior, and (d) makes a commitment to a behavior change plan. The teacher stands by the student

throughout this process, being warmly facilitative while accepting no excuses.

In the final term of the inservice, the teachers were instructed in the work of Rudolph Dreikurs. The text used was <u>Maintaining Sanity in the Classroom</u>. Dreikurs encouraged teachers to teach responsibility and effective discipline by removing the punishment system from the teaching repertoire. Dreikurs advocated a process that looked at the classroom as a social system that would operate smoothly when individuals accepted responsibility for themselves, while also being mindful of others in the room. The social emotional educational inservice teachers were taught how to identify the four goals of student misbehavior and to replace punishment with the application of natural and logical consequences.

<u>Interpersonal communication skills</u>. Interpersonal communication skills were taught, practiced, and reinforced throughout the duration of the inservice program. These skills were considered important for the teacher to master in order to teach social emotional content effectively as well as to create a positive classroom climate throughout the regular school day. Among the skills taught were expressing feelings constructively; determining the feelings of others through accurate listening and attention to nonverbal behavior; asking open, exploratory questions versus closed, cued questions; giving positive and negative feedback; and reflective listening. Special time and attention were given to reflective listening. Instruction was given in paraphrasing what the student had said and checking out teacher perceptions of students' feelings by giving a feeling label response. Instruction was

also given on group process skills and the use of communication skills in a group. Glasser's "classroom meeting" was the model for this instruction.

A curriculum development process. A major goal of the entire Teacher Corps Project and of the social emotional education component was to educate teachers to be intelligent decision makers about social emotional education curricula as well as curriculum developers themselves. To meet this goal, instruction was given on the process of curriculum development, and the teachers were given opportunities to practice the process together during seminar time. The process taught the social emotional education teachers followed the model of (a) assessment of student needs, (b) formulation of goals and objectives, (c) selection of strategies to meet these goals, and (d) evaluation. This model was adopted from Henderson, 1972. Particular emphasis was placed on beginning with assessment of student needs. The program developers' belief was that beginning with an assessment of one's own classroom would lead to units and lessons in social emotional education that would be relevant to the learners. This was an attempt to move teachers away from beginning instruction with strategies chosen because they are expedient or look interesting without a rationale for their use with a particular group.

This concludes a presentation of the eight content areas taught during the social emotional education curriculum development inservice that was the focus of this study.

The Process of the
Social Emotional Education Inservice

The process the development team used to teach social emotional education was guided by the goals of the entire project, that is to teach the teachers the content and skills in social emotional education necessary for them to become curriculum developers and to make intelligent decisions in the field of social emotional education. More importantly, the team was guided by the principle of "practicing what we preach." The teacher educators presenting the social emotional education content attempted to do so by modeling the attitudes, skills, and behaviors they were striving to teach.

The teacher educators approached the social emotional education instruction with several assumptions about the teachers they were instructing: (a) that the teachers truly care about the students they teach, (b) that the teachers are interested in providing a classroom climate conducive to social and emotional growth, (c) that the teachers need to find ways to promote social emotional growth without taking time away from intellectual growth, and (d) that while in the process of learning a content as new as social emotional education, teachers need personal support and warmth.

The process of teaching social emotional education had several distinguished characteristics. They were (a) giving the teachers advance organizers for any new content; (b) providing for experiential learning; (c) modeling new behaviors; (d) giving opportunities for practice trials of new behaviors together with positive and negative feedback; (e) including teachers in developing instructional goals and

materials; (f) providing time for teachers to read, think, reflect, and discuss new ideas; and (g) encouraging group cohesiveness and support.

Advance Organizers

The senior teacher educator on the development team believed very strongly in the importance of advanced organizers in the presentation of new content as this had been the topic of her doctoral thesis. When presented new content, the teachers received an overview of the main concepts involved and the teachers were encouraged to relate this to their prior experiences.

Experiential Learning

Experiential learning may have been the keystone of the program. Since the program developers were trying to encourage teachers to teach a new content in new ways, it seemed crucial that the teachers experience the social emotional content in a manner similar to how it was hoped they would ultimately choose to teach it. Thus, the teachers experienced many social emotional education classroom activities that could be used with students. The activities were then processed in terms of their usefulness to the teachers and possible usefulness with students. Among these activities were self concept strategies using bulletin boards, listening skill simulations, and role playing exercises. Some learning exercises were done in one large group and some in small groups. A critical phase of the experiential learning activities was "processing" them. Many of the activities were affective in nature, and "processing" was a discussion and reflection technique used to make affective experiences verbally and cognitively explicit. Processing was a skill the teacher educator wanted the teachers to value and learn.

Modeling

The teacher educators made an effort to model both the structure of social emotional education strategies as well as the social emotional education teaching behaviors that enhance them. As the behaviors were subsequently adopted by the teachers, these behaviors were reinforced.

Practice Trials for New
Behavior with Feedback

Some of the social emotional education classroom behaviors were completely new to the teachers as were many of the classroom strategies. The program development team planned many opportunities to practice these new skills in the safe environment of the seminar. Practice in the seminar was followed by supervised practice in the classroom, after which the teacher received feedback on how she was doing. As the behaviors were demonstrated, the teachers were praised and were encouraged to praise one another.

Teacher Inclusion in the
Development of Instruction

This inservice was designed as a truly collaborative effort. Everyone was included in the development of instructional goals and materials. The university personnel carried the responsibility for collecting research findings and presenting them while the teachers were responsible for the adaptation of this research to instructional units for the classroom. The needs of the participating teachers and their students were always uppermost in any planning and social emotional educational instruction.

Time Provided for Teacher
Reading and Reflection

Teaching is a demanding profession that drains energy. Social emotional education curriculum development is also demanding. The program development team recognized the importance of teachers having time to read, think, reflect, and interact about social emotional education. Time was allocated in the seminar schedule for teachers to read as well as to discuss. A selected bibliography was read by all the teachers, and they reacted first in writing and second orally. The written teacher reactions were responded to by the teacher educators in writing and later were used as referents for evaluation of the program's helpfulness to teachers.

Group Cohesiveness and Support

Loneliness and isolation are two feelings shared by many teachers. Teachers need a support system to counteract these feelings and to give them a safe place to learn about and try new behaviors. Throughout the seminar, teachers were given opportunities to share successes, failures, apprehension, and joy. Listening was encouraged as was problem solving. The social emotional education program developers were heeding Knoblock and Goldstein (1971) who said, "It is our belief that teachers experiencing a group process situation in which communication and understanding are enhanced will be a step closer to trying out their new learnings in the classrooms and schools" (p. 4).

Thus far the content and process of social emotional education curriculum development have been presented. The program developers chose a structure for the inservice program that models the basic beliefs of social emotional education. The program had more than one

teaching/learning mode--it had three. A discussion of the inservice program structure follows.

The Structure of the
Social Emotional Education
Inservice Program

The structure of the inservice program consisted of three components: (a) the social emotional curriculum seminar, (b) demonstrations in the classroom by teachers accompanied by teacher educator observations and process feedback, and (c) a consultation process/support system (see Figure 4.4).

Component I: Instructional Seminar

Once each week for two hours, the two teacher educators, four teachers, and one intern who were the participants in this inservice assembled for a seminar. The format was flexible. The teacher educators were responsible for preclass planning that was based on an assessment of teacher needs and a knowledge of the content and strategies in the field of social emotional curriculum that might meet those needs. Activities included presenting new content, discussing readings, practicing new skills with feedback, sharing problems followed by group problem solving, and sharing new ideas or experiences from the past week.

Component II: Classroom Observation

Within the classroom observation component, the teachers attempted to apply in their classrooms the knowledge and skills learned in the seminar. This component had three parts: (a) preparation, (b) observation, and (c) feedback.

Component I: Instructional Seminar

People:	Activities:	
2 Teacher Educ.	1. New Content	4. Receive Feedback
4 Teachers	2. Readings	5. Share Problems or New Ideas
1 Intern	3. Practice Skills	

Component II: Classroom Observation

PREPARATION		
Self-assessment by Teacher	Teacher Implement Strategy	Teacher Educ. Gives Feedback
Consult with Teacher Educ.	→ Teacher Educ. Observes and Records	→ Feedback Is Clarified
		Teacher Sets New Goals

Component III: Individual Consultation

Teacher or Teacher Educ. Initiates a Conference	Concern is shared and explored. Contingency plan is developed. Strategy is tried. Evaluation and reassessment.

Figure 4.4.   Structure of the Inservice Program.

Preparation consisted of the teacher's making an assessment of her class' instructional needs followed by a conference with a teacher educator to discuss this assessment and to set instructional goals. During a formal observation, the teacher attempted to achieve her goals in the classroom via some agreed-upon strategy. As the teacher worked with her class, the teacher educator recorded behavioral data on a social emotional behavior observation form. Following an observation the teacher and teacher educator met for a feedback session. During the session the teacher educator shared her observations of the teacher's behavior. Following clarification of the feedback, the teacher set goals for the future.

Component III: Individual Consultation

An hour-long consultation was held between each teacher and the teacher educators once each week. The purpose of these consultations was to assist teachers with their tasks and to provide them with support. Occasionally, the consultation was used to help the teacher with a personal concern or to give feedback not given immediately following an observation. The teacher educators also used the time to reteach or emphasize concepts taught in the seminar.

Typical Weekly Schedule

During a typical week (a) the five teachers and two teacher educators would meet for a two-hour seminar held after school, (b) each teacher would teach in her classroom one demonstration lesson lasting 15 to 45 minutes that the teacher educators would observe and record data on, and (c) each teacher would have a one-hour consultation with one or both of the teacher educators. They only exceptions to this

position were Mrs. Roethke who had fewer observations and the graduate

intern, Mrs. Dickinson, who received fewer observations and consulta-

tions. Figure 4.5 displays a typical weekly schedule for the senior

teacher educator, Dr. Emerson, during the first half (January-March) of

the six month period of this study.

Mon.	Tues.	Wed.	Thurs.	Fri.
9:00-9:45 Observation of Mrs. Eliot with feedback	Teacher Educators Planning	9:00-9:45 Observation of Mrs. Cummings with feedback	8:00-8:40 Consultation with Mrs. Eliot	
11:30-12:30 Lunch Hour		Dr. Emerson works with Mrs. Roethke 12:00-1:00	Consultation with Mrs. Crane often with Mrs. Cummings	
	1:30-2:00 Consult with Mrs. Roethke (often Dr. Emerson alone)	1:45-2:30 Observation of Mrs. Crane with feedback		
	Seminar all present 3:45-5:00			

Figure 4.5. A typical weekly schedule.

Chapter IV has been a description of the content, process, and

structure of the social emotional education curriculum development in-

service that was the focus of this study. The purpose of this chapter

has been to describe the context of the study to aid the reader's under-

standing of the presentation of the data. Chapter V is a presentation

of the data collected during the study.

CHAPTER V

RESULTS: FIVE CASE STUDIES

Introduction

Chapter V is a presentation of five descriptive case studies of
the inservice teachers drawn from the data collected for this study.
A considerable volume of data was collected during the six month per-
iod of the study. An attempt was made to collect data at each in-
service event. A calendar of the weekdays from January through June,
1977, showing the data collection points, appears in Appendix D.

The purpose of these case studies is to describe the curriculum
development process that each of the five teachers engaged in and to
describe the outcomes of that process. Obviously, practical con-
straints make it impossible to describe everything that happened dur-
ing those six months. With data so rich, it is with great regret
that this investigator had to leave much unexplored.

The five teachers described in this chapter are Mrs. Eliot, Mrs.
Dickinson, Mrs. Cummings, Mrs. Roethke, and Mrs. Crane. The project
coordinator was Dr. Katharine Emerson. Dr. Emerson was aided by
this investigator who is referred to in the case studies as the junior
teacher educator. The participants had been together on the same
staff for several years. Even the intern, Mrs. Dickinson, had been

on the staff of Rogers Elementary School for four years (two years as a professional classroom aide and two years as a graduate intern).

Mrs. Eliot, who taught kindergarten, was in her mid-thirties and had been teaching for about ten years. Mrs. Dickinson was a graduate Teacher Corps intern. She was in her early twenties. During the school year in which this study was conducted, she was assigned to a first/second grade combination room. Mrs. Cummings taught fourth grade and had been at that grade level for many years. She was within two years of retirement. Mrs. Roethke, a woman in her thirties, was the building reading consultant. She shared the use of a room with several other consultants. Her schedule was varied because her job was to work with students experiencing reading problems. The longest period of time she worked with students was one hour. Finally, Mrs. Crane, also in her thirties, taught fourth grade. She had been a teacher for nine years. This was her first year teaching fourth grade and she liked it. During the previous several years, she had taught sixth grade.

The remainder of this chapter consists of five case studies, one of each of the participating teachers. These descriptions focus on the final six months of their two year participation in the social emotional education curriculum development project.

MRS. ELIOT

This is the story of Mrs. Eliot's interaction with the social emotional education curriculum development team. For her curriculum development focus, Mrs. Eliot chose the subject matter area of "anger." She decided on two goals: (a) to change her classroom teaching behavior to include more "I" messages together with more positive reinforcement of childrens' behavior, and (b) to develop a unit on anger that included a series of lessons that would teach children about anger and how to express it. This case study documents the decisions that Mrs. Eliot made and the support that she received as she attempted to reach these goals. It is also a look at the decisions Mrs. Eliot made once she perceived her goals had been reached.

Getting Started

On Thursday, January 13, 1977, Mrs. Eliot and Dr. Emerson (the teacher educator) met for their first hour-long consultation. The first step in the curriculum development process was making an assessment of needs and setting goals. Dr. Emerson began by explaining that during the next six months of the social emotional education project, the teacher educators would be working closely with the teachers in preparation for the final phase, demonstration. The teacher educator said that she would like Mrs. Eliot to make an assessment.

> What I want to do is find out from you what's your assessment of behaviors that you would like to have feedback about so that we can say, "OK, these are the objectives that you as a teacher have set for monitoring your own behavior" and then we will concentrate on checking those off (Consultation, 1/13/77).

When Mrs. Eliot questioned the purpose of this, Dr. Emerson replied:

> This will not only help the team be able to see what we
> ought to recommend teachers to do, but also it will give
> you a picture of what you are in fact doing (Consultation,
> 1/13/77).

When Mrs. Eliot continued to explore the purpose of these observations,

Dr. Emerson described the benefits of being observed:

> One of the things that's reinforcing about having someone
> come in your classroom is they can point out all the
> things you did with kids that were helping them be able to
> do this one thing and a lot of times you are not aware that
> you have actually done all those things. I'm always kind
> of surprised when I get back that kind of feedback and I
> think, "Well, gee, that was helpful" (Consultation, 1/13/77).

Dr. Emerson indicated to Mrs. Eliot that it would be desirable for Mrs.

Eliot to begin by making a commitment to teach one lesson in social

emotional education each week. Mrs. Eliot responded:

> OK. Help me to sort out the kind of social emotional les-
> sons I want to work on (Consultation, 1/13/77).

Dr. Emerson's reply focused on the social emotional education concep-

tual framework section dealing with the expression of feelings. Dr.

Emerson elaborated on the belief that the expression of emotions is

fundamental, and from there she directed Mrs. Eliot to the affective

continuum "appreciation to frustration." Mrs. Eliot interrupted to say

that during the prior year she worked extensively with the appreciation

end of the continuum, but that they had not talked about anger. Mrs.

Eliot said that she would prefer to work on something completely new.

She decided she would like to do developmental work on the emotion

anger. In reference to the choice of anger, Mrs. Eliot said:

> That's what I would like [it] to be personally for myself.
> I can get something worked up on that. I think I've got
> time (Consultation, 1/13/77).

Dr. Emerson replied:

> Well, I think you can make some time. The fact that you're
> not out of the classroom as much shouldn't really change
> the time that you have available to work on it (Consulta-
> tion, 1/13/77).

Mrs. Eliot went on to talk about the fact that visitors would be coming

to her classroom, and she thought it was important to work more on the

atmosphere of the room. Dr. Emerson agreed and complimented Mrs. Eliot

on her ability to make creative bulletin boards. Mrs. Eliot thanked her

for the compliment. Then Mrs. Eliot told her about how much time she

spent the previous year working on a helping behavior and appreciative

praise unit.

> I don't know if I'll have time to do that good a job on
> anger, and I don't want to commit myself to a hard and
> fast thing because there are just a whole lot of other
> things that I can be doing, but . . . . Well, get me
> started on this and let me see what I can do with it
> (Consultation, 1/13/77).

Commentary

Here in the initial consultation are the themes that character-

ize much of the six months of interaction with Mrs. Eliot. The domi-

nant theme seems to be a conflict of needs between the teacher and the

teacher educator. Mrs. Eliot, at least at this point, seems to be re-

sistant to developing and teaching lessons. She seems to want to work

in the area of social emotional education, but apparently she is resist-

ing making a commitment to the structure of having to teach a weekly

lesson with observation. Mrs. Eliot would like more flexibility than

that. Dr. Emerson, in contrast, has other goals. Dr. Emerson would

like to see developmental work in social emotional education that can

be shown off to others during the demonstration phase of the project.

Dr. Emerson responds to Mrs. Eliot's resistance with some assertiveness

of her own as she insists that Mrs. Eliot choose a topic and that Mrs. Eliot make time to develop it.

The second theme that characterizes Mrs. Eliot is her desire to do competent work that will be viewed positively by outsiders coupled with requests to the teacher educator to tell her what to do; i.e., "Help me to sort out what I want to work on," or "Get me started." External motivation and external feedback are important to Mrs. Eliot.

Conceptualizing the Unit

In addition to the subject area, anger, Mrs. Eliot chose two teaching behaviors that she wanted to increase: (a) giving "I" messages and (b) giving appreciative praise. She also began to think about what content should be in an anger unit. She found a picture book about a boy named Rick that she read to her class, and they had a discussion about hitting people when angry. With this lesson as background, Mrs. Eliot came to a consultation on January 27. After describing the "Rick story," Mrs. Eliot said:

> Where do I go from here? I want to think in terms of a bulletin board, but I don't really know what to do about anger (Consultation, 1/27/77).

Dr. Emerson immediately began to generate ideas. She suggested they begin with the notion that it is okay to be angry and have the children tell experience stories about times when they were angry. From there she moved to a discussion of what behaviors are inappropriate when someone is angry, such as hitting and pinching. Then Dr. Emerson suggested Mrs. Eliot draw characters from the Peanuts cartoon series to illustrate angry behaviors. In summary Dr. Emerson said that the main concept was that it is okay to be angry. With that as a beginning, the

children could then draw pictures of times when they had been angry. From there she suggested a bulletin board that illustrated behaviors that children should not do when they are angry because others might get hurt. And, finally, there could be a bulletin board illustrating appropriate behaviors when one is angry. Dr. Emerson talked at length during this consultation, brainstorming ideas in response to Mrs. Eliot's request. Mrs. Eliot said at one point, "Your thoughts go so fast that my pencil won't keep up!" (Consultation, 1/27/77). At the close of this consultation, Dr. Emerson suggested that Mrs. Eliot consider making dittoed booklets in which the children could color pictures of angry times, and then take the booklets home to show their parents.

In response to Dr. Emerson's brainstorming, Mrs. Eliot put together a series of bulletin boards that became the foundation for the entire anger unit. The first board was titled "Anger is OK," and it contained a bound booklet of children's drawings titled "I feel angry when...." The second board was of Peanuts cartoon characters and illustrated behaviors like hitting and was titled "When you feel angry-- don't." The third board was of cartoon characters showing some behaviors one could do when angry that would not hurt others.

Commentary

This consultation illustrates two roles that Mrs. Eliot and Dr. Emerson took. Mrs. Eliot, as indicated earlier, took on a dependency role and directly asked, "Where do I go from here?" She seemed to depend on the teacher educator for ideas and for conceptual help. As she said, she did not know what to do. In response, Dr. Emerson took

the role of "seed planter" and rather quickly began to generate ideas

for the unit. As she generated specific ideas for classroom activi-

ties, Dr. Emerson also interjected periodic summaries of what she had

said or she indicated how her ideas stemmed from either the social emo-

tional education conceptual framework or from the seminar lessons on

anger. Mrs. Eliot took notes during this consultation and subsequently

developed every one of the ideas generated by Dr. Emerson.

February Through Mid-March: Resistance Low/Production High

The seven weeks in February through to the middle of March were

weeks of considerable productivity for Mrs. Eliot. During these weeks

there were seven classroom observations of Mrs. Eliot and seven consul-

tations plus one seminar session devoted to Mrs. Eliot's work. She

continued to practice the use of "I" messages when she taught lessons,

and she expanded the anger unit. Among other ideas of Dr. Emerson's,

Mrs. Eliot developed a "cool off corner," an anger booklet for parents,

the "angerometer" as a teaching tool, and the application of the anger-

ometer to various stories for primary aged children. The energy level

that Dr. Emerson and Mrs. Eliot brought to this developmental work was

very high.

On February 7, Mrs. Eliot was observed teaching a lesson from the

"Anger Is OK" bulletin board. She gathered students around the board

and asked them if anger were okay. Half of the children said yes and

half said no. They talked about various people in the school building

who have been angry in the past and decided that anger was okay. Next

Mrs. Eliot talked about each cartoon character that was hitting or

punching, and the children told experiences when they had been hurt by

being hit. As Mrs. Eliot was teaching, one of the children, Kevin, got

angry and hit Jason. Mrs. Eliot stopped the discussion and said,"Jason,

what could you do now?" Jason turned to Kevin and said, "I feel angry."

Mrs. Eliot pointed to the picture of hitting on the board and said,

"Kevin, now we have to find other things to do" (Observation, 2/7/77).

They then brainstormed alternatives to hitting, and Mrs. Eliot brought

the lesson to a close.

Following this lesson Dr. Emerson gave Mrs. Eliot positive feed-

back on Mrs. Eliot's teaching behaviors. Dr. Emerson attached written

feedback to the observation form, a portion of which said:

> I think you are doing well with this unit. Student in-
> terest is high and they are obviously enjoying the chance
> to talk about this topic. I feel being consistent about
> encouraging the "do" behaviors will have high payoff in
> terms of encouraging the constructive expression you want
> (Dr. Emerson's Observation Form, 2/7/77).

The next major development in the anger unit was the creation of

the angerometer, a teaching device that compared three intensity levels

of anger to a speedometer on a car; i.e., the more gasoline (anger

energy) you give the car (your body), the faster it goes. At the close

of the consultation (2/17/77) during which the angerometer was devel-

oped, Mrs. Eliot said, "Where am I going from here?" Dr. Emerson re-

plied that Mrs. Eliot was going over the lesson on anger again, this

time using an angerometer. Mrs. Eliot said that was a good idea. Af-

ter Mrs. Eliot left the consultation, Dr. Emerson turned to the inves-

tigator and said, "When Mrs. Eliot says it's a good idea, that usually

means she will use it" (Consultation Notes, 2/17/77).

Mrs. Eliot did use the angerometer. The next two observations of

Mrs. Eliot (2/21/77 and 2/28/77) showed that she was using the

angerometer extensively. In both instances, she used a book as a focus and illustrated the events in the book with the angerometer together with asking the children how they thought the character in the book could have gotten his/her anger energy out constructively. During the 2/28/77 lesson, Mrs. Eliot demonstrated her ability to use the angerometer to deal with spontaneous events in the classroom. While she was reading the story, one of the girls, Ginnie, became angry. Mrs. Eliot stopped reading and asked Ginnie where she was on the angerometer. Ginnie pointed to the yellow section. Mrs. Eliot said, "That's right; you're in the yellow" (Observation Notes, 2/28/77). After acknowledging Ginnie's anger, Ginnie sat down and Mrs. Eliot continued the lesson.

On February 21, 1977, the social emotional education seminar was devoted to Mrs. Eliot's developmental work. The seminar participants met in Mrs. Eliot's classroom. Mrs. Eliot began by showing the pictures her students had drawn and how she had mounted them on colored paper. Dr. Emerson was quick to point out that by mounting the pictures, Mrs. Eliot had made the activity seem very special. Then Mrs. Eliot described a technique she used with one of the anger stories in which she had all the dialogue written on the back of pictures she held up for the children. Dr. Emerson commented on what a helpful idea that was. Mrs. Eliot continued by telling in detail how she taught the bulletin board lesson on inappropriate angry behaviors. Then she said, "I think that's when I introduced my angerometer." Dr. Emerson interjected, "No, this came afterwards." Mrs. Eliot said, "What did I do after that?" (Seminar, 2/21/82). Dr. Emerson then described in great detail how Mrs. Eliot had taught the bulletin board lessons. The other

teacher educator contributed her remembrances from the various class-
room observations. Mrs. Eliot interjected comments into the discussion
occasionally and finally said:

> Katherine really thinks this is neat and I've just been
> doing it and I don't know what I've done (Seminar, 2/21/82).

Mrs. Eliot then took over the presentation and gave a lengthy descrip-
tion of how to use the angerometer when teaching students to give "I"
messages using "I....when...." statements. She continued and told
about the "cool off corner" and answered questions on its pros and
cons. Then she read one of the children's books, David Was Mad, and
illustrated how to read a book and use the angerometer. The seminar
lasted about two hours with Mrs. Eliot and her unit as the focus. Be-
fore it was over, Mrs. Eliot had explained and answered questions on
all the parts of the anger unit that had been developed prior to the
seminar.

On March 3 Dr. Emerson began a consultation by presenting a new
concept. Mrs. Eliot had been using a storybook titled That Makes Me
Mad. Dr. Emerson said that instead of using language that said "that
makes me mad" perhaps Mrs. Eliot should consider teaching the students
to say "I get angry when...." Dr. Emerson said it was a subtle notion
and stated that the former language sounded blaming, whereas the latter
sounded more like personal ownership of behavior. Mrs. Eliot said,
"That's a good point. I'm glad you brought that up. I agree" (Con-
sultation, 3/2/77). They talked about how to teach this language to
children, and Mrs. Eliot said "Give me some ideas" (Consultation,
3/2/77). Dr. Emerson began to brainstorm ideas for another anger book-
let. In discussing a title for the book, Mrs. Eliot interrupted and

said, "Don't you think it would be better to use the word 'feels'?" Dr. Emerson agreed. They continued the discussion with Mrs. Eliot's clarifying the ideas and taking thorough notes. Toward the end of the session, Dr. Emerson gave Mrs. Eliot very detailed positive feedback on Mrs. Eliot's improvement on using "I" messages since this had been one of Mrs. Eliot's goals. Mrs. Eliot said, "You pick up all those things that I don't even think about" (Consultation, 3/2/77). The consultation ended after Mrs. Eliot said how much the children seemed engrossed in the anger unit and then she thanked Dr. Emerson.

On March 7 Mrs. Eliot taught a lesson that was observed. Throughout the lesson there were numerous incidents in which the students expressed anger. Mrs. Eliot was frustrated at the conclusion of the lesson. On March 10 Mrs. Eliot met for a consultation that was longer than usual and began with a discussion of the March 7 lesson. Dr. Emerson began by saying that she wanted to talk about the lesson because "I felt so good about the way you were handling those situations" (Consultation, 3/10/77). Further, "You were so constructive. Everything that you did was very constructive, and I can prove it with the statements that I will now read to you" (Consultation, 3/10/77). Dr. Emerson then cited several instances that Mrs. Eliot handled well. She concluded by saying, "You did not do a single thing the whole morning that wasn't constructive" (Consultation, 3/10/77). Mrs. Eliot replied:

> That makes me feel good. You are telling me I handled it constructively. I felt like, "Why can't things come to my head about what I should be doing." I was trying to figure out where I went wrong (Consultation, 3/10/77).

Dr. Emerson continued to cite events from the lesson that Mrs. Eliot
had handled well or that were examples of Mrs. Eliot's modeling con-
structive social emotional teaching behaviors for the children. Mrs.
Eliot said:

> I tell you. I need that positive reinforcement to keep up
> that behavior. When the bell rang and I was down in the
> teachers' lounge, I was fit to be tied, irritated and frus-
> trated. I couldn't eat my lunch (Consultation, 3/10/77).

The rest of the consultation was a mixture of more feedback for Mrs.
Eliot and help on the anger booklets that were to go home to parents.

On March 14 Mrs. Eliot was observed teaching a social emotional
lesson, and on March 15 and 16 she was observed for evaluation purposes.
The first observation was planned, and the latter two were unannounced.
All three observations showed Mrs. Eliot consistently exhibiting a
variety of social emotional teaching behaviors: (a) "I" messages,
(b) appreciative praise, (c) paraphrasing, (d) asking children to own
behavior, and (d) checking childrens' feelings.

On March 16 Mrs. Eliot and the junior teacher educator met for
consultation. Mrs. Eliot was given a choice of getting feedback on the
lesson that was observed on March 14 or on getting more help with the
unit. Mrs. Eliot chose the feedback. The entire session was a re-
counting of description of the observed lesson, and most of the feed-
back was very positive. Mrs. Eliot indicated that she enjoyed hearing
the positive feedback and said that she had noticed one of her problem
children was being more constructive; she also noticed that there were
fewer children hitting each other in the classroom.

Commentary

The period of February through mid-March was one of high productivity and involvement for both Dr. Emerson and Mrs. Eliot. Their roles continued as before with the addition of some changes. To the role of "seed planter," Dr. Emerson added "technical helper" and "personal support person." As a technical helper, Dr. Emerson carefully answered Mrs. Eliot's questions, assisted Mrs. Eliot in the preparation of lessons, and observed Mrs. Eliot's lessons and gave her feedback. As a support person, Dr. Emerson was available and showed interest as Mrs. Eliot shared the various problems that occurred as she worked to implement both new subject matter and new teaching behaviors. Mrs. Eliot showed a change from February 17 when she said, "Where am I going from here?" to March 2 when she was clearly more active in generating ideas and acting more independently.

Mrs. Eliot also showed that not only was she able to correctly exhibit constructive social emotional education teaching behaviors, but she was able to use them spontaneously during disruptions in the classroom. Mrs. Eliot showed a consistent use of these behaviors even in adverse situations. Mrs. Eliot, by choosing to hear feedback on March 16, showed that her resistance was lowered and she was open to hearing about herself.

The sharing of the unit at the seminar indicated the ownership and interest both Dr. Emerson and Mrs. Eliot had in the anger unit. Dr. Emerson showed a keen enthusiasm for the unit, telling much of it herself by way of observational anecdotes. She seemed to want the other teachers to understand and value it. Mrs. Eliot's descriptions of the unit and its lessons indicated that she, too, was proud of the unit.

Her descriptions, coupled with her comments to Dr. Emerson to tell her what she did next, indicated that Mrs. Eliot understood very clearly the details of the lessons she taught but lacked an understanding of the total unit and how it fit together conceptually.

