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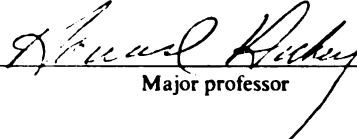
AN INVESTIGATION OF THE TEACHER  
COLLABORATOR AS AN INSERVICE MODEL  
IN A SELECTED CONTENT AREA

presented by

Minnie L. Key Wheeler

has been accepted towards fulfillment  
of the requirements for

Ph.D. degree in Teacher Education

  
Major professor

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AN INVESTIGATION OF THE TEACHER  
COLLABORATOR AS AN INSERVICE MODEL  
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By

Minnie L. Key Wheeler

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ABSTRACT

AN INVESTIGATION OF THE TEACHER  
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The purpose of this study was to systematically describe the conceptualization, developmental training, implementation, and follow up of the teacher collaborator inservice model. This model, proposed as a part of the Twelfth Cycle Teacher Corps Program, included the preparation and utilization of teachers as instructional assistants and resources for inservice education in a selected content area.

The objective was to provide an inservice experience for teachers in the participating school that incorporated the most successful characteristics of the Teacher Corps school which included released time for inservice, exploration of research based curriculum, examination and adaptation of instructional strategies conducive to specific teaching situations, and individual training for implementation of the selected content.

Additionally, the model demonstrated that teachers and teacher educators successfully planned, developed, and implemented an inservice program.

### Literature Review

The literature review on inservice education pointed out the need for a conceptual design for inservice education with teacher involvement at all levels; i.e., planning, development, implementation, and evaluation. It also emphasized the need for inservice that is part of the teacher's regular working day, field based and predicated on assessed needs and desires of teachers.

### Major Findings

The teacher collaborator inservice model clearly documents that teachers can effectively deliver inservice to their peers. The role placed the teacher in the position of planner and developer, implementor and evaluator of selected content. Within the model, the teacher collaborator assisted the peer teacher by serving as a facilitator of learning, became a listener and sounding board for ideas and activities in a non-judgmental atmosphere, which promoted confidence, openness and enhanced the role.

The outcomes of this experience resulted in a set of conditions for both teacher collaborator and peer teacher. Follow-up information of the utility of content learned after formal training had ended revealed that both teachers were continuing to use various aspects of the program in their classrooms.

## DEDICATION

This dissertation is dedicated to  
my mother, Mrs. Dorothy M. Key,  
my father the late Eugene Key,  
my sister Dorothy,  
and  
her husband William, Jr.

## ACKNOWLEDGEMENTS

With deep appreciation, I acknowledge the encouragement, support, and guidance given to me by my committee: Drs. Howard Hickey, Bruce Mitchell, James Snoddy, and John Schweitzer.

Special appreciation and affection are extended to my brothers Jesse, Burnis, Stanley, and Steve; my sister Gwyn; and my friend Richard for their encouragement, support, and love.

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## CHAPTER I

### INTRODUCTION

#### Background of the Study

Among the most demanding challenges facing local school districts, universities, and state agencies in the next decade is the development of effective inservice education programs for school staffs. Continuous retraining of school staff members must become an educational priority (Porter, 1979).

In recent years there is evidence that one of the missing links to developing successful schools is the retraining and upgrading of teachers and staff. It has been found that additional resources are frequently used to provide new materials, more people, or improvement in equipment and facilities, but few resources are committed to improve the skills of the school staff.

Edelfelt and Lawrence (1975) maintain that there have been many attempts to improve inservice education, but few of them have been successful. The National Education Association (1966) compiled a list of 19 different types of inservice teacher education: classes and courses,

institutes, conferences, workshops, staff meetings, committee work, professional reading, individual conferences, visits and demonstrations by outside parties, field trips, travel, camping, work experiences, teacher exchange, research, professional association work, cultural experiences, and community work. This list is comprehensive, but not necessarily useful. Rubin (1971) contends that virtually everything a teacher does inside the school domain constitutes inservice education. Ryor, Shanker, and Sandefeur (1979) have presented evidence to suggest that teachers' attitudes reflect a general feeling that most inservice training is not responsive to their own needs.

In attempts to suggest viable ways by which to develop effective inservice models, Cruickshank, Lorish, and Thompson (1979) indicated that teachers should be actively involved in all aspects of the inservice program; i.e., the planning phase, the training phase, and the evaluation phase. The teacher participation concept developed as part of the St. Louis Educational Confederation Program (1974) documented the use of an advisory approach, having master teachers provide inservice training to teachers who invited their assistance. The major assumption was that if teachers who wish to grow professionally can have their needs met on the job by proven master teachers, they will be more likely to try out new approaches and venture beyond old routines.

According to Mia (1977) and Devaney (1977), the use of the master teacher for inservice training has proven itself an effective model. This process is capable of providing in-school leadership for teachers who want to develop their range and effectiveness, particularly in basic skills teaching. When the efforts of the advisory/master teacher are successful, the result is more responsive and effective for children and provides greater satisfaction and professional confidence for teachers.

The advisory approach (master teacher) was redesigned as an inservice model for use in the 12th Cycle Teacher Corps Program (1977) in Lansing, Michigan. The Teacher Corps Program used the teacher collaborator to provide on-the-job training to peers. The teacher collaborator role places a teacher in a position of decision making, and s/he is able to participate in the development and implementation of content that has been selected, learned, and assessed as beneficial to both teachers and students.

An additional aspect of the teacher collaborator arrangement is that the teacher is the heart of the instructional program and has both practical and theoretical knowledge. The model also allows the teacher collaborator to function inside the classroom which portends to control many of the relevant training problems found among more traditional models.

### Purpose of the Study

The purpose of this case study is to describe the conceptualization (purposes and objectives), development (practices and procedures), implementation (activities and functions) and follow up (impact and outcomes) of an inservice model on a teacher collaborator and her peer. This study was undertaken to identify, in operational terms, a model of inservice education for the continuing professional growth of practicing teachers, in a selected school.

### Objectives of the Study

The objectives of this study are:

1. to give an account of the process involved to conceptualize the teacher collaborator model;
2. to describe the developmental training procedures undertaken to operationalize the teacher collaborator role;
3. to describe the activities, functions, and perceptions of a teacher enacting this role with another teacher; and
4. to explore the extent to which skills and techniques learned by the teacher collaborator and peer teacher are being used after formal training had ended.

### Definition of Terms

In this study, the following terms were used according to the accompanying definitions.

### Inservice Education

Inservice education is the training that a teacher receives while working as a member of the teaching profession. It includes instructional activities designed to renew and expand the teacher's knowledge and skills in order that his/her classroom performance may be more effective.

### Teacher Collaborator

A teacher collaborator is a teacher who demonstrates knowledge and skills related to selected programs and activities to another teacher in a systematic and structured way.

### Experienced Teacher

An experienced teacher is one who has taught for more than three years and who has met state and local requirements for certification.

### Elementary School

An elementary school is an institution designed to serve students kindergarten through sixth grades.

### School Based Inservice

School based inservice activities and programs are those that take place in a school setting.

### Released Time

Released time is that time designated for inservice education that is part of the regular school day.

### Peer Teacher

A peer teacher is a classroom teacher who teams with a teacher collaborator in planning and developing activities and lessons for students in a selected content area.

### Teacher Corps Program

The Teacher Corps Program was a joint inservice program between the Lansing (Michigan) School District and Michigan State University which focused on the systematic adaptation of research findings in selected content areas and the development of a conceptual framework for inservice education for the professional growth of teachers.

### Limitations of the Study

This study was limited to those teachers who volunteered to participate as teacher collaborators.

This study was limited to an urban school district in mid-Michigan.

This study was limited to the perceptions and interview responses of participating teachers and the researcher who is also the writer.

As in any case study, it is difficult to make accurate generalizations about the effects of this type of program on other districts or individual schools.

It is possible that the cost of this program could be a limiting factor and some aspects may have to be adapted.

### Methodology

The nature of the information sought in this study required a qualitative methodology. In order to increase the qualitative dimensions, it was imperative that the method selected allow the researcher to get an indepth and systematic account of the process involved as the teacher collaborator inservice model emerged. To insure this, the case study approach was used and expanded to include participant observation, focused interviews, and audiotape. Characteristically, these data gathering techniques provide a holistic picture of the subjects, their situations and environments over an extended period of time. More specifically, these techniques were used in the following ways.

#### Participant Observation

The researcher spent approximately 40 hours observing the teachers under study in each phase of the inservice model. This undertaking provided a method for analyzing actions and reactions of the working team.

Additionally, the researcher participated as a member of the initial developmental team which was charged with the task of conceptualizing the teacher collaborator inservice model. This participation allowed the systematic gathering of information regarding the "what" and "how" of the teacher collaborator inservice model. The "what" related to what teachers tended to want and need as program facilitators and developers. The "how" related to the processes

and functions the teacher must demonstrate in order to implement programs and activities.

### Focused Interview

Throughout the developmental training and implementation phases, the researcher held a series of interviews with the teachers under study. Interviews were scheduled concurrently with each phase of the inservice model. Interview questions focused on participating teachers' readiness for the inservice based on training received, perceptions of what the experience would entail, anticipated problems and concerns, and, lastly, outcomes of the experience.

### Audiotapes

The researcher used audiotapes during the development and implementation sessions. Use of the audiotapes enabled the researcher to record and describe interactions, noting specific patterns that tended to emerge.

Each of these techniques was designed to analyze the interactions and transactions of the teacher collaborator inservice model from a variety of perspectives. Consequently, the findings of the study are intrinsically related to the method used.

### The School Setting

An elementary school located in Lansing, Michigan, was the site of this study. The school, serving approximately 500 students, is located in a racially balanced, middle

income neighborhood. The school staff was comprised of 20 teachers and special service personnel. Most teachers have taught at the school for several years.

During the regular school day, parents and community residents are often in the building, serving as volunteers or participating in various school based community programs.

### The Teachers

The two teachers selected for this study volunteered to participate in the teacher collaborator inservice model.

The teacher collaborator had taught at the school for 14 years. She expressed a deep interest in the inservice because it allowed her to learn something different and creative.

The peer teacher had taught for ten years with some experience at the senior high level. Similar to the teacher collaborator, she was interested in learning something new to improve her skills and provide new learning for her students. Both teachers were presently teaching upper elementary classes.

### Plan of the Study

The teacher collaborator inservice model evolved out of the need for teachers to become an integral part of their continuing education. This model was conceptualized, developed, and implemented during the 12th Cycle Teacher Corps Program, a joint inservice program between the Lansing

(Michigan) School District and Michigan State University.

The program goal of the teacher collaborator inservice model was outlined as follows:

The development and implementation of a conceptual design for inservice education by teachers which incorporated feasible research based recommendation for providing time, resources, and support systems for professional growth of teachers (Teacher Corps Proposal, 1977).

The plan of the study, which consisted of four phases, was designed to provide a systematic description and analysis of the teacher collaborator inservice model on a teaching team (teacher collaborator--peer teacher), using the techniques described in the "Methodology" section of this chapter.

#### Phase I: Conceptualization

During winter and spring terms of 1978, a demonstration team comprised of teachers, school administrators, and university instructors held a series of working sessions designed to conceptualize the teacher collaborator inservice model. The task of this team was to review relevant literature related to practices and trends in inservice education, to develop and administer questionnaires to teachers relating to inservice needs and conditions for inservice. Additional assistance was sought from the expertise and experience of demonstration team members.

## Phase II: Developmental Training

Ten sessions, one half day per week, were provided for the developmental training. These sessions included demonstration inquiry and problem solving activities. The following were considered:

- overview regarding the goals and objectives of the teacher collaborator's inservice model based on recommendations of the demonstration team
- outline and operationally describe the role of the teacher collaborator; i.e., what skills and techniques should be exhibited as well as the task to be performed
- identification of personal and organizational factors which facilitate or inhibit development of the teacher collaborator experience
- identify and demonstrate methods and techniques to be used by the teacher collaborator during the implementation phase

## Phase III: Implementation

The implementation phase, Phase III, describes the activities, functions, and perceptions of the teacher collaborator implementing her role. Specific attention is given to the task and procedures for carrying them out.

## Phase IV: Follow up

One major weakness of inservice training is that it runs the risk of being discontinued once the formal structure has ended. Additionally, the degree and utility of knowledge and skills acquired are seldom monitored for long term use. The follow up phase of the teacher collaborator

inservice model attempted to ascertain information about those aspects of the teacher collaborator inservice experience that were a continual part of the participating teacher's regular teaching.

Evaluative questions guiding this phase of the investigation were:

To what extent does the teacher use the content learned (the integration of creative dramatics and multicultural education in the language arts curriculum) in his/her regular classroom?

What aspect of the teacher collaborator experience does the teacher use most often during regular teaching?

How did this experience affect his/her teaching?

During the collaborator training and implementation, teachers were involved in developing their own materials and lessons. What value do they place on these, their own materials, as compared to materials from other sources?

Would you participate in this type of inservice again?

What aspect of the teacher collaborator experience do you value most/least?

### Overview

Chapter I contains the introduction and background of the study, purpose of the study, objectives, definitions of terms, limitations of the study, methodology, plan of the study, and summary. Chapter II contains a review of literature related to inservice education needs and trends, literature related to general research studies in inservice education, and literature related to teacher collaborator/peer teaching. Chapter III provides a description of

transactions and recommendations of the demonstration team related to the conceptual framework for the teacher collaborator inservice model and the practices and procedures undertaken by the teacher during the developmental training process. The analysis of information and follow up of the study are presented in Chapter IV. Chapter V contains the conclusions and recommendations generated by the study.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE AND RESEARCH

This chapter presents a review of the literature and research related to the topic of the study. The chapter is presented under the following subheadings: literature related to inservice education needs and trends, general research studies in inservice education, and research related to the teacher collaborator/peer teaching.

#### Literature Related to Inservice Education Needs

Inservice education is a natural continuation of the professional preservice education in which teachers have participated. Such an activity is an obligation for teachers and a necessity for educational programming. Few, if any, would deny the fact that one of the imperative needs of American education is the continuing education of the professional in the field (Childress, 1965).

According to Bell (1974):

New methods, materials and machines have shaped a new and changing world in which knowledge and skills are paramount . . . . The nature of today's culture also demands specialized skills and understanding (p. 42).

Inservice education must serve the needs of practitioners so that they can respond effectively to the educational

demands of students and society. Although inservice education demands changing roles to meet societal educational needs, the existing models show documented impairment, Bunker (1977) outlined some of the weakness of inservice education:

- initiation of the inservice by someone other than the teacher
- total disregard for the felt and expressed needs of teachers
- appending inservice education programs to the teaching day
- teaching inservice programs in a manner classroom teachers are admonished to avoid

Corey (1957) described the problems and issues in inservice education. He emphasized planned programs in contrast to independent attempts by teachers to improve themselves and stated that wide reading, travel, convention attendance, professional courses, or any other means conducive to professional growth is not thereby undervalued. Corey pointed out the necessity for planned programs in inservice education for the improvement of school personnel emphasizing the notion that it is not practical to depend entirely on preservice preparation and individual initiative. He recommended carefully planned, creative programs geared to the needs and demands of a rapidly changing society. He strongly urged school personnel to keep abreast of what they must know and be prepared to do.

