TEACHERS' PERCEPTIONS OF THE CHARACTERISTICS AND INFLUENCES
ON THEIR PERSONAL AND PROFESSIONAL DEVELOPMENT

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of the Ohio State University

by

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* * * * * *

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1979

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CHAPTER I
PROBLEM

School teachers are in a profession offering little advancement yet there is reason to believe that teachers go through significant developmental changes during the teaching years. Information about human development, career development, teacher characteristics, the occupation of teaching, and teacher career development indicates the likelihood of significant teacher change during the teaching years. How do teachers develop, personally and professionally, over the years? Surprisingly little is known about specific changes teachers undergo during their careers.

The purpose of this study was to determine selected teachers' perceptions of their personal and professional development. Chapter I contains: (1) a general introduction to the problem, (2) the problem statement, (3) a summary of the procedures used in solving the problem, (4) a discussion of teacher career development, (5) a discussion of the importance of this study, and (6) an overview of the study.

Introduction to the Problem

There is a lack of information about specific developmental changes teachers experience during their careers. Information about
human development, career development, characteristics of teachers, and the occupation of teaching provides general data about human developmental characteristics; it also indicates the likelihood of significant teacher change during the teaching years. These areas are discussed in this section to provide the reader with a general introduction to the problem.

Human Development

Human development has been studied from many different perspectives including: life-span developmental psychology, needs fulfillment, and development by age or psychological processes.

Human life-span developmental psychology is concerned with the description of ontogenetic (age-related) behavioral change from birth to death. Development during the adult years is a product of many forces -- genetic, physiological, ecological, social, and cultural (Clausen, 1972). These forces are likely to affect the professional and personal lives of teachers as well as other adults.

There is evidence that development through the life-span occurs in stages since acquisition of certain abilities must wait upon the maturation of the organism (Lidz, 1968). When biological and psychological changes occur, there are sequential changes in environmental events in a person's life (e.g., marriage, parenthood, changing eras, etc.) which might affect the professional lives of teachers.

Each human being has personal needs to fulfill. As initial needs are satisfied, the individual moves to satisfy several levels
of higher order needs (Maslow, 1954). The means to satisfy initial needs are different from the means to satisfy higher order needs. As teachers satisfy their initial needs, they need to adopt new behaviors to satisfy higher order needs.

Biological, social, and psychological aspects of adult development have been examined in many research efforts. Until recently, most developmental research focused on the years up to early adulthood; there was little recognition of the continuing personal development of adults. Within the past twenty-five years, however, a number of researchers have examined the entire life-span to identify stages of development with distinguishing characteristics at certain ages. Evidence suggests that teachers' personal interests and activities change through their adult lives. It is likely that their professional lives would be affected as well by those changes.

Adult development has also been described by changes in psychological processes through the life-span. Loevinger and Wessler (1970) described several stages of ego development, with each stage having a certain set of characteristics and behaviors. Researchers also have suggested stages in moral, ethical, and intellectual development through the life-span. Changes which teachers experience in their personality in these areas would affect their personal and professional lives.

In summary, information about human development suggests that teachers would experience significant personal changes over the years of their teaching career. Those personal changes are likely to affect their professional lives.
Career Development

General principles of career development may provide a foundation for understanding teacher development. Orderly or disorderly career progression may be in both horizontal and vertical directions as individuals attempt to satisfy personal and professional needs. As noted earlier, needs may change over time and consequently the career may change as well.

Donald E. Super (1957) views vertical career development as the implementation of the self-concept over the life-span; as personal needs change, professional needs and activities change.

The main thrust of several theories of career development is in describing how the career decisions of normally developing people evolve (Osipow, 1975; pp. 273-89). Career behavior has been described in terms of the general concepts of human development, a series of events in a predictable sequence, psychoanalytic frameworks, and social systems (situational bound) frameworks. Key variables for many of these theories include: family, experiences, self-concepts, developmental stages and tasks, social variables, interests, needs, traits, values, and information about self and careers.

The behavior of individuals who have chosen teaching as a career may also be influenced by these variables. As the conditions of the key variables change over the life-span, it is likely that teachers' career behavior will change.
Characteristics of Teachers and the Occupation of Teaching

The occupation of teaching does not appeal to everyone. Individuals who have selected teaching as a career possess a number of common characteristics. They are often socially oriented, friendly, conforming, stable, responsible, and conscientious (Osipow, 1973, pp. 221-22; Mac Lean, 1955; Davis, 1964).

Despite the similarities, differences exist between male and female teachers in commitment and career goals (Fuller and Bown, 1975; Kuhlen, 1959b, pp. 196-98). Differences also exist between elementary and secondary teachers in personal qualities and educational philosophies (Fuller and Bown, 1975, p. 28).

Teaching offers a relatively unstaged career. Advancement in the educational profession often means renouncing teaching. Horizontal "advancement" does exist with teachers transferring to different schools which they see as more acceptable. Teaching also provides few opportunities for substantial financial and/or status gains (Dreeban, 1970).

It seems likely that the personal characteristics of teachers would affect their professional activities; similarly, the general characteristics of the profession would affect the teachers' personal and professional activities.

The Problem Statement

There is a lack of information about specific developmental changes teachers experience during their careers. This study was
designed to obtain information about teachers' personal and professional developmental characteristics and influences during their teaching years. Specifically, this study obtained teachers' perceptions of:

1. Characteristics of their own personal and professional development
2. Influences of the professional environment on development
3. Influences of the personal environment on development
4. Influences of supervisory practices on development
5. Types of school environment and supervisory practice preferred to facilitate development

**Procedures Used in Solving the Problem**

Focused interviews were conducted with experienced teachers. The focused interview used in this study was designed to enable respondents to include range, specificity, depth, and personal context in their responses as they described their teaching careers. The final sample consisted of fifteen public school teachers. At the time of the interview, all were teaching at the elementary level in suburban school districts.

Each interview was tape-recorded and the data were transcribed onto note cards. The information provided by the teachers was coded into five categories identical to the objectives of the study. The information in each category was qualitatively analyzed by the constant comparative method proposed by Glaser and Strauss (1967, 1970) and consequently was organized into topical headings.
The results were presented in three ways: (1) the characteristics and influences of the personal and professional development were reported under the topical headings which were generated from the constant comparative method of qualitative analysis, (2) a case study of one teacher was presented to illustrate the context in which the teachers' changes and influences occurred, and (3) examples were reported to illustrate the idiosyncratic circumstances for individual teachers and to indicate the apparent effects these had on those teachers.

**Teacher Career Development**

Teacher career development most commonly has been described in terms of horizontal or vertical movement from one position to another. In recent years, however, teacher career development has also been described in terms of changes in skills and behaviors necessary for the job and by changes in attitudes and outlooks toward self and others. Research in these areas indicates changes in satisfactions, motivations, pressures, career focus, teaching concerns, and commitment. The limited research does not provide a complete view of changes in attitudes and outlooks over the entire teaching career. Research identifying changes in teachers' skills and behaviors is even more sparse.

Some theories of teacher career development have been generated by scholars based on the limited research and on their own experience as teacher educators. Most of the theories describe changes in skills, behaviors, attitudes, and outlooks for teachers who make
a career of classroom instruction; they do not describe the vertical movement to other educational positions. Some of the theories include three or four stages of development and provide descriptions of the teachers' characteristics at each stage.

In summary, the understanding of teacher career development could be described as incomplete. There is much speculation about changes in skills, behaviors, and attitudes, but there is little research to identify what those changes are and when they occur.

The Importance of This Study

Teacher career development can not be fully understood if only the teacher's professional life is examined. Additional information is needed about the effects of human development, career development, the teachers' own personal characteristics, and the teaching occupation. A study of this nature helps provide that type of information.

The focused interview used in this study allowed the teachers to reflect upon any variables they might think important to their career. It allowed the teachers to describe aspects of their human development and to discuss how they might have changed as they passed through the phases of adult life. It also allowed them to describe their personal needs and relate how those needs were satisfied over the years of their teaching career. They could relate key variables that affected their personal and professional development and discuss how those variables might have changed over the years. It allowed them to describe teaching skills, behaviors, attitudes, and
professional events and to discuss how these circumstances might have changed during their careers.

The nature of this research allowed the teachers to reflect upon any variables they felt important for the entire length of their careers. Some of the topics mentioned above have already been studied, but gaps exist for some topics relating to teachers. Also, many research efforts in teaching have focused on the early years of service and ignored the later years.

The information produced in this study may be helpful for teachers in recognizing aspects of their own experience. It also may provide a point of comparison for teachers when examining their own careers and provide insight into the direction of their own career development.

Information produced in this study may contribute to the field of teacher education. Information about the development of teachers while in service may be useful in designing more effective preservice training. With better information about the personal and professional development of teachers, supervisors and administrators might adjust their activities to meet the needs of inservice teachers more appropriately and to facilitate teachers' development.

The primary focus of this study was to provide information about teachers' personal and professional development. In a larger sense, it is hoped that this study will also contribute to a better understanding of human development.
A final value of the study is that teachers' own perceptions of their development were expressed. Since the study of teacher career development is in a state of infancy, it was vital to obtain data from teachers themselves to help determine the full range of variables. Any theories of teacher career development must be based on the best available information, that is, information from teachers themselves.

**Overview of the Study**

Chapter I introduced the problem, and issues related to teachers' personal and professional development were discussed. The importance of the study was considered.

Chapter II contains a review of four areas of professional literature relating to teacher development: human development, career development, teacher characteristics and the occupation of teaching, and teacher career development.

Chapter III contains an explanation of how the research was conducted and a description of how the data were analyzed.

The results are presented in Chapters IV, V, VI, and VII. Teachers' perceptions of the characteristics of their personal and professional development are presented in Chapter IV. Chapter V contains summaries of the influences on that development, along with any preferences the teachers expressed with respect to facilitating such development. Chapter VI includes a case study to illustrate the
context of the changes and influences examined in the two previous chapters. Chapter VII contains examples of idiosyncratic contexts and explores their potential effects.

Chapter VIII includes a summary of the study and a discussion of the major findings.
CHAPTER II
RELATED LITERATURE

This study was concerned with selected teachers' perceptions of their personal and professional development during their teaching careers.

This chapter reviews what is known about teachers' personal and professional development and examines some related areas which might provide a fuller understanding of that development. Literature in several areas will be examined to present information pertinent to teacher development. Those areas are (1) human development, (2) career development, (3) teacher characteristics and the occupation of teaching and (4) teacher career development.

**Human Development**

The general characteristics of human development may be applied to teachers' personal and professional development. Life cycle development might include changes in needs; ego, moral, ethical, and intellectual development; and psychological and physiological processes. This section provides general discussions of: (1) the definition of development, (2) stages of development, (3) life span development, (4) fulfillment of needs, and finally (5) a more specialized discussion of adult development.
Development Defined

Development generally refers to the phenomenon of change in form over time. This change generally is from relatively simple to more complex forms; it usually proceeds through stages, and transitions between stages are often viewed as relatively irreversible. The forces behind the changes are believed to be maturational factors within the organism as well as interaction between organismic factors and environmental stimulation (Charlesworth, 1972).

Willard C. Olson (1957) distinguished differences between growth, maturation, and development (pp. 259-60). Growth was described as the process of biological change, whereas maturation was frequently confined to sequences and patterns which are innate and over which no external influence has any power. Development was described as an end product under the combined influence of nature and nurture. Nature defined the maturational pattern while nurture insured changes in the degree of growth and complexity. Theodore Lidz (1968) uses the word "maturation" to refer to biological unfolding and physical growth and "development" to refer to personality functions (p. 80).

Several definitions of development incorporate characteristics of gradual and continual change. Development was defined by Neugarten (1973) as processes "in which the organism is irreversibly changed or transformed...and which vary in an orderly way with age regardless of the direction of change" (pp. 312-13). Troll (1975, p. 3) noted that a different kind of definition is derived from the theories of Piaget (1972), Flavell (1970), and Werner (1948).
Development involves a progression from simple to complex behavior, from undifferentiated to differentiated. Harris (1957) saw development as a system open to input from the outside. Gordon Allport (1955) described personality as less a finished product than a transitive process (p. 19). Man has been described by Lewis Mumford (1951) as an "unfinished animal" in which final growth is not determined by his biological past but rests with himself and is partly determined by his own plans for the future (p. 51).

Hayne Reese and Willis Overton (1970) noted that most definitions of development are behavioral or organismic (pp. 126-27). Organismic definitions often include the notion that there is an organized structure exhibiting certain functions and that the structure changes in organization or form, with subsequent changes in function. Many psychologists, especially "developmental psychologists" (see, e.g., Reese, 1970), imply that those changes are unidirectional, irreversible, and directed toward certain end states or goals (Reese and Overton, 1970).

Behavioral definitions imply ordered, sequential changes in behavior during the life-span. Those definitions are often refinements or extensions of general behavioristic theories; e.g., learning theory.

Recent analyses have revived the ancient concept of epigenesis (Anandalakshmy and Grinder, 1972). The epigenetic principle maintains that the critical tasks of each developmental phase must be met and surmounted at the proper time and in the proper sequence to assure healthy personality development (Lids, 1968). The course of
any life contains a series of inevitable developmental crises that arise out of the need to meet the new challenges that are inherent in the life cycle. Through surmounting these crises the individual gains new strength, self-sufficiency, and integrity. The avoidance of the challenge leads to stagnation. Progression, fixation (where development stops), or regression (backward movement to an earlier developmental phase) may occur (Lidz, 1968). The organismic theory, whose major spokesman has been Werner (1957), is derived from the epigenetic model. Nagel (1957) indicated that the organismic theory is "a variation of the doctrine of emergent evolution."

Stages of Development

The issue of phases or stages of development has been addressed by many authors. Lidz (1968; pp. 79-99) described the development of the personality and the course of the life cycle as unfolding in phases, at an uneven pace. He stated that the process is not like climbing up a hill and down the other side, but is more akin to a Himalayan expedition during which camps must be made at varying altitudes, guides found, the terrain explored, skills acquired, rests taken before moving up to the next level. The descent is also made in stages. Lidz said the phasic nature of the life cycle is derived from several interlocking factors:

1. The acquisition of certain abilities must wait upon the maturation of the organism.

2. The individual's cognitive development plays a significant role in creating phasic shifts. The capacity to assume responsibility for the self and direction of one's own life depends upon the increasing abilities to think, communicate, and to know the nature of the world and of the people with whom one lives.
3. The society, through the child's parents, peers, and the roles it establishes for persons of differing ages, sets expectations that promote shifts in life patterns.

4. The child gains attributes, capacities, roles, and, particularly, capacities for self-control and self direction by internalizing parental characteristics.

5. The passage of time is, in itself, a determinant of phasic changes, not only because there is a need to move to age-appropriate roles, but also because changes in physical make-up require changed attitudes and self-concepts, as when people reach middle life and realize that their life story is approaching a climax. (pp. 80-82).

Kessen (1962) has suggested several uses of the term "stage," from its literary-evocative usage (e.g., "The child is in the chimpanzee stage"), to "stage" as a paraphrase for age and for observations (e.g., "Johnny is in the negativistic stage"), to its use as a theoretical construct.

Inhelder (1962) expressed criteria for stages in the following way:

1. Each stage involves a period of formation (genesis) and a period of attainment. Attainment is characterized by the progressive organization of a composite structure of mental operations.