The seven-week period in February and March was a time of growth and development for Mrs. Eliot. She changed some of her teaching behavior, and she developed an entire unit on the subject of anger. Her comments to the teacher educators indicated that she felt good about her progress and the tangible product she had created.

Ending the School Year

On April 25 and 26, Mrs. Eliot and Dr. Emerson met to determine what needed to be done in order to bring closure to the year. Dr. Emerson began by reviewing some of the goals Mrs. Eliot had set for herself in January. Then Dr. Emerson said she wanted to know what objectives Mrs. Eliot would be working on with her students during the term. Mrs. Eliot replied:

> I feel like I've been doing that all this year and I just
> want to go on with it. I hear more "I" statements on the
> frustration side than I do on the appreciation side. I do
> not understand why you have to have all that written down
> (Consultation, 4/25/77).

Dr. Emerson replied that it was a matter of finding out how far Mrs. Eliot got toward meeting the goals of the various lessons she taught in terms of how many children changed behavior. Mrs. Eliot replied:

> I don't see nearly as many hurting behaviors as I had pre-
> viously. I see conflicts being settled verbally a lot more
> than what they were before. I don't see hardly anybody
> going to the cool-off corner anymore. I see a lot more
> cooperation. I feel good about where I'm at right now.
> Every problem isn't solved and I'm not saying we are with-
> out problems, but I'm basically happy (Consultation, 4/25/77).

Dr. Emerson responded:

> OK. So if that's the case, your assessment is that these
> things are about where you think they probably should be
> and you are satisfied with that problem. So then the sug-
> gestion I was making is not something you feel a need for
> (Consultation, 4/25/77).

Dr. Emerson went on to say that she wanted to get clearer on how to

work with Mrs. Eliot for the remainder of spring term. Dr. Emerson

said:

> What we need to know is how do we bring closure to what's
> happening in the room and is there any need for us to ob-
> serve and give you feedback and talk with you on a weekly
> basis about classroom strategies from now until the end of
> May (Consultation, 4/25/77).

Mrs. Eliot replied:

> I don't feel right now that that is necessary. If it is
> something you wanted to do, I would not object to it, but
> it's not something I feel a need for (Consultation, 4/25/77).

At this point in the consultation, Mrs. Eliot indicated that she was in

a hurry to leave because of another commitment. Dr. Emerson said they

could meet again the next day and ended by saying:

> I feel a need to have a definite goal that we are working
> toward for the rest of the term. Otherwise I feel like
> I'm just spinning my wheels wanting to be helpful and not
> knowing how (Consultation, 4/25/77).

The following day they met again. Dr. Emerson had apparently given Mrs.

Eliot's remarks some thought as she began by saying that it would be

acceptable to get closure by simply having Mrs. Eliot put together her

social emotional education materials into some kind of organization.

Dr. Emerson said that she would use the organizational system as one

basis for program evaluation. Mrs. Eliot indicated that she felt

pressed for time and had not planned to organize the materials until

summer. Dr. Emerson then said that she understood Mrs. Eliot's concern

and had simply offered that as an option. Dr. Emerson said that she

didn't want Mrs. Eliot forced into doing something she didn't have

time for just to meet program evaluation needs.

Next Dr. Emerson brought up the topic of the seminar. She said:

> I want that to be optional. I want you to come only if
> it's something you think you will get something out of.
> In other words, I don't want anything you do from now to
> the end of the term to be an obligation (Consultation,
> 4/26/77).

The final topic of the consultation was demonstration. Dr. Emerson

asked if it would be possible for Mrs. Eliot to do some demonstration

lessons for visitors with her afternoon kindergarten. Mrs. Eliot re-

plied, "Uh" (sigh) "I'll do what I have to do" (Consultation, 4/26/77).

Dr. Emerson then said if it wasn't convenient, she would ask one of the

other teachers. Dr. Emerson closed with:

> I just wanted to offer you that opportunity, if it was an
> opportunity. If it isn't, then that's what I wanted to
> hear. OK, so as far as I'm concerned then, you will con-
> tinue on your own.   Mary will need to continue to
> collect observational data in the classroom periodically
> (Consultation, 4/26/77).

Dr. Emerson was paged for a phone call, and the consultation came to an

end.

Mrs. Eliot was observed three times during the month of May. It

was observed that all the visual displays of social emotional education

were removed from the bulletin boards. During one of the lessons

(5/2/77), almost all of Mrs. Eliot's verbal behavior was directed

toward the task or toward making corrections. With the exception of

two praise statements, no social emotional education behaviors were

observed. During the final observation, seven instances of "roadblocks

to communication" were heard. This was in contrast to earlier

observations during which none of the above non-social emotional education behaviors were observed.

Commentary

This is a curious ending to the story of Mrs. Eliot. Following months of productivity, Mrs. Eliot abruptly ceased her involvement with social emotional education. The two consultations in April indicated a conflict of needs between the teacher educator and the teacher. Dr. Emerson, consistent with past behavior, indicated that she wanted Mrs. Eliot to make an assessment of where her students were and to set some goals and objectives for spring term. Mrs. Eliot, however, did not seem to want to do that and said, "I do not understand why you have to have all that written down." Dr. Emerson at first thought that Mrs. Eliot merely did not want to write her assessment. Further discussion indicated that Mrs. Eliot did not want to make an assessment at all. Mrs. Eliot seemed to be operating from intuition and stated that she was basically happy with the classroom situation.

In response to offers to receive further consultation help or classroom observation and feedback assistance, Mrs. Eliot said she did not have a need for that. When asked if she would like to participate in the demonstration afternoons, Mrs. Eliot indicated that that would be an imposition. The observations of Mrs. Eliot's classroom in the spring showed not only a near total absence of social emotional education teaching behaviors, but also several teacher behaviors that conflicted with the principles of positive social emotional interaction.

The message from Mrs. Eliot seemed to be, "I did what you wanted before--now I want to be left alone." This seemed an abrupt end to

what had been an intense relationship with Mrs. Eliot. Something had

changed for Mrs. Eliot. She no longer needed or wanted an involvement

with social emotional education.

Epilogue

Mrs. Eliot's responses to questions asked at an interview on June 6

give some answers to the question of why Mrs. Eliot's behavior seemed

to change during spring term and how Mrs. Eliot felt about it.

> Mrs. Eliot: I don't feel good about spring term. I
> guess I didn't pay tuition and being alone
> in the classroom (she no longer had an in-
> tern) I just felt like I had a full time
> job in there and I haven't done my share as
> far as spring term is concerned.

> Investigator: How does being signed up for credit affect
> what you do?

> Mrs. Eliot: Well, I didn't think it would make one bit
> of difference, but it did.
>
> I let the cool-off corner slide and I didn't
> go to some of the classes that you had but
> I just couldn't. And I didn't get the arti-
> cles read and Katharine (Dr. Emerson) had
> given me a couple of books, and I haven't
> gotten those read. I know if I was taking
> it for credit, I would have made sure I got
> it done, but I didn't.
>
> I felt like just a real bad guilt feeling
> like a lot of time and energy had been in-
> vested in me and now I was letting people
> down. I mean, I'm practicing what I learned
> in the class, but not going whole-hearted
> like I did when I was paying for the course.

Mrs. Eliot was motivated to get the anger unit done and to participate

in the curriculum process because she was taking the course for univer-

sity credit. During spring term, Mrs. Eliot did not sign up for credit

and her productivity stopped.

The next exchange between the interviewer and Mrs. Eliot tells more about the external motivation and pressure that she felt because the teacher educators were working with her and expecting her to get things done:

Investigator: Can I make the inference that you do the amount of what you do in order to fulfill requirements for people who are in authority positions rather than for intrinsic value?

Mrs. Eliot: No, not totally. I don't know (sigh). It depends on where your interests are. It takes a lot of time to work up a unit like that and get materials ready. Just the time I spent painting the little pictures and things like that took a lot of time where when I really rushed I can do the same thing verbally and still get the point across with a lot simpler things because I was doing it for you and Katharine and I spent a lot more time on it.

Investigator: You used the phrase "because I was doing it for you and Katharine."

Mrs. Eliot: Right.

Investigator: Does that imply that you weren't doing it for you and you weren't doing it for the kids?

Mrs. Eliot: I don't know (laughs). It's just that I had the pressure of you and Katharine behind me to get it done. I don't need any pressure behind me to set up art projects. I'll spend hours on art projects. Social emotional is probably the most important thing in my curriculum that I can teach kindergarten kids but it's awful hard for me to pull those kinds of things out of the air and throw a unit together.

Investigator: OK. That's a little different. You value social emotional education, but you know that if you have two hours to work up something for the kids tomorrow that if you do the art project you're probably going to put something together and it's going to be really nice. And you know that confidently before you start.

Mrs. Eliot: Yeah, right.

Investigator:　But, if you were putting together a social
emotional education activity for tomorrow,
you can't be sure.

Mrs. Eliot:　Right.　I never knew how any of those things
were going to come out.　That's very true.

Later in the interview:

Investigator:　Do you have any notion at all of what you
still need to learn in order to sit down and
put together a social emotional education
unit totally on your own like you do art?

Mrs. Eliot:　(long pause) No.　I really don't.

In the same interview, Mrs. Eliot indicated that she found the so-
cial emotional education conceptual framework difficult to understand
and confusing.　Mrs. Eliot's comments that she didn't know how to put
together a unit indicate that she did not internalize the conceptual
framework and was thus unable to engage in the curriculum development
process unaided.　Further, taking the course for credit and feeling
pressure from and obligation to the teacher educators provided the mo-
tivation she needed to get the anger unit done.

Finally, the interviewer inquired about why some of the social
emotional teaching behaviors such as "I" messages seemed to have
dropped from Mrs. Eliot's repertoire toward the end of the year.

Mrs. Eliot:　I've been saying "you" statements for so many
years.　Now all of a sudden I've learned to
make an "I" statement and it is not totally
a part of me yet.　That has to come with time.
For me to always model constructive behavior
when I've been pretty free with the way I've
spoken in the classroom--that has to come
with time.

Investigator:　OK.　You know how to give "I" statements.

Mrs. Eliot:　Right.

Investigator:　But, you don't always choose to.

Mrs. Eliot:　Right.

Mrs. Eliot knew cognitively what an "I" statement was and how to use it. She did not always choose to use "I" statements. Perhaps "you" messages were more expedient and got quicker results.

Summary

In January Mrs. Eliot decided she wanted to develop a unit on anger and she wanted to increase her frequency of use of "I" statements. Throughout winter term, 1977, Mrs. Eliot and the teacher educators worked cooperatively through consultations and classroom observations and feedback. Mrs. Eliot increased her use of "I" messages, and she developed a unit on anger that she presented at a seminar and seemed proud of. During spring term Mrs. Eliot did not take social emotional education for credit. Mrs. Eliot removed all visual evidence of social emotional education from her classroom, dis did not develop any new lessons, and decreased the frequency of her use of social emotional teaching behaviors. When asked how she felt when Dr. Emerson indicated that she would no longer be consulting or observing, Mrs. Eliot replied, "It was a relief to know that wasn't another obligation I had to fulfill" (Interview, 6/6/77).

MRS. DICKINSON

Introduction

Mrs. Dickinson was a Teacher Corps graduate intern. She was completing the second year of a two-year training program and had been assigned to teach as an intern for one year in a 1-2 grade combination classroom. As an intern, she functioned as a full time teacher, co-teaching with an experienced teacher. As a graduate intern in the Teacher Corps program, Mrs. Dickinson had taken all the graduate courses provided by the Michigan State University EEE/Teacher Corps program. Thus, she had been exposed to the philosophy and methods of the professors who taught those courses and as a student had been required to submit lessons plans consistent with those methods. In other words, Mrs. Dickinson had had experience developing units and lessons that followed an assessment, goal setting, strategies, and evaluation model of teaching. Mrs. Dickinson was teaching with a teacher who, although she had not had social emotional education, consistently taught using social emotional education behaviors. Mrs. Dickinson's work during the six months of this study was different from that of the other four teachers. Mrs. Dickinson did not receive observation and feedback as did the others. Mrs. Dickinson had three consultations with Dr. Emerson (1/13, 1/24, and 3/10/77). Each was two hours in length and primarily devoted to helping Mrs. Dickinson develop two slidetape presentations for use during the social emotional education demonstration phase. This is the story of Mrs. Dickinson's involvement with social emotional education during the six months of this study.

Assessment and Setting Goals

Dr. Emerson and Mrs. Dickinson met for the first time on January 13, 1977. Dr. Emerson opened the session by outlining how the other four teachers would be observed, receive feedback, and have a weekly consultation. Dr. Emerson said, "I don't know whether that is useful or appropriate for you" (Consultation, 1/13/77). Mrs. Dickinson replied:

> I don't want to just throw in social emotional things for
> you to come in and watch. I want them to be related to
> units and well thought out before I do them. I do want to
> do some units, but I want to get my head together on how
> to do them, and it's going to be a little while before I'm
> really ready to do some demonstrations. The unit I'm con-
> cerned about is getting kids to reinforce each other and
> then reinforce themselves internally and outwardly, too.
> I like the concept. It's really neat for me to be reinforc-
> ing these kids all the time--boy, I do it like crazy, but
> I just started thinking recently when I'm not there will
> this carry through? Will they have something to take with
> them? I think if they start doing it for themselves, first
> to each other out loud and then inside themselves...(Consul-
> tation, 1/13/77).

Mrs. Dickinson went on to describe how she had read Building Positive Self-Concepts by Donald Felker (1974) in which Felker described a set of principles he called the Five Keys to Better Self Concept. Mrs. Dickinson told how she had begun to practice the first key, "adults, praise yourselves." She finished by saying that whatever she developed, she did not want it to be haphazard.

Dr. Emerson related some instances in which she had modeled self praise. Then she said:

> I think that's a very important unit to do, and I think it's
> important for two reasons: (a) it will give you a chance to
> take something you have read in a concept/theory point of
> view and apply it to the classroom. This is an extremely
> important experience for you as a teacher and a teacher educa-
> tor, which I think as you work with others, you are a teacher
> educator; (b) I also think it is important as a model of
> the kind of thing that teachers can do (Consultation, 1/13/77).

Dr. Emerson gave Mrs. Dickinson more encouragement to pursue the self

concept unit and then said:

> The second concern I have is one that I spoke to you about
> in the fall and that is you taking some responsibility for
> development of visual products for demonstration. What
> those should be and how extensive they are is part of what
> we would need to work together on. How much time--is that
> still feasible for you to take that as a kind of project?
> (Consultation, 1/13/77).

Mrs. Dickinson indicated that she would be interested in a project, but

she would need some time outside the classroom to pursue it because she

had a great deal she was responsible for within the classroom. Then

they discussed the pros and cons of slidetapes and videotapes as well as

a variety of topics they might want to show visitors. Dr. Emerson con-

cluded by saying:

> Do we need to set up a time when we could initially plan
> and begin to do it and then I could leave you alone and
> you could be working on it? Rather than my doing the ob-
> servation of your social emotional lessons like I was talk-
> ing about doing with the other teachers, I was thinking
> maybe our time ought to be spent on preparation or planning
> for the visual part (Consultation, 1/13/77).

Dr. Emerson and Mrs. Dickinson agreed to meet on Monday mornings after

Dr. Emerson's observation of Mrs. Eliot. For the remainder of the con-

sultation, Mrs. Dickinson told about some of the interesting things that

had been happening in her classroom. In conclusion Dr. Emerson indi-

cated to Mrs. Dickinson that Mrs. Dickinson should expect to be observed

frequently during the demonstration phase. Dr. Emerson said that she

would like a schedule of Mrs. Dickinson's lessons so she would know when

it would be appropriate to send visitors. Mrs. Dickinson said that

would be fine, but she had one request and that was that the number of

visitors at one time be limited because her students had said that the

room became too warm when there were so many "big people" in the room.

Mrs. Dickinson did not want her students uncomfortable because the room was being used for demonstration. Mrs. Dickinson concluded the consultation talking about how much she enjoyed teaching.

Commentary

Mrs. Dickinson's uniqueness in the project is evident in the first consultation. Dr. Emerson had already decided that rather than observe and consult with Mrs. Dickinson as she was doing with the other teachers, Dr. Emerson wanted Mrs. Dickinson developing audiovisual materials for demonstration. In fact, Mrs. Dickinson's ultimate participation in demonstration, whether it be via developing audiovisual materials or by being available to teach a variety of social emotional lessons for visiting educators, seemed to be Dr. Emerson's top priority.

Mrs. Dickinson's priority seemed to be the welfare of her students and meeting her teaching responsibilities. First, she said she was not willing to teach social emotional lessons just for Dr. Emerson to see. The lessons were not to be haphazard--they had to be related to children's needs. Second, she would produce the audiovisual materials if she could do the project without detracting from her teaching. Finally, she was willing to be observed extensively if the visitors were few in number so as not to cause discomfort and distraction to her students. Mrs. Dickinson seemed willing to meet Dr. Emerson's needs as long as in so doing her students were not inconvenienced.

It was not clear as yet what roles each would take. Dr. Emerson seemed to be leaning toward that of "seed planter" as she said, "we could initially plan and begin to do it and then I could leave you alone

and you could be working on it." It would appear that Dr. Emerson believed that Mrs. Dickinson was capable of working independently.

Refining the Self Concept/Praise
Unit and Beginning the Slidetape

On January 24, 1977, Dr. Emerson and Mrs. Dickinson met for a two hour consultation. Mrs. Dickinson came to the meeting with a list of questions she had about the unit that she was working on. Her first concern was about getting a baseline of student behavior while the students were working on their weekly contracts that she could use as assessment for the unit. Dr. Emerson asked a series of questions pertaining to the students' working habits. The questions seemed to help Mrs. Dickinson become more clear about how she wanted to proceed. It was finally decided that one of the Teacher Corps aides would assist Mrs. Dickinson by coming into her classroom and observing the children and recording baseline data.

Mrs. Dickinson's second concern was to clarify several ideas she had for the self concept unit she was developing. One of her goals was to encourage the students who got done quickly with their contracts to give some time to helping the students who took longer. Dr. Emerson supported this goal and said:

> That would be a goal, then, to try to get them to a point
> where they would be willing to help others and not just
> take care of themselves. You might want to say that you
> are instituting a new thing and that you want to make sure
> the whole group gets done. Maybe some of the activities
> you do on Friday could be done only if the whole group
> gets done (Consultation, 1/24/77).

Mrs. Dickinson replied:

> I thought of the idea of a "boosting Friday." If every-
> body in the room meets their goals on Friday afternoon we
> could plan a part of one hour at the end of the day when

they could do what they want. They love to play records
and have free time like a big reward (Consultation, 1/24/77).

After Dr. Emerson gave Mrs. Dickinson some support for that idea, Mrs.

Dickinson said:

> OK. Here's the other thing. I wanted to do your boost
> and boast lesson as far as getting the group praise going
> and do a bulletin board as one of the first things maybe
> right along with the goal setting (Consultation, 1/24/77).

Dr. Emerson and a colleague had developed the idea of boosts and boasts

the previous year, and the teachers in the curriculum seminar had re-

ceived a copy of the idea. Dr. Emerson answered several questions that

she had already tried to get her students to engage in some self praise.

> I said, "You can say it. You did a beautiful job and I
> want you all to say it. Do you think you might be able
> to?" They just started looking down and they all looked
> at me and they all went, "I did a good job on my reading
> skills." They finally, all of them, one by one, said it,
> and I said, "See, you can say it," and they go, "Yeah."
> It felt funny (laughs). They are really cute (Consulta-
> tion, 1/24/77).

Next Dr. Emerson gave Mrs. Dickinson several tips on how to use a cas-

sette tape recorder as part of the praise unit. Then Mrs. Dickinson de-

scribed how she was going to begin modeling self praise for the children.

Mrs. Dickinson concluded by saying:

> I wanted to talk to you about my unit. I was thinking
> about all this stuff, and I wondered if I was copping out
> by making it fit right into the room. Somebody might look
> at this and say, "Well, my room doesn't have contracts so
> I can't use this." I want it to be relevant for other
> people to use. But, I want something that is going to make
> a difference in my room or I don't feel that I should do
> it (Consultation, 1/24/77).

Dr. Emerson agreed that this was appropriate and then gave Mrs. Dickin-

son several ideas on how the unit could be made relevant to teachers

working in other contexts. Dr. Emerson then talked through other as-

pects of the unit. They concluded their discussion of the unit with

Mrs. Dickinson's saying that she hoped the unit would extend over the rest of the school year.

The discussion then turned to the slidetape. Mrs. Dickinson began by describing her ideas for a slidetape on Magic Circles and her ideas for a slidetape on Felker's "Five Keys to Better Self Concept." Dr. Emerson listened to all of the ideas and liked most of them. The discussion centered around details. Mrs. Dickinson had inquired as to the social emotional activities of the other teachers on the development team and had categorized what the others were doing according to Felker's five key principles for enhancing self concept. Mrs. Dickinson wanted to arrange a time when she could visit the other classrooms, take slides and audiotape. Because of her own teaching schedule, Mrs. Dickinson asked if it might be possible to schedule the visitations all in one week. Mrs. Dickinson said:

> I think it will be hard to get all these shots if they are
> all telling me all different days. I'd like to limit it
> to a one-week period. Do you think that sounds realistic
> for them? (Consultation, 1/24/77).

Dr. Emerson replied:

> Very likely. They are all going to be working on different
> things so we don't want to interfere with the things they
> are actually working on themselves (Consultation, 1/24/77).

Mrs. Dickinson then said:

> Yeah. I'd like to be available any time, but I don't see
> how I can and still be in my room, too (Consultation,
> 1/24/77).

They finally decided to wait a week before presenting the request to the other teachers. Dr. Emerson indicated that the other teachers were just getting started on their own units and perhaps it would be better to wait. Dr. Emerson concluded by saying:

> I can see you have done a lot of thinking about this, and
> I think the direction you are going in is exactly the way
> we want to go. I think if you get this going and if we
> only documented one person doing it all the way through,
> I would be satisfied (Consultation, 1/24/77).

The consultation ended with a request from Dr. Emerson. She said:

> I want to ask you a question. Do you have any feelings--
> or what are your feelings--about the social emotional
> unit that you developed last year--about sharing that with
> the undergraduates in the classroom? I want to be able
> to give them some examples (Consultation, 1/24/77).

Mrs. Dickinson said that would be fine and said that she had sent a copy

of the unit to a teacher who had taught in the school during the previ-

ous year. Mrs. Dickinson said that she was glad that another teacher

had wanted to try it.

Commentary

The roles Mrs. Dickinson and Dr. Emerson took seem to be clearer in

this consultation. Mrs. Dickinson was an initiator and questioner. She

came to the consultation having thought about the slidetape and having

begun the self concept unit. She had a list of questions on each that

she needed answered so she could continue her work. Dr. Emerson took the

role of "technical helper" by answering Mrs. Dickinson's questions, by

labeling what Mrs. Dickinson was doing with social emotional labels, and

by stimulating Mrs. Dickinson's thinking with additional questions. Mrs.

Dickinson seemed to be aware of the larger scope of the social emotional

education inservice in terms of curriculum dissemination and demonstra-

tion lessons. Mrs. Dickinson wanted the unit she was developing to be

"relevant for other people to use." Mrs. Dickinson's questions and the

work that she had already done on the unit indicated that she was

capable of unit production fairly independently so Dr. Emerson's confidence was well founded.

The slidetape project, on the other hand, seemed to indicate a difference in needs. Dr. Emerson definitely needed a completed slidetape for demonstration. Mrs. Dickinson seemed to want to do it to fulfill an obligation to Dr. Emerson, but she did not express the enthusiasm for it that she had for the self concept unit. Mrs. Dickinson's priority was her students' comfort and her own teaching, and the time requirements for the slidetape development were in conflict with her teaching responsibilities. To compound the conflict, when Mrs. Dickinson asked if she could do all the slide preparation during a week-long period, Dr. Emerson was reluctant to bother the other teachers who were just beginning their units. Mrs. Dickinson's task at this point was to figure out what Dr. Emerson wanted and to try to produce it with as little disruption of her own teaching as possible.

Another characteristic of Mrs. Dickinson's interactions became evident in this consultation. When Mrs. Dickinson chose to talk about her students, she tended to tell positive stories, for instance, when she was telling about the students' first attempts to give self praise. Mrs. Dickinson's concluded by saying, "They are really cute."

The consultation concluded with a request from Dr. Emerson that she be able to disseminate one of Mrs. Dickinson's earlier units to the undergraduates in the social emotional education class. Mrs. Dickinson did not hesitate and seemed happy that her work was being used by others. At this point, Mrs. Dickinson's high value to the social emotional education inservice seemed evident.

The Seminar: Presenting Her Unit

On March 1, 1977, the participants in the social emotional educa-

tion seminar met in Mrs. Dickinson's classroom to learn about Mrs.

Dickinson's unit. Mrs. Dickinson began by handing out copies of her

"goal setting/internal praise" unit. Mrs. Eliot spoke first and com-

mented on how well written the unit was. Dr. Emerson then asked Mrs.

Dickinson to "walk the teachers through the unit." Mrs. Dickinson began

by saying:

> I wanted the unit to work in our classroom with what we
> are already doing. I didn't want it to be something su-
> perficial or tacked on. I wanted it to really help with
> the work inside the classroom (Seminar, 3/1/77).

Mrs. Dickinson then explained how her classroom operated and how the

baseline data were gathered prior to setting the goals and objectives

for the unit. She then explained the goals of the unit and talked about

the strategies that were designed to meet the goals. The group was

seated in front of the "Boosts and Boasts" bulletin board which Mrs.

Dickinson explained next. On the board there were two children helping

give each other boosts on a "monkey bar." The board was divided into

the days of the week; and if every child in the classroom completed

his/her goals for the day, the children on the monkey bars were boosted

up one bar. If they met their goals each day of the week, on Friday

they had reached the top bar and everyone in the group got a reward such

as a popcorn party during the last hour of the day. Mrs. Dickinson ex-

plained the bulletin board characters this way:

> Those people helping each other sort of symbolize the "boost."
> There is no way some kids in the room could meet their con-
> tract unless somebody else took a little time and helped them.
> The real slow ones just can't do it on their own unless some-
> body cares about them and helps them a little (Seminar, 3/1/77).

Next she explained how at the close of each school day, she gathered the students together and they reported all the "boosts" they had given during that day. Mrs. Dickinson then verified their stories and, if accurate, she pinned a colored "boost" badge on each student who had given someone else a boost. She concluded that description by saying, "They liked it so much last week that everybody was done with their work by Wednesday! (Seminar, 3/1/77). Mrs. Cummings, one of the other teachers, asked Mrs. Dickinson what would happen if some of the children deliberately did not do their work. Mrs. Dickinson told how she was encouraging everyone so that would not happen.

Mrs. Dickinson talked the teachers through the entire unit and answered questions as she went along. She demonstrated the use of the bulletin board, she showed examples of boost badges, and she demonstrated how she used puppets to illustrate for her students various "boosts" and "boasts."

When she had finished the discussion of the unit, one teacher inquired about some silhouettes on the wall. Mrs. Dickinson said that she had taken an idea that Mrs. Cummings had had and had applied it to the silhouettes. She then explained the procedure that she used for building self concepts with the silhouettes. She concluded by saying:

> They loved it! Oh, did they love it. Some of the kids
> were so cute. They got a big smile on their face and
> said, "Mrs. Dickinson, did you see how many hands were
> up? Did you see how many people wanted to say nice
> things about me?" (Seminar, 3/1/77).

Mrs. Dickinson concluded her presentation by explaining the "Me Books" her students had made based on an idea that Dr. Emerson had presented during the previous year. Throughout the nearly two hours of the

seminar, Mrs. Dickinson talked and explained her social emotional activities in detail and answered many questions.

At the end of the seminar, Mrs. Eliot said:

> I was just thinking. It didn't seem like my unit was that much, but when you put them all together--there are a lot of neat things going on around here (Seminar, 3/1/77).

Dr. Emerson replied:

> There really are. There really are a lot of neat things and each of you is doing a little different twist on it in terms of implication which is as it should be. Until you really see all those things I don't think that, individually, you may be appreciating what you are doing (Seminar, 3/1/77).

Commentary

Mrs. Dickinson demonstrated that she was able to develop a unit, implement it, write it up for dissemination and orally explain it. The questions asked during the seminar were insightful and Mrs. Dickinson was able to answer them unaided. Again, in what she chose to share, Mrs. Dickinson was positive in her comments about students and enthusiastic about teaching the unit.

This March 1 seminar was the second seminar during which teachers showed their curriculum development work. Mrs. Eliot's comment at the end showed that these "sharing seminars" were building some teacher appreciation of one another's efforts. Their previous lack of awareness of what their colleagues were doing may have been a result of the "individualized" nature of the inservice.

Classroom Observations

Mrs. Dickinson was observed four times for evaluation purposes. The observer came to Mrs. Dickinson's room unannounced. In all four

cases, the highest concentration of observed behaviors was in the area
of social emotional education teaching behaviors such as communication
skills (active listening, exploratory questioning, self disclosure),
giving praise, or nonverbal expressions of pleasure. The breakdown was
as follows:

	Date of Observation			
	2/21	2/28	5/17	5/24
Requests cooperation	7			
Gives praise/says thank you	11	15	8	21
Communication skills		34	16	16
Nonverbal expression of pleasure		too num- erous to count	too num- erous to count	
"I" messages			4	

During the four observations, no examples of teacher behavior that con-
flicted with the principles of social emotional education were observed.

Commentary

These observations indicate that Mrs. Dickinson had internalized
many social emotional education teaching behaviors. She had no advance
warning of an observation and yet, in each instance, the quantity of
positive social emotional teaching behavior was high. No other teacher
participating in the inservice was observed doing this many social emo-
tional behaviors with consistency, and they were observed with Mrs.
Dickinson regardless of the subject matter's being taught.

A Final Consultation

Dr. Emerson and Mrs. Dickinson met for a final consultation on
March 10, 1977. The entire consultation was devoted to the two slide-
tapes Mrs. Dickinson was preparing. Mrs. Dickinson began by saying:

> Do you want to hear what I have so far? Some of it is
> good quality and some of it is terrible. I like the
> Magic Circle the best. I'll play that for you. I fol-
> lowed the format I made out, but a lot of time I'd ask
> the question too soon at the beginning of the tape and
> my question got cut out (Consultation, 3/10/77).

What Mrs. Dickinson meant was that some of the audio recording quality
was very good and some was poor. Dr. Emerson had had experience de-
veloping audiovisual materials and was acquainted with some of the pro-
cesses used at the media center on campus. The entire consultation was
devoted to Dr. Emerson's lending her knowledge of media production to
Mrs. Dickinson since Mrs. Dickinson had already taken numerous slides
and audiotapes. Mrs. Dickinson was at the point at which she needed to
develop the rough materials into a polished presentation. Dr. Emerson
helped her to figure out how to sequence the pictures and write a script
and then fit in the audio recordings of the children.