Inservice education in the past has failed to provide programs and activities necessary to accomplish this goal.

Edelfelt (1974) summarized:

Inservice education has been the neglected step-child of teacher training. Most resources and effort in teacher education have gone to preservice preparation. For the last four decades, this concentration of resources and effort was defensible in order to assure that teachers were adequately prepared prior to service. Now, however, preservice goals have been largely accomplished . . . . Meanwhile, inservice education for teachers remain a wasteland of evening, Saturdays and summer courses or workshops mandated by school districts and state departments of education. Inservice education takes place almost entirely on the teacher's time and in advanced collegiate study at the teacher's expense. It is required for a standard teaching certificate or for advancement on a local district's salary schedule. It is planned and executed by educators other than teachers. Too often it is taught in a manner that violates almost every principle of good teaching. Perhaps most important, too little of its emphasis has been on improving teacher performance (p. 13).

A similar position is espoused by Mulkh Raj Chilan (1968). He stated that a well organized and systematic inservice education is essential for the efficiency and promotion of any profession, but it is much more important for educational workers because of the unique and strategic position which education occupies in the task of human development. Suggesting a more comprehensive look at inservice education, Edelfelt and Lawrence (1975) reported:

Inservice education has been the weakest and most haphazard component of teacher education. Even the most charitable would have to admit that it has not been nearly as effective as it might have been, considering the expenditure of time, effort, and resources. However, to say that inservice education has been inadequate is not to say that teachers can or want to do without it . . . teachers want quality inservice education; they also recognize a significant discrepancy between what exists and what they would like (p. 23).

Supporting this notion, Roth (1975) suggested that inservice education address the individual teacher's ideas and needs and be relevant to the teacher's teaching responsibilities.

Roberts (1964) concluded that it is hard to imagine a single school system in the United States today that does not have a commitment to the professional development of teachers after they get the job. The need for inservice growth has been a part of the professional teaching picture from the time of the earlier schools. It was only in more recent years that compelling forces have highlighted the necessity for providing teachers with opportunities to increase their knowledge, insight, understanding and skills in working with young people. Teaching assignments today are becoming more complex. The demands upon school are to teach more and to teach it better.

Sidney Dorros (1968) outlined some specific reason for the continuing professional development:

1. Employment of persons who have made great preparation for teaching.
2. Rising standards for teaching and preparation during teaching careers.
3. Varying conditions, philosophies, and procedures in different school systems.
4. Rapid growth of knowledge in almost all fields of instruction

Similarly, Harriet and Besset (1979) summarized what inservice programs have experienced:

- failure to relate inservice program plans to genuine needs of staff participants
- failure to select appropriate activities for implementing program plans
- failure to implement inservice program activities with sufficient staff and other resources to assure effectiveness (p. 27)

Donald Cruickshank (1979) posited that inservice education is a relatively untouched research area. He noted that unlike teacher effectiveness research inservice education research has given little attention to descriptive studies, thus we know little about what actually occurs during inservice programs.

An examination of inservice education needs indicates lack of direction, scope, and legitimacy; however, teachers still want and need inservice education. Edelfelt (1979) reported:

Despite all its shortcomings, teachers apparently still want inservice education. Teachers want to improve; they want to remain current. Teachers also want changes in inservice education so that it more adequately meets their needs.

Joyce (1976), in a review of literature on inservice education, made two basic assumptions:

The process of inservice education is generally neglected in the literature in favor of the content and, second, traditional inservice programs have consisted entirely of information gathering activities, attending workshops, taking college courses and institutes, reading professional journals, reading curriculum bulletins, discussing methods with other teachers, attending professional conventions. Programs that address utilization of that information or practice of techniques with feedback have been distinctly in the minority (p. 26).

Bush (1971) categorized the four forms that inservice teacher education was currently taking as follows: expository, exhortations, demonstration teaching, supervised trials, and analysis of performance. This scheme provides a useful conceptual framework for sorting out the various methods on inservice, but is too abstract to offer much information about the differences among them.

Similarly, Berge, Harris, and Walden (1957) described three approaches to inservice education: (a) the centralized approach in which inservice is initiated and conducted by persons in the central office of the school system; (b) the decentralized approach in which the responsibility is with local school staff, themselves; and (c) the centrally coordinated approach in which local programs are coordinated and assisted through the central office. These approaches lend themselves to who initiates and controls rather than to content and process.

Roland Goddu (1977) proposed inservice education that incorporates specific characteristics: on going, flexible, needs oriented, designed by multi-role groups, job competency oriented. The opposite is a "one shot" workshop which everyone must attend after school.

Kenneth Howey (1976) described six types of basic inservice: transitional, induction activities which permit beginning teachers to move from generalized preservice education to the assumption of specific roles; job specific, a response to typically reoccurring needs and problems in

one's job situation; system related, a response to more dramatic changes in society and school which mandates role reorientation or redefinition; the desire to stay current professionally without regard to immediate transfer; the desire to change roles or responsibilities; and enhancing the person in a professional role.

Wood and Thompson (1980) support the notion that inservice education will be the priority of the decade in the '80s if schools are to survive. The authors attribute reasons consistent with those outlined in the foregoing pages as to why inservice has been ineffective and propose guidelines related to adult learning as major considerations for the future development of inservice education programs.

In light of the information presented, it is apparent that most inservice education in the past has netted few positive results. A significant change is likely to occur as planners and developers recognize the implications for inservice education for the effective professional staff training and retraining.

#### Literature Related to General Research Studies in Inservice Education

The state of Florida reports positive results from the development and implementation of a statewide school based inservice program. The Florida model required each school district to develop and submit to the state department a plan for inservice education. Funds for staff development in excess of \$1.2 million were provided. In the Florida

plan, a great deal of emphasis was placed on school based program. John Thurber described the school based staff development program in the Palm Beach County, Florida, school system as follows:

The school based staff development program initiated in 1973-74 was based upon the concept that it is desirable for teachers to be involved in the identification and articulation of their own training needs. Allocation of flexible funds to school centers for staff development activities allowed inservice activities to be carried on, for the most part, within the setting in which the learners normally work together (p. 121).

Gordon Lawrence, et al. (1974), in findings from the Florida study, outline important points for the development of effective school based programs. The findings were:

Teachers' attitudes are more likely to be influenced in school based than college based inservice programs.

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.

School based inservice programs that emphasize self instruction by teachers have a strong record of effectiveness.

Inservice education programs that have differentiated training experience for different teachers (that is, individualized) are more likely to accomplish their objectives than programs that have common activities for all participants.

Inservice education programs that place teachers in active roles (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 not of his or her own making).

Inservice education programs that emphasize demonstration supervised trials and feedback are more likely to accomplish their goals than are programs in which the teacher is expected to store up ideas and behavior prescriptions for future times.

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.

Teachers are more likely to benefit from inservice education activities that are linked to the general effort of the school than they are from single shot programs which are not part of a general staff development plan.

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. 31).

Halik's (1973) findings of teachers' participation in an inservice program in the affective domain revealed that teachers' ability to develop activities and strategies in this area improved following a four week inservice training sessions.

A study conducted to investigate if teacher inservice education was influenced by organizational, geographical, or financial factors was done in Indiana. The factors investigated in the study were size of school enrollment, number of teachers in the school, total assessed valuation for the school district, size of community in which the school was located, and the geographical location of the school in the state. The study was designed to determine the status of inservice teacher education in the public senior high

school in the state of Indiana. Using a checklist of inservice techniques, a questionnaire survey was conducted with a stratified, proportional, random sample of one hundred high schools. Correlations were run on the frequencies with which the techniques were used, as defined by the questionnaire survey.

The findings indicated that the larger schools employing the greatest number of teachers and located in the larger, wealthier cities of the northern part of the state of Indiana were using the greatest number of selected techniques.

Wealth was a principal factor with larger cities, as a rule, having greater wealth than smaller cities. Larger schools usually have a broader tax base than smaller schools. The implication from these facts is that usually the larger and wealthier school districts provide the more extensive inservice teacher education programs, and the study's findings support this. Development of better educated teachers for better schools depends, in part, on school districts' being large enough and wealthy enough to provide an adequate inservice teacher education program.

Charles I. Jaquith, in a dissertation completed at the University of Michigan, comparing the perception of junior high/middle school teachers, principals, and university specialists concerning inservice education, revealed that when teachers were involved in planning goals and objectives, they were more willing and committed to the

inservice. Responses from teacher also indicated a preference for school based instruction.

In a report prepared for the National Center for Educational Statistics, Joyce (1975) summarized some criteria for the development of a conceptual design for inservice:

Inservice that is a part of the regular responsibilities of the classroom teacher.

Inservice that places no undue hardship on any participant.

Inservice that results in no loss of quality education to children.

Inservice that improves the educational opportunities of children.

Inservice that utilizes input from the community as to concerns and problems to which teachers and schools can respond.

Inservice that is relevant to the emerging professional roles of teachers.

A comprehensive review of research on inservice education from 1950 to 1974 by Gordon Lawrence and others (1974) proposed several approaches to the management of inservice activities:

1. Individualized teacher inservice activities versus common activities undertaken by a group.
2. Self directed and initiated activities versus other directed and initiated activities.
3. Inservice design that places the teacher in an active role, constructing and generating materials, ideas, and behaviors versus the teacher in a receptive role, accepting ideas and behavior prescriptions not of his/her own making.

4. A heuristic inservice design, emerging from the needs of the teacher versus a preplanned design in which goals and activities are decided.
5. An application design in which demonstration plus supervised trials and feedback are emphasized versus an expository design in which the teacher is expected to store up ideas and behavior prescriptions for a future time.
6. A design in which teacher mutual assistance and sharing are emphasized versus separate individual work, each for him/herself as the pattern.
7. A programmatic, common endeavor approach versus an approach which involves individuals alone or in small groups, not linked to a general effort of the school--a single shot design.

Recent research studies in inservice education showed evidence of positive results, as well as specific guidelines and criteria for effective professional staff development.

Turner concluded:

There is no single format for inservice education that is effective for all teachers; however, there are elements which could be incorporated into all programs if teachers are to perceive them as effective (p. 187).

#### Literature Related to Teacher Collaborators/Peer Teaching

According to Abbott, Ellis, and Smith (1979), the use of master teachers for clinical supervision has produced favorable reaction from teachers. The teacher collaborator's role is based on the notion that they can provide effective

continuing education to their peers. The teacher collaborators have the potential to become the heart of the in-service because of their ability to interrelate the practical and theoretical aspects of instruction (Lansing Teacher Corps, 1977). Bryant and Haack (1977) found that although collaborators working with peer teachers is a relatively new concept, teachers have always relied on indirect assistance from each other. The dilemma of such an arrangement appears to be lack of definition and legitimacy.

A more indepth review of this concept is delineated in a study administered by the Rand Corporation (Berman & McLaughlin, 1975). In an extensive inquiry into staff development programs across the country, field work was conducted in thirty school districts. It was found that there appeared to be no conceptual model underlying most staff development programs, but that there appeared to be a "hodgepodge" of miscellaneous workshops and courses.

The study distinguished between successful and unsuccessful program staff development programs. The unsuccessful program relied on a deficit model; that is, an approach that assumed that teachers were not very competent and that the central office administration knew what teachers' deficits were and what would be the best way to eliminate them. Additionally, the unsuccessful model relied on teacher-proof packages constructed from various development centers and on top-down regimented workshops with everyone required to attend. The format followed the lecturer-consultant mode

with reliance on outside consultants in a "guru" role. Utilization of time outside of school hours was the general rule with some use of summer work in advance of the school year, but little or no released time during the school term.

The more successful models studied by Rand (1975) used a developmental approach in which the teachers participated in solving problems. They represented a point of view rather than a program. Teachers were viewed as professionals. Learning by doing was the theme. They used local leaders, and materials were developed by the teachers. Planning started before implementation of the program and continued throughout the year with regular staff meetings for constant revision based on changing needs and the growing experience of the staff.

Alfonzo (1977) showed that, in general, writers are not describing teachers' engaging in supervisory activities across a broad spectrum of needed behaviors in a school, but instead they are defining peer supervision within a very narrow confine. Numerous recent writers have given renewed emphasis to the clinical, advisory, or helper nature of supervision. The work of Goldhammer (1969), Cogan (1973), Manolakes (1975), Abramson (1972), and Blumsberg (1974) gave major attention to the kind of supervision that is highly personal, clinically evaluative, and classroom-based. It is from such descriptions of the essential character of supervisory behavior that the concept of peer supervision derives its appeal.

If supervision is primarily a process of observation, analysis, and feedback, then it can lead to the proposition that teachers might, in fact, be their own best supervisors and trainers. Who knows best what goes on in a classroom and how it can be better than teachers themselves (Alfonzo, 1977)?

According to Reavis (1978), Harris (1977), and the ASCD (1974), the best trainers for teachers are their own peers. It is only a short step to move continuing teacher education to the conclusion that committed, intelligent, and trained faculty can take over major responsibility for improving instruction through a process of peer inservice training.

Harold Howe (1979) encouraged every school to have a plan for upgrading the effectiveness of teachers; he recommended using the expertise of teachers already on the staff.

Supporting this notion, Heilman (1965) stated:

. . . a major source of waste in American education is the failure thus far to devise an effective framework in which elementary teachers at the local level can meet together as professionals and share ideas and effective teaching procedures.

### Summary

Literature related to inservice education needs and trends was reviewed as to its importance and implications for the continuing education of teachers. The review indicated that there is much known about the "whats" of

inservice, but few recommendations for the process; specifically, how does one effectively deliver inservice to teachers in order to impact their ability to provide improved educational programs for students.

A review of inservice studies reflects a summary of investigations which dealt with various aspects of inservice education. These studies tended to produce significant guidelines and criteria for the development and implementation of inservice programs and activities.

The review of literature related to the use of teacher collaborators/peer teachers for inservice training indicated an emphasis on peer supervision and the peer advisory approach. The research tended to support the notion that when the administration controlled inservice education, it produces many unsuccessful programs, when teachers were included in the planning and implementation phases of the inservice process, programs tended to be more effective.

The review of literature and research indicates that although attention has been focused on the need for inservice education, the characteristics of successful and unsuccessful models, and supervision of inservice training, further study of the design and effects of the teacher collaborator model is warranted.