2. Each structure constitutes at the same time, the attainment of one stage and the starting point of the next, of a new evolutionary process. Thus structures can be said to be in a stable state and a transitional state at the same time.

3. The order of succession is constant. Ages of attainment can vary within certain limits as a function of factors of motivation, exercise, social milieu, etc.

4. The transition from an earlier stage to a later stage follows a law of implication analogous to the process of integration -- preceding structures are subsumed and integrated into later structures. Thus, each stage is a necessity in the framework of more advanced stages.
Bijou (1968) limited criteria for determining stages of development to three: (1) time since birth, or age; (2) hypothetical constructs, in combination with actual or assumed environmental events; and (3) empirical constructs, based on biological, physical, and social interactions. He suggested that research covering the empirical constructs would best refine the descriptions and transitions and point to further subdivisions. Such research would be expected to accelerate the formulation of empirical laws with increasingly longer chains within and between developmental periods (pp. 422-23).

Life-Span Development

Understanding a human being as a whole requires and implies the knowledge of his whole life history (Buhler, 1968). With some exceptions, however, few attempts have been made to develop a comprehensive life-span developmental psychology (e.g., M. Bloom, 1964; Buhler and Massarik, 1968; Hurlock, 1968; Pressey and Kuhlen, 1957) incorporating ontogenetic (age-related) change from conception to death (Baltes and Goulet, 1970). Probably the first life-span textbook was developed at Ohio State University by Sidney Pressey with the aid of two students (Charles, 1970). This was Life: A Psychological Survey (Pressey, Janney, and Kuhlen, 1939).

Eric Erikson (1959, 1963) proposed eight developmental stages for the human life span with each stage focusing on a crisis -- a challenge or turning point -- in the life span. Each crisis is considered to be salient at a particular age period, and optimal development is supposedly characterized by a sequence of eight
successful resolutions. The effects of maturation, experience, and social institutions on the growing individual are encompassed in the theory. The resolution of the crises are seen as determining the future development of the personality, the individual's success in adapting to both inner- and outer-world demands, and his evaluation of self. The eight stages are:

1. Early infancy: development of a sense of basic trust versus a sense of distrust.

2. Later infancy: a growing sense of autonomy versus a sense of shame and doubt.

3. Early childhood: a developing sense of initiative versus a sense of guilt.

4. Middle years of childhood: a sense of industry versus a sense of inferiority.

5. Adolescence: a sense of ego identity versus role confusion.


7. Middle adulthood: the development of generativity (expansion of ego interests and a sense of having contributed to the future) versus a sense of ego stagnation.

8. Late adulthood: a sense of ego integrity (a basic acceptance of one's life as having been inevitable, appropriate, and meaningful) versus a sense of despair (fear of death). (Erikson, 1963)

Human life-span developmental psychology is concerned with the description and explication of ontogenetic behavioral change from birth to death (Baltes and Goulet, 1970). The definition suggests the developmental change might occur throughout the entire age span, whereas conventional developmental psychology generally has focused on the first two decades of the life span. Developmental psychology
from the life-span perspective is concerned with changes in behavior over periods of weeks, months, or years; learning theory is concerned with changes over periods of seconds, minutes, or days (Zigler, 1963).

Bijou and Baer (1961) described developmental psychology as the study of progressive changes in interactions between a biologically changing organism (maturing and aging) and sequential changes in environmental events through a series of life periods. That description assumes that events and concepts of psychological development occur sequentially and that the events and concepts have a bearing on the analysis of psychological events within developmental stages.

Rather than examine the entire life-span, most developmentally-oriented researchers divide the subject matter of ontogenetic change into related but functionally different disciplines dealing with either (1) smaller sections of the life-span (e.g., infancy, childhood, adolescence, adulthood, old age), or with (2) the psychological processes underlying human behavior (e.g., learning, perception, memory, etc.) (Baltes and Coulet, 1970).

Conditions affecting the life course have been discussed by several authors. Leonard Cain (1964) used biological, demographic, and sociological conditions as a focus for examining the life course. He said that age norms are uniform throughout society. John Clausen (1972) said the trajectory of a human life is the product of many forces -- genetic, physiological, ecological, social, and cultural. He noted that there appear to be four major components underlying the development of the life course and the individual's performance of
the major social roles that make up so large a part of that course.

They were (pp. 462-63):

1. The personal resources that the individual can command -- his intelligence, appearance, strength, health, temperament

2. The sources of support and guidance that help orient him to the world and assist him to cope with it

3. The opportunities available to him or the obstacles he encounters as these are influenced by his social class, ethnic membership, age, sex, and personal contacts, as well as the effects of major social changes that impinge differently upon particular birth cohorts

4. Investments of effort that the individual makes in his own behalf and his mobilization of effort toward these ends

Charlotte Buhler (Buhler and Massarik, 1968) also described several factors which affect the goal-setting process of individuals throughout their lives. She listed five determinants of the potentialities and limitations of the goal-setting process. They were (pp. 6-8):

1. Biological and physiological life-span structures

2. The person's unique endowments

3. The individual's clash with the environment

4. The socio-cultural membership

5. The integrative system of the personality

In reference to the general structure of the human life cycle, Buhler (Buhler and Massarik, 1968) also outlined properties reflecting the organization of the life cycle. The properties include (pp. 12-26):

1. Each life cycle belongs to one individual
2. There is a limited duration (death)

3. Individual development is according to a "ground plan" (organ formation: growth and decline)

4. The ground plan results in a phasic organization of the life cycle

5. The succession of normally irreversible phases with definite directions is called development (self-fulfillment)

6. Life is a continuous process and the individual is continually active

7. The pressure of needs exerted on the individual throughout his life propels him into action and gives him direction

8. Human beings' activities are always goal-oriented (intentionality, self-determination)

9. There is a dualism of human purposes (good or bad)

10. There is a lifelong simultaneous orientation to present, past, and future

Fulfillment of Needs

Buhler (Buhler and Massarik, 1968) indicated that an effective person aims toward certain results which are as eagerly hoped for and expected during the middle of life as they are toward the end (p. 1). These results mean different things to different people and therefore are seen as happiness or success, possessions or accomplishments, belonging or participating, self-improvement or self-development.

The most widespread theory of humanistic psychologists is that of the end-goal of self-realization, first suggested by Karen Horney (1950) and Eric Fromm (1941), or self-actualization, suggested by Kurt Goldstein (1939) and Abraham Maslow (1970). Goldstein (1939) and Buhler (1933) criticized the psychoanalytic concept of homeostasis
as an end-goal. Buhler (1959) discussed homeostasis as a transitory state from which the healthy human being actively moves outward toward fulfilling accomplishments. Buhler (1962) and Von Bertalanffy (1966) emphasized that putting values into everyday use is essential to the self-realization process.

Abraham Maslow (1970) saw the term "self-actualization" as more suitable than "health" or "maturity" to express the active character of growth. Maslow (1970) and Lyman Porter (1963) have discussed hierarchies of human needs which actually express stages in personal development. Maslow's hierarchy of needs was:

1. physiological
2. safety (security)
3. social (love and belonging)
4. ego (esteem)
5. self-actualization

Porter's hierarchy was slightly different:

1. security
2. affiliation
3. esteem
4. autonomy
5. self-actualization

Maslow (1970, pp. 48-51) stated that acquiring knowledge is a technique to achieve basic needs or, for the intelligent person, for the expression of self-actualization. Above and beyond negative determinants for acquiring knowledge (anxiety, fear), Maslow
postulated that there are positive impulses to satisfy curiosity, to know, to explain, and to understand.

Maslow (1962) and Piaget (1952) indicated that the necessity to satisfy the needs is intrinsic; the motivation is from within the individual, not from without. When individuals have satisfied the needs at one level and are secure with the environment, they move to satisfy the needs at the next level of their personal development. Sergiovanni (Sergiovanni and Carver, 1973, p. 80) proposed that two-thirds of all teachers are at the esteem level or higher in the Porter hierarchy of needs.

Sergiovanni and Carver (1973) charted the motivational focus for individuals and noted that those who fall in the upper part of the hierarchy are directed toward their own growth. Those individuals are labeled "success seekers" and have motivational needs. Those at the lower end of the hierarchy are directed toward self-protection and ego defense. They are labeled "failure avoiders" and have "hygiene" needs. The distinction between the two groups seems to be the attainment of a certain level of competence. Robert White (1959) described this desire for competence as an effort to control social and environmental factors, thus leading to job mastery and professional growth.
fig. 1 - FAILURE AVOIDERS AND SUCCESS SEEKERS ON THE HIERARCHY OF NEEDS

James (1968) also described a hierarchy with the material self-seeking needs at the bottom, the social needs in the middle, and the spiritual needs at the top.

A common element of these concepts is that humanistic psychologists see the goal of life as the accomplishment of something in which one believes. From this they expect a fulfillment toward which people direct themselves (Buhler, 1933). No one is entirely free of struggle between what Maslow (1956) calls growth motivation and deficiency motivation.

In moving toward the end-goals which promise self-realization and fulfillment, Buhler (1959) sees four basic tendencies of life:
1. The tendency to strive for personal satisfaction in sex, love, and ego recognition

2. The tendency toward self-limiting adaptation for the purpose of fitting in, belonging, and gaining security

3. The tendency toward self-expression and creative accomplishments

4. The tendency toward integration or upholding internal order in values, commitments, and successes

Adult Development

Baltes and Goulet (1970) noted that most developmental studies examined (1) sections of the age span or (2) various psychological processes related to age. This section will examine adult development from both perspectives.

Adult development studies by age span

Biological, social, and psychological aspects of adult development have been examined in many research efforts.

Levinson and others (1974), Gould (1972, 1978), and Sheehy (1974) have described a general pattern of adult development that begins with the transition in the late teens and early twenties from adolescence to adulthood. The mid-twenties is a period of provisional adulthood where first commitments to work, to marriage and family, and to other adult responsibilities are lived out. These initial commitments are reexamined and their meaning questioned in another transitional period in the late twenties and early thirties. At that time, long range implications of continuing with the current work, spouse, community, and life style become apparent. Changes must
be made in some cases; reaffirmation and renewed commitment may occur in others.

The thirties are a time for settling down, for achievement, and becoming one's own person. Time becomes more finite in the forties. The likely limits of success and achievement become apparent and midlife transition is at hand. Major questions concerning priorities and values are examined. Friends, relatives, and spouse become increasingly important as restabilization occurs during the late forties and fifties. Personal interests receive more attention. Mellowing and increasing investment in personal relationships characterize the fifties.

Charlotte Buhler was one of the forerunners in the examination of the entire life-span. She relied on biological and psychological investigations, on production and performance records, and on auto-biographical and biographical descriptions (Riegal, 1975). Buhler (1968) divided the life-span into five phases of goal setting. The five phases of self-determination to certain results of life were:

Ages 0-15: Prior to self-determination of life goals

Ages 15-25: Tentative or preparatory self-determination of life goals

Ages 25-45 or 50: Self-determination of life goals becomes more specific and definite

Ages 45 or 50 to 60 or 65: Assessment of foregoing life and the attained or failed fulfillment

Ages 65 and up: Fulfillment is acknowledged and a post-self-determination life sets in with rest and memories, sometimes illness and decline; or partial fulfillment and partial failure motivate the individual to return to
previous forms of striving, sometimes also to resignation; or the feeling of more or less complete failure ends in depression or despair.


Roger Gould (1972) conducted two studies which resulted in the delineation of age groups with identifying characteristics. A summary of each group follows:

Ages 16-17: Longing to get away from parents; closeness to peers is desirable but unstable.

Ages 18-21: Looking to peer group as a means to get away from family; autonomy felt to be established, but in jeopardy.

Ages 22-28: Feel autonomous; engaged in the work of being an adult; little questioning about the course of life; commitment to make marriage work; wish to establish a practical compromise with parents.

Ages 29-36: Begin to question meaning of life and own course in life; weary of being what others expect; begin to feel that not only own will, but inner forces are controlling as well; identify with own children.

Ages 37-49: Continue existential questioning with tone of "quiet desperation"; increasing awareness of a "time squeeze"; sense of "Have I done the right thing?" and "Is there time to change?"; own children seen as emerging end products of their parenting and reflections of their worth; little time left to shape adolescent children and uncertainty about values by which to shape them; muted renewal of old conflict with parents; time seen as finite; past, present, and future viewed equally; look to spouse for support; work is only hope of compensation, but in a fantasy way -- "one last chance to make it big."

Ages 44-50: Acceptance that finite time is a reality; feel that personality is set; eager to socialize but tinged with competitiveness; look for sympathy and affection from spouse in like manner as former dependency on parents; watchful, almost critical of children's adult progress.

Ages 51-60: Mellowing and warming up; no longer see parents as source of problems; children are sources of comfort and satisfaction; value spouse more; spouse is source of companionship; little concern for past and future; imminent presence.
of mortality; renewed questioning about the meaningfulness of one's own work contributions to the world; hunger for personal relationships but necessity to stay away from emotionally laden topics (pp. 525-527)

Robert Havighurst (1953, 1972) viewed human development as a series of stages with developmental tasks to be achieved throughout the life-span. He described developmental tasks as those events that constitute healthy and satisfactory growth in our society. Havighurst considered the biological, psychological, and cultural basis of each task and said tasks arise at certain periods in the life of an individual. Successful achievement would lead to an individual's happiness and to success in later tasks while failure would lead to unhappiness in the individual, disapproval by the society, and difficulty in later tasks. His emphasis was on the social role changes.

Other theorists including Cumming and Henry (1961), Cumming (1964), Frenkel-Brunswik (1931, 1936, 1968), and Lehman (1953) view human development over the life-span as a curvilinear function of age. George Vaillant (1977) and Jack Block (1971) have conducted longitudinal studies to identify human characteristics over the life-span.

Bernice Neugarten (1964) has elaborated the role of age and timing in adult development more than any other theorist (Chickering, 1976, p. 65). She has examined adult life in terms of development (Neugarten, 1964), personality (Neugarten, et al., 1964; Neugarten, 1973 and 1975), age norms (Neugarten, Moore, and Lowe, 1965), sociology (Neugarten and Datan, 1973 and 1974) and psychology (Neugarten, 1968 and 1969). Neugarten found that when normal events were
"on time" -- children leaving home, menopause, death of a spouse -- they were not experienced as crises.

Robert Atchley (1975) indicated that general, consensual age standards exist which serve as a master timetable in the selection of alternatives during the life-span. Neugarten, Moore, and Loew (1965, p. 711) expressed it this way:

There exists what might be called a prescriptive timetable for the ordering of major life events: a time in the life-span when men and women are expected to marry, a time to raise children, a time to retire. This normative pattern is adhered to, more or less consistently, by most persons in the society.

Navighurst, Neugarten, and Tobin (1968) noted that decline of both social and psychological engagement occurs with increasing age.

Raymond Kuhlen (1964) found individuals "expansion-seeking" in achievement, power, creativity, and self-actualization during the first part of their lives while "contracting" in those areas in the second part of life. Kuhlen (1968) postulated that the need for "growth-expansion" served to integrate the commonly observed goals and interests of people in a meaningful way. Although "growth-expansion" motives seem important throughout life, Kuhlen (1968) indicated their satisfactions are by less direct and more vicarious means in older years. As age increases, there appeared to be less personal investment (ego-involvement, energy) in life and in the satisfaction of needs.