Dr. Emerson wanted Mrs. Dickinson to finish the Magic Circle slide-
tape by the spring vacation. Mrs. Dickinson was not sure that she would
have the time. Dr. Emerson suggested that Mrs. Dickinson negotiate
some extra time away from her classroom. Mrs. Dickinson said that she
was teaching reading everyday all day and did not think she could nego-
tiate extra time. Dr. Emerson explored whether it was really crucial
that Mrs. Dickinson be present the entire day. Mrs. Dickinson believed
that it was. Mrs. Dickinson then said, "Will there be somebody to help
me do this?" Dr. Emerson replied, "Yes, I can help you with it." Mrs.

Dickinson said, "Good. My cooperating teacher is going to wonder what the heck I was doing." Dr. Emerson said, "That's part of the problem, I think." The consultation concluded with Mrs. Dickinson's having a set of procedures that she was going to follow in order to finish the slide-tape and a possible adjusted work schedule so that Mrs. Dickinson could meet Dr. Emerson and work at the university's media center.

Commentary

Mrs. Dickinson seemed to be caught between the conflicting needs of Dr. Emerson and of her cooperating teacher. Dr. Emerson needed the slidetapes finished for presentation at the demonstration visits in May. The cooperating teacher wanted Mrs. Dickinson in the classroom assisting with an individualized reading program. Mrs. Dickinson's preference would have been to remain in the classroom with her students. The slide-tape production seemed to be something she was doing for Dr. Emerson, it took time away from her teaching and it required expertise that Mrs. Dickinson did not have. Dr. Emerson's role was to provide the missing expertise, which Dr. Emerson clearly possessed and to help keep Mrs. Dickinson motivated to get the slidetape finished in time.

The Interviews: Mrs. Dickinson's Perceptions of the Inservice and Her Involvement in It

Mrs. Dickinson was interviewed on April 20 and again June 14, 1977. Mrs. Dickinson was asked questions aimed at determining how she viewed the inservice program, what she felt she had gained from the inservice and how she perceived the work she had done. Mrs. Dickinson had been treated somewhat differently from the other teachers in the program and her answers in the interview indicated that she was different primarily

in three areas: (a) her emphasis on the importance of a teaching philosophy and conceptual framework, (b) her focus on the welfare of her students, and (c) relative independence from the teacher educator as motivator or support person--Mrs. Dickinson received her motivation from her students.

Interview: April 20, 1977

Mrs. Dickinson felt her involvement with social emotional education was worthwhile. When asked what it had been like to be a member of the team, she replied:

> It has been a very positive experience. I always felt like
> an individual in the seminar when we were having instruction.
> I felt included and like my ideas were important. I got a
> chance to learn a lot about the other people because we did
> strategies that let us know more about their home life.
> That's important because the better you get to know the
> staff, the more cohesive a unit you are. When you get the
> trust built up, it's easier to share ideas and to ask for
> help when you need it (Interview, 4/20/77).

Mrs. Dickinson went on to say that in the seminar she felt that the teacher educators had listened to her and had attempted to help meet her needs. She said that she felt she had been cared for. When asked how she knew, her reply was:

> It's evidenced by listening when we have a concern. I
> would see one of you in the hallways and you were busy
> doing something else but you always stopped for a minute
> and talked--that shows caring. And by all the materials
> that you gave us that were excellent materials to read.
> I felt like you had done a lot of research to get the
> particular things you got to make your point and the
> things that I tried in class really seemed to work. So
> I thought you had probably gone through several things
> before you hit on one to give us. If someone cares about
> the class and goes through and gets a lot of really good
> materials for you, you feel that they care about teaching
> and they care about you (Interview, 4/20/77).

When asked for some examples of what she had learned in the seminar,

Mrs. Dickinson talked at length about her application of what she

learned from the Glasser readings and Ginott readings. She stressed

that much of what she had learned had yielded immediate results in the

classroom. When asked if immediacy was important, she said:

> Yes, because that classroom goes on every day. You've
> got lots of problems no matter what just having all
> those people together who come from all those different
> backgrounds. You can have World War III if you don't
> know how to go about dealing with those problems in a
> rational, reasonable, and calm basis. You have plans
> to work out, you have to proceed, where as before I
> think I tried a lot of things--kind of hit and miss.
> Some worked and some didn't. I didn't have a consistent
> philosophy. I knew what I wanted but I didn't know how
> to get it. Now I feel like I know how to get it (Inter-
> view, 4/20/77).

Mrs. Dickinson was then asked where she thought her philosophy of teach-

ing had originated. Her reply was:

> Well, the philosophy that I had was what I got from
> social emotional. I mean, I had it when I came. I've
> always felt like children should be kind to one another
> and show respect for one another and that there should
> be a feeling of mutual respect and concern between
> teachers and students and that people should listen to
> one another. But, like I said before, I didn't know
> quite how to get there. That was really reinforced in
> everything I read and I started to understand where my
> philosophy came from by the things that I read and was
> delighted to know that there were things you could do
> to make that happen in the classroom that really worked
> (Interview, 4/20/77).

When asked to rate her skill and knowledge of social emotional education,

Mrs. Dickinson rated herself consistently high and said she thought that

in most instances she could give an observer a rationale for why she

did what she did.

Mrs. Dickinson had not been observed and given feedback as fre-

quently as the other teachers in the inservice. Mrs. Dickinson was

asked how important she thought it was to her own continuation of social

emotional education behaviors that she be observed and given positive

reinforcement by the teacher educators. She was asked if she thought

she would continue to behave this way with no reinforcement from teacher

educators. Her reply was:

> If I was getting good results in the classroom, I would
> have (to continue) because that's really important.
> That's where you are all day, everyday, and if the kids
> give it back to you, you are going to do it. I wouldn't
> have done as much or worked as hard if no one had said
> "I know you are working really hard." Just having some-
> one saying that to me made me feel like it was worth it.
> So, it's important, definitely. But the results in the
> classroom, I think, are even more important (Interview,
> 4/20/77).

Mrs. Dickinson concluded that portion of the interview by talking about

how important teaching is and how difficult it is to plan events in

advance so that her responses are positive and not merely reactive.

Next the interview asked where the slidetape was in terms of its

development. Mrs. Dickinson's reply was, "In my purse (laughs). That's

where it is. I have all the slides; I know what I want. I have not sat

down and put it together" (Interview, 4/20/77). The interviewer asked

what was required to finish and asked if there were a script. Mrs.

Dickinson said:

> No, I need to write the script. It shouldn't take more
> than half a day or a day, but I haven't been willing to
> do all the things I have to do to get another half day.
> Like when I've had half days off, I've busily written my
> lesson plans and I have just started a science class that
> takes up so much time. So, I haven't created the time or
> space that I should have (Interview, 4/20/77).

She went on to say that the slidetape always ended up at the bottom of

her priority list. When asked what sort of help Dr. Emerson had been in

the preparation of the slidetape, Mrs. Dickinson replied that Dr. Emer-

son had been of considerable help in organizing her thoughts and figur-

ing out the details of production. Mrs. Dickinson said if she had just

had one free day, she could probably finish it; and then she described all the demands that her cooperating teacher placed on her and the energy that meeting those demands required. She concluded by saying that the slidetape had been a lower priority, and she wished that it were done.

Commentary. In this April interview, Mrs. Dickinson restated her priorities and values. The social emotional education inservice had been a positive experience for her because she believed she was treated in a caring way, she received helpful classroom materials, and she was able to clarify and strengthen her teaching philosophy. Mrs. Dickinson acknowledged that teacher educator reinforcement was an important motivator for her, but the feedback from her students was even more motivating.

The slidetape was not finished and remained a low priority. A science class and planning for teaching were taking up her time. Mrs. Dickinson acknowledged Dr. Emerson's help with the slidetape and indicated she wished it were finished. Mrs. Dickinson was caught between the conflicting needs of Dr. Emerson and her cooperating teacher, both of whom she was dependent upon for an evaluation. Mrs. Dickinson seemed to lean toward meeting the needs of her cooperating teacher, probably because those needs were more congruent with her own and the pressures were more immediate.

Interview: June 14, 1977

Mrs. Dickinson was interviewed a final time on June 14. The slide-tapes had been completed, and the "goal setting/praise unit" had continued until the end of the year as Mrs. Dickinson had hoped. Mrs.

Dickinson had attended all the seminars held in spring term because "I like them" (Interview, 6/12/77). She had also continued Magic Circles until the end of the year as well as trying some social emotional education strategies from a self concept resource book. In other words, Mrs. Dickinson had continued with full participation in the inservice throughout the term, and the interviewer wanted to know what her motivation was. Mrs. Dickinson replied that she liked to try new things, it was reinforcing, and it was fun.

> Interviewer: What about taking it for credit?
>
> Mrs. Dickinson: Yeah, I think that helps.
>
> Interviewer: To motivate you?
>
> Mrs. Dickinson: I would do it anyway, but I think for most people they need something like that.
>
> Interviewer: You would do it anyway?
>
> Mrs. Dickinson: I definitely would do it anyway because I like the results I got. I'd do it because it worked. It worked so well with my children and I liked what happened as a result (Interview, 6/14/77).

Mrs. Dickinson also participated in the demonstration phase of the program and was visited and observed in her classroom. The interviewer wanted to know how Mrs. Dickinson felt about it.

> Mrs. Dickinson: A little bit nervous, but OK.
>
> Interviewer: Did you feel like it was worth your time?
>
> Mrs. Dickinson: Yes. It is kind of fun. It makes you feel important. Yeah, to have someone come in and watch you do something is new, to me it felt new. I think if it, it was emotionally new, it was fun. And plus I felt like my kids were really good and I was very proud and I got a lot of good feelings about it (Interview, 6/14/77).

During the latter part of the interview, Mrs. Dickinson was asked
to rank order various parts of the inservice in terms of their helpful-
ness to her. She ranked operative and enabling objectives as well as
the social emotional conceptual framework high.

Interviewer: Why did you rank the objectives so high?

Mrs. Dickinson: Because they help me get better understand-
ing. They just made things clearer.

Interviewer: Why did you rate the conceptual framework
high?

Mrs. Dickinson: Because it made it clearer too. When you
explained from those things, I felt like
I had a better understanding. Sometimes
you will be talking about where you got
certain ideas, especially Dr. Emerson, be
talking about where and how you formulate
such and such ideas, and I think it is
helpful for her to explain her ideas and
have that chart to say "this came from this
and this branched off from that." I feel
like I understand it better and I know
that there is a degree of comfort that
comes with those. I get a better idea of
where the beginning idea came from for
social emotional. (Knowing the origins)
makes sense as far as building philosophy
or figuring out your own (Interview, 6/14/77).

The final questions of the interview dealt with Mrs. Dickinson's
units and lessons and their dissemination to others. The interviewer
indicated to Mrs. Dickinson that she was the only one of the group who
developed a thorough unit on her own and asked whether she was aware of
that. She replied:

When I did one and then I saw some of the stuff that some of
them handed in, I thought, "Boy, are they going to think that
I am a little...they are going to really think I am a drag
because I am doing that!" But, I wanted to do that. I felt
kind of funny, like "would they appreciate that?" I don't
know. That is what I worried about--then getting upset with
me for doing a lot. Some people like to keep it down so not
too much is expected (Interview, 6/14/77).

Finally, Mrs. Dickinson was asked how she felt having her work distributed to others.

> Really nice. I liked that. Some people said to me at different times, "Gowl, everybody is getting those. Don't you feel weird about that?" I didn't. I was glad when other people got it. I don't feel possessive of my ideas. I got my ideas from other places, too (Interview, 6/14/77).

Commentary. Mrs. Dickinson continued to be involved with social emotional education until the end of the school year. She continued with the self concept unit as she had hoped because the students wanted it. She used Magic Circles consistently, and she added some social emotional education strategies that she had not tried before. When asked, she indicated that taking the course for credit was motivating, but that she would have continued anyway because the feedback from her students was so positive. In addition, she attended all the seminars because she liked them.

Mrs. Dickinson seemed to enjoy being chosen for demonstration lessons, even though she was nervous. She said it made her feel proud and made her feel important. Mrs. Dickinson knew that the quality of her units was high, and she felt some concern about how the other teachers would view her work. Nevertheless, she did her best and said she wanted to share whatever she produced.

None of the other teachers indicated that they found the conceptual framework helpful; however, Mrs. Dickinson did. She said that she needed to know where various social emotional education ideas had originated because it helped her to build her philosophy and to be clear about what she was doing.

Summary

In January Dr. Emerson and Mrs. Dickinson decided that Mrs. Dickinson would work relatively independently, or at least differently from the other teachers participating in the inservice, and that Mrs. Dickinson would develop a unit on self concept as well as two slidetapes on social emotional education. Throughout the six months of this study, Mrs. Dickinson completed all her goals. In addition, Mrs. Dickinson attended all the seminars, was observed using numerous social emotional behaviors in the classroom, and taught lessons that were observed by visitors during the demonstration phase of the project. Mrs. Dickinson was a real asset to the project.

For Mrs. Dickinson, her involvement with social emotional education was very positive. She felt cared for and listened to and valued for the units she disseminated. Her main priority was the welfare of her students, and she was consistent in tending to their needs. Mrs. Dickinson's only conflict was in the preparation of the slidetapes. Mrs. Dickinson was caught between the demands of her cooperating teacher and the needs of Dr. Emerson. Mrs. Dickinson seemed to stick with her principles in the face of these pressures while managing to finish the slidetapes a little later than initially hoped.

Mrs. Dickinson was unique in the project because of her ability to work independently, because of her consistently positive attitude toward students and teaching and for her valuing of the social emotional conceptual framework and her belief in the importance of having a clear philosophy of teaching.

MRS. CUMMINGS

Introduction

Mrs. Cummings was a fourth-grade teacher who had been teaching since she graduated from college and within two years of retirement. She participated in the social emotional education inservice for two years without any course credit or external motivation. Mrs. Cummings was clear from the beginning about what she considered to be her inability to develop a comprehensive teaching unit. What she could do, however, was adapt social emotional education ideas to already existing materials and that is what Mrs. Cummings did. She hit upon the idea of a "feeling word dictionary" and proceeded to develop several lessons that were associated with building a feeling word vocabulary. This is the story of Mrs. Cummings' involvement with the social emotional education inservice and the type of curriculum materials that she developed.

The Early Work

Mrs. Cummings was observed teaching social emotional education lessons 10 different times during the course of this study. The first observation was scheduled for January 19, and Mrs. Cummings already had several of her little strategies in full swing. Both teacher educators were present for the first observed lesson which was an exercise in brainstorming feeling words. Mrs. Cummings seemed to be using a Taba method of categorizing the words; and at one point when one of the students made an error, Mrs. Cummings said, "That's okay, honey, I make lots of mistakes!" (Observation Notes, 1/19/77). At the close of the lesson, Dr. Emerson gave Mrs. Cummings positive feedback on (a) her acceptance of all the students' responses and (b) on modeling that it is okay to make mistakes.

The second observation was one week later on January 26. Three social emotional education strategies were visually obvious: (a) a graffiti board, (b) a "love" bulletin board, and (c) a series of magazine pictures posted on the board with a list of feeling words written by the students underneath the picture. The lesson she was doing on this day was "feelings we have when..." Again, she used a Taba method and the categories the students brainstormed around were feelings "I have when I miss the school bus," "during a fight," "at a party," "in the classroom," and "when someone dies." Dr. Emerson's notes indicate that Mrs. Cummings expanded the brainstorming to include the students' responses for having the feelings. In addition Mrs. Cummings introduced a new variation, sandpaper words (negative feelings) and velvet words (positive feelings).

On the following day, January 27, Mrs. Cummings met with the two teacher educators for her first consultation. Mrs. Cummings began talking at length about three activities she had adapted to social emotional education: (a) a bingo game, (b) crossword puzzles, and (c) musical chairs. She explained how to create a crossword puzzle from scratch and almost in the same breath how she saw an opportunity to apply the Taba method she had learned the previous year. The junior teacher educator asked her where she got all her ideas, and Mrs. Cummings replied, "There are no new ideas; we know that. You take what you know, and you adapt" (Consultation, 1/27/77). Mrs. Cummings then proceeded to describe her adaptation of children's games to social emotional education as well as her plans for her next feeling word activity. Dr. Emerson then said:

> Based on what you are doing, I am changing some of my think-
> ing about developmental work in social emotional education.
> I think you are on the most effective track doing a lot of
> strategies that have a similar objective and the same focus.
> You keep doing them a bit differently, and I think the re-
> petition is going to turn out to be tremendously powerful.
> Mary was noticing that the children's responses seemed more
> sophisticated this week, and I think they will be even more
> aware and able to verbalize next week (Consultation, 1/27/77).

Mrs. Cummings replied, "There is no end to what you can do to that list

of words" (Consultation, 1/27/77). Dr. Emerson then reiterated:

> So, I am recommending doing a lot of short, simple strate-
> gies that highlight one idea and doing them over a different
> way each time and doing a lot of them. I think that is
> going to turn out to be more powerful than something more
> complicated where you plan out a whole systematic thing.
> I'm thinking maybe just a whole lot of activities are
> going to be more effective (Consultation, 1/27/77).

Mrs. Cummings replied, "It's easier. There is not a lot of preparation"

(Consultation, 1/27/77). The discussion ended when the junior teacher

educator pointed out that another plus to the feeling word activities

was integration with language arts of the social emotional content.

During the next part of the consultation, Mrs. Cummings talked

about her use of magic circles, the graffiti board, the dictionary, and

new bulletin board on negative feelings. The discussion was mostly a

"show and tell" on Mrs. Cummings' part without any particular focus.

Then Dr. Emerson said:

> Well, do you have anything you wanted to talk about beyond
> this? I don't have any special agenda. I am just so pleased
> with what you are doing. I like to come in to observe you.
> Your reward for hard work is more work--the reward for doing
> a good job is that people come to see you (Consultation,
> 1/27/77).

Mrs. Cummings' response was to generate another idea for a feeling word

strategy. She seemed to want Dr. Emerson's help in expanding the ideas.

At the end of the consultation, the discussion turned to the sub-

ject of one of Mrs. Cummings' students, Jason, who created some

management problems in the classroom. Mrs. Cummings described various
of Jason's behaviors including making put-down statements, hitting,
kicking, etc. When Dr. Emerson began to explore some alternatives, Mrs.
Cummings mentioned that Jason was already seeing the school social
worker. Mrs. Cummings said, "I wish you could talk to the social work-
er. She could tell you more about him than I can. I don't have time to
sit and think about, diagnose, and wonder" (Consultation, 1/27/77).

The last topic of the consultation was arranging an observation
time. Both the teacher educators had schedule conflicts, and Mrs. Cum-
mings said that she would postpone the activity until the teacher educa-
tors could get there. Dr. Emerson concluded by saying, "This has been
neat. I appreciate it." Mrs. Cummings said, "I like visiting with
you" (Consultation, 1/27/77).

Commentary

Mrs. Cummings' style both of teaching social emotional education
content and of working with the teacher educators is very evident in
the first two observations and in the first consultation. Her style is
characterized by its simplicity and its congruence with her personality.
Mrs. Cummings designed activities that were well within her capabili-
ties and the time commitment she was willing to make. Mrs. Cummings did
not think about a social emotional education conceptual framework or
psychological theory; she just picked something simple and understand-
able and did what she could. She seemed to love to talk about the vari-
ous strategies as most of the consultation revolved around her telling
how she devised a particular strategy. It is interesting that as she
described the strategies, she did not relate them to any of the social
emotional education content previously taught; and, as a result, there

was little of a cognitive nature for Dr. Emerson to say which was a departure in style for her. This in itself is interesting for two reasons. First, Dr. Emerson seemed to value what Mrs. Cummings was doing and was even reconsidering some of her own ideas on curriculum development. Second, Dr. Emerson seemed to genuinely enjoy working with Mrs. Cummings. Dr. Emerson's comments reflected her enjoyment as well as a more relaxed relationship than she had with other teachers on the project.

Finally, further evidence of Mrs. Cumming's concreteness or lack of interest in abstractions is found in her statement, "I don't have time to sit and think about, diagnose, and wonder." Mrs. Cummings dealt in the present with materials that she understood. This style was consistent throughout the six months of the study and was obvious in these early sessions.

Helping Mrs. Cummings Change Direction

On February 2, Mrs. Cummings was observed by Dr. Emerson. Dr. Emerson wrote this note:

> Mrs. Cummings seemed to be less enthusiastic than usual
> this morning, and I infer she didn't feel as good about
> this morning's lesson. She is bothered by some students'
> not listening to others as they share and doesn't know
> whether or what to do about it. She gave me some new ac-
> tivities' ideas. When asked if she thought pupils had
> achieved her objective for building a feeling word voca-
> bulary, she said she thought so. I plan to pursue new di-
> rections with her on Thursday (Dr. Emerson's Notes, 2/2/77).

Dr. Emerson and Mrs. Cummings met for consultation on February 3, and Dr. Emerson said that she had a feeling that Mrs. Cummings was not satisfied with the lesson of the previous day. Mrs. Cummings confirmed that perception and said that it was because of the students' not listening to

one another. Dr. Emerson then suggested that Mrs. Cummings use the magic circle rules during the social emotional strategies as a way to focus the students on listening to one another. Mrs. Cummings thought that that was a good idea.

Dr. Emerson then moved to pursuing a new direction with Mrs. Cummings. Mrs. Cummings brought up the subject of a topic for her next lesson and wanted Dr. Emerson to help her with two new topics to insert into the same lesson. Dr. Emerson replied, "Well, I was going to suggest that you try something different." Mrs. Cummings said, "Okay, what?" Dr. Emerson replied,

> Well, I'm not sure what. I think that that strategy probably should be dropped for awhile. That's why I asked you if you felt they had gotten the objective. I feel that they really have accomplished that objective, and it would be a good one to come back to another time.

Mrs. Cummings said, "Okay. All right. I didn't know if it was done well enough" (Consultation, 2/3/77). Dr. Emerson and Mrs. Cummings brainstormed various ideas on what to do next. Finally, they decided on an activity that was similar to the previous ones but focused more on listening. Dr. Emerson said, "By all means, go ahead. Your assessment is more valid than mine as to whether they are ready for it" (Consultation, 2/3/77).

The final topic they discussed in this consultation was the demonstration lessons for spring. Mrs. Cummings was already wanting to know what would be expected of her. Dr. Emerson described some of the steps she needed to take before she could answer Mrs. Cummings' questions specifically, and she reassured Mrs. Cummings about any participation Mrs. Cummings would have. Dr. Emerson closed the consultation by telling Mrs. Cummings that she had enjoyed the consultation over lunch.

After Mrs. Cummings left the room, Dr. Emerson said to someone in the room, "She has such neat ideas--I just love her" (Consultation, 2/3/77).

Mrs. Cummings' follow up lesson to the 2/3/77 consultation was well done. Dr. Emerson wrote on the observation form:

> This was a very pleasant activity. All but one child participated and attending behavior was high. The strategy allowed for involvement of each child in some way. The activity was changed frequently to keep interest high (Dr. Emerson's Observation Form, 2/9/77).

Commentary

The consultations with Mrs. Cummings are striking in their tone. In the first two consultations with Mrs. Cummings, one or both of the teacher educators made strong comments about the pleasure of working with Mrs. Cummings. The individuals engaging in the consultative interaction seemed to be enjoying themselves. Mrs. Cummings showed enthusiasm for what she was doing, she was willing to try new ideas, she was productive, and she exhibited no pretentions. Mrs. Cummings was just herself. Her simplicity, honesty, and sense of humor were evident in any interaction with her. Mrs. Cummings was not engaging in curriculum development as the teacher educators had envisioned it, yet she was prolific in her output, and she was enjoyable both to observe and to consult with.

Too Much Help Spoils a Good Thing?

Mrs. Cummings was observed on February 16 and again on February 23. After the February 23 lesson, Mrs. Cummings asked for some help. Mrs. Cummings wanted to have her fourth graders do some skits that would illustrate various feelings. It was Dr. Emerson's belief that the activity needed to be more carefully structured (Dr. Emerson's Observation

Form, 2/23/77). The two teacher educators conferred on what they
thought needed to be done in order to tighten the lesson. They pre-
pared a list of items that they thought Mrs. Cummings should tell the
students before the lesson and also a list of items that Mrs. Cummings
could use to "process" the activity. Mrs. Cummings was given the list,
and it was briefly explained to her. Mrs. Cummings was to have taught
the lesson on Wednesday, March 9; however, the teacher educators had a
schedule conflict on Wednesday and left word on Friday via a telephone
message that they would like to see Mrs. Cummings teach the lesson on
Monday, March 7.

On Monday morning at 9:00, this investigator went to Mrs. Cummings'
room to see if all was ready. Mrs. Cummings seemed agitated. The in-
vestigator walked over and said, "Are you planning to teach your les-
son this morning?" She replied, "Well, of course. I got the word,
didn't I?" and then she lightly punched the investigator on the fore-
arm. Mrs. Cummings was then told that Dr. Emerson was late, and Mrs.
Cummings took the investigator by the arm and told her that they
could not wait much longer. The investigator left a message for Dr.
Emerson and then returned to Mrs. Cummings' room to observe the lesson.
Mrs. Cummings commented on how uncomfortably warm the room was. The
lesson was a continuation of the skits illustrating feeling words. The
students worked in pairs, drew words, figured out how to act them out,
presented their skits, and the rest of the group guessed what each
feeling word was. The investigator's notes read, in part:

> The desks are still in a large circle. Mrs. Cummings sat
> down and said, "I put the words on small paper this time.
> The velvet words are in one stack and the sandpaper words
> in another." She told the students to pick a partner and
> come up and draw a word off the stack they wanted. As they

waited their turn, most of the pairs discussed whether to take velvet or sandpaper words. I noticed that on her desktop, Mrs. Cummings had the worksheet we had brought her after the last lesson.

As the children were working in pairs, one pair came up to me and asked for help on a word. This was a pair who had had trouble in the past with not understanding words. They had drawn "solemnity" and didn't know what it meant. They decided to draw another word, and they drew "admiration." I tried to help them develop a skit, a task I found difficult because both boys seemed shy, had very little to say, and were unable to verbalize their understanding of the word. At this point Dr. Emerson walked in.

When the children were ready, Mrs. Cummings asked the children to tell the group who they were to focus on in figuring out the word. Next the pairs presented their skits. After each skit, three students were allowed to tell what feeling word they thought it was. Then Mrs. Cummings asked the people in the skit to tell how they felt about doing it. Their responses were usually "good" or "happy." They seemed to be embarrassed by the questions as they hesitated in answering and said things like "good, I guess."

Midway through the lesson, Dr. Emerson noticed that because of the positioning of the chairs, half the class could not see the skits. I went over and whispered this to Mrs. Cummings, and she changed the seating. After the second skit, Mrs. Cummings said, "You did a good job. You were really elated, weren't you?"

Jason, the student with problems, was especially active today. I found him disturbing and almost went over and asked him to stop his behavior. (After the lesson I found out Jason was the reason Mrs. Cummings was so agitated today.) At one point Mrs. Cummings said, "I can't hear anything with the noise in here." I wished she could get the kids more focused and wondered how she tolerated the amount of noise she did. During the final skit, Jason was talking so much it was difficult to hear the children in the skit.

At the end of the lesson, Mrs. Cummings reduced the amount of "processing" of the skits. She told the students to to their math.

Mrs. Cummings came over to where Dr. Emerson and I were sitting and said, "I am so disgusted. I am angry. I am frustrated." Then she repeated all those words again. She folded her arms, gritted her teeth, and clenched her fists.

> Dr. Emerson listened and responded to Mrs. Cummings' feel-
> ings. Dr. Emerson asked some questions about Jason. Then
> Dr. Emerson pointed out that with the exception of Jason,
> all the children had done a thoughful job on the lesson.
> This seemed to provide some balance for Mrs. Cummings who
> had thought the lesson a total flop (Observation Notes,
> 3/7/77).

After the lesson was observed, the two teacher educators had an opportunity to talk. Dr. Emerson said she thought it was good that Mrs. Cummings was able to verbalize her feelings. "Last year at this time, she would have held all that in." Dr. Emerson was also glad she was there immediately after the lesson because Mrs. Cummings was so upset, she missed all the positive aspects of the lesson and might have said, "I'll never do that again." Dr. Emerson also thought that had the teacher educators not been there, Mrs. Cummings might have stopped the lesson and punished the whole class because of Jason's behavior. Then Dr. Emerson said, "She doesn't see things to process. Even with the sheet in front of her, she didn't seem to know what to ask them. She didn't know how to help the children articulate the clues they had picked up, and she focused too long on how the children felt." This investigator told Dr. Emerson that Mrs. Cummings probably had not wanted to do the lesson that day and perhaps "we should have helped Mrs. Cummings with the worksheet before we expected her to use it." Dr. Emerson agreed. Further, Dr. Emerson said, "Mrs. Cummings needs to de-velop a behavioral plan for Jason and then stick to it. Right now she leaves him alone, and everyone has to tolerate or try to ignore him. She isn't teaching Jason what she needs to" (Field Notes, 3/7/77).

Commentary

Here was an example of a less successful lesson for Mrs. Cummings. Several factors were at work this time that changed the dynamics. First,

the lesson was being taught at the convenience of the teacher educators early on a Monday morning as opposed to the middle of the week. Second, Jason was having a "bad day." Third, one of the teacher educators was not on time for the lesson; and, fourth, Mrs. Cummings had been given a sheet of suggestions for teaching behaviors that were not previously parts of her teaching repertoire. For the first time, Mrs. Cummings was teaching at a time and with a style not congruent with her needs and personality. It really should not have been surprising that the lesson was not as successful as others she had done. Mrs. Cummings did not have the group process skills needed to adequately "process" a strategy; so, in effect, she was trying to be something she was not. It might have been better for everyone, or at least for Mrs. Cummings and her students, if Mrs. Cummings had felt free to say, "I don't want to start the week with a social emotional lesson, and today doesn't seem to be a good day. I'd like to postpone it." Or perhaps this investigator, upon seeing Mrs. Cummings' apparent agitation prior to the lesson, should have offered her an out.

March and April

March and April were relatively uneventful for Mrs. Cummings. She continued to develop simple lessons related to building a feeling word vocabulary. On March 8 the seminar was devoted to Mrs. Cummings. A handout of all her strategies had been prepared for the other members of the curriculum development team. The seminar was held in Mrs. Cummings' classroom, and she told everyone about her various bulletin boards and other strategies.

Consultation with Mrs. Cummings was different during March. The teacher educators decided to have Mrs. Cummings and Mrs. Crane's

consultations at the same time, hoping that Mrs. Crane might be moti-
vated by Mrs. Cummings' example. However, the consultations were almost
entirely dominated by Mrs. Crane and her problems, with only a few com-
ments from Mrs. Cummings. Although Mrs. Cummings said very little, it
was apparent from her comments that she was listening carefully to the
interaction with Mrs. Crane.