## CHAPTER III

### PROCEDURES AND METHODS OF THE STUDY

#### Introduction

The focus of this study was to describe the conceptualization, developmental training, implementation, and follow up of the teacher collaborator inservice model in a selected content area. The activities were carried out in a series of seminars in coordination with the classroom teachers over a two-year period. Participating teachers volunteered for one of the three inservice options which were a part of the Twelfth Cycle Teacher Corps Program (see Appendix A for program options). How a teacher demonstrated knowledge and skills related to the selected content area to another teacher in a systematic way was the impetus of this study.

Foremost in the judgment of this researcher as a participant observer was the aim of gathering information regarding the "hows" and "whats" of the teacher as program facilitator, as well as the processes and functions the teacher demonstrated in order to carry out the proposed model.

A chronology of the proposed teacher collaborator inservice was as follows:

- Spring, 1977 Teacher Corps proposal writing-- teachers, teacher educators, administrators; Michigan State Department of Education
- Fall, 1977 teacher collaborators participated in a seminar to develop and implement a relevant and integrated communication curriculum which utilizes creative dramatics, diagnostic and prescriptive teaching, management techniques, and multicultural education to improve children's communication skills
- Winter, 1978 teacher collaborators developed objectives and management procedures consistent with content developed during fall term
- Spring, 1978 demonstration team held meeting to conceptualize components of the teacher collaborator model; teacher collaborators modified, tried out, recommended strategies for communication curriculum in their classroom in conjunction with the seminar; demonstration team held meetings to conceptualize components of the teacher collaborator model
- Fall, 1978 teacher as teacher collaborators seminar to develop role of how to work with a peer teacher integrating creative dramatics and multicultural education in the language arts curriculum; peer teachers participated in communications curriculum seminar learning the content developed by teacher educators and teacher collaborator during fall and winter term
- Winter, 1979 teacher collaborators teamed with peer teachers (one-half day per week) to implement their roles as facilitators and resources for learning in the content areas selected (integration of creative dramatics and multicultural education into the language arts

curriculum); teacher collaborator continued to attend developmental seminar while implementing their role

Spring, 1979      teacher collaborator and university instructors refined model for documentation and dissemination

### Participants

Sixteen teachers participated in the teacher collaborator inservice: eight teacher collaborators and eight peer teachers. At the end of the developmental training phase, teacher collaborators were teamed with peer teachers for the implementation phase. Two of the 16 teachers, one teacher collaborator, and one peer teacher were the focus of this study. The volunteer teachers were assessed by the demonstration team as adaptive to change and growth, were willing to share, learn, and try new and non traditional strategies in an innovative program in their classrooms (see Appendix B for pre-training interview questions).

Information is presented on how these teachers shared in the development and implementation of the content that had been selected, learned, and viewed as beneficial to both teachers and students. Efforts were made to capture what was discussed, manner of summarizing, how teachers rejected and incorporated particular strategies and behavior, what took place between participating teachers in training seminars and classroom situations, and how the teacher facilitated learning to her peer. Specifically,

what procedures and functions are inherent in the development and implementation of this inservice training model?

The four major objectives outlined in Chapter I served as the basis for this study. It is assumed that participant observation and focused interview were valid techniques to analyze information of this inservice model. The data gathering procedures here offer detailed information of how the researcher described the model.

### The Methods

The case study method was used and expanded to include participant observation and focused interview to gain information about how the teacher collaborator model evolved. Through the use of various data gathering techniques, there were opportunities to become a part of the development which was being described. The researcher's aspects of the role encompassed being physically in the setting, interviewing participating teachers, sharing in the context of the discussions and in the processes outlined in the training seminars. Information was gathered over a two-year period: spring of 1977 through spring of 1979.

The conceptualization phase of the teacher collaborator inservice model consisted of a series of meetings from January through June of 1978. The composition of this team was four university instructors specializing in creative dramatics, multicultural education, diagnostic-prescriptive teaching, and language arts, respectively;

five classroom teachers; one school principal; and the researcher. These meetings produced several written questions which guided the conceptualization phase. They were:

What kinds of inservice do teachers want?

What are the trends in inservice education?

Who/What should determine the content of inservice education?

Will teachers accept and support a peer teaching arrangement?

Is released time an issue?

What kind of inservice plan is needed for this experience?

These inquiries resulted in the development of a questionnaire which was distributed to all teacher collaborators. It contained 29 items. For the purpose of this study, particular attention was given to items #6-26 which focused on the kinds of inservice teachers wanted, recent trends in inservice education, specific content of inservice, teacher acceptance, and support of a peer teacher arrangement. Consideration was also given to the nature of inservice and plans needed for the experience (a complete questionnaire is provided in Appendix C). Operationally, the elements of the proposed teacher collaborator model emerged from a review of related literature and responses from teacher questionnaires which provided a format for the initial preparation and utilization of experienced teachers as facilitators and resources for inservice education to

their peers. Within this inservice model, the following were proposed:

- released time for inservice and development work during the regular school day
- exploration of relevant research pertaining to inservice trends and needs
- provisions for learning skills and knowledge appropriate to the task
- continuous feedback and examination

Based on the conditions cited, the demonstration team focused on specific purposes of the teacher collaborator inservice model. Team members concurred that purpose should be clearly presented in order to establish parameters for the role. The purposes were:

- to develop a description of the teacher collaborator role
- to provide instruction based on participant needs relative to skills and knowledge
- to provide an opportunity for participants to implement the teacher collaborator role based on actual experience
- to recommend ways the teacher collaborator can be used to facilitate, demonstrate, and dissemination knowledge and skills gained in the training program

Consistent with the purposes was a list of objectives. The objectives set forth specific attributes of the collaborator role, identifying knowledge and skills, willingness to try out new ideas and activities, openness and flexibility, willingness to receive both positive and negative feedback, ability to articulate needs in the content

area selected and the ability to set goals and work toward carrying them out.

Following this aspect, the demonstration team focused on the delivery system, that is how teachers would be released for inservice during the regular school day. Throughout the literature, Edelfelt, Lawrence, and Johnson (1975) mentioned the importance of prime time for inservice training. Likewise information from the teacher questionnaire placed particular emphasis on this aspect. The demonstration team supported and recommended the continued use of the Michigan State University preservice elementary intern program. A complete description of this delivery system is provided by Barnes, Wanous, and Putnam (1979) (see Appendix D).

This conceptual framework outlining the purposes, objectives, and delivery system provided the basis for the developmental training phase of the teacher collaborator inservice model which was a series of seminars designed to prepare teacher collaborators to carry out the role. These sessions included demonstration inquiry, brainstorming, lecture, and problem solving activities.

In the first session, the orientation regarding the purposes and objectives of the seminar was presented by the instructor (see Appendix E). Interactions and questions from teachers regarding this aspect resulted in a list of questions and concerns, specifically what are our goals, what are our options, what will we do over a ten week

period, when we arrive at school with our peer teacher what will we do, what are our expectations, what personal skills are needed, what are the guidelines for feedback, what will observations include, when will we meet our teammate for the first time? Using these questions as a guide, the seminar instructor proposed that the teacher collaborators categorize the various topics presented. A discussion of each concern question lead to the compilation of major goals which specified what needed to be accomplished by the end of this phase. They were:

1. ability to articulate the purposes of the integration of multicultural education and creative dramatics into the language arts curriculum,
2. putting together a variety of ideas and activities related to the content area to be taught,
3. developing skills for giving constructive responsible feedback and constructive sharing of perceptions, and
4. developing skills for helping another feel comfortable even when everything fall apart.

Teacher collaborators agreed that these four goals would guide the development process and alleviate the uncertainty they were experiencing. The instructor explained that they would continually generate who, what, and why kinds of questions and sometimes there would be no clear cut answer but, rather, a number of possible strategies, techniques, and suggested procedures that would serve to establish standards and/or criteria for what should be done, which was characteristic of developmental process. With

these words of assurance, teacher collaborators reviewed the goals outlined and felt they were clearly spelled out and obtainable within the framework set. The second and third developmental training sessions focused on teacher collaborator responsibilities. It was suggested that goals and responsibilities may overlap, but each should be viewed separately to clarify the task. The instructor pointed out that responsibilities would focus more on process, whereas meeting teacher goals were more of a vehicle for carrying them out. The instructor set the stage by stating that teacher collaborators needed to consider what tasks were involved in helping another teacher carry out instructional activities as well as the task of demonstrating effective interpersonal skills. A brainstorming session ensued with the instructor providing clarifying questions and information about specific aspects mentioned by the teachers. The result of these exchanges was the compilation of a list of teacher collaborator responsibilities. They were:

- to share materials and lessons they had developed .
- to provide practical ideas (concrete suggestions) of how to integrate the content selected
- to ask exploratory and clarifying questions in order to find out the interest, concern, and needs of the peer teacher
- to be aware of one's own needs and expectations
- to share one's interest and needs and respond to one's teammate's needs and interest

- to give responsible positive and negative feedback--which is timely, specific, includes ideas for alternatives, is clear and helpful, not confusing
- to facilitate brainstorming and the contribution of ideas
- to contact and use resource people (university instructors) in order to help the progress of one's team (one is not responsible for having answers to all questions, but is responsible for facilitating finding answers)
- to be punctual and notify peer teacher ahead of time if one can't be there
- to have a product of the collaboration which can be shared with others (ideas for activities, transition, integration into various content areas)
- to help teammate reach his/her goals when they are similar and when they are not the same

The responsibilities outlined served to clarify the task at hand. A lecture and role play was used to increase teacher collaborators' ability to give feedback and ask clarifying questions. University instructors were also asked to secure appropriate feedback forms to be used. Teacher collaborators indicated that they needed a quick way to jot down interactions for synthesis later, noting that they were not concerned about evaluating their peers, but wanted a procedure for specific needs and tasks. It was suggested that these forms be shared with the peer teachers, along with other responsibilities that were viewed as appropriate to the task of the teacher collaborator role.

The charge for the next two developmental sessions was for teacher collaborators to consider the personal and organizational factors which facilitated or inhibited the role development. Discussion of the organizational procedures indicated that they were satisfied in that administrative types of approval for being released from class, support of the inservice, and involvement of the school principal were in order at the outset. They were also pleased that assignment with peer teacher, starting time for implementation, and plans to meet them prior to the implementation phase had been scheduled. Teacher collaborators felt the aspect of personal factors had been thoroughly considered in the responsibilities outlined; however, there was a need to consider individual factors of the peer teacher. One teacher referred to these as food for thought. Teachers generate a list of individual factors for the peer teacher that were worthy of consideration. These were:

1. how she managed his/her students;
2. flexibility in schedules, plans;
3. use of verbal questions (gestures, body language);
4. use of non-verbal questions;
5. treatment of students;
6. student performance;
7. sensitivity to deadlines; and
8. rapport with students.

It was decided that consideration of all of these factors would provide insight relative to understanding how to best work with the peer. To facilitate further understanding of this aspect, the instructor recommended that the teacher collaborators read a research paper on the teacher advisor. This paper identified some of the demands and implications of the teacher as facilitator of learning. It specified facilitative helpful assumptions about teachers and non-facilitative assumptions about teachers. This information was viewed as helpful in exploring additional ways to accommodate the factors outlined as well as being useful in building a parity/collegial relationship within the teaching team.

The content to be taught was reviewed in sessions six and seven. Teachers felt the need to reassess their knowledge and skills based on activities and lessons they had developed. Jointly, teacher collaborators and university instructors developed a list of materials and activities as well as suggestions as to what to do at first meeting with teammates. The materials needed were:

1. a list of language arts objectives,
2. paper on integration,
3. copies of observation forms, and
4. a list of activities teachers developed during inservice classes.

The review of activities was as follows:

1. university instructors working with peer teachers communicates outcomes of content being studied,
2. meeting with peer teachers,
3. outlining individual outcomes, and
4. developing a procedure to review their levels of readiness (some type of check-list).

Lastly, the teachers need to outline what their first team meeting might entail. It was suggested that they:

1. share personal experiences for self and peer,
2. begin to develop a relationship, the goal of which is team activity, and
3. decide to produce and experience which will occur due to the team's collaborative effort.

The later sessions focused on the teacher collaborator reviewing progress in reaching goals established during the first session. Comments such as "I think I'm ready," "I feel very comfortable in this role," and "Sure, I can do it" indicated that they felt prepared.

In closing this phase of the inservice teachers wanted to generate a list of outcomes for their role. Several commented that these outcomes would serve as a check list at the end of the implementation. Outcomes were:

- to find out if teachers can work together
- to extend past experiences
- other benefits from experience had by one set of teachers

- teachers who have experiences can gain even more from sharing their experiences with someone else
- to disseminate information
- to learn from one another
- to share expertise which currently exists
- to provide time and a process for sharing because people are tired at the end of the day and need support for doing extra organization and planning required for teaching
- to update, remind, revise ideas based on sharing experiences
- to communicate to administrators, special consultants, program directors, parents, and other teachers what a specific teacher in the building is doing
- what does it mean for one teacher to help another teacher? what do we mean when we say we are helpful?
  - being a good listener
  - helping sort out views
  - acting as a sounding board
  - taking over instruction in small groups
  - seeing how someone else does something
  - remembering things done before which would be good to do again
  - telling where one can get materials outside of the building, within building, and sharing personal materials
  - hearing new ideas
  - being able to tell about ideas and concepts
  - receiving encouragement, support, trust, and respect as a professional

Summary

The conceptual framework provided by the demonstration team and operational procedures outlined during the developmental training, established the structure for the implementation phase of the teacher collaborator model. Chapter IV presents an indepth account of the task, activities, functions, and perceptions of the teacher collaborator enacting this role with her peer. Follow up information is also provided pertaining to the utility of knowledge and skills acquired after formal training had ended.

## CHAPTER IV

### ANALYSIS OF DESCRIPTION INFORMATION

#### Introduction

The teacher collaborator model was based on the premise that classroom teachers can effectively deliver inservice to their peers. The collaborator role places the teacher in the position of decision making, development, and implementation of content that had been selected, learned, and viewed as beneficial to both teachers and students.

In this chapter, analysis of descriptive information is presented relative to the research questions: What tasks and functions are involved while enacting this role with a peer teacher? What were the perceptions and expectations of the teacher collaborator as the role was being implemented? What aspects of this experience is being used by the teacher collaborator and peer teacher after formal training had ended?

The structure established for the implementation phase of the teacher collaborator inservice model was eight teaming sessions, one half day per week from January through March of 1979, in the classroom of the peer teacher. A reception held for teacher collaborators and peer teachers provided the opportunity for teachers to meet, discuss

school starting time, directions to the school, and other important information. Prior to the first teaming session, the researcher held a focused interview with the teacher collaborator. Questions for the interview centered on her perceived readiness and initial expectations of this experience. Specifically:

--do you feel you have gained/learned sufficient knowledge and skills to implement this role?

--what do you expect your major task to be when working with a peer teacher?

--what concerns you most about your peer teacher?

--have you decided on specific areas to focus on as a starting point.

