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DESCRIPTION OF THE KEY ISSUES RESULTING FROM THE INVOLUNTARY
REASSIGNMENT OF TEACHERS - A CASE STUDY

Michigan State University

Ph.D. 1986

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DESCRIPTION OF THE KEY ISSUES
RESULTING FROM THE INVOLUNTARY
REASSIGNMENT OF TEACHERS - A CASE STUDY

By

Virginia R. Fields

A DISSERTATION

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

DOCTOR OF PHILOSOPHY

Department of Teacher Education

1985

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1985

ABSTRACT

A DESCRIPTION OF THE KEY ISSUES RESULTING FROM THE INVOLUNTARY REASSIGNMENT OF TEACHERS--A CASE STUDY

By

Virginia R. Fields

This is an ethnographic case study investigating the key issues of the adjustment processes of tenured teachers who were involuntarily reassigned during times of declining enrollments and financial crisis in many Michigan school districts. The purpose of the study was to investigate the extent personal and professional issues of reassignment affected (1) teacher attitudes, (2) professional goals, (3) teaching task adjustment, and (4) inservice needs.

This research is descriptive in nature, rather than to test a hypothesis. The data were gathered from from four involuntary reassigned teachers through interviews, observations, journals and a survey questionnaire. Thirty other reassigned teachers were used for the purpose of validating the data obtained from the four case study subjects.

The major finding was that there are no positive feelings by the case study subjects from the involuntary reassignment. Some of the reasons for the negative mind sets were: (1) the way in which the teachers were informed about the reassignment, (2) the lack of support from the administrators in not providing retraining programs, (3) the unsympathetic attitude of their peers by not initiating assistance for their adjustment in their new positions, and (4) their feelings of inadequacy resulting from a lack of confidence about their knowledge relative to the academic, social and emotional needs of the students in their new assignments. These factors contributed to reassigned teachers developing apathetic attitudes about their assignment and becoming less involved in professional activities. The only positive factor found was that the teachers were allowed to continue teaching.

The researcher concluded that the problems of reassigned teachers could be remediated through cooperative efforts by administrators, teacher unions, and colleagues. Among specific actions needed are: (1) negotiated contract provisions which involve the teachers as a direct participant in the reassignment process, (2) professional notification procedure,

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(3) appropriate inservice prior to reassignment and a continuing assistance process during the initial months in a new location and (4) direct involvement of colleagues with the induction process into the reassigned position.

DEDICATION

Dedicated to my husband, Harold, and son Eric.

ACKNOWLEDGEMENT

This dissertation is a product, not only of my own but of the significant others who share in part of my life. Without their assistance, encouragement and support the project would have been impossible.

Dr. Banks Bradley, as Guidance Committee Chairman and dissertation director provided support, insight, challenge and standard of excellence. Dr. Bradley was there when needed, and often provided perspectives which kept this study within manageable limits. Dr. Bradley is a caring, supportive, and humane educator whose balance between idealism and realism are a model for others to emulate.

Dr. Robert Hatfield, co-director of this dissertation made the meaning of a professional educator real to me. He is a creative, caring and brilliant teacher-scholar, whose standards of excellence in teacher education have inspired confidence and a drive toward personal and professional growth.

Dr. Jacqueline Nickerson, a member of my guidance committee has been supportive and has contributed insights and offered suggestions that have made this dissertation more than it would have been otherwise.

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Dr. and Mrs. Leo Cloman have been my friends, my colleagues and my confidants. They have challenged me and have supported my endeavors and growth. I will always cherish their companionship in our adventure in sharing, caring and learning.

Cleo Roberts has given me encouragement to be myself and to do the best I can. With her love, support and friendship, I have grown and will continue to do so. She has been instrumental in my life.

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CHAPTER ONE

THE NATURE OF THE STUDY

Introduction

Many school districts in Michigan have been grappling with problems of declining enrollment and insufficient financial support for over a decade. One of the trends from this problem has been the involuntary reassignment of teachers to subject areas and/or grade levels for which they have not had recent training and/or experience. Teachers have been forced to accept less than desirable teaching assignments which, although usually within their legal certification, may not be where the teachers are most effective.

The purpose of this field study was to describe the personal and professional issues which reassignment created as related to teacher attitudes, professional goals, teaching task adjustment and the inservice needs of involuntarily reassigned teachers. These areas involve morale, stress factors, job satisfaction, willingness to participate in professional growth,

subject content competence, as well as the ability of the teacher to create and implement an educational program of excellence.

This chapter explains the need for the study, describes the purpose, identifies the research questions, defines key terminology and reviews the limitations.

Need for the Study

The need to address the issues of this study was reinforced by the knowledge that involuntary reassignment of teachers resulted from declines in student enrollment and budget decreases. Projections based on the 1970 census show that increases in student population at the elementary level are not expected until 1985 (See Appendix A). Population increase in the age group ten to fourteen will not occur until 1990. After 1985 the projections indicate only a one percent increase for ages five through 14. Projections completed by Hecker and Ignatovich (1/81) of Michigan State University indicated similar enrollment patterns (Appendix B). It is expected therefore that enrollment decline and related fiscal problems will remain an educational concern throughout the 1980's with

continuing reassignment of teachers as one consequence of reduced budgets and changing needs for teachers.

Declines in enrollment have necessitated staffing reductions in schools. These reductions, after attrition, are usually made on the basis of seniority in accord with school districts' contractual obligations with teacher unions. Teachers with the fewest years of experience are "pink-slipped" or released. Vacated teaching positions are then filled through a "bumping" process based on district seniority and certification. Therefore, a considerable number of teachers are reassigned to subject areas and/or grade levels for which they have not had recent training and/or experience.

The number of teachers who receive lay-off notices each spring usually exceed the actual number of staff reduction needed in the succeeding school year, because contractual provisions usually stipulate the teachers must be provided 90 days notice prior to the closing of school in the spring. Typically, some of the released teachers are rehired in August. These teachers are often asked to teach in areas for which they have not had recent training and/or experience. Other teachers with some years of seniority may also be assigned to

fill teaching positions left open by the lay-off of experienced teachers (Potter, 1981).

The number of involuntarily reassigned teachers across the State of Michigan is not recorded by the State Department of Education nor the Michigan Education Association. The reason for the lack of information is that the matter of reassignment was handled through the local school districts at unspecified times and when necessary.

The problem of reassignment of teachers was recognized as a growing problem. A report on local school district programs for reassigned teachers to the State Board of Education from Phillip E. Runkel stated:

Due to declining enrollment and financial constraints, reassignment of teachers and administrators is a growing problem in Michigan. Reassigned personnel are frequently moved to a new grade level and/or subject area for which they have not had recent training and/or experience. They find themselves in the position of educating and re-educating themselves at the same time they are teaching. (State Department of Education, 1982).

The same document contained a report on reassigned teachers workshops (named "workfests") sponsored by the

State Department of Education. These workshops were attended by 709 K-12 teachers from 19 intermediate or school districts. These districts were located throughout the state which supports the generalized nature of the reassignment problem (MEA Voice, 1980).

Teacher certification standards, contractual provisions, seniority rights and declining school enrollments have created situations in which educators are called upon to teach classes and/or grades for which they have had no recent educational training or experience. For example, individuals who are certified in a special subject (art, music, physical education) may be assigned classes at a level not previously taught because their certification is often kindergarten through grade twelve. Thus, a high school art teacher may be transferred to the elementary schools and the reverse is also possible (Potter, 1981). Another example is the reassignment of teachers from a major area of certification to a minor area. Many high school teachers are qualified to teach in one or more minor areas under state certification provisions. William Weber highlights the dimensions of the problem:

An elementary teacher could be transferred to the junior high school to teach eighth grade science, a

course that the person may have no background in. The teacher being replaced who has a biology minor could be transferred to the high school to replace the high school biology teacher who has a major in the field. All these changes would be within the State of Michigan Certification Standards. (Weber, 1970, p. 15).

According to Paula Brictson and Sharon Sarris, former Professional Development Consultants for the Michigan State Department of Education, the needs for reassigned teachers fall into three categories: (1) competence, if they are assigned to a grade or subject area in which they have had little or no experience or preparation; (2) knowledge of the pupils they will be teaching, so they are not forced to walk in "cold" on the first day of their new assignment; (3) psychological support, which any newcomer unfamiliar with a new situation needs (MEA Voice, 1980).

Potter (1981) indicated that for many reassigned teachers previous exposure to the new content area or grade level occurred 10-15 years earlier in undergraduate school. Such reassigned teachers may not have current information about developments within the subject area or grade level. Furthermore, initial training was probably limited in minor areas of

certification. The area of reassignment, therefore, may be in their minor field of certification in which the teacher has no recent professional experience or training. An English teacher, with fifteen years of experience, could be asked to teach social studies even if training consisted of a few unrelated social studies courses. Elementary teachers with all of their previous training and experience in early elementary could be reassigned to a junior high or middle school. Such individuals lack background knowledge concerning the particular content as well as understanding of the social and emotional needs of the age level. Even teachers who have had previous training in their areas of reassignment will find retraining a necessity. If reassigned teachers are to perform their role effectively, they will have to learn information and skills related to their new assignments (Potter, 1981).

Being given very little time to prepare for new assignments makes retraining complicated for reassigned teachers. Administrators are often unable to reassign teachers to their new areas until just before the beginning of the school year. With inadequate notice, reassigned teachers are unable to gather materials and become familiar with new course content and/or student composition before the school year begins. Teachers

are, therefore, put in a position of teaching subject areas or grade levels before they are familiar with the methods and materials. Yet, they are expected to effectively teach children as experienced veterans rather than being recognized as in need of inservice to obtain appropriate information for content and the social and emotional development of students.

Being reassigned engenders additional problems for reassigned teachers. Reassignment is an indication that teachers have relatively little control over their professional careers. Some may spend months wondering whether they will have a job at all, while others may feel they are being arbitrarily moved about like pawns on a chess board. They must wait to be informed how and where they can use their skills. Research in the area of stress has identified a lack of influence related to one's own job as a contributing factor in counterproductive stress (Cavanaugh and Styles, 1977).

Edson (1978) stated that the involuntary transfer of teachers can create other personal adjustment problems. Since the teachers do not elect to be transferred, the reassignment may occur at a time in their lives when they are least able to deal with such changes. Research has shown that change can be stressful and that various changes can have multiple

effect (Holmes and Holmes, 1979). Holmes and Rahe (1979) have found that people are more susceptible to major illnesses after they have experienced a number of life altering events.

Prior to the 1970s, teaching was often considered a secure, though less than lucrative, profession. Many teachers entered the teaching profession because of the security that the field offered (Hoy and Miskel, 1978). Other teachers, who were attracted for different reasons, may have become accustomed to the security that teaching offered. Radical changes in teaching assignments are inconsistent with the security the profession previously provided. Teachers who have taught the same subject area and/or grade level for many years may be forced to face reassignment or lose their jobs. In addition to professional insecurity, teachers may have economic concerns that make reassignment personally stressful. Teachers' reactions to reassignment involve a complex adjustment process about which insufficient information is currently available.

This study was undertaken as a means of acquiring and examining validated data which would be useful in identifying the key issues of concern for involuntarily

reassigned teachers. The study was considered uniquely suited to a special need in education: that is, knowledge of the possible effects on the personal and professional adjustment required of teachers when reassigned. It is therefore important to look at factors that may facilitate or impede a reassigned teachers' adjustment to a new assignment. The study provided important clarification and identification of the key issues necessary if more effective transfer procedures are to be developed for teachers reassigned into teaching positions which they consider personally and professionally inappropriate.

Purpose and Research Questions

The purpose of the study was to describe the problems of tenured teachers who were reassigned to a grade level/ subject area for which, although legally certified, they had recent limited experience or training. Descriptions of these problems provided data describing the effect of involuntary reassignment on teachers' attitudes, professional goals, teaching task adjustment and inservice needs. Specific research questions which evolved to guide data collection and analysis were:

1. Attitude: How do involuntarily reassigned teachers cope with both the process of being reassigned and the demands of a less than desirable teaching assignment?

2. Professional Goals: How does being involuntarily reassigned to a less than preferred assignment affect the future professional goals of teachers?

3. Teaching Task Adjustment: What are the adjustments which are necessary for involuntarily reassigned teachers to successfully complete the instructional tasks in a new assignment?

4. Inservice: What inservice training or education is provided involuntarily reassigned teachers? What inservice training or education is needed before assuming a new assignment?

An ethnographic approach was utilized which required the continuous examination of data so as to guide the subsequent interviews and observations. A survey questionnaire was developed to validate the conclusions from the ethnographic data. Through these processes the purpose of the study was accomplished.

Assumptions

A basic assumption underlying this study was that the researcher would be accepted by the four case study participants to an extent that would allow them to reveal their true feelings. It was also necessary to assume that the participants for the study were representative of other involuntarily reassigned teachers in their school and districts. This assumption is necessary because the district administrators controlled the selection of participants.

The researcher anticipated that the generalizability of conclusions from the study would be limited in scope. This assumption is stated because it was not possible to secure empirical data from randomly selected participants.

Limitations of the Study

A key factor in ethnographic work is that the nature of the procedures and methodology differ from statistical studies. Data are described but seldom may be controlled by the researcher. An example of the lack of control by the researcher was the limited access to teachers who had been involuntarily

reassigned by school district administrators. As a result of administrative concern that subjects reflect a positive view, the researcher was required to accept study participants who were selected by the district administrators.

Another limitation was the access by the researcher for observations, interviews, or follow-up observations on scheduled dates. Thus, participant absences, illnesses or schedule changes interfered with data collection at some points in the research. Study participants teaching positions were also changed during data collection due to the transfers following a successful millage vote in one district.

The lack of consistent, detailed information in written journals limited the study to the extent that potentially valuable information was withheld. There was a necessity to accept interview statements as valid.

Survey information from involuntarily reassigned teachers was collected. The respondents veracity had to be assumed as no personal contact was made with them.

Definition of Terms

The following terms are defined in the context in which they are used in this study.

Transfer: To change from one building, grade or subject to another (Weber, 1970).

Involuntary Reassignment: Transfer into an area that has not been taught by the teacher in the previous three years (or more) with the transfer decision being made by the administration (Potter, 1980).

Certification: The declaration that a teacher has completed the necessary course requirements which entitles the teacher to perform teaching duties within the state.

Professional Development: Such development refers to certified teachers continuing to expand their knowledge with new information in areas of their academic specialty, refine and develop teaching strategies, implement the findings of current research, evaluate students and programs and enhance their personal growth (Michigan Education Instructional Professional Development Commission, 1984).

In Service Preparation: That professional training and/or education undertaken by a teacher while in a teaching position, whether such training is self-initiated or a result of a supervisory decision. In

the context of this study, in-service preparation among involuntarily reassigned teachers may include formal university classes, local or regional workshops sponsored by professional organizations, or self-help efforts in reading literature and seeking advice and knowledge from colleagues. In contrast to professional development, in-service preparation in this context may not be in the area or grade level of the reassigned teachers' specialty, but may be an effort to prepare for the new assignment.

Stress: A non-specific response of the body to any demand, whether pleasant or unpleasant, that elicits some biological or mental response.

Role Stress: Varying degrees of difficulty experienced as a result of meeting role demands; job related tension (Cavanaugh and Styles, 1977).

Frustration: A form of stress consisting of perceived feelings of insecurity and/or dissatisfaction from lack of achieving goals and objectives which, in another form of response, can be challenge or excitement (Potter, 1981).

Overview of Succeeding Chapters

A review of literature and related research pertinent to the study is presented in Chapter Two.

Chapter Three focuses on the design of the study. In Chapter Four the results of the data collection and data analysis procedures are detailed. A summary of the study, reflections, and educational implications for further research is included in Chapter Five.

CHAPTER TWO

REVIEW OF TEACHER REASSIGNMENT LITERATURE

Introduction

The literature for this study proved to be extremely limited. There were some articles, generally published after 1970, which contributed to a description of the study. These are explicated as background so as to describe the serious nature of involuntary reassignment.

Coping with stress has been a general topic of concern for teachers as well as others. Teacher stress resulting from involuntary reassignment was documented in the literature. Literature for the first research question was related to the effect of reassignment on teacher attitudes. Many of the writers stressed the negative emotional aspects of involuntary reassignment. An obvious serious gap in the literature was the coping process to meet the demands of the new assignment.

Literature specifically concerned with the effect of involuntary reassignment on the future professional goals of teachers was almost non-existent. Only one

selection provided some inferences which have been interpreted as showing the negative reactions of involuntarily reassigned teachers.

The work by Hatfield (1982) provided the primary basis to organize the study so as to examine the adjustment necessary for completion of teaching tasks. Additional research in this area specifically related to reassigned teachers was not available. The concept developed by Hatfield (1982) identified the job responsibilities or functions of teaching. The organization of teaching responsibilities generated the functions of teaching with a more specific set of teaching tasks which corresponds to each of the functions. The functions and tasks established the parameters of teaching practice and provided boundaries within which teaching can be studied, analyzed and developed. The taxonomy of functions and tasks of teaching was the base for the formulation of this researcher's observation guide, post-interview guide, the classifying of data and the development of the Involuntarily Reassigned Teachers Survey Questionnaire (See Appendix G). The seven major divisions include:

1. Formulate curriculum content and goals

2. Provide for the educational needs of individual students
3. Develop and manage instructional programs
4. Develop and execute teacher-learning processes
5. Assess and report student learning and growth
6. Contribute to instructional activities and operations
7. Participate in professional and scholarly inquiry and development

Some limited general discussion of inservice needs of involuntarily reassigned teachers was available in the literature. A key research study completed by Potter (1981) provided the basis for guiding data collection. One study of great importance was published after this study was completed. It is reviewed separately because of the directness of the relationship with this study.

The review of the literature is presented as illustrative of the importance of this study of the involuntary reassignment of teachers. The topic headings for the guiding research questions are used to organize the literature review. These are: attitudes, professional goals, teaching tasks and in-service.

Background Literature

Teacher reassignment is recognized as a serious problem caused primarily by a decline in school enrollment and/or a financial crisis. Union contracts have assisted experienced teachers in keeping a job because of seniority clauses. However, the personal trauma and the impact on educational quality are not solved simply through being able to retain a job. The background literature confirmed the serious personal nature of reassignment as well as the probable impact on the instructional process.

Dembowski and Gay (1980) have identified certain problems with using seniority in the reassignment of teachers. First, seniority is not a measure of competence. Second, the domino effect of a series of seniority-determined transfers, where permitted, can seriously disrupt instruction. Third, many school people believe that frequent transfers and reassignment due to seniority may reduce a teachers' allegiance to their pupils. A teacher's sense of belonging to and participating in the educational mission as a school is essential to the success of the school. Informal, interdependent working relationships that have developed over a period of time among teachers and

principals are precarious and can be disrupted by frequent teacher reassignments.

Seniority, then, is an objective standard that protects crucial job decisions from political interference or administrative abuse and lends itself to orderly procedures. But seniority does present problems as it does not provide control over staff quality and it permits disruption of careers.