Finally, during this period, Mrs. Cummings gave two demonstration
lessons, one of which was for eleven teachers from her own building. She
was nervous about doing a lesson in front of one of the teachers in the
building who was noted for her original ideas; however, the lesson went
very well.

Commentary

Mrs. Cummings continued to teach social emotional education lessons
until the end of the school year. The bulk of her original ideas were
developed and disseminated before mid-March. She took a back seat to
Mrs. Crane in their joint consultations; and although she had made some
self-deprecating remarks about her curricular contributions, she taught
two demonstration lessons and had her lessons disseminated to the others
on the team.

The Interviews: What Motivated Mrs. Cummings?

April 20

Since Mrs. Cummings had worked so hard and yet was not receiving
any external reward (e.g., course credit) for her work, this investiga-
tor was interested in discovering what motivated Mrs. Cummings and also
in determining what Mrs. Cummings thought she had gained from the in-
service. The first question asked Mrs. Cummings was:

Interviewer: Why did you choose to participate in social
              emotional education?

Mrs. Cummings: It's something I have always been interested
              in--people--what makes us do, say, and think
              as we do. It just appealed to me. It was
              something new.

Interviewer: Has it turned out to be what you thought
              it would be?

Mrs. Cummings: Much more--much deeper. I hardly know how
              to answer you. Things I hadn't known about
              at all; for example, I was reading a church
              book yesterday, and it quoted four of the
              books that I had read for social emotional
              and that was in a church article! Now I
              never would have noticed that before. So
              it has made me aware of people who are writ-
              ing now because remember the people I read
              were 20 years ago and in between time you
              just read what you have to--so it has kind
              of brought me up to date.

Dr. Emerson had made a presentation at St. Mary's Lake during the summer

session prior to the beginning of the Teacher Corps project on social

emotional education, and that was when Mrs. Cummings decided she wanted

to participate. Mrs. Cummings said, "She did a good selling job. I

liked her personality, and I told her I had to be in that group."

Interviewer: Has she lived up to the expectation?

Mrs. Cummings: Yes (emphatic). If she said, "Jump!" I'd
              say, "How far?"

Interviewer: Why do you suppose that is?

Mrs. Cummings: She's putting it into practice. She knows
              her subject matter. She's very tactful with
              the things she says to you. I just like her.
              I like everything she has ever done and
              said and her interest and dedication. She
              keeps us interested.

Interviewer: Kept you interested. How do you suppose
              she manages to do that?

Mrs. Cummings: Revealing a little bit at a time instead of
              hitting you all at once--it kind of opens up.

Interviewer: So the subejct matter has been presented in amounts you could handle?

Mrs. Cummings: Yes (emphatic). Probably if we had known in the beginning all that we would cover, we would have all said "No."

Mrs. Cummings listed more positive traits of Dr. Emerson's and said she

thought Dr. Emerson was realistic. Then she said, "Also, I can look

ahead and see that we can change--but not overnight!"

Interviewer: Do you think she (Dr. Emerson) believes you can change?

Mrs. Cummings: I know she does.

Interviewer: How do you know that?

Mrs. Cummings: I know she does because I have (changed) a little. Not as much as I would like to have.

Interviewer: How does she communicate that she thinks you can change?

Mrs. Cummings: Positive statements.

Interviewer: If you were doing a lesson and it totally bombed, what would Dr. Emerson do?

Mrs. Cummings: She would make me feel like it was okay. She would save my face. Even though she didn't agree with what I did or said, she would save my face and maybe later on give me an out.

Mrs. Cummings had been observed 10 times during January, February, and

March, and the investigator wanted to know how Mrs. Cummings felt about

the observation component of the inservice.

Interviewer: How do you feel about classroom observations? What is it like to know that someone is coming in to watch you?

Mrs. Cummings: It's tension--it makes knots in my neck because we've been in our rooms with the door shut for so many years without anyone walking in. Really! I haven't lost any sleep. I guess it would really depend on who it was and their purpose in coming.

Interviewer: What about in the case of Dr. Emerson
              and me?

Mrs. Cummings: Oh, I loved it--a little bit. I know
                you're in here and probably wouldn't act
                any differently if you were here or
                weren't here. I'm human, too. I might
                say "thank you" to a child where usually
                I would just go on to the next question.

When asked if she could describe the feedback she had received following

observations, Mrs. Cummings said:

You make me feel like I did a good job. You make me feel
like my demonstration was successful and that it had a
purpose. Any little suggestions to make it go better you
told me in such a way that I accepted it and was glad to
know it. You have never hurt my feelings in any way--
neither one of you. Knowing that you know more about it
(social emotional) than me and seeing the pleased looks
on your faces, I'm like a child who gets a compliment from
the teacher. It makes you feel good--it really does.

During the course of the six months of the study, Mrs. Cummings had

been heard to tell other teachers in the seminar that they should watch

out because the teacher educators were "conning us." This investigator

asked her what she meant. Her reply was, "Well, I know the tricks. I

know we do that--that's life!"

Interviewer: What do you mean by that? What do you
              see us doing?

Mrs. Cummings: Well, I don't...I'm teasing a lot.

Interviewer: There's something to it. What are we
              doing?

Mrs. Cummings: OK. I guess I will go back to my simple
                ideas. You make me feel good about it, and
                then I'm willing to do something else for
                you. I think that's what I meant. You know
                all the things you want and naturally you're
                smart enough to know how to work us. I
                don't mean "use us" but I mean get us to do
                things is what I mean. I was teasing really
                --I tease a lot.

Interviewer: You see us as having some goals and objec-
               tives for you--an agenda that we can see
               way down the road. We know where we would
               like for you to be. It's a form of manipu-
               lation, but it's not with ill intent.

Mrs. Cummings: Oh, no. My goodness. We manipulate people
                everyday. Sometimes we go about it the
                wrong way. It's all psychology...if we just
                had time to think about it before we put our
                foot in our mouths sometimes. Now, if you
                girls had not had experience in the class-
                room, I probably would have looked at you
                in a different light. But you know what
                we've gone through because you have walked
                that path.

Mrs. Cummings indicated previously in the interview that she had

benefitted from the observations. She also said that she liked the

seminars because she liked being with a group of adults and getting new

ideas. The component of the inservice Mrs. Cummings liked the least was

the consultation, and the reason was because it was audiotaped. She

said:

> I'm a little leery and ill at ease. I can't say what I would
> say if that machine wasn't there. It puts me on the spot
> more. If there had been three of us there, I would have
> listened a lot as you notice I did the two times Mrs. Crane
> was there, too. I've never been taped before. The first
> time I was in there, I noticed I didn't say a word.

The last major item in the interview was to find out how Mrs. Cum-

mings felt about how her lesson ideas had been written up. She made it

clear from the beginning that she could submit ideas to the teacher edu-

cators, but that she could never write them up for others. This inves-

tigator, in her role as teacher educator, had taken Mrs. Cummings' ideas

and had described them in writing in a form suitable for dissemination.

Upon seeing her ideas in writing, Mrs. Cummings had said something to

the effect that "you have taken my ideas and written them up and I

wasn't able to." She was asked what she meant by that.

Mrs. Cummings: Oh, I like my little 'ole ideas. That's what I mean; you put them in a professional form. I just handed them in. You took my ideas and wrote them up professionally and interestingly. I do appreciate you writing them up very, very much. I do.

Interviewer: Why?

Mrs. Cummings: I'm proud, I guess.

Commentary

Mrs. Cummings' honesty and lack of pretention is evident in this interview. The bluntness of her answers showed that she was not trying to present an inflated image of herself. She tells what she liked, what she did not like, and gives some insight into what motivated her. Clearly, Dr. Emerson was an important figure in Mrs. Cummings' participation in the inservice. It was Dr. Emerson's personality, tact, and positive attitude that were important to Mrs. Cummings such that "if she said 'jump,' I'd say 'how far?'" Mrs. Cummings also valued Dr. Emerson's patience and her realistic appraisal of Mrs. Cummings' capabilities. Mrs. Cummings came to believe that she could change, although slowly, and it was Dr. Emerson's positive statements that helped her do so. Dr. Emerson also had credibility in Mrs. Cummings' eyes because Dr. Emerson was knowledgable about social emotional education, and Dr. Emerson modeled the behaviors she was teaching.

Mrs. Cummings had mixed feelings about the classroom observations. She felt tense, but she liked the positive feedback she received afterward. Mrs. Cummings was honest about the fact that a teacher's being observed might try to include more social emotional teaching behaviors in the lesson than she would if she were alone in the room. "I'm human, too. I might say 'thank you' to a child where usually I would just go

on to the next question." Mrs. Cummings' feelings about the consultations were not mixed--she did not like them because she did not like being audiotaped. She felt that the audiotaping put her on the spot more. This investigator believes that Mrs. Cummings probably would have said she valued the consultations had she not been taped for this study because she seemed to genuinely enjoy her conversations with Dr. Emerson.

The final interview of Mrs. Cummings in June provided even more insight into the background she brought to the inservice and what had motivated her.

June 14

Mrs. Cummings continued teaching social emotional education lessons until the end of the school year. The visual evidence of this teaching remained in her classroom until the final week of school. In the final interview, this investigator again explored Mrs. Cummings' motivation for her work on the development team and her perceptions of the different parts of the inservice program. In checking to find out why Mrs. Cummings had not initiated any consultations toward the end of the year, this investigator discovered something about Mrs. Cummings   Mrs. Cummings thought was generalizable to her generation of teachers.

> Interviewer: What would it have taken for you to have asked for a consultation?
>
> Mrs. Cummings: I don't know. I would have to have problems with kids and we would talk informally. I wouldn't actually come to you and say, "Mary, I need your help." It's not in my makeup. We learned a long time ago to keep your problems to yourself. They are written up against you if you don't. It's always been that way with me everywhere I've worked. And you always told the next teacher, especially the young teachers.

Interviewer: Keep your mouth shut or you'll be written up
and people will think you can't manage kids.
So that still operates for you?

Mrs. Cummings: Whether it's true or not--it's in my mind.

Regarding the other two components of the inservice, she did not formally request an observation because "I think if I did that I would have to perform," and she attended all the seminars because "they are usually interesting."

Mrs. Cummings said she had worked the hardest in February, and after that she had continued to use social emotional education lessons but not with the intensity that she had when she was being observed weekly. When asked if she would have worked harder if she had been taking the course for credit, she replied, "No, I would have just worried more-- knots in my neck and so forth." Then she said, "I felt I worked harder than some who worked for credit. I thought my attitude was more posi- tive...I made a commitment to you girls, and I did my best."

The interviewer asked Mrs. Cummings if she were aware of the fact that the teachers in the inservice had never been given a test on the social emotional education content. She said she was; and when asked how she felt about it, she said, "I like it because if I took a test, my ego would probably be torn to pieces. I haven't had a test in years!" The interviewer asked her if she would have learned the material any better had she been tested, and she said, "If I was taking it for credit, I am sure I would have. I would have tried to get the vocabu- lary more under control. I also probably would have been sick for about six months of the year!" In response to questions about the demonstra- tion lessons, she felt good about her participation and said she thought the visiting teachers appreciated them.

There was a difference in intensity of activity for Mrs. Cummings between winter and spring. The interviewer asked Mrs. Cummings if she could tell how the difference felt. She replied:

> I felt like you were around in the spring, but just busy and doing other things. Oh dear, I guess I enjoyed having you around even though there was a little tension--it did keep me on the ball more. And, by the same token, I relaxed more when you didn't come in. The mood changed. I mean we weren't quite as active, and a little boost every once in a while might have let the February mood continue.

Mrs. Cummings was asked to rank order different aspects of the inservice as to their helpfulness to her, and she ranked "instruction was individualized" the highest. The interviewer asked her to explain, and she said, "Each one of us did a different thing. Probably each one of us did what they could do best. I know I chose to do what I could do." She rated the observations and feedback high because "by showing me and telling me and boosting me, I felt like I was successful." Having the inservice based at the school was important. She said she would not have participated voluntarily for two years if she had had to drive out to the university. She rated "having an active role in generating materials" as sixth. The interviewer said she was surprised that that was not rated higher because Mrs. Cummings had generated so many materials. Mrs. Cummings commented, "I don't feel like I did any big deal. Nothing really original, you know."

Commentary. Mrs. Cummings remained consistent to the final interview--honest and apparently unaware of the contribution she had made to the curriculum development team's efforts. This investigator was surprised to discover after two years the strong bias Mrs. Cummings had against asking for help. The tone of Mrs. Cummings' voice when she

talked about the belief that she would be written up for asking for help
was very strong.

Apparently for Mrs. Cummings, the weekly observation with feedback
provided the support that she needed in order to keep her developmental
work at a high pace. Over and over, she mentioned her "commitment to
you girls" as well as how much she valued what the teacher educators,
especially Dr. Emerson, had said to her. The fact that she received en-
couragement, positive feedback, was asked to demonstrate lessons, and
had her lessons written up for others to have seemed to break some of
Mrs. Cummings' isolation from other teachers and helped her to feel
competent. The individualized nature of the inservice allowed Mrs. Cum-
mings to choose something that she could do well, and, as she said, "by
boosting me I felt like I was successful."

Summary

This has been the story of Mrs. Cummings' participation in the so-
cial emotional education inservice. Mrs. Cummings participated for two
years without any external incentive. She attended all the seminars,
was observed as much as or more than any other teacher, and was the most
prolific in her curricular output of all the teachers on the team. She
also participated in the consultation even though the audiotaping
bothered her a great deal.

Mrs. Cummings was not encumbered by theoretical abstractions. She
chose simple, concrete strategies that she could teach successfully to
her students and developed several variations on one theme. While Mrs.
Cummings was not articulate about social emotional education (she
didn't have the vocabulary"), she nevertheless was a keen observer of
the interactions among the social emotional education curriculum team.

Mrs. Cummings' answers to various interview questions indicated that she was well aware of when she was meeting her needs and when the teacher educators were attempting to meet theirs. Mrs. Cummings' outward simplicity masked a far more complex and insightful person underneath.

MRS. ROETHKE

Introduction

Mrs. Roethke was different from the other members of the social emotional education curriculum development team. First, she was the school's reading consultant and, as such, she did not have a self-contained classroom. Rather, she worked in limited time increments (usually 30-60 minutes) with groups of children labeled "problem readers." Second, as a member of the curriculum development team, she chose to make changes in her own ongoing teaching behavior with children rather than develop social emotional education units and lessons. Third, Mrs. Roethke was the only member of the team to have the senior teacher educator, Dr. Emerson, work with her students in a co-teaching situation. This is the story of Mrs. Roethke's involvement with the curriculum development team during the six months of this study.

A Lengthy Consultation--the First Half

Mrs. Roethke and Dr. Emerson met on January 12, 1977, for their first consultation. This consultation was typical of subsequent consultations in its length (long), the variety of topics discussed, and its focus on Mrs. Roethke's various personal concerns about her interactions with children.

The consultation began with Dr. Emerson's asking Mrs. Roethke to complete two tasks: (a) to review materials developed by the other team members to determine if they would be helpful to a teacher unacquainted with social emotional education, and (b) to prepare for demonstration visitors a description of the children Mrs. Roethke works on together with a summary of the growth they have made so far. Several times, Dr. Emerson said that what she was asking Mrs. Roethke to do was

to prepare some advance organizers for the visitors. Mrs. Roethke was

not sure what to say because she worked in so many different classrooms.

She then said she was doing magic circles in two classrooms and would

be happy to have anyone drop by to see those. Dr. Emerson said that no

one would be just "dropping by" because observations for demonstration

would be scheduled two weeks in advance. Thinking about her fifth

grade group of "problem children," Mrs. Roethke said, "I sure would

have to get a lot better than I am now before I'd say anybody could

come into that room" (Consultation, 1/12/77). Then, very abruptly,

Mrs. Roethke said, "Are you ready to hear about what happened this

morning?" (Consultation, 1/12/77).

Mrs. Roethke then related an incident that had happened that day

with her 10:30 reading group. This group was comprised of "problem"

readers from a fifth grade class, and Mrs. Roethke met with them every

morning for an hour. Since the fall, Mrs. Roethke had experienced a

series of difficulties with these students and had been working with

them in an effort to form a sense of group. She told Dr. Emerson that

that morning she asked the students if they had ever had an experience

when they had really worked together in a group and felt good about it.

Two students described experiences in athletics. Then Mrs. Roethke

said:

> That gave me the idea that we are a team now. It just
> happened. It wasn't planned, and there are eleven of
> them so it's like they are the team and I am the coach.
> So that just happened. Then I explained the rules about
> no put-downs, and I had one kid that had to go out and
> sit outside because he had broken that rule.

> Dr. Emerson: So you are really following the Glasser
>   model then?

Mrs. Roethke: I am, and we had a meeting this morning.
                The no-lose method, and you know it
                worked--it worked! (Consultation, 1/12/77).

Mrs. Roethke then told Dr. Emerson in minute detail everything that

happened in their first incidence of using the no-lose conflict resolu-

tion model. She concluded by saying:

> I said we have had our first meeting, we have solved our
> first problem, and we have decided what we are going to
> do. When we have problems, we are going to stop and take
> care of them. And I said if you have a problem you think
> we need to solve, we will take the time to do that, too.
> I said I'm not the only one who can call a meeting. And
> then we went on with what we were doing.

Dr. Emerson: Remember when we talked about a need to
                establish a group--a feeling of group?
                I think you did that the very first day.
                I think you are going to find that it is
                going to make a tremendous difference.
                They are probably going to begin to feel
                some sense of responsibility to each other.
                I really think you ought to be aware that
                that was a strategy you didn't plan be-
                cause you couldn't have known, but it
                really is going to be tremendous (Con-
                sultation, 1/12/77).

Without acknowledging Dr. Emerson's remark, Mrs. Roethke went on to re-

late, again in great detail, how she introduced positive feelings, neg-

ative feelings, and "I" messages to the group of students mentioned

above. "I had to explain what the words positive and negative meant--

which surprised me. I didn't think I would have to with those kids.

I felt like I was teaching them reading when I was doing that." Dr.

Emerson, "Well, you were." Mrs. Roethke replied, "I was teaching a

concept" (Consultation, 1/12/77). Dr. Emerson then said that an idea

had flashed through her mind while Mrs. Roethke was talking. Dr. Emer-

son suggested that Mrs. Roethke extend the feelings lesson by using one

of the social emotional education bulletin boards already up in room

116. Mrs. Roethke, after considerable discussion, agreed that it was a good idea.

Since the morning group of students seemed to respond positively to attention from adults other than their teacher, Dr. Emerson decided that it would be a good idea to observe Mrs. Roethke teaching and also to give feedback to the students on their behavior. Dr. Emerson said that in some previous work in another classroom, the students had responded well to attention from her. Then she said, "I have to be careful not to get too involved or I can't be effective." Mrs. Roethke replied:

> That was another thing. I did two poems in here that had
> to do with feelings, and one of the things we talked about
> was what would make a good day; and one of the kids said,
> "I have really good feelings when I do something for the
> teacher, and she tells me I did a nice job." She said that,
> and I thought, "Gee, I shouldn't forget that" (Consultation,
> 1/12/77).

Mrs. Roethke went onto describe how she had been encouraging the students to share their feelings, and she had been sharing hers, especially about the noise level in the room.

> Mrs. Roethke: I expressed a lot of my feelings at the
> beginning. I hadn't been able to work
> in the room I had been so upset.
>
> Dr. Emerson: I imagine that is one of the reasons why
> you can trust that they are being really
> honest, too, because they perceive that
> you are being honest with them.
>
> Mrs. Roethke: OK. From there then I went into . . .
> (Consultation, 1/12/77).

Commentary

Mrs. Roethke seemed to have a need to tell her teaching experiences to Dr. Emerson. Mrs. Roethke's speech was somewhat rambling at times, almost as if she were in the room with Dr. Emerson, but also

back in the classroom with her students as she attempted to recall every detail of the interaction. There did not seem to be any one theme or major concern that Mrs. Roethke had, but, rather, a need to tell everything in chronological order to Dr. Emerson. Dr. Emerson, meanwhile, indicated that she was listening closely. Her responses were usually empathic paraphrases, or she would label something that Mrs. Roethke had done with a social emotional education label. It was difficult to determine whether Mrs. Roethke heard Dr. Emerson, as in most instances Mrs. Roethke proceeded with her commentary without acknowledging Dr. Emerson's remarks. It is also interesting to note that when Dr. Emerson said she was planning to observe Mrs. Roethke in preparation for demonstration and also in order to give some reinforcement to the students, Mrs. Roethke seemed not to hear her. Finally, Dr. Emerson's perception of her role as teacher educator seemed to rule out any direct involvement with students, which she saw as a threat to her effectiveness.

The January 12 Consultation: The Second Half

Following her retelling of how she taught positive and negative feelings, Mrs. Roethke related the teaching of her "lemons and apples" strategy as a symbolic way to discuss feelings. Next she told of the students' plans to engage in a "star of the week" strategy for building self concepts. In addition, Mrs. Roethke was planning to bring a small piece of carpeting into the classroom. Dr. Emerson listened to these descriptions and then said:

> I think this has tremendous payoff for the whole team with
> what you are doing in that room because it's really going
> to set up a demonstration.

> Mrs. Roethke: Let's wait until it gets done. I'm excited
> about it, but I have had so many bombs. I'm
> waiting to see it work.
>
> Dr. Emerson: I have to be careful not to get carried away,
> too, so that's a good reminder for me.
>
> Mrs. Roethke: Well, I guess I felt better coming out of
> there than I have all year.
>
> Dr. Emerson: Oh, that's good. You deserve a reward after
> plugging away (Consultation, 1/12/77).

Next, Mrs. Roethke told of an idea she had for doing some special ac-

tivities with the fifth grade group of students during the noon hour

one day a week. Dr. Emerson liked the idea and saw it as an opportun-

ity to do some observing.

> Dr. Emerson: I could do some observations of the class
> and give feedback. That's when you would
> be doing some social emotional activity?
>
> Mrs. Roethke: Fine, if you give me one just by myself
> first.
>
> Dr. Emerson: Well . . .
>
> Mrs. Roethke: I don't want to be observed the first time
> we try it.
>
> Dr. Emerson: No, and that word "observation" carries con-
> notations I don't intend. It would be an
> opportunity to begin to set up the sort of
> thing we might have as we do demonstrations.
> It would get the kids used to having other
> adults in the room. If you have selected
> certain behaviors that you are trying to
> refine, like "I" statements, I can give you
> feedback about those, and you could begin
> to check those behaviors off that you are
> working on.
>
> Mrs. Roethke: Right. It would give us Wednesday at class,
> Wednesday noon, and then our Wednesday con-
> sultation time. I'm sort of taking all your
> time on Wednesday (Consultation, 1/12/77).

After some further discussion, Dr. Emerson told Mrs. Roethke to go

ahead and teach the first noon lesson unobserved.

The final part of the consultation was taken up discussing the social emotional education inservice and what Mrs. Roethke would be asked to do. Mrs. Roethke's first question had to do with writing up classroom activities. Mrs. Roethke pointed out that she had already been talking for over 45 minutes group activities, and if she had to write them out it would take a considerable amount of time. Dr. Emerson said they would just have to wait and see what developed as Mrs. Roethke planned her unit on expressing feelings. Dr. Emerson said that right now Mrs. Roethke was doing some daily lessons on expressing feelings that would develop into a more cohesive unit. Dr. Emerson said:

> That's the unit you are working on right now. The whole
> notion of understanding what emotions are and being able
> to identify feelings and label those. So, it's really an
> awareness of feelings unit you are working on, and you are
> doing it inductively where you are saying, "Well, this is
> kind of what I need" as you are developing it.

> Mrs. Roethke: Haphazardly, or whatever (Consultation,
>   1/12/77).

Dr. Emerson said they could wait and see about the writing because all of their consultations were being audiotaped for this study, and the information might be retrievable from the transcripts. Dr. Emerson ended the consultation by giving Mrs. Roethke some positive reinforcement for what she was doing. Mrs. Roethke replied that it was not original with her. Dr. Emerson said that it was the creative adaptation that counted.

Commentary

Dr. Emerson seemed to have a need to begin organizing for demonstration. She saw in Mrs. Roethke's activities some possible opportunities for demonstrating social emotional activities. Mrs. Roethke,

however, was reticent and told Dr. Emerson to wait on that because she had "had so many bombs." When Mrs. Roethke mentioned her plans for the fifth graders, Dr. Emerson saw another opportunity to do observations with feedback, again in preparation for demonstration. Once again, Mrs. Roethke held back by saying that she did not want to be observed the first time she tried the activities. Dr. Emerson pushed her point by describing some of the possible benefits of being observed. Mrs. Roethke did not make a firm commitment to being observed. However, she did say that she would be getting all of Dr. Emerson's time every Wednesday. Finally, Mrs. Roethke inquired about what was expected of her in terms of writing up her work for dissemination. Mrs. Roethke said it would take a great deal of time to write up everthing that she was doing. Dr. Emerson told her not to be concerned at that point because Mrs. Roethke was still putting together her unit and also the sessions were being audiotaped. Dr. Emerson said Mrs. Roethke was using an inductive method of development, while Mrs. Roethke labeled it "haphazard."

In this first consultation, the needs of the two participants emerged. Dr. Emerson wanted to begin preparation for the demonstration phase of the project and seemed also to want to encourage Mrs. Roethke. Mrs. Roethke seemed to really need someone to talk to about the various social emotional activities she was trying (all of which were new to her), and she seemed to want to fulfill the requirements of the project. An interactive style and tone for future interactions were established during this consultation. It is also interesting to note that the presence of the tape recorder for this study may have provided the

rationale for Mrs. Roethke to not write up any of her social emotional education strategies.

The Second Consultation

The second consultation on January 19, 1977, was devoted to clarifying some concerns Mrs. Roethke had about the magic circles she was facilitating in the second grade and to completing plans for the first lesson that Dr. Emerson and Mrs. Roethke were going to co-teach to the fifth graders. Regarding the circle sessions, Mrs. Roethke was concerned because several children were not sharing. Her frustration centered around the fact that she was a consultant and did not meet with the children every day. "It's a problem when you don't work with them every day. You don't have the rapport established that develops in class" (Consultation, 1/19/77). Dr. Emerson reminded Mrs. Roethke that it is all right for students not to talk in circles, and they decided to give it more time.

Another concern of Mrs. Roethke's was that she felt the social emotional education strategies took time away from her reading lessons with the fifth graders she had from 10:30 to 11:30. Because she felt they could benefit from some social emotional education activities, she decided to hold a special class for them once each week during the Wednesday lunch hour. Dr. Emerson had decided to participate in that special hour, and for their first lesson they had decided on "The Peanut Strategy." This investigator was present as they discussed their plans.

Dr. Emerson: I want to go over our plans for the strategy and how you think that might be carried out.

Mrs. Roethke: I have the idea that you have the strategy down pat, so I haven't taken the time to review it.

Dr. Emerson: I just want to go over it then to see if there is anything you want to modify. What do you think about the idea of my conducting the strategy and having you participate with the kids?

Mrs. Roethke: I have a funny question. What do the kids call you?

Dr. Emerson: Mrs. Emerson.

Mrs. Roethke: I want to let them know you are coming in.

Investigator: I might be here and able to come in.

Mrs. Roethke: I'd like you to come in and be part of us, but I really don't want you to come if you are there to evaluate.

Dr. Emerson: And I don't want to put a strain on the kids. It's their first time.

Mrs. Roethke: I just want to feel really relaxed and that it's going to be fun. If I feel like you are there to observe their behavior or my behavior in a formal way, then I'm going to be uptight about it.

Investigator: I'd be happiest if I could just be there to participate with the kids.

Mrs. Roethke: You don't want to stand there and watch us?

Investigator: I would prefer to, but I don't want to . . .

Mrs. Roethke: (interrupts) I'm happy to have you stay there and be with us and watch us, but I guess it's the feeling of why you are there to watch us that makes the difference.

(after more discussion) I think probably this conversation we have had will take care of any fears I had.

Dr. Emerson: Oh, I don't know. I'm not sure I want her watching me.

Mrs. Roethke: I guess this is the line. I'd love to have you do whatever you would like to do except

in terms of talking afterwards. I'd like
it to be for _my_ concerns and what _my_ points
are and not for what you observed. Do you
see the difference? I don't want (pause), I
would like to be able to talk with you about
anything that _I'm_ concerned about, but I don't
want any--I don't want any negative feedback
(laughs).

Dr. Emerson: I can't imagine anything being negative. We
are all trying new things (Consultation,
1/19/77).

The remainder of the consultation was devoted to going through the
strategy in detail.

Commentary

Again, Mrs. Roethke wants to talk over her concerns. As a consul-
tant, she did not have a classroom of children, so she was attempting
new social emotional education strategies with small groups of children
she saw only once or twice a week. She found it difficult to develop
and maintain rapport with these children because she saw them infre-
quently. She seemed to want to discuss concerns with Dr. Emerson be-
cause she did not have anyone else to talk with.

Dr. Emerson and Mrs. Roethke had decided to teach together during
the Wednesday lunch hour. Dr. Emerson had suggested "The Peanut Stra-
tegy"; and since Dr. Emerson was familiar with the strategy, Mrs.
Roethke assumed that Dr. Emerson would take the lead and consequently
had not reviewed the activity. Dr. Emerson seemed to support this se-
condary role as she suggested that she facilitate the activity with
Mrs. Roethke as a participant. Mrs. Roethke seemed to have some con-
cern about Dr. Emerson's role as she asked Dr. Emerson what the chil-
dren should call her.

Both Mrs. Roethke and Dr. Emerson were beginning an activity that neither had experienced before. Up to this point, Dr. Emerson had not become actively involved with any students and had not engaged in any co-teaching. When this investigator suggested that she could be there as an observer, neither Dr. Emerson nor Mrs. Roethke was sure she wanted to be observed. Even when Mrs. Roethke, through expressing her feelings, seemed more amenable to an observer, Dr. Emerson said, "I'm not sure I want her watching me." Finally, Mrs. Roethke became more clear about the nature of her concern. Clearly, she did not like to be observed; but, more importantly, she did not want any discussion after an observation to center around the perceptions of the observer. Mrs. Roethke wanted that feedback and consultation time solely devoted to her concerns, and she was emphatic about that. She also did not want any negative feedback. This focus on her concerns and her avoidance of anything negative were consistent throughout the six months of this study.