Responses to the first question revealed that the teacher collaborator felt prepared to enact this role, as evidenced in the following comments:

I think we just about covered everything in the developmental training, knowing that resources people (university instructors) are available makes me feel as ease in case I get in a bind for critical information, since we will continue to hold our developmental training meetings weekly. I feel that if problems arise, they can be dealt with immediately.

Comments regarding major task indicated that the teacher collaborator expected to provide resources materials; i.e., stories she had adapted and selected for the content area, teach some lessons, and try to accommodate other requests made by her peer teacher. Her response to the question "What concerns you most about your peer teacher?" revealed that the style of teaching was important. Style referred

to how she managed her class and her degree of flexibility. The teacher collaborator commented that often a teacher's style of teaching determines what the teacher is willing to do. She continued, "Personally, I'm kind of structured and non-structured at the same time; maybe I'll just take a wait and see attitude." The question of where to start had not been considered. She felt that the first planning session would probably focus on that aspect (Focused Interview #1; see Appendix F).

Teacher Collaborator-  
Peer Teacher Teaming Session

The teacher collaborator (hereafter referred to as Teacher TC) had her first team session with her peer teacher (hereafter referred to as Teacher PT) on January 18, 1979. When Teacher TC arrived, Teacher PT was getting her class ready for math. The students went about their assigned task. Teacher TC sat on a couch near the window. A few minutes later, Teacher PT greeted her softly and asked her if she would like to work with a student. With a nod of yes, Teacher TC was assigned to work with K\_\_\_\_, a little girl who needed extra help in math. Teacher PT continued to work with individual students who came to her desk. Throughout the math period, a few students were grounded (sent to a corner of the room) for talking too loudly. The accepted noise level was very low, and students who failed to abide were immediately grounded. Most of the students completed their work and selected various activities for

the remainder of the math time. Seldom did students ask the teacher's permission to change activities. It appeared that limits, available activities, and rules governing them were well established and practiced. At midafternoon students put away school work and went quietly to the library. The transition from math to the library was hardly noticeable. After students had left, Teacher PT motioned for Teacher TC to come over to the couch area to talk. Teacher PT discussed her afternoon schedule which included math, library, alpha program, science, and social studies. Next she mentioned special programs for students. Information was also provided concerning students with special needs. Teacher TC commented that with such a busy schedule and all of the other programs, she was probably lucky to get a part of her time. She continued by saying, "Now that I'm here, how can I help you? What have you been doing in language arts?" Teacher PT commented that she had been doing creative writing, magic circle, and related art activities. Teacher PT asked, "What have you been doing?" Teacher TC indicated that she had worked on integrating creative dramatics and language arts using poetry and point of view, mostly point of view (changing the intent or actions of characters in familiar stories). Teacher PT indicated that her knowledge of point of view was limited and that was where she wanted to start. Teacher TC liked that as a starting point and agreed to bring in some stories she had adapted using point of view.

It was decided that Teacher PT would read the story to her class. At the end of the planning session, the teachers reviewed what they would do the next time. Teacher TC reiterated, "I'll bring in a story, you'll try it, and we will take it from there" (TC-PT planning and feedback form; see Appendix G). The remainder of the afternoon was spent touring the building, as Teacher PT pointed out unique features.

The second session began with the usual routine activities--attendance, time for unfinished work, and sharing. Afterwards, Teacher PT assembled the students on the floor in a large circle and read the story "The Three Billy Goats Gruff" using a different point of view for the troll. In this adapted version created by Teacher TC, the troll turns out to be a very nice guy who wouldn't dare consider eating the billy goats as implied in the original story. Children listened attentively. At the end of the story, students were encouraged to act out various characters and think about how they might have felt. Students who chose to be billy goats commented that they did not trust the troll. Others said the troll had changed and was really nice. One student suggested that the little billy goat was now angry and not afraid. Teacher PT praised the students for such interesting discussion and promised that more stories and discussion would take place during the next week's lesson. Library time had arrived; students went to their desks to secure books and go in an orderly fashion to the library.

Teacher TC and Teacher PT sat down to discuss the story. Teacher TC commented on how well Teacher PT had read the story and of the students' obvious enjoyment, laughter, facial expressions, and comments about the idea of the troll's being a nice guy. Teacher PT felt the students would enjoy more stories using point of view and eventually they could develop stories on their own.

Plans for the third teaming session were to continue the point of view concept. Teacher TC agreed to bring in another story. Teacher PT asked Teacher TC to observe and give her feedback on her ability to ask clarifying questions, give praise, and set ground rules for students when using creative dramatics (TC-PT planning and feedback form; see Appendix H).

The story selected for the third session was Teacher TC's adapted version of "The Three Bears." Teacher PT discussed point of view, how characters may change as in the story "The Three Billy Goats Gruff," wherein the troll was the character that changed.

The children were assembled on the floor. Teacher PT read the title of the story and asked if any of them knew the story. Most students said yes. She continued, "Today you will hear a different version." She read the story, and some students laughed aloud at parts that had been familiar to them but had changed. At the end of the story, students were called on to discuss characters. S\_\_\_\_\_ commented that changing characters was good because you could

make someone happy instead of sad. Teacher PT commented, "That's a good thought. I'd rather be happy than sad any day." Other students were allowed to express their opinions about how neat it was to change characters. Teacher PT praised them for their contributions by saying, "You're really thinking today."

Following the regular schedule, the children were off to the library. The planning and feedback session began with Teacher TC's reacting to those areas requested by Teacher PT: question clarity, giving praise, and setting rules. Teacher TC indicated that Teacher PT had asked appropriate questions to clarify story parts. The area of giving praise was also viewed as well done; throughout the story Teacher PT frequently recognized students' comments by saying, "That's a very good thought," "I like that," "You're really thinking well," and "Super." Suggestions for ground rules when using creative dramatics which Teacher TC referred to as different approaches should be determined by what students are expected to do. If a lot of movement is involved, space and use of it need to be established. If students interact with each other, a different set of rules would be required. She suggested that when using the story "The Three Bears," letting the students move around might have been useful. At other times, students may go to their seats to write a different ending. All comments and recommendations were accepted by Teacher PT, and plans to use them in the future were acknowledged.

Plans for the next session again focused on point of view. Teacher TC suggested the story "The Big Orange Splot" as a good story for students to select and change characters. Teacher PT said she would read the story and think of questions (TC-PT planning and feedback form; see Appendix I). She commented, "I really like the way you've written these up."

Time between teaming sessions provided the opportunity for the researcher to interview Teacher TC. The interview focused on the following areas:

- the peer teacher's style of teaching
- desirous aspects of the teacher collaborator experience
- expected benefits and outcomes of the experience

Responses to questions asked during the second interview indicated that Teacher TC notions about her peer teacher's style of teaching, which was different from her own, were not a factor in carrying out her role. She viewed the task of providing resources as a way to learn and expand her own knowledge while helping her peer. The occasional sitting around the classroom was something to be reckoned with; however, school schedules and programs were basically set. The anticipated benefits of learning to work and share with another teacher were frequently being realized and, hopefully, would assist her in gaining confidence and skills for future endeavors (Focused Interview II; see Appendix J).

As planned, the fourth session began with Teacher PT's reading the story "The Big Orange Splot." Throughout the story, she asked a variety of questions, such as, "What is a splot?" "What do you think it might look like?" "Give me an example." Then she talked about the main character and how neat he was. The students enjoyed the story and generated different points of view for the main character. During the feedback session, the teachers agreed that students were gaining a much better understanding of the point of view concept, especially when familiar stories were used such as "The Three Billy Goats Gruff" and "The Three Bears." Plans for the fifth session allowed Teacher TC to read a story with Teacher PT observing. Teacher PT commented, "I'd like to see how you do it" (TC-PT planning and feedback form; see Appendix K). Using the story "Little Red Riding Hood," Teacher TC briefly introduced herself, discussed point of view, read the story, and asked students to write a different point of view by selecting one of the main characters. A few of the students were allowed to read their stories to the class. The teacher also read some of the stories after students had gone to the library. Teacher PT commented that having the students select a character and write a different point of view was a good idea because it allowed students to think and really be creative. It was suggested by Teacher PT that one more session be spent on point of view. The teacher agreed to divide the class, read a story to each group, and have

students write or act out characters. In order to accommodate this activity, Teacher TC changed her classroom from the arrangement shown in Figure 1 to that in Figure 2 (see Appendix L).

Feedback on the sixth session revealed that both groups of students liked the stories and were able to generate different points of view for the characters. Some were read to the class. Teacher PT commented that more time was needed because all the students wanted to share their stories, and they were fun to listen to.

Approaching the last session, Teacher TC asked about what they would do next. Teacher PT suggested that they move into multicultural education using multi-media. Teacher PT suggested that students talk about radio and television programs they listen to and watch and what the various programs meant to each individual. Teacher TC added that students could do comparative stories, focused on age group, interest, and type of program. More discussion followed, with Teacher TC reflecting on some of the things she had done in her classroom. Teacher TC also indicated that she would discuss more activities with the resource instructor in multicultural education. Teacher TC felt that additional information would be useful (TC-PT planning and feedback form; see Appendix M). Illness caused Teacher PT to miss the last session; however, she indicated in a note to Teacher TC that she had decided to try the idea of various programs that students listened to and watched on her

own, and it had gone well. Teacher TC's comments to the researcher indicated that she was disappointed to have missed the last session, but felt plans were adequate for integrating the concept of multicultural education.

The activities described portrayed the teacher collaborator as implementor of inservice to her peer in a selected content area. Specific functions and tasks undertaken while carrying out this role were identified as outlined: (a) collaborator as a resource, (b) collaborator as planner of lesson, (c) collaborator as demonstrator, (d) collaborator as evaluator and negotiator. Each of these techniques embraced distinct features and is described below.

#### The Collaborator as Resource

As a resource person, the teacher collaborator shared information with her peer concerning how to use point of view, with materials and activities she had developed. Information was also secured from other sources to help explain and expand the concept.

#### The Collaborator as Planner

A major portion of the teacher collaborator's time involved planning lessons and activities as well as working alongside the peer teacher to help implement these plans. Planning sessions usually lasted about 45 minutes and resulted in goal setting, feedback of previous lessons, and outlining specific tasks.

### The Collaborator as Teacher

The teacher collaborator taught lessons to the class focusing on specific points which helped the peer teacher to better understand the content area selected.

### The Collaborator as Demonstrator

As demonstrator, the teacher collaborator incorporated specific techniques for explaining concepts taught in order to strengthen the peer teacher's insight regarding the point of view concept. In this dimension, the collaborator exhibited her competence and credibility.

### The Collaborator as Evaluator

The teacher collaborator observed her team mate's teaching a lesson and provided feedback on specific areas requested by the peer teacher.

### The Collaborator as Negotiator

Changes in the peer teacher's regular schedule in order to complete agreed-upon tasks related to the content taught were in practice throughout the teaming sessions. Very often the work of the collaborator involved helping her peer teacher devise better ways of presenting a lesson. As indicated in Figures 1 and 2, the peer teacher rearranged the entire set up of her classroom to accommodate an agreed-upon activity.

In order to get a clearer picture of the task undertaken by the teacher collaborator, a sequence chart is provided. This chart serves to clarify and present detail

of approximate time spent on various activities during the implementation phase.

Information in this chart indicates that planning and giving feedback were strategies most often employed by the teacher collaborator. Within this framework, these tasks were accomplished by her knowledge and skills and ability to articulate the content taught. The cooperative planning of activities and lessons between the teachers with the assistance from resource personnel when requested was viewed as helpful in carrying out this role. Additionally, the arrangement of continuous training for collaborators during the implementation phase allowed for immediate revision and feedback. Throughout the implementation phase, the task undertaken was clearly modified by the fact that both process (how it should be taught) and product (what should be taught) were major considerations at the outset.

Following the implementation phase, teacher collaborators were asked to jointly respond to stimuli questions concerning the overall experience (see Appendix N). Responses to these questions were compiled and resulted in the identification of recommended conditions for the teacher collaborator, peer teacher, and the collaborator/peer team (see Appendix O).

### Summary

The teacher collaborator inservice model was implemented by having the teacher instruct her peer regarding

|            | <u>S</u>       | <u>P</u> | <u>D</u> | <u>L</u> | <u>F</u> | <u>SL</u> |
|------------|----------------|----------|----------|----------|----------|-----------|
| Session #1 | 40             | 40       | 0        | 0        | 5        | 10        |
| Session #2 | 0              | 40       | 0        | 20       | 10       | 0         |
| Session #3 | 0              | 40       | 0        | 0        | 20       | 5         |
| Session #4 | 0              | 40       | 0        | 25       | 10       | 0         |
| Session #5 | 0              | 40       | 0        | 20       | 10       | 0         |
| Session #6 | 10             | 10       | 40       | 0        | 5        | 5         |
| Session #7 | 0              | 40       | 0        | 10       | 10       | 10        |
| Session #8 | no observation |          |          |          |          |           |

Instruction Time, p.m.: 1 hour, 55 minutes

Code

- S = time spent working with individual students
- P = time spent planning for specific lesson related to content area
- D = time spent demonstration teaching
- L = time spent observing planned lesson
- F = time spent giving feedback
- SL = time spent socializing

methods and approaches in a selected content area. It included planning of classroom demonstration, observation, and feedback. The objective of this interaction was to have the teacher in training achieve an acceptable level of competence through the multiplicity of experiences provided by the teacher collaborator.

#### Follow up Phase

During the follow up phase of the teacher collaborator inservice model, the researcher attempted to ascertain information about specific aspects of the experience that were part of the teacher's regular instructional program. The data were based on information obtained during a series of observations and focused interviews with the teacher collaborator and peer teacher.

Specifically, eight observations were scheduled with each teacher over a six month period. The teachers were assigned to their regular teaching assignments. The teacher collaborator was given a fifth-sixth grade combination, whereas the peer teacher was assigned a fourth grade.

The evaluative questions regarding the follow up phase were:

- To what extent does the teacher use the content considered for study (the integration of creative dramatics and multicultural education in the language arts curriculum) in their regular teaching?
- What aspect of the teacher collaborator experience does the teacher use most often during regular teaching?

- How did the content selected affect his/her training?
- During the teacher collaborator training and implementation, teachers were involved in developing their own lessons and materials. What value do they place on their own materials as compared to materials from other sources?
- Would the teacher participate in this type of experience again?
- What aspect of the teacher collaborator experience does the teacher value most/least?

Question I: To what extent does the teacher use the content selected for study (the integration of creative dramatics and language arts into the language arts curriculum) in his/her classroom?

To answer this question, three categories were presented along with observation information which illustrate specifically how teachers integrated strategies acquired in their language arts curriculum as well as other content areas.