Reassignment of teachers created serious disruption of the instruction process. Team teaching, staff supervision, and teacher commitment and administrative cooperation were threatened. One principal of a school where one-third of the staff was new in one year observed:

Overall, I don't think a lot of disruption is healthy. The teachers last year were focusing on how long they would be there, and where they would be next year. There is not much commitment in this situation to this school, or to the principal, or to the philosophy of the staff. There has to be some balance between a teacher who has been in the same seat in the same room for 20 years and the teacher who is in a different school every year (Dembowski, 1980, p. 173).

Dembowski and Gay (1980) reported information describing the views of principals relative to the reassignment. Many negative results were described for areas such as disruption of innovative programs, community relations, teacher competence and the displacement of qualified teachers. A legally qualified teacher may be placed in an area where they have never taught and where academic study had been completed years before.

Almost all persons interviewed by Dembowski and Gay, including union leaders, believed that some constraints in reassignment were necessary. Educators have argued that recent teaching experience in a field was worth more than college work. A high school principal stated:

We have a veteran staff here. Having coursework is not having experience. For example, you can't move an elementary school counselor to the high school guidance department. It takes two or three years to break in a good counselor, and you don't expect teachers who've been teaching home economics to teach effective science classes, if they haven't taught science in 20 years. (Dembowski, 1980, p. 174)

Other principals expressed the concern that courses taken years before may possibly no longer be relevant. Principals expressed the opinion that a teachers' knowledge needed to be current and also that the teachers needed to feel confident that they were up-to-date.

The survey reported that of 95 school districts, 93 percent with declining enrollments had reassigned teachers in response to population declines. The subject areas most adversely affected were language arts, social studies, and science as well as fine arts and languages (Dembowski & Gay, 1980).

Ross and Roth (1984) obtained staff level comparisons for the mid-1970s to the mid-1980s in a typical urban, midwestern school district which they named the "Greenville Public School System." Even more severe than the decreases in the general staff and student enrollments were the reductions in staff funded by outside (federal/state) programs, such as Title I. Since 1980-81, funding cuts in such programs have required staff reductions of 78.6 percent. In "Greenville" this category of transfer accounts for a large number of specialists, consultants and other non-classroom personnel being reassigned to classroom teaching. The pattern of decrease in the professional

staff ranged from 7.7 percent for Central Office to 38.4 percent in elementary.

Long term solutions to the dilemma of reassignment suggested by Ross and Roth (1984) included: (1) counseling teacher education students into needed areas of specialization and (2) current teachers could be encouraged to obtain certification in more than one area and/or have professional renewal activities in interdisciplinary areas. These solutions may prove to provide some assistance with teacher reassignment in the future. However, they are not helpful for districts and teachers when immediately confronted with forced involuntary reassignment.

The Michigan Department of Education sponsored workshops for reassigned teachers from 1982 through 1984. A total of 709 teachers from 19 districts or intermediate schools attended. The report included many comments from teachers relative to their needs. None of these comments reflected a positive viewpoint either toward reassignment or their treatment by the districts during the process. The experience was always reported in negative terminology. (State Department of Education Report Attachment A, 1982).

The limited but potent literature available on teacher reassignment described the serious nature of

the problem. The obvious lack of short-term solutions demonstrated that involuntary reassignment is a problem needing study to describe the effect on teachers and training. There does not appear to be any concern for helping teachers cope with the difficulty in being involuntarily reassigned. Rather, it seemed sufficient from the administration viewpoint, that seniority rights had been followed. The issue for school administrators seemed to be that transfers must be made to comply with teacher contracts.

Reassignment Effect on Teaching Attitudes

This section will describe literature which helped define the first research question of, "How do involuntarily reassigned teachers cope with both the process of being reassigned and the demands of a less than desirable teaching assignment?" Coping with reassignment was an obvious serious emotional problem. Administrators reassigned to classrooms after years away from classroom teaching were concerned with their ability to actually teach. The following literature clearly identified stress as important in teacher reassignment.

Experienced teachers reassigned into new situations have some of the problems common to new teachers. Many of these problems involved poor interpersonal relations (commonly called discipline), problems with teachers and principals (commonly called cooperation), and problems with parents and community (commonly called public relations). Throughout published reports the same general problem of new and reassigned teachers occur, "poor classroom control," "poor discipline," "cannot handle the class," "needs better understanding of students," and "lack of personality" (Kirk, 1979). Teachers complain of anxiety, stress, isolation, feelings of powerlessness, of being unappreciated, unprepared. Cherniss (1978) argued that a lack of resources and power in individuals is a major source of stress, anxiety and depression. Hunter, Styles, Cavanaugh, Swick and Hanley found in their research that teachers experience stress because they do not have control over their environment (Cherniss, 1978).

Teachers who function in a supportive environment usually deal with stress in a positive mode (Walsh, 1979). A psychological sense of community may mitigate the impact of stress and prevent or reduce teacher burnout. Transferred and/or reassigned teachers

frequently lose a supportive community in their assignment change and must develop a new one in a new situation (Faber, 1980).

Lack of support is a more serious problem for involuntarily reassigned teachers than for other teachers. A reassigned teacher's sense of powerlessness, lack of preparation time, and lack of support contribute to potential problems. High levels of anxiety in classroom teachers may become detrimental both to the teacher and the students. Anxiety may be correlated with inappropriate student and teacher performance (Coats and Thoreson, 1976).

Ross and Roth (1984) completed an ethnographic study of personnel whose career had followed a pattern from an administrative position to involuntarily reassigned to classroom teaching. They found the trauma of reassignment extremely stressful for these professionals. One teacher said: "You're supposed to produce and do your work as well as ever (after receiving notification of reassignment or layoff), but you feel like screaming and saying to hell with the whole thing--I don't care anymore." (Ross and Roth, 1984, p. 12)

Teachers were primarily concerned with themselves, classroom control, mastery of content and evaluation by

others. These concerns were evident in the comments of Leo, an involuntarily reassigned teacher to middle school math and science from a position as an evaluation specialist. He said: "My concern was almost exclusively with myself; how will I survive? When I left (classroom teaching), my interest centered around my ability to get the student to do certain things. When I came back, my concern was: Did I have the skills to survive?" (Ross and Roth, 1984, p. 24).

Pat, an evaluation and research specialist assigned to a middle school classroom after fifteen years out of the classroom, reflected the concerns of many involuntarily reassigned educators. She stated:

All these years I have been running around telling other people how to teach their classes, can I do it myself? Can I keep the lid on? Can I keep those kids in their seats doing their work? What kind of a classroom teacher can I be now? When you're a beginning teacher, everybody knows it's okay if you don't know. It's not okay when you're an administrator coming to the classroom not to know, is it? (Ross and Roth, 1984, p. 24).

Reed and Paznokas (1983) used descriptive words and phrases occurring in teacher interviews for graphs describing various levels and factors contributing to

job satisfaction. Only one of their subjects had experienced only reassignment while the other transfers returned the teachers to buildings in which they had taught in earlier years. In general, Reed and Paznokas (1983) found that the two primary determinants of job satisfaction were a teacher's response to transfer (willing or unwilling) and prior experience (or lack of same) in the new subject area to be taught. They also concluded:

1. Regardless of experience, if a teacher responds willingly to a transfer, then the teachers job satisfaction level will tend to be high following the transfer.
2. Regardless of experience, if a teacher responds unwillingly to a transfer, then the teacher's job satisfaction level will tend to be low following the transfer.
3. Regardless of experience or response, if a teacher is transferred, then the teacher's job satisfaction level will rise following the transfer.
4. Regardless of response, if a teacher has had prior experience in the position to which he/she is transferred, then the teacher's job

satisfaction level will tend to rise following transfer.

5. Regardless of response, if a teacher has had no prior experience in a position to which he/she is transferred, then the teacher's job satisfaction levels will tend to fall following the transfer and then rise to a level close to the initial level.
6. If a teacher responds willingly and has had prior experience, then the teacher's job satisfaction level will tend to be and remain high.
7. If a teacher responds unwillingly and has had prior experience, then the teacher's job satisfaction level will be and remain low.
8. If a teacher responds willingly and has not had prior experience, then the teacher's job satisfaction level will tend to begin high, drop sharply, and then rise to a high level (Reed and Paznokos, 1983, pp. 27-28)

The Michigan Department of Education report of State Workshops (1984) for reassigned teachers contained few comments that were not entirely negative in nature. Comments which implied at least some

positive direction always indicated the teacher had been kept informed of possible transfers. None of the teachers reported any opportunity to participate in the reassignment decision. They were concerned about their status, credibility, creativity, acceptance by new colleagues and competence.

The literature confirmed the emotional reactions of many reassigned teachers. Coping with personal and professional demands was obviously a central issue. These studies however did not describe how these teachers were able to survive. The intent of this study was to partially correct that void by describing how four teachers managed to cope with the process of reassignment and the demands of the new position.

Professional Goals of Teachers

Job satisfaction is important for teachers. Many are happy with a career which permits them to remain as a classroom teacher. Professional advancement does not necessarily include becoming an administrator. It may be involvement in professional organizations, community affairs, extra curricular activities, innovative programs and leadership positions within the building and district. The literature implied that reassigned teachers were not as professionally involved after

reassignment. Therefore, this researcher decided it would be important to determine the effect of involuntary reassignment on the professional goals of teachers. The research question was, "How does being involuntarily reassigned to a less than preferred assignment affect the future professional goals of teachers?"

Campbell (1982) surveyed transferred teachers within a district and found that two feelings surfaced: (1) bitterness, not caused by the changes themselves, but by having to make those changes; and (2) fear, caused by the feeling that the teachers would have to make changes they could not handle. Reed (1983) found that in order to regain some control teachers did a variety of things. These activities included having to recertify themselves in different subject areas, apply for positions elsewhere, retrain in another field, or leave the profession.

Reassigned teachers need to: (1) re-evaluate their attitudes; (2) admit that teachers can be helped by other teachers; (3) make friends of the faculty; and (4) remember they are experienced "rookies." Administrators and teachers must recognize that transferring to another grade level/subject is

difficult. A teacher's unique skill is based on many different experiences (Scherer, 1983).

Beginning in a new school even with the reputation as a successful teacher is not easy. Many skills transfer from classroom to classroom. Experienced teachers' repertoire includes: the ability to write a lesson plan, control a classroom, solve problems, communicate with parents, organize, and talk with children. Scherer (1983) pointed out that veteran teachers who find themselves going through reassignment and transfers should remember that although things may seem confusing, they are experienced teachers and not novices.

Though limited, the literature supported that reassigned teachers have less involvement with other phases of the profession. This study was designed to obtain specific data descriptive of actual teacher behavior in relation to future professional goals. These data provided specific information which illustrated that lack of time was a key problem in continuing or increasing professional involvement. The reassigned position required so much preparation that teachers were pressured to decrease involvement in other phases of the profession.

Adjustment to Completing Teaching Tasks

The key responsibility for a teacher is providing the instruction needed by the pupils. It was a central research issue of this study to describe how involuntarily reassigned teachers performed this task. The guiding research question was, "What are the adjustments which are necessary for involuntarily reassigned teachers to successfully complete the instructional tasks in a new assignment?"

Investigation of the teaching tasks was organized based on the work by Hatfield (1982). The proposal by Hatfield (1982) categorized seven perspectives of job responsibility called functions of teaching. From these general functions, a more specific set of teaching tasks was described. These teaching tasks and functions were used in this study as captions to identify the major responsibilities of teaching. Activities of the teacher were identified so as to provide a construct in which to relate theory to practice. The seven major functions include:

1. Formulate curriculum content and goals
2. Provide for the educational needs of individual students
3. Develop and manage instructional programs

4. Develop and execute teaching-learning process
5. Assess and report student learning and growth
6. Contribute to instructional activities and operations
7. Participate in professional and scholarly inquiry and development

Successful teachers are able to perform the majority of the teaching tasks without continuing anxiety. They are able to motivate and manage pupils, create and implement appropriate curriculum and are competent in subject content. Aspy and Roebuck (1980) found that the teacher's perceptions of self as adequate translated into higher student achievement. Inevitably, teacher's weaknesses in given disciplines were passed along to their students. Whether these weaknesses stem from the preservice preparation or from teacher's individual differences in preference and ability, the fact remained that teachers cannot teach effectively and enthusiastically what they have not mastered (Gough, 1982).

The teachers attending the Michigan Department of Education Workshops (1982; 1984) reported various problems with teaching task adjustment when reassigned. They believed at least a full year was

required for a transition to be completed. They needed more content information, help understanding social and emotional needs of pupils and locating materials. These teachers reported very little help was provided with the transition.

The search for data from involuntarily reassigned teachers relative to teaching tasks is a new area of study. The data from this study provided specific description of their views relative to teaching tasks before and after reassignment. Other literature of this type has not been published.

Inservice for Involuntarily Reassigned Teachers

Inservice and continued professional development is important for every profession. It is a way of constant renewal for teachers. For involuntarily reassigned teachers, inservice could be the primary means to help them prepare for an unfamiliar position. It should be the key to void or decrease any negative consequences of adjustment in teaching positions. The literature reviewed demonstrated that it is an area, although identified as a need, which has not been adequately studied or developed. There were two related research questions which guided this study in

the area of inservice. They were, "What inservice training or education is provided involuntarily reassigned teachers?" and "What inservice training or education is needed before a new assignment?"

A valuable study providing key influence for this researcher was completed by Potter (1981). The factors considered in the study were: (1) the variables that can influence teachers' attitudes toward reassignment; (2) the variables that permit/assist teachers to be more concerned about the task of teaching than about themselves; and (3) the effects of a workshop for reassigned teachers on the teachers' attitudes and concerns about teaching. The data were collected from reassigned Michigan teachers during a two day workshop. A questionnaire administered before the workshops began and at the end of the second day revealed four major findings concerning the attitudes of reassigned teachers.

1. Reassigned teachers' general attitudes toward reassignments were influenced in a positive direction through a reassigned teachers workshop. The finding was statistically significant at the .001 level.
2. Teachers who felt they were unprepared for a grade level change had more negative attitudes

toward reassignment and were more concerned about themselves as teachers than teachers who felt better prepared. These findings were significant at the .05 level and beyond.

3. Teachers who were informed of their reassignments in a more personal manner had a more positive attitude toward reassignments. This conclusion was found statistically significant at the .05 level.
4. Previously reassigned teachers had a more negative attitude toward reassignment than those who were reassigned for the first time. This finding was statistically significant at the .05 level. (Potter, 1981, pp. 100-101)

Potter's workshop for reassigned teachers demonstrated that even minimum inservice aimed at helping involuntarily reassigned teachers would have a positive influence. Unfortunately, no additional follow-up of those teachers has been completed. There is also no evidence the teachers received any continuing inservice for subject content, techniques of teaching or assistance in personal adjustment.

Minimal assistance was appreciated by reassigned teachers. Those attending the Michigan Department of

Education Workshops (1982) as well as Potter's (1981) workshops received assistance through the minimal activities provided. The teachers reported a need for inservice at the district level. They needed content, curriculum procedures, building policies, materials and information about the pupils. Reassigned teachers reported a reluctance to ask for help from colleagues. They were fearful of being considered as inadequate. Yet, they also recognized that colleagues could/should be one of the best sources for immediate, building assistance.

Although research related to inservice for involuntarily reassigned teachers was limited, the literature available confirmed the need for inservice and that positive results were possible. The two-part inservice question of this study was designed to provide specific evidence of what is provided and identify inservice needs.

A Literature Updata

When this study was designed and data collection completed during 1983-84, the materials discussed in the previous sections were the only related literature available. During the data analysis phase in 1984, however, a study was published that was a close

prototype for this investigation. Defino's (1984) study presented two case studies of teachers who were reassigned in mid-year while they were participants in a larger study undertaken by Griffin, Barnes, O'Neil, Edwards, Defino and Hukill (1983). Teacher B had requested the change while Teacher A was involuntarily reassigned. Their reassignment presented an opportunity for investigation into how such changes are perceived as their lives and careers were altered. Thus, they were interviewed in regard to their attitudes toward the change and they provided self-report journals. To ascertain performance, they were observed using the Barnes Teacher Observation Instrument (BTOI) to determine evidence of effective teaching behaviors.

The subjects were two females in their 30's with equivalent degrees. They began the year teaching low income, ethnic minority children in relatively small elementary schools. Teacher A was then involuntarily reassigned to a bilingual class at a lower grade level in a similar school. Teacher B was voluntarily reassigned (at her request) to a higher grade level, gifted class, in a predominantly upper-middle class school. Both teachers reported they were confident of their teaching abilities in the varying subjects. The

students behavior expected and the educational goals for their students were also similar. Of the ten teacher effectiveness factors of the BTOI, the teachers differed from each other and the overall mean in "academic presentation," "classroom organization and rules," and "holding students responsible for their behavior." On each of these indices Teacher B showed the higher rate of behavior and Teacher A fell below the sample mean. Observation comments indicated Teacher A's classroom was "slow paced and lethargic" and Teacher B's was "high energy--moving from one activity to another with ease." Comments which emerged from the journals indicated that Teacher A's remarks focused on herself and managing the teaching tasks, while B's comments centered around concerns about her students and their academic performance. The other major difference noted in journal entries was the effect they expressed toward their new assignments. Teacher A was "upset, depressed and discouraged," while Teacher B seemed to welcome the opportunities and challenges offered by the new assignment even though she wondered whether she could cope adequately and thought she might miss her old friends.

In conclusion, Defino found that the measurably less effective performance and more negative attitudes

and more self-centered concerns of Teacher A were typical of involuntarily reassigned teachers.

Teacher A is perhaps more typical of teachers experiencing "top-down" organizational changes, in fact she did not request the change in classroom assignments. Consistent with concerns theory, and as a less experienced professional whose expressed concerns were focused more upon herself than her students, she did not seem to interact much with the content provided through staff development (either by reacting verbally in her journal, or by changing teaching behaviors in a manner consistent with the intervention conducted with the staff developer).

In contrast, Teacher B may be more typical of career teachers who initiate changes. Again consistent with concerns theory, she had sufficient experience to be developmentally "ready" to seek out changes. Therefore, she was in a theoretically better position to profit from "well-executed" staff development activities, as well as to make the transition to her chosen new assignment with minimal self-concern. (Defino, 1983, pp. 47-48)

Although the Defino study involved only two subjects, this researcher concluded that it had implications for the importance of teacher choice in the assumption of a new classroom assignment. Many of the techniques used in Defino's Texas study were also used in this study. The results of that study provided a valuable comparative base for this study.

Summary

This chapter described the limited available literature which assisted in describing this study and defining the research questions. The fact that research related to involuntary reassignment was so limited demonstrated a need for this study.

Descriptions of the case study subjects, the design for data collection, procedure for the validation of case study findings and the data analysis process will be discussed in Chapter Three.

CHAPTER THREE

METHODOLOGY

Introduction

This chapter will include the design of the study, including the research questions, the population, design and process of the data collection, the procedures to demonstrate validity of the case studies findings and the process of analysis of the data.