Consultation, February 2

Another lengthy consultation was held on February 2, 1977. In this session, Dr. Emerson and Mrs. Roethke covered a variety of topics, the first of which was what Mrs. Roethke should write up of the activities she had tried. Dr. Emerson said, "You weren't comfortable with the unit the way you had developed it, so we will let it go and just have the activities." Dr. Emerson then described the various activities that Mrs. Cummings had developed. She then said, "It's better to just have a lot of ideas of different things we can do. Then you can fit it in and do it however you want." Mrs. Roethke said, "Yes, that's

what I'm finding I'm doing." Dr. Emerson said, "That's what I think most everybody is doing. That's why I am changing my idea of what we should be doing based on what seems to be working" (Consultation, 2/2/77). Dr. Emerson concluded by saying that what the team might end up with for its curricular efforts would be a social emotional education kit of collected strategies.

Mrs. Roethke then brought up an idea she had. "You know what I would really like to do next week? It isn't very social emotional. I would really like to take the kids out to lunch." Dr. Emerson thought that was a very good idea and replied, "What do you mean it's not social emotional? Of course, it is. You are communicating to them that you think they are worthwhile. You are investing time and building group rapport and trust." With that support, Dr. Emerson decided that she would participate in taking the students to lunch.

The next concern Mrs. Roethke had was one dealing with the process the group was using to name itself. Mrs. Roethke said she welcomed Dr. Emerson's feedback on the process. Then Mrs. Roethke brought up something that was an issue for her.

> Mrs. Roethke: I have one other question. How do you view the behavior of the whole group from beginning to end--in terms of your own comfort?
>
> Dr. Emerson: I think they are behaving very construc- tively. I know that individually many of them have difficulty working in groups. The only things I see are some nervous energy like tapping fingers and feet, and they are easily distracted.
>
> Mrs. Roethke: I'm struggling with, and I wanted to say this honestly to you . . . . It's that I'm used to kids in structured situations, and it's hard. I haven't had kids of my own, and I haven't seen a lot of kids in play situations as much as you have, and I'm

> wondering. I guess I'm looking for feed-
> back from you.

Dr. Emerson: I feel it is very normal behavior.

Mrs. Roethke: Maybe that's a place where I have to grow
a little bit in accepting that behavior.
To look at that as normal and not as nega-
tive. Like the gum thing bothered me a
little, and the tag got a bit wilder than
I like. I'm wondering if it's my tolerance,
and I am asking myself that--is it my tol-
erance or am I expecting more and then I
feel uncomfortable? I am deciding that.

Dr. Emerson gave her thoughts on the students' various behaviors
and talked about which were distracting and which seemed to be normal
for those students. Mrs. Roethke and Dr. Emerson talked about this
issue at length. Mrs. Roethke closed that part of the conversation by
saying, "I really wanted your feedback on the behavior because there
were some times today that I was uncomfortable; and if it's my problem,
I want to know it" (Consultation, 2/2/77). The remainder of the con-
sultation was devoted to Mrs. Roethke's talking about various indivi-
duals and her perceptions of their problems.

Commentary

Mrs. Roethke seemed unable to develop a comprehensive unit. How-
ever, she did try various social emotional education strategies that
she learned in the seminar or from the readings. It was decided that
Mrs. Roethke would write up her activities, but not write up a unit.
It is interesting to note that again, as in the case of Mrs. Cummings,
Dr. Emerson seemed to be changing her thinking on curriculum develop-
ment. Dr. Emerson was beginning to see some value to the development
and practice of many different classroom activities rather than the
development of a comprehensive unit. She indicated that her thinking

was changing as a result of what the teachers seemed to be doing successfully. This was a major change in Dr. Emerson's point of view.

Mrs. Roethke and Dr. Emerson had been co-teaching for two weeks at this point. It was evident that the opportunity to work with Dr. Emerson was stimulating Mrs. Roethke's thinking, especially about herself. She asked for Dr. Emerson's perceptions of the students' behavior. Then Mrs. Roethke disclosed that she was questioning her own tolerance level. She also indicated that this was the first time that she had worked with students in a less than highly structured way. Mrs. Roethke was accustomed to teaching highly structured reading activities to small groups of students. Teaching social emotional education strategies that focused on students' feelings was a departure for her. Mrs. Roethke did not evidence any discomfort about working with Dr. Emerson on these strategies and was even feeling comfortable enough to risk disclosing some inner thoughts and feelings about her tolerance level that had the potential of affecting her teaching behavior.

All of the issues discussed in this consultation were initiated by Mrs. Roethke. As in previous consultations, Dr. Emerson's roles seemed to be those of personal support person and technical helper. Dr. Emerson listened and responded to Mrs. Roethke's concerns. Sometimes Dr. Emerson chose to respond to Mrs. Roethke's feelings, and at other times Dr. Emerson responded more cognitively by relating Mrs. Roethke's concerns to social emotional concepts.

Consultation, February 16

The first item on Dr. Emerson's agenda for this consultation was planning for the next noon hour lesson. Mrs. Roethke said, "I need to talk about a problem first--OK?" She went on to describe two problems. The first had to do with the fifth graders meeting in the consultant's classroom for their noon hour lessons. Others who shared the room did not want the students in there. The second involved the building principal. Apparently some of the fifth graders had been running inappropriately outdoors, and the principal had said something to the effect of, "I'm tired of these kids doing all these special things with you and then having them down here in trouble. I'm going to hold it over their heads." In other words, the principal was going to threaten to remove the students from the special noon hour activities as punishment for behaviors that occurred in an entirely different context. Mrs. Roethke was upset and did not think this was fair. After some discussion, Mrs. Roethke decided that for the first problem, she would talk it over with the students; and for the second, she would wait and see if anything came of the principal's threats before mentioning it to the students.

The next topic was an exchange concerning the consultation process itself. It went as follows:

Mrs. Roethke: Would you do me a favor? Will you stop me if I start rambling on and on. I get off the topic sometimes, and I'm enthused about some of the little things that happen.

Dr. Emerson: I am, too, but I'm enjoying hearing about them.

Mrs. Roethke: OK, but I feel like sometimes I go on and on and then I'm not sure what I'm talking about and with the planning and figuring out what to do next . . .

Dr. Emerson: That's the only problem. OK, but I enjoy
                hearing it, too, and I think it's all rele-
                vant. It helps me understand all of the
                problems that are related to what we are
                trying to do. These are real world prob-
                lems, so it is not irrelevant as far as I
                am concerned.

Mrs. Roethke: I think its reinforcing for me to share it
                with you, too, like some of the things I
                feel good about that are the little things
                that happen.

Dr. Emerson: I can't believe how quickly the kinds of
                things we are doing have paid off and how
                really quickly the kids begin to respond.
                You would think you would have to do it for
                six months before you would begin to get
                some change in behavior, but it doesn't
                take all that long once they begin to feel
                that you really care.

Mrs. Roethke: Some of those changes I would say were
                really evident within a week. I think
                some of the biggest changes happened
                within a week.

Dr. Emerson: That's what is amazing to me.

Mrs. Roethke: And now it's refining time.

Dr. Emerson: And establishing them as a pattern so they
                will be trusting you more and more, and
                they will know it wasn't just a quirk, but
                is something they can really depend on
                (Consultation, 2/16/77).

Mrs. Roethke had decided that she wanted the fifth graders to do a

large unit on Mexico as part of their regular reading lesson. The fo-

cus of the unit was to be on research skills. Mrs. Roethke began to

tell Dr. Emerson about some of the preliminary plans she had made for

the unit. Dr. Emerson became engaged in the process of planning a com-

prehensive unit on Mexico. The bulk of the consultation was taken up

by this planning. In the middle of the planning, Mrs. Roethke said,

"Part of my frustration is that I am not carrying on my regular reading

program, so I want this to become an independent kind of thing." At the close of the session, Dr. Emerson stated that the Mexico unit was actually a combined multicultural and social emotional education unit. The social emotional aspect was in the activities that called upon the students to work together and help one another. She concluded by saying, "I think we got a lot done."

Commentary

Mrs. Roethke's concerns discussed in the first part of the consultation illustrate some of the problems a teacher might have with other school personnel when she was trying some special activities that were intended to have a positive effect on students. The other adults who shared Mrs. Roethke's room were not happy with the students' being in their room. The building principal, who had had many of these fifth graders in her office as discipline problems, did not see why they were being accorded privileges. Although none of the behavior problems were occurring when Mrs. Roethke had the students, the principal still intended to threaten the students with the removal of something she assumed that they liked.

In the second part of the consultation, Mrs. Roethke showed some awareness of her interactive style. She asked Dr. Emerson to stop her if she rambled. She said that she went on and on and then was not sure what she was talking about and lost sight of where they were in the planning process. While Dr. Emerson replied that she enjoyed hearing Mrs. Roethke's comments, a close look at Dr. Emerson's responses to Mrs. Roethke reveal that one of Dr. Emerson's roles in these consultations was to keep Mrs. Roethke focused. It was Dr. Emerson who

redirected the discussion to planning, and it was Dr. Emerson who knew what step seemed appropriate for them to take each time there was a decision to make. Mrs. Roethke had earlier described her planning as "haphazard," and at least at this point she showed some awareness of the scattered nature of her interactions.

Dr. Emerson's comments during this consultation indicated that she was very pleased with the progress that she and Mrs. Roethke had made with the fifth graders. This must have been reinforcing because Dr. Emerson made a decision to support Mrs. Roethke's desire to create a unit on Mexico. Dr. Emerson's comments during the planning were similar to her input on social emotional education lessons. She was thinking ahead, assessing student needs, determining prerequisites, goals, objectives, and strategies. She very much assumed the role of technical helper even though in this case the subject matter was vastly different from social emotional education.

While the comment was not explored, it is important to note that Mrs. Roethke said that a part of her frustration lay in the fact that she was not carrying out her regular reading program. For almost a month now, she and Dr. Emerson had been involved in some intense interactions and planning sessions concerning social emotional education. And Mrs. Roethke had added a time-consuming noon hour teaching session with her fifth grade problem readers. It would appear that Mrs. Roethke was beginning to question this commitment of time and energy in relation to her role as reading consultant.

February 23: Mrs. Roethke Becomes Tired

Mrs. Roethke and Dr. Emerson met in consultation eight more times. These eight meetings were different from the first four thus far described. The shift in energy and commitment seemed to begin on February 23, 1977. Mrs. Roethke had a number of concerns that she wanted to discuss; however, she did not seem to have the same enthusiasm as she had in earlier consultations. Early in the session, she said that she was sorry, but she was just really tired. She then told of some successful uses of the Glasser method with her problem students. Dr. Emerson gave her support and positive reinforcement for her efforts. Then Dr. Emerson asked about the Mexico unit. Mrs. Roethke replied that she had not done anything on it. Then, almost in the same breath, Mrs. Roethke apologized for not evaluating some social emotional materials that Dr. Emerson had given her to evaluate. Then Mrs. Roethke said, "I should just take the time to do it because it's just like this. It gets bogged down, and this hour is yours, you know" (Consultation, 2/23/77). The remainder of the consultation was devoted to discussing the Mexico unit. Toward the end, Mrs. Roethke said:

> It's interesting in our planning. I am beginning to think
> that sometimes I don't think things through enough in my
> planning. I don't know whether it's that or whether it's
> just the two heads (laughs) (Consultation, 2/23/77).

Mrs. Roethke then described a social emotional education strategy that she had tried and how she would do it differently in the future as a result of thinking it through. Dr. Emerson replied with support for thorough planning and told how much thorough planning helped her to get the maximum from any activity.

Commentary

This session seemed to be a turning point in the consultations with Mrs. Roethke. Although not fully evident yet, Mrs. Roethke was slowly turning her energy and priority back to the teaching of reading. It is interesting to note that she referred to the consultation as "Dr. Emerson's hour." Even though Mrs. Roethke was adamant about using the time with Dr. Emerson for her own concerns, nevertheless she thought of the time as Dr. Emerson's hour. One could infer that at some level, Mrs. Roethke believed she was giving an hour of her time in order to help Dr. Emerson. Finally, Mrs. Roethke, through working with Dr. Emerson, was beginnning to see the differences between how she planned activities and how Dr. Emerson engaged in planning. Mrs. Roethke had gained the insight that with more thorough planning, she would have been able to maximize student learning on some of the social emotional activities she had tried.

A March 1 Recap: Curricula Implemented by Mrs. Roethke

On March 1, 1977, Mrs. Roethke met with this investigator to discuss Mrs. Roethke's curriculum development efforts. Mrs. Roethke began by dividing her efforts into two categories: "verbal strategies-- things that I do on a day-to-day basis, and visible strategies--the ones with something tangible to them." As verbal strategies, Mrs. Roethke described her use of "I" statements, involving students in daily decisions, using the no-lose method of conflict resolution, the Glasser method for responsibility building, a no put-downs rule, her use of more positive reinforcement and praise, and her increased self disclosure of her own feelings. Under visible strategies, she

described the social emotional thermometer, alliterative valentines, graffiti board, lemons and apples labeling, use of the secret word, star of the week, peanuts strategy, and the tape recorder listening exercise.

Commentary

This session was important because it demonstrated that Mrs. Roethke was able to articulate what she had been implementing for her social emotional education curriculum. Her retelling of each behavior or strategy was completely consistent with the behaviors this investigator saw her exhibit during the few times Mrs. Roethke was observed for evaluation purposes. It is important to note that none of the strategies she used, whether "verbal" or "visible," originated with Mrs. Roethke. All of the strategies were adopted from what she learned in the seminar, from other teachers' development, or from Dr. Emerson. Her implementation, however, was always consistent with desirable social emotional education teaching behaviors. Since Mrs. Roethke did not want to write up her curricular efforts, this session with the investigator was to serve as the report of her curriculum development efforts.

The Balance of the School Year

On March 2, 1977, Dr. Emerson and Mrs. Roethke met for consultation, and the entire session was devoted to planning the Mexico unit. At this session Mrs. Roethke expressed her feelings about her group of fifth graders and the fact that she had departed from her regular reading program to do social emotional education activities as well as the Mexico unit.

I am just getting really frustrated and the kids are, too.
I think the kids are frustrated because I keep changing,
and there isn't the structure that they need. I'm feeling
a need to kind of get some things finished up and get back
to the structure of the reading group.

Dr. Emerson seemed to understand the frustration and said, "If you had

your own room and were doing these kinds of things, you could work this

right into your social studies instead of having it come out of the

same chunk of time." Mrs. Roethke concluded by saying, "I feel like

things are falling apart a little right now. Maybe it's the time of

the year. Maybe it's the lack of structure. I'm not real happy with

it" (Consultation, 3/2/77).

Mrs. Roethke and Dr. Emerson met again on March 11, March 16,

March 23, and April 27. These sessions followed the same format as

previous ones, with Mrs. Roethke's telling about various things she was

doing. The focus was no longer on implementing new strategies. For

the demonstration afternoons, it was decided that Mrs. Roethke would

not be observed teaching, but would greet visitors, take them to ob-

servations, and answer questions that they had about social emotional

education. During these sessions Mrs. Roethke mentioned several times

how unhappy she was with her job description. She said she felt

estranged from the children and harried. For the upcoming school year,

she was going to request a room of her own. By March 23, 1977, Mrs.

Roethke had reestablished her reading program and was feeling better

about that. The remaining session was a wind-down session that con-

cluded with Mrs. Roethke's making a commitment to organize her social

emotional education materials and Dr. Emerson's telling Mrs. Roethke to

call her if she needed anything.

Commentary

Mrs. Roethke honored her commitment to social emotional education for the balance of the school year. During March and April, she continued to meet once a week with Dr. Emerson, and they continued their team teaching efforts. Dr. Emerson continued to assist Mrs. Roethke with the Mexico unit and participated in taking the students out to lunch.

During this period Mrs. Roethke did reestablish her reading program. She seemed to feel that she had strayed from her instructional goals in reading and that she had lost some of the structure that made both her and her students feel comfortable.

The First Interview: April 21

In the first interview, Mrs. Roethke described in different ways how her participation in the social emotional education inservice had helped her to change her day-to-day teaching behavior and treatment of students. When asked why she had signed up for social emotional education initially, she said:

> Since I was the reading teacher, a lot of people expected me to go into reading (another option in the inservice program). And there was some pressure put on. I saw social emotional as an area in which I could grow and that would relate to the type of kids I work with. Many of the kids that have reading problems also have social emotional problems.

When asked to describe how she had grown, she said:

> I listen to kids more. I am more relaxed with kids. I'm not uptight on the whole. The big difference is that I don't preplan how everything is going to happen and then expect just that.

When asked if this meant she had changed her style of teaching, her reply was:

It's a lot less authoritarian. I still feel like I am in
control of the situation, but I feel the kids have a lot
more input into what's happening and I listen to what they
have to say more. I give them more of a chance to ver-
balize, and I encourage them to verbalize what they are
feeling . . . . I think I am really a lot more tolerant
of kids and understanding of them.

The interviewer then asked Mrs. Roethke if she had noticed any changes

in her students.

Yes, they're more relaxed. They're more relaxed with me
and . . . less devious (laughs). Because they don't have
to be. And they are more open. I guess the other thing
is that I don't feel like I have any real behavior problems
where kids just bug me and I don't know what to do. Kids
get to me on a certain day because I'm tired and they're
having a bad day, but I don't feel like I did in the past--
like there's this kid and I just don't know what to do
with him, and I can't ever reach him.

She was then asked what it was she knew now that she did not know be-

fore that helped her to feel able to cope.

I think a lot of it had to do with making "I" statements,
which is a technique I learned. Being able to recognize
and analyze whose problem it is helps. I used to really
worry when kids got mad at me. I don't any more if I re-
alize it's their problem. I can say, "You did this and
that's what happened as a result of it" to them and not
feel bad or upset about it if they are upset. I realize
it is a natural consequence. (When a kid used to get
mad at me,) I was feeling like he was rejecting me.
Another thing is the time we take to share at the begin-
ning of our classes how we are feeling. I realize that
a lot of the hostility before that would have really
bothered me didn't have anything to do with anything that
had happened in my room. They come in angry and upset.
I realize now that they have had a bad day before I even
come in contact with them. I feel like I'm not forcing
kids. I am giving kids a lot more choices and not forcing
them against their will like I used to.

The interview then moved to looking at the inservice and what had been

helpful or not helpful to her. The interviewer asked her how she per-

ceived her understanding of social emotional education.

> In terms of the real meat of it, very well. The only prob-
> lem I have sometimes is with the jargon. When we were
> reading over that list of what we had accomplished (the
> previous year's year-end report), you know the thing that
> had what the goals were? I looked at that and said,
> "Huh?" I had real problems with it. In terms of dealing
> with kids, I feel really good.

Next, she was asked which parts of the social emotional content that she had put into practice she was most pleased with. Her initial response was to mention "I" statements and listening skills followed by an overall appreciation that classroom problems are normal. Then she said, "I'm free to be myself. I'm free to be myself and not only positively, but free to be my negative self to them, too."

Mrs. Roethke was asked to reflect on the three components of the inservice and to assess their helpfulness or nonhelpfulness to her. She had a lengthy reply. It seemed important to Mrs. Roethke that the interviewer understand her. She said:

> The seminars were helpful in terms of learning new informa-
> tion, sharing information, and weighing new information.
> I guess the most valuable part of the whole inservice to me
> is that we've been able to practice it and we've been able
> to practice it with consultation at the same time. If you
> give me a course out at the university for one term and I
> have to come back and try it and we never interact again,
> then I don't have your expertise and if I bog down along
> the way . . . well. If I bogged down here, there was some-
> one to help me. So the consultation is the most critical,
> and it's not just consultation--it's ongoing. Do you see
> what I mean? It's not just consultation necessarily at the
> time of the seminar, but at the time you are practicing
> and the fact that it is interspersed, that it is practice,
> then consultation, you learn something else. Do you see
> what I mean as opposed to lecture, then try it and that's
> it? It keeps you from failing. When I fail, I can come
> and say "this flopped" and you can help me see where I
> failed which I couldn't see by myself. I don't have that
> expertise if I'm out here all by myself and I fail; then
> I give up because I think it doesn't work. And I don't
> know where it went wrong. Or I get discouraged with it.
> But in the consultation I've been picked up, redirected,
> and I keep going with new insights and new observations.
> The observations have been helpful, too. Mainly in getting

the perspective from another person's view. I'm thinking specifically of that time when I was so upset and you said, "But I saw this and this that were positive." So, I think that that is important, too, but not as critical to me as the consultation in terms of what I need to deal with my problems."

Next the interviewer pointed out to Mrs. Roethke that she had not received the weekly observations that the other teachers had. However, she had received something that no one else had and did she know what it was? Mrs. Roethke was quick to reply, "I got Dr. Emerson at noon!" The interviewer then asked Mrs. Roethke to reflect on what the experience of co-teaching with the inservice provider had been like.

It was neat to have the expertise right in there. When we finished, we could talk about the lesson, and I could express some of my concerns,and she was right there and saw and knew everything that happened. I didn't feel threatened by it. Dr. Emerson was able to give me the impression that she was learning from it, too, so in that way it wasn't a one-up kind of thing at all. It was really team teaching like with anyone else except she has more knowledge, expertise, and degrees; but she didn't make me feel that way about it. It was especially neat,the relationship she had with the kids and how they felt about her. They still say, "Hi, glad to see you" and those kinds of things which I think is nice for the kids. And I felt like she enjoyed it, which made me feel good, too. Like I was providing an experience that she might not be able to have otherwise that she really wanted. I felt good about that, too. And also being able to go back and say, "This bothered me; how did you perceive it?" Or to share the enthusiasm, too.

Mrs. Roethke was asked if there was anything she had learned from Dr. Emerson's modeling. She replied:

Yes. When we talked about the behavior of the kids, the biggest thing was her tolerance of some of the kids' behavior was greater than mine. She would say to me, "I realize that they were doing thus and so, but I think that was a natural thing for them to be doing at this time." And it was a behavior that was bothering me, and for me to hear her say that was helpful because it has helped me to look at other aspects of the kids' behavior when I am away from her.

Next the interviewer brought up the fact that Mrs. Roethke did not like to be observed. Mrs. Roethke interrupted and said, "I've been threatened by it." What followed was a series of questions and answers related to observation and feedback.

Interviewer: Could you tell me about the times you've been observed and your feelings about it?

Mrs. Roethke: The feedback has been really helpful, and it's been positive, and I felt good about it. The thing about me being observed is my problem--and it has decreased--my tenseness about being observed has decreased through the year.

Interviewer: What is that a function of?

Mrs. Roethke: Trust.

Interviewer: Trust?

Mrs. Roethke: Yes. Of you and Dr. Emerson. And the relationship that has been established. I know you are really sincere about being there to help me and not to be critical. I guess all the positive strokes have helped to build me up, and there has been so much positive feedback that it's really been helpful.

Interviewer: Have you received any negative feedback?

Mrs. Roethke: Yes, like the last time I was having such a hard time with Kevin and was ready to give up on him. Dr. Emerson said, "Have you tried this?" or "Have you tried that?" In a way that was kind of negative because she was saying, "Don't give up on him," and "I don't think you are right in the approach you are using." But it didn't come across as, "You naughty teacher!" It came across as, "Try this and this," and I have tried "this and this," and I'm feeling really good about Kevin. I never felt there was anything grudgful or critical or that you were picking on some personality thing of mine that was me and wasn't about to change. I am very much aware when I am in my room of trying to give more positive feedback to the kids since you pointed that out to me.

The final question of the interview asked Mrs. Roethke to give an overview of her perceptions of the teaching style of the teacher educators. Mrs. Roethke replied:

> First of all, being on a first name basis and being a part of the team approach and working together rather than the professor up on a pedestal. I feel that both of you practice the things you are teaching in terms of listening skills and positive feedback. I think all of the things you have tried to do you're practicing with us. I feel very warm about both of you as people. I think it's significant that you get to see us in the classroom and that you are available to us as much as you are. I feel like there's a real listening and a real understanding. It's a trust thing and a human relationship. Usually a professor has lots of students and you see them three hours a week, and you never see them as a person and they don't see you as a person. But Katharine has shared with us and the kids about herself so it's a mutual kind of thing.

Commentary

In this April interview, Mrs. Roethke reflected on her participation in the social emotional inservice. Mrs. Roethke's involvement with the inservice program was different than that of the other teachers in that Dr. Emerson worked with Mrs. Roethke in a co-teaching situation and Mrs. Roethke did not develop any original social emotional curriculum units. (She did, however, teach a few original lessons.) Mrs. Roethke's role as a reading teacher and consultant seemed to be the major reason for these differences.

While Mrs. Roethke did not spend time in the development and writing of new curricular materials, she did work toward the goal of changing her ongoing teaching behaviors. She stated that she had changed her teaching style, she was more relaxed, she felt free to be herself in the classroom, and that the students were more relaxed, too. This seemed to be what she felt most satisfied about.

Mrs. Roethke read all the social emotional education readings. She believed that she was knowledgable about the content. For her own use, she tended to pull out the skills such as "I" messages and listening as content that she valued. She implemented Gordon's no-lose conflict resolution method as well as Glasser's discipline contracts. Mrs. Roethke said that she had trouble with the jargon associated with the conceptual framework, goals, and enabling objectives for the program. When she read the program goals in the end-of-year report, she said that she did not recognize them.

The relationship Mrs. Roethke had with Dr. Emerson was probably the most important part of the inservice for her. Mrs. Roethke had a need for personal support and for someone to talk to. Dr. Emerson listened to Mrs. Roethke's concerns and gave her both personal and professional help and support. By working in the classroom with Dr. Emerson, Mrs. Roethke was able to learn from Dr. Emerson's modeling as well as from talking to Dr. Emerson after a lesson. Dr. Emerson was able to give Mrs. Roethke a new perspective on student behavior that Mrs. Roethke believed had increased her tolerance level. Dr. Emerson also supported Mrs. Roethke with positive feedback that helped Mrs. Roethke feel good about what she was doing and gave her the motivation to try more.

Finally, Mrs. Roethke liked being in a program in which she did not feel in a subservient role. She liked the team approach and liked being on a first name basis with everyone. She did not feel that Dr. Emerson presented herself as a university expert up on a pedestal. Mrs. Roethke seemed to need to be viewed as a competent professional and treated with warmth and caring. These personal qualities of the

inservice and personal needs of Mrs. Roethke seemed to shape her choices in regard to the inservice as well as the teacher educator responses to her.

The Final Interview: June 9, 1977

In the final interview, Mrs. Roethke's responses were very similar to those she made in the April interview. She had continued with the inservice until the end of the school year. She attended all the seminars, organized her materials for evaluation, and helped with demonstration.

Interviewer: To what extent did you use social emotional curriculum in your classroom instruction?

Mrs. Roethke: It's a part of the way I teach now and the way I deal with kids. I will never not use it.

Interviewer: Would you say you use it all the time?

Mrs. Roethke: Yes. But I haven't taught specific lessons. I think in a social emotional way now. And I've used Katharine as a consultant. The rest of my teaching style has changed as a result of it.

Mrs. Roethke had been clear throughout the program that she did not like to be observed in her classroom. In this response she clarified what type of observation bothered her.

Interviewer: Being observed is not pleasant for you. It has an element of threat when someone is watching everything you are doing.

Mrs. Roethke: Yes, when it's for evaluation purposes. It didn't threaten me when you came in at the beginning of the year because I said, "This class is driving me up a wall," and you came in to make a behavior log so we could identify the problem and work with it. That I felt all right about. But I've known you've been gathering data for your study, and I don't like that. I'm threatened by that

> because I feel like I'm being observed for
> the study, and I don't think I'll ever get
> over that. I'm willing to accept it. I
> realize it has to be done. I'm willing to
> accept it. I realize it has to be done.
> I'm willing to accept it, but I'm never com-
> pletely comfortable when you're in there
> doing that because I know why you are there.

Interviewer: So in that context, being observed is more
to meet my need and the evaluation people's
need rather than to meet a need of yours.

Mrs. Roethke: Right, and I want to do my best so that it
comes off well.

Interviewer: So there is a dual concern there. You want
to look good, but also it isn't something you
would choose.

Mrs. Roethke: No, but it's worth it because of what I've
gained. I'm willing to do it, but I don't
like it.

Mrs. Roethke was asked if she had developed any new social emo-

tional lessons or units, and she replied "no." She was then asked if

there was any special reason for that.

> I haven't developed a lot of social emotional activities.
> I am very comfortable with what I've learned and how it's
> working into my teaching reading. I would love, if I had
> a classroom, to do some of those things like the anger
> words and the sandpaper and velvet exercise--I would really
> love to do some of that. But I can't justify spending a
> lot of time, especially doing things that are artsy-craftsy
> or developing a lot of writing kinds of things when I am
> trying to focus on reading. I do more when I teach read-
> ing to focus on feelings in stories--it comes through that
> way. You see I really feel good about the way I am able
> to relate to kids who have problems and almost all the
> kids I work with have problems.

Later in the interview, Mrs. Roethke was asked if she considered social

emotional education an added responsibility, and she replied "no."

Then the interviewer asked if Mrs. Roethke would say that teaching so-

cial emotional lessons was an added responsibility. Mrs. Roethke re-

plied:

> Yes. It's not so much the added responsibility of teaching the lessons. I feel that I have an obligation to teach so much reading content, and reading studies have shown that one of the biggest factors in whether a kid learns to read or not is how much time is spent with that kid teaching him to read. And so I don't feel I can spend, if I am the reading teacher and teaching reading, I don't feel like I can spend, if I work with a group for an hour, I don't feel I can spend 20 or 25 minutes every day working on social emotional things because it cuts the time back so much from working on reading.

She then went on to say:

> I want to do enough social emotional so that I can teach reading effectively. My kids have done the best in reading this year that they have ever done. I'm encouraging them more. I'm expecting more from them, but it's not a demanding kind of pressure and something has happened. I am realizing that they can do more than I expected, and I'm letting them--they've been eager and wanted to go ahead, and I've let them and they're moving. I think it's a difference in my attitude and my feelings.

Finally, when asked to rank order various aspects of the inservice as to their helpfulness to her, Mrs. Roethke ranked as highest the fact that the inservice was individualized to meet her needs, that it was school-based, and that it was an in-depth program that took place over a long period of time.

Commentary

In the final interview, Mrs. Roethke restated much of what she had said before in regard to the inservice. The main theme was her role as reading teacher. She felt that she had an obligation to teach problem readers how to read and that she could not justify taking time from their reading periods to teach social emotional education lessons. Therefore, she chose not to develop lessons as part of the curriculum development. She did choose to change her ongoing teaching behaviors because that was something she could do to improve her reading

instruction without taking away from it. She stated that she felt very good about her choices and that her students had done the best they had ever done.

Mrs. Roethke did not like to be observed. She stated that she especially disliked being observed for what she thought was evaluation for this study. She said that she was willing to put up with it because she felt it was necessary and because she had gained so much from the program.

In conclusion, Mrs. Roethke once again stated the importance of the personalized and individualized nature of the inservice to her. She valued those qualities the most.