#### Category I: Point of View

The point of view concept, changing the intent or actions of characters in a familiar story, was observed on January 16, 1980. During this observation, Teacher TC read the story "The Three Billy Goats Gruff" using a different point of view for the troll to her class. As students were actively involved in the story, the teacher paused, asking them to select one of the other characters from the

story and generate a different point of view. Caught in the mood of the story, the children behaved like mean billy goats instead of nice and polite goats as implied in the original version. Some students acted out being a nice troll as well. In a brief conversation with the researcher, Teacher TC commented that the point of view concept was new to her students this year, and they seemed to enjoy it.

The point of view concept was again illustrated during a language lesson on April 16, 1980. Teacher TC read a story, "The Big Orange Splot," to her class. Prior to reading the story, she indicated that this was one of her favorite stories and she hoped they would like it. She began by telling the class that the story was about a man named Mr. Plumbean who lived on a street where all of the houses were the same. One day a seagull was flying over the houses and dropped a big bucket of orange paint on his house, so he decided to paint his house many different colors.

After the introduction, Teacher TC asked the students to try on characters of someone getting ready to paint, choosing the color of paint s/he wanted, getting equipment ready.. About five minutes was allowed for students to move about, putting on paint clothes, using various facial expressions as they pretended to select the color of paint they wanted.

Teacher TC motioned for the students to gather around and listen to the story. After reading the story, she asked the students what type of people might have lived on Mr. Plumbean's street. As families were mentioned, she wrote them on the board.

Students were given direction to choose a character from one of the families and write what each person might have said when s/he saw Mr. Plumbean's house. A few students were called on to read their stories to the class. After stories were read, Teacher TC told the students they had written point of view stories about Mr. Plumbean's house and each point of view varied according to the individual. The second part of the lesson required students to write what the seagull might have thought as he flew back over Mr. Plumbean's house on his way back home.

After the lesson, students went outside for recess. During this time, Teacher TC and the researcher briefly discussed the students' reaction to the story. Teacher TC felt that the point of view concept was easily understood by the students and that they had been very creative in their responses. References were made regarding types of families generated by the students. Teacher TC felt the categories most likely resembled their own family makeups. She commented that often times the different characters students choose and describe provide insight about their own lives and families (Observation, 2/29/80; see Appendix P).

Category II: Pre-Drama Activities

Pre-drama activities or creative transitions are described as short activities used to provide smooth and quick transitions or movement from one activity to the next or in and out of the classroom. These pre-drama activities might include pantomime, pretending to be a character from a story or play, mirroring, modeling the movement or reaction of a person or thing and sensory awareness or exercise.

Use of pre-drama was observed on 4/9/80, as students in Teacher PT's class gathered books and personal items to go to the library. During this time the noise level increased and a few students were observed chasing each other around the room and teasing about losing their books. Teacher PT flipped the light switch which signaled quiet and asked students to line up quietly, adding, "Today, we are going to walk to the library like drowsy butterflies." Most of the children assumed a drowsy position by extending their arms alongside their bodies, heads flopped to the side, and eyes almost closed. Two students paused to ask the teacher what she meant by "like drowsy butterflies." She took them to the side of the room and demonstrated, pointing to a student, K\_\_\_\_, who was acting out the role very well. Minutes later the two students joined the group, practicing their drowsy act (Observation, 4/9/80; see Appendix P).

"Freeze, you are a big ice cube" was another pre-drama technique used by Teacher TC on one occasion to restore order and attention (Observation, 2/21/80; see Appendix P).

### Category III: Multicultural Education

The concept of multicultural education which encourages responsible behavior that exemplifies awareness, acceptance, appreciation, and valuing of human diversity was integrated into various aspects of the language arts curriculum as well as reading and science. On several occasions the teachers incorporated multicultural education concepts by encouraging students to respond and participate in classroom discussions, sharing their personal views and opinions. Special assistance by the teachers and student helpers was also provided to accommodate individual student needs (Observation, 3/5/80--see Appendix Q; Observation, 2/6/80--Appendix Q; Observation, 2/18/80--Appendix P).

Additional information from follow-up interviews of both teachers revealed that learning the multicultural content had increased their knowledge and understanding of diverse students, enabling them to be more skillful and sensitive toward them.

Question II: What aspect of the teacher collaborator experience does the teacher use most often during regular teaching?

Observation information of the participating teachers revealed that it is difficult to isolate one aspect of the experience which was used most often. However, information gathered indicated that the three categories identified (point of view, pre-drama, multicultural education) were

used on several occasions. A pre-drama activity was used in Teacher TC's room as a management technique in order to settle students down for a puppet show (Observation, 2/29/80; see Appendix P). Teacher PT used multicultural strategies in her classroom as a part of a reading lesson (Observation, 2/6/80; see Appendix Q); in a science activity, wherein students designed individual stuff boxes of their favorite things (Observation, 4/9/80; see Appendix T); and in language writing, when students generated lists of items to take to camp (Observation, 4/9/80; see Appendix T). Within each of these activities, opportunities for expressions and demonstrations of diversity were notable, as students were encouraged to share personal experiences, express likes and dislikes, and generate individual projects.

Interview information regarding this question revealed that both teachers felt they used both creative dramatics and multicultural education techniques and strategies often, sometimes without labeling them as such (Focused interview; see Appendix R).

Question III: How did the content selected affect his/her training?

Observation information clearly indicated that participating teachers exhibited skills and techniques that enhanced students' opportunities to learn new skills which was demonstrated in their efforts to provide students the opportunity to be involved in learning situations that

facilitated creativity, individual accomplishment, personal worth, as well as helping behaviors. Information from teacher interviews supported these impressions and is presented as follows:

Teacher TC reported that she had gained and developed more confidence in herself as a teacher and in working with peers and adults.

Teacher PT valued the feedback and demonstration provided by the teacher collaborator. It enhanced her ability to teach creative dramatics and multicultural education. She had learned a lot from the feedback, particularly knowing what could be added or changed in the stories. Lastly, the experience had enhanced her teaching and she felt that the teachers had learned from each other.

Question IV: During the teacher collaborator training and implementation, teachers were involved in developing their own lessons and materials as compared to materials from other sources?

The nature of the content considered for study required participating teachers in conjunction with university instructors in respective areas to develop and adapt materials to meet their particular need. Teacher TC indicated that she enjoyed adapting and revising familiar stories for point of view activities. As noted in the observation, she continued to use these materials. She also reported that she usually changed most commercial materials to meet individual student needs. This aspect of the teacher collaborator experience was not expected of Teacher PT since she was not involved in the materials development training phase.

Question V: Would the teacher participate in this type of experience again?

Interview information pertaining to this question is presented as follows:

Teacher TC and Teacher PT both enjoyed and valued the teacher collaborator arrangement which resulted in new learning techniques, expanding their knowledge of creative dramatics. They would readily participate in this type of activity again. Additionally, the teachers enjoyed the opportunity of working with their own peers and learning from them first hand.

Question VI: What aspect of the teacher collaborator experience does the teacher value most/least?

Interview information pertaining to this question is presented as follows:

Teacher TC enjoyed going into an unfamiliar setting and being successful. She felt she had been very successful in her role and hoped that the peer teacher was still using the activities and lessons she shared.

Teacher PT liked the adaptability of creative dramatics and felt it worked with any student.

Neither teacher viewed any aspect of the experience as undesirable.

### Summary

Synthesis of information gathered during the follow up phase in response to questions revealed that various aspects of the teacher collaborator experience were still a part of the participating teacher's regular teaching, specifically, the integration of creative dramatics techniques of point of view, pre-drama, and multicultural education

strategies and techniques. It was noted that these strategies, particularly multicultural, were integrated into other subject areas.

The interrelationships of the concepts taught created difficulty when attempting to identify those used most often. Likewise, techniques identified as creative dramatics were used without being labeled as such, often in the area of management. It appeared that the integration of pre-drama and multicultural strategies were a part of their daily teaching.

Interview information revealed that both teachers felt the experience enhanced their teaching by providing different approaches to working with and meeting diverse student needs. Teacher TC felt that she had gained confidence in herself and was better able to work with adults. The area of planning and developing materials appeared to be on-going for Teacher TC. She was in the process of writing a book on using creative dramatics in the classroom with another teacher.

The positive comments from both teachers indicated that they would be delighted to participate in this type of inservice again.

The aspect of the experience valued most by the teachers varied from adaptability for Teacher PT to being able to work successfully with another peer for Teacher TC. Neither teacher voiced any dislikes for any aspect of the inservice experience.

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

The purpose of this study was to systematically describe the conceptualization, developmental training, implementation, and follow up of the teacher collaborator inservice model in a selected content area. It is hoped that this study will contribute valuable information for the continuing professional development of teachers' inservice.

#### Conclusions

Within the limitations imposed on this study and defined in Chapter I, the following conclusions appear to be justified.

1. The teacher collaborator inservice model provided directions for designing and implementing both current and future inservice programs as teachers assume more responsibility for their own professional growth.
2. The teacher collaborator inservice model allowed the teacher to work side by side with his/her peer in a non-threatening and congenial manner in the development of skills

in a specific content area. Tasks undertaken were planned and agreed upon jointly by the team with roles varying from facilitator of learning to observer and evaluator.

3. The teacher collaborator inservice model was successful in building a preservice-inservice format to release teachers during the regular school day within their own buildings. This delivery system enabled teachers to participate and, at the same time, be available in the building if problems should arise.
4. The efforts of the demonstration team revealed that cooperative planning and development of inservice programs are necessary steps for linking research, theory, and practice. The shift was from little or no teacher involvement and participation to the utilization of teachers in the planning, development, implementation, and evaluation. This was a deliberate attempt to bridge the gap between and among these groups. Allowing teachers and teacher educators the opportunity to learn from each other and to discover that learning and sharing together are valuable and necessary. Within this framework, teachers and teacher educators were able to collaborate together in meaningful and productive ways regarding

common goals and activities. The cooperative planning evidenced by the demonstration team contributed greatly to the successful conceptualization of the teacher collaborator inservice model. Finally, this procedure revealed that teachers and teacher educators plan more effectively together than they do separately.

5. The teacher collaborator peer teacher joint effort established and maintained throughout the implementation phase of the model reflected a working relationship based on mutual respect and responsibility. The teacher collaborator's demonstration of competence, credibility, and ability to help in a non-threatening manner served to create a productive learning environment incorporating the needs and desires of the peer teacher. The extensive training prior to the implementation was significant in that potential problems and concerns had been clearly identified.

#### Summary Statement

Inservice education seems to be a practical way to assist teachers with the tasks they face. In addition to providing professional growth and renewal, teachers must keep up to date in their fields. New approaches, new

curricular advancements, and new teaching techniques as well as new facts and concepts are constantly being developed; and teachers need exposure to all of them.

The teacher collaborator inservice model directly addressed these needs as well as those needs posed through the literature in its design and implementation. It differs from traditional inservice in many ways. The fact that teachers were notably interested in and capable of working with their peers was distinctly obvious. Additionally, the teacher is the core of the instructional program, possessing both practical and theoretical knowledge. The teacher collaborator model tended to include those characteristics of benefit to teachers attempting and willing to serve as facilitators of their own professional growth.

## APPENDICES

## APPENDIX A

TWELFTH CYCLE TEACHER CORPS

INSERVICE OPTIONS

## TWELFTH CYCLE TEACHER CORPS INSERVICE OPTIONS

In the spring of 1978, teachers participating in the Twelfth Cycle Teacher Corps program focusing on an integrated communication curriculum with creative dramatics and multicultural education to improve children's communication skills were given options to participate in three different inservice programs for the 1978-79 school year. The options were: the Exceptional Child component, developing skills and strategies for working with special students in regular classrooms; the Curriculum Development component, securing, developing, and sharing materials and resources related to an integrated communication curriculum; and the Teacher Collaborator component, planning and developing an inservice program in a selected content area to be shared with another teacher.

## APPENDIX B

### PRE-TRAINING INTERVIEW QUESTIONS

#### --TEACHER COLLABORATOR

PRE-TRAINING INTERVIEW QUESTIONS  
--TEACHER COLLABORATOR

Introduction: we are asking people involved in last year's inservice program to reflect on their experiences as participants and to think about their expectations for the coming year.

1. I would like you to think back to when you first heard about Twelfth Cycle. What did you expect the program to entail?
2. Do you remember why you agreed to participate?
3. As a teacher-participant, you were encouraged to introduce creative drama activities into your classroom and curriculum. Try to think back to the first creative drama activity that you implemented (tried) in your room--something you defined as creative drama (creative transition, story dramatization, role playing). What was the activity? When was it? What were your concerns about doing the activity? Why did you select that particular activity? (Where did the idea come from or how did you identify the particular classroom need that it met?) How did you feel about the activity when you were done? (Was it successful? Why? Where were there problems? Did the students enjoy the activity?)
4. As a teacher-participant, you were encouraged to design language arts lessons that included multicultural content and use creative drama as an integrative device. How many of these integrated lessons would you say you did last year? Tell me about one.
5. In terms of the content areas and skills covered in the inservice, do you feel that some are more important than others? (multicultural? language arts? creative dramatics?)
6. Did you have written lessons plans for any of the integrated lessons? Did you find the plans useful? Would you recommend written plans to a teacher trying to do this type of lesson?

7. When you were observed doing any of these lessons, did you receive any feedback from the observers? If yes, was it helpful? in what way?
8. What does the term "integration" mean to you? Has it changed since your involvement with Twelfth Cycle? Do you think it is possible to integrate language arts and multicultural material using creative drama? Would creative drama help in other content areas?
9. Since you have led creative drama activities in your classroom, do you think the same level of skills is as necessary to be a leader as to be a player? Was it useful for you to participate as a player in the inservice sessions?
10. I would like to name some of the specific activities that the inservice sessions focused on and have you tell me if you found them useful or not--and why they were or were not: language arts hierarchy, guest lecturers, resources, active versus passive participation in inservice sessions, transitions, and story dramatization techniques.
11. What activities would you add to the list, if you could?
12. Why did you choose to be a teacher collaborator?
13. In thinking about the role of the teacher collaborator, what kinds of activities do you envision doing? For example: doing a lesson together in both of your rooms? doing a written lesson for the new teacher? helping with any problems with intern or personal problems? collecting resources and materials for the new teacher? giving feedback on the new teacher's lesson? demonstrating a lesson with the new teacher's class? teaching the new teacher about the content area or specific skills?
14. If you envision feedback as part of your role, how might you give it to another teacher? Do you think your approach would differ from that used by a university person? How?
15. If you were to help a new teacher plan his/her first integrated lesson, how or where might you begin? For example, would you suggest beginning with a small activity like a transition? a narrative activity? or an activity that the teacher already does? Would you work on each content area separately and then try to put them together?