Research Questions

In conducting this study the researcher investigated (1) Attitude: How do involuntarily reassigned teachers cope with both the process of being reassigned and the demands of a less than desirable teaching assignment? (2) Professional Goals: How does being reassigned to a less than preferred assignment affect the future professional goals of teachers? (3) Teaching Tasks: What are the adjustments which are necessary for involuntarily reassigned teachers to

successfully complete the instructional tasks in a new assignment? (4) Inservice: What inservice training or education is provided involuntarily reassigned teachers? What inservice or education is needed before assuming a new assignment?

These questions evolved from both a review of the related literature and an earlier investigative pilot study completed by the researcher. Both of these processes revealed that involuntarily reassigned teachers have unique personal and professional problems. The four areas for research questions were selected as a means to guide the collection of the data. The researcher developed appropriate interview guides to examine teacher attitudes, process of coping with stress, professional goals, implications related to teaching tasks and and the continuing inservice and professional development needs.

Case Study Participants

Study participants were initially secured by meeting with the director of personnel for Brookside school district. The researcher discussed her interest in conducting a study using four teachers. Permission was granted but with the stipulation that the

participating teachers would be selected by the director of personnel. The reason for the action was: "I am suggesting these four people because they have very positive attitudes about the reassignments. There are others, but I would not like to have their problems compounded by participating in a lengthy study" (8/21/83 Field Notes).

Three of the nominees were contacted via telephone by the researcher and invited to participate in the study. They readily accepted and an individual interview date was arranged. The fourth person did not return any of the researcher's personal telephone calls and was dropped from further consideration.

During the initial weeks of the study, Brookside district successfully passed a tax increase, which resulted in program changes. One of the original three participants was returned to a previous position so that the researcher dropped further collection of data from this person. The other two Brookside teachers continued as part of the study. The researcher decided to increase the number of case studies to four by adding two teachers from another school district.

The same procedure as previously described was followed in the Monticello school district. The director of personnel contacted the principals of an elementary school and a junior high school. These

principals provided the name of one teacher. Both candidates consented to be participants and dates for individual pre-observations and interviews were arranged.

A survey of 30 involuntarily reassigned teachers was completed to validate the findings from the four case studies. These respondents were obtained by contacting the presidents of local education associations from the surrounding four county area (See Appendix C). The local presidents supplied the names, addresses and telephone numbers of involuntarily reassigned teachers from the previous two years.

Design for Data Collection

This study was conducted in two phases: the first consisted of interviews, observations, and journals from the four case study participants. The second phase completed through administering a survey questionnaire to 30 additional involuntary assigned teachers.

The objectives for the case study portion of the study were to obtain:

1. Information about the experiences of involuntarily reassigned teachers which have positively or negatively affected the transition to a new assignment.

2. The self-perceptions of involuntarily reassigned teachers about their professional goals before, during and after six months in the new assignment.
3. Self-perceptions of involuntarily reassigned teachers of the differences in the functions and tasks of teaching in the involuntary assignment.
4. Data about the inservice needs of involuntarily reassigned teacher.

The pre-interview guides consisted of thirty-four major questions. Most were open-ended questions to provide maximum freedom of response. Additional probes were used when necessary. The three interview guides are found in Appendix E.

The objectives of the observations were:

1. To determine how the involuntarily reassigned teachers developed and organized instructional systems.
2. To gain descriptive data on how the involuntarily reassigned teacher executed the teaching-learning process.
3. To gain insight on how involuntarily reassigned teachers managed classrooms in their new assignments.

The observation system guide utilized during observation is found in Appendix F.

The case study participants were asked to maintain journals. The guidelines for the journals were: (1) to determine the concerns which occurred, (2) to determine what sources/ resources were perceived as most helpful in resolving their concerns.

The survey questionnaire was developed by using the categories of Teachers Functions and Tasks by Hatfield (1982). The field notes from observations, both formal and informal interview transcripts and journal notes were charted under each of the appropriate teacher functions and tasks. The charting process provided specific activities as items for the survey. These were organized so that survey participants could provide their opinions about their involvement before and after reassignment. A copy of the survey questionnaire is found in Appendix F.

The design of the questionnaire included demographic data from all participants. Other items were designed to provide the frequency of involvement in the various categories of teacher's functions and tasks.

The objectives for the survey were:

- (1) to obtain demographical information.

- (2) to describe their attitudes before and after reassignment.
- (3) to obtain information about their professional aspirations and plans.
- (4) to determine self perceptions about their competence in the teaching tasks and functions.
- (5) to determine inservice needs and what source/resources were believed to be most helpful in resolving their concerns.

The data collection required approximately nine months (August 1983- May 1984) for complete implementation. This process began when the Brookside director of personnel was contacted. The survey questionnaire development began after two months of data collection with continual revision until the case study data collection ended in March of 1984. The mailing of the survey questionnaire and the returns were completed by early May 1984. The following section will describe the process and procedures for the collection of data.

Data Collection Procedures

Data collection included in-service observations by the researcher, interviews, journals from the case

study participants and the survey of 30 involuntarily reassigned teachers from other school districts.

This study required nine observations of each teacher spaced over three to eight months. During each observation the teacher and pupils were engaged in the study of mathematics, science, social studies or reading. The observer audio-recorded every observation as well as recorded all verbal and observable verbal data.

Interviews were used to provide context and or meaning. Asking the teacher what he is doing and why, is a necessary corrective for unwarranted observer imputation and inferences by the researcher. An ethnographic researcher needs the subject to tell what it means to be a professional on a career course, working in an institution, with a philosophy underlying his operations (Shatzman and Strauss, 1973). Interviewing is a logical way of collecting data because it is a comfortable form of social engagement. It allows the researcher to gather descriptive data in the subjects' own words so as to develop insights about the subjects' interpretation of events (Bogden and Bilken, 1982). Pre- and post-reflective type interviews were used to gather information describing feelings and attitudes. Journal-type interviews were useful to

secure additional reflective thinking from the involuntarily reassigned teachers. These interviews were conducted to coincide with an in-class observation and were designed to supplement any written journal notes. The survey questionnaire was used with both the case study participants and thirty involuntarily reassigned teachers. Case study participants were provided the questionnaire during the post-interviews to complete and mail to the researcher. The survey participants received the questionnaire by mail with a stamped, self-addressed envelope for mail returns (See Appendix F). Additional mail and/or telephone contact was made to secure a complete return from all survey participants.

The first teacher interviews were held in early September and continued every month thereafter for approximately seven months. Each study participant was provided a packet of materials explaining the request for their assistance (Appendix H). Participants were informed the researcher would collect the questionnaires the following month. It was explained that the journals would be used by the researcher to obtain additional reflective thinking on the part of the involuntarily reassigned teacher's interactions, feelings and problems that occurred in the classroom.

In November, the Brookside district reassigned teachers causing the loss of one study participant. Two additional participants from Monticello district were secured. The same process of collecting data was followed. These procedures provided four case study participants with observations/interviews occurring over a period of seven months for the two Brookside participants and three months for the two from Monticello. The researcher was able to receive four to eight audio-taped interviews from each study participant varying in length from thirty to forty minutes. The formal interviews were conducted utilizing the interview guides found in Appendix D. Nine classroom observations were made in each classroom for a total of thirty-six observations.

Thirty surveys were mailed with a cover letter and a stamped, self-addressed envelope for the return of the survey. Twelve returns were received by the due date and the remaining eighteen were received in early May after subsequent personal calls to express the urgency for the survey return.

The data collection process has provided extensive data from the four case study participants. These were continuously charted, using the teacher task and

functions as an organizing basis. This process provided with seeking additional information in subsequent interviews and for the survey questionnaire. The survey questionnaire was the means by which the case study findings were validated. This process is described in the following section.

Validation of Case Study Findings

The methods to produce validity in this study were adapted and compiled from work completed by sociologists McCall, (1969), Denzin, (1970), Becker, et al., (1961).

Internal Validity:

1. The triangulation by methods of observation journals and interviews conducted over a period of time. Controls for subject bias and reactive effects of observation.
2. The proportion of useable observational data to useable interview data. Controls for contamination of data, and credibility of informants.
3. The collection of both case study participants' and survey respondents' demographic data controls for history.

4. The recording of methodological notes from researcher behavior to empathetic behavior Controls for observer changes and in subject maturation.
5. The collection of field notes, descriptions of situations (contexts), journals and interviews Controls for behavior and meaning in context.
6. Field notes (A record of mortality was kept and reactions and comments made on it). (Appendix F).

The case study data were used to formulate the survey questionnaire (Appendix G). By collecting data from thirty involuntarily reassigned teachers, the researcher was able to validate the case study data. This process also provided evidence that the generalizations drawn from the case studies were, in fact, applicable to the profession when similar involuntary reassignment occurs.

Data Analysis Process

Data analysis is the process of systematically searching and arranging interview transcripts, field notes and other materials accumulated so as to present

to others what has been discovered. Analysis involved working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what was important and what was to be learned, and what will be reported to others (Bogden, Bilken, 1982). The stages of this study are outlined as follows:

Step 1: Preliminary Analysis

The first stage of analysis was continuous and chiefly took place while the researcher was in the field. During this stage cases were collected on the phenomenon from the informants in diverse contexts. Cases became classes and emerged into categories. Early descriptive propositions were formulated and recorded as theoretical notes (Schatzman and Strauss, 1973, p. 110). The new theoretical propositions were then tested and verified in the field. By working back and forth between the collection of data and the analysis, the data can then be said to be grounded (Glaser and Strauss, 1967).

2. Secondary Analysis

This stage involved two steps. First the reworking of theoretical propositions in the light of

the data and data controls of the four case study participants. Second, the formulation of theoretical links of the responses of the thirty survey respondents so that the data could be validated. These stages permitted the researcher to develop generalizations.

3. Generalizations from Data

The final stage of analysis was an attempt to produce theory from an integration of theoretical propositions. This stage included the organization of both the descriptive and explanatory data. In preparing both the descriptive and explanatory data, it was necessary to develop a coding system to organize data.

Two charts were designed for the purpose of analyzing and cross checking data (See Appendix F). In the first chart, there were several major divisions and several sub-headings which were designed as guides in classroom observations of the four case study participants. The major divisions were:

1. develop and manage instructional programs
2. functions of the teaching-learning process
3. professional activity and inquiry

Sub-headings under the major divisions included:

1. curriculum contents and goals--a description of the objectives of the lessons being taught at the times observed;
2. units--a description of what was actually being taught at the times observed;
3. strategies--a description of the methods used in teaching at the times observed;
4. activities--a description of the kinds of teacher/student participation being carried out at the times observed;
5. materials--a description of the types of materials being used in the teaching process at the times observed;
6. environment--a description and background of the various classrooms, which included the teachers personal interactions and attitudes and the teachers expectations of the student at the times observed;
7. episodes--a description of how the teacher introduced and/or presented the anticipated lessons at times observed;
8. interactions--a description of the specific interactions with the students which involved

questions and explanations and their frequency at the times observed;

9. discipline--a description of how the teacher handled discipline in the classroom at the times observed.

Thirty-four guiding questions were used for interviewing (See Appendix E). The units of data collected from the many interviews usually were recorded in paragraphs in the field notes and interview transcripts. Data were then assigned coding categories. These were modified with new categories created or changed appropriately. The codes were derived from those topics the reseracher found to be substantiated as well as the topics the research was designed to explore.

The second chart used in the data analysis followed a sorting and categorizing approach. There were several major divisions and several sub-headings which were designated as guides in handling the data from interviews and journal notes (See Appendix I).

The survey chart was used for tabulating the frequency of responses of both the four case study participants and the thirty survey respondents. The responses of both groups indicated their involvement in the teaching functions and tasks before and after

reassignment. The complete survey tabulation is found in Appendix J.

The data have been compiled from 324 pages of field notes, transcriptions from twenty-four formal interviews, guidebooks and some journal entries. Notes were taken from participants lesson plans.

Summary

The data were collected from August 1983 through May 1984. Responses from the Survey of Involuntarily Reassigned Teachers were collected during April and early May 1984.

This study, descriptive in nature, was not designed to be hypothesis testing or produce unquestionable conclusions. Rather, the intent, was to provide descriptive data from which baseline information could be developed and further researched.

The development of the data analysis process was a continuous process occurring simultaneously with data collection. Thus, both processes were providing input to the development of each. The evolutionary nature of the collection and analysis process permitted the researcher to continue to adjust the study so as to keep the study focused on the four research areas.

Chapter Four will describe the data as collected and analyzed.

CHAPTER FOUR

PRESENTATION AND ANALYSIS OF DATA

This ethnographic research project employed observations, formal and informal interviews, journal entries and a survey questionnaire to collect data from four involuntarily reassigned teachers. These data were then validated by a survey questionnaire administered to 30 involuntarily reassigned teachers located in the same geographic area.

In this Chapter, the data from the four case study subjects are presented and then summarized relative to the four research questions. Patterns emerging from the relationships between the involvement of the four case study subjects before and after reassignment are discussed. The questionnaire survey data provided both the demographic descriptions of the thirty respondents as well as their involvement in teaching tasks. The survey respondents data are summarized as related to the four case study subjects. The following captions provide the organizational structure for the chapter.

Description of the setting

Case Study Subjects (See Appendix L)

Subject A - Alice Adams

Subject B - Bob Matheson

Subject C - Carl Withers

Subject D - Donna McLoy

Description of Data

Research Questions Summary

Validation Survey

Chapter Summary

Description of the Settings

The Brookside school district, from which two case study subjects were selected, is a suburban district in a small city located in the central part of the state. It is 60 miles southwest of the state capital and is approximately halfway between two large metropolitan areas. The geographic area has a population of 95,000 living in or near a highly industrial city in an area of many small lakes and fishing streams. It experienced a three percent loss of population from 1980 to 1983. The community has more than 100 churches of various denominations, a synagogue, one community college and one privately financed business college. The area is heavily

populated with both white and blue collar workers from the city's main industries.

The enrollment of the Brookside High School was 927 students in grades 10-11-12 from White, Hispanic, Asian and Black families, with about 98 percent Caucasian. There were 52 staff members in the High School. Brookside Junior High School, consolidated from two previous junior highs because of declining enrollment and financial constraint, had an enrollment of 467 students with 24 staff members. Milwood Elementary school had an enrollment of approximately 300 students, with a staff of 23 teachers. Many of these teachers had taught in Milwood school during most of their careers.

The primary participants in this study from Brookside were:

- A. Alice - Reassigned to Brookside Junior High School English from Milwood Elementary principalship.
- B. Bob - Reassigned to third grade in Milwood Elementary school from Trevor Junior High School Social Studies. In November, he was changed again to a fifth grade level at Jennison Elementary school.

Monticello, another suburban community adjacent to Brookside, has a population of approximately 15,000.

Although small, it has a reputation of having good schools and being a good place to live. The majority of churches are characterized as being fundamentalist in theology. Religion and being a good Christian are recognized as very important things in the lives of the people. The residents are 92.2 percent white and 6.3 percent non-white. The labor force is employed in various white and blue collar occupational areas.

Two case study subjects from Monticello were added to the study in December because Brookside passed an increase in taxes which permitted restoration/changes in programs and teaching assignments. One Brookside subject was dropped entirely. Another Brookside participant, Bob, was transferred from a third grade to a fifth grade assignment. Because of these changes, it was decided to add two subjects from Monticello and extend data collection until March 1983. Monticello had one high school, one junior high school and three elementary schools. The total school population was approximately 2,300. Monticello and Brookside were comparable in student body composition. Monticello Junior High School had a total student enrollment of approximately 370. Crescent Village Elementary School had a student enrollment of approximately 275 with a staff of 18 teachers. Due to the closing of

other schools and the shuffling of teachers, the staff was quite diverse in its years of experience and teaching credentials. The participants in this study from Monticello were:

- C. Carl - Crescent Village Elementary School fourth grade from Monticello Junior High School History and athletic director.
- D. Donna - Monticello Junior High School Reading and Mathematics from Monticello High School Art.

Case Study Subjects

The names of the four case study subjects are fictitious. Their assignments, experiences, attitudes and comments come directly from their own reports and the researcher's observations of their performance. The following are descriptions of each subject.

Subject A: Alice Adams, age 45, was a teaching veteran of 17 years. Her teaching experience has been in the elementary grades for twelve years before assuming the principalship at the same elementary school. Due to the districts fiscal problems, the declining student enrollment and her short tenure in administration, Alice had to leave the principalship to

be involuntarily reassigned as an English teacher in the newly consolidated junior high school. This teacher was interviewed and observed during a period beginning in September 1983 and extending through March 1984.

Subject B: Bob Matheson was in his mid-thirties. He was assigned from junior high school social studies to a third grade teaching position for a period of three months. He was then transferred to a fifth grade elementary assignment after a tax proposal had passed in Brookside district. The second assignment was considered more favorable but was also an involuntary assignment from his preferred position. He had taught in this school district for eleven and one-half years in four different buildings and at three different grade levels. His experience included the junior high school level, the early elementary level and the intermediate level. Bob's B.A. was in history with a minor in elementary education and an M.A. degree in school administration. He would like to be an elementary school principal. Bob was interviewed and observed during a period beginning in September 1983 and extending through March 1984.

Subject C: Carl Withers was 37 years of age, married and the father of three sons. He had

previously been the athletic director and social studies teacher at the junior high school for twelve years before he was reassigned to a fourth grade. He had elementary, secondary, and special education certification. He described his background in working with the elementary age group as adequate but limited to a few courses. He said he never wanted to teach the elementary level and it had been ten years since he had taken courses related to this grade level. Carl was observed and interviewed during a period which extended from January through April 1984.

Subject D: Donna McLoy had been reassigned from high school art to junior high school math and reading. She had bachelors and masters degrees in art with an English minor. Donna had taught art at the senior high school for 14 of her 15 years teaching experience. The teacher was observed and interviewed during a period which extended from January through April 1984.

Description of Data

This section reports the data obtained through the observations, interviews and use of questionnaires with the four case study subjects. These data were continuously reviewed from the beginning to evolve the

study questions and processes. The analysis process was concluded with the development of a survey questionnaire used to validate the information from the case study subjects. The data are reported in narrative form for each subject with the four research questionbs categories used as guiding organizers.

Case Study A -- Alice

Attitude: When it was obvious that her reassignment would occur in Brookside in 1982, Alice was initially considered for the position as athletic director at the high school. She was considered for this position because of K-12 certification and her administrative experience. She had also coached swimming for several years at the high school. It was not necessary for her to take this position because the English assignment, for which she was certified, became available. She described her reaction and initial attitude toward reassignment to junior high school English this way.