Summary

Mrs. Roethke was the school reading consultant. and in that role she did not have a self contained classroom of students as did the other participants in the inservice. Instead, her role was to work with small groups of students, usually the children with reading problems. The typical format was to work with a group of students on reading skill improvement in a one hour session. Mrs. Roethke's strong beliefs about her role sometimes put her in conflict with the inservice program goals, at least when it came to implementing classroom strategies. Mrs. Roethke did not believe that she could take the time away from reading instruction in order to teach social emotional education lessons. Besides, Mrs. Roethke had other needs. She wanted to improve her teaching behaviors in order to improve her relationships with students as well as her classroom management techniques. Thus, Mrs. Roethke chose to change several of her ongoing teaching behaviors. She

incorporated listening skills and "I" messages into her repertoire as well as a new discipline method and a conflict resolution method.

Mrs. Roethke seemed to need personal support and attention. She clearly stated that she wanted consultation sessions to focus on her needs and problems. Dr. Emerson responded to this need and worked with Mrs. Roethke on a personal basis, even engaging in co-teaching with a group of fifth graders. This was very different from the structure provided to the other teachers in the program. The nature of the consultations changed to include a great deal of time spent on lesson planning, and there were no formal observations and feedback. Mrs. Roethke seemed to get her needs met by Dr. Emerson, and Dr. Emerson was able to help Mrs. Roethke became a more thorough planner while obtaining some first hand experience with students herself.

MRS. CRANE

Introduction

The main feature of Mrs. Crane's interaction with the social emotional education inservice that stands out from the data is the lack of a clear curricular focus. Unlike the other teachers who chose topics to develop or teaching behaviors to change, Mrs. Crane did neither. She did, however, engage in the inservice process and program components. She was observed 14 times, she had 11 consultation sessions, and she attended all the seminars. Mrs. Crane did what she thought was expected of her or what she felt obligated to do.

Three factors may have had a bearing on Mrs. Crane's choices during the six months of this study. First, her teaching style was not congruent with the principles of social emotional education. Mrs. Crane's classroom management style was authoritarian with control of the students being uppermost in her mind. Rarely did she consider the students in her decision making. Second, Mrs. Crane had an intern during the winter term. This particular intern had had many problems, primarily with classroom management. Mrs. Crane had to turn her classroom over to the intern for a six week internship. The only time Mrs. Crane interacted with the students was during the half hour each week when she taught a social emotional lesson for observation. Mrs. Crane believed that her classroom was falling apart and that there was not anything she could do about it. Consequently, Mrs. Crane was frustrated and angry a great deal of the time during the period of the study. Third, Mrs. Crane agreed to be the sole subject for another dissertation during spring term. As a result, she was being observed frequently for that study and was asked to fill out nightly reports on her teaching behavior for a given day. That took up a lot of her time.

This case study is a description of Mrs. Crane's interaction with the inservice program. The work with Mrs. Crane was in three phases: (a) January and February--observation and consultation while an intern was in her room; (b) transition period after the internship--classroom meetings; and (c) the balance of the school year. Preceding a discussion of these three phases are descriptions of Mrs. Crane's classroom and of her instructional style.

Mrs. Crane's Classroom

As one walked into Mrs. Crane's fourth grade classroom, the first thing one saw was Mrs. Crane's desk directly opposite the door in a corner next to a blackboard. Mrs. Crane's books and papers were stacked in several piles on a ledge next to the desk. The corner looked like something of a fortress and was clearly the teacher's. During the spring term of this study, the students' desks were in rows pointing away from Mrs. Crane's desk; so if the students were doing seatwork and Mrs. Crane were at her desk, the students would not be able to tell if she were watching them. The students' desks faced another blackboard that extended the width of the room. At other times during the school year, Mrs. Crane placed the desks in two sections of rows facing the middle of the classroom. Mrs. Crane had one small round table at which she sat when giving children individual help. From the vantage point of the table, Mrs. Crane could see and hear almost everything in the classroom, and she was clearly visible to all the students. Along the wall opposite the entryway, there was a set of low cabinets and a shelf extending the length of the room under some windeos. The ledge had a variety of materials stacked on it most of

the year along with a couple of plants that usually looked as if they needed attention. Opposite the windows were two bathrooms, a sink, and storage cabinets.

The bulletin boards were usually teacher made. Sometimes they had subject matter themes, and sometimes they were used to display student work. One social emotional oriented board remained unchanged from February until the end of the year. Student rules and responsibilities were posted where all the students could see them.

An Overview of Mrs. Crane's
Instructional Style

The bulk of Mrs. Crane's instruction was whole group and teacher directed. Mrs. Crane determined the content and time frames for each school day. Each day began with what Mrs. Crane called "boardwork." The rationale for boardwork was that it "settles them down in the morning" (Field Notes, 3/15/77). Each child was expected to enter the classroom at 8:45 am and was expected to have the boardwork finished by 9:00 am, at which point the students checked their boardwork as a group. Sometimes the boardwork consisted of English grammar, and other times it was math problems. When asked why she insisted on the board-work every day, Mrs. Crane said, "It's just something I've always done" (Field Notes, 3/15/77).

Within the various subject matter areas, each student had a folder with assignments in it. When finished, the student checked his/her name off a sheet that Mrs. Crane kept. As students did not complete their work during the day, their names went up on the blackboard. Names accumulated throughout the day, and those who did not have their work finished did not go to recess.

During instruction, Mrs. Crane lectured and called on students to respond to her questions. Sometimes the students took turns answering by going up and down the rows. When students were doing their seatwork, Mrs. Crane either sat at the round table or walked up and down the rows. When encouraged to have her students work in small groups, Mrs. Crane resisted because she did not think they could be productive without constant supervision; also she would not know what was going on within the small groups. The time frames for the various subjects did not change much throughout the year, so the students' routine was relatively fixed.

Commentary

Maintaining control of the classroom and of the students in it was a primary focus of Mrs. Crane's. Mrs. Crane maintained control through structuring the physical environment of the room, through regulation of the day's time frame, and through teaching to the entire group. Mrs. Crane had control of who did what, with whom, and when. Most activities were carefully thought out in advance so as to minimize any disruption. Control of herself as well as of her students was a theme present with Mrs. Crane throughout the time span of this study.

January and February: Observation/Consultation

Mrs. Crane had a great deal of apprehension about being observed that she traced to her student teaching experiences with a harsh supervisor. According to Mrs. Crane, her supervisor came to do observations unannounced and gave negative and judgmental feedback. Mrs. Crane had never gotten over the experience. Mrs. Crane also had an intern in her

room during January and February. It was with some reluctance that
Mrs. Crane agreed to teach a weekly social emotional education lesson
on Wednesday afternoons to be observed by the teacher educators. It
was agreed that the period of time for this weekly lesson would be
2:00 to 2:30 pm. Mrs. Crane taught her first observed lesson on
January 19. It was a lesson on identifying feelings. The observation
form for that lesson indicated that Mrs. Crane paraphrased a lot and
used many concrete examples, both of which helped the lesson go well.
On January 20, Mrs. Crane had her first consultation. She chose not
to discuss the previous day's lesson, but rather talked at length about
one of her greatest problems, a boy named Joey. Dr. Emerson listened
and tried to help Mrs. Crane devise strategies for dealing with Joey.

Prior to her next consultation, Mrs. Crane taught three more les-
sons. One was a magic circle session, and the other two were lessons
on feeling words taught to the whole group. Each of these lessons
went smoothly. On the observation form for the third lesson, Dr. Emer-
son wrote, "A very pleasant and involving activity. The sharing each
child does appears to be very important to him/her. I'm glad you en-
courage their listening to each other. I like the way you communicate
quietly what is expected" (Observation Form, 2/2/77).

On the following day, Mrs. Crane and Dr. Emerson met for a consul-
tation. Dr. Emerson wanted to give Mrs. Crane feedback on the previous
lesson. That discussion included the following exchange:

    Dr. Emerson: You were so constructive with the kids yester-
                  day.

    Mrs. Crane: I felt very badly that . . .

    Dr. Emerson: I wanted to give you the comments I had
                  written because . . .

Mrs. Crane: I adopted so many problems . . .

Dr. Emerson: Yes, but you knew what they were and the main-
taining and constructive restoring and the
tone of voice and the concerned, gentle but
firm way that you communicated. That was very
constructive. You were working awfully hard.

Mrs. Crane: I was exhausted.

After considerably more description on Dr. Emerson's part, Mrs.

Crane said, "It wasn't a bomb, but I felt that things could have been

a lot better" (Consultation, 2/3/77). In this consultation, Dr. Emer-

son talked a great deal, primarily giving Mrs. Crane advice. Later in

the consultation, Mrs. Crane said, "I want to work on appreciative

praise." She wanted to have her students do some role plays or skits

that would help them to understand appreciative praise. Mrs. Crane

said, "Valentine's Day is coming up, and I wanted to do something mak-

ing someone feel good. Can you suggest something like saying something

nice to someone and then recording it?" Dr. Emerson responded by gen-

erating an idea for a Valentine thank you box. The idea was that each

child would record helping behaviors on a log on his/her desk and then

write thank you Valentines to the people who had helped them. Mrs.

Crane liked the idea. Then Dr. Emerson reiterated what she had said

to the other teachers earlier about lessons versus units:

> I think that will be fun. I think the major thing that I
> am learning this year is the simpler the better. Something
> that fits right in and is just kind of a natural part but
> focuses on these ideas is going to have the building, cumu-
> lative effect that I think we want. You know the big splash
> is nice, but I think the daily focus that really helps remind
> the kids is best. They won't remember a unit from the fall,
> and they aren't going to get much out of it (Consultation,
> 2/3/77).

Mrs. Crane developed the Valentine's Day idea. She taught her stu-

dents how to give a "three part thank you," they kept helping behavior

logs, and they gave thank-you Valentines to one another. On February 15, Mrs. Crane met with this investigator (the junior teacher educator) for a consultation. Mrs. Crane reported that the Valentine strategy was a success. Mrs. Crane further generated ideas for some role plays. Mrs. Crane was concerned about "prepping" the students sufficiently so that the role plays would go well and not threaten the students. Through much discussion, Mrs. Crane and the junior teacher educator devised an assessment tool by which Mrs. Crane could poll the students to determine which students were threatened by the role plays and which wanted to have active parts. Mrs. Crane said that she would do the assessment right away. She then related a positive incident in which she had reacted to a student in a positive manner rather than ranting and raving as she said she would have a couple of years ago. Mrs. Crane ended the session by restating her goals for the next lesson and her plans for carrying them out.

On February 16 Mrs. Crane conducted her assessment of the students and met with this investigator the same day. Mrs. Crane was surprised to discover that most of the students were not threatened and were willing to take active parts in the role plays. The junior teacher educator and Mrs. Crane discussed how to structure the role plays. Mrs. Crane initially said that she she liked some of the junior teacher educator's suggestions which tended toward a little less structure; but by the end of the consultation, Mrs. Crane was committed to a more controlled, structured, and slower paced strategy that was congruent with Mrs. Crane's needs. Mrs. Crane concluded the discussion by stating her plans for the upcoming week. The junior

teacher educator gave Mrs. Crane some positive feedback on one of her lessons, and Mrs. Crane asked for some help with a problem with her intern.

Dr. Emerson, the junior teacher educator, and Mrs. Crane met on February 17. The junior teacher educator was called away just as the consultation was beginning. After discussing a problem that Mrs. Crane was having with her intern, Mrs. Crane described for Dr. Emerson her previous consultation with the junior teacher educator. She described her plans for the role plays at length. Dr. Emerson had just completed a session with Mrs. Eliot during which the idea for the angerometer had been generated, and Dr. Emerson was really excited about it. Instead of talking with Mrs. Crane about her role playing lessons, Dr. Emerson described at length the anger unit Mrs. Eliot was working on. Dr. Emerson encouraged Mrs. Crane to observe one of Mrs. Eliot's lessons. The remainder of the consultation was a discussion of the problems Mrs. Crane was having with her intern.

The next meeting with Mrs. Crane was on March 3. Mrs. Crane talked at length about the problems she was having with her intern. Then Dr. Emerson said, "Why don't you help me get up to date on what you are working on and where you are with different things?" Mrs. Crane said, "We are still working with thank yous. The last big project was our thank you Valentines. We are planning for the role plays. I hope I can get some going by next Wednesday for you folks to see." She said that she was meeting with each student to plan the role plays and concluded by saying, "I can't do it as spontaneously as Mrs. Cummings did" (Consultation, 3/3/77). Mrs. Crane then mentioned that

she wanted to teach some content on anger. Before discussing that,

Dr. Emerson wanted to clarify the appreciation role plays.

Dr. Emerson: Before we talk about that, let's go back to the appreciation. You are doing the role play. You have introduced that. And then you were saying that you might have a goal for the week that would deal with the helping?

Mrs. Crane: Yes, similar to what Mrs. Dickinson is doing on boosting.

Dr. Emerson: OK. I think the three things that need to be done consciously are providing opportunities to encourage the behaviors so that you can reinforce it. And your modeling of it is critical. You introduce the concepts and get them to understand them through these strategies, but I think if we don't really carefully plan to follow through on it, it probably won't really transfer.

Mrs. Crane: The follow through is the back of it. That's why all these cute little things that we are doing are so short lived (Consultation, 3/3/77).

As the discussion progressed, Dr. Emerson gave Mrs. Crane an idea

for a helping behavior Easter egg tree. Mrs. Crane liked the idea.

The bulk of the consultation centered around Mrs. Crane's frustration

with her intern and the amount of anger she felt and that she saw in

her students. Dr. Emerson responded by teaching Mrs. Crane the Madow

framework on anger. Finally, Dr. Emerson suggested that Mrs. Crane

consider using Glasser's classroom meeting technique with her students.

The session concluded with a discussion of how the consultation could

continue after Mrs. Crane returned full time to the classroom. Mrs.

Crane said, "I do want to continue. The feedback, the sharing of

these things that I am seeing or feeling or having experienced are

so helpful" (Consultation, 3/3/77).

Commentary

In the six or seven weeks described above, Mrs. Crane seemed quite active in social emotional education. She taught six observed lessons, and she met with the teacher educators six times. What was striking about these sessions is their lack of direction. Mrs. Crane did not seem to have a goal. Each of the other teachers determined a goal in curriculum development either by themselves or with Dr. Emerson's prompting. Mrs. Crane did not seem to have as clear a focus. The closest Mrs. Crane came to stating a goal was in one sentence in which she said that she wanted to work on appreciative praise.

The teacher educators seemed interested in focusing Mrs. Crane on curriculum development. Even though Mrs. Crane had an intern and was not teaching her students on a daily basis, she agreed to teach a social emotional education lesson each Wednesday for a half hour that the teacher educators would observe. Ordinarily, Mrs. Crane would not have been teaching anything at that time. So she had agreed to a double change--she was actually doing teaching, and she was adding the teaching of social emotional education. Some of Mrs. Crane's comments (e.g., "I hope I'll have it ready for you folks") indicated that she was preparing and teaching lessons strictly for the benefit of the teacher educators. Thus, while the teacher educators had a need to engage Mrs. Crane in curriculum development, Mrs. Crane had other needs. Mrs. Crane's needs were more immediate. She was frustrated with the intern assigned to her, and she was frustrated with the behavior of certain problem children. Thus, the consultations were a mixture of the teacher educators' attempting to focus Mrs. Crane toward

curriculum development while Mrs. Crane was trying to vent her feelings about her problems. When Mrs. Crane turned her attention to curriculum development, it appeared that she was trying to determine what the teacher educators wanted so that she could comply.

Another factor in the consultations with Mrs. Crane was that both teacher educators were working with Mrs. Crane, but not always at the same time. Thus, one consultation might be with Dr. Emerson, another with the junior teacher educator, and some with both. This might account for what seemed like a lack of continuity from session to session. What continuity there was in terms of curriculum development content was provided by Mrs. Crane, and when Dr. Emerson was present, Mrs. Crane usually took the opportunity to talk about her frustration with the intern as opposed to working on any new lessons.

The roles that the two teacher educators took with Mrs. Crane were slightly different, too. Dr. Emerson on a couple of occasions took the role of seed planter and gave Mrs. Crane ideas for some social emotional strategies. With Mrs. Crane, Dr. Emerson seemed to reteach concepts from the seminar and also tended to give advice. Dr. Emerson seemed to be trying to provide Mrs. Crane with cognitive dissonance so that Mrs. Crane might take another perspective on her teaching and her problems. The junior teacher educator also took the role of seed planter as well as technical helper. In the sessions with the junior teacher educator, Mrs. Crane tended to talk for a greater proportion of the time. This was probably because the junior teacher educator was providing personal support by listening and also was trying to get Mrs. Crane to accept responsibility for her own

behavior by having Mrs. Crane declare what she wanted and to devise her own strategy for accomplishing what she wanted.

It is interesting to note that it is Mrs. Crane who asked if the consultations would continue after she resumed teaching. Mrs. Crane stated that being able to share her feelings was helpful. At that point in time, all of Mrs. Crane's problems with her intern were coming to a head as the internship was almost over.

The Classroom Meetings

The winter term was ending, the intern was finished, and Mrs. Crane was about to resume teaching. Mrs. Crane, in talking with the teacher educators, made it clear that she felt that she had lost control of her classroom and that the students were behind in their skill development because of the poor instruction they had received from the intern. Dr. Emerson was concerned that Mrs. Crane was going to go back into the classroom and regain control through heavy-handed, authoritarian methods. Dr. Emerson suggested to the junior teacher educator that she go down to Mrs. Crane's classroom on the intern's last day and encourage Mrs. Crane to try classroom meetings. The junior teacher educator met with Mrs. Crane on that Friday over the noon hour.

Mrs. Crane came to the consultation very angry. She talked about her anger at length. The junior teacher educator said, "My advice would be for you to hold a classroom meeting and talk to the children about your style, your standards, and your frustrations and give them an opportunity to talk about theirs. I'm not going to push you to that, but I am going to nudge you" (Consultation, 3/11/77). Mrs.

Crane did not pick up on the suggestion. For the next half hour or more, she talked about how angry she was about the entire internship experience. Mrs. Crane believed that her students were angry and that she had lost control over them. She was also angry and disgusted with a lot of the students' behavior. Mrs. Crane was anticipating how difficult and tiring it was going to be to reestablish herself as the teacher. She said:

> When I'm back in the trenches all that number of days every
> morning and every afternoon for that number of hours. Plus
> more work to do at home at night. I know I'm going to go
> home tired. I refuse to go home to the point I am crawling
> out of here because I am tired (Consultation, 3/11/77).

When the teacher educator suggested that Mrs. Crane might share some of her feelings with her students, Mrs. Crane questioned whether her students would understand her feelings or even care. After considerable discussion, Mrs. Crane agreed to try the classroom meeting approach on her first day back with her students. It was also agreed that the junior teacher educator would be there to help her.

Classroom meetings were held on March 14, 15, and 16. What follows are descriptions of those meetings and the interactions with Mrs. Crane taken from the investigator's field notes.

3/14/77, 8:35 am

> I went to Mrs. Crane's room and said, "Are you ready for
> the meeting?" She replied that she was, and in response to
> a request from me she had prepared a list of her complaints
> about the kids and a list of what she wanted from them. I
> found the list to be rather demanding, occasionally worded
> in a manner that I thought would provoke hostility from the
> children and too numerous to be realistic to ask for all
> at once. On the previous day, I had been rereading Gordon's
> no-lose method of conflict resolution in which he makes a
> distinction between teacher needs and teacher wants. The
> point he makes is that a teacher has certain needs but rather
> than communicate them as needs, the teacher gives them as

choices for the students already in solution form. I de-
cided the distinction might be helpful to Mrs. Crane, so
very quickly I showed her how her list was a list of de-
mands and perhaps she would be more successful in meeting
her needs if she first listened to the children's complaints
and later presented hers more in the form of needs. That
way I thought they would be able to negotiate. Although
she really wanted to get her list out, she agreed to listen
to the children first. Once again she expressed her frus-
tration and said she just wanted to "let them have it."

8:45 am

Mrs. Crane introduced me to the children after having them
move their desks into a circle. I told them I was there to
help them get their classroom running smoothly again. I
told them I would need some help from them because I didn't
know them so when they spoke, I wanted them to tell me
their names first and then speak. I asked that they listen
to each other. I also told them that they could say anything
they wanted, however they wanted, and they would not be
punished or put-down for it. I told them that in order to
help improve the classroom, I would need to hear their com-
plaints. I had written "student needs and wants" and "teach-
er needs and wants" on the blackboard. I told them that after
they had made their needs clear, we would take time to hear
Mrs. Crane's complaints before we decided what to do about
it. I asked Mrs. Crane to write whatever they said on the
blackboard, and I asked a student to make sure the students
had a copy. Then I said something like, "What really gets
you upset in this room?" No one responded. I said, "No
one is speaking; that must mean that everything is fine."
I smiled to let them know I was kidding them a little, and
five hands went up. After that it was 45 minutes of non-
stop complaining. When the complaints became redundant,
I asked if anyone had anything new. Then I told them that
they seemed to be restless, so we would continue meeting
after lunch. I asked Mrs. Crane to talk with the children
about the morning and how they could make it pleasant.
Then I asked the children if they thought they could do that.
I asked for a show of hands and told them that I considered
that a commitment on their part. Then I left (Field Notes,
3/14/77).

Over the noon hour, the junior teacher educator and Mrs. Crane met.

Mrs. Crane was pleased with the meeting, but she wanted results and

she wanted them right away. She felt that the process was too slow.

A classroom meeting was held after lunch. Since Mrs. Crane had laryngitis, she decided not to give her complaints until she could talk better.

The next day was a half day of school. When this investigator went to Mrs. Crane's room at 11:00 am, she overheard Mrs. Crane talking to one of her reading aides, a woman known for her punitive discipline techniques. Mrs. Crane was explaining to the aide why the aide needed to be patient with the children. Mrs. Crane said the children had had a rough 10 weeks and they needed above all to feel good about themselves. Mrs. Crane said that it was all right if for a couple of days they did not get as much reading done because the most important thing was that the children leave the reading session feeling good.

Mrs. Crane wanted to talk with the junior teacher educator prior to the second classroom meeting. She said that she was optimistic and that she would feel terrible if she came down hard on the kids. She described how different this approach was from her behavior as a teacher during the previous nine years. Mrs. Crane decided that she would lead the classroom meeting. The investigator's field notes gave this account:

3/15/77, 12:45 pm

> We walked to the room. The children had been told yesterday that they might have a substitute teacher today. When the children saw that Mrs. Crane was here, they burst into applause. Mrs. Crane felt really good and turned to me and said, "Maybe they do care about me."
>
> Mrs. Crane began the meeting by asking the children to think about yesterday afternoon and to tell her what they liked and didn't like. Among their comments were that they had all finished their work and the teacher had not had to raise

her voice. Mrs. Crane then gave her evaluation. This was
really the first time that she had given her feelings in
a meeting. She told the children how much she missed them
during the past 10 weeks. The children were noticeably
moved by this; they were all silent and looking at her.
(She later told me she was struck by the impact she made.
She could feel the feelings and felt like hugging each child
at that moment.) She talked about what a struggle it was
to get back into a routine. She said her one problem from
the previous day was that some children had crossed off
their names to indicate work was done when in fact it
wasn't. She said that that upset her. "I'd like your
feelings on this," she said. Several children told about
how it might have happened. One boy said that sometimes
he crosses off the wrong name by mistake and forgets to
correct it. She asked how this could be fixed. (Later she
said that she had never thought about how these could be
innocent mistakes. She said that a year ago she would have
yelled and screamed and accused them of cheating. She was
glad she had asked for their input.)

Since they had had the morning off, she asked them how the
morning went. First she told them she had had a pleasant
morning. She listened to each of their contributions and
paraphrased what they said. Then she led a discussion of
what kind of afternoon they wanted. After they said what
they would do, she asked them to tell her "what am I asking
of you this afternoon?" She stressed how much she wanted
all of them including herself to go home feeling good about
the day. Then she asked them how they felt about their
classroom meeting. They said "good."

3:30 pm

I decided to stop by after school to see how her afternoon
had gone. I didn't expect to talk with her more than a few
minutes, but she talked for an hour. She wanted to tell me
about everything that happened. They had a beautiful after-
noon. Now she is beginning to think this stuff works. She
said, "When you most want to yell and be mad, that is when
you mustn't. I'm finding out you get from kids exactly what
you give them. You must be positive, and you can't wait for
them. You must be positive first." She said the kids were
responding, and she was trying to follow through on every-
thing she said.

Mrs. Crane led one more classroom meeting on Wednesday, February

16, at which the junior teacher educator was present. Again, the fo-

cus was on classroom procedures and how they could all get their needs

met through appropriate behaviors. Mrs. Crane chose not to go over the list of complaints she had generated the previous Friday. The children's complaints had, however, been compiled and run off on a ditto sheet for them to have.

Commentary

At the meeting with Mrs. Crane prior to the start of the classroom meeting, it was clear that she was extremely angry and felt that her classroom was out of her control. Not only was she angry about the intern and the internship period, but she was angry with the students. Mrs. Crane described teaching as being "back in the trenches" which indicated that she felt like teaching was war. The junior teacher educator, at Dr. Emerson's suggestion, proposed to Mrs. Crane that she consider classroom meetings. Mrs. Crane was slow to pick up on the suggestion. Clearly, classroom meetings were not congruent with what Mrs. Crane perceived as her needs and her style. Nevertheless, she agreed to give them a try.

The teacher educator led the first meeting and elicited from the students their complaints. She had convinced Mrs. Crane that perhaps it would be helpful if the students aired their grievances before Mrs. Crane aired hers. Mrs. Crane "just wanted to let them have it." Mrs. Crane wanted quick results, and she wanted the students to know who was in control. Mrs. Crane agreed to go along with the teacher educator, and the first meeting went well.

On the second day, Mrs. Crane led the meeting and used a variety of social emotional education communication skills and used them well. Mrs. Crane's attitude had shifted, and on this particular day she was

more optimistic. When the children applauded her entrance into the classroom, Mrs. Crane said, "Maybe they do care about me." By the end of the day, Mrs. Crane was speaking very positively about the classroom meetings and about the benefits of gathering input from students.

To help Mrs. Crane make the transition from the internship to her return to the classroom, the teacher educator was accessible to Mrs. Crane throughout the school day. The first meeting was entirely run by the teacher educator, and then Mrs. Crane took over. While Mrs. Crane became enthusiastic about the results of the meetings, she was, nevertheless, engaging in a technique and its underlying belief system that were incongruent with her own beliefs and style.

The Remainder of the School Year

Mrs. Crane was observed three more times and engaged in four more consultations. As in the past, the focus of these consultations was on Mrs. Crane's venting of anger and the teacher educator's attempts to get Mrs. Crane focused on strategies for change.

On March 16, Mrs. Crane finished teaching the role plays on helping behavior. As a skit was presented, Mrs. Crane asked the children to focus on which child was doing the helping behavior and to determine how the recipient of the helping behavior felt. She gave the students a worksheet to use for the skits. After each skit, Mrs. Crane processed the skit with the students. Mrs. Crane used several social emotional teaching behaviors, and the lesson went well.

A consultation was held on March 17. Dr. Emerson described the arrangements for demonstration, and Mrs. Cummings was present as was

the junior teacher educator. The bulk of the conversation centered around Mrs. Crane's frustrations. During this particular session, Dr. Emerson tried to redirect Mrs. Crane by giving her considerable information about Kohlberg and Dreikurs. Dr. Emerson was trying to help Mrs. Crane see alternative ways to helping children become responsible besides control and punishment. Mrs. Crane did not seem to pick up on anything in particular and made no commitment. At the end of the session, after the teachers had left, Dr. Emerson commented to the junior teacher educator that she did not think Mrs. Crane had assimilated any of what Dr. Emerson had said. For the spring term, Mrs. Crane decided to modify her baseball unit from the previous year and to do an appreciation strategy for Mother's Day.

At the next consultation, March 23, Mrs. Cummings was again present. Dr. Emerson gave Mrs. Crane positive feedback on her processing of the role plays the previous week. This was another lengthy session primarily devoted to Mrs. Crane's frustrations. As Mrs. Crane reported it, she had been back in the classroom almost two weeks, and she was frustrated because she felt "used." She had held a classroom meeting and told the children that she felt as though she had responded to their complaints and had tried to improve the situation, but that she had not seen them reciprocate. The junior teacher educator pointed out to Mrs. Crane that she had never really outlined her complaints or the reasons for them to the students. Mrs. Crane did not pick up on the comments. Dr. Emerson tried to help Mrs. Crane develop a strategy by giving Mrs. Crane information on Dreikur's natural and logical consequences. Mrs. Crane did not seem to pick up on that either. Mrs. Crane talked at length about how difficult it was

to teach and that, in fact, she did not feel that she could teach. Mrs. Crane said that she was really earning her pay.

Two more consultations were held with Mrs. Crane. She reported that not much was happening that was new except that she had finally started the Easter egg helping behavior strategy. By March 31, Mrs. Crane said that the students' behavior was improving not only in the classroom but on the playground, too.

During spring term, Mrs. Crane attended the seminars, but she did not initiate any classroom observations or consultations. When observed for evaluation purposes in March, Mrs. Crane was observed using a variety of social emotional teaching behaviors. For example, she paraphrased 11 times, used exploratory questions 11 times, used self description six times, and praised or said "thank you" 11 times. In contrast, when she was observed in May, Mrs. Crane praised or said "thank you" eight times, and none of the other behaviors were observed. During the final observation at the end of May, Mrs. Crane again used none of the behaviors such as paraphrasing and had increased her use of communication roadblocks to a total of six. The final evaluation observations of Mrs. Crane were reminiscent of observations of her earlier in the school year.

Commentary

Through March Mrs. Crane continued to meet with the teacher educators. As had been the pattern throughout, Mrs. Crane talked at length about her problems and frustrations. Dr. Emerson primarily took the role of information giver and chose to give Mrs. Crane cognitive input on social emotional education as a catalyst to help Mrs.

Crane find some alternative teaching behaviors. Mrs. Crane seemed to appreciate having someone listen to her, but she did not show evidence of putting any of the new information into use.

Observations of Mrs. Crane indicated that she was capable of using a wide variety of social emotional education communication skills. However, after a month and a half of not participating in regular observations or consultations, Mrs. Crane showed evidence of reverting to her previous pattern of using what were termed communication roadblocks. Like Mrs. Eliot, Mrs. Crane knew what the desirable social emotional behaviors were, but she did not always choose to use them.

As with the other teachers, Mrs. Crane was given the option of continuing observations and consultations during spring term. Mrs. Crane chose to attend the seminars, but she did not ask for any more observations or consultations after March 31.