Kuhlen (1959,a) also indicated change in motivational patterns over the age span is best understood by thinking of human needs in hierarchical terms. Maslow's (1943, 1968, 1970) listing of human
needs postulated that certain motives become prepotent; when the motive for safety is satisfied, for example, motives involving social belonging become strong.

Interest in adult development in the past fifteen years has resulted in the collection of articles into books or readings. A series of West Virginia Conferences on Life-Span Developmental Psychology produced several books. They include Goulet and Baltes (1970); Baltes and Schaele (1973); Nesselroade and Reese (1973); Datan and Ginsberg (1975); and Baltes, Reese, and Nesselroade (1977). Other books of readings concerning adult development include Anderson (1956); Birren (1959, 1964); Brim and Wheeler (1966); Bisdorfer and Lawton (1973); Gallaher (1968); Gordon and Gergen (1968); Kuhlen and Thompson (1963); Looft (1972); Neugarten (1968); Riley, Johnson, and Foner (1972); Rebelsky (1975); Sze (1975); and Worcel and Byrne (1964).

Many textbooks and studies have also focused on human life-span development. They include Kimmel (1974); Knox (1977); Lifton (1976); Lowenthal, Thurnher, and Chiriboga (1975); Newman and Newman (1976, 1979); Peck and Havighurst (1960); Rappaport (1972); Saul (1971); Whitbourne and Weinstock (1979); and White (1963, 1975, 1976).

**Adult development studies by psychological processes**

Rather than consider adult development by ages, some theorists have examined psychological development through the life-span. Most theorists propose that development is a series of hierarchial stages, each building on and including the earlier stage. Movement from one stage to the next occurs through instinctual unfolding and through
person-environment interactions influenced by genetic predispositions and limitations (Chickering, 1976, p. 66).

Some theorists have conceptualized comprehensive statements of human development stages. Jane Loevinger described the general similarities among concepts of development in the following way:

"All the conceptions project an abstract continuum that is both a normal developmental sequence and a dimension of individual differences in any age cohort. All represent holistic views of personality, and all see behavior in terms of meaning or purposes...All are more or less concerned with impulse control and with character development, with interpersonal relations, and with cognitive preoccupations, including self-concept...Finally, although the sequence of stages is not identical from author to author, there are many reoccurring similarities." (Loevinger and Wessler, 1970, p. 3)

Lawrence Kohlberg (1973a, p. 46) also indicated similarities when he charted the theories of Peck and Havighurst (1960); Sullivan, Grant, and Grant (1957); Harvey, Hunt, and Schroeder (1961); Loevinger (1970); and Vanden Daele (1968).

After the (1) presocial-symbiotic, (2) impulse-ridden, fearful, and (3) self-protective stages of childhood, Loevinger described the conformity stage of adolescence and early adulthood (Loevinger and Wessler, 1970, p. 4). The individual in this stage identifies with authority. This is the period of greatest cognitive simplicity: they see a right way and a wrong way and think that it is the same for everyone all the time. What is conventional and socially approved is right; shame and guilt result from breaking rules. The next stage, the conscientious stage, appears to be modal for students in their first two years of college and is marked by heightened consciousness of self and of inner feelings. Rules are seen to have exceptions or
to hold certain contingencies. Motives and consequences are more important than rules. Achievement is important, and is measured by one's own inner standards.

Loevinger (1976) indicated that the transition to the next stage, the autonomous stage, is characterized by a sense of individuality and emotional independence. The individual in this stage recognizes the complexity and multifaceted character of people and situations and is concerned with social problems beyond his own immediate experience. The final stage in Loevinger's model is the integrated state in which individuals reconcile inner conflicts, renounce the unattainable, cherish one's individuality, and find their identity.

Several major dimensions of Loevinger's model such as moral, ethical, and intellectual development have been pursued by others in more detail.

Lawrence Kohlberg (1973b) has adapted Jean Piaget's (Piaget and Inhelder, 1969; Piaget, 1972) theory of stages of cognitive development to moral judgment and sees this development as continuing through the adult years. Kohlberg (1969, 1973a) emphasized changing orientations toward authority, others, and self. Through six stages of moral development, Kohlberg indicated that self-chosen principles replace those given by authority or defined by peers, group identification, or the general culture.

William Perry (1970), in a complementary analysis, describes stages of intellectual and ethical development with individuals moving from (1) dualism to (2) relativism, and finally to (3) commitment in the midst of relativism. The dualistic thinking individual
assumes all information can be classified as either right or wrong
and that ambiguity is an unnatural phenomenon which has to be explain-
ed away. The relativistic thinking individuals have modified their
right/wrong conceptions of knowledge and values. The world of know-
ledge is seen as relativistic and uncertainty becomes legitimate.
Finally, the individual attempts to define his identity by committing
himself through the act of choice.

Similarities exist between theorists who postulate moral and
ethical stages, and theorists who focus on cognitive and intellectual
development. Kohlberg expressed a relationship between his stages
and Piaget's (Kohlberg, 1973a, p. 45). Piaget (Piaget, 1952; Piaget
and Inhelder, 1969) expressed intellectual development as a movement
through the following stages:

1. symbolic, intuitive thought
2. concrete operations
3. formal operations
4. systematic isolation of variables
5. deductive hypothesis testing

Career Development

General principles of career development may provide a foundation
for understanding teacher development.

Harold Winensky (1961) described orderly and disorderly career
progression in both vertical and horizontal directions. An orderly
move occurs when the skills and experience gained on one job are
directly related to performance on subsequent jobs, with jobs being
arranged in a hierarchy of prestige. Disorderly moves occur when jobs are neither functionally related nor hierarchically ordered. Vertical moves involve changes from a bottom position at the time of entry to a higher position at a later time. Horizontal progression involves the increase of job status within one occupational stratum. Wilensky estimated that only about 30% of American men -- and many fewer American women -- have orderly careers.

Howard Becker (1952) indicated the attention focused on vertical mobility through a hierarchy of ranked positions often causes horizontal movement to be overlooked. He described horizontal movement as changes among the positions available at one level of the hierarchy.

Most career development theories are based on the vertical movement in the hierarchy. Donald E. Super's theory of vertical career development (1957, 1963, 1975) is based on Charlotte Buhler’s view of human development as a life long process. Super (1957, p. 72) said the processes of exploration, establishment, maintenance, and decline are not simply vocational, but involve all aspects of life and living. In the growth stage (ages 0-14) children are developing self-concepts from their experiences and relationships with others; their occupational preferences are based on their emotional needs and tend to be either fixed or to change fairly often. Young people in the exploratory stage (ages 15-25) find out about their aptitudes and interests and attempt to find a satisfactory occupation through a variety of activities, roles, and situations (1975, pp. 28-29). The establishment stage (ages 25-45) is a time of settling for what seems to be the best occupational choice and for stabilizing and advancing
a career. The self-concept is implemented in this stage (1957, Chapter 9; 1975, p. 29).

The maintenance stage (ages 45-65) is a time of holding on to the family, home, and job by engaging in the kinds of activities that got them where they are. Maintenance can be a period of enjoyment if establishment has been handled successfully, or frustration if the worker has not found a suitable or secure occupation (1957, pp. 147-53). A decreasing involvement with work and with life itself begins at about the age of sixty-five during the decline stage (1975, p. 30).

Murphy and Burck (1976) suggested including an additional developmental stage in Super's career development sequence. They maintained that a renewal stage should be placed between Super's establishment and development stages to reflect the major life/career stage that is negotiated between the years of 35 and 45 (p. 341).

Super (1963) extended his analysis of life stages by proposing that the exploratory and establishment stages have a total of five vocationally significant substages. Decisions at those substages are evaluated and are either modified or become crystallized, thus leading to elaboration and embellishment of vocational behaviors (Osipow, 1973, pp. 137-39).

Super (1963) suggested five vocational developmental tasks for occupational orientation:

1. **Crystallization** (ages 14-18): emergence of awareness about career choices

2. **Specification** (ages 18-21): onset of job training

3. **Implementation** (ages 21-24): entry-level position
4. *Stabilization* (ages 25-33): establishment in a field

5. *Consolidation* (ages 35 on): reweaving and embellishment of vocational direction

Virginia R. Griffin (1970a, 1970b) synthesized a model of six age-related stages of career development from research in human development. She identified five major forces shaping a man's life (community, family, work, physical condition, and personality), examined the relevant literature concerning changes in these conditions over time, and generated the following set of general work life stages:

Stage 1 (ages 23-25): neophyte in a situation of complex demands; egocentric; testing self; proving self on the job; present-oriented; willingly depends on the organization for guidance

Stage 2 (ages 25-30): resists control of the organization over him/her; builds own criteria of work-success for self; present-oriented; thinks about own purposes and priorities; pleased by increasing control of own life and work

Stage 3 (ages 30-40): achieves a positive independence, an autonomy of purposes and priorities; aims toward higher status and power; both present- and future-oriented (oriented toward own future); deeper consideration of purposes leads to further education

Stage 4 (ages 40-50): peak of position, power and prestige; has no reason to reconsider own purposes and priorities; remains loyal to the organization

Stage 5 (ages 50-60): experiences stress, stock-taking and some reorientation; has reached a plateau; aware of own limitations; turns toward own inner resources; feels controlled by shortness of time and physical limitations

Stage 6 (ages 60-65): forms reorientations toward work; redefines success; becomes more truly autonomous; concerned with self; tries to develop means to cope with losses and constraints; tries to justify work life as having been meaningful
Griffin applied her model to the work life of a county agent whose career is similar to a teacher's in that promotion removes him or her from doing county agent's work.

**Characteristics of Teachers and the Occupation of Teaching**

**Characteristics of Teachers**

A number of studies have attempted to identify personality traits of teachers or education students. Osipow (1973, pp. 221-22) summarized studies by Kuhlen (1963), Kuhlen and Dipboye (1959), Merwin and DiVesta (1959), Martin and Bendig (1961), and Gray (1963) and found the results strikingly similar. The data indicated that, in general, teachers are not highly motivated toward achievement but instead are steady individuals who like stable, predictable lives. In addition, they seem to be socially oriented.

Teachers value friendly relations with others. Davis (1964) surveyed 33,000 college seniors shortly before their graduation in June, 1971. He found that 70 percent of the seniors who chose education as a career preferred to "work with people rather than things." MacLean and associates (1955) found that teachers score above average on sociability, friendliness, and personal relations.

On conventionality and conservatism of teachers, Davis (1964) found that seniors majoring in education described themselves as more conventional in opinions and values than any other group in the study except seniors majoring in nursing. Strong (1954) compared the responses of 238 women elementary school teachers made on the Strong
Vocational Interest Blank with the responses of women in general. He found that the teachers liked people who were religious, fashionably dressed, non-drinkers, and thrifty. The teachers disliked people who were irreligious, women who smoke, foreigners, independents in politics, and people who take chances.

Gowan (1955), in a summary of the research on teachers' responses to the Minnesota Multiphasic Personality Inventory, concluded that teachers are more responsible, more conscientious, more conforming, and more friendly than the average individual. Teachers also emphasize control of self and adaptation to the needs and demands of others. David W. Johnson (1969, p. 148) said that teachers' conservative values are likely to result in a general resistance to change and a low motivation to modernize their teaching practices.

Differences in career patterns for men and women have been discussed by Frances F. Fuller and Oliver H. Bown (1975, pp. 27-28). They noted that older female teachers have less commitment and more interrupted service than older men. Kuhlen's research (1959b, p. 196) indicates that the peak years for the women's absence from service were between the ages of 30 and 34. Fuller and Bown indicated that young male and female teachers today are better prepared and are more committed than young male and female teachers in the past (p. 28). Kuhlen (1959b, p. 195) noted that married men and single women have more career stability in the sense that they are more likely to be continuously employed in the same job as they get older. Fuller and Bown (1975) said older men have less commitment to teaching than younger men and women, and they are likely to have entered the
profession to become administrators rather than classroom teachers. When asked about failures, the men in Kuhlen's study (1959) emphasized blocks to advancement while the women emphasized blocks to effective teaching.

Fuller and Bown (1975, p. 28) described elementary and early childhood teachers as warmer, more helpful, more supportive, and less critical than secondary teachers. They were also described as being more exhibitionistic, more orderly, more dependent, less bright, and more consistent than secondary teachers. Elementary teachers are more directive and teacher-centered than those at the secondary level. Secondary teachers were described as encouraging pupils' self-actualization, while primary teachers encourage dependence. David Ryans (1960, p. 385) found the attitudes of elementary teachers toward pupils, administrators, and fellow teachers markedly more favorable than were similar attitudes of secondary teachers.

The Occupation of Teaching

Robert Dreeban (1970, p. 21) described the teaching occupation as a relatively unstaged career. Because the career line is truncated, the occupational irony of teaching is that teachers must renounce their occupation in order to advance. Teachers can choose to leave teaching altogether, go into non-teaching occupations within education (such as guidance counseling), or advance into administrative positions. Administration is the dominant route out of teaching, and although both occupations fall within the field of education, they are vastly different lines of work. Thus, advancement
in teaching means small gains; advancement in education means renouncing teaching (Dreeban, 1970; p. 21).

Robert Dreeban (1970), in *The Nature of Teaching*, noted that the most conspicuous occupational properties of teaching are (1) the lack of a hierarchical array of positions forming the basis of career stages and (2) the lack of opportunities for substantial gains in financial and status rewards (pp. 172-173). In relation to teaching, Dreeban asked whether people could do the work to which they dedicated themselves and still advance in the occupation. Stated in a different way: does an occupation provide a career line in which people can continue to do their work yet gain substantially in income, prestige, responsibility, or some combination of these (pp. 170-171)? Walter Goode (1967), in "The Protection of the Inept," stated that every organization has two reward systems: one based on competence, the other based on service. Salary schedules for teachers are based primarily on service, the number of years taught.

Despite the limited upward mobility, some teachers are able to achieve gains in income, prestige, and responsibility. High school teachers may assume part-time administrative duties as department chairmen; such promotion normally entails modest financial and prestige gains (Maguire, 1970). A teacher may make a horizontal move to another school within the same school system which may offer advantages in clientele (Becker, 1951). Some teachers increase their earnings by moving to wealthier school systems (Pedersen, 1973). Seniority may bring certain informal benefits such as more options with the students and facilities (Lortie, 1975; p. 34-35).
Dan Lortie (1975) conducted ninety-four interviews of teachers in his Five Towns study of 1963. His data (p. 99) indicated that few beginning teachers project long futures in the classroom; men expect, generally, to leave, and women see their involvement as contingent. Lortie concluded that the career system in teaching continues to favor recruitment rather than retention and low rather than high involvement.

Dreeban (1970) outlined several key occupational characteristics of teaching (pp. 17-28). First, teaching is a client-serving occupation where the clients (the students) are met collectively under prescribed circumstances. Second, teachers are public employees, and therefore may have conflicts due to differences in professional and community standards. Third, teaching takes place in a bureaucratic organization that teachers are dependent upon for advancement. Fourth, teaching is an occupation with an intangible product; this creates problems because expertise needs to be demonstrated although the final product may not be visible for several years.

The social and cultural aspects of teaching have been considered by Dreeban (1970), Hughes (1958), Lacey (1977), Lortie (1975), Sarason (1971), and Waller (1932).