There was so much controversy trying to get people placed and having to lay off because of the millage failure.... I have close contact with the administration, so I was not at all shocked. There was not a lot of anxiety because I knew, because of

the language of the contract, that teachers were placed in either their major or minor area of certification. I knew (the change) had to be made so I accepted it. I felt I could do a good job. I wasn't about to come into this doubting my ability. (9/6/83 Formal Interview)

Alice was a cheerful and very pleasant individual who obviously possessed interpersonal skills. She was quite positive in making the transition to classroom teaching but indicated it was not without problems. She related her experience this way:

"District-wise" it has not been difficult to make the adjustment because the administration allowed me to have contact with upper elementary teachers in the development of in-service programs and career education. ...since the first quarter I have had a pretty good handle on things, but I do think things have improved. (1/31/84 Informal Interview)

Her skills in forming interpersonal relationships carried over into her new assignment. When asked about her peer relations Alice responded:

I have a very good relationship with my peers. I even find those persons who have been laid off to be very helpful. ... they try to be helpful but without a "set" program in English three teachers are using three different books, so when I ask for help I get three different answers, then I have to sort through. It would be easier if I had someone to lead me by the hand.... (11/2/83 Informal Interview).

Having respect for the administration was also important to Alice in accepting her assignment. She described her relationship with the junior high school administrator like this: "Excellent! I have found my principal to be very supportive and I have an appreciation for his directness." (11/2/83 Informal Interview).

Being reassigned had both positive and negative effects on Alice. In describing her negative feeling she stated:

I have felt stress more when trying to juggle the objectives for the students and having to use three different texts in three different classrooms (2/24 Informal Interview).

...not having a uniform curriculum. There should be more consistency which would help people like me. Uniformity or conformity within departments or grade levels would be very helpful to reassigned teachers (2/24 Formal Interview).

Alice did not want to criticize the administration because of the reassignment process. She was not happy to leave administration and return to the classroom, especially in junior high school. Yet, she wanted to be sure the researcher understood that she was very competent for the assignment and accepted the transfer as a necessary part of solving the financial crisis for the district.

Professional Goals: Alice continued to anticipate that she would return to an administration position. She recognized that immediate prospects were not promising in Brookside. Her seniority and desire to remain in the community were factors which caused her not to look for other positions. She continued to hope for a return to administration in her career. Alice stated:

I plan to continue teaching and hoping that I can soon get back into administration (10/13/83 Informal Interview)

I have always enjoyed teaching and have accepted teaching as a career, but I more preferred my administrative role. I will remain in teaching but I have found outside interests that occupy a great deal of my thoughts and time when I leave school.
(2/24/84 Formal Interview)

She had found appeal in the administrative role after twelve years in the classroom and her reassignment to the classroom was not a positive change for her. She perceived herself as a very good teacher who could handle any situation and did not become obsessed with the negative aspects of her reassignment. Rather, she found some outside interests that occupied her thoughts and time outside the classroom.

Teaching Tasks: Alice faced many adjustments upon re-entry to classroom teaching. She was not able to secure the textbook of her choice for the classes. The researcher asked her how she had been able to cope with the text. Her response was: "I have copied pretty much what one of the teachers has done from twenty-two years of teaching. I have modified it a lot as far as the types of assignments and the types of materials he uses--but the main thing I think is keeping a positive attitude". (3/22/84 Formal Interview)

Alice had the responsibility of developing most of the educational program. She did not find curriculum development a negative task. Alice said:

I am involved in curriculum development in this district.... I do not take the time for written summaries of subject matter content and goal statements for each student, this is not required. The goals are the same for all the students.... I only keep records of their work that gives me some indication of their development and progress. There are meetings in this district that are designed for evaluating the instructional programs and modifying them. (1/3/84 Informal Interview)

Alice assisted students in developing plans and study skills by self-directed learning. She said:

I guide students to be independent in developing study skills and I encourage them to follow through on their ideas. I'm learning now and will be better at this another year.... In developing courses I modify the district's course outline to better fit my needs (2/24 Informal Interview)

It has taken a lot of time coming in new and working from only my early training to organize and

use the instructional materials. (2/11 Informal Interview)

Assessing students' levels of skill and knowledge before instruction was not a practice being carried out in this district. Alice said:

...I follow a prescribed list of objectives, but I do not have the time to preassess the students levels of skills and knowledge before instruction. We're kinda locked in to teach toward the state tests, but we are required to assess the progress of each students' learning and growth through both standardized and teacher-constructed tests and observations. I will have the time to go through that material from the other teachers next year and be better prepared to plan for the students. (3/15/84 Formal Interview)

Alice had adapted to a completely new teaching assignment. This adjustment was accomplished by relying on the available textbook as the guide for the class. Her many previous experiences undoubtedly were important means of helping her to adapt to the students and the subject content. Alice expressed a belief in the individuality of students. She related to the

researcher in regard to student motivation and discipline:

I don't want to think that I have problems motivating my students or keeping them on task, because I realize that all students can't work at the same pace. I have had to work closely with other teachers about this and I recognize this is a problem. I am more concerned that those students are not a disturbance to others.

...I do have concerns about getting reports in on time, and preparation takes up so much time
(2/24/84 Formal Interview)

Inservice: Alice was a secure professional who was confident of her own ability to adapt to the situation. She maintained a positive attitude toward the assignment. Her belief that the district did have a financial crisis which would only be solved by reassignment helped her accept the situation. However, she did find the change of age/grade level could be very perplexing, especially when a teacher does not know exactly what to expect. Alice was very clear about her perceptions when she entered into her new assignment. "I really did not have any firm expectations really--I wanted to see what they could

do, and I have had enough K-5 experience to know what they were prepared to do, whether they are doing it or not is another thing. I found that their work level was quite immature. I was very disappointed in what they were doing." (2/24/84 Notes)

She was also not adverse to getting assistance when she found herself faced with problems that were new to her in working with students at the junior high level.

...I have one student who has become very dependent on me and I'm happy that we now have a new female counselor on the staff. I'm trying to wean this student off me to the counselor, because I think that is more appropriate. Not that it has caused discomfort to me, but I can appreciate the spot that teachers can be put in by a student who wants to get too close. So I have found that interesting, I don't see grade school kids doing that in just the same way. So, it's a characteristic of this particular child or this particular age group. It is almost like a "crush" when they develop such a strong attachment. (3/15/84 Formal Interview)

Alice had not received inservice to adjust to the new assignment. She did not appear willing to admit needs existed or identify preparation needed for the new assignment. Her comments clearly revealed a need to gain understanding of the social, physical and mental maturity of this age group. Her reliance on the textbook indicated she was not comfortable with the subject content. Yet, she was working positively to maintain a wholesome, professional approach.

Summary: Alice reflected the administrations' desire that case study subjects would be positive rather than negative. Yet, she revealed in the interview that reassignment was extremely difficult for her in implementing an adequate textbook oriented program. Her work would probably receive an above average evaluation as she did demonstrate a variety of techniques and a real interest in her pupils. Inservice was needed both in subject content and to understand the pupils. Yet in her own way, Alice was making a transition to being a satisfactory teacher in the new position.

Case Study B --Bob

Attitude: Bob had eleven and one-half years of teaching experience in the Brookside school district. He has taught several different assignments but his

preferred assignment had been when he taught sixth grade science and social studies while the sixth grade was part of the junior high school. Bob had been reassigned to the third grade. He described how he felt about teaching third grade this way:

...this is really different. It seems as though you have up or down days. You never seem to have an average day in third grade one extreme or the other. Frustration seems to mount much faster with the small fry. (9/10/83 Journal Note)

...I am not used to organizing all the simple needs of third graders and playing the answer man (10/13/83 Informal Interview)

Due to three other involuntary reassignments Bob was able to enumerate recurring problems encountered with the moves:

- (1) The amount of paper work I have been responsible for, but other teachers have been so helpful.
- (2) I never really get to know the neighborhood. When one is constantly changing buildings, you can't say "I had your brother or sister." All of the parents are total strangers. You don't really get a chance to know them at all. I

think education has to be more than four walls trying to get something across. Even the neighborhoods are different.

(3) There are differences in the way meetings are run, every place has a different kind of meeting. It seems that some meetings are held for no real reason and I think of them as a waste of time.

(4) The physical move itself is a problem. I got my materials in the morning and I got the kids in the afternoon. (9/5/84 Formal Interview)

He obviously was not prepared for the moves in advance and received no help adjusting to each new situation. His positive attitude may have been a result of a desire to remain within the geographic location. The preceding inference seemed to be further supported when Bob discovered he would be transferred again effective in November 1983. On November 21, he was reassigned to a fifth grade in another building. Even though Bob had more experience with students of this age group, he was quite concerned about the students he was leaving. The researcher talked with Bob soon after he had learned of the possible new assignment. His warm smile, his "happy to

see you" look, and his comments indicated he was generally enthusiastic about the possibility of another reassignment but with some regrets. Bob stated: "My traveling papers have arrived today. I thought of the third grade faces and how they would take the news. It has been a long day and I have been doing a lot of internalizing. It leaves you with a knot in your stomach. I hope I can sleep tonight." (11/22/83 Journal Notes)

On November 28, Bob spent his first day on his new assignment. He was assigned an age group with which he was more familiar because of previous work. His assessment of the first day revealed his awareness that the pupils as well as teachers are affected by reassignments. He reported to the researcher that he was "just observing today. I am bored speechless." (11/28/83 Field Notes) In his journal, however, he gave a fuller account of the first day's experience and his thoughts on it.

Well, my first day with new troops. I am ready for more new challenges. But in looking back on this, the latest switch I have undergone, I would not recommend it to the weak of heart. It is very much a pressure situation. New schedules, new programs

added and to boot the Christmas play. Just what one needs to keep from getting yourself organized and settled in. Also a teacher who isn't fully ready to abandon her old classroom to me. I will be hopeful that this behavior from her to break from her "old" students comes clean now. They are mine now and I have a job to do and I don't need disturbances or logjams in my way. I can do without interruptions (11/28/84 Journal Notes)

Getting into the routine of a new class is a problem for most teachers and Bob certainly was no exception. His optimism undaunted, however, he related: "What a day! With a locked in schedule, it leaves you far from flexibility but I shall rise to the call. I will adapt and cut the curriculum down to fit into the time frame." (11/28/83 Formal Interview)

Reassignments take their toll. In December, less than a month into his second in one year, Bob wrote: "Today is the last day before vacation. I received news that I might be moving again. It really seems hard to believe this can happen again. It really makes me wonder if they know what they are doing. I just wonder when it is all going to end. I feel like I am on a merry-go-round". (12/16/83 Journal Notes)

As well as his frustration with multiple reassignments, Bob expressed some anger about the procedures used in informing him about his reassignment. He reported:

...Well, today I got the indirect message that should have been delivered personally by the person in charge of moving me. I found out about it in a memo to the building principals concerned, with copies going to the school board members. It seems strange to me that the people involved in the change should be notified first and then the board second. It seems to be the only human thing to do. I really can't even phantom the real or actual occurrence of one semester, that is, myself being involved in three moves in one short period of time. I wonder what more I will be confronted with in my career in teaching. Teaching by itself is tough enough. Maybe this is the way you become the "Teacher of the Year." (1/3/84 Journal Notes)

Bob recognized the financial problems of the district. It seemed that the continual location changes were less important to him than the process of decision making and confused notification process. He had a concern for both the students and his colleagues.

Yet, he had not reached a point where he was willing to break from the geographic area. His seniority was keeping him in Brookside even if the future continued to appear uncertain.

Professional Goals: Bob expressed an interest in entering the administrative field. His MA was in administration. He said:

I am at the point now where I think I have had so many challenges. I think what I may do is to activate my files and look for an administrative post, because I think I would like that. It would be fun to run my own building and then have some understanding of what goes on at each age level, and the classrooms too. (2/24/84 Formal Interview)

Yet this researcher did not see any evidence during the months of interviews that he had actively pursued other opportunities. He had continued to accept involuntary transfers as part of the personal price to remain on staff with Brookside. He did not want to talk about specific professional aspirations or specific reasons why he had remained in the district. The inferences were always indicative that it was a personal choice and that he loved teaching.

Teaching Task: Bob demonstrated great interest in the social and emotional growth of the students. He had several experiences which demonstrated concern with students needs. One example illustrated his keen interest in accumulating data about individual students so as to adjust instruction: "I try to keep in mind each student when I am planning subject matter content, but I do not keep written summaries for each student. I will try to modify or assist students when they need help, but time becomes a big factor." (10/13/83 Informal Interview)

After being changed to a fifth grade, Bob continued to express interest in his new students adjustment. On my visit with Bob in December 1983, I asked him how he and the students were adjusting and coping with this reassignment.

Things are running smoothly and they seem to be adapting to my style of teaching and I don't hear too much now about their former teacher. Each of the students has unique characteristics all of his own and you have to respect them for that. I feel very much at home. They don't seem too uptight with the transition that has taken place. (12/16/84 Journal Notes)

Unique student problems were of a real concern in his fifth grade assignment. Bob had a Japanese girl who did not understand much English. This was a great challenge and one instance where his dedication was evident. He reported:

...Well, today as well as many days prior, I have been working with a cute little Japanese girl who is in my class and trying to set up a program to help her to get a basic understanding of English. I guess I need another challenge. I have really felt bad that I couldn't reach her. I really felt sorry for her. I have found out that there is really not a program for this situation. But I am making some headway. It really keeps you busy. (1/17/84 Informal Interview).

Another example which illustrated part of the added complexity for reassigned teachers were the new students who often transferred into schools. Every teacher must have these situations. Uniqueness for reassigned teachers were that they are also concentrating on getting adjusted to the situation. Bob was faced with a situation of a special student without access to a special education specialist. He described the situation: "...I found

out that I will be receiving two new students. Both the same day. One has been moved out to live in a foster home, and has had problems with mental stability. He has been institutionalized. He also tried to commit suicide three times. I guess I need another challenge. I know the boy needs help."

(12/11/84 Journal Notes)

Bob did not need another challenge. He was demonstrating his commitment by helping students to develop socially, emotionally and educationally. He knew such a special student would need help with adjustment to the new surroundings as well as extra teacher time to achieve educationally.

Teaching of the content was not neglected. He said of working with third graders that individualization was the key. Motivation was of greatest importance so that students would want to do the work. Change to a third grade had a definite impact. He said:

Changing is difficult in that you don't have levels of expectations of what the kids can actually do. Especially when you drop down like this year. I have spent the first couple of weeks trying to figure out actually what they could do. I was really concerned about the changes I would have

to make my vocabulary, jokes, the whole works are over their heads. The main problem is being flexible, I think that's the name of the game.

(9/19/83 Formal Interview)

He was obviously moving to develop new strategies for the third grade. Although experienced, he found this grade level so different that it was almost like being a novice teacher again. Yet, he would adjust quickly when moved to the fifth grade in November. He was always prepared and was he ever visibly upset with the unexpected event. It was apparent that he felt good about himself and the adaptation he was making. For instance, he made this note in his journal:

Smooth sailing and students are starting to open up. Things are running in the right direction. Very pleased with the overall progress. You have to adapt or be blown out to the winds, or be carried out of the room in a strait jacket. Humor has to be ingested and a sense of humanness brought forth. With all the new studies that are out on both the national and state levels, teachers don't need to be smashed over the heads with crap from the "ivory tower" experts who don't know what takes

place in the classrooms today. (12/11/83 Journal notes)

Teaching was a matter of performance. Bob was confident of his skills as a teacher. He believed he could continue to adapt so as to be an excellent teacher.

Teaching materials were important to Bob, and one of the obstacles he found most difficult to deal with in his reassignments. In answer to questions concerning instructional activities and teaching materials, he replied:

I follow the teacher's guide and utilize the help of other teachers in developing activities, but mostly I, as always rely on the teacher's guides.
(10/13/83 Interview)

In moving about so much it has been difficult to select materials and because of the short length of time I had to prepare for the assignment, I have had to use the materials and resources already in the classroom and then try to adapt some of my own the best I can. I have to adapt them to the age group I am working with. (9/5/83 Formal Interview)

Since he followed the textook, it would mean that Bob was more of a scheduler of instruction than

a creative planner. He found that reassignment increased the difficulty of planning and acting creatively. Part of this was due to the adjustment which was needed at different grade levels. The third grade was especially perplexing. He said: "I am having so much difficulty knowing just what to expect of this grade level. At times I expect too much then at other times I do not expect enough. They seem to go from one extreme to another." (11/2/83 Formal Interview)

There seemed to be fewer problems with subject content after he was shifted to the fifth grade. At that grade level it could be he was more concerned with discipline than with subject content because he believed pupils needs were different.

At this level I have to work with the kids in resolving their problems that interfere with learning. I agree, there is not a lot of time to do this but I try to work with the parents, if I am unable to reach the student. Only if their problems are so severe do I call in both the principal and the parent. In my classroom I try to create the atmosphere to work the problem out with the student. (2/24/84 Field Notes & Observation)

School policies were also considered to be very important. He felt this was especially true for reassigned teachers. Consistency was important as well as the ability to adjust to the needs of the pupils.

Teaching tasks for Bob centered on the use of available text material, promoting social and emotional growth, meeting individual needs, adjusting instruction appropriately and providing consistent discipline. He concentrated on implementation of program rather than creating a unique program. He summarized his position about completion of the teaching tasks:

I do not evaluate in a big way, but in working with the curriculum committee, I tend to evaluate the curriculum and instructional programs and discuss modifications. I modify my instructional activities for better results when necessary. I modify course outlines to fit the needs of my students. I follow the teachers guide in developing units to modify where I have ideas. I did more of this in the subject area where I was more familiar with the materials. I was more creative and innovative in developing units in my earlier assignments. (3/15/84 Field Notes and Observations)

Bob was basically a textbook oriented teacher. He was concerned with the students individual needs but there was no evidence he ever planned or prepared specific content adjustments for them. If this was done, it was either orally or through the evaluation of their work. He had developed a personal process by which he continued to adjust when reassigned.

Inservice: During all of the involuntary transfers which had occurred during his tenure at Brookside, Bob had never received any inservice. He reported that there had never been any workshops or special meetings that had occurred during the data collection period. Teachers did receive a one day observation period when reassigned in November 1983. The value of this as inservice appeared somewhat doubtful. Regarding his new fifth grade assignment, he said: "I am gradually moving the kids into an easy transition that I am used to and feel comfortable with. It is in some cases much like weaning them from old habits. They seem to be responding favorably."
(11/29/83 Journal Notes)

Inservice was needed. He continued to grope to understand the differing needs of students. He was legally certified but lack of training experience and

assistance with materials were interferences with the educational process.

He obviously was most concerned with getting his own system established. It was the pupils who would make the transition. Yet, he demonstrated concern for pupils in describing how he felt about helping his replacement in the third grade: "Today, I break-in my replacement. The sadness shows in the eyes of the kids and also in their actions. I feel very animated and mechanical; it just doesn't feel like I am the real me. I guess trauma has set in." (11/23/83 Journal Notes)

Summary

Eleven and one-half years of teaching with several involuntary reassignments behind him, one has to wonder how much longer Bob will endure. He had not given up at maintaining a positive attitude. Since the administration was concerned at having only positive teachers as study participants, Bob was an excellent choice. Yet, his frustration was becoming increasingly evident. Perhaps the greatest annoyance was the manner with which reassignment was treated by the administration. Lack of personal contact was an important negative for Bob. In addition the continued uncertainty, rumors, and changes in assignment before the school year begins and again during the year, was

beginning to take its toll. Bob's experience identified a central issue for the administration and the education association (union). It is that teacher reassignment must be a joint effort to ease the frustration as well as protect the educational needs of the pupils. It is possible that the administration and the union must work cooperately to negotiate these issues in advance. It may be that something other than just seniority and/or the immediate financial crunch must be considered.