16. How would you help a new teacher deal with some of the potential problems? (Add any that are mentioned earlier in the interview.) For example: noise control, physical arrangement of the classroom, a disruptive child, knowledge of content, getting total group participation?
17. What skills do you like help with during the seminar if you are to successfully implement the role? For example: constructive feedback, problem solving (problem identification), interpersonal skills.
18. If you had had a teacher collaborator last year, what would you have liked him/her to help you with? What would you have liked the relationship to look like?
19. Whom do you prefer learning from, other teachers or university persons? Why? Under what conditions? How would it differ?
20. What do you expect to gain as a teacher collaborator this year? What are your expectations? What would make you say it had been a successful year?

APPENDIX C

TEACHER COLLABORATOR  
QUESTIONNAIRE

TEACHER COLLABORATOR  
QUESTIONNAIRE

As many of you know, a planning team has been working on the design of the inservice demonstration which will be offered to teachers outside of the school. As you are also aware, it is intended that teachers will collaborate in the instruction of this inservice by working with other teachers as they attempt to implement an integrated language arts curriculum which utilizes creative dramatics as an instructional tool and focuses on multicultural education.

The planning team is attempting to design an inservice experience which is based not only on research recommendations but also on our own inservice experience. Your insights, based on your experience will be extremely helpful to us. While some of the items ask you to reflect on this year's inservice experience, we are not asking you to limit yourself to this year in sharing your insights. (You will be asked to evaluate this year at the end of this year.) We are primarily interested in specific data which will help us design the most satisfying experience for all participants. As usual, time is short. We would appreciate having this questionnaire returned by Friday, March 17. Please give it to C\_\_\_\_\_, and she will see that we get it. Thank you.

Inservice Demonstration Team

## QUESTIONNAIRE

1. Why would you be likely to volunteer for an inservice that uses interns for released time? Consider potential advantages to yourself, your classroom, your school, teaching, and other relevant groups; but list only those advantages which you see as directly motivating for you. Be as complete and specific as you can.
2. If there are other factors which would influence you to volunteer for such a program, please describe them.
3. Of the advantages you listed in #1, and factors described in #2, which would be most influential in your decision to volunteer.
4. Why might you decide not to participate in such an inservice project. Consider potential disadvantages to yourself, your classroom, your school, teaching, and other relevant groups, but list only those disadvantages which are influential to you personally.
5. Of the disadvantages you described in #4, which would be most influential in your decision making.
6. What could a teacher collaborator do that would be helpful to a teacher who is attempting to implement an integrated language arts curriculum using creative dramatics tools and multi-cultural education?
7. What personal characteristics do you think a teacher collaborator would need to be effective in this role?
8. What knowledge and skill would a teacher collaborator need to be effective in this role?
9. If you were a teacher collaborator next year, what do you think you would gain from this experience?

10. If you were a teacher collaborator with a teacher in another building, what problems do you think might result for the people involved either in your own building or in the new building?
11. Do you have any suggestions as to how these problems might be resolved?
12. What is your view concerning teachers' sharing of professional knowledge, activities, and expertise with other teachers?

Answer the following by citing agree/disagree. Please state your view more specifically if you wish.

13. Teacher should diagnose their own inservice needs.
14. Teachers should prescribe the inservice instruction they feel would best meet these needs.
15. Teachers and instructors should both plan the inservice activities which are designed to meet teachers' expressed needs.
16. Only those teacher needs which are directly correlated with assessed pupil deficiencies (academic and social) should be the basis of inservice education.
17. Only volunteers should be included in inservice teacher education.
18. What circumstances or factors would cause you to decide you needed inservice education?
19. Are there any conditions whereby teachers should be required to take prescribed inservice classes?

20. Inservice instructional time can be used in a variety of ways. Which of the following should the proposed inservice include? Please rate each as Not Important, Minimally Important, Moderately Important, or Critically Important.
- a. Arriving at mutual group understanding of foundational knowledge.
  - b. Practicing discreet skills.
  - c. Planning lessons for classrooms in small groups.
  - d. Sharing ideas, activities, and experiences.
  - e. Demonstrating classroom strategies for each other.
  - f. Individual planning and feedback conferences.
  - g. Visiting consultant.
  - h. Other.
21. When and where would you be willing to attend inservice? Please indicate Would Agree or Would Not Agree for each item.
- a. During regular school time
  - b. After school
  - c. Evenings
  - d. Weekend retreat with pay
  - e. Weekend retreat without pay
  - f. Three day workshop prior to Labor Day with pay
  - g. Three day workshop prior to Labor Day without pay
  - h. At your school one half day a week plus one half day away from your school
  - i. One half day during school hours and two hours after school
  - j. Other?

22. When would you be willing to work on inservice projects? Rate each item Would Agree or Would Not Agree.
- a. During school outside of scheduled classes
  - b. During school during scheduled classes
  - c. After school hours
  - d. Other?
23. A good way to evaluate the effectiveness of an inservice program is . . . (please check the statements you agree with):
- a. Change in pupil performance--standardized tests
  - b. Change in pupil performance--teacher judgment
  - c. Change in pupil affect
  - d. Change in teacher behavior
  - e. Change in teacher attitude
  - f. Change in amount of time teacher spends in:
    - 1) Planning
    - 2) Preparing
    - 3) Teaching
    - 4) Evaluating
  - g. Other?
24. By considering the concerns you have had this year, the planning team hopes to avoid similar problems next year. Please check all appropriate responses and add others that you think are also relevant.
- When you have felt that the inservice experience was not meeting your needs, you usually meant that you:
- a. Have had a previous course in this same content
  - b. Are already using the recommended teaching methods successfully and consistently

- c. Have tried using the method and found it unsuccessful
  - d. Did not want to create new strategies but would try some already developed activities if they were presented
  - e. Did not see the need to use the method because current methods are satisfactory
  - f. Did not feel comfortable with the instructor's style or approach to teaching; i.e.,
    - 1) Too abstract or theoretical
    - 2) Too much practice which appears redundant
    - 3) Too much practice which appears irrelevant
    - 4) Too much practice with peers
    - 5) Too little one-to-one involvement with learners
    - 6) Too slow paced
    - 7) Too few intellectual demands on learners
    - 8) Other?
  - g. Other factors?
  - h. I was primarily satisfied/unsatisfied (circle one)
25. By considering the satisfaction you have had this, we hope to build a more effective program next year. When you have felt that the inservice experience was meeting your needs, you usually meant that:
- a. It assessed correctly your entry point into this content
  - b. Methods and materials were challenging in interest level and difficulty
  - c. It provided a rationale for objectives and activities prior to working on them
  - d. It presented major goals and allowed individuals to work out their own objectives in relation to general ones

- e. You could see a use for what you learned either immediately or soon
  - f. Your use of the skills/knowledge may result in positive pupil outcomes
  - g. It lead to feelings of competence and worth
  - h. It helped you improve children's academic deficiencies
  - i. It helped you improve children's social or emotional growth
  - j. It helped you prepare for an additional professional role
  - k. It helped you work toward a degree and increased salary
  - l. It provided an opportunity for you to work out an individualized plan for personal and/or professional growth
  - m. Other?
26. Participation in decision making about inservice inservice instruction can take a variety of forms. Please check the form you are most comfortable with.
- a. Instructional team makes decision and announces it
  - b. Instructional team "sells" decision
  - c. Instructional team presents ideas and invites questions
  - d. Instructional team presents tentative decisions subject to change
  - e. Instructional team presents problem, gets suggestions and makes decision
  - f. Instructional team defines limits and asks group to make decision
  - g. Group presents the problem and asks the instructional team to find a solution
  - h. Group presents the problem as well as the recommended solution

- i. Group and/or team present problem, then meet to make decision collaboratively
  - j. Instructional team makes decision, group reacts, instructional team revises
  - k. Group has active participation on instructional team
  - l. Other?
27. Which decision making form do you think has been used in the inservice at your school this year?
28. Which decision making form would you like used in future inservice projects?
29. Please add any general comments you feel are relevant to the planning of the inservice next year.

APPENDIX D

MICHIGAN STATE UNIVERSITY  
ELEMENTARY INTERN PROGRAM  
DELIVERY SYSTEM

MICHIGAN STATE UNIVERSITY  
ELEMENTARY INTERN PROGRAM  
DELIVERY SYSTEM

Through a six year cooperative effort involving Lansing teachers and administrators, Michigan State University graduate students in elementary education and MSU faculty, a programmatic pre-service elementary education program has been developed upon a research conceptual framework. This program, which is largely field-centered, features unified content methods and practices, foundational principles which are systematically integrated throughout the students' course work and field experiences, and competency based performance criteria. Students are admitted into this program as sophomore preinterns after participating in a detailed selection process. During their sophomore year, preinterns spend two to three half-days per week in schools, performing general instructional tasks and instructing small groups of students in content related to the campus content/methods courses. During their junior year, the preintern field experience increases in amount of time spent and complexity of task performed as well as responsibilities assumed. By the third term of their junior year, preinterns are spending four half-days a week in school and have taught both small and large groups in all content areas under teacher and clinic professor supervision. By fall term of their senior year, students who are now in their formal internship experience are ready to assume full responsibility for at least two half-days of complete instruction. When they being a "normal" full day student teaching experience the second or third term of their senior year, interns are ready to assume complete instructional responsibility for planning and actual instruction for the entire day for the minimum of ten week internship experience.

The high level of expertise exhibited by these undergraduate students is due in large part to the assignment of a clinic professor to each student. The clinic professor performs a number

of valuable services for interns, teachers, and the program. Critical among the tasks performed are the supervision of planned instruction, classroom management, and personal interaction with immediate provisions for constructive feedback. The clinic professor provides necessary linkage between theory and classroom practices. Because interns have demonstrated their ability to participate as full team members with their cooperating teachers, many of the problems usually associated with released time for inservice teacher education are alleviated. Because the undergraduate intern begins teaming with the cooperating teacher on the opening day of school, he or she is accepted by the children, parents and other staff, as a regular teacher. Inservice schedules are coordinated so that clinic professors can be in the building and available in classrooms to assist their interns if problems should arise. Because inservice sessions are held within the school building or nearby building, teachers are always available to return to their classrooms if serious problems come up.

## APPENDIX E

TEACHER COLLABORATOR

SEMINAR OVERVIEW

## TEACHER COLLABORATOR SEMINAR OVERVIEW

The function of this course is to train classroom teachers who have participated in Teacher Corps inservice classes to act in the role of a teacher collaborator in order to disseminate the knowledge and skills gained in the Teacher Corps inservice classes to other teachers.

The purposes of this experience are:

1. to develop a description of the teacher collaborator role, based on the demonstration team recommendations;
2. to provide instruction based on participant self-evaluation relative to the skills needed to successfully implement the new role;
3. to provide an opportunity for participants to implement the teacher collaborator role;
4. to revise the description of the teacher collaborator role, based on actual experiences; and
5. to recommend ways the teacher collaborator role can be used to facilitate dissemination of knowledge and skills gained in inservice training programs.

Objectives

Each participant will:

1. Describe the role of teacher collaborator s/he will implement, related knowledge, and skills which are necessary for successful role implementation, and his/her rationale;
2. Complete objectives, plan for self growth, and do a self evaluation of his/her knowledge and skills;
3. Document his/her implementation efforts; and
4. Describe recommendation for future implementation of teacher collaborator role based on personal experiences and feedback from partner (to be completed end of winter term).

Due to the functions and purposes of this course, a syllabus will not be used.

Class sessions will be held each week. The instructor will provide opportunities for brainstorming, discussion, skill practice, synthesizing, field assistance, and feedback. Surveys, interviews, and reading will be used to gather data for decision making. Field implementation will occur over an eight week period, and the instructor will also be present at the setting. This course will be graded on a pass/fail basis at the end of two terms. Achievement of personal objectives and course objectives will constitute a pass grade.

## APPENDIX F

### FOCUSED INTERVIEW WITH TEACHER COLLABORATOR

FOCUSED INTERVIEW WITH  
TEACHER COLLABORATOR

- Researcher: This year, I'm attempting to do a field study. My purpose is to find out what actually happens to you as you become a teacher collaborator. I want to do this from an observation point of view rather than giving tests and having you fill out questionnaires.
- TC: Really, sounds interesting. Do you work or will you be working with kids in my room?
- Researcher: No, just you. I'll be trying to describe what and how the role of the teacher collaborator shapes up or evolves. For example, when you go to meet with the peer teacher, I'd be there listening, observing, etc., similar to what L.P. did with B.W.
- TC: No problem, won't bother me.
- Researcher: I also should tell you why you were selected. Well, I want to get to know you. Even though I've been here for years, I don't know you at all.
- TC: That's true; I feel the same way about you.
- Researcher: You know there are three Carols in this building, and one way I identify you is by saying "that nice looking teacher that dresses so well."
- TC: Gee, thanks; I shop a lot; as a matter of fact, I just bought this outfit.
- Researcher: It's really nice; it's very versatile.
- TC: Yes, I like to buy clothes I can wear for years.

Researcher: Really, when you shop do you go often or one or two big trips a year?

TC: Two or three big ones.

Researcher: Thanks for agreeing to let me study you.

TC: No problem, sounds great.

APPENDIX I

TEACHER COLLABORATOR-PEER TEACHER  
PLANNING AND FEEDBACK FORM

TEACHER COLLABORATOR

FILLED OUT BY TC

TYPE OF SESSION:

TEAMMATE'S NAME PT

Planning X

Classroom X

A. PURPOSE OF SESSION

Planning

B. WHAT WAS ACTUALLY ACCOMPLISHED?

"Orange Splot" follow-up using creative drama,  
point of view

C. WHAT DID YOU GAIN PERSONALLY FROM THIS SESSION?

The challenge of putting the unit together with  
as many alternatives as possible

D. WHAT DO YOU WANT TO DO NEXT TIME?

Observe; G\_\_\_\_\_ is to have a follow up lesson on  
point of view and conflict management

E. WHAT DID YOU AGREE TO BETWEEN THIS AND THE NEXT  
SESSION?

She'll start unit planned with homeroom

F. FOR THE MOST PART, HOW DID YOU ENACT YOUR ROLE TODAY?

Listener X Team teaching \_\_\_\_\_ Demonstrating \_\_\_\_\_

Writing up activities X Giving Suggestions X

Social visiting X Giving feedback X

Other (specify) \_\_\_\_\_

G. WHAT SURPRISES DID YOU ENCOUNTER?

Room arrangement; "the lesson"

APPENDIX H

TEACHER COLLABORATOR-PEER TEACHER  
PLANNING FORM

TEACHER COLLABORATOR/TEAM MATE

FILLED OUT BY TC TYPE OF SESSION  
Planning X  
TEAMMATE'S NAME PT Classroom X

A. PURPOSE OF SESSION

Further discussion of lesson and development of  
point of view

B. WHAT WAS ACTUALLY ACCOMPLISHED?

Peer teacher read story to class

C. WHAT DID YOU GAIN PERSONALLY FROM THIS SESSION?

I was able to listen and assess the story read  
by my PT

D. WHAT DO YOU WANT TO DO NEXT TIME?

We will continue the point of view concept and  
watch the teacher and give her feedback on asking  
clear questions, praising students, and setting  
rules

E. WHAT DID YOU AGREE TO DO BETWEEN THIS AND THE NEXT  
SESSION?

Bring in stories I had adapted

F. FOR THE MOST PART, HOW DID YOU ENACT YOUR ROLE TODAY?

Listener X Team teaching \_\_\_\_\_ Demonstrating \_\_\_\_\_  
Writing up activities \_\_\_\_\_ Giving suggestions X  
Social visiting X Giving feedback \_\_\_\_\_  
Other (specify) \_\_\_\_\_

G. WHAT SURPRISES DID YOU ENCOUNTER?

APPENDIX J

FOCUSED INTERVIEW--  
TEACHER COLLABORATOR #2

FOCUSED INTERVIEW--

TEACHER COLLABORATOR #2

- Researcher: During an earlier interview, you were concerned about your peer teacher's style of teaching. Since you've worked with her for a while, what are your thoughts?
- TC: Obviously, her style is different than mine. Her students work independently a lot, but it doesn't get in the way--it's really okay.
- Researcher: As teacher collaborator, what has been your major role?
- TC: Planning and providing materials.
- Researcher: What part of the role do you enjoy most, to date?
- TC: I enjoy being a resource person. I can generate ideas and also gain and learn new things.
- Researcher: What benefits do you expect from this experience?
- TC: Well, I expect to know the area better--I'm sure I'll gain skills in working with another teacher as well as with another group of students. Adjusting and learning is good.