Teacher Career Development

Teacher career development is reviewed in this section by considering (1) alternative definitions of career development, (2) studies of teaching careers, (3) narrative accounts of teaching
careers, and (4) theories of teacher career development. The contribution of this study is also considered in this section.

Career Development: Alternative Definitions

Teacher career development generally has been viewed with the limited definition of horizontal or vertical movement to obtain increases in income, prestige, and responsibility. To understand the phenomenon of teacher career development, alternative definitions for career development have been suggested.

Dreelan (1970) indicated that the concept "career" has at least three meanings (pp. 20-21, 157-158). The first refers to the sequence of jobs that fills up the years of a working life. Second, it refers to occupations, independent of individuals (e.g., medicine, politics). Third, it refers to an occupation and the sequence of positions it provides for workers to move through.

Dreelan also proposed that the idea of career should not be confused with vertical mobility. At the minimum, career entails the notion of sequence whether the motion implied is up, down, or lateral; into or out of the labor force; between one or another type of occupation; or involving already established positions or newly created ones (p. 158).

Dreelan's definitions of "career" do not mention how teachers developed while passing through their chosen sequence of horizontal or vertical moves.

Donald Super (1957), Chapter 13) suggested a much broader definition by the use of the terms "vocational development" and "vocational
maturity." Vocational development was viewed by Super to be one aspect of individual development (p. 185).

Vocational development can be broken down into major life stages and placed sequentially on a continuum with each stage having characteristics distinctive to it. Super's vocational life stages, patterned after Buhler, included Growth, Exploratory, Establishment, Maintenance, and Decline stages. Vocational maturity was used to denote the degree of development, the place reached on the continuum of vocational development from exploration to decline (p. 186). Vocational maturity may be described not only in gross units of behavior that constitute the life stages, but also in terms of much smaller and more refined units of behavior manifested when coping with the developmental tasks of a given life stage (p. 186).

While Dreeben's description focuses primarily on changes in jobs throughout the career, Super's definitions allow for descriptions of behavior within one type of job through the life-span.

Many efforts to define teacher career development have used Dreeben's concept of career development: the identification of horizontal and vertical moves, movement in and out of the labor force, or movement to other occupations. There have been fewer efforts to define teacher career development in behavioral terms within one job as suggested by Super.

New research, particularly in the field of adult developmental psychology, within the last twenty-five years has suggested new approaches to the study of the teaching career. Anne F. Peterson (1979)
stated it is now possible to describe the teaching career as a group of three interlocking sequences of development:

1. A sequence of job events such as moves from school to school; the year and age of entry into and retirement from teaching; and the ages at which a teacher completes various education requirements, joins and resigns from professional groups, earns certain professional titles, and achieves honors or other forms of recognition associated with teaching.

2. A sequence of learnings of necessary job skills and behaviors; in particular, how and when a teacher acquires certain teaching techniques, develops new approaches, and learns personal skills and abilities to relate to members of the school community.

3. A sequence of changing attitudes and outlooks toward self and others tied to the process of acquiring occupational experience and maturing across the life-span.

The following sections review conceptualizations of teacher career development that emerge from the literature.

**Studies of Teaching Careers**

Raymond G. Kuhlen (1959b) conducted a study in teacher career development which focused on changing motivations, pressures, satisfactions, and dissatisfactions. He conceptualized the course of a career as reflecting the worker’s long-term efforts to effect a reasonable relationship between his motivations and the potential of his occupational environment for satisfying those motivations (p. 192). Kuhlen expected that careers would show certain developmental characteristics, and that the sources of satisfaction and frustration would reflect the needs that initially led to the occupational selection.
Open-ended interviews were conducted with 649 secondary teachers. Standardized tests obtaining demographic data were administered to the teachers and 203 additional teachers. The data were analyzed and organized in general categories such as career characteristics, satisfaction and dissatisfaction, need satisfaction, and career "saliency." One major career characteristic was the increased career stability in the sense that individuals are more likely to be continuously employed in the same job as they get older (p. 196). Young men early in their careers had more additional employment outside of teaching and more graduate study (p. 196). More of the older teachers than younger teachers reported they liked their present position extremely well (p. 198). A basic dissatisfaction with the teaching profession becomes evident with age, with older teachers expressing a decreasing willingness to reenter the teaching profession if they could start over again (p. 189).

Howard S. Becker (1952) sought to identify horizontal movement of teachers through their careers. Through unstructured interviews with sixty teachers, he found career movement to be movement from one school to another; some schools were more and others less satisfactory places in which to work (p. 472). Most teachers transferred because of problems with teaching, discipline, and morally unacceptable traits and behavior of the children. Most of the movement was from lower class schools to middle and upper class schools.

Thirteen of the sixty teachers chose to adjust to the school where they were. They adjusted their skills and attitudes which
eased the discomfort of the situation. They learned new teaching and disciplinary techniques, revised their expectations, and found explanations for children's actions (pp. 473-74).

Becker conceptualized teacher career development as the adjustments teachers make to their work situations. Either adjustments are made to the school situation or the teachers move horizontally to a more satisfactory school situation.

Warren A. Peterson (1964) in 1953 interviewed fifty-six urban female high school teachers concerning their work histories, changes in the character of their interactions with students, pressures of the woman-role expectations, and the effects of their social class and rural-urban mobility. The teachers reported feeling more positive about students early in their careers, blaming students for making their jobs more difficult as the teachers grew older (pp. 270-72). Relationships with students became less intimate and friendly, and more formal (p. 273). The teachers experienced frustration and helplessness from worrying about the students "getting worse every year," but were uncertain whether the phenomenon was due to their own aging or changes in the students (p. 276).

Narrative Accounts of Teaching Careers

In Tales of a Teacher, Beatrice Stephens Nathan (1956) wrote about her 31-year teaching career. She wrote after her retirement and related her experiences chronologically. For each teaching position, Nathan provided rich descriptions of the type of community, the character of the school staff, the lives of the children,
the effects of the era on community and school life, and her goals and efforts as a teacher.

Charles G. Rousculp (1969), with a commitment to complete a teaching career, wrote Chalkdust on My Shoulder in the middle of his career. He described various aspects of his teaching for twenty years as a teacher of high school English -- dealing with bright students, teaching a successful unit, dealing with cheating, helping students study. His book was organized around topics rather than by the chronological organization used by Nathan. He also described ways in which he had grown and developed while Nathan provided more descriptions of the changing eras.

Estelle Bell Hicks' (1959) book, The Golden Apples: Memoirs of a Retired Teacher, is a collection of short anecdotes which occurred during her career. She expressed her career as a number of separate incidents which remained salient in her mind, not as an entity of any particular historical period (Nathan) or of an evolving self (Rousculp).

Theories of Teacher Career Development

Some theories of teacher career development have been generated by scholars from their own experience as teacher educators. Theories by others have been proposed after conducting research or after reviewing research of others.

Aldoph Unruh and Harold E. Turner (1970) suggested that there are four periods of professional growth for teachers (pp. 94-102):
1. **The Preservice Period:** preparation at the high school and college level

2. **The Initial Teaching Period:** one to five or six years of service similar to the probationary term, though it may vary in length

3. **The Security Period:** roughly six to fifteen years of service, building upon the early years of experience

4. **The Maturing Period:** a continuing increase in competence and effectiveness

Unruh and Turner outlined those arbitrary stages while indicating that some persons could remain in the initial teaching period for many years while others progress rapidly toward the maturing period. The novice often has problems with discipline, routine and organization, scoring and marking papers, and curriculum development while trying to gain acceptance from the rest of the staff. The teacher in the security period finds security in his convictions and commitments, and views every task as an opportunity. In this period, the teacher also is devoted to seeking excellence in instruction and often seeks ways to improve his/her background and increase his/her knowledge. The maturing teacher usually exhibits considerable depth in most phases of the professional life and is likely to be highly competent and feel quite secure in the performance of the teaching duties. The attitude of the mature teacher permits change to be accepted as the dominant process of life rather than a threat. The teacher recognizes and accepts the concept that a teacher never "arrives." The teacher also thrives on curiosity and intellectual "bouts" with concepts, relationships, and ideas (Crosby, 1964).
Lilian G. Katz (1972) in "Developmental Stages of Preschool Teachers" suggested the existence of at least four developmental stages for teachers:

1. **Survival:** first year; emphasis on making it through the day, feelings of inadequacy and unpreparedness

2. **Consolidation:** second year; consolidating the overall gains made the first stage, and differentiating specific tasks and skills to be mastered next

3. **Renewal:** third or fourth year; tires of doing the same things and looks at innovations in the field

4. **Maturity:** by the third to fifth year; comes to terms with him/herself as a teacher and asks deeper and more abstract questions

Katz indicated that teachers may vary greatly in the length of time spent in each of the four stages. She further suggested specific types of training assistance that might be appropriate at each stage.

Louis M. Smith (1972) suggested that teacher training could be viewed in a larger context if the teaching career were spread over a time line and units were struck off (pp. 159-62). The proposed units were:

1. **Prepracticum**
2. **Apprenticeship**
3. **First Year Teaching**
4. **Probationary Teaching**
5. **Professional Career**

Smith indicated that a richer analysis of teaching might result if six categories of events important to teaching were examined at each of the five stages listed above. The six categories were: (i) general liberal arts education and academic specialization; (2)
concrete images of teaching; (3) core interpersonal survival skills; (4) idiosyncratic styles of teaching; (5) analysis, conceptualization, and inquiry about teaching; and (6) nonclassroom roles in teaching.

Frances F. Fuller and Oliver H. Bown (1975) identified four stages in the process of becoming a teacher after reviewing research by Fuller and others. These stages of teacher concerns were (pp. 38-39):

1. Preteaching Concerns: preservice teachers identify realistically with pupils, but with teachers only in fantasy

2. Early Concerns about Survival: idealized concerns are replaced by concerns about their own survival as a teacher; concerns with class control and mastery of content to be taught

3. Teaching Situation Concerns: concerns about their teaching performance, about the limitations and frustrations of the teaching situation, and about demands being made on them

4. Concerns about Pupils: concerns about pupils and about their learning, social and emotional needs; concerns about relating to pupils as individuals

Fuller and Bown said these "stages" are described mainly in terms of what the teacher is concerned about rather than what he/she is actually accomplishing. Whether the "stages" were distinct or overlapping had not been established.

In an earlier work, Fuller (1970) proposed three phases of teacher development. In doing so, she used student teachers' development questions which she had reported in previous study (1967). The three phases of development were:
1. **Phase of Concerns about Self.** Concerns about:
   a) the ability to survive as a teacher in the new school situation
   b) content adequacy
   c) capacity to control the class

2. **Phase of Concerns about Self as Teacher.** Concerns centered around three questions:
   a) Where do I stand?
   b) How adequate am I?
   c) How do the pupils feel about me? What are pupils like?

3. **Phase of Concerns about Pupils.** Concerns centered around three questions:
   a) Are pupils learning what I'm teaching?
   b) Are pupils learning what they need?
   c) How can I improve myself as a teacher?

Other researchers have identified and labeled stages similar to those suggested by Fuller and Bown (1975). The stage of early concerns about survival had been expressed by Fuller (1969); Fuller, Parsons, and Watkins (1973); Katz (1972); and Lortie (1966, 1973). Fuller (1969) summarized studies of beginning teachers by Philips (1932), Travers (1952), Gabriel (1957), Thompson (1963), Robinson and Beery (1965), and Erickson and Ruud (1967). The data indicated the early concerns were concerns with self -- about their own content adequacy; class control; about the situation in which they taught; and about evaluations by their supervisors, by their pupils and of their pupils by themselves.
Additional studies confirm the early concerns for self in the teaching role. Nathalie J. Gehrke (1976) interviewed eleven beginning secondary teachers to determine how they adapted the teacher role to meet their own needs while they were also being socialized to the role demanded by others. Based on the data, Gehrke suggested that the needs of the teachers during role transition are for respect, liking, belonging, and competence. These basic needs were in turn proposed to affect the teacher's perceptions of self, the role ideal, role related problems, and other persons.

Applegate and associates (1977, and Ryan, 1977) conducted a study of eighteen first year teachers. The teachers' reports indicated that a major concern was their ability to manage a classroom, confront discipline problems, evaluate student progress, and teach a particular subject competently. Ryan (1979) further reported that the teachers' first year was marked by instability and change.

The stage of concerns with the teaching situation has been reported by Fuller, Parsons, and Watkins (1973). Few additional studies have been conducted to confirm this stage of concerns.

The stage of concerns about pupils has also been sparsely confirmed. Fuller and Bown (1975, p. 37) said teachers in this stage may either settle into stable routines and become resistant to change or else may become consequence-oriented where there is concern about the impact on children. John Gabriel (1957) surveyed both the problems and satisfactions of experienced teachers in England and contrasted them with the problems and satisfactions of beginning teachers.
Experienced teachers were significantly less concerned with maintaining discipline and with criticism from inspectors, and were more often concerned with slow progress of pupils.

Philip Jackson (1968) observed and interviewed 50 experienced American teachers termed superior. His primarily clinical study seems to indicate that more experienced teachers are concerned about pupil progress. The teachers expressed these concerns almost exclusively while some teachers also indicated a decline in concern with discipline and self-adequacy during their years of teaching.

Most studies of teacher career development have examined small segments of the career: the preservice years, the first year, the beginning years. Few studies have examined the entire teaching career. Studies by Katherine K. Newman (1978) and Anne R. Peterson (1978) are notable exceptions.

Newman (1978) obtained middle-aged experienced teachers' perceptions of their career development. Newman interviewed ten public school teachers with experience ranging from 19 to 31 years. Several stages of career development emerged from the ten teachers' experiences. Their first decade involved several changes in schools, levels, and subjects taught. Women took breaks in service to raise families. Graduate study was done, and there was a reconsideration and reaffirmation of the decision to teach. A feeling of professional maturity was achieved, and teachers were highly satisfied.

The second decade of teaching found most teachers settled in one school system, grade level, and subject. They experienced highs
and lows in their satisfactions. Toward the end of the second
decade, some felt themselves "getting in a rut" and changed schools
and/or grade levels in an attempt to revitalize themselves. Several
experienced a decline in satisfaction.

The third decade brought a continuation of the stability in the
work situation, but the teachers felt moderately dissatisfied. As
they looked back over their careers, they realized they had become
more personal in their relationships with students, more flexible in
their dealings with student behavior, and less energetic. They were
thoughtful and troubled as they faced the early retirement decision.
The teachers saw their careers being significantly affected by
contemporary history.

Anne R. Peterson (1975) conducted an exploratory interview study
of fifty retired secondary school teachers in an effort to acquire
further information about how teachers' attitudes and outlooks
change throughout the teaching career. From the personal changes the
teachers recalled and described, Peterson said the teaching career
could be divided into three attitudinal phases.

The first phase lasts from the approximate age of twenty until
age forty and involves considerable shifts in commitment to teaching,
job morale, and other outlooks. Teachers are in the process of
establishing themselves in their careers, finding the optimal school
environment, and are also deeply involved in their families. This
period of "ups" and "downs" for teachers appears to end when they
manage to find a school which offers them the opportunity to put
down roots and begin a phase of professional commitment and growth.
The second phase of teaching appears to last from the approximate age of forty until fifty-five. Teachers in this phase exhibit high morale and commitment to teaching. They are at the professional peak of their career during this time.