Case Study C --Carl

There were two unusual aspects which need to be reported about Carl. His classroom had been designed as a large open classroom for team teaching and where teachers would use the open class, interest center teaching strategy. The school had reverted to traditional class organization which required the adjoining class to move through Carl's room for various activities.

After joining the staff, Carl realized that there would be subjects that he did not feel competent to teach adequately. Through his initiative with another teacher, he had departmentalized the fourth grade for the purpose of teaching grade subjects where personal preparation was considered to be strong.

Attitude: Carl admitted that his attitude about changing from junior high school social studies to an elementary fourth grade bordered on the negative and comprised reluctance, anger and frustration. Jokingly he said: "Some of us looked at being reassigned as a temporary thing--we found ourselves laughing at having recess duty, this was something we had never done." (1/23/84 Formal Interview)

He had been informed of his reassignment by telephone in August, prior to school opening in September. He remembered that he tried to be cooperative with the school administration because he felt he understood the situation they were in with their fiscal problems. When asked about how concerned he thought the administration was relative to involuntary reassignment of teachers, he said: "The administration was more concerned about how to get money, where it is coming from--How are we going to place the teachers. They felt that if we had elementary certificates then we would be placed there." (1/23/84 Formal Interview) He considered himself to be exploited, without concern for him as a professional or concern for the students involved and uninformed in the placement process, he felt tense.

Carl did believe there were some positives from the reassignment. He believed it would help him with his work in athletics as the kids would get to know him, and his knowledge of them would be more accumulative. He was determined to maintain a positive attitude. When asked specifically how he was able to cope with reassignment, he said: "Having a positive attitude! Since I was not the only person reassigned--there were seven others moving from junior high to elementary--that made it easier for the medicine to go down. (Laughing) I guess there is something to 'misery loves company'." (2/22/84 Formal Interview)

His attitude reinforced comments from an earlier interview. The researcher had asked if he wanted to return to the secondary level. He stated that it would depend on the job and who was the administrator. He would return for a job of his choice (1/31/84 Formal Interview)

Carl demonstrated he had found a way to cope with reassignment. He was not ready to give up. Carl was not willing to concentrate on the negatives but rather looked for positive aspects of the experience. He had an obvious dislike and distrust of the administration. He did not believe they were concerned with quality education--pupils or teachers.

Professional Goals: Carl believed he had been actively involved with the profession before reassignment. In the new assignment, he did not have the time. He reported his primary concern to be with the content areas (2/24/84 Field Notes) In addition he did not have time to continue with extra curricular work. He said: "I have always coached and enjoyed it very much, but with this job change I have not because of the school time. I am not able to do coaching which I really like. To me, this has been bad, consequently, the junior high sports program has suffered." (1/23/84 Field Notes)

Coaching had been an important part of his professional life. It was his desire to continue. Obviously, involuntary reassignment not only negated his involvement but prevented continuation of an area which he believed could assist with his professional advancement and his stature in the community.

Teaching Task: Adjustment to the fourth grade was a complex problem for Carl. He was confronted with a completely new teaching situation for which he had neither experience nor recent training. Content for the subject areas as well as teaching strategies had to be developed and in some cases learned. His secondary

school orientation was evident as he described the beginning of the year:

The beginning of the year was very frustrating--but it got better when I gave in a little bit and they began to know where I was coming from as far as work habits were concerned.

These kids had never been graded, they had always had pass-fail and subjective notes and I was so secondary-oriented. (1/3/84 Formal Interview)

Carl had to make adjustments in many areas of teaching strategies. He found that his expectations were not realistic. He had to adjust to the developmental level of the pupils. He said: "I was giving all these assignments, giving homework and calling parents and I was going nowhere." (1/3/84 Formal Interview)

The new assignment did become better for him and the students as he made adjustments. He had arranged the room with traditional row seating. Pupils were responsible for materials and books. Bulletin boards related to the content areas. Carl reported however that initially he had faced serious material problems. Since his work at the secondary level had been so different, he did not have personal resource files. He

reported that: "I had to use materials from the school files until I was able to create some of my own. The new teaching material center downtown has been quite helpful. It takes a great deal of time to prepare for lessons and have the necessary things available. (1/23/84 Interview)

He reported that only one subject continued to be a serious problem. He said, "I just don't know how to teach science that is why I have traded science off to Mrs. George next door and I teach her social studies class." (1/23/84 Formal Interview) Creating a departmentalized process of teaching helped Carl use his secondary orientation to adjust to the elementary situation. One of the three fourth grade teachers was very reserved and Carl had not been able to include her in the departmentalized structure. So his success had been limited to only one colleague.

Carl was reporting student progress to parents only via the report cards at quarter marking periods. He held conferences only at parent requests and at regular scheduled school conference times. He had learned the value of pre-assessment. He reported: "I do more pre-assessing now than I did before in identifying students levels of knowledge and skills before I enter new instruction. This goes back to the

beginning when I was giving assignments they could not handle and all of us were frustrated." (4/16/85 Survey)

He believed that assessments were less individualized than in his previous assignment. He felt that students were competing more but that it was necessary or they would be retained. His comments indicated that he believed content had to be geared toward groups rather than individuals. Yet, he also indicated that he did help students more with educationally related problems than previously.

Teaching task adjustment had been very important for Carl. He found it difficult to plan for all subjects because of adjustment to the pupils development level, change in strategies from the secondary level, number of subjects he was required to teach, lack of materials and the need for accurate pre-assessment. Carl was apparently making a satisfactory transition as he obviously had devoted an extensive amount of time to quickly adjusting his teaching to the fourth grade level. He had departmentalized with the cooperation of a colleague and had solved part of his insecurity in science. This was a major factor in helping Carl believe that he had been a positive influence.

Inservice: Carl had recognized his need for inservice when involuntarily reassigned. He knew it would be almost as if he was an inexperienced teacher. He did not believe that inservice was his financial responsibility. He also had decreased his involvement in such activities. He reported: "I do not want to be responsible for this financially. I do need to increase my proficiency. On my previous assignment, I readily pursued activities to promote my own professional growth but not now." (2/24/84 Formal Interview)

The reassignment had a very negative impact on Carl's professional development activities. He reported a lack of interest as well as a conviction that he simply did not have the time (2/24/84 Formal Interview). In addition, he revealed his desire to return to the secondary level. He said: "Somehow I feel I am going to return to the level and areas I like best and better prepared to do." (2/24/84 Formal Interview)

Summary

Carl had developed a personal coping system with reassignment. His understanding of the financial problems of the district had been one stimuli to accept

it. His professional aspirations to be extensively involved with coaching activities were delayed.

Teaching tasks had been adequately adjusted as evidenced by room organization, lesson implementation and creating a departmentalized approach. He obviously had devoted extensive time to the adjustment and apparently had accomplished it with the help of a cooperative co-worker. He recognized the need for inservice but was no longer willing to commit personal finances and he did not believe he had the time. Carl demonstrated the need for teachers to receive adequate inservice before reassignment. He recognized that the educational program had suffered. Yet, he had to feel that his personal accomplishment was a result of commitment. He had worked to develop an appropriate program for the fourth grade and was experiencing success. His efforts to work with other teachers had helped him make secondary school specializations processes a part of the elementary level.

Case Study D --Donna

Attitude: Donna was informed by telephone about her reassignment three days before school was to begin. With exactly three days non-paid preparation time and

without inservice, she was to teach junior high school math, English and reading. Her reaction seemed mild. She said: "I would have felt less negative about the assignment had I had the opportunity to talk face to face with my administration--and really discuss some things that were not discussed over the telephone. It seemed to me to be a bit impersonal." (1/31/84 Formal Interview)

Several other aspects of the position also contributed to the stress and anxiety she felt. The class size ranged from 23 to 40. When large classes are added to the three different subject preparations for which she had no academic preparation in over 15 years, it seemed to this researcher that she was maintaining a remarkably positive attitude. She seemed to want to avoid really expressing a negative viewpoint. Yet, incidents happened which revealed the intense frustration of Donna. The researcher arrived for a scheduled visit and Donna frantically said: "I can't see you today. I can't talk with you today! My little girl was sick with a cold yesterday and I had to be off. I had a sub that did not do the things I wanted done, I just can't see you today." (3/18/84 Field Notes)

Donna was not willing, even after almost three months of interviews and observations, to be placed in a situation where she might not be in control. She would not take the chance that frustration and anxiety would be evident to the researcher. Yet, it was apparent even in a brief encounter of cancelling an observation and rescheduling to another time.

The researcher concluded that Donna was reluctant to express her feelings. She seemed to want to keep them from surfacing. Assurances that confidentiality would be totally respected did not help Donna to describe the extent of her feelings. Admissions of stress were rare, she did admit: "I have small children and I find this job is a bit stressful at times because of the time I have to devote to it and have time for my family too." (4/6/84 Formal Interview)

Obviously with three preparations she needed extensive time for planning. In addition, junior high kids were very different from senior high art students. She reported: "Pressures were great because of having to do so much planning for so many students in so many subject areas. The most stress was getting to understand the age/grade level and learning to adjust

to varying ability levels." (3/11/84 Informal Interview)

The principal and staff at the junior high had helped Donna make the adjustment. She considered her relationship with them the one positive aspect of the reassignment.

There seemed to be many aspects of Donna's reassignment which could have contributed to a very negative attitude. Evidence of stress was found but she was successfully completing her teaching responsibility and exhibiting a positive attitude. The researcher never did see her react in a negative way with pupils even when discipline became very difficult. She always continued to search for a positive way to implement the days lessons.

Professional Goals: Donna had been very satisfied in the senior high art program. She had been able to successfully incorporate teaching as a vital part of her life style with ample time available for personal family responsibilities. She had been involved in some extra-curricular work previous to reassignment. Possibly, if reassigned to a more appropriate teaching assignment, this type of involvement would be resumed. She made it very clear that her primary goal was to resume teaching senior high art. She said, "My

professional goals are the same as when I began teaching, but I do hope that someday I will be able to return to my previous position." (4/16/84 Survey)

Teaching Task: Obviously, Donna was having to considerably readjust the teaching strategies she had been using for 14 years. She had moved from a well developed activity type program to an academic program. Her work with the students was textbook oriented. The researcher observed that she was always well prepared for specific textbook work, assignments were ready and she seemed to have carefully reviewed all content in advance. Questions from students were answered with only examples from the textbook. She never referred to previous work, but only to the work on the day which had to be completed. She said: "I am not involved in developing the courses, I just follow the curriculum guide and the textbook. I have however, done some reorganizing and had some experiences in this area that I could not have done at the beginning of the year." (1/31/84 Formal Interview)

Donna recognized that the students needed help. She also recognized her own limitations in providing that help. She felt that she was improving but that

even more could and should be available to help the students as well as herself as a teacher. She said:

I am better able to work now with behavior problems than at the beginning of the year because I understand the students better. I know a little better what will or will not work with them. It is sad at this level. It seems that the school administration overlooks their needs. These students need special attention. It has taken me a long time to adjust to this age group. (1/14/84 Formal Interview)

She wanted to help students by developing instructional units which were needed. Yet, she concluded that personal time limitations as well as lack of understanding of needs of pupils were serious impediments for her. Consequently, she concluded that the most practical process for her was to follow the textbook. She stated:

I encourage students to become self-directed in their learning, but not as much as I did on my previous assignment. Developing units were enjoyable in my former assignment because I was accustomed to the students, knew what was expected

of them, but now I have to try new things not knowing what is going to work. I just follow the districts' curriculum guide and the teacher's guides to the text and go from there. (3/28/84 Field Notes)

The need of knowledge about the pupils social, emotional and academic needs and of the content and materials was a very strong negative aspect of the reassignment. Donna said: "...the most negative thing I am finding about the reassignment is not knowing what to expect at this age/grade level and having to adjust and work with the available materials." (1/31/84 Formal Interview)

Donna recognized that pupils were not receiving the educational experience she believed they needed and that she would prefer to provide. She often referred to the activities and involvement from her high school experience which were not impossible because of time limitations and the knowledge required. She characterized the assignments as a "treadmill" (1/31/84 Formal Interview), and indicated she could not get too personally involved with students. She reported that now she simply referred them to the school counselors.

Donna wanted to do a better job of teaching. She knew the process of teaching which was needed. The continual references to activities and experiences in high school art clearly indicated she knew creative strategies. A precise statement representing her opinions occurred when she was discussing pre-assessment processes. Her statement was:

Tests are available for pre-assessing students levels of growth but I usually go by the goals designed in the text. I really do not have the time to do anything extra. Previously I assessed each student's growth and progress based on the student's as individuals, but in this assignment I have to assess more on the basis of the other students. (4/16/84 Field Notes)

Donna was not pleased with herself as a teacher or with the teaching strategies she believed she had used in the assignment. She was apparently doing a very good job of using the textbook for instruction. She knew more was needed to accomplish the needed instruction in the academic area, but also for the pupils' social and emotional development. For her time pressures as well as the personal lack of knowledge of content as well as understanding the social and

emotional needs of the students were major factors which interfered with teaching. This researcher concluded she was doing a good job with textbook implementation. Classroom management was always low keyed and pupils were usually on task. Donna's reluctance for open and full discussion of issues relative to the assignment did interfere with the researcher being able to obtain a complete understanding of her views about the teaching tasks. However, the amount of evidence collected supports the conclusion that Donna recognized that both the pupils and herself needed much more assistance to provide the learning experiences needed.

Inservice: Many of the comments and evidence offered in the teaching task section support Donna's need for specific inservice prior to assignment. This section will re-emphasize her need by reviewing the evidence of her willingness, past participation and a willingness to continue with professional growth.

Donna had received no advance assistance in preparing for reassignment. She stressed that the district did not have finances available for such workshops. "Our district does not have the finances to support workshops and courses for reassigned teachers but I do feel that if the administration feels that if

I needed more training I should take it upon myself to get it." (4/16/84 Infomal Interview)

Donna was not interested in workshops because of time restraints and money. She said she would participate only if it was required. The time and cost were important factors for her.

She did report frequent conferences with the principal concerning particular problems, mostly discipline. Other teachers had been important sources of information for her. Since she always stressed lack of time as a key factor, the discussions with teachers were apparently informal conversations. Nevertheless, Donna considered it an important source of information as she adjusted to the assignment. She said: "I have a good working relationship with the staff, I enjoy them. I feel that when I have a problem I can easily discuss it with them. They are very helpful." (3/22/84 Informal Interview)

Summary

Donna had a difficult teaching assignment resulting from her transfer. She was working to be successful. She did not want to stress negatives and may have been reluctant to reveal her feelings to the reseracher. Nevertheless, she did supply information

which revealed personal and professional needs. She had been hastily informed of reassignment; she was not provided assistance; and she was placed in a situation where she had to face serious personal time constraints. She believed the job required an inordinate amount of time, especially as she considered her family responsibilities. Support from her peers and principal were important factors for her. She was adjusting and she had implemented an instructional program which would assure that students would receive basic textbook instruction. Donna's reassignment demonstrated the complexities which a teacher may have to confront when involuntarily reassigned.

Validation Survey

The survey questionnaire was organized by following the major divisions of Teaching Functions and Tasks as published by Hatfield (1982). The items for each task evolved from the analysis of the data of the four case studies. An item was selected if data from one of the case study participants supported its inclusion. This process provided a comprehensive summary of data from the combined case studies. A

complete tabulation of the data from the 30 mail survey respondents as well as the four case study subjects is provided in Appendix J.

The demographic data describing the 30 mail survey respondents and the four case study participants are reported in Table 4.1. It is organized so that subsections describe respondents' sex, age range, legal certification, college/university education, grade levels taught before/after reassignment, and their indicated career plans.

Table 4.1

Demographic Data on Involuntarily Reassigned
Survey Respondents and Case Study Participants

Demographic Data	Survey Respondents (N=30)	Case Study Participants (N=4)
<u>Sex</u>		
Male	14	2
Female	16	2
<u>Age Range</u>		
20-29	2	-
30-39	13	3
40-49	5	-
50-59	5	1
60 or over	2	
<u>Legal Certification*</u>		
Provisional only	1	-
Elementary	15	-
Special Education		
Endorsement	1	1
Michigan	9	-
Continuing	9	4
Secondary	23	1
Vocational		
Endorsement	2	-
Certified in other states	4	-
<u>Grade Level--Before Reassignment</u>		
Secondary	26	3
Elementary	4	1
<u>Grade Level--After Reassignment</u>		
Secondary	20	1
Elementary	10	3
<u>Highest College Degree</u>		
BA or BS	9	-
MA	11	-
MA + credits	10	4
<u>Career Plans</u>		
Continue to teach	25	4
Discontinue teaching	3	-
Undecided	2	-

*Many teachers held more than one certificate

The survey respondents were mostly experienced teachers since only one person reported provisional certification. They were generally older which also indicated that they had several years teaching experience. The reassignment pattern was to change within grade levels and several subject areas. The survey respondents involuntary reassignment tended to occur within some parts of secondary education while the four case study subjects had a more dramatic change of assignment.

The survey respondents supported the conclusion that involuntarily reassigned teachers direction of change for all four research questions was in a negative direction. The trend for teachers' attitudes was consistently negative. They decreased in professional involvement. Teaching task invariably appeared to be more textbook oriented and with limited development of curriculum to meet identified pupil needs.

The focus of the survey questionnaire was closely related to the examination of seven broad function areas and 25 teaching tasks. Each task had between two and five specific activities which described teacher involvement before/after reassignment. The questionnaire is found in Appendix G.

The use of numerical count demonstrated that involuntarily reassigned teachers reported generally increased negative feelings and that they do not believe they are doing the quality of teaching as before reassignment. The single most dramatic numerical count occurred in the task area of professional development for the following specific activity, "I do/do not need to increase my proficiency in the grade level/subject area of my assignment." For this item the numerical count changed from five before to 27 after reassignment. Teachers expressed an overwhelming need for additional assistance to increase their competence.

The specific activities listed in the survey could have been translated from only one of the case study participants. It appeared to the researcher that the same was true as individual survey questionnaires were examined. Thus, individual teachers responded to items based on their personal perception and group analysis may not sufficiently reveal individual patterns. Collective total numbers do validate the issues, concerns and needs identified by the case study subjects but they may not clearly reveal the personal intensity created by involuntary reassignment. Therefore, data from the survey respondents should not

be interpreted beyond the express purpose of establishing the validity for the data obtained from the four case studies. This purpose was achieved.

An unexpected issue relative to the four case study subjects did develop as a result of having them also complete the survey. They were provided the questionnaire after the concluding interviews. It was expected that their responses would overwhelmingly support the collective case study data. However, their responses were not as anticipated. The researcher had expected the numerical counts to consistently number three or four for each activity with some items dropping to one. It was expected that the before/after responses would follow a consistent pattern similar to the case study data. This was expected because the specific activities had been drawn from the case study data. Yet, the actual collective responses were predominantly one or two with many items left blank. The before/after response did not follow the consistent pattern expected. These data do not appear to be congruent with the case study data. This issue will be further considered in Chapter Five.