APPENDIX L

FIGURE I AND FIGURE II  
PEER TEACHER ROOM ARRANGEMENT



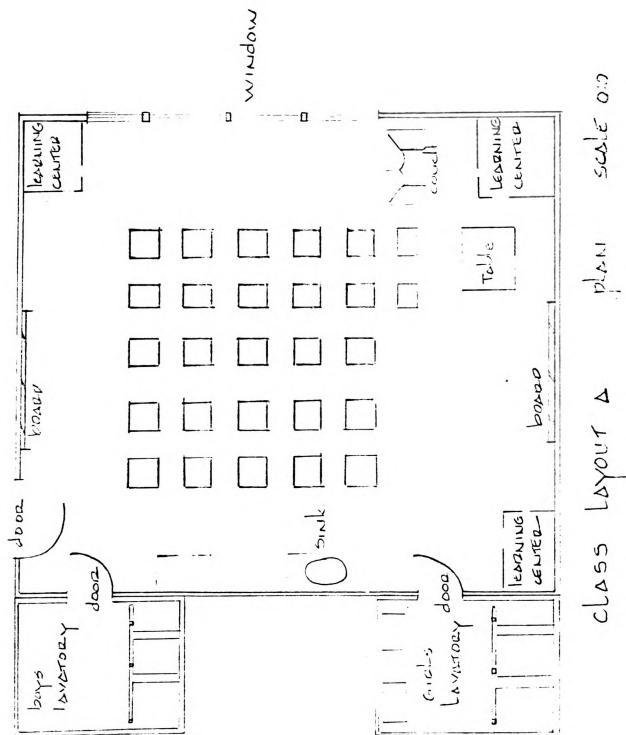
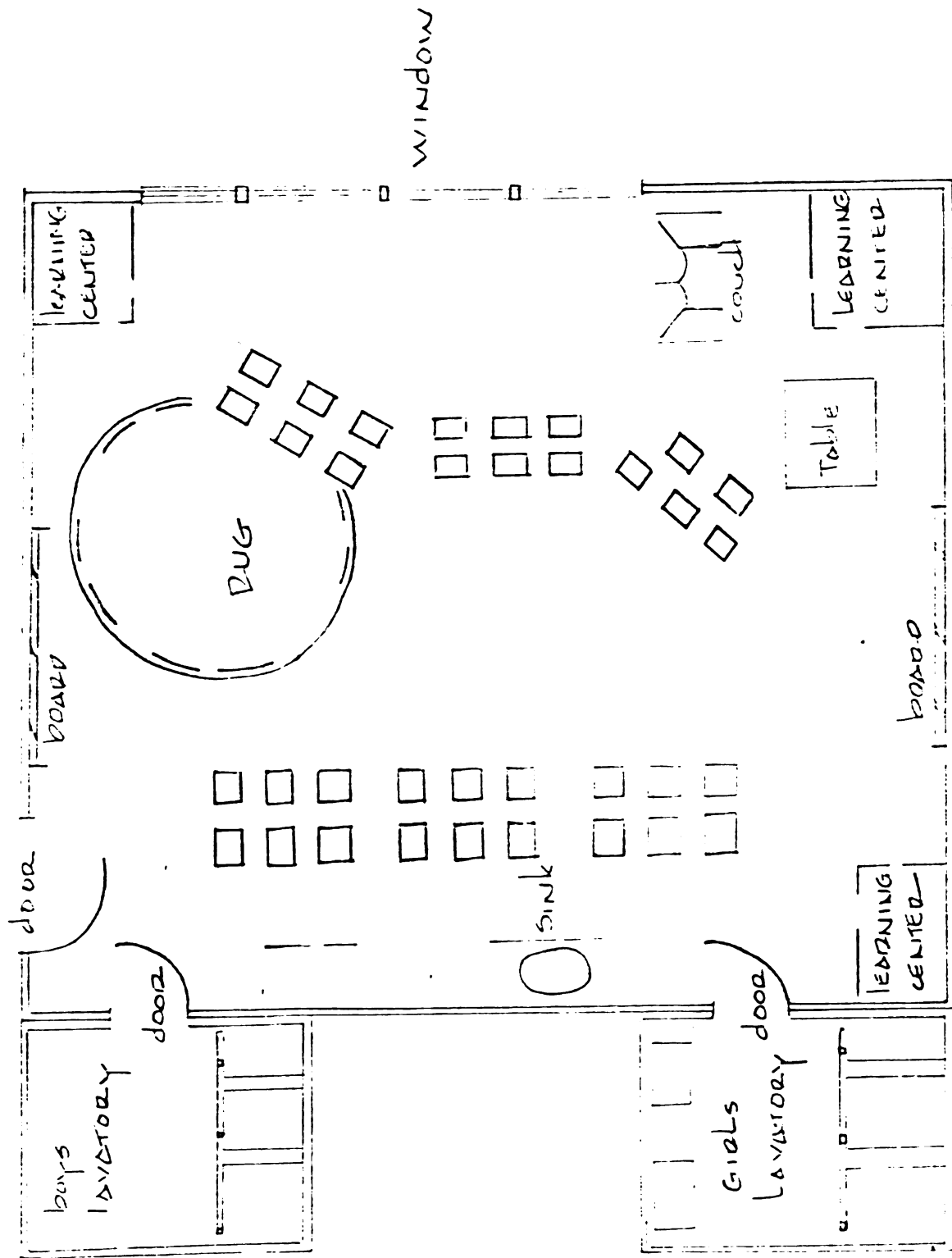


Figure I



class layout B plan scale 0:0

Figure II

APPENDIX M

TEACHER COLLABORATOR-PEER TEACHER  
PLANNING AND FEEDBACK FORM

FILE

TELE

A.

B.

C.

D.

E.

TEACHER COLLABORATOR/TEAMMATE

FILLED OUT BY TC

TYPE OF SESSION:

Planning X

TEAMMATE'S NAME PT

Classroom       

A. PURPOSE OF SESSION

Creative dramatics; point of view

B. WHAT WAS ACTUALLY ACCOMPLISHED?

Read story, continued point of view, divided class

C. WHAT DID YOU GAIN PERSONALLY FROM THIS SESSION?

Satisfaction for self--enjoyed stories students generated

D. WHAT DO YOU WANT TO DO NEXT TIME?

Integrate multicultural into language arts using media; suggestions: food (types), time of listening to radio, mock news cast. Possible inclusions: new channel viewed, programs viewed by various families (who saw what, at what time), breakdown by age group; could do graphing of program viewed; conclusions might look like this: (a) most viewed newscast, (b) most popular viewing time by each age group, (c) programs that are popular to each age group, (d) day of the week most popular program is watched by group. Discuss/identify what seems to be similar about the viewing patterns of people, what seems to be different, what might account for the similarities, what might account for the differences

E. WHAT DID YOU AGREE TO DO BETWEEN THIS AND THE NEXT SESSION?

Contact multicultural resource person for additional information on integrating this concept through media

F. FOR THE MOST PART, HOW DID YOU ENACT YOUR ROLE TODAY?

Listener\_\_\_\_\_ Team teaching\_\_\_\_\_ Demonstrating\_\_\_\_\_  
Writing up activities\_\_\_X\_\_\_ Giving suggestions\_\_\_X\_\_\_  
Social visiting\_\_\_\_\_ Giving feedback\_\_\_\_\_  
Other (specify)\_\_\_\_\_

G. WHAT SURPRISES DID YOU ENCOUNTER?

APPENDIX N

TEACHER COLLABORATOR STIMULI GROUP  
INTERVIEW QUESTION AT THE END  
OF THE DEVELOPMENTAL TRAINING SEMINAR

TEACHER COLLABORATOR STIMULI GROUP  
INTERVIEW QUESTION AT THE END  
OF THE DEVELOPMENTAL TRAINING SEMINAR

1. What are the demands both personally and professionally?
2. What skills are required to meet these demands?
3. What "surprises" (both personally and professionally) did you experience?
4. What were the joys?
5. What were your perceptions of the purpose and function of the role?
6. What were your frustrations?
7. What are the benefits to you, the teacher, and the children?
8. What are the cost?
9. What are the limitations?
10. What factors may have contributed to #7 and 9?
11. How can the role best be changed?
12. What is the potential of the role?
13. What recommendations would you make for improving the role?
14. What did the context of your working arrangement contribute to the role?

APPENDIX O

TEACHER COLLABORATOR  
RECOMMENDED CONDITIONS FOR THE  
INSERVICE MODEL  
BASED ON ACTUAL EXPERIENCE

TEACHER COLLABORATOR  
RECOMMENDED CONDITIONS FOR THE  
INSERVICE MODEL  
BASED ON ACTUAL EXPERIENCE

Conditions/Characteristics for Teacher Collaborator

- knowledge of the subject to be implemented
- knowledge and training in giving constructive feedback
- ability to plan and implement agreed-upon activities
- ability to transfer knowledge to both teacher and students
- ability to generate a variety of ideas and activities
- ability to set tasks and carry them out
- ability to actively listen
- ability to transfer knowledge and content
- openness to the ideas and opinions of others
- ability to refocus appropriately for meaningful plans and outcomes

Characteristics/Conditions for Peer Teacher

- knowledge of content to be implemented
- willingness to try out ideas and activities
- openness and flexibility
- willingness to receive feedback, both positive and negative

- ability to articulate needs in the area considered for study
- willingness to establish and set goals and objectives

Conditions/Characteristics for Both  
Teacher Collaborator and Peer Teacher

- time to plan and develop activities to be implemented
- availability of resource personnel for specific content areas
- time to demonstrate and discuss activities and lessons
- agreement that content to be taught is based on student needs

## APPENDIX P

FOLLOW UP OBSERVATION

TEACHER COLLABORATOR

OBSERVATION, 1/30/80

- 8:40 Student arrival. Lunch count. Collection of money for book club
- 8:55 Spelling--students worked on spelling books defining words, finding synonyms for words and using the words in sentences. As students finished they went to an area where a student helper checked over the pages. A couple of students were sent back to redo sentences. One student complained her work was correct. Teacher TC motioned for her to check with her; a short discussion took place. Minutes later the student returned to the helper for a recheck.
- 9:25 Reading--during reading class, students worked independently. Two small groups (three students in each group) moved to an area and worked together. Teacher TC sat on a stool for a while then moved around to help and check what students were working on. Students used a master reading sheet to check off pages and objectives they had completed both in their reading books and workbooks. J\_\_\_\_\_ read a passage to the teacher softly. She asked him key questions about what he had read. Getting the main idea was emphasized. The reading specialist arrived. Students secured materials and left with the reading specialist.
- 10:25 Recess. Students put away materials. Teacher TC asked them to line up quietly. "Can we play dodge ball today?" echoed from the back of the line. TC nodded "yes." In the gym, designated students chose teams; a competitive dodge ball game was in order. Students on the winning team "gave each other five" (hit each others hands).
- 10:45 Preparations for afternoon art projects got underway. The project involved making paper mache animals; they had started a few weeks earlier. An art helper passed out newspaper and paste that had been mixed by Teacher TC. Students placed unfinished animals on their desks. Teacher TC informed them that everything should be ready before leaving for lunch and to be sure that they had their own animals.

- 11:20 Students secured lunch tickets from a holder pasted on the front of the teacher's desk. A few students who brought their lunch went over and took them from a shelf near the coat rack. Teacher TC reminded students to remember the lunch room rules.

## OBSERVATION, 2/18/80

- 12:40 Attendance; quiet time; special news. Teacher reported two students had problems with the lunch aide.
- 12:50 Math students were seated at their desk. Teacher TC worked problems on the board. Two students were called on to come up to the board to work problems. After several problems were done, she assigned two pages in the math book. Two boys were called over to work with the teacher; these boys needed extra help. A few minutes later, Teacher TC moved around the room checking over work students had done. M\_\_\_\_\_ and B\_\_\_\_\_ were told to serve as math helpers; they had finished their work early. Students who needed help stood by their desks until one of the student helpers or Teacher TC stopped to assist them. A warning signal for time left was given; students began to put away math books and turn in the work they had finished.
- 1:30 Social studies--today's lesson focused on map skills. Students used a ditto map of the neighborhood in which they were directed to trace the most direct route to school, the Kroger store, and McDonald's. A discussion took place; some students had created short cuts. Teacher TC said that short cuts were okay, but to assume they would use the directories to show a new student to our neighborhood to find these places. Sighs were heard from those students who had to change what they had written. It was almost time for recess. Teacher TC told students to put the maps away; they would have a chance to finish them and compare the different routes.
- 2:10 Recess--students were given direction to get ready to go outside. "Please wear your gloves and hats; it's very cold out," remarked Teacher TC.
- 2:35 Students returned from recess and without directions began to check over work in their desks. A few students rushed to turn in papers. Others read books or talked quietly to each other. Teacher TC

talked to individual students, sent a couple to find some math work they had not turned in. As she moved about the room, she praised students for good work and reminded them to check the board to make sure their names had been erased if they had taken care of unfinished work. M\_\_\_\_\_ was asked to help J\_\_\_\_\_ and B\_\_\_\_\_ with reading workbook pages.

- 2:55 Dismissal--students were dismissed by colors: "If you're wearing green, you may get your things and line up." The color word procedure continued until all students were in line.. "Have a nice evening, and don't forget to read at least 30 minutes to-night."