The final attitudinal phase is marked by a withdrawal from the teaching profession and is characterized by a variety of different attitudes and outlooks. This phase lasts from the approximate age of fifty-five until retirement. During this time, teachers are able to maintain high job morale but are aware of the effects of biological aging. Energy and enthusiasm fade.

The teachers in Peterson's study also indicated that they perceived different groups within the school in different ways during their career development. As they gained in age and experience, teachers grew closer to their colleagues of the same age, but further from their students and their students' parents. Historical events surrounding the school also affected the perceptions of teachers across time.

Contribution of This Study

This study will add to understanding of teacher career development by the identification of developmental characteristics and developmental influences during the teaching years. Other studies have provided incomplete information about these characteristics and influences. Relatively little is known about specific knowledge, skills, attitudes, and concerns teachers possess during their teaching years. It is hoped that this study will confirm information
currently available about teacher career development and provide additional information to clarify developmental characteristics and influences.

An additional contribution of this study is that information about teacher changes in job events, learnings, attitudes, and outlooks is provided by teachers themselves. Also, environmental conditions which existed when those changes occurred are reported to provide information about the context in which changes occurred.

Summary

This chapter reviewed several areas related to teacher development. Human development was defined, described by stages of development through the life-span, discussed in terms of needs, and reviewed with studies of adult development. Career development was described from several viewpoints. The general characteristics of teachers were discussed along with a description of the occupational characteristics of teaching. Theories of teacher career development were also discussed. These areas were reviewed to present information pertinent to teachers' personal and professional development.
CHAPTER III
RESEARCH PROCEDURES AND
ANALYSIS OF DATA

As stated in Chapter I, the purpose of this study was to obtain teachers' perceptions of how they have changed personally and professionally since they started teaching. Several areas of the professional literature relating to that development were reviewed in Chapter II.

The purposes of Chapter III are to explain how the research was conducted and to describe the manner in which the data were analyzed.

The investigator conducted a lengthy focused interview with each of fifteen teachers. The design and development of the interview guide, definition of the sample, procedures for data collection, data analysis, and related methodological issues are considered in this chapter.

The Design and Development of the Interview Guide

The Focused Interview

This section describes the general characteristics of focused interviews along with a description of the focused interview used in this study.
Characteristics of focused interviews

The focused interview differs in several respects from other types of interviews. Merton, Fiske, and Kendall (1956) identified the following distinguishing characteristics (pp. 3-5):

1. The persons interviewed are known to have been involved in a particular situation (e.g., they have seen a film, been involved in a political rally, etc.).

2. The hypothetically significant elements, patterns, processes, and total structure of the situation are provisionally analyzed by the investigator. Through this content or situation analysis, the investigator has arrived at a set of hypotheses concerning the consequences of determinate aspects of the situation for those involved in it.

3. On the basis of this analysis, the investigator develops an interview guide which sets forth the major areas of inquiry and the hypotheses which provide criteria of relevance for the data to be obtained in the interview.

4. The interview is focused on the subjective experiences of persons exposed to the pre-analyzed situation in an effort to ascertain their definitions of the situation.

A set of criteria for the effective focused interview has been developed by Merton, Fiske, and Kendall (1956). They are (pp. 11-13):

1. **Range.** The interview should enable interviewees to maximize the reported range of evocative elements and patterns in the stimulus situation as well as the range of responses.

2. **Specificity.** The interview should elicit highly specific reports of the aspects of the stimulus situation to which the interviewees have responded.

3. **Depth.** The interview should help interviewees to describe the affective, cognitive, and evaluative meanings of the situation and the degree of their involvement in it.

4. **Personal Context.** The interview should bring out the attributes and prior experience of the interviewees which endow the situation with these distinctive meanings.
One of the principal reasons for the use of interviews rather than questionnaires is to uncover a diversity of relevant responses, whether or not they have been anticipated by the inquirer (Merton, Fiske, Kendall; 1956, pp. 12-13). The maintenance of spontaneity produces the give-and-take which helps the interviewee decode and report the meanings which a situation held for him or her. The limits of relevance in a focused interview are largely self-defined for the interviewee by the concrete situation to which he/she has been exposed (Merton, Fiske, Kendall; 1956, pp. 13-15). Nondirective procedures used by the investigator therefore yield a maximum of relevant data while still allowing for a diversity of responses.

Several types of questions can be used in a focused interview. They include unstructured questions (stimulus and response free), semistructured questions (response structured with the stimulus free, or stimulus structured with the response free), and structured questions (stimulus and response structured) (Merton, Fiske, Kendall; 1956, pp. 15-17).

Unstructured questions are especially appropriate in the beginning stages of the focused interview when their productivity is at a peak (Merton, Fiske, Kendall; 1956, pp. 16-17). They also may be profitably used throughout the interview. It may be necessary for the interviewer to assume more control with semistructured or structured questions later in the interview if the criteria of specificity, range, depth, and personal context are to be satisfied.
Without detailed responses, the data resulting from the interview would not provide the range, depth, specificity, and personal context essential to understanding of the nature and the meaning of the responses. Retrospection in the focused interview encourages stimulus-linked and detailed responses by helping the interviewee recall immediate reactions to the material rather than re-consider the stimulus situation and report present reactions to it (Merton, Fiske, Kendall; 1956, pp. 21-39).

The social atmosphere of the interview significantly affects the extent to which pertinent reports are elicited and the ease with which it is accomplished (Merton, Fiske, Kendall; 1956, pp. 171-86). The interviewer therefore can do much to establish the tone of the focused interview by clarifying the purposes of the inquiry and by defining the interviewee's and the interviewer's role.

This study's focused interview

The investigator's role was critical in guiding each teacher in the interview to provide full accounts of their careers. The investigator followed the guidelines proposed by Merton, Fiske, and Kendall (1956) in conducting a focused interview.

The use of a focused interview was particularly appropriate when considering its distinguishing characteristics in relation to this study:

1. The teachers were involved in a particular situation: their teaching career.

2. The investigator's content or situational analysis resulted in a hypothesized set of significant elements,
patterns, or processes that related to the teaching careers. Among those were the teachers' skill development, satisfactions, interests, and attitudinal changes.

3. On the basis of this analysis, the investigator developed an interview guide which directed inquiry into those hypothetically significant elements of the teaching career.

4. The interview focused on the experiences of the teachers during their careers in an effort to obtain their perceptions and definitions of that situation.

The focused interview used in this study was designed to enable respondents to include range, specificity, depth, and personal context in their responses.

The investigator tried to maximize the range of the interview by eliciting as many anticipated and unanticipated responses about the teaching careers as possible. This was achieved primarily by the use of unstructured questions, particularly in the early stages of the interview. This enabled the respondents to express a wide preliminary range of ideas, many of which could be followed up later in the interview. The investigator had to adjust the questioning in response to the ideas being expressed by the teachers. The adaptation of questioning in response to the emerging new ideas was critical in yielding a range of ideas relating to the teacher careers.

The investigator used the mutational questions used in the interview guide (see Appendix A) to raise issues near the end of the interview that had not been discussed earlier.

Specificity was also sought in an attempt to close the gap between the interviewee's perceptions of a situation and their reports
of that situation during the interview. A full range of data was obtained on a particular issue before the investigator sought specificity. Then the investigator would restate part of the data provided by the interviewee, ask for an initial response to that situation, and then seek specification about pertinent aspects of the situation.

Depth was sought so that the teachers would provide a maximum of self-revelatory reports concerning their teaching careers. The interview was designed to help the teachers describe the affective, cognitive, and evaluative meanings of the situations and their involvement in them. Depth was obtained in several ways. The flexibility of the interview situation allowed for spontaneity in reporting and the self-exploration of feelings. The retrospective focus of the interview also helped the teacher focus attention on the situation being discussed rather than on the investigator. Several techniques were also used to elicit affective responses. They included asking questions with a focus on feelings, restatements of implied or expressed feelings, and asking for comparison of situations.

The personal contexts of the teachers were sought in the interview to learn how their prior experiences and dispositions related to the teaching career they were describing. Several procedures were used during the interview to obtain the distinctive meanings of those situations for each teacher. Those included identification of the teacher with others in the situation, conversion of general statements into personal reports, and drawing upon experiences of the teachers when considering the teaching environment.
Detailed reports were necessary to provide thorough accounts of the teachers' careers. Since retrospection is a means to provide those details, each teacher completed a school data sheet prior to the interview to help the teacher recall dates and circumstances. Verbal cues during the interview also were used to stimulate teachers' recall of their careers.

Given the flexibility inherent in a focused interview, the opening of the interview set the tone for the conversation. The purposes of the interview were explained as well as the roles of the investigator and the teacher during the interview. At the beginning, the teacher was helped to see him/herself as a witness to his/her own experience.

When considering the criteria for the focused interview, certain types of questions helped get the interview effectively under way. The questions (1) directed attention to the stimulus situation rather than to the response, (2) led the teachers to specify the aspects of the situation to which they had particularly attended, and (3) encouraged them to describe their responses to those aspects.

The interview began with a general question, such as "When did you decide to enter teaching?" When they were asked, "What was it like as a first year teacher?" the teachers gave extensive responses. At times, the investigator followed with additional questions about the first year of teaching.

When it was apparent that the teacher had completed the description of the first year, the investigator provided a transition
so that the teacher would discuss the second year in a similar manner. Each successive year and each school setting was discussed. At times, it was difficult for the teachers to speak specifically about one year, so two or three years were sometimes considered together. When the teacher had completed the discussion of his/her teaching career, the investigator followed with some specific questions relating to particular aspects of the teacher's career. The specific questions often focused on changes in their philosophies, in society, in themselves as people, in their career plans, and in other issues. The complete final interview guide appears in Appendix A.

The Experimental Interviews

Before the interviews with the final sample could be conducted, it was important to conduct several experimental interviews. The purposes of the experimental interviews were: (1) to test the design of the interview, (2) to improve the interview skills of the interviewer, and (3) to develop consistency in the interviewer's approach.

It was necessary to test the design of the interview to see if it actually did elicit information from the teachers concerning the objectives of the study. If relevant information was not produced, the interview would have to be redesigned. The experimental interviews provided the opportunity to test the interview design.

Since the appropriate conduct of the interviewer is critical to a successful focused interview, the experimental interviews also allowed the investigator to improve his interview skills.
The investigator needed to be aware of and have skill in dealing with several problems that occur in focused interviews. In providing for a range of responses, the investigator had to learn to guard against shifting topics rapidly, adhering to fixed questions, forcing predetermined topics, and restricting unanticipated responses.

To obtain specificity in responses the investigator also needed to develop skills to facilitate progressive specification, to encourage complete responses to the stimulus situation, and to connect responses to unlinked situations. These and other skills were developed in the experimental interviews.

It was important that the investigator's conduct be consistent during each of the final interviews. Altering the opening of the interview with one teacher, for instance, would produce an undesirable variable in the study and might alter the responses for that particular teacher. The experimental interviews provided the investigator the opportunity to develop a consistent approach throughout the interviews.

The study was explained to two graduate education classes and volunteers for the experimental interviews were obtained. From the group of volunteers, only teachers who also met the criteria for the final sample were selected for the experimental interviews.

After each experimental interview, the teachers were asked for their reactions and suggestions concerning the interview. The investigator then modified each successive experimental interview after considering those reactions. After four interviews, the investigator
contacted two of the volunteers who had been interviewed to obtain additional suggestions to increase specificity of responses.

All the teachers felt that the design of the interview was good, particularly with the discussion of each school in sequence and some overview questions at the end. They felt an accurate and complete representation of them as teachers came out during the interview. The non-threatening conversation about their careers was preferred over a series of structured questions. The teachers found the school data sheet which they completed before the interview was helpful in recalling some details. The teachers also felt that not seeing the list of interview questions ahead of time allowed for spontaneous, unrehearsed answers. In that way, there was not time to develop "pat" answers or screen out certain information.

Some modifications of the interview guide were made after the experimental interviews were conducted. Some introductory questions were dropped. The school data sheet was used. Also, a list of a few typical questions which might occur in the interview were sent to the teachers in the final sample before their interview. To obtain more specific information, the investigator also asked more questions in which the teacher had to make comparisons (i.e., How is your teaching style different than it was your first year?).

The purposes of the experimental interviews were achieved after six interviews. Modifications were made and the teachers in the final sample were contacted next. The complete final interview guide appears in Appendix A.
Defining the Sample

A sample of teachers with some common characteristics was selected to obtain information for a variety of grade levels and years of experience. This section describes (1) the number in the sample, (2) the criteria for selecting the sample, (3) the procedures for obtaining the sample, and (4) a description of the final sample.

Number in the Sample

Since related studies provided little guidance for selecting the number in the sample, questions arose concerning how many teachers would be necessary to provide representative information about a specified population of teachers. A large enough sample was needed to provide a variety of information relating to the objectives. Yet the number needed to be small enough so that the data could be analyzed to the depth required in a qualitative study of this nature.

The minimum number of teachers to be interviewed was set at fifteen. The researcher thought that the essential qualities of that population could be revealed in a sample of that size. Not knowing for certain how many might be needed and recognizing the practical limitations of doctoral study, a maximum number of twenty-five was set. Again, the researcher thought that few new ideas would emerge by the time twenty-five teachers had been interviewed.

After the first fifteen teachers were interviewed, an initial analysis was made to determine if more teachers, up to the maximum of twenty-five, were required. As no new, significant information
was being obtained in later interviews and the same patterns were being reinforced, the interviewing stopped at fifteen teachers.

Criteria for the Sample

Because of the relatively small sample size, a number of criteria were established to narrow the range of variability for the teachers interviewed. In that way, generalizations might be hypothesized more easily when considering a sample of teachers with a number of common characteristics.

Only regular classroom teachers who had their entire teaching experience at the elementary level were included in the study. Regular classroom teachers are more representative of the entire teacher population as compared to special teachers (music, art, physical education) or substitute teachers who might be located in several school buildings each week. The organizational structure within elementary buildings often is less complex than secondary buildings which frequently have several levels of organization with departments for various disciplines.

Only public school teachers were selected. Those teachers share common educational circumstances as compared to private or parochial teachers.

Teachers were selected to provide an even distribution for each grade level from kindergarten to sixth grade. To make that determination, teachers were identified with the particular grade they most recently taught.
Only teachers who were currently teaching in suburban school districts were selected. For the particular districts available to the investigator, the suburban districts generally had more stability because they had been less influenced by funding problems and court orders as compared to the rural or urban districts. Also, to provide a fuller range of districts and schools, no more than three teachers were selected from any one district and no more than one teacher from a particular school.

In an effort to interview those teachers with the fewest delays between their high school education and the start of their teaching career, criteria were set for delays between the completion of high school and the start of college as well as for delays between the end of their college training and the start of their teaching career. Teachers were included only if their delay between the completion of high school and the start of college was no more than three years. Also, teachers were included if the delay between the completion of college and the first teaching assignment was no more than three years. In the selection process, highest priority went to teachers with no years of delay.

Also in an effort to interview teachers with the fewest breaks in service once starting to teach, criteria were set for that as well. Teachers were included only if they had no more than four years break in service after starting to teach. In the selection process, highest priority went to teachers with no break in service.
Teachers were selected to provide an even distribution for the early, middle, and later years of experience. Only teachers with three years of teaching or more were selected. In the selection process there was no upper limit for the years of experience.