The Interviews: April 21 and June 9

In the interviews Mrs. Crane gave some insight into her participation in the social emotional education inservice. In April the first question she was asked was to describe how her being a member of the social emotional education curriculum development team felt to her. She said:

> I have to think back to my original purpose of why I joined
> the team. I think the basis was that I was frustrated in
> regards to dealing with some of the disciplinary problems
> that were occurring in the room . . . . Being a member of
> the team has answered and has helped me in answering so
> many questions in dealing with problems. Taking another
> perspective on the kids and the kind of situations they
> have at home in the neighborhood. The big thing is that
> they own the problem and not me. That has eliminated al-
> most half the frustration that I had because I had to have
> the control and taking care of everything, and it was almost
> like I sensed that I was failing when problems would occur

because I didn't catch them before . . . . I simply wanted,
at first, easy answers and some help in dealing with kids.
I undoubtedly gave a lot of "you" messages and nailed kids
right to the wall and people would say, "Boy, Crane, you
really took care of that kid," and so on, but I didn't feel
very good about it. I felt the power and that I won, but
I didn't feel like I had won a friendship or a sincere under-
standing and they were going to test me again. I was just
a very strong person and able to maintain it, but I was
tired when I got home at the end of the day. So that's why
I joined the team.

The interviewer then asked Mrs. Crane if anything had changed for her

in terms of the control issue and her fatigue. She replied:

Being on the team has answered most of my immediate problems.
There are still more questions, but it has opened up new
doors that I am excited about instead of saying "oh, yuk,
one more thing." I think the biggest thing was the class
meetings we have had and being able to talk about the prob-
lems in the room and having them join in the decision
making. The sharing of problems rather than me saying a
problem didn't exist or if it did it was going to be taken
care of very quickly--five minutes from now it won't be there
and it would be over and I wouldn't care at whose expense.
So right now it is the sharing, the planning with the kids,
being able to give "I" messages and the mutual hearing of one
another.

Mrs. Crane was asked which of the program components was most important

to her. Her reply was:

All three are valuable. If you had one alone without the
others, it would be a problem. You have to have all three.
The seminar created the basis, the topics, the discussions
where we could pull from our own experiences relating to
the topic or problem being discussed. Then we could go
back into our rooms and try to implement that idea into a
program or lesson or unit which we would plan with you if
we had problems and we would schedule an observation time.
You folks would come in and observe it and give us feedback,
and that was the most valuable thing ever. I overcame my
feeling of this observing business. I'm a little paranoid
over it, but not nearly as much because it was a threatening
experience to me as a student teacher and it was negative.
I felt the sincerity on your part and Katharine's to come
in and show us some things. You observed things that I
didn't pick up but hearing that, "Hey, you're doing okay,"
or "You did a good job," or "We were really impressed."
Even if it was a negative comment, it didn't come out

negative. It was a constructive comment which you could take or you didn't have to take. It wasn't that we were a bad person or poor to the profession.

Next Mrs. Crane discussed her first consultation and feedback session. She said that she was anxious, so anxious that when Dr. Emerson made a positive comment, Mrs. Crane's retort was defensive. She had been so sure that she would be criticized that she had had her first remark prepared. Mrs. Crane went on to say that she felt supported by the inservice and thought it was especially important that the teacher educators had come right into the classroom and, therefore, understood the problems first hand.

Next the interviewer asked Mrs. Crane to reflect on the period of time after her intern left.

Interviewer: What was it like for you?

Mrs. Crane: It would have been a lot worse had you folks not been there. I'm sure I would have gone right back to my original manage everything, "you don't utter a sound"--total control and then go home beat! It was three of four weeks of anxiousness, a lot of patience, and a lot of time when I would still let out my vents. Originally you said, "Give it time," and I thought, "How much time?" But it did work out much better . . .

Interviewer: That was a tense time. Did you have any perceptions of how you were being treated?

Mrs. Crane: I thought I was being held up (laughs). Try it, you know, totally supported and assisted. I could come right down that day morning or afternoon and say, "This is what happened," or "What do I do? How would you handle it?" You were right there in a real crisis period of time. Not there to make judgments upon them totally or me totally, but what is the problem and how can we all feel good about ourselves at the end of the day?

June 9

The interview at the end of the year, June 9, was extremely
lengthy primarily because of the very long and sometimes rambling re-
sponses Mrs. Crane gave to questions. Except for the two seminars,
Mrs. Crane had not interacted with the inservice program for ten weeks.
In this interview Mrs. Crane revealed how she really felt about teach-
ing social emotional education lessons and how she perceived her class-
room observations of the previous winter.

At the beginning of the interview, Mrs. Crane said that she had
been using social emotional education in her classroom heavily be-
cause she had integrated it into the process of each day. She said she
had not initiated any consultations because she "was not having prob-
lems." She also had other things taking up her time, the biggest of
which was her involvement as the subject of another dissertation on
classroom management techniques. Mrs. Crane was also very clear about
Dr. Emerson making the spring term involvement optional, and in this
interview Mrs. Crane stated what she remembered Dr. Emerson's telling
her; her statement was very accurate. When asked how she felt when
it became clear that she did not have to be observed, Mrs. Crane said:

> I think initially I probably felt a little relief. Like,
> you know, I don't have to have something definitely
> planned for that day, and I guess I became a little bit
> more relaxed in making it more of an integral part. That
> is social emotional to me. It's not a special lesson to
> be observed only because this is the time that you have
> and can come in to observe something, and I've got to do
> something because I've got to do it to please you as this
> is the time that is convenient for you folks to come in
> . . . . I didn't have to do a lesson on Wednesday from
> 2:00 to 2:30 any more.

She went on to say that she felt obliged to stick to the schedule
that the teacher educators were keeping. When asked if the interviewer

could infer that teaching social emotional education content lessons
was not valued by Mrs. Crane, she replied that that was accurate.
She said she was far more tense about doing a content lesson because
Dr. Emerson and the junior teacher educator were coming into her room
and expected it.

The interviewer explored the aspects of this "obligation" further.
Mrs. Crane said that teaching the observed lessons was an obligation
and a responsibility and that in doing so she was in conflict with her
own needs.

> I did them to have a lesson for you folks to see I
> personally felt that some of the lessons that I did when
> you and Katharine came in were not necessarily the real
> meeting of the needs of my kids right there and then.

The interviewer asked Mrs. Crane if she chose content whether it was
needed or not, and Mrs. Crane replied:

> I knew something was going to have to be done, and I wanted
> to use a variety of things if I could so it wouldn't be
> redundant for you. I had a feeling that you wanted to see
> diverse things that we were doing--a variety. I rebelled
> on this all the time--doing something just for the sake of
> doing it.

In the next part of the interview, Mrs. Crane described how, when
she was so much in the "trenches," it was difficult to determine what
social emotional lesson to teach next because, "Hey, social emotional
is just a half hour," and she had all those other hours with the stu-
dents. "It's hard to just isolate and be fresh as a flower for that
one particular lesson when you've got other things going on too." She
further said that in teaching some of the observed lessons, she
stretched them to a half hour even when the students' attention spans
were short because she felt obligated to the half hour.

Mrs. Crane was then asked where she had obtained the strong sense

of obligation. Her reply was very lengthy. In part, she said:

> I think the grade element is part of it. For the grades
> we used to get at the university . . . you had to please
> the prof. This kind of help (the inservice) was kind of
> threatening at first. I didn't know if I wanted you in
> here or to hear the feedback. I was hung up on that. I
> still don't want to be told that I am doing things wrong.

After describing what it took for her to get over her fear of receiving

feedback, she said that subsequently the teacher educators' coming in

was not a problem. Then she described the classroom meetings and the

help she received just after her intern left:

> Your help in March was a life saver for me. You--the
> whole picture of you changed. I thought, "Hey, she
> really is in here to help and she can appreciate the
> trench work and wants to help rather than be superior,"
> which is all our inservices had been before.

She concluded that this had been a different type of inservice, and it

took time to build up trust. When asked if she discerned a difference

between Dr. Emerson and the junior teacher educator, she replied:

> Your roles are a little bit different. I saw Katharine
> more in regards to the class--the leadership. I saw
> you as more as support--"How can I help you?"--that
> kind of thing.

Although she did not like being observed, Mrs. Crane did say that

during the time she was being observed regularly, her awareness of

her teaching behaviors was greatly increased. She began to question

and think about what she was doing as a teacher.

In describing the classroom meetings that were held after the

intern left, the most important benefit cited by Mrs. Crane was learn-

ing to listen to her students. She said that the classroom meetings

were a contrast to her saying, "This is what you will do" or "lining

them up against the wall and just riddling them with bullet holes

. . . . I guess I had to trust in them that they do have some feelings." When asked if she ever worried that by opening the room up to the students' point of view, she might lose control, she said, "No, no, I didn't because I knew I could always come back to being an authoritarian if I wanted to."

Toward the end of the interview, the interviewer and Mrs. Crane had this exchange:

> Interviewer: When I first met you, I had the sense that there were two Jackie Cranes. There was Jackie Crane the person and Mrs. Crane the teacher.
>
> Mrs. Crane: (laughs) Yeah, I'm one--not Sybil any more (laughs). Sixteen personalities (laughs). I'm more just me regardless of where.
>
> Interviewer: What does that mean to you?
>
> Mrs. Crane: I'm more relaxed, more comfortable, more open and more willing to hear from other people.

Mrs. Crane's final responses were to questions concerning the amount of control she had over classroom decisions. The interviewer said that it was her perception that Mrs. Crane was including the children by asking for input, but she was still making all of the decisions. Mrs. Crane agreed and said she was still learning. "I'm involving them more. Ultimately, they are coming to what my conclusions are or what my decisions are." Then she said that;

> . . . a couple of years ago there would have been no need to assess where the students were. I would have said this is the way it's going to be--sit down and do it. And, if you are not doing it pretty quick, then you are going to be taking a trip. And then I would have blown up right there and riddled them.

Commentary

At the April interview, Mrs. Crane stated that her original pur-
pose in signing up for the social emotional education inservice was
to receive help in dealing with her frustrations in the classroom and
with discipline problems. She described the power that she felt when
she "nailed a kid," but she also said that it left her tired and not
feeling good about herself. She said that being on the team had an-
swered her immediate problems. This makes sense if one looks over
the consultations with Mrs. Crane. Clearly, her need was to talk
about various classroom problems. She was especially frustrated dur-
ing the six months of this study, but that seemed to have been a pat-
tern with her for the entire length of the inservice. Thus, Mrs.
Crane used consultations to gain her original purpose. Mrs. Crane
had had a bad experience as a student teacher, and she carried with
her a fear of being observed and receiving feedback. It seemed impor-
tant to Mrs. Crane that she not be labeled a "bad person" or a dis-
credit to her profession.

The June interview was still more revealing. Mrs. Crane's parti-
cipation in some of the inservice program components had been dictated
by a felt obligation. Mrs. Crane believed that she integrated social
emotional education into her every day teaching behaviors and that
that was as it should be. Social emotional education was not a spe-
cial lesson that she taught, and it was not a special lesson taught
at a specific time simply because that time was convenient for the
observers. Mrs. Crane said that she had taught a weekly lesson be-
cause she was taking the course for credit and because she believed
it was expected of her, even though she now admitted that the

lessons had not been taught to meet any needs of her students. She reported that she had rebelled all the time against having to do the lessons just for the sake of doing them. However, she had even stretched some of the lessons to fit a half hour because she believed a full half hour was expected of her. Consequently, when observations became optional in the spring, Mrs. Crane was relieved and chose not to teach any more social emotional education lessons.

Again Mrs. Crane spoke positively of the help that she received after the intern left. It is interesting to note that her perspective on the junior teacher educator changed. She now believed that the junior teacher educator was really there to help her and was not acting in a superior manner as had previous inservice givers. She went on to say that it was a matter of learning to trust. This change in perspective came after almost two years of interacting with the junior teacher educator. Trust came after the junior teacher educator actually went into the classroom situation with Mrs. Crane and also after Mrs. Crane learned that the junior teacher educator was truly accessible.

Finally, Mrs. Crane described some of the changes in herself as a result of her participation in the inservice. She now believed that she was listening to her students more and seeking their input in decision making. Mrs. Crane did acknowledge that all decisions still were made by her. When the interviewer tried to assess how much threat there had been to Mrs. Crane in attempting these new behaviors that were more open to students, Mrs. Crane reported that she was not worried about losing control because, "I knew I could always come back to being an authoritarian if I wanted to."

Summary

Mrs. Crane was a teacher who needed to be in control of the classroom. She had an authoritarian style of teaching and preferred to teach to the whole class so that she would know what was happening at all times. Mrs. Crane had an intern in her classroom during January, February, and March and was, therefore, not teaching. However, Mrs. Crane agreed to teach a social emotional education lesson once a week during a half hour period that would be observed. Mrs. Crane taught several lessons. There was no particular focus to the lessons she taught, and no original curriculum development ideas came from her efforts. Mrs. Crane demonstrated that she was able to teach social emotional content and that she could use a variety of social emotional education communication skills when she chose to.

The intern assigned to Mrs. Crane experienced a great deal of difficulty. This took up a lot of Mrs. Crane's time and also led to her feeling very frustrated. Mrs. Crane's problems and feelings were often the focus of her consultation sessions. When the intern left, Mrs. Crane returned to full time teaching of her class. That initial period of returning to the classroom was a turning point for Mrs. Crane in her participation in the inservice. She agreed to try some classroom meeting techniques as opposed to returning to the students with an iron hand. Mrs. Crane believed this was a positive experience for her and that she learned some new behaviors.

At the final interview, Mrs. Crane stated that she did not value teaching social emotional content lessons and had only done so in the winter months because she felt obligated. When Mrs. Crane was given the option of not having observations or consultations, she chose to

end them. She did, however, attend the spring seminars and retained a social emotional education bulletin board in her room.

CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

Introduction

The preceding five case studies offer a description of how five individuals chose to interact with an individualized inservice program. In each case there were personal and professional needs that the individual teacher had as well as a desire to fulfill the requirements of the inservice. The desire to fulfill inservice requirements was motivated in some cases because the inservice was taken for course credit and in other cases for more intrinsic reasons. The teacher educator also had personal and professional needs as well as responsibility for achieving program goals. Throughout the six months of the study, each of the inservice participants took a variety of roles while in the pursuit of meeting her individual needs. Because of the developmental nature of the inservice, the roles and needs were ever changing. And, because the inservice was individualized, there was variety in curricular products and outcomes.

In Chapter II the historical legacy of past inservice was discussed along with some indicators of factors that contribute to inservice effectiveness. The social emotional education curriculum development inservice that was the focus of this study was an attempt to incorporate several of these effectiveness factors. For example, the inservice was school based at Rogers Elementary School. The program

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was individualized to meet teacher needs; and instead of being a one-shot program, it extended over two years. Teachers were given opportunities to contribute to inservice planning and to assist one another in the generation of classroom materials. Further, they were guided in the practice of new skills and were given observational feedback. The implementation of such a comprehensive inservice included two university affiliated teacher educators, each spending an average of 12 hours per week at the school site in face-to-face contact with one or more of the teachers. Beyond this, there were many teacher educator and teacher hours spent in planning. This represents quite an investment of time, energy, and money. This chapter will explore what can be learned from this study about the conduct of inservice teacher education and what type of return was realized in this case from such a commitment.

It is also important to keep in mind that the subject matter focus of this inservice was social emotional education. This body of content is not typically familiar to the average teacher, and as a curricular area it is not considered part of the school's standard curriculum. Further, teaching this content and its mastery by the teachers is complex because the content exists in layers and often extends into the personal lives of the teacher/learners. When a teacher is learning about how to teach the expression of emotions, for example, s/he may also be engaging in a process of examining his/her own ability to express emotions. Thus, dual demands were placed on both the teachers and the teacher educators. These issues add another dimension to the results of the study because some of the needs and concerns of the teachers might not have surfaced had the curricular development been

in a more familiar and less personally sensitive content area. Further,
as Schein (1972) stated: "This point is absolutely crucial: no matter
how much pressure is put on a person . . . to change . . . no change
will occur unless the members of the system feel it is safe to give up
the old responses and learn something new." This factor of psycho-
logical safety as it relates to change may have more greatly affected
the results of this inservice because of the uniqueness of the inser-
vice content and the social and emotional demands that were placed on
the participants.

In Chapter III this investigator stated that this study would be
guided by questions that asked what interactions took place among
the inservice participants, what curriculum development process
evolved, what curricular product outcomes there were from the process,
what roles were taken by the participants, and what apparent needs
the participants had and how these were met. The answers to these
questions appear in the descriptive case studies in Chapter V and will
be further analyzed here.

As one reads the case studies of the participants in this indivi-
dualized curriculum development inservice, there emerges a picture of
the content, process, and product outcomes of the inservice effort.
The questions that this chapter addresses are:

1. What can one learn from the example of the inservice
   program that is described in this study?

2. What issues does this study raise for teacher educators
   attempting individualized inservice?

The Personal and Structural Dynamics
of an Individualized
Curriculum Development Process

Several variables emerge from the data that affected the outcomes
of this inservice that are relevant to teacher educators engaged in the
inservice education of teachers. First, there are the personal dynamics
of the inservice. Among these are participant needs, participant roles,
motivation factors, responses to feedback, and the congruence of a
participant's behavior with his/her personality. Second are the
structural dynamics of the inservice, in this case: system demands on
the teacher, timing of the inservice, and the intensity of the inser-
vice demands. Finally, there are the variables that are connected
with curriculum development, such as the need for a conceptual frame-
work, the content area under development, and the problem of writing
up the curricular products for dissemination.

All of these variables were active in this inservice program. Each
requires discussion. To facilitate the discussion, Table 6.1 briefly
indicates how these variables were operative with each of the inservice
participants. Following Table 6.1 is a discussion of the variables that
emerged from this study and their possible implications for teacher edu-
cators.

The Personal Dynamics of
Individualized Inservice

Teachers' reasons for participation. Study of the data collected
during the six months of this study, as well as reflection on the teach-
ers' participation over the entire two years of the project, indicate
the behavior and choices of each participant in this inservice remained
consistent with her original purpose in signing up for the inservice.

Table 6.1. The Personal, Structural, and Curriculum Dynamics of the Social Emotional Education Inservice.

INSERVICE DYNAMICS	MRS. ELIOT	MRS. DICKINSON	MRS. CUMMINGS	MRS. ROETHKE	MRS. CRANE
		PERSONAL DYNAMICS			
Original purpose for participating in social emotional education inservice	Frustrations in the classroom	Learn about the subject/help her students	Interested in people; likes Dr. Emerson	Get help with problem children	Discipline problems
Curriculum development topic	Anger and "I" messages	Building positive self concepts, slidetape production	Feeling word vocabulary; adapted to activities she knew	Nothing stated	Nothing stated
Teacher needs	Dependency; be told what to do; be viewed positively by outsiders; after April, to be left alone	Build her teaching philosophy; teach lessons that helped her students; please both co-operating teacher and Dr. Emerson	Develop a relationship with Dr. Emerson	Personal support; someone to talk to; focus on her concerns; teach reading	Talk about problems; vent frustrations; be in control
Teacher educator needs	Get a comprehensive unit on anger; help the development team	Get two slidetapes produced; be able to disseminate this teacher's curricular products	Obtain activities for dissemination	Focus teacher; get ideas for demonstration; work with students	Engage teacher in curriculum development; soften authoritarianism
Teacher educator roles	Seed planter, technical helper, explainer and theorist, personal support	Seed planter, technical helper	Listener and seed planter	Personal support, empathize, problem solve, give advice	Advice giver, seed planter, concept labeler; provide focus
Teacher motivation and general attitude	Extrinsic; compliant and resistant	Intrinsic for unit; enthusiastic. Extrinsic for slidetape; resistant	Intrinsic	Extrinsic	Extrinsic; compliance, rebelled

INSERVICE DYNAMICS	MRS. ELIOT	MRS. DICKINSON	MRS. CUMMINGS	MRS. ROETHKE	MRS. CRANE
Teacher congruence	Incongruent	Congruent in unit development; incongruent on slidetape	Congruent	Incongruent teaching lessons; congruent when returned to reading	Incongruent
Product outcomes	Anger unit	Praise unit and two slidetapes	Numerous strategies	Verbal strategies --change in on-going teaching behavior	Practiced classroom meetings
Teacher affective outcomes	Relieved; guilty	Proud of unit; angry about slidetapes	More than she had hoped for	Relaxed; free to be self	Relieved
Teacher reaction to feedback	Needed positive	Needed positive	Loved positive; feared hurt feelings	Positive built her up; directly stated--no negative feedback	Liked positive; did not want to be told she was doing anything wrong
STRUCTURAL AND CURRICULAR DYNAMICS					
Time and timing	Inservice took much time	Gave up planning time	Lessons did not take time	Never had enough time	"Made time" for teacher educators out of obligation
Conceptual framework	Did not understand it	Valued it highly	Did not understand it	Had trouble with "jargon"	No comment
Who wrote her curricular products for dissemination?	Junior teacher educator	Junior teacher educator	Junior teacher educator	Junior teacher educator	Junior teacher educator
Participate in demonstration	No	Yes	Yes	Yes	No

While each may have engaged in activities and set goals that were
desired by the teacher educators and may have even met some of those
teacher educator goals, the bulk of teacher behavior and the main
direction that each teacher took remained true to what she originally
wanted. This implies that teacher educators embarking on individualized
inservice might do well to begin their efforts by making the most
accurate assessment possible of each teacher's reasons for participating
in the inservice and to ask, "What does this teacher really need or
think s/he needs?"

Mrs. Eliot said that she signed up for social emotional education
(one of four program options) because she needed help in reducing the
many frustrations she felt in the classroom. Her choice of anger as a
curriculum development topic was stimulated by the powerlessness that
she felt when confronted with student expressions of frustration and
anger. Even though Mrs. Eliot was engaged in developing a unit, the
topics of her consultations often were about her own frustration in the
classroom. Mrs. Dickinson signed up because she wanted to learn more
techniques that would help her students. Most of the decisions that
she made in the inservice were justified in terms of usefulness to
her students, and she, too, reported that her need was met. Mrs.
Cummings joined because she was impressed with Dr. Emerson and liked
her. A look at Mrs. Cummings' consultations and interviews shows
that, while she developed many short lessons, she was primarily in-
terested in developing a relationship and rapport with Dr. Emerson.
To get help with problem students and to understand their problems was
Mrs. Roethke's initial purpose. Throughout the study, consultations
focused on Mrs. Roethke's problems. The curriculum choices that she

made were all related to her original purpose. She even said that she wanted the consultations centered on her concerns. She chose to learn no-lose conflict resolution, and she practiced Glasser's discipline techniques. Both techniques helped her with her problem students. How did her co-teaching with Dr. Emerson help meet this need? Did she gain new knowledge and appreciation of how to lead a classroom strategy in social emotional education? No, rather, she reported that watching Dr. Emerson helped her to increase her tolerance of student behavior when the student had a problem. Finally, Mrs. Crane wanted help with discipline issues. Though she scheduled regular observations and taught lessons for the teacher educators, when she had a consultation, she most often avoided talk about curriculum development issues. Instead, she talked about discipline problems. At the end of the year, when asked if the inservice had been useful to her, she responded positively. Did she say that she valued learning how to teach affective strategies? No, Mrs. Crane reported that she had learned to cope with her students, had learned some new discipline behaviors that prevented problems, and that she was no longer going home at night feeling worn out.

Each teacher who participated in the inservice entered it with a clear need and purpose in mind. Each could articulate this purpose to the investigator. The teacher educators also had purposes, needs, and program goals. As one analyzes the results of this study, it is clear that each teacher gave something of herself toward the end of helping the teacher educators to meet the needs of the program. It seemed to be a case of, "I'll give you some of what you want, and in turn I want you to give me what I want." Even though each teacher

tried to meet the teacher educator needs, the predominant theme for each participant and the major energy she invested was toward the end of meeting the need that led her to choose to participate in the in-service in the first place.

Congruence and outcomes. The findings of this study indicate that the nature of a teacher's reasons for participation (extrinsic or intrinsic) and the congruence of a teacher's behavior with his/her values and personality can influence both the tangible product outcomes and affective outcomes of the inservice program. Participation in the inservice may be for intrinsic reasons when the program values are consistent with the teacher's values. Extrinsic reasons for participating in an inservice might be, as in the case of this inservice program, graduate university credit for which the teachers paid tuition and received a grade. Other extrinsic reasons could include desire to please a teacher educator or feelings of obligation prompted by an initial inability to say "no." Whatever their reasons, this study suggests that when teachers participated for intrinsic reasons and their tasks were congruent with their needs and personality, there were desirable, tangible outcomes about which the participants felt good. When there were extrinsic factors operating or when the tasks were not congruent, the curricular production was accompanied by resistance and some negative affect while still producing a desired product outcome. Data from the five case studies illustrate this finding.

Mrs. Eliot. Mrs. Eliot reported that she was extrinsically motivated by the university course credit and the hope of obtaining a good grade. She engaged in curriculum development that she did not

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understand and practiced "I" messages, neither of which was congruent
for her. The process of working with Mrs. Eliot was one of responding
to her resistance and pushing her along. The product outcome was a
comprehensive unit on anger, the ideas for which came entirely from
Dr. Emerson. The teacher behavior outcome was a return to former be-
haviors like "you" messages. Mrs. Eliot's affect at the close of the
project was relief that she had been freed from obligation, accompanied
by feeling guilty because she felt that she had let people down.

Mrs. Dickinson. In her curriculum development of a unit on
praise, Mrs. Dickinson was intrinsically motivated. She chose the
topic herself and believed that she was helping her students. That
was congruent for her. The slidetape production was not congruent.
She did not possess the skills, nor the desire; she was doing it for
Dr. Emerson. The process of unit development was smooth--she com-
pleted a lengthy unit very quickly. The process of developing a slide-
tape was arduous and one on which Mrs. Dickinson procrastinated, a
behavior uncharacteristic of her. Dr. Emerson was even concerned that
the slidetape would not be finished. The tangible outcomes were a
well-done teaching unit about which Mrs. Dickinson felt very proud
and two slidetapes about which Mrs. Dickinson felt angry, frustrated,
and displeased.

Mrs. Roethke. Mrs. Roethke, the reading consultant, was not
particularly assertive and had difficulty telling the teacher educa-
tors "no." She also wanted to please the teacher educators, especially
Dr. Emerson. Thus, she embarked on teaching a series of social

emotional classroom strategies. These took time away from her prior-

ity, the teaching of reading. The process of working with her was not

always smooth, as she had to be coaxed into doing things. She was

not being congruent. She reported feeling very frustrated. However,

when Mrs. Roethke asserted herself and determined that she was going

to modify her daily teaching behaviors, she made major changes in her

relationships with students and ended the project reporting that she

felt relaxed and "free to be me."

Mrs. Crane. University credit, a course grade, and doing

what the teacher educators expected were Mrs. Crane's extrinsic moti-

vators. She engaged in the inservice process in a resistant way and

was prodded along. The outcome was that she taught lessons, but she

developed nothing new and, when the extrinsic motivators were removed,

she stopped teaching the lessons. Mrs. Crane reported that she felt

rebellious and angry during the entire time that she was teaching the

social emotional lessons. In contrast, she did wish to change some

of her ongoing behaviors, particularly to include her students in the

decision making process. That goal Mrs. Crane approached eagerly and

at the end of the year reported that she felt positively about her

progress and was much less fatigued at the end of each school day.

Mrs. Cummings. This teacher was always congruent. From the

beginning, she chose activities that were concrete and well within her

capabilities. The process of working with her was enjoyable, and her

output was prolific. She ended the project feeling very good about

herself and proud of her lessons. The one day on which she was not

congruent (when she tried to teach as the teacher educators wanted),

she experienced her only "failure." Of the five teachers, Dr. Emerson made the largest number of positive comments about the process of working with Mrs. Cummings. Several times, Dr. Emerson was heard to remark about how much fun she was having. Perhaps that pleasure was derived from the fact that Dr. Emerson was working with the teacher who was behaving in the most congruent manner. Mrs. Cummings herself actually summed it up when she said, "Each of us did what we do best-- at least I did!"

The findings of this study seem consistent with previous work done in the field of planned change. Schein (1972) discussed congruence in his presentation of a model for planned change and found that for an individual to change and refreeze that change, it had to fit into the total personality of the individual. He found that it was difficult for an individual to sustain change and engage in the change process when the change did not fit well into his/her perspective. The providers of this inservice had the responsibility of producing curriculum product outcomes. The teachers who participated in the curriculum development process also had goals and needs. It would appear that the closer one can get to having project processes and goals be congruent with the aims and personalities of the teacher participants, the more likely it is that the project outcomes will be ones that all the participants feel positive about.

Receiving feedback. The teachers who participated in the social emotional education inservice were looking for affirmation of their efforts and of themselves. The only factor, of the many present in this study, on which every teacher commented and agreed was the need

for and power of positive feedback. Mrs. Eliot said, "I need that
positive reinforcement to keep up that behavior." Mrs. Dickinson re-
ported that the acknowledgment of her hard work made it worth the ef-
fort and that the comments of individuals during demonstration made
her feel important and proud. Mrs. Cummings, who was within two years
of retirement, came to believe that she, too, could change. When
asked how she knew this, she said it was because Dr. Emerson made her
believe that it was true through positive statements. Further, she
said, "By showing me and boosting me, I felt like I was successful."
Mrs. Roethke said, "All the positive strokes have helped to build me
up." And Mrs. Crane commented on how she enjoyed it when the teacher
educators said, "You're doing a good job" or "We were impressed."
In light of the dual nature of this inservice, learning a new content
area as well as developing a curriculum for it, the liberal use of
positive feedback to the teachers may have been an important
behavior that the teacher educators, especially Dr. Emerson, engaged
in.

Of equal interest was the teachers' need to avoid negative feed-
back. With the possible exception of Mrs. Dickinson, all of the
teachers at one time or another indicated that they had a fear of
negative feedback, which they equated with criticism. Mrs. Roethke was
the most direct on the issue, telling both teacher educators that if
she permitted them to observe her, she did not want to hear any nega-
tive feedback. Some of the fear behind this directive seems more
evident in some of the comments she made about feedback in her inter-
views. For example, she said, "I knew you were really sincere about
being there to help me and not be critical," "I never felt you were

picking on some personality thing of mine," and "Feedback didn't come across as 'you naughty teacher.'" These sentiments were echoed in almost the same language by Mrs. Crane who said, "I don't want to be told I'm doing things wrong," and "(feedback) wasn't that we were a bad person or poor to the profession." Finally, Mrs. Cummings said that it was important that "no one ever hurt my feelings." Thus, while positive feedback and affirmation of efforts were important to teachers, so was the absence of feedback that they feared would jeopardize their self concepts. The teachers had a tendency to internalize negative feedback on teaching performance to mean that they were "bad people" or a discredit to their profession. Building on a teacher's strengths seems more likely to encourage positive changes in teacher behavior and attitudes, while maintaining the positive interpersonal relationships between teachers and teacher educators crucial to successful, long term inservice.