In summary, the 30 survey respondents validated the case study data as consistent with the nature of

the problems created by involuntary reassignment. Beginning with how the reassignment was communicated through inservice needs, involuntary reassignment does not have any positive values for teachers other than that they are able to continue teaching. If job security must be the item of primary importance, then involuntary reassignment is accepted as the only alternative for the teacher. Not one of the teachers wanted to remain in a reassigned position. All expressed a desire to have some opportunity to participate in the reassignment process. The survey respondents demonstrated that involuntary reassignment created serious issues which needed resolution if quality teaching was to be achieved.

Chapter Summary

This chapter reported the data as received from the case study participants and the 30 survey respondents. The negative nature of the data for each of the four research questions dramatically demonstrated that the issues resulting from involuntary reassignment are important if quality educational opportunities are to be maintained. These reassignments occur in districts which are experiencing serious financial problems.

Since only one provisionally certified teacher was part of the survey, it is a problem involving experienced teachers who have accumulated several years experience in one district. The teachers' negative attitudes consistently seemed to have begun to increase in intensity because of the method of notification. Usually this was by telephone, without choice and with a brief explanation. Often notification was a matter of days before school was to open and, as illustrated by Brookside, may occur within the school year. Teachers received almost no assistance through inservice to make the transition into a new position. There were no provisions for consistent follow-up to help them with the adjustment of teaching. Teachers were literally left to cope for themselves.

There are no positive aspects of involuntary reassignment other than that a teacher was able to maintain job security. The trauma and difficulties they confronted seemed to be of such a nature that their primary goal was to get through the day. They tended to be heavily textbook oriented with little evidence of creativity in planning and implementation. Their skills of management may have been a key factor in helping them bring order to the new assignment.

Without exception, involuntary reassigned teachers continually expressed a lack of sufficient time as a major factor. This was because the new position was so unfamiliar that teachers had to spend an inordinate amount of time adjusting to the content owed to the social and emotional development of the children.

Chapter Five provides the specific conclusions from the data, describes the researcher's reflections from the research and has a discussion of other educational implications.

CHAPTER FIVE

CONCLUSIONS, REFLECTIONS AND RECOMMENDATIONS

The purpose of this research project was to clarify and identify the key issues resulting from involuntary reassignment of teachers. Four specific areas were identified for study. These were: (1) attitude, (2) professional goals, (3) teaching task and (4) inservice needs. This chapter includes a summary of the conclusions and educational implications with recommendations for future research.

This investigation focused on a description of the problems encountered by four involuntarily reassigned teachers in two school districts. Nine observations of each teacher spaced over three to eight months were completed. Interviews and journals were used to provide context and/or meaning. A questionnaire survey was developed based on the data from the four case study subjects. The questionnaire was used to validate the case study data through a survey of 30 other involuntarily reassigned teachers.

The following research questions guided the data collection and the analysis process:

Attitude: How do involuntarily reassigned teachers cope with both the process of being reassigned and the demands of a less than desirable teaching assignment?

Professional Goals: How does being involuntarily reassigned to a less than preferred assignment affect the future professional aspirations of teachers?

Teaching Task: What are the adjustments which are necessary for involuntary reassigned teachers to successfully complete the instructional tasks in a new assignment?

Inservice: What inservice training or education is provided involuntarily reassigned teachers? What inservice training or education is needed before assuming a new assignment?

These four areas provide the organizational structure to report the researchers' conclusions and reflections.

Researcher Conclusions and Reflections

The four case study subjects were selected by their administrators because they were considered to be

positive-oriented. This was an important factor considered by the researcher in seeking data. Subjects were encouraged to discuss their experiences from their viewpoint with the researcher asking clarifying questions and checking interpretations.

The case study subjects stressed they had accepted involuntary transfer as necessary for the school district and they wanted to do the best possible job. Their viewpoint was always expressed with a possible positive outlook but with many specific comments revealing the negative results from the reassignment which had occurred for them personally and professionally.

The overall character of the data as described in Chapter Four supported the researcher's conclusion that there were no positive effects resulting from involuntary reassignment. The negative effect of having to teach a grade level/subject area for which the person had not received recent training or experience appeared to permeate the data. Only one positive finding could be generated from the data and this was that the teachers were all able to retain their seniority and continue teaching. Certainly, all four subjects were appreciative of having a job with the

hope and expectation of an eventual transfer to a more suitable teaching or administrative position.

The observations completed by the researcher does support that these teachers were successfully completing the district curriculum goals. Since student achievement data were not collected, the researcher can only suggest this as positive accomplishment based on the class operation procedures. In addition, the teachers stressed that they were concentrating on following the curriculum guides and appropriate textbooks.

Another demonstrated result of this study is that it may be possible for teachers to complete instruction at grade levels or for subjects for which they are not experienced. Since this study was not directly concerned with this issue, this finding can only be inferred from the study.

Finally, the study followed an ethnographic procedure which required a continuous process of data analysis. These processes, described in Chapter Three, did provide an effective model for completion of a case study involving four subjects.

This section will describe specific findings in each of the four research areas which support these general conclusions. The specific key issues identified for each area will be summarized.

Attitude:

The four case study subjects were not able to maintain a positive attitude. The process of reassignment notification began a chain of events which left each person confused and with high anxiety about the reassignment. The method of notification was a terse telephone conversation informing the person and without any discussion of alternatives. Timing of the information was also an important factor.

These data contributed to the identification of the following key issues:

1. Teachers need to be informed of reassignment in a professional conference.
2. Teachers should be participants in examining alternatives so that the best situation for the most effective use of their training and experience could be selected.
3. Administration and teachers unions need to negotiate systems of reassignment which will consider factors other than just seniority and legal certification.

The literature of reassignment concerning the attitudes of teachers indicated an agreement with the findings in this study; that is, that the manner in which teachers are informed of their reassignment

creates a negative or positive impact on the attitudes of those teachers. Cherniss (1978) found that informal procedures of notifying teachers of reassignment created stress, anxiety, and depression because of the belief they had no control over their environment. Kirk (1979) supported these findings because of the teachers' belief that they were powerless, unappreciated and unprepared. Potter (1981) concluded that treating teachers in a personal manner created more positive attitudes toward reassignment. Reed and Paznokas (1983) found those teachers who responded willingly to a transfer tended to have a higher level of job satisfaction. Ross & Roth (1984) emphasized the stressful nature of reassignment. Defino's (1984) study contrasting a voluntarily reassigned teacher with an involuntary reassignment provided data which consistently supported the data of this study. Defino concluded that involuntarily assigned teachers focus their attention consistently on self rather than their students.

Professional Goals:

The case study teachers had previously demonstrated participation in professional activities by their involvement in extra curricular work and/or

professional activities. This involvement ceased with reassignment. The case study subjects became concerned primarily with the problems of adjusting to the social, emotional and academic needs of the students. They continually emphasized that sufficient time was not available for other activities.

The researcher concluded that these teachers' disillusionment contributed to their rejection of further involvement in related professional activities. Continuation of professional involvement may occur if a teacher receives evidence that such participation is valued by the administration and their colleagues. These teachers did not have positive feelings about the support from either. They felt neglected by their union. The building personnel had been friendly and receptive but there was no evidence any colleague or principal had ever initiated an opportunity to help them adjust or become better acclimated. All references indicated that initiatory activities had been by the case study subjects. Clearly, involuntarily reassigned teachers needed to have their colleagues initiate supportive behavior. These data contributed to the conclusion that interpersonal relationships within a building context are essential to countering negative attitudes and creating a

positive, caring atmosphere. This responsibility appeared to be a failure of their colleagues rather than a climate created by the administration.

The limited literature related to professional goals, the limited amount available implied that reassigned teachers were not professionally involved after reassignment. Campbell (1982) found that transferred teachers were bitter, not caused by the changes themselves, but by having to make those changes. In addition, they were fearful of possibly having to make changes that they could not handle.

The findings in this study were not in agreement with the suggestions by Scherer (1983), who placed the responsibility for initiation of contact of colleagues with the reassigned teacher. He believed they needed to (1) evaluate their own attitudes, (2) admit that teachers could be helped by other teachers, (3) make friends of the new faculty and (4) remember that they are experienced teachers in a new position. This researcher does agree that reassigned teachers are experienced. However, the anxiety and stress brought on by reassignment caused feelings of inadequacy in teaching levels/subjects in which they had little or no training or recent experience.

If involuntarily reassigned teachers are to continue with previous extra contributions to the profession, then they must have visible support from the administration and demonstrated concern from their colleagues. Coats and Thoreson (1976) supported this conclusion when they emphasized that the lack of support was a more serious problem for involuntarily reassigned teachers than for other teachers. A key need therefore by reassigned teachers is that the administration and their colleagues must show active support for them as they adjust to a serious personal and professional challenge to their dignity.

Teaching Task:

The case study teachers presented testimony of having been energetic, creative teachers in previous situations. They frequently cited examples of creative strategies formerly used whereas they now believed they lacked the necessary time.

The teachers had become entirely oriented to a prescribed textbook curriculum. Their lessons plans and implementation strategies were also textbook related. Anxiety about teaching certain subjects were clearly evident. These feelings appeared to result from a combination of several factors. These are:

1. No teaching experience at the grade level.
2. No recent training in strategies appropriate for the grade level/subject area.
3. Lack of confidence in their knowledge of the subject area.
4. No recent educational experiences with the subject content.
5. Insufficient understanding of the social and emotional needs of the pupils.
6. Insufficient time to complete all the tasks they believed were needed.
7. The lack of available supplementary materials.

These teachers realized they needed to develop and implement creative strategies. Yet, they did not feel that sufficient time was available as it was requiring an excess of energy to survive in the reassignment. It was as if they were again novice teachers. Their one significant advantage in the reassignment was that they had several years of very successful experience. This factor helped them to maintain an attitude that, in time, they would be more creative, effective teachers.

Teaching tasks research is a new area as related to involuntarily reassigned teachers. Gough (1982) stated that teachers must have mastered subject content

before they can teach with enthusiasm and effectively. The four case study subjects were very concerned about their effectiveness. They were trying to be sure they at least were adequately providing for the basic academic instruction.

The key issue for the teaching task area must be directed toward helping reassigned teachers continue to be creative and innovative. The most obvious answer was to provide inservice prior to beginning in a new position. Potter (1981) demonstrated that even minimum inservice was considered helpful by reassigned teachers. Therefore, the next area of investigation of this study proved to be a significant key for solutions related to teaching task adjustment by the reassigned teachers.

Inservice:

The case study teachers agreed that inservice was a critical need before beginning in a reassignment position. A priority need for all four case study subjects was a better understanding of the social and emotional development of the students. Subject matter, which would include content information, appropriate teaching strategies and materials was a concomitant need for all four subjects.

These teachers also needed assistance in adjusting to a significant change in their career. Reassignment was a stressful situation. Beginning with the impersonal manner of receiving information of the reassignment, those teachers had been subjected to unnecessary difficulties. They received only a very low orientation to a new location. Even their colleagues, other than expressing sympathy, had not taken the initiative to provide a welcome climate and offer assistance. This researcher concluded it was as if the administration and colleagues had assumed that experienced teachers who wanted to succeed, should not receive any help so they could demonstrate their effectiveness. Reassignment should not be an endurance or competency test. When it is necessary, inservice opportunities must be part of the process to prevent either personal stress for the teacher or a lowered quality of educational opportunities for the students. Development of inservice programs to provide at least a basic introduction to the teaching position should be accepted as a professional responsibility by the administration, the teacher's association and individual colleagues. This was not true for the four case study subjects.

The union conducts inservice programs for teachers related to many aspects of the profession. Most certainly, reassigned teachers is a critical area of need which has been neglected. Since this serious problem may well continue to be a serious problem, the union should include this topic as part of their offerings. Such action would demonstrate a commitment to assist with critical needs of their membership.

Principals are generally recognized as instruction leaders in a building. Inservice could be organized for specific situations by principals based on needs. These could include developing "buddy" systems with other teachers, substituting for teachers to permit in-house observation or consultation, giving special attention to needs during regular faculty meetings, securing PTO assistance with community orientation and weekly problem conferences. Such activities could create an atmosphere of professional concern and caring which could also increase continuous support from colleagues. Certainly the principal needs to be actively involved with problem solution and morale development.

The researcher had the four case study subjects complete the survey questionnaire which had been developed to validate the ethnographic data. The

expectation was that they would respond similarly to the verbal data. As reported in Chapter Four, this was not the case. The reasons were, of course, beyond the scope of this particular investigation. However, the researcher believes it may be a result of many months of review of their experiences with the researcher. The subjects had verbalized and reflected about their situation in such a manner that the study processes constituted a therapeutic type of inservice for them. Potter (1981) found, that as a result of the reassigned teachers workshop, participants developed a more positive attitude toward reassignment and became more concerned about the teaching tasks as measured by the Teachers Concern Questionnaire developed by the University of Texas.

Involuntary reassignment is one area in public school teaching in which inservice training is the most important and professional consideration that could be offered to those reassigned. Findings in this study, while focusing on the problems encountered by involuntarily reassigned teachers, revealed that all the case study participants and the survey respondents agreed that inservice is a critical need before beginning in a reassignment position. These findings were supported by Potter (1981) with reassigned

teachers' general attitudes movement toward a positive direction through workshops. Without inservice training, reassigned teachers will become apathetic and less involved in professional activities.

It is the conclusion of this researcher that it is the responsibility of the school district to provide reassigned teachers with inservice and retraining programs. The union should demonstrate a commitment for professionalism by adding such programs to its offerings. Principals need to plan and implement effective programs for specific buildings. Programs should be designed to relieve apathy and stress, promote continued involvement in professional activities, and provide needed assistance with teaching tasks. Leaving reassigned teachers to survive the best way possible through their own trial and error processes, does not demonstrate professional commitment for maintaining even minimal levels of excellence in education. Students deserve more.

Educational Implications

This study was designed to obtain descriptive data for four case study subjects who were involuntarily reassigned. Data relative to student effects were not

obtained and only peripherally considered. The data from this study may be inferred as an indication that the teachers were not able to provide quality educational opportunities. Additional research is needed which would obtain data relative to the effects on student cognitive, social and emotional development.

Stress is always a part of every situation. There are always differences in how individuals respond to situations. The data from this study supported the finding that interpersonal relationships and an opportunity to participate in the process are needed to decrease negative attitude development. This is an area which has broad implications for the profession and should not be limited just to involuntarily reassigned teachers. Positive attitudes are supported as necessary for optimum accomplishment. Research should continue to identify those processes which assist teachers in avoiding undue, harmful stress and thus decrease a negative mind set.

Many individuals often are content with particular levels of personal or professional accomplishment. A person does not necessarily have to aspire for promotions. Additional research is needed to identify the many different ways in which teachers may consider professional advancement to occur. Some data from this

study implied that advancement could be participation in extra curricular work and general professional activities. Knowledge of teacher goals could guide the development of opportunities where contributions would be valuable while promoting professional esteem.

All teachers continually need to develop strategies for teaching content. The four case study teachers presented evidence of having been creative but had become textbook centered in order to meet the curriculum objectives. Additional research is needed to identify the influences which contribute to creativity by teachers. These data should be useful with both preservice and inservice programs as a means to help all teachers. In addition, specific research is needed with reassigned teachers which would guide inservice program development for subject content, materials, strategies and understanding of the social and emotional development of the pupils.

These teachers were performing duties for which they had not had recent training or experience. Beginning teachers are faced with new and stressful situations. Although training is usually recent, their limitations of experience often require them to accept jobs in subjects or grade levels without previous experience. Research with new teachers should be

completed to compare their needs with the results of this study. Generalizations from such research could assist with the development of professional development programs applicable for new or reassigned teachers.

Professional development for teachers is an area which continues to need extensive revision. The four case study subjects recognized their needs but were unwilling to assume the financial burden as well as devote the time needed. Research needs to be conducted which would identify the effects of inservice delivery from colleagues. Additional research in areas such as the coaching of teaching and specific techniques to achieve peer involvement would be beneficial to reassigned teachers as well as the profession.

Reassignment of teachers is likely to continue because of the continuing population changes. This area has received such limited attention that collection of accurate statistical data describing the situation has not been completed by either the departments of education or professional organizations. A survey to develop statistical information would be useful in identifying geographic areas of greatest need and/or differences of needs among subject/grade levels. In addition, both the professional organizations and departments of education should collect statistical

data annually. This would greatly assist in identifying any impacted areas where special attention is needed.

The issues identified from this study are not insurmountable. Recognition of personal needs through utilization of effective interpersonal relations could help with a feeling that at least he/she is participating in the decision process. It is this researcher's conclusion that the key need for change in the process of reassignment may be for more effective strategies which create a positive mind set rather than a negative attitude. Descriptive research is needed of a situation where involuntary reassignment is a necessity but where the process is so organized as to provide optimum involvement of the teachers. It is the opinion of this researcher that teacher involvement in the process could change the negative results of involuntary reassignment as determined by the data from this study.

Summary

The key issues discovered through this study can be remediated by the profession. Administrators and teacher unions need to negotiate reassignment procedures which include recognition of seniority

protection but which will also involve the individual teacher. It should be a process to at least establish a better system of informing a person of reassignment. Positive attitudes can be maintained through inservice which is specifically designed to meet reassignment needs. The case study teachers were creative and should not have become textbook controlled. They needed assistance with understanding the students' needs as well as the subject matter content. Much of the inservice needs could have been met by the use of district personnel and resources. It is the opinion of this researcher that the district leadership and teacher unions failed in their professional responsibility to provide for the minimal needs for reassigned teachers. Working together, these two powerful forces can provide the leadership and the processes to decrease the educational disadvantages which result from involuntary reassignment of teachers.