The sample included both men and women. Since 87% of elementary teachers are women and 13% are men, the sample was selected with a similar proportion.

Procedures for Obtaining the Sample

To obtain the sample, a network of the investigator's colleagues assisted in building a pool of teachers' names who met the criteria for the study. The sample criteria were explained to several colleagues who had taught or who were currently teaching in suburban elementary schools and they were asked to list the teachers who met that criteria for their particular buildings. In that way, for each school in which a contact was made, the teachers who met the study criteria were listed along with their current grade level, years of experience, and information about their delays or breaks in service. The investigator also asked those colleagues if they knew any teachers in any other buildings. If they did, the investigator called those people, mentioned who referred the investigator to them, explained the study and the sample criteria, and asked that person if he/she were willing to list the teachers in their building who met the study criteria. Then, the investigator asked that person if he/she knew any teacher in any other building in that district or in any other district. Thus, one school contact led to another until
a list of approximately 350 teachers from nine districts had been compiled.

In selecting the first fifteen teachers to be contacted and interviewed, the sample criteria were considered. A representative distribution of teachers from kindergarten to the sixth grade was desired as well as an even balance of teachers in the early, middle, and later years of service. Also, priority was given in the selection process to teachers who had no delays or breaks in service. There was to be no more than one teacher from a school and no more than three teachers from any particular district. Finally, two out of the fifteen had to be male to reflect the proportion of male elementary teachers.

From the pool of teachers who met the sample criteria, fifteen teachers were selected who met the special conditions outlined above. When those teachers were called by the investigator, the study was explained to them and they were asked if they would be willing to be interviewed. Upon calling the fifteen teachers, it was discovered that some of the information provided by the contact persons was faulty. One teacher hadn't taught the minimum of three years, two teachers had more than a four year break in service, and one teacher had more than a three year delay between high school and the start of her college training. Since those teachers did not meet the sample criteria, replacements had to be found. Also, one teacher out of the original fifteen met the sample criteria but declined to be part of the study. No reason was given by that teacher. In the
process of finding replacements for those five teachers, two teachers declined to participate because they intended to quit teaching and one additional teacher had more than a three year delay after her college training before starting to teach. One replacement teacher agreed to the interview but then her school district went on strike. Since her activities in connection with the strike became so consuming, she subsequently asked to be dropped from the study before the interview took place. In summary, ten out of the original fifteen teachers selected agreed to be interviewed while replacements had to be selected for the five others who either did not meet the sample criteria or who declined to be interviewed.

Description of the Final Sample

The final sample consisted of fifteen public school teachers from central Ohio. Their teaching experience ranged from four to twenty-eight years. At the time of the interview, they all were teaching at the elementary level in suburban school districts. Each teacher taught in a different building and eight districts were represented in the final sample. There were thirteen women and two men. The teachers ranged in age from twenty-six to fifty. All fifteen teachers were Caucasian. One teacher had a two year delay between high school and college, another teacher had a three year delay between college and the start of teaching, and two other teachers took a year off to have children. Other than those noted here, there were no other delays or breaks in service for the teachers in the final sample.
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Age</th>
<th>Sex</th>
<th>Years of Teaching Experience</th>
<th>Grade Level Currently Teaching</th>
<th>Grade Level Previously Taught</th>
<th>Number of Years Delay Between High School and College</th>
<th>Number of Years Delay Between College and Teaching</th>
<th>Number of Years Break In Service</th>
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A summary of the characteristics of the final sample is shown in Table 1.

**Procedures for Data Collection**

After the teachers in the final sample were selected, they were contacted by telephone; the study was described to them and they were asked if they would agree to an interview. This section describes (1) the initial telephone contact with the teachers in the final sample; (2) the follow-up letter, school data sheet, and sample questions for those teachers; and (3) the interview circumstances.

**Initial Telephone Contact**

Each teacher selected for the final sample was invited to participate in the study through a telephone call made by the investigator. The purposes of the call were: (1) to describe the study and have the teacher agree to participate, (2) to see that the teacher met the criteria to be in the study, and (3) to set up an interview time and location. The investigator's part for the initial telephone call was as follows:

My name is Paul Burden. I'm a doctoral student in the College of Education at the Ohio State University. I'm working on a dissertation in which I'm talking to teachers about their teaching careers. I obtained your name from ______. I'm calling to see if you would be interested in talking with me about your teaching career.

(If the teacher hesitated to accept, the investigator continued as follows:)
I am interested in what teaching has been like for you and how you might have changed personally and professionally during that time. We would have to meet only once and our conversation might take about two hours.

(When the teacher agreed to participate, the investigator continued as follows:)

I have established some criteria for the teachers who will be interviewed and I would like to review those with you. (Confirm that the teacher meets the criteria by going through each item.)

I want to assure you that your name, school, and district will be held in strict confidence. I will be recording the conversation on tape. Is that all right for you?

I could come to your home or school or wherever you would feel the most comfortable. When would be a good time for you?

(The investigator then informed the teacher that a letter, school data sheet, and sample questions would be sent to him/her before the interview.)

Some teachers wanted more detailed information about the study. Specific details were provided in an effort to give the teachers an understanding of the study and their role in it.

Follow-up Letter, School Data Sheet, Sample Questions

After each teacher agreed to participate in the study, three items were mailed to him/her: (1) a follow-up letter, (2) a school data sheet, and (3) a list of sample questions. Those sheets are located in Appendices B, C, and D. The interview date was scheduled to allow the teacher a few days to complete the school data sheet and to think about their teaching and the study.

The follow-up letter had several purposes: (1) to thank the teacher for consenting to the interview, (2) to outline the objectives
of the study, (3) to remind them of the tape recording and assure
them of their anonymity, and (4) to inform them about the school
data sheet and the list of sample questions.

The school data sheet was a form for the teacher to complete
prior to the interview. For each school where the teacher taught,
it sought information concerning the name of the district, the name
of the school, the grade levels they taught, the number of years
there, the dates of those years, extra-curricular activities they
sponsored, other duties required of them in the school, and any com-
ments they had. The school data sheet was used to aid the investiga-
tor in the interview by having a summary of the teacher's career in
writing. Also, the sheet was a means to have the teachers think
about specific details or general patterns of their careers before
the interview. It was especially helpful for teacher who had been
in several schools or who had been teaching for a number of years.
By placing certain facts in writing about their careers, it was
hoped that other aspects of their careers would come to mind as well
and that the teachers would have some of these details fresh in mind
for the interview.

The list of sample questions was provided to give the teach-
ers some idea of the topics that might be addressed in the interview.
It also allowed the teachers time to think about certain aspects of
their teaching careers before the actual interview.
Interview Circumstances

The interviews were conducted between July and September, 1978. Twelve teachers were interviewed while they were still on summer vacation. The three teachers interviewed in September already had started the new school year.

Each teacher was interviewed in the location of his/her choice. Nine were interviewed in their homes, five in their schools, and one in the investigator's home. Of the five teachers interviewed in their schools, one was interviewed when the school year was about to begin and three were interviewed after the school year had started.

The total time spent with each teacher was recorded along with the time of the taped interview. While the total time spent with each teacher ranged from two hours to four and one-half hours, the average was three hours. For the taped interview, the time ranged from one and one-half hours to three hours with the average length being two hours and 10 minutes.

Several teachers were interviewed at the end of the school day or at a time when it seemed clear the teacher had a number of other things to do. Those interviews tended to be more brief than the rest, partly due to the investigator's response to the situation by not probing as long into some issues. The amount and kind of information given in those interviews seemed to be affected somewhat by the circumstances.

Overall, the interview conditions were very good. In several situations, interruptions occurred but the concentration of the
teachers didn't seem to be affected. Each interview took place with only the investigator and the teacher in the room, generally being no more than six feet apart. The physical proximity seemed to facilitate the rapport.

The investigator was conscious that his behavior would affect the rapport and consequently the interview. When meeting the teachers just before the interview, a pleasant, non-threatening posture was maintained. Opening comments consisted of friendly comments unrelated to the substantive concerns to be explored in the interview itself. Then the procedures for the interview were discussed in a straightforward manner. The teachers had the opportunity to ask any questions of the investigator.

During the interview, extra papers, recording tapes, and wires were hidden from the teacher's view in an effort to make a more natural conversation setting. The investigator did not inject any of his own thoughts or opinions into the interview and was non-judgmental in his response to the teacher's statements. The investigator did guide the conversation in the logical sequence established by the design of the interview.

After the interview, the investigator described how the report of findings would be distributed to them. A number of teachers chose to talk more about their careers after the recorded interview. Several teachers commented that the non-threatening, non-judgmental approach used by the investigator helped them feel at ease.
Notes were kept after each interview for the following information: date of the interview, time, location, positions of the investigator and interviewee, interruptions, and general comments.

**Data Analysis**

This section describes (1) the initial analysis, (2) the mechanics for the data analysis, (3) the coding of data into categories, (4) final analysis, and (5) the various methods for presenting the results.

**Initial Analysis**

It had been determined that a minimum of fifteen and a maximum of twenty-five teachers would be interviewed in this study. After the first fifteen interviews had been completed, an initial analysis was to be made of the data to determine if more teachers were required to reveal the essential qualities of a population meeting that particular set of criteria.

The taped interviews were examined carefully and notes were made for each teacher and outlined into five categories identical to the objectives of the study.

Arguments for continuing the interviewing were that it would be an opportunity to obtain new information, to increase the validity, and to reinforce past patterns. The arguments for stopping the interviewing at fifteen teachers were more convincing after examining the notes provided in the initial analysis. Those arguments were that no new significant information was being obtained in later
interviews and that the same patterns were being reinforced. Also, there were concerns that the investigator might change his conduct in future interviews due to the knowledge gained from the analysis of the previous interviews. Since the new school year had begun at that time, there also were concerns about what effect that might have when interviewing additional teachers. Considering the weight of both arguments, no more interviews were conducted and the final sample was fifteen teachers.

Mechanics for Data Analysis

The audio tapes of the interviews were transcribed onto note cards. Each card had the teacher's initials, the tape side from which the note was taken, the tape counter number of that particular note, and the note itself. Most of the tapes were transcribed verbatim. Some parts were summarized and were so noted by being placed in parentheses. The investigator's questions were also included on the cards in parentheses. The numbered note cards allowed for easy retrieval of certain passages and also provided flexibility in handling the data in the process of analysis. The note cards for each teacher were then typed consecutively on typing paper providing a transcript which could easily be read. The typed transcripts for all of the teachers were then bound into a book.

Coding into Categories

The interview was designed to obtain teachers' perceptions concerning their personal and professional development along with
their perceptions of the influences affecting that development.

Five objectives of the study were stated concerning those perceptions. The information provided by the teachers in the final sample was coded into five categories corresponding to the objectives of the study.

The teachers sometimes needed only a phrase to express an idea. In other cases, they needed an entire sentence or a paragraph. Therefore, there was no single unit of length which was used to code those ideas into the five categories.

Definitional guidelines had to be provided for each category so that when the same type of information was provided by the teacher it was coded into the same category. The study objectives are listed below along with the guidelines developed for each which served as a basis for decision when coding the ideas provided by the teachers in their interviews. The categories and guidelines were:

1. Perceptions of the characteristics of their personal and professional development

   **Guidelines:** Statements of the teacher's thoughts or activities at a certain time. Statements in which the teacher said directly that there was a change in him/herself. Statements in which the teacher said he/she thought or did something different than at some previous time. Statements about the teacher's knowledge, attitudes, abilities, and job performance.

2. Perceptions of the influences of the school environment on that development

   **Guidelines:** Statements about the conditions the teacher observed or experienced in the school during the years of service. Statements about influences on or in the school and the school community at that time.
3. Perceptions of the influence of supervisory practices on that development

**Guidelines:** Statements about knowledge, training, or activities before starting to teach. Statements about the teacher's activities and interests outside of the school during the years of service.

4. Perceptions of the influence of supervisory practices on that development

**Guideline:** Statements about the thoughts, activities, or qualities of any school personnel in a supervisory position.

5. Types of school environment and supervisory practice preferred to facilitate that development

**Guideline:** Statements made by teachers with specific suggestions to modify school conditions or supervisory practices.

The coding procedure helped achieve two things: (1) it organized the information provided by each teacher into the five different categories which were the foci of the study, and (2) it condensed the data onto notations about the ideas expressed by the teachers, thus making the data more manageable. A list of the ideas expressed in the interview concerning each study objective was developed for each teacher. The card number and the teacher's initials were placed next to each idea in those lists to aid in the retrieval of the exact passage if that was necessary.

**Final Analysis**

As a consequence of the coding procedure described above, each study objective had a list of ideas each teacher expressed about that particular study objective. After conducting the interviews,
transcribing the data, and coding the information into categories, the investigator was very familiar with the data.

It became clear that one manner of data analysis would not be appropriate given the nature of the data. For instance, the information provided concerning influences of supervisory practices and preferences for the school environment (study objectives four and five) seemed to fall easily into clear topics such as discipline, evaluation, supplies, salary, or the curriculum. Therefore the topics could be listed and the ideas that each teacher expressed about those aspects of their experience could be charted under those particular topical headings. Yet the first three study objectives, particularly the first one concerning personal and professional characteristics, were much more complicated and the ideas did not fall into clear topical categories. Instead, different categories seemed apparent when several topics were combined. Therefore, a certain degree of theorizing was necessary for the first three study objectives whereas the data under the last two objectives could be organized into simple topics.

The investigator began a process of clarifying the theories, substantiating them with the ideas expressed by the teachers, and amending the theories as necessary. After being well into the theory building process, it was discovered that the procedures being used were almost identical to the constant comparative method of qualitative analysis proposed by Glaser (1965) and Glaser and Strauss (1967, 1970). That analytic procedure of constant comparison is
designed to generate theory which is integrated, consistent, and close to the data. The procedures described here concerning the constant comparative method were the procedures used for the first three study objectives.

The constant comparative method described by Glaser (1965, pp. 439-443) has four steps: (1) comparing incidents applicable to each category, (2) integrating categories and their properties, (3) delimiting the theory, and (4) writing the theory. The analysis started with the investigator determining some preliminary theories about the study objectives after he became familiar with the data and the literature. Then the ideas were coded into the appropriate preliminary theory. While coding an idea for a category, it was compared with previous ideas in the same theory category. This constant comparison of the ideas soon started to generate theoretical properties for that particular category. At times, emerging theories conflicted or overlapped. In those cases, the investigator recorded a memo on the idea. By doing so, the initial freshness of the investigator's theoretical notions were tapped and those notes often resulted in modification of the emerging theory categories.

The second step in the constant comparative method was the integration of categories and their properties. As the coding process continued, the theories with their descriptive characteristics often became integrated with other theoretical categories as those characteristics became more clear. Thus, the theory developed as
different theory categories and their properties became integrated through constant comparisons.

The next step in the constant comparative method was delimiting the theory. That occurred at two levels: (1) the theory and (2) the original list of theory categories proposed for coding. The theory solidified in the sense that major modifications became fewer and fewer as the researcher compared the next idea to be coded to the established characteristics of that particular theory category. Delimiting the theory resulted in delimiting the original list of proposed categories for coding. As the theory grew, reduced, and increasingly worked better, the researcher became committed to it. That commitment allowed the researcher to delimit the original list of categories to the boundaries of the theory.