The Structural Dynamics of
Individualized Inservice

Issues of time. Teaching is a demanding job, and many teachers report that there is never enough time to accomplish what is expected of them. The daily life of an elementary school teacher is structured by time frames as each day s/he tries to fit into the time allotted all the school's curricular requirements. Thus, any inservice training is going to be considered an overload. The teachers who participated in the inservice that was the focus of this study had numerous conflicts about time. Mrs. Dickinson, the intern, gave up her weekly planning time in order to meet with Dr. Emerson about the slidetapes. She then had to do her planning on her own time, usually at night. When Mrs.

Eliot and Mrs. Crane had full time interns in their classrooms, they
gave fairly freely of their time for consultation. When Mrs. Eliot and
Mrs. Crane no longer had interns in their classrooms (spring term),
they sometimes met over the noon hour or before school and ultimately
chose not to have consultations. Mrs. Roethke, because she was the
reading consultant and had a more flexible schedule, had more time free
for consultations and her consultations reflect that in that each was
much longer than anyone else's. Teachers need their time before school
to get ready for the school day, and they need their lunch break to
relax before another half day of teaching. One way of applying this
finding in practice would be to provide teachers with released time in
order to participate in inservice activities. It might also be helpful
to provide someone competent to take over their teaching duties so that
the inservice participants could be both physically and psychologically
free from concerns about their classrooms.

Another issue of time was the feeling on the part of some of the
teachers that social emotional education was a subject matter requiring
time over and above the regular curriculum. Integration of inservice
activities and expectations into what teachers are already doing might
help to minimize feelings of overload. For Mrs. Roethke, this issue
dominated her interactions with the inservice and ultimately became the
central reason for her frustration. Social emotional education activ-
ities were taking time away from her central teaching purpose--reading
instruction. Her frustration became so great that she stopped teaching
the social emotional lessons. However, because she valued social emo-
tional education, Mrs. Roethke found a way to continue her participa-
tion by integrating some of the social emotional content into her

regular reading instruction; e.g., Glasser's discipline techniques and Gordon's no-lose conflict resolution. Mrs. Cummings dealt with the time issue by developing activities that did not require much classroom time and did not take much time to develop. She was able to do all of her curricular development right in her classroom during the school day. The two teachers who were the most structured in their teaching, Mrs. Eliot and Mrs. Crane, seemed to have the most difficulty with time. Neither, when the inservice was finished, reported that they valued teaching social emotional lessons. For both the issue was expedience. Mrs. Eliot said that she could teach the same concepts to her students when the issues arose spontaneously, and she believed that she could teach them in less time. Mrs. Crane, whose main concern was classroom discipline, believed that she integrated social emotional education into her ongoing teaching behaviors, which did not take time away from other subject matter and satisfied her because she believed the management of her room was smoother. So, to integrate social emotional education into their teaching, the teachers seemed to perceive two alternatives: (a) to teach specific social emotional content lessons as with any other curriculum, or (b) to integrate into the daily interactions of the classroom some of the social emotional teaching techniques and skills. The majority of the teachers in this inservice chose the latter, although the inservice was designed to encourage and facilitate both.

Timing and pace. Inservice programs such as this one that are asking a teacher for a considerable amount of his/her time might well be planned in the spring of the school year and instituted early in the

fall. Clark and Elmore (1980), in a study of teacher planning in the first weeks of school, found that the physical, social, and instructional systems of the elementary classroom are firmly established by the end of the first four weeks of school. Routines, expectations, and rules of the classroom are running quite smoothly by the end of the fall months. In the case of the social emotional education inservice, teachers were asked to make major changes in January in what for each was a very tight teaching system. The social systems in all five cases were firmly established, and in two cases there was already some disruption in the person of an intern. Suddenly, each teacher was asked to introduce the teaching of social emotional education content lessons on a relatively fixed schedule so that the teacher educators could observe. Furthermore, the teachers were asked to find time for weekly feedback sessions and consultation for more curricular development and planning.

In addition to being asked to break into a fixed classroom system, the teachers were also being asked to make a dramatic shift in the pace of the inservice. The teacher educators were concerned about the approaching end of the two year project during which they were accountable for curricular products for dissemination and for conducting demonstrations for incoming visitors. The pace of the inservice went from relatively slow and easy going to fast and intense. The teachers were asked to engage in a process that meant steady curriculum development by planning a new lesson each week, teaching it, being observed, receiving feedback, consulting about the next step in development, and repeating the process for the following week. For teachers already feeling the pressures of their teaching

responsibilities, and given that this work was to be done in a curricular area not already a part of their routine, this must have seemed like a considerable commitment of time and energy on their part.

In most of the cases, there was a period of high productivity in January and February. The month of March saw a tapering off, and spring term marked a dramatic decrease. Considering that the curriculum development process disrupted an already firmly fixed classroom system, a three-month commitment at that pace and intensity was probably as much as any teacher educator could expect or hope for.

Findings about the Curriculum Development Process

The content area. Curriculum development as a process probably goes most smoothly in subject matter areas in which the teacher-developers already have expertise. In the social emotional education inservice, the teacher educators actually had a dual task. First, they were teaching the content of social emotional education to the teachers; and, second, they were helping the teachers engage in curriculum development in the new content. Social emotional education has not been a standard course in most teacher preparation programs, so for these teachers it was very unfamiliar. In some cases the content actually was in conflict with previously learned classroom methodology or with their own belief systems. For instance, it was very difficult for Mrs. Eliot and Mrs. Crane to modify their needs for classroom control in order to consider the needs of their students. For Mrs. Roethke it brought fear. She was afraid of the consequences of opening her classroom to both her own feelings and those of her students. The teacher whose beliefs and teaching style were already

most congruent with social emotional education was Mrs. Dickinson, the intern, and she was able to develop the most highly conceptualized curricular materials and to integrate them into her classroom with the least amount of disruption. The teacher educators presenting this inservice had a difficult task in teaching the content, teaching a curriculum development process, and then in implementing it sufficiently well to have products suitable for dissemination.

The conceptual framework. The teacher educators involved in this inservice approached the inservice with the assumption that a thorough understanding by participating teachers of the social emotional conceptual framework was important to the process of curriculum development. If one defines curriculum development as a process in which the teacher autonomously makes decisions about and develops curriculum, this assumption was supported. If one views curriculum development as a collaborative process in which the teacher educator and teacher engage and in which the teacher educator provides conceptual orientation and the teacher responds as a curriculum development technician, then the assumption was not borne out.

Mrs. Cummings, Crane, Roethke, and Eliot apparently failed to internalize the conceptual framework. Each of these teachers was more interested in the concrete, day-to-day happenings in their classroom and were not theoretically oriented. Nevertheless, Dr. Emerson, in her role as a theorist was able to provide the labels and conceptual support that these teachers needed to engage in curriculum development. In contrast, Mrs. Dickinson, the intern who developed the most conceptually tight unit, did internalize the framework. She said in her interviews that

she valued the conceptual framework highly because it helped her to understand the origin of many of the social emotional education concepts and this understanding was important to her in expanding her philosophy of teaching.

One could say that a grounding in a conceptual framework will aid and is necessary to curriculum development. If one is not necessarily working toward autonomous curriculum development on the part of the teachers, then these case studies suggest that it may be sufficient for the theoretical expertise to remain with the teacher educator. However, autonomous and self-directed curriculum development, especially in the social emotional domain, is likely to require a thorough mastery and internalization of a conceptual framework by teachers.

Preparing Curriculum Development Ideas for Dissemination

The teacher educators who presented this inservice hoped that an end product would be social emotional education units and lessons that would be written and disseminated. Initially, the teacher educators encouraged the teachers to write up their lessons and submit them for publication. Repeatedly, the teachers resisted. Sometimes the teachers said that they were having trouble finding the time to write up their lessons. Mrs. Cummings was clear that she did not have the first notion of how to write up her ideas. Most of what she submitted were scribbled notes on scraps of paper. Mrs. Cummings was, however, able to orally articulate how she got the idea for a lesson and to describe in detail how she taught it. This was also true of Mrs. Roethke. These teachers liked to talk, but they definitely did not like to write. Through classroom observation of lessons and through

listening to the teachers describe lessons, the junior teacher educator was able to gather sufficient information to be able to write up the curriculum development efforts of these teachers sufficiently well for dissemination.

For future inservice projects, these findings imply that, when the focus of an inservice is on the production of a curriculum, the teacher educators might consider providing someone with writing expertise to take care of the work of writing the curriculum. This would allow the teachers, already burdened with other commitments, to engage in what they do best, namely, teaching and talking, and protect them from unnecessary guilt feelings over not writing up their lessons. In addition, with the writing burden lifted, they could take pride in the finished product without feeling that they let the program developers down because they did not do their own writing. Everyone would be engaging his/her strengths without regrets, and the likely result would be products of which everyone could feel proud.

Research for Teacher Education

This study was a description of the content, process, and products of an individualized, field-based teacher inservice program. This type of intense, naturalistic research is likely to be directly usable by teachers and teacher educators. It is through qualitative research methods that understandings of the perspectives of both the teacher participants and the teacher educators who design and administer inservice programs will come. More studies that are process oriented and descriptive are needed in order to provide the information and insights that educators need to make the informed decisions

and changes in inservice teacher education that will help the field to evolve to meet the needs of teacher educators, teachers, and the children in our schools.

APPENDICES

APPENDIX A

TEACHER CORPS SOCIAL EMOTIONAL EDUCATION

TEACHER OBSERVATION

TEACHER CORPS SOCIAL EMOTIONAL EDUCATION
TEACHER OBSERVATION

Teacher_____

Date_____ Time_____

Grade(s)_____ Content Area_____

Observer_____

	Yes	No	N/A
Physical Environment (Check as many characteristics as are observed.)			
1. Seating patterns:			
--permanently assigned to rows			
--permanently assigned to clusters, groups of desks or tables			
--assigned according to activity			
--assigned to centers on rotating basis			
--individuals choose centers when ready			
--no assigned seats/desks			
--children move about freely			
--children ask permission to leave assigned space			
--other relevant data:			
2. Bulletin boards and room decor:			
--colorful and inviting			
--dull, drab, disorganized			
--encourage constructive social emotional behavior			
--used to reinforce constructive social emotional behaviors			
--used to teach other content area			
--used to display student work or ideas			

	Yes	No	N/A
3. Rules and responsibilities			
--rules and responsibilities posted or printed			
--rules and responsibilities stated in positive			
--rules and responsibilities stated negatively			
--teacher enforces rules			
--student enforces rules			
--teacher asks student "what rule applies here" (collaborative enforcement)			
4. Organization of instruction:			
--whole group			
--small group			
--individuals work alone			
--work in pairs or small groups			
--individuals use safety valves on their own (children seem to know what to do)			
--pupils spontaneously help each other			
--assigned buffer helps students			
--teacher stays with one group			
--teacher circulates, helping as needed			

	Planned Lesson	Lesson	Spontaneous Modeled	Reinforced
5. Social emotional instruction in:				
--appreciation				
--frustration				
--helping self				
--helping others (consideration, cooperation, collaboration)				
--hurting others (property, physical, feelings)				
--cognitive discomfort (mistakes are okay)				
--success				
--expressing emotions				
--awareness of self/others				
--responsibility (description, prediction)				
--other (give examples)				
--what rules are you breaking?				

6. Strategies used:

	Planned Lesson	Spontaneous Lesson	Modeled	Reinforced
--social emotional activity				
--magic circle				
--simulation				
--role play				
--classroom meeting				
teacher calls/directs				
students call/direct				
--discussion				
teacher directed				
student directed				
--filmstrips/films/slides				
--stories/books				
--posters/bulletin boards				
--kits				
--teacher made materials				
--student projects				

7. Use of strategies that encourage positive affect, expression of emotion, student decision making and collaboration (respect and responsibility)

	Usually	Sometimes	Not Observed
--generally frowning, stern & tense, unpleasant			
--generally smiling and relaxed, pleasant			
--communicates acceptance			
--interacts personally with individual children			
--uses spontaneous humor			
--provides for individual needs, interests			
--provides for freedom of choice			
--provides for variety			
--provides freedom of movement			
--provides personal challenge			
--provides challenging content			
--provides pleasant involving activities			
--provides success opportunities			
--acknowledges progress or success			
--communicates error/not knowing/being wrong is not okay			
--reinforces desirable behavior			
--provides for socialization			
--provides for equilibration			
--provides appropriate type of experience			
--elicits questions, feelings, ideas			
--attends to student feelings, questions, ideas			

	Usually	Some-times	Not Observed
--uses student suggestions, comments			
--invites student collaboration in:			
assessing problem--what's happening here?			
assessing cognitive needs			
assessing affective needs			
setting or modifying goals and objectives			
planning or selecting strategies			
deciding how to carry out activities			
carrying out strategies			
solving problems			
evaluating progress			

Teacher Responses

--ignores behavior
--uses observation skill
--uses active listening
--uses exploratory/clarifying/questioning
--uses self-description
--provides nonverbal support
--provides for constructive time out
--uses classroom meeting
--uses no-lose conflict resolution (elicit
   student collaboration in defining and
   solving problem)
--redirects or modifies instruction or situation
--uses roadblocks:
   teacher denial of kids' frustration
   teacher ridicule, sarcasm, putdowns
   teacher labels, blames ("you" statements)
   teacher lectures, moralizer, adviser
   teacher imposes solution, commands
--nonverbally discourages behavior
--teacher punishes:
   physically
   isolates or gives penalty
--teacher nonverbally disguises frustration
--"I" messages during frustration
--says "thank you"
--gives specific praise
--gives general praise
--gives evaluative praise
--nonverbally expresses pleasure
--uses self-praise

APPENDIX B

SOCIAL EMOTIONAL EDUCATION

OBSERVATION FORM

SOCIAL EMOTIONAL EDUCATION OBSERVATION FORM

Teacher/Intern_____ Date_____ Observer_____

	DNA NO YES	Comments and Examples
Preparation		
Plans___ Space___ Equipment___ Materials___ _____		
Children are ready to attend to lesson_____		
Uses attention-getting device_____		
Attends to feelings, concerns, needs, possible distraction_____		
Introduction of Lesson		
Describes purpose and rationale (motivation/relevance)_____		
Provides time for students to relate experiences and knowledge and feelings about subject_____		
Relates student contributions to objective_____		
Communicates specific objective--what they will be able to do after lesson_____		
Describes strategies verbally_____		
Uses visual helps_____		
Provides concrete example_____		
Describes what to do and what not to do with rationale		
Describes time expectations_____		
Describes what to do when finished_____		
Clarifies student concerns_____		
Asks student to describe what they are going to do___		
Description of Strategy		
Organization: whole group___ small group___ pairs___ individuals___ _____		
Type of activity: role play___ film___ story___ writing___ discussion___ artwork___ other___ _____		
Provides: challenge___ individual involvement___ choice___ variety___ success___ decision making___ helping___ socialization___ equilibration___ ___		

	DNA NO YES	Comments and Examples

<u>Implementation of Strategy</u>

Generally: smiling, relaxed, pleasant_____
         frowning, stern, tense_____
Walks around observing and assisting_____
Interacts with individuals_____
Reinforces: cognitive behavior__ progress__
        social emotional behavior__
        on-task behavior__ success__ _____
Gives: appreciative praise__ evaluative praise__
    general praise__ self praise__
    says thank you__ _____
Uses spontaneous humor and affection_____
Communicates mistakes are okay_____
Attends to student feelings, suggestions, ideas_____
Responds to nonverbal signals_____
Paraphrases_____
Reflects feeling message (empathic response)_____
Uses exploratory questions_____
Reduces frustration through task assistance_____
Redirects with task involvement_____
Uses proximity control_____
Uses nonverbal signals__ pats, hugs__ _____
Changes objective/strategy because of ongoing
   assessment_____
Regroups pupils_____
Reminds what we are going to do_____
Uses "I" statements_____
Asks child what rule s/he is breaking_____
Asks child to describe his/her behavior_____
Asks child to describe what s/he can do in situation__
Uses no-lose conflict resolution_____
Uses roadblocks: denies feelings_____
           ridicules, putdowns, shame, sarcasm__
           lectures, moralizes_____
           teacher commands or gives solution__
Verbal desist techniques: calls name_____
   requests end to inappropriate behavior_____
   directs/suggests appropriate behavior with
      rationale_____
Limits activities, space, boundaries_____
Threats, warnings_____
Physical restraint_____
Punishment: takes away privilege; e.g.,_____
       gives discomfort; e.g.,_____

<u>Brings Closure to Lesson</u>

Processing content__ processing feelings__ _____
Communicating where to go from here__
   next lesson__ behaviors encouraged__ _____

APPENDIX C

QUESTIONNAIRE

INSTRUCTIONS FOR RESPONDING

TO THE

ATTACHED QUESTIONNAIRE

If you are a <u>teacher</u>, refer to how you have acted or felt over the current school year.

If you are an <u>intern</u>, refer to how you would have acted or felt if you were a teacher over the current school year.

If you are a <u>teacher educator</u>, refer to when you were a public school teacher and how you acted or felt at that time.

DIRECTIONS FOR ITEMS 1-14: Given a scale of 1-5, where 1 represents strong disagree and 5 represents strongly agree, rate your opinion on the following statements. Circle the appropriate number.

	Strongly Disagree	Disagree	Unsure	Agree	Strongly Agree
1. People need to learn to control their emotions.	1	2	3	4	5
2. People may express the same emotion differently.	1	2	3	4	5
3. The ways in which people express emotion are learned.	1	2	3	4	5
4. People should learn to avoid conflicts as much as possible.	1	2	3	4	5
5. People need to learn to express their emotions constructively.	1	2	3	4	5
6. My students will lose respect for me if I show my feelings in front of them.	1	2	3	4	5
7. It is important for me to control my emotions in front of my students.	1	2	3	4	5
8. If I show my emotions in my classroom, my effectiveness with discipline will drop.	1	2	3	4	5
9. Classroom problems will be reduced as the students learn to better control their emotions.	1	2	3	4	5
10. Student social-emotional growth is enhanced when teachers model respect for individuals.	1	2	3	4	5
11. Fitting the learning task to the maturation level of the child is important to social-emotional growth.	1	2	3	4	5
12. Appropriate use of positive reinforcement is significantly correlated with social-emotional growth.	1	2	3	4	5
13. An "open classroom" structure (physical arrangement) is a necessary requirement for students' social-emotional growth.					

14. Teachers should not let students know when they are frustrated.

1　　　2　　　3　　　4　　　5

DIRECTIONS FOR ITEMS 15-42:　Given a scale of 1-5, where 5 represents proficient and 1 represents not proficient, where would you place your ability in having knowledge about the content and skill at putting this content to use?　Circle the appropriate number

| | Knowledge about | | | | | Skill at Doing | | | | |
	Not Prof.				Prof.	Not Prof.				Prof.
15-16. Deciding who "owns" the problem (according to Gordon's criteria)	1	2	3	4	5	1	2	3	4	5
17-18. Delivering "I" messages (according to Gordon's criteria)	1	2	3	4	5	1	2	3	4	5
19-20. Using active listening (according to Gordon's criteria)	1	2	3	4	5	1	2	3	4	5
21-22. Asking exploratory questions.	1	2	3	4	5	1	2	3	4	5
23-24. Interpreting others' nonverbal behavior.	1	2	3	4	5	1	2	3	4	5
25-26. Giving positive feedback responsibly (according to the criteria for skillful and helpful feedback)	1	2	3	4	5	1	2	3	4	5
27-28. Giving negative feedback responsibly (according to the criteria for skillful and helpful feedback)	1	2	3	4	5	1	2	3	4	5
29-30. Using behavioral description	1	2	3	4	5	1	2	3	4	5
31-32. Giving appreciative praise (according to Ginott's criteria)	1	2	3	4	5	1	2	3	4	5
33-34. Expressing frustration (according to criteria for constructiveness)	1	2	3	4	5	1	2	3	4	5
35-36. Modeling constructive interpersonal behaviors	1	2	3	4	5	1	2	3	4	5
37-38. Using learning from associations in the classroom	1	2	3	4	5	1	2	3	4	5
39-40. Using learning from consequences in the classroom	1	2	3	4	5	1	2	3	4	5
41-42. Using a systematic process for changing behavior	1	2	3	4	5	1	2	3	4	5

DIRECTIONS FOR ITEMS 43-57: Given a scale of 1-5, where 5 represents proficient in the skill and 1 represents not proficient, where would you place your ability to meet the following instructional demands? Circle appropriate number.

MY ABILITY TO ASSESS A STUDENT'S PRESENT KNOWLEDGE AND SKILL IN THE AREA OF:

	Not Prof.				Prof.
43. Exhibiting helping behavior	1	2	3	4	5
44. Expressing appreciation constructively	1	2	3	4	5
45. Expressing frustration constructively	1	2	3	4	5

MY KNOWLEDGE OF THE CRITERIA WHICH DISTINGUISHES:

46. Helping and harming behaviors	1	2	3	4	5
47. Appreciative and evaluative praise	1	2	3	4	5
48. Constructive and destructive expression of frustration	1	2	3	4	5

MY ABILITY TO SET SUITABLE ENABLING OBJECTIVES FOR TEACHING:

49. Exhibiting helping behavior	1	2	3	4	5
50. Expressing appreciation constructively	1	2	3	4	5
51. Expressing frustration constructively	1	2	3	4	5

MY SKILL AT SELECTING AND ORGANIZING APPROPRIATE LEARNING EXPERIENCES TO ENCOURAGE:

52. Exhibiting helping behavior	1	2	3	4	5
53. Expressing appreciation constructively	1	2	3	4	5
54. Expressing frustration	1	2	3	4	5

MY ABILITY TO SYSTEMATICALLY EVALUATE AND RECORD PUPIL PROGRESS IN:

	Not Prof.				Prof.
55. Exhibiting helping behavior	1	2	3	4	5
56. Expressing appreciation	1	2	3	4	5
57. Expressing frustration	1	2	3	4	5

DIRECTIONS FOR ITEMS 58-62: Given a scale where 1 represents not important and 5 represents very important, circle the number which identifies your opinion on the following:

OVERALL, HOW IMPORTANT DO YOU FEEL IT IS FOR YOUR PUPILS TO:

	Not Important		Unsure		Very Important
58. Learn to exhibit helping behaviors	1	2	3	4	5
59. Learn to express appreciation constructively	1	2	3	4	5
60. Learn to express frustration constructively	1	2	3	4	5
61. Acquire a positive attitude toward different content areas	1	2	3	4	5
62. Acquire a positive attitude about their own skills and abilities	1	2	3	4	5

DIRECTIONS FOR ITEMS 63-65: Read the following descriptions of actual classroom interactions. Circle a if you believe the teacher's response is appropriate. If you believe the teacher's response is inappropriate, circle b and then write what you consider to be a more appropriate response.

63. Situation: fourth grade class is drawing pictures.

LeToya: Teacher, my picture turned out ugly, so I'm not handing it in. You don't want to see it.

Teacher: I'm sure it's fine, and I do want to see it, so please hand it in.

a. The teacher's comment is appropriate.

b. The teacher's comment is inappropriate, and I would change it as follows:

64. Situation: Paul has taken all morning doing an assignment that the other fourth grade students
    finished in only a few minutes. It is almost recess time, and he still is not done.

    Paul: I don't like this dumb stuff.

    Teacher: Paul, there isn't anybody who likes everything they have to do. Sometimes we just have
    to do things we don't like.

    a. The teacher's comment is appropriate.

    b. The teacher's comment is inappropriate, and I could change it as follows:

65. Situation: Randy has just crumpled up his math paper as the teacher walks up.

    Randy: Math is too hard for me!

    Teacher (kindly): Math isn't hard, Randy. Your problem is that you give up the first time you
    run into anything tough. Now try again.

    a. The teacher's comment is appropriate.

    b. The teacher's comment is inappropriate, and I would change it as follows:

DIRECTIONS FOR ITEMS 66-76: You are supervising an independent work period. Each child has his/her own assignment to do. You are moving around, helping students individually. You are aware that one of the students has been looking out the window or gazing into open space. Circle the statement(s) you recognize as appropriate in situations like this when a student is having difficulty getting assignments done. Circle any, all, or none.

66. "You stop your daydreaming and get your work done."

67. "You'd better get on the ball if you expect to go to recess."

68. "You look deep in thought."

69. "You need to get on a schedule so you'll be able to get your work done."

70. "Let's see what's happening here. You know you have only three days to complete this project."

71. "You seem to be having a hard time getting started."

72. "I've noticed you've been looking out the window a long time."

73. "You're really a very competent young man. I'm sure you can do this assignment if you get busy."

74. "Why don't you just get started? It won't seem so hard once you get into it."

75. "Do you think the assignment was too hard? Why didn't you ask for help?"

76. "Seems like you got up on the wrong side of the bed today."

DIRECTIONS FOR ITEMS 77-85: When you like something a student has done, which of these statements would be appropriate for you to say (circle any, all, or none)?

77. "You're really getting to be an expert with that volleyball, Janie."

78. "Thank you. You all behaved perfectly this morning."

79. "I liked your report, Jimmy, because your words were all clear and you made the ideas easy to understand."

80. "Thank you. You're such reliable girls. I can always count on you to help me."

81. "You're your usual conscientious self today, Hank."

82. "You are an expert tumbler, Jill."

83. "Thank you for playing, Joe. You play like a pro. I wish I had your talent."

84. "Thank you for taping the music for us to play during the study period. I really felt more relaxed while we were working on our projects."

85. "Thank you for cleaning the blackboard, Kevin. I see even the top and corners are all clean."

DIRECTIONS FOR ITEMS 86-87: Read the following vignettes as if you were the teacher of the students being described. Your task is to write one or two sentences expressing appreciation for what they have done.

86. Sally and Karen have spent several minutes holding a model of the human body before the class while the children examined and discussed it. You say:

87. The kindergarten children have been having their daily free play period. Everyone played without problems. You are proud of their behavior. You say:

DIRECTIONS FOR ITEMS 88-89: Read these vignettes. Write one or two sentences expressing your feelings.

88. One of the children in your classroom has brought several of his/her favorite airplanes to show to the other students. He leaves them sitting on a table. Later in the day, you notice another boy, John, just as he snaps the wing off the plane. You are feeling sad for the boy whose plane was broken and also irritated with John for destroying the toy. You say to John:

89. You've been working with your class to decrease the number of insults and put down comments they say to each other. You have a boy who is overweight and sensitive about his size. You hear a girl say to him, "Move over, you big fatty; you're taking up all the room." You say:

90. How would you rate your preparation to teach the content of social-emotional education?

Definitely Inadequate		Unsure		Very Thorough
1	2	3	4	5

91. We realize that you as teachers are asked to be prepared to teach many curricular areas. As you think about a typical classroom day, rank order these subjects in terms of how much time is typically spent on each (from most time to least):

_____ social studies   _____ social-emotional   _____ health and p.e.   _____ science

_____ language arts   _____ multicultural   _____ math   _____ reading

_____ music   _____ art   _____ recess

92. If you felt you had the power to reorder curricular priorities, would your rank ordering change? If so, how?

APPENDIX D

CALENDAR OF

DATA COLLECTION POINTS

CALENDAR OF DATA COLLECTION POINTS

Monday	Tuesday	Wednesday	Thursday	Friday
10 JANUARY	11	12 Roethke (Observe)	13 Eliot (Consult) Dickinson (Consult) Cummings (Consult)	14
17	18 Seminar Eliot (Observe) Dickinson (Con- sult)	19 Eliot (Observe) Cummings (Observe) Roethke (Consult) Crane (Observe)	20 Eliot (Observe) Eliot (Consult) Roethke (taught with Emerson) Crane (Observe)	21
24 Eliot (Observe) Dickinson (Consult) Roethke (Observe)	25 Seminar	26 Cummings (Observe twice) Crane (Observe)	27 Eliot (Consult) Cummings (Observe and Consult) Crane (Observe and Consult)	28
31	1 FEBRUARY	2 Eliot (Consult) Cummings (Observe) Roethke (Consult) Crane (Observe)	3 Eliot (Consult) Cummings (Consult) Crane (Consult)	4

7 Eliot (Observe)	8 Eliot (Consult)	9 Eliot (Consult) Cummings (Observe) Crane (Observe)	10	11
14	15 Crane (Observe)	16 Cummings (Observe) Roethke (Observe and Consult) Crane (Observe and Consult)	17 Eliot (Consult) Crane (Consult)	18
21 Eliot (Observe) Dickinson (Observe) Roethke (Observe)	22 Seminar: Eliot on anger	23 Cummings (Observe) Roethke (Consult)	24 Cummings (Consult) Roethke (Observe) (Eliot and Crane cancel consulta- tion--ill)	25
28 Eliot (Observe) Dickinson (Observe)	1 MARCH Seminar: Dickinson on praise Roethke (Consult)	2 Cummings (Observe) Roethke (Consult) Crane (Observe)	3 Eliot (Consult) Crane (Consult)	4
7 Eliot (Observe) Cummings (Observe)	8 Seminar: Cummings	9 Roethke (Consult)	10 Eliot (Consult) Dickinson (Consult)	11 Roethke (Consult) Crane (Consult)

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14	15	16	17	18
Eliot (Observe) Crane (Observe, classroom meetings)	Eliot (Observe) Crane (Observe and Consult, classroom meetings)	Eliot (Observe and Consult) Cummings (Observe) Roethke (Consult) Crane (Observe and Consult)	Cummings (Consult) Crane (Consult)	

M S U   Q U A R T E R   B R E A K

21	22	23	24	25
Eliot (Observe) Roethke (Observe) Crane (Observe)		Eliot (Consult) Cummings (Observe and Consult) Roethke (Consult) Crane (Consult)		

28	29	30	31	1 APRIL
Crane (Consult)	Seminar			

4	5	6	7	8

L A N S I N G   S C H O O L S   E A S T E R   B R E A K

11	12	13	14	15
			Eliot (Observe) Crane (Consult)	

18	19	20 Dickinson (Interview) Cummings (Interview)	21 Eliot (Interview) Roethke (Interview) Crane (Interview) Seminar	22
25 Eliot (Consult)	26 Eliot (Consult) Cummings (Consult)	27 Roethke (Consult)	28	29
2 MAY Eliot (Observe)	3 Seminar	4	5	6
9	10	11	12	13
16	17 Seminar Dickinson (Observe)	18	19	20
23	24 Dickinson (Observe) Crane (Observe-- twice)	25	26	27

30	31	1 JUNE	2	3
		Eliot (Observe) Roethke (Observe and Consult)		
6	7	8	9	10
Eliot (Interview)			Cummings (Observe) Roethke (Interview) Crane (Interview)	
13	14	15	16	17
	Dickinson (Inter-view) Cummings (Inter-view)			

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