APPENDICES

APPENDIX A

**Population Projections for Oakland
County and Michigan to Year 2000**

APPENDIX A

POPULATION PROJECTIONS
FOR OAKLAND COUNTY AND MICHIGAN TO THE YEAR 2000

OAKLAND COUNTY

Age	1970-75	1975-80	1980-85	1985-90	1990-2000
5-9	-3%	-15%	-10%	1%	1%
10-14	3%	2.9%	-15%	-8%	1%
15-19	1%	1%	1%	1%	1%

MICHIGAN

Age	1970-75	1975-80	1980-85	1985-90	1990-2000
5-9	-6%	-6%	-8%	1%	1%
10-14	-3%	-2%	-9%	-8%	1%
15-19	1%	0%	-3%	9%	0%

SOURCE: Percentages developed from data supplied by the Michigan Department of Management and Budget, Office of the Budget, Information System Division

APPENDIX B

**Michigan Public K-12 Pupil Enrollment
by Grade Level**

A P P E N D I X B

MICHIGAN PUBLIC K-12 PUPIL ENROLLMENT BY GRADE LEVEL

School Years	K-3	4-6	7-9	10-12	K-12
1971-72	658,733	502,551	518,578	461,899	2,141,761
1972-73	534,525	498,684	518,521	471,767	2,123,497
1973-74	609,954	488,799	516,036	473,912	2,088,701
1974-75	596,465	473,630	512,494	473,860	2,056,449
1975-76	593,166	451,601	506,107	475,334	2,026,208
1976-77	588,933	430,613	496,190	473,452	1,989,188
1977-78	574,653	414,840	479,150	460,862	1,929,505
1978-79	554,267	407,554	457,555	450,435	1,869,811
1979-80	524,910	409,267	435,955	434,526	1,804,658
1980-81	498,221	411,615	420,352	419,602	1,749,791
1981-82	482,506	400,338	413,470	400,908	1,697,222
1982-83	479,679	377,861	415,529	383,661	1,656,730
1983-84	481,509	355,171	417,930	370,353	1,624,963
1984-85	491,329	342,450	407,051	364,756	1,605,586
1985-86		333,665	384,367		
1986-87		334,852	361,083	369,374	
1987-88		338,897	348,047	357,674	
1988-89		350,031	339,052	337,280	
1989-90			340,062	317,692	
1990-91			343,958	306,588	
1991-92			355,396	298,882	
1992-93				300,678	
1993-94				304,550	
1994-95				314,440	

(Hecker - Ignatovich MSU 1/81)

APPENDIX C

Functions and Tasks of Teaching

APPENDIX C

FUNCTIONS AND TASKS OF TEACHING

TEACHING FUNCTIONS AND TASKS

Develop and Manage Instructional Programs

1. Curriculum content and goals--a description of the perceptions of how the involuntarily reassigned teachers were involved in formulating curriculum content at the times of the interviews;
2. Strategies--a description of the perception of how involuntarily reassigned teachers employed various learning techniques while teaching at the time of the interviews;
3. Activities--a description of the perception of the kinds of techniques and materials were being used in managing instruction at the times of the interviews;
4. Materials--a description of the perceptions of involuntarily reassigned teachers in developing and selecting teaching materials at the time of the interviews;
5. Teacher Expectations--a description of the perceptions of the involuntarily reassigned teachers of their expectations of their students at the time of the interview.

Functions of Teaching-Learning Process

1. Environment--a description of the perceptions of the involuntarily reassigned teacher in establishing an instructional environment at the time of the interviews;
2. Episodes--a description of the perception of the involuntarily reassigned teachers for developing instructional units at the time of the interviews;
3. Interactions--a description of the perceptions of the reassigned teachers as to their frequency of questioning and explaining to students to assist in learning and growth at the time of the interview,
4. Discipline--a description of the perception of the involuntarily reassigned teachers in handling student behavior in the classroom at the time of the interviews.

Professional Activity and Inquiry

1. Professional Activities--a description of the perceptions of the involuntarily reassigned teachers in contributing to professional activities at the time of the interviews;
2. Institution Policies--a description of the perceptions of the in-

voluntarily reassigned teacher in assisting with the development and communication of institutional goals and policies;

3. Scholarly Inquiry--a description of the perceptions of the involuntarily professional improvement.

APPENDIX D

Letter to Local Education Association

APPENDIX D

COVER LETTER AND FORM TO LOCAL
EDUCATION ASSOCIATIONS

169 Lynwood Lane
Battle Creek, Michigan 49015
February 17, 1984

Dear Colleague,

In an attempt to gather data for my doctoral dissertation, I find it necessary to solicit your help in supplying me with the names, addresses and telephone numbers of ten (10) teachers in your district who have been involuntarily reassigned in the past two (2) years.

By reassignment, I am referring to those teachers who have been placed in teaching positions where they have had no recent training or experience.

Please use the attached sheet for the information.

Your prompt consideration in this matter will be greatly appreciated.

Sincerely,

A handwritten signature in cursive script that reads "Virginia R. Fields". The signature is written in dark ink and is positioned above the printed name.

Virginia R. Fields

NAME	ADDRESS	TELEPHONE NUMBER
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

COMMENTS:

APPENDIX E
Interview Guides

APPENDIX E

INTERVIEW GUIDES

PRE-INTERVIEW GUIDE

1. What is your educational background, beginning with college?
 - a. Was your certification in the area in which you are presently working?
 - b. What was the subject(s) and grade level(s) of certification?
2. What has been your teaching experience?
How many years had you been working in _____?
(subject area)
3. Were you comfortable in that assignment?
4. How long have you been working in your present assignment?
5. How were you informed about the present assignment?
 - a. Were you pleased with the method used to inform you of the reassignment?
 - b. When were you informed about the reassignment?
 - c. What were your feelings about the reassignment?
6. What problems have you encountered in the present assignment?
 - a. Principal
 - b. Peers
 - c. Students
7. Has the reassignment caused any other life problems?
 - a. Family
 - b. Illnesses
 - c. Requiring help with the stress
8. If you have encountered any problems, how have you been able to cope with them?
9. What have been some of your feelings about the change?
10. Has anything been done building-wise or district-wise to help you in making the transition?
11. How do you feel about your assignment now?
12. Comments:

ON-GOING INFORMAL INTERVIEW GUIDE

1. What conversations are you having with other teachers?
2. What support are you receiving from the administration?
3. What kind of in-service have you had since the last time I visited?
4. What kind of stress are you feeling now about the assignment?
5. What are the most positive things you are finding about the assignment?
6. What are the most negative things you are finding about the assignment?
7. Are your professional goals the same as they were when you were in the previous teaching position?
8. Comments:

*Additional probers are used when appropriate.

POST INTERVIEW GUIDE

1. What problems have you encountered with the following:
 - (a) principal
 - (b) peers
 - (c) students
2. Have any life problems resulted with:
 - (a) family
 - (b) illness
 - (c) requiring help with stress
3. How have you been able to cope with the reassignment?
4. What are some of your feelings about the change?
5. Has anything been done building-wise or districtwise to help you in making the transition?
6. How do you feel about the assignment now?
7. How are your peer relations?
8. What kind of support do you get from the administration?
9. What have you found to be the most stressful in this assignment?
10. What has been your attitudes about the reassignment?
 - (a) positive
 - (b) negative
11. What are your professional goals?
12. Are other teachers helpful in your assignment?
13. Is there an evaluation plan in place for involuntarily reassigned teachers?
14. Have you taken any workshops or courses to prepare you for your present assignment?
15. Have you received extra planning time?
16. Is stress reflected in your professional work with:
 - (a) colleagues, (b) parents, (c) administrators

APPENDIX F
Observation Guide

Teacher _____

OBSERVATION GUIDE

DEVELOP AND MANAGE INSTRUCTIONAL PROGRAMS

Date _____

Curriculum Content & Goals	Units	Strategies	Activities	Materials Nature/Source	Teacher Expectations
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FUNCTIONS OF TEACHING - LEARNING PROCESS

Environment	Episodes	Interactions			Closure &/or Integration	Discip- line
		Frequency	Questions	Explanations		

PROFESSIONAL ACTIVITY AND INQUIRY

Professional Activities	Institutional Policies	Scholarly Inquiry
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APPENDIX G

Survey Questionnaire and Cover Letter

APPENDIX G

REASSIGNED TEACHER SURVEY
QUESTIONNAIRE

MICHIGAN STATE UNIVERSITY

BATTLE CREEK AREA TEACHER EDUCATION CENTER

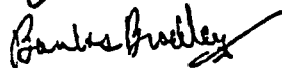
The education association has provided your name as a teacher who has been recently involuntarily reassigned to a grade level/subject area other than where you prefer to teach. My doctoral study has been designed to examine the special unique problems which may confront involuntarily reassigned teachers. I have been working closely with four such teachers for almost a year. This work has included detailed interviews and in-class observations.

The purpose of this questionnaire is to determine the degree of similarity of experiences for other involuntarily reassigned teachers. Be assured, you are guaranteed, under the MSU University research policies, that no person will be identified or any information published which could result in your identification. All data will be grouped in any written report.

I need, and will greatly appreciate your cooperation. Please complete and return the enclosed survey. A stamped, addressed envelope is enclosed. If you should need further information, please telephone me at my home in Battle Creek, 968-2914 after 5:00 p.m. or you may contact my dissertation chairperson, Dr. Banks Bradley at the MSU-Battle Creek office, 962-5581, Ext. 151.

Sincerely,


Virginia Fields



Banks Bradley, Associate Professor
Dissertation Director

Survey of Involuntarily Assigned Teachers

Biographical Information: Please check or complete information requested.

1. Male ☐ Check your age range: ☐ 20-29;
 Female ☐ ☐ 30-39; ☐ 40-49; ☐ 50-59; ☐ over 60
2. Grade level/subject area you taught Before Reassignment _____
After Reassignment _____.
3. Your description of type of school where you taught Before Reassignment
 (Urban, Suburban, Rural) _____ After Reassignment _____
4. Size of class(es) (give approximate number)
Before Reassignment _____ After Reassignment _____
5. Your assessment of general ability level of students (High, Above Average, Average, Below average, Poor)
Before reassignment _____ After Reassignment _____
6. Check the college degrees earned:
☐ BA or BS ☐ MA ☐ Specialist
☐ MA + credits ☐ Doctorate
7. Total number of years you have taught? _____
8. Number of years you have taught in your current school system? _____
9. Type of certification you have (check all that apply)

<input type="checkbox"/> Provisional only	<input type="checkbox"/> Continuing
<input type="checkbox"/> Elementary	<input type="checkbox"/> Secondary, Major _____
<input type="checkbox"/> Special Education Endorsement	<input type="checkbox"/> Minor _____
<input type="checkbox"/> Michigan only	<input type="checkbox"/> Vocational Endorsement _____
	<input type="checkbox"/> Certified in other states (please list)
10. Do you plan to continue in the teaching profession? _____

Survey of Involuntarily Reassigned Teachers

Marking Instructions: The following pages describe teaching tasks or educational activities. Circle the response which best describes the extent of your involvement in each General Activity area Before Reassignment and After Reassignment. Specific Activity items listed after each General Activity item are possible descriptors of the specific nature of your involvement. Please check the specific activities which describe you Before and After Reassignment. PLEASE MARK YOUR RESPONSES CLEARLY. PLEASE BE SURE TO MARK EVERY GENERAL ACTIVITY ITEM AND CHECK THE SPECIFIC ACTIVITIES WHICH APPLY TO YOU.

KEY: 1 = no involvement
 2 = some
 3 = moderate
 4 = high
 5 = extremely high level of involvement.

SAMPLE

<u>Before</u> <u>Reassignment</u>	<u>Area: Personal Exercise</u>	<u>After</u> <u>Reassignment</u>
1 2 3 ④ 5	(<u>General Activity</u>) Regular exercise is an important activity for me.	1 ② 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
<u>✓</u>	I did/do exercise daily for 20 minutes	<u> </u>
<u> </u>	I did/do exercise for 20 minutes, three times per week	<u> </u>
<u> </u>	I did/do no exercise every day	<u>✓</u>
<u> </u>	Other: (Please add appropriate descriptors in this space)	<u> </u>

Survey of Involuntarily Reassigned Teachers

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Before <u>Reassignment</u>	<u>Area: Curriculum Content:</u>	After <u>Reassignment</u>
1 2 3 4 5		1 2 3 4 5
	1. <u>(General Activity) Formulate Curriculum Content:</u> Contributing to the development of the curriculum which encompasses your major teaching responsibility.	
	<u>Specific Activities</u> (check all that apply)	
_____	I did/do not have time for this activity	_____
_____	I was/am not interested in this activity	_____
_____	I was/am involved in my grade level/subject area	_____
_____	I did/do serve on a district curriculum or textbook committee	_____
_____	Other:	_____
1 2 3 4 5	2. <u>(General Activity) Subject Content:</u> Maintaining a written summary of subject matter content and goal statements for each of your students.	1 2 3 4 5
	<u>Specific Activity</u> (Check all that apply)	
_____	I did/do not have time for this activity	_____
_____	I was/am not sufficiently familiar with the subject/grade level for this activity	_____
_____	Other:	_____
1 2 3 4 5	3. <u>(General Activity) Developmental Content:</u> Maintaining a written summary of the personal development, curriculum and goals for each of your students.	1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am not sufficiently knowledgeable with the developmental expectation of my students to complete this task.	_____
_____	I did/do not have sufficient time for this activity	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

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Before Reassignment 1 2 3 4 5	<u>Area: The Educational Needs of Individual Students</u>	After Reassignment 1 2 3 4 5
	4. (<u>General Activity</u>) <u>Student Problems</u> : Assisting students in resolving education related problems which interfere with learning and growth.	
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do rely primarily on counselors to complete this task	_____
_____	This task was/is too difficult to complete for my teaching assignment	_____
_____	I did/do help students with this task	_____
_____	Other:	_____
1 2 3 4 5	5. (<u>General Activity</u>) <u>Student Referrals</u> : Identifying and referring to specialists, students having exceptional needs and/or problems which limit normal development.	1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	There were/are no specialists available	_____
_____	I was/am not qualified to complete this task	_____
_____	Other:	_____
1 2 3 4 5	6. (<u>General Activity</u>) <u>Self-Directed Learning</u> : Assisting students to develop plans, learning strategies, and study skills to pursue educational goals through self-directed learning.	1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am not knowledgeable enough with the grade level/subject area to complete this task.	_____
_____	I did/do encourage students to do self-directed learning	_____
_____	I did/do teach students to do self-directed learning	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

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Before <u>Reassignment</u> 1 2 3 4 5	<u>Area: Develop Course/Subject Outlines</u>	After <u>Reassignment</u> 1 2 3 4 5
	7. (General Activity) Developing courses that reflect the desired educational purposes and content	
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am not familiar enough with the grade level/subject area to complete this task	_____
_____	I did/do modify district course outlines when completing this task	_____
_____	Other:	_____
	8. (<u>General Activity</u>) <u>Instructional Units</u> : Developing instructional units that include teaching strategies that facilitate student engagement in learning activities	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am not familiar enough with the grade level/subject area to complete this task	_____
_____	I did/do follow the school handbook and teachers guide to complete this task	_____
_____	I did/do not have time to complete this task	_____
_____	Other:	_____
	9. (<u>General Activity</u>) <u>Teaching Materials</u> : Developing and selecting teaching materials, resources and facilities that will reflect quality, currency, equity and safety.	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	I did/do use material files from the school to complete this task	_____
_____	I did/do not complete this task because instructional materials are not available	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

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Before <u>Reassignment</u> 1 2 3 4 5	<u>Area: Develop Course/Subject Outlines (continued)</u>	After <u>Reassignment</u> 1 2 3 4 5
	10. (<u>General Activity</u>) <u>Program Evaluation</u> : Evaluating the results of the curriculum and instructional programs for modification and improvement	
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	Other:	_____
	 <u>Area: Execute The Teaching-Learning Processes</u>	
	11. (<u>General Activity</u>) <u>Instructional Environment</u> : Establishing an organizational system and environment for effective teaching and learning	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	I did/do not have sufficient experience in the grade level/subject area to complete this task	_____
_____	Other:	_____
	12. (<u>General Activity</u>) <u>Instructional Activities</u> : Organizing and using instructional activities with specific techniques and materials	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	I was/am not sufficiently confident with the grade level/subject matter to complete this task	_____
_____	I did/do not have sufficient knowledge with the grade level/subject matter to complete this task	_____
_____	I did/do follow the teacher's guides from the textbooks/curriculum to complete this task	_____
_____	I did/do complete this task because of the help from other teachers	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

KEY 1 = no involvement
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Before <u>Reassignment</u> 1 2 3 4 5	<u>Area: Execute the Teaching-Learning Processes (continued)</u>	After <u>Reassignment</u> 1 2 3 4 5
	13. (<u>General Activity</u>) <u>Student Behavior</u> : Resolving individual and/or group behavioral situations which interfere with student achievement	
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am concerned about my understanding of school policies which relate to this item	_____
_____	I did/do have difficulty motivating students in my teaching assignment	_____
_____	I did/do have difficulty keeping students on task in my teaching assignment	_____
_____	I was/am concerned about student discipline techniques in my teaching assignment	_____
_____	Other:	_____
	 <u>Area: Assess and Report Student Learning and Growth</u>	
1 2 3 4 5	14. (<u>General Activity</u>) <u>Preassessing students' level of skill and knowledge in each area before instruction</u>	1 2 3 4 5
	<u>Specific Activities</u> : (Check all that apply)	
_____	I do not have time to complete this task	_____
_____	Other:	_____
1 2 3 4 5	15. (<u>General Activity</u>) <u>Evaluating Learning</u> : Assessing the progress and attainment of each student's learning and growth	1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

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Before <u>Reassignment</u> 1 2 3 4 5	<u>Area: General Institutional and Professional Activities</u>	After <u>Reassignment</u> 1 2 3 4 5
	16. (<u>General Activity</u>) Contributing to the school activities and operations when fulfilling necessary non-instructional assignments	
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to complete this task	_____
_____	I did/do assist with school-wide pupil activities	_____
_____	Other:	_____
	17. (<u>General Activity</u>) <u>Learning Climate</u> : Cooperating in maintaining a positive learning climate within the institutions.	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do work cooperatively with administrator and teachers to complete this task	_____
_____	I did/do not have time to accomplish this task	_____
_____	Other:	_____
	<u>Area: General Institutional and Professional Activities</u>	
	18. (<u>General Activity</u>) <u>Institutional Policies</u> : Assisting in developing and communicating institutional goals and policies	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time to assist with this task	_____
_____	I have not been asked to assist with this task	_____
_____	I did/do want to assist with this task	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

KEY: 1 = no involvement
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Before <u>Reassignment</u> 1 2 3 4 5	<u>Area: Participation in Professional Development and Scholarly Inquiry</u>	After <u>Reassignment</u> 1 2 3 4 5
	19. (General Activity) <u>Professional Knowledge</u> : Acquiring an awareness of current theories and practices in the content area of which I am assigned to teach	
	<u>Specific Activities</u> (Check all that apply)	
_____	I did/do not have time for this task	_____
_____	I was/am responsible for completing this task for myself	_____
_____	I did/do need to increase my proficiency in the grade level/ subject area of my assignment	_____
_____	I will agree to transfer to a different assignment if the school district is financially responsible for retraining	_____
_____	Other:	_____
	20. (General Activity) <u>Knowledge Development</u> : Contributing to the development of in-service programs in the areas of my subject specialization	
1 2 3 4 5		1 2 3 4 5
	<u>Specific Activities</u> (Check all that apply)	
_____	I was/am not interested in this task	_____
_____	I did/do not have time for this task	_____
_____	Other:	_____

Survey of Involuntarily Reassigned Teachers

KEY: 1 = no involvement
 2 = some
 3 = moderate
 4 = high
 5 = extremely high level of involvement

Area: Participation in Professional Development and
Scholarly Inquiry (continued)

Before
Reassignment

After
Reassignment

21. (General Activity) Professional Improvement:
 Pursuing activities to promote one's own professional
 performance

Specific Activities (check all that apply)