Another factor is that categories became theoretically saturated, which further delimited the list of categories for coding. After the researcher coded incidents for the same category a number of times, it became a quick operation to see whether or not the next applicable incident pointed to a new aspect of the category. If yes, then the incident was coded and compared. If no, the incident was not coded since it added nothing to the theory (Glaser, 1965, pp. 441-42).

The last step in the constant comparative method was writing the theory. Credibility of the theory is enhanced when data is presented as evidence for conclusions in the theory. That evidence may be in the form of characteristic illustrations or tables.
The characteristic illustrations used in this report are the actual verbatim comments made by the teachers along with tables or summaries in certain areas. Another way to enhance credibility of the theory along with the use of illustrations is to clarify the procedures for analyzing the data to the reader. That is one of the purposes of this detailed description.

The constant comparative method of qualitative analysis was used for the first three study objectives while coding into topical categories was used for the last two study objectives.

Methods of Presenting Results

This section describes how the results of the study are presented in four different chapters.

Characteristics, influences, and preferences

After the constant comparative method had been used for the first three study questions, theories concerning those characteristics and influences were produced. The manner of presenting those results was to state the theory and provide illustrative verbatim statements made by the teachers along with summary charts or lists where appropriate. Since study objectives four and five were analyzed with the use of certain topical categories, charting or listing those summaries was appropriate. Some verbatim statements also were used to illustrate certain items. Due to the complexity of the data, the personal and professional characteristics (study objective one) are reported in Chapter IV while the results for the influences and
preferences (study objectives two through five) are presented in
Chapter V.

A Case Study. One case study is presented in Chapter VI to
illustrate the context in which the teachers' changes and influences
occurred. The case study provided is the verbatim account of one
teacher's career, and an explanation of certain changes and condi-
tions the teacher experienced. The case study and explanation show
events in the context of the situation. The functional relationship
of events and situations is established.

Whenever an event appears, it always appears within a certain
context, and the context that implicitly is given with the event is
relevant to understanding the event. Actually the context is essen-
tial for the understanding of the event because the role that the
event plays within the context, even if it is only implicitly recog-
nized, is one of the determiners of meaning of the event (Gurwitsch,
1964). The implication is that the event cannot be studied by ab-
stracting it from the context in which it appears, and still be the
same event (Giorgi, 1966).

Giorgi (1967) said the essential phenomenon as it was lived
and experienced by the subjects should be captured; otherwise the
research would lose much of its value. The phenomenon with all its
concreteness and particularity as it was experienced by the subjects
needs to be reported (Giorgi, 1965).
Idiosyncratic examples

There is a value in the manner the results are presented in Chapters IV, V, and VI, yet the idiosyncratic context is not revealed there. The idiosyncratic context refers to those highly personal experiences and associated attitudes which occur rarely even with a relatively homogeneous group (Merton, 1956). Those idiosyncratic qualities of the teachers, qualities unique to them, had a bearing on how they perceived and responded to situations. Since some of those idiosyncratic qualities had an influence on their teaching careers as well as on their personal and professional development, it is important to present a number of examples. This is done in Chapter VII. The examples provided there illustrate some idiosyncratic circumstances and the impact they had on the individual teacher.

Methodological Issues

A number of factors affected the reliability and validity of this study. These factors, along with limitations for generalization, are considered in this section.

Reliability and Validity

A number of circumstances affected the variability of the teachers' disclosures. Variability in turn affected the reliability and validity of the study.

Three sources of variability in the interview originated from:
(1) task variables, (2) the interviewer role, and (3) the respondent role.

Reliability and validity: task variables

The source of the task (interview) variability can be examined closely (Sudman and Blackburn, 1974, pp. 7-13):

1. Task structure
   A. Open vs. closed questions
   B. Use of recall aids
   C. Methods of administration
2. Degree of self-presentation required by the task
   A. Questions that pose a threat to the respondent and raise anxiety
   B. Socially desirable responses
   C. Giving answers to questions when he doesn't know the answer
   D. Acquiescence: avoiding conflict, politeness
3. Salience of the required information
   A. Regency
   B. Importance
   C. Complexity
   D. Affect or "repression"

One of the purposes of the experimental interviews was to test the design of the interview to see if it elicited reliable and valid information from the teachers concerning the objectives of the study. Careful attention was given to the task variables when the interview guide was designed so that highly reliable and valid information could be obtained. The teachers in the experimental interviews suggested ways to improve the range, specificity, depth, and personal context of the final interviews. The degree of reliability and validity of the final interviews was increased with the modifications.
The information the teachers provided in the experimental interviews generally was clear, unambiguous, and specific, suggesting that highly reliable data was being generated by the interview guide. After modifications were made in the interview guide, the information provided by teachers in the final sample appeared to be even more clear and specific, again suggesting a high degree of reliability.

Due to the inherent flexibility of the focused interview, it is improbable that each interview could be conducted identically. Giorgi (1966) indicated that in the human sciences, it is not necessary that a phenomenon to be investigated be duplicated identically (even if that were possible) but simply that its essential theme can be identified through its varying manifestations. There was little reason to believe that the information provided by the teachers in the experimental interviews or by teachers in the final sample was inaccurate. Given a similar interview situation, there also is little reason to believe that stable and relatively consistent answers would not be provided. In that regard, there seems to be a high degree of reliability.

The teachers in the experimental interviews generally revealed information about their teaching careers which was logical, relevant, and rich in complexity and meaning, suggesting that highly valid data was being generated by the interview process. After modifications were made in the interview guide, the teachers in the final sample appeared to provide more relevant and richer information.
The investigator was able to judge the face validity given the experience of his own teaching career. In fact, many of the changes and influences mentioned by the teachers in the interview had been experienced by the investigator in his own teaching career.

As noted earlier, the teachers in the experimental interviews thought that accurate and complete representations of them as teachers came out during the interview, suggesting that the interview guide did not distort the reality and meaning of their experiences and that the interview process elicited information with a high degree of validity.

Six teachers in the final sample commented on the interview. Their comments suggest that the interview had a high degree of reliability and validity. One teacher said she hadn't thought about her career in as much detail as she had in the interview. Another teacher said "it was a very comprehensive interview." Still another teacher said, "I think I told you everything I believe." Two teachers said the interview gave them a chance to talk in detail about their careers. One teacher said the interview gave her a chance to look at herself in a career perspective and suggested that others would benefit by viewing their teaching in a career perspective as well.

Reliability and validity: the interviewer role variables

The role of the interviewer was also a source of variability. Three types of variability are: (1) the interviewer's role demands,
or the rules of behavior which the interviewer is expected to follow, (2) the interviewer's role behavior, or the degree of competence with which he carries out these role demands, and (3) the interviewer's extra-role characteristics, such as social background characteristics, which "type" the interviewer for the respondent and cause the respondent to respond to the interviewer in ways that are irrelevant for the task at hand (Sudman and Blackburn, 1974, pp. 13-16).

As noted earlier, two purposes of the experimental interviews were to develop the interviewer's skills and to develop consistency in the interviewer's approach. In the experimental interviews, the interviewer developed skills and achieved an acceptable degree of competence in performing the role demands and questioning required by the interview guide.

The rules of behavior for questioning which the interviewer had to follow to ensure that the responses reflected the range, specificity, depth, and personal context resulted in a consistent approach for each final interview. The interviewer was knowledgeable about the subject of inquiry since he had been a public school teacher.

Reliability and validity: the respondent role variables

The variable in the respondent role is the teacher's motivation to perform the tasks required in the interview. If the respondent is not sufficiently motivated to perform his or her role, the whole interview falls apart (Sudman and Blackburn, 1974, pp. 16-17).
No financial incentive was provided for the teachers to agree to the interview. It seemed clear that the teachers were fully willing to talk about their careers and answer questions; the average interview length was two hours. The teachers might have been motivated during the interview when they recognized the interview design allowed them to be a witness to their own experience. They also might have been motivated to continue seriously with the interview when they were allowed to discuss relevant events of their teaching careers in chronological order.

**Reliability and validity:**

*other variables*

Glaser (1965) indicated that the constant comparative method of qualitative analysis is not designed to guarantee that two analysts working independently with the same data would achieve the same results. It is designed for some vagueness and flexibility which aid the creative generation of theory.

**Limitations for Generalization**

There are several sources of limitations for this study. First, the data in this study were provided by teachers with a certain set of demographic characteristics. The final sample consisted of fifteen public school teachers who taught in regular elementary classrooms in seven suburban school districts in central Ohio. Data from teachers in many other settings were not included in this study. Second, the data in this study were provided by teachers who had continued to teach. Data from teachers who had not continued to
teach and who had taken other jobs were not included in this study. Third, the data in this study were self-selected by the teachers when they were recounting the events in their careers.

To generalize and say that all teachers possess the qualities and have experienced the influences expressed by these teachers would be overstepping the bounds of this study. This was an exploratory study with a population selected with specific criteria. How valid these findings are for other teachers is unknown.

There were several sources of variability in the study. They included: (1) the individual teacher, (2) the school setting, (3) the years of service, (4) the era in which the teacher taught, (5) the variance of the interview as described above, and (6) other variables. Meaning is not obtained unless there is a variability but too much variability would reduce the generalizability (Duncan, 1978). Teachers with a certain set of criteria revealed information about their personal and professional development. Perhaps generalizations could be made for other teachers meeting the same set of criteria.

Glaser (1965) noted that the constant comparative method of qualitative analysis is concerned with generating and plausibly suggesting many properties and hypotheses about general phenomenon. No attempt is made in the method to ascertain either the universality or the proof of suggested causes or other properties.
Even considering the limitations, it is hoped that the findings from this study will contribute to further understanding of the personal and professional development of teachers.

Summary

Using a qualitative methodology, the researcher interviewed fifteen public school teachers about their personal and professional development. The teachers were selected through a network of the investigator's colleagues. The teachers had from four to twenty-eight years of experience, were both male and female, taught in elementary suburban schools, and had few delays or breaks in their service. A focused interview was conducted with each teacher.

The data consisted of transcripts of the interviews. The constant comparative method of qualitative analysis was used for most of the data while some data were charted into topical areas. A number of methodological issues are involved in the study. The results of the study are presented in Chapters IV through VII.
CHAPTER IV

RESULTS: TOPICAL SUMMARIES OF CHARACTERISTICS

The purpose of this study, as stated in Chapter I, was to determine some teachers' perceptions of their personal and professional development while teaching. In Chapter II, several areas of professional literature relating to that development were reviewed. The procedures for the research and the analysis of data were examined in Chapter III. The results of the research will be presented in Chapter IV through VII.

Chapter IV presents the teachers' perceptions of the characteristics of their personal and professional development. Topical summaries are used to present those perceptions for three areas: (1) personal characteristics, (2) professional characteristics, and (3) interaction between personal life and professional life.

Perceptions of Personal Characteristics

While discussing their careers, the teachers revealed information concerning their personal qualities and their personal activities. This section presents summaries of that information and includes verbatim passages from the interviews to illustrate particular personal characteristics. Additional passages which illustrate those characteristics can be found in Appendix E.
Some of the teachers revealed information about their personal characteristics quite candidly while others seemed to be more reticent in discussing certain aspects of themselves. As noted previously, the source of that variability might be attributed to the task variables, the interviewer role, or the respondent role.

Since the teachers were discussing personal and professional aspects of themselves from the time they started teaching, they often used their first year of teaching as a reference point when expressing those aspects. By doing so, the teachers frequently used their first-year characteristics as a point of comparison to express the characteristics they possessed at the time of the interview. The topical summaries presented below tend to reflect that comparison made by the teachers.

It should be recognized that the topical categories which are used reflect the nature of the data and are not intended to be mutually exclusive. Some categories may appear to blend into others. The topical categories for the teachers' personal qualities with supportive verbatim passages are presented below. The order in which the categories are presented reflects the relative emphasis placed by the teachers when reporting the presence of qualities.

Growth in Confidence and Happiness

Compared to their first year of teaching, half of the teachers stated that they are now more confident and happier. They expressed these ideas by saying they had more self-confidence in their activities, were more comfortable in what they do, felt better about
themselves, were less defensive, and had a more positive outlook toward themselves.

I've changed into a more happy, easy going person. I'm more comfortable with myself... I wouldn't go back to being 21 for the world; I like being 30. I keep getting more comfortable with myself as I get older. (LS-138, 139)

I'm basically a real positive person anyhow. These activities helped build my self-confidence. I was liking myself a lot better and becoming more confident with myself. (SM-112, 113)

I have been maturing myself and (have been) getting a little more comfortable with what I think about things and what I feel about things. I'm much more confident about my thinking on education. (SB-81,83)

Growth in Maturity, Capability, and Affability

A number of teachers stated that they are more mature now than they were when they started teaching. They said they now are better equipped and more capable when dealing with situations. Several teachers reported they were more considerate, understanding, and conscientious than they were before.

I feel like I know a little more about what's going on so I can make better judgments. (DR-130)

As a person, I'm more comfortable with myself and I'm more able to cope with situations that arise. That's the big thing: being more mature, able to cope with things that would have floored me as a younger person. (LS-138)

I think I'm quite a bit different person than I was. I think I've grown personally. And I can talk to people a lot easier now than I could before. (SS-125)

Growth in Flexibility

Several teachers said they have mellowed since they started to teach. They said that they are more easy going, more down-to-earth,
more relaxed, and more gentle than they were before.

I don't let little things bother me as much as I used to. (KM-123)

I'm not at unrest. And I'm not as critical of other teachers or other people in general. It doesn't really matter what people are or what they do. It used to be very important. I felt that I had to (conform) with that group I worked with. I don't feel like that anymore. (PF-181,182)

I think I've mellowed quite a bit. (IS-137)

I probably lost all my ideals from college, that everything is peachy-creamy and this is the way it all has to be. I've lost that type of attitude. I don't force (ideas) on other people like I might if I let it hit my ego and rule my decision that way. I feel like I have some good ideas to contribute instead of demand. (DR-129, 130)

Growth in Open-mindedness

Several teachers stated that they are not as closed-minded or as rigid in their thinking, and that they are more open to ideas and activities. They said they now are more willing to try new things, more open for suggestions, and more willing to share and give ideas.

I think I've learned to be more sharing and more giving with other people, other teachers. (SB-83)

I think I'm more realistic than I was. I think I've become much more open to suggestions. I'm not so closed-minded and take everything personally as I did. (KM-122)

As far as outside of school, I (now) get satisfaction from just being a happy person; just liking me and liking my friends and meeting new people -- not being afraid to do new kinds of things. (SM-151)

Growth in Assertiveness and Expressiveness

A few teachers said that they had become more opinionated and that they were now more willing to express those opinions.
Well, I'm mouthier. I have more confidence and I'm more aggressive. I had to be to get the things I needed to do the job I wanted to do. (EG-133)

In meetings I'd always be afraid to say anything assuming that I didn't know enough. I don't believe that anymore. I will speak out and I will say things that I think are right. So I guess I have more confidence in my convictions than I did originally. (SB-83)

Since I was out on my own, I found myself being able to stand up for my opinions more. I found myself thinking about things a lot more, formulating my own opinions. I found myself being more capable of doing things and relying on myself for things that I didn't know I could. Being courageous in certain situations, learning to stand up to people. And before, I was just a bowl of jelly. (SM-114, 115)

Growth in Egocentrism

A few teachers stated that they were becoming more concerned with how certain issues affected them personally. They were more concerned with the impact issues have on their personal lives.