#### OBSERVATION, 2/29/80

- 8:40 Attendance. Lunch count. Special announcements.
- 8:55 Spelling--students reviewed a test returned by the teacher. Students were given a few minutes to study words for the up-coming test. A\_\_\_\_\_ was selected to call out the words and use them in sentences. She explained, "I will say the word and use it in a sentence; please check it over after you write it." A\_\_\_\_\_ walked slowly up and down the aisles looking over students' papers.
- 9:25 Reading--during reading students were working on a variety of reading tasks: some students read silently; others completed workbooks. A small group of students worked near the chalk board on word cards. Teacher TC sat on a stool in the front of the room; students lined up to have their work checked and got new assignments. Teacher TC commented individual students for good work. Three students were called up to go over an assignment they had been working on, concerning findings things in a dictionary. Teacher TC gave them a series of words to put in alphabetical order. She asked them for quick ways to find these words. D\_\_\_\_\_ suggested looking at the first and second letters and continue if two words have the same first and second letters--look at the third letter. Teacher TC asked each of the students to respond to questions about using the dictionary. An activity sheet was given to them to work at home. The remainder of reading time continued with students' working diligently on their assignments.

- 10:25 Recess--it was a very cold day, and students wanted to stay inside. Teacher TC said that fresh air was good for them. A few facial expressions and gestures from students convinced her to let them stay in. Teacher TC calmed the group by saying, "Freeze, and listen to directions. You may choose a quiet activity. You have three minutes; no more than four people in a group, and please keep all game parts together." A variety of games were available--scrabble, word games, checkers, and listening to records with earphones. Within the time allowed, all students got involved.
- 10:45 Handicapped puppet show--students had been looking forward to the handicapped puppet show since it was an annual event. A brief discussion took place. Some children remembered the names of the puppets and that one of them was blind. "We will be joining Ms. M\_\_\_\_\_'s class in the media center; please go quietly--like little turtles--slow and quiet."
- 11:20 Preparation for lunch--students secured lunch tickets from the holder on the teacher's desk. Other students secured their lunch pails from the coat rack.

## OBSERVATION, 4/16/80

- 12:40 Attendance; quiet time; special announcements
- 12:50 Language arts--for today's lesson, Teacher TC prepared to read the story "The Big Orange Splot." She indicated to the class that this was one of her favorite stories, and she hoped they would like it. She began by telling the class that the story was about a man named Mr. Plumbean who lived on a street where all the houses were the same. One day a seagull flew by and dropped a big bucket of paint on his house. Mr. Plumbean decided to repaint his house using many different colors, and he stationed a variety of animals in his yard. After this introduction, Teacher TC asked the students to try on (act out) the characters of some's getting ready to paint, choosing the color of paint s/he wanted, getting equipment ready. About five minutes was allowed for students to move about putting on paint clothes, using various facial expressions as they pretended to select the colors of paint each wanted. The teacher motioned for students to gather around and listen to the story. After reading the story,

Teacher TC asked the students what type of people might have lived on Mr. Plumbean's street. As families were mentioned, she wrote them on the board. The types of families mentioned were: Family 1--mother, father, two children, dog, mother was a housewife, father worked at a car plant; Family 2--old man, former gardner; Family 3--young man about 23 years old, college student studying to be a lawyer; Family 4--young lady with a small baby. After the families were decided, students were given directions to choose a character from one of the families and write what that person might have said when s/he saw Mr. Plumbean's house. After working quietly for a few minutes, Teacher TC called on students to read their stories to the class. J\_\_\_\_\_ selected the young man studying to be a lawyer. Reactions: "One morning I woke up. I went outside to get the newspaper. I turned around and saw Mr. Plumbean's house. I was screaming, and I felt like giving him a piece of my mind. I asked, 'Who do you think you are? I'm surprised at you,' I shouted. 'You should be ashamed of yourself, you dummy. This makes our street look like a junk yard.'" M\_\_\_\_\_ selected the young lady with a baby. Reactions: "One day I walked outside and saw Mr. Plumbean's house. I could have died. I thought it was hideous." B\_\_\_\_\_ selected the young man studying to be a lawyer. Reactions: "One day I walked out of my house and saw Mr. Plumbean's house. I said, 'Oh, my gosh, Mr. Plumbean has gone wacko.' I thought he was going to paint his house, but he has made a jungle. Look at that big alligator in the front yard. We'll have to help him paint it over." A series of stories were read with various reactions. Teacher TC told the students that they had written points of view according to each individual. The second part of the lesson called for students to write what the seagull might have said as he flew back over Mr. Plumbean's house on his way home. B\_\_\_\_\_: "The seagull thought that the house didn't look so bad because his favorite color was orange." C\_\_\_\_\_: "The seagull said, 'It's pretty, and everybody shouldn't have the same house.'" R\_\_\_\_\_: "The seagull said, 'Oh, no; the paint fell on Mr. Plumbean's house. Everybody is going to be mad at me because the house is different.'" The teacher collected the students' work and told them, if time permitted, she would let more students read their stories.

- 1:50 Recess--students went outside; played jump rope, catch, and football. During recess, the researcher mentioned that she remembered the story from last year. Teacher TC said that it was a delightful story, and she was very pleased with the student responses. "This is a very bright group; they really catch on fast." She continued regarding the story, "I really thought the families were interesting; kind of makes you think they're describing someone they know. Frankly, I think they are."
- 2:10 Social studies--students had current events. They were supposed to bring in articles from the newspaper to discuss with the class. J\_\_\_\_\_ reported that he did not have a newspaper at home. A couple of other students reported the same. Teacher TC told the students she understood, but perhaps they could have secured articles from a friend. "Don't wait until class time and give me excuses. If you had told me earlier, I certainly could have helped you." Other students shared their articles. A number of the boys had articles about sports; the Michigan State University basketball team was especially popular, and one student had an article about Magic Johnson. After articles were shared, the class discussed some benefits of knowing the news and how it can help them in their daily lives.
- 2:40 Students were directed to complete unfinished work and check to see that their names had been erased from the board. Room helpers quietly went about their tasks of straightening the paper, erasing the board, and watering the plants. Teacher TC talked with B\_\_\_\_\_ regarding the spelling assignment that was not due today.
- 2:55 Preparation for dismissal--Teacher TC passed out a notice from the office; as students received the notice, they got in line.

APPENDIX Q

FOLLOW UP OBSERVATION

PEER TEACHER

OBSERVATION, 2/6/80

- 8:40 Routine: attendance, lunch money collection
- 9:00 Teacher assigned seatwork in reading. A group of students were called over to the couch area to read; some students sat on the floor while others assembled on the couch with the teacher. Various students were called on to read two paragraphs from the story "The Camel in the Sea." After reading the story, Teacher PT asked leading questions such as, "Did the village people believe the old man's story?" "How was the boy able to lead the baby camel into the water?" J\_\_\_\_, a little boy sitting in the back of the circle, was called on to answer a question, but he could not respond. Teacher PT asked him to move in closer and pay closer attention. M\_\_\_\_ was asked to help J\_\_\_\_ out. Discussion continued about how students may have been able to lead the camel into the water. Various students responded. Teacher PT assigned two ditto sheets related to the story. They were reminded to complete any unfinished work from the day before. Students returned to their seats and began their work. Group II was called to the reading area and was told to bring reading folders. Students assembled on the floor, some sat with their heads leaning back against the sofa, three girls sat with legs folded, and one student stretched out and rested on his elbows. Teacher PT read directions for several workbook pages; discussion focused on various tasks. Students worked quietly; some finished during the allotted time, and others put their workbooks in their desks. Teacher PT reminded them to please finish the assignment by the end of the day.
- 10:00 Recess--it was a pleasant winter day; students put on coats and wraps and went outside. Teacher PT hugged a couple of students as they lined up. Outside students socialized with each other. A few played kick ball.
- 10:25 Language arts--the language arts lesson focused on parts of a letter. All directions were on the board. Students were given sheets to copy the letter from the board, putting each part in the correct

space on the day. On the back of the ditto sheet, students had to address the envelope correctly.

- 11:00 Students were asked to complete any unfinished morning work. Two student helpers got busy helping students who raised their hands or those who went to a particular area of the room for help.
- 11:25 Preparation for lunch dismissal--students took their lunch tickets from a box on the teacher's desk; a few students went over to a large basket to get their lunches.

OBSERVATION, 3/5/80

- 12:45 Attendance
- 1:00 Language arts--writing. The afternoon lesson centered on students' planning for an upcoming camping trip to an environmental education center. Teacher PT asked leading questions concerning what to take on the trip, what the students might see, and what they might do while there. Some students who visited the center before mentioned a big lake, an archery range, a large cafeteria with lots of good food, and a game room. Other students added that there was probably a basketball court, a playground, and cabins to sleep in. The teacher said that almost everything they mentioned was at the center. Next the students and teacher read over an assignment on the board. It read, "You are going to camp. What would you pack in your suitcase?" Throughout the writing lesson, students visited and talked with each other in a very orderly manner, quiet voices, smiles, etc. Teacher PT stopped by a few students' desks to read their work. Comments were, "That's a very neat list." "I certainly would have forgotten that." "That's different; you're really thinking today." Later students were directed to display their lists on a bulletin board.
- 2:00 Students took reading books out and read their choices of stories silently. A few students asked to finish their morning work. The teacher signalled "yes" by nodding her head.
- 2:30 Recess--students lined up, and all proceeded to put on coats and boots for outside.

- 2:40 Students returned to the room. Some stopped by to read the list of camp things; others went to their seats. The teacher signaled them to sit down and work on individual contracts.
- 3:05 Dismissal--M\_\_\_\_\_ was asked to dismiss the class by rows.

## OBSERVATION, 4/9/80

- 12:40 Routine attendance
- 12:55 Science project--children were busily engaged on a science activity they had been working on for a number of weeks, preparing stuff boxes. The researcher talked with a student T\_\_\_\_\_ to find out about a stuff box. A stuff box is a large cardboard box filled with a variety of activities, games, and other materials selected by each student. T\_\_\_\_\_'s box included a story about a dinosaur--he liked to read stories about dinosaurs--a picture of a big turtle, a picture of his family on a trip to the park. He said he had to complete a tape recording telling about each item in the box. Throughout the lesson, children worked and shared with each other. Teacher PT moved about the room, peeking in boxes and commenting about what she saw.
- 2:00 Library time--students secured books and carrying cases. A few students chased each other, trying to see if they had the wrong books. The teacher motioned "shhhh," but the students didn't seem to notice. She turned off the lights, saying, "Maybe we need to slow down a bit; we've had a pretty exciting afternoon. Let me think . . . ." Then she said, "Today, you are a drowsy butterfly on your way to the library. Okay?" The students were still eager to act like butterflies.
- 2:30 Recess--students stayed inside and played quietly. Helpers were chosen. Teacher PT indicated that J\_\_\_\_\_ and P\_\_\_\_\_ had made a special effort to do their work, and they were very quietly reading their library books.
- 2:40 Finish up--students were directed to complete any unfinished work
- 3:00 Dismissal

## APPENDIX R

FOLLOW UP INTERVIEWS  
TEACHER COLLABORATOR  
AND PEER TEACHER

## FOLLOW UP INTERVIEWS

Researcher: To what extent do you find and use creative  
dramatics in your classroom?

TC: I use creative dramatics in a variety of ways  
. . . to introduce a lesson, as a culminating  
activity, an evaluation tool, and as a manage-  
ment technique. Much of it is spontaneous  
. . . like as a management technique . . .  
then there are time when it is a planned les-  
son. Generally, I'd say I use it often.

Researcher: Do you demonstrate assuredness in carrying  
out responsibilities learned in the inservice;  
i.e., planning; assessing students; using re-  
lated resources, both human and material?

TC: Yes, I feel very confident with the knowledge  
I have learned. I enjoy teaching creative  
dramatics. I find it works well with most  
students . . . and I have continued to develop  
materials for my own use.

Researcher: What aspect of the teacher collaborator's ex-  
perience can be observed in your regular  
teaching?

TC: I would say the content aspect. I use it of-  
ten in reading and language arts. I haven't  
done very much integration in subjects like  
science or social studies; other teachers have  
and it works. In my teaching per se, I'd say  
in the area of management, reading, and lan-  
guage arts.

Researcher: Do you feel the training was adequate for long-  
term use?

- TC: Very definitely. I use it now; I think I'll always use it.
- Researcher: What aspect of the teacher collaborator's experience did you enjoy most?
- TC: Encountering another person's views and being able to channel them, accept them, adjust to them, and work together. That was a real challenge. It was personally rewarding.
- Researcher: How did this experience affect your teaching?
- TC: I gained and developed more confidence as a teacher and in working with my peers and administrators. I'd say adults in general.
- Researcher: During the collaborator training and implementation, you were involved in planning and developing your own activities and lessons. What value do you place on these, your own materials, as compared to materials from other sources?
- TC: I enjoy developing and creating my own. And usually, when I use commercial materials, I adopt them to my specific needs. Seldom do I use a ditto without changing it to some degree.
- Researcher: What aspect of the teacher collaborator's experience did you enjoy the most? least?
- TC: Going into an unfamiliar setting and being successful . . . and I felt I was very successful. I hope my peer teacher still uses some of the activities we shared. Least? I can't think of anything.
- Researcher: Would you participate in this type of in-service again?
- TC: Yes, most definitely.

- Researcher: Do you refine and use an integrated communication curriculum in your classroom?
- PT: Yes, a lot. I adapt it to fit my particular class, especially in social studies and reading and sometimes just for entertainment.
- Researcher: Do you demonstrate assuredness in carrying out responsibilities learned in the inservice, such as planning; assessing student needs; using more resources, both human and material?
- PT: I've always planned in terms of the needs of my students and, naturally, I use a lot of materials. I like to be creative.
- Researcher: What aspect of the teacher collaborator's experience can be observed in your regular teaching?
- PT: I'd say integrating creative dramatics into different subject areas.
- Researcher: What aspect of the experience do you value most?
- PT: The point of view, like when the children were working on the stuff boxes. I consider the accompanying tapes their points of view. I also think it's helpful for them to learn and share their opinion. Point of view helps them to express that kind of thinking.
- Researcher: How did this experience affect your teaching?
- PT: The feedback and demonstration enhanced my ability to teach creative dramatics and multicultural education. I really learned a lot from the feedback. Knowing what could be added or changed in the stories was very interesting. I thoroughly enjoyed watching Teacher TC teach. I think we enhanced each other.
- Researcher: What aspect of the experience did you value most? least?
- PT: I like the adaptability of creative dramatics. It works with any students. Least? It was great--the whole thing.

Researcher: Are there any aspects of this experience you did not value?

PT: Trying to get to away to see Teacher A in her school. I really wanted to visit her classroom, but my schedule didn't allow it. I think seeing how she worked with her own students was real important.

Researcher: Would you participate in this type of inservice again?

PT: Definitely, would love it.

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