_____ I did/do not need additional professional development at
 the grade level/subject area of my assignment _____

_____ I was/am interested in professional development only
 if it is provided at the school district's expense _____

_____ I did/will voluntarily seek professional development to
 improve my teaching performance at my expense _____

_____ Other: _____

22. (General Activity) Professional Involvement:
 Participating and communicating with professional
 organizations and policy making groups in education

1 2 3 4 5

1 2 3 4 5

Specific Activities (Check all that apply)

_____ I did/do not have time for this activity _____

_____ I was/am a member of professional organizations but I did/
 do not actively participate _____

_____ I was/am active in professional organizations _____

_____ Other: _____

Survey of Involuntarily Reassigned Teachers

USE THE FOLLOWING KEY FOR NUMBERS 23, 24 and 25

KEY: 1 = Daily
 2 = Frequently
 3 = Occasionally
 4 = Rarely
 5 = Never

<u>Before</u> <u>Reassignment</u>	<u>Area: Participation in Professional Development and</u> <u>Scholarly Inquiry (continued)</u>	<u>After</u> <u>Reassignment</u>
	23. How frequently did/do you discuss your <u>Teaching Tasks</u> and professional concerns with each of the following? (check all that apply)	
1 2 3 4 5	Principal	1 2 3 4 5
1 2 3 4 5	Other administrator	1 2 3 4 5
1 2 3 4 5	Teacher(s) of same grade level/subject area	1 2 3 4 5
1 2 3 4 5	Other Teachers	1 2 3 4 5
1 2 3 4 5	Other:	1 2 3 4 5

Area: Participation in Professional Development and
Scholarly Inquiry (continued)

	24. When you have had difficulty during the school year, to whom have you turned for advice and assistance? (check all that apply)	
1 2 3 4 5	Principal	1 2 3 4 5
1 2 3 4 5	Other administrator	1 2 3 4 5
1 2 3 4 5	Teachers of same grade level/subject area	1 2 3 4 5
1 2 3 4 5	Other Teachers	1 2 3 4 5
1 2 3 4 5	Spouse or family	1 2 3 4 5
1 2 3 4 5	A friend who is not a teacher	1 2 3 4 5
1 2 3 4 5	Other:	1 2 3 4 5

Survey of Involuntarily Reassigned Teachers

KEY: 1 = Daily
 2 = Frequently
 3 = Occasionally
 4 = Rarely
 5 = Never

<u>Before</u> <u>Reassignment</u>	<u>Area: Participation in Professional Development and</u> <u>Scholarly Inquiry (continued)</u>	<u>After</u> <u>Reassignment</u>
	25. <u>Report Achievement:</u> Which of the following aspects of achievement or growth did/do you report to: (check all that apply)	
1 2 3 4 5	A. Parents	1 2 3 4 5
	1. Knowledge of subject matter	
1 2 3 4 5	2. Problem solving skills	1 2 3 4 5
1 2 3 4 5	3. Extent to which learning is self-directed	1 2 3 4 5
1 2 3 4 5	4. Level of Developmental growth	1 2 3 4 5
	B. The Students themselves	
1 2 3 4 5	1. Knowledge of subject matter	1 2 3 4 5
1 2 3 4 5	2. Problem solving skills	1 2 3 4 5
1 2 3 4 5	3. Extent to which learning is self-directed	1 2 3 4 5
1 2 3 4 5	4. Level of Developmental growth	1 2 3 4 5

Thank you for your participation. Please use the enclosed stamped envelope for return.

_____ Check here if you want to receive a copy of the results of this study and provide your address;
 (Availability anticipated by September, 1984)

APPENDIX H

Demographic Information Reassigned Teachers Questionnaire

APPENDIX H

REASSIGNED TEACHERS QUESTIONNAIRE
DEMOGRAPHIC DATA

1. What is your new assignment

Subject(s) Grade

2. Number of years teaching experience:

_____ years

3. _____ Male _____ Female

4. Circle your age range:

21-30 31-40 41-50 51+

5. During what month were you informed of your reassignment?

6. Which designation best describes your status at the end of school last June?

_____ Pink slipped

_____ Under contract and reassigned

_____ Under contract but unassigned

_____ Other (specify) _____

7. How were you informed about your reassignment?

_____ Personally

_____ Telephone

_____ Letter

_____ Memo

_____ Other (specify) _____

How would you describe the way you were informed about your new assignment?

8. Were you given an opportunity to choose between two or more assignments?

_____ YES

_____ NO

9. Was your assignment changed at any time before you assumed this new position?

☐ YES ☐ NO

10. How would you describe the time you had to prepare for the new assignment?

Very
Inadequate Adequate

1 2 3 4 5 6

11. Have you ever been involuntary transferred before?

☐ YES ☐ NO

12. Did you change buildings?

(If no, go on to question 13) (If yes, answer questions a & b)

☐ NO

☐ YES

- a. Did you want to be assigned to this new building? ☐ Yes ☐ No

- b. Was the change into a new organizational level
(elementary to junior high; middle school to
high school, etc.)? ☐ Yes ☐ No

13. Did you make a grade level change?

(If no, go on to question 14) (If yes, answer questions a - f)

☐ NO

☐ YES

- a. Was the change three or more grade levels? ☐ Yes ☐ No

- b. Did you want to teach at this new level? ☐ Yes ☐ No

- c. How many years ago did you last teach this new grade? years ago ☐ Never

- d. How would you describe your background for working with this new age group?

Very
Inadequate Adequate

1 2 3 4 5

14. Did you change subject areas?

(If no, go on to question 15) (If yes, answer questions a - e)

☐ NO

☐ YES

- a. Did you want to teach this new subject area? ☐ Yes ☐ No

- b. How many years ago did you last teach in this subject area? years ago ☐ Never

c. How many years ago did you last take courses in this area.

_____ years ago _____ Never

d. How would you describe your academic preparation? _____ Major _____ Few courses

e. How would you describe your academic preparation? Inadequate _____ Very Adequate

1 2 3 4 5

f. How would you describe your knowledge of instructional materials for this new subject area?

Inadequate _____ Very Adequate

1 2 3 4 5

15. Please circle the appropriate number below to indicate your reaction to this reassignment.

positive	1	2	3	4	5	negative
Eager	1	2	3	4	5	reluctant
happy	1	2	3	4	5	angry
please	1	2	3	4	5	frustrated

respected	1	2	3	4	5	exploited
cared about	1	2	3	4	5	not cared about
involved	1	2	3	4	5	uninvolved
informed	1	2	3	4	5	uninformed
tense	1	2	3	4	5	relaxed

REASSIGNED TEACHERS QUESTIONNAIRE

1983-84

Listed below are people who may have been supportive during this transition time. Please indicate with a check the amount of support you would have liked and the amount of support you received.

SUPPORT YOU WOULD
HAVE LIKED

SUPPORT RECEIVED

Principal

Former Principal
(if in a new building)

Central Administrators

Teachers in your new
buildingTeachers in your former
building

Friends (non-education)

Family

Parents at School

None	Very Little	Some	A Lot

None	Very Little	Some	A Lot

COMMENTS:

APPENDIX I

Data Analysis for Interviews

	(1)	(2)	(3)	(4)	(5)	(6)
Informant No.	Educational Background Certification	Teaching Experience subject Areas	How Were You Informed About the Reassignment?	Problems encountered: 1.Principal 2. Peers 3.Students	Life Problems Caused: 1. Family 2.Illness 3.Requirement?	How Did you cope with the reassignment?

(7)	(8)	(9)	(10)	(11)	(12)	(13)
What are some of your feelings about the change?	Has anything been done building-wise or district-wise to help you in making the transition?	How do you feel about the re-assignment now?	How are your peer relations?	What kind of support do you get from the administration?	What have you found to be the most stressful in this assignment?	What has been your attitude about the re-assignment: positive or negative?

(14)	(15)	(16)	(17)	(18)	(19)
What are your professional goals?	Are other teachers helpful in your assignment?	Is there an evaluation plan in place for invol. reassigned teachers?	Have you taken any workshops or courses to prepare you for your present assignment?	Have you received extra planning time?	Is Stress Reflected in your professional work with: 1. colleagues, 2. parents, 3. administrators

APPENDIX J

Survey Questionnaire Tabulation

<u>Before Reassignment</u>		<u>Area: Curriculum Content:</u>	<u>After Reassignment</u>	
Case Study Participants N=4	Survey Respondents N=30		Case Study Participants N=4	Survey Respondents N=30
		1. <u>(General Activity) Formulate Curriculum Contents:</u> Contributing to the development of the curriculum which encompasses your major teaching responsibility.		
		<u>Specific activities</u> (check all that apply)		
2	4	I did/do not have time for this activity.	1	17
1	8	I was/am not interested in this activity.	-	10
1	23	I was/am involved in my grade level/subject area.	2	17
1	16	I did/do serve on a district curriculum or textbook committee.	2	5
		2. <u>(General Activity) Subject Content:</u> Maintaining a written summary of subject matter content and goal statements for each of your students.		
		<u>Specific Activity</u> (check all that apply)		
1	12	I did/do not have time for this activity.	3	18
	10	I was/am not sufficiently familiar with the subject/grade level for this activity.	1	16
		3. <u>(General Activity) Developmental Content:</u> Maintaining a written summary of the personal development, curriculum and goals for each of your students.		
		<u>Specific Activities</u> (Check all that apply)		
	11	I was/am not sufficiently knowledgeable with the developmental expectations of my students to complete this task.	2	17
2	11	I did/do not have sufficient time for this activity.	4	15

Area: The Educational Needs of Individual Students

- 4. (General Activity) Student Problems: Assisting students in resolving education related problems which interfere with learning and growth.**

Specific Activities (Check all that apply)

1	9	I did/do rely primarily on counselors to complete this task	1	11
	4	This task was/is too difficult to complete for my teaching assignment.		11
1	18	I did/do help students with this task.	4	13

- 5. (General Activity) Student Referrals: Identifying and referring to specialists, students having exceptional needs and/or problems which limit normal development.**

Specific Activities (Check all that apply)

2	11	I did/do not have time to complete this task.	1	19
	3	There were/are no specialists available.		5
	4	I was/am not qualified to complete this task		4

- 6. (General Activity) Self-Directed Learning: Assisting students to develop plans, learning strategies, and study skills to pursue educational goals through self-directed learning.**

Specific Activities (Check all that apply)

3	8	I was/am not knowledgeable enough with the grade level/subject area to complete this task.	3	11
3	17	I did/do encourage students to do self-directed learning.	3	15
	16	I did/do teach students to do self-directed learning		10

AREA: Develop Course/Subject Outlines

7. (General Activity) Developing courses that reflect the desired educational purposes and content.

Specific Activities (Check all that apply)

	11	I was/am not familiar enough with grade level/subject area to complete this task.		18
2	25	I did/do modify district course outlines when completing this task.	2	10

8. (General Activity) Instructional Units: Developing instructional units that include teaching strategies that facilitate student engagement in learning activities.

Specific Activities (Check all that apply)

	10	I was/am not familiar enough with the grade level/subject area to complete this task.		19
2	16	I did/do follow the school handbook and teachers guide to complete this task.	2	20
1	6	I did/do not have time to complete this task.	1	8

9. (General Activity) Teaching Materials: Developing and selecting teaching materials, resources and facilities that will reflect quality, currency, equity and safety.

Specific Activities (Check all that apply)

	10	I did/do not have time to complete this task		14
2	19	I did/do use material files from the school to complete this task.	1	20
	2	I did/do not complete this task because instructional materials are not available.	1	8

10. (General Activity) Program Evaluation: Evaluating the results of the curriculum and instructional programs for modification and improvement.

Specific Activities (Check all that apply)

12 I did/do not have time to complete this task. 11

AREA: Execute The Teaching-Learning Processes

11. (General Activity) Instructional Environment:
Establishing an organizational system and environment for effective teaching and learning.

Specific Activities (Check all that apply)

13 I did/do not have time to complete this task. 13

12 I did/do not have sufficient experience in the grade level/subject area to complete this task. 16

12. (General Activity) Instructional activities:
Organizing and using instructional activities with specific techniques and materials.

Specific Activities (Check all that apply)

12	I did/do not have time to complete this task	1	9
9	I was/am not sufficiently confident with the grade level/subject matter to complete this task.		9
2	I did/do not have sufficient knowledge with the grade level/subject matter to complete this task.	4	11
1	I did/do follow the teacher's guides from the textbooks/curriculum to complete this task.	3	13
5	I did/do complete this task because of the help from other teachers.		

13. (General Activity) Student Behavior: Resolving individual and/or group behavioral situations which interfere with student achievement.

Specific Activities (Check all that apply)

2	15	I was/am concerned about my understanding of school policies which relate to this item.	1	16
	6	I did/do have difficulty motivating students in my teaching assignment		16
	6	I did/do have difficulty keeping students on task in my teaching assignment		12
	18	I was/am concerned about student discipline techniques in my teaching assignment		19

AREA: Assess and Report Student Learning and Growth

14. (General Activity) Preassessing students' level of skill and knowledge in each area before instruction.

Specific Activities: (Check all that apply).

1	6	I do not have time to complete this task.		10
---	---	---	--	----

15. (General Activity) Evaluating Learning: Assessing the progress and attainment of each student's learning and growth.

Specific Activities (Check all that apply)

	3	Other		2
--	---	-------	--	---

AREA: General Institutional and Professional Activities

16. (General Activity) Contributing to the school activities and operations when fulfilling necessary non-instructional assignments.

Specific Activities (Check all that apply)

	9	I did/do not have time to complete this task.	1	17
3	22	I did/do assist with school-wide pupil activities	2	12

17. (General Activity) Learning Climate: Cooperating in maintaining a positive learning climate within the institutions.

Specific Activities (Check all that apply)

3	15	I did/do work cooperatively with administrator and teachers to complete this task	4	20
1	17	I did/do not have time to accomplish this task.		9

18. (General Activity) Institutional Policies: Assisting in developing and communicating institutional goals and policies.

Specific Activities (Check all that apply)

	9	I did/do not have time to assist with this task	1	11
	6	I have not been asked to assist with this task		9
1	13	I did/do not want to assist with this task	1	5

**AREA: Participation in Professional Development and
Scholarly Inquiry**

**19. (General Activity) Professional Knowledge: Acquiring
an awareness of current theories and practices in the
content area of which I am assigned to teach.**

1	14	I did/do not have time for this task.	1	13
2	14	I was/am responsible for completing this task for myself.	2	20
	2	I did/do need to increase my proficiency in the grade level/ subject area of my assignment		27
	5	I will agree to transfer to a different assignment if the school district is financially responsible for retraining.		8
		Other: I agree to transfer to a different assignment and do the job to the best of my ability.		

**20. (General Activity) Knowledge Development: Contributing
to the development of in-service programs in the areas of
subject specialization.**

Specific Activities (Check all that apply)

1	14	I was/am not interested in this task	1	11
1	12	I did/do not have time for this task.	1	15

Other: Member of Staff Development Committee

**21. (General Activity) Professional Improvement:
Pursuing activities to promote one's own professional
performance**

Specific Activities (check all that apply)

1	11	I did/do not need additional professional development at the grade level/subject area of my assignment	1	9
	4	I was/am interested in professional development only if it is provided at the school district's expense		13
2	22	I did/will voluntarily seek professional development to improve my teaching performance at my expense	1	10

**22. (General Activity) Professional Involvement:
Participating and communicating with professional organizations
and policy making groups in education**

Specific Activities (Check all that apply)

1	13	I did/do not have time for this activity	2	21
1	14	I was/am a member of professional organizations but I did/do not actively participate	2	20
	15	I was/am active in professional organizations		6

**23. How frequently did/do you discuss your Teaching Tasks
and professional concerns with each of the following?
(check all that apply)**

4	30	Principal	4	23
4	27	Other Administrator	4	27
4	28	Teacher(s) of same grade level/subject area	2	29
4	30	Other Teachers	1	23

**24. When you have had difficulty during the school year, to whom
have you turned for advice and assistance?
(Check all that apply)**

3	26	Principal	4	29
2	30	Other Administrator	3	27
3	29	Teachers of same grade level/subject area	4	30
3	30	Other Teachers	4	30
2	26	Spouse or family	3	29
2	0	A friend who is not a teacher	3	25

**25. Report Achievements: Which of the following aspects of achievement or growth did/do you report to:
(check all that apply)**

		A. Parents			
3	19	1. Knowledge of subject matter	4	21	
4	20	2. Problem solving skills	4	15	
4	20	3. Extent to which learning is self-directed	4	18	
4	17	4. Level of Developmental growth	4	20	
		B. The Students themselves			
3	21	1. Knowledge of subject matter	4	19	
4	19	2. Problem solving skills	4	22	
4	18	3. Extent to which learning is self-directed	4	17	
4	20	4. Level of Developmental growth	4	17	

APPENDIX K

Contact With Case Study Subjects

CONTACTS WITH CASE STUDY SUBJECTS

TEACHER LABELS A B C D

Dates	Telephone	Formal Interview	Field Notes & Observations	Journal	Survey
08/25/83	A-B				
09/05/83		A-B			
09/19/83		B			
10/13/83		A-B	A-B		
10/27/83	A-B				
11/02/83		A-B	A-B		
11/21/83				B	
11/22/83		A-B	A-B	B	
11/23/83			B	B	
11/28/83		B	B	B	
11/29/83		B	A-B		
12/11/83				B	
12/16/83				B	
01/03/84	C-D		A-B	B	
01/14/84		C-D	C-D		
01/23/84			C-D		
01/31/84	A	C-D	A-B-C-D		
02/22/84	A-B	C-D			
02/24/84		A-B	A-B-C-D		
03/11/84	A-B-C-D		C-D		
03/15/84		A-C	C-D		
03/18/84			A-C-D		
03/21/84					
03/28/84		D	A-C-D		
04/06/84		A-C	C-D		
04/16/84	A-B-C-D			D	A-B-D
04/29/84					C

CONTACTS WITH CASE
STUDY SUBJECTS

APPENDIX K

APPENDIX L

Schematic of Case Study Subjects

SCHEMATIC OF CASE
STUDY SUBJECTS

SUBJECT A (Alice)	SUBJECT B (Bob)	SUBJECT C (Carl)	SUBJECT D (Donna)
From: Elementary Principal	From: Jr. High School Social Studies	From: Jr. High P.E. & American History	From: High School Art
To: Jr. High School English	To: Elementary 3rd Grade	To: Elem. 4th Grade	To: Jr. High School Math, Reading and English

FOCUS (a) The attitudes and feelings expressed by involuntarily reassigned teachers as related to the outcomes of teaching; (b) the perception of involuntarily reassigned teachers to thier competency before, during and six months after reassignment; (c) the perceptions of involuntarily reassigned teachers of the functions and tasks of teaching in the involuntary assignment; (d) the experiences of involuntarily reassigned teachers which have positively or negatively affected the transition to a new assignment; (e) the extent to which other involuntairly re-assigned teachers agree or disagree with the generalizations developed from the field study.

Interviews - A, B, C

Observations - C,D

Journals - A,B,D

Interviews - A,B,D

Survey Questionnaire -A,B,C,D,E

FIGURE 1.1: Schematic of Primary Study Subjects Study Foci and Means of Data Collection

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