I've gotten much more conservative. You become a lot more self-centered. It becomes you and your family or the close people around you. (JM-133)

(I care more) about what the children think of me, what other teachers think of me as a person and a teacher, and what parents' opinions are of me. More thinking about others' impressions. (GB-138)

Unchanging Qualities

While all the categories listed above reflect changes in the teachers' personal qualities, several teachers stated that certain aspects of themselves had remained the same throughout their teaching careers. Some teachers always had been dependent on other people while others always had been independent. Some teachers never did things compulsively while others had always done things on the spur
of the moment. Some teachers stated that some fundamental aspects about their personalities had remained the same throughout their careers. Those qualities included being shy, organized, independent, responsible, and other qualities.

But I don’t think my personality has changed that much. I haven’t had any major personality change in the last ten years. It’s just that life styles change. (BG-80, 129)

I think my experience has been more gradual in everything. I’m not the kind of person who does something compulsively. (MM-111)

I was very shy and if somebody didn’t just run into me, I just stayed away from them. Personally, I’ve always been an afraid person. (EG-27)

Perceptions of Professional Characteristics

The teachers revealed a great deal of information concerning their professional lives and in doing so revealed characteristics of their own professional development. When using the constant comparative method of qualitative analysis, categories were generated and labeled appropriately concerning those professional characteristics. These categories and topical summaries are presented in this section along with illustrative verbatim passages. Additional illustrative passages documenting the nature of those professional characteristics of the teachers can be found in Appendix F.

In discussing their professional characteristics, the teachers often used the qualities they possessed in their first year of teaching as a point of comparison to describe the qualities they had at later points in their careers. The categories and summaries discussed below reflect those changes. Some topical categories may appear to
blend into other categories. The categories represent changes in the teachers' knowledge, attitudes, skills, and activities.

Knowledge of Teaching Activities

A substantial amount of information was revealed by all of the teachers indicating that they had limited knowledge of teaching activities (i.e., writing lesson plans, organizing subject matter, dealing with discipline problems, etc.) during their first year of teaching; they had acquired knowledge to do those things by their later years. Three stages of knowledge acquisition and skill development seemed to be expressed by the teachers: (1) the first year, (2) second, third, and fourth years, and (3) the fifth year and beyond. Although the teachers said that their development was gradual, the characteristics of each stage listed above were distinctive. Individual teachers varied somewhat in the years when certain qualities were acquired. In general, most teachers followed the pattern above.

Knowledge of teaching activities: the first year

When describing their first year of teaching, most teachers recalled that they weren't organized, weren't sure what they were doing or where they were going, and never felt like they were "on top of it." They often felt like they just muddled through the year, groping for answers.

It was a lot of pressure for me because I didn't know what I was doing. I wasn't sure what I was doing hour to hour, let alone day to day. I was very disorganized I imagine. I was just groping. (GB-17)

The first year I taught, I really did an injustice to my students. I was just muddling through trying to figure out
how to go about this business of teaching. My principal was perfectly satisfied but I felt like I was never on top of it in organizing things and to try to bring it together into one meaningful, ongoing thing as nearly as possible. I was treading water just to go from day to day. I didn't know what to do to teach them. (EG-21, 22, 33, 58)

The teachers also felt that they were inexperienced at presenting the subject matter during that first year and just weren't sure how to teach or how to get ideas for planning their teaching.

I think the presenting of the subject matter was a little hairy at times just due to the lack of experience. (DC-21)

Now I have more ideas. The first year, of course, it was go out and dig and try to find something. (SS-83)

Several teachers during their first year also wanted to individualize certain subjects for their students but had difficulty dealing with the range of abilities. Also, some teachers had difficulty in motivating and encouraging the students.

I had troubles as far as having children follow through on things. I couldn't deal with it. I knew that they weren't doing what they were supposed to and yet I didn't know how to encourage it. (GB-19)

I wanted to individualize all over the place. I wanted to do it but I wasn't quite sure how it was done. (JM-7)

Many teachers also reported that one of their big concerns during their first year was just getting through the year and "surviving." With that perspective, they were also concerned with discipline; many were afraid to use new teaching techniques that might result in a lack of control.

I was doing good to get my class through the day and organized and feel like I was accomplishing something with them without worrying too much about other things. (SS-31)

The first year, I was so afraid that they would get out of hand with that many children that I was hesitant to do that
kind of thing (working with other classes). My personal goal was to just get through the school year. (KM-48, 8)

Setting limits for noise, deciding how firm to be, and developing discipline techniques were other problem areas for the teachers in their first year.

There were a lot of discipline problems because I didn’t realize what limits to set. I didn’t realize myself what I expected so it took me that first year to make the mistakes and decide what things I expected of the students, behaviorally as well as academically. (LS-36)

Maybe some of my problems were because I was not firm enough at the beginning. (GB-22)

The teachers mentioned that they needed assistance in several specific areas during their first year of teaching. These included lesson planning, dealing with learning problems, record keeping, encouraging and motivating students, discipline students, and dealing with parents.

There were a lot of things (I needed help with). And the first year I think I tried five million ways to keep grades. Something that was convenient and that you could average after six weeks. (DC-35)

I was afraid to tell parents that their child had problems, afraid of their reaction. If I believed that a child was doing the best they could and that best wasn't good, I hated to tell parents that. Whereas now that doesn't bother me. (MM-98)

Knowledge of teaching activities: second, third, and fourth years

The teachers reported that their experiences in their first year resulted in the acquisition of more knowledge and skills. The skills and knowledge which they reported seemed to have some common characteristics for the second, third, and fourth years. The first
year was distinctive because it apparently presented unique conditions and experiences for the teachers.

The teachers said that by the second year they were better organized, could anticipate and relate subject matter better, could write long-range plans, and simply knew more about the teaching world. Most of their comments for the second through fourth years concerned refining and improving their teaching techniques.

For the first year, it was just notes that I dropped in the book and the second year I started to keep folders for units. I found at the beginning of the second year that I was re-planning for everything again. So I started to organize myself more in that vein. (DR-42)

I was familiar with the teaching routine and I could anticipate some of the things that would happen so I could prepare in advance for them. So it didn't hit me all at once and I was able to spread things out. Just better organized and so it gave me more time at home to do the things I wanted to do. (KM-55)

The teachers reported that after surviving the first year, they found better ways to teach. They changed and refined their teaching techniques, tried some new things after becoming secure in previously established methods, and found things fell into place.

My teaching techniques the second year were probably more refined. I knew a little more about what would work and what wouldn't. Your first year you try some things that don't work. (MM-57)

I think once you get started you try to find better ways of teaching. You have tried some things and they didn't work too well so you drop those and you look for something else. And pretty soon, it's not that you try to get through the day but "am I going to keep this class interested in this lesson?" (SS-84)
After the first year, the teachers reported that they had learned what noise limits to set and that they had a better command of the discipline.

I went in there the second year knowing that I had to be strict and I had to be consistent and keep my limits enforced. I think that when I disciplined them, they realized that I'm not doing that to be mean. (LS-70, 103)

Most of the comments the teachers made concerning their second, third, and fourth years related to refining their teaching techniques to better meet the students' needs. In making that change, the teachers' attitudes sometimes shifted. They seemed more willing to try new things and were generally more flexible in responding to the students.

I was beginning to try a lot of things then. And I was finding I really like my own ideas. (PF-83)

I learned to step back and just enjoy what the kids were doing. I didn't feel like I had to push, push, push this curriculum and I found we managed to get it all done by the end of the year and I liked it a lot better. (SM-103)

Knowledge of teaching activities: the fifth year and beyond

The second, third, and fourth years represented a time in which the teachers developed their planning and organizational skills. By the fifth year, most teachers reported that they had a good command of those skills and they knew many aspects of their jobs well. They also derived satisfaction in the job they were performing and they felt it was easier to perform their duties.

I feel after the experience I've had now, I think I do a lot better job of teaching than I did my first year. Simply because I'm better organized, I know what I'm doing, where I'm going, and what I'm supposed to be teaching. And I have the
experience of how to handle certain situations with children that I didn't have then. (SS-25)

Also, the teachers said that by the fifth year they had developed many different ways of teaching, that they planned well, and were able to respond to situations with more appropriate techniques.

I'm more perceptive as far as picking up the way the children are responding to me. And I'm able to adjust my delivery so that I can accomplish more. (MM-109)

The teachers reported that after five or more years of experience they felt more capable of meeting the needs of the children. They had acquired many different ways of teaching by the fifth year and they reported that after that period of exploring different techniques, they were better able to meet the individual needs of children.

Before, I didn't know how to pull it together as much. Now I feel more capable of meeting their needs. I'm working on meeting a wider range of needs and abilities. (EG-67, 96)

By the fifth year, the teachers not only had a command of many discipline techniques and the experience of using them, but they also reported using a more caring, personal approach in establishing the classroom environment to avoid discipline problems.

I try to get it on a level where the discipline is unnoticeable most of the time. I don't go around yelling at my kids telling them to be quiet. Usually all I have to do is give them a dirty look and that's enough. You have to be on a close level with a child in order to do that. (MM-105)

While I'm strict, I feel that I've attained the art of being accepted and loving as well as being strict. (LS-101)

The teachers said they had more ideas about teaching activities and were well prepared to function effectively in the classroom by the fifth year. They were more capable at adjusting their teaching
techniques to meet the children's needs and discipline had become part of their classroom management. The teachers reported that consequently teaching had become easier and generally required less time than it had before. Also they stated that they had become much more efficient in the way they used their time.

I feel that I've always spent a great deal of energy in my job. I think it gets easier the longer you're at it. You learn ways to accomplish the same thing and not take as much time doing it. (MM-76)

Each year there are less amounts of things to do in certain areas. I'm thinking of bulletin boards. And this type of thing carries over from one year to the next. (LK-17)

Knowledge of the Teaching Environment

The teachers revealed that they had limited knowledge of the teaching environment (i.e., children's capabilities, school curriculum, appropriate teaching methods) during their first year. They reported that after a period of several years, information for those areas had been acquired. Their responses about these aspects of the teaching environment again seemed to fall into three chronological groupings for most teachers: (1) the first year, (2) second, third and fourth years, and (3) the fifth year and beyond.

Knowledge of the teaching environment: the first year

The teachers indicated that they didn't have a great deal of knowledge about the children during their first year of teaching. They had little information or experience with the personalities or the behaviors of children. The teachers also had little knowledge
about the achievement levels, the attention spans, or interests of the students.

There were children who didn't learn to read because of some problems. With my limited background, I didn't know. I assumed everyone could come to second grade reading something. I was expecting a lot of children to do things they couldn't do. In fact, I expected everyone to do everything at the same time. (GB-9, 20)

It was difficult for me to realize the length of attention span, the big spread of abilities that was there, and how to reach most of them. A lot of that I just learned as I went along. (SB-22)

The teachers also indicated that they had limited information that first year about the realities of teaching such as how to go about teaching certain topics, information about school rules and regulations, and the discipline limits to set.

(My first year) I was very traditional. It was follow the curriculum. I didn't really deviate from that at all. I went straight from the books, no change. When you don't have anything to compare it to as a first year teacher, I was comfortable with it because I didn't know of anything else. (KM-15, 16)

Everybody warns you about being enough of a disciplinarian to control the kids. I always thought about it as I was going through my first year but you don't really know what enough discipline is until you've been there. (DR-10)

The teachers also reported that they had to study the curriculum their first year because they were unfamiliar with it. Often, it was different from any curriculum they had been in contact with before.

The first couple months I took the books home and read through the textbooks and things like that. (BC-94)

I had to make sure I was very organized about what I wanted to teach and make sure I followed the curriculum because it was different than my previous teaching experience. With the difference in age and curriculum, I had to be really aware of what I was doing and make sure I had studied up, which took a lot of time. (SM-73)
knowledge of the teaching environment: second, third, and fourth years

The teachers reported having a better understanding of the students' qualities after their initial year of teaching. Most of the teachers reported that during the second, third, and fourth years they looked further into those qualities by examining influences in the lives of the children and by taking stock of their dealings with the children.

I felt that in my psychology classes, I was told all of these things but yet it just had to become a reality to me. There were so many influences that these kids were bringing with them to school that I was going to have to deal with if I wanted to really relate to them as a person. (SM-25)

I really had to take stock of what the situation was and just back off and get things going again and realize what they could and couldn't do. (SB-34)

Many teachers reported that especially by the third and fourth years they were looking at what did and did not work. They claimed they had more information; could anticipate events better; knew how to use programs better; refined their lessons; and had developed solutions for many problems with the information gained from their experience.

I felt more comfortable in doing just daily things because at least I had experienced it once before. And I knew that the thing I did last year was successful or wasn't successful. (DC-45)

(In my third and fourth years) I was beginning to put together what I had done and relate it and remember that this worked and this didn't. (PF-75)

The teachers also said they knew the children and the curriculum better by the second year. Their new knowledge apparently gave them more free time because they didn't have to study the curriculum
as much. The teachers also said they felt more comfortable working with a curriculum with which they were familiar.

After you've gone through one year on it (lesson plans and curriculum), it was just a real snap. I mean I knew just what I was going to do and when I was going to do it. It was structured that way and I was able to plan ahead and improve upon the lessons because I knew what was going to happen then. (KM-63)

The second year I didn't have to do quite as much studying because I knew the curriculum better. (SM-110)

Knowledge of the teaching environment: the fifth year and beyond

The teachers reported that they were learning more about the various aspects of the teaching environment during the second, third, and fourth years. Many teachers reported that by the fifth year they knew the children, the curriculum, and the teaching methods quite well. That knowledge they reported made them feel more comfortable in their teaching role. Also, they became more reflective about the value of their experience. They spoke less about specific concerns such as the curriculum and the children, and spoke more in general terms about the cumulative value of their experience.

I think even now each year you get a little more confident because you know more, you've had more experience. You know more about everything: about kids, about techniques, parents, the community. Just everything. (EC-60)

Living as long as I have, I've had experience so that I can approach situations and see many sides to something. Whereas in earlier years possibly I couldn't see all the angles to it. You sort of build on that and the next time you meet that situation, you have all that experience to use to solve whatever you are up against. (VK-115, 116)
Changing Images of Teaching

A number of teachers reported that when they started teaching, they held an image of what a teacher should be. Since they held that image, their activities were affected. After their first year, they gradually abandoned the image they thought existed and their behavior consequently was affected. The information reported by the teachers seemed to fall in two areas: (1) the first year and (2) later years.

**Images of teaching: the first year**

Several teachers indicated that they sensed there was a set way they were supposed to do things their first year, that there was a certain image they had to fulfill. Because they accepted the image, they often modified their behavior so that they would conform to that image.

I'd go to him (the principal) to be sure I was doing what I felt I was supposed to be doing. To be sure I was covering what I was supposed to. (SS-24)

(My first year) I had some fear about meeting with the parents and whether I fit their image of what I should be doing. I think those first couple years I'm sure I was probably inhibited on "what a teacher should be like." I'm sure there was lots of trying to fill some image; this is the way you should do it. (SS-11, 53, 54)

When the teachers adopted an image of what a teacher should be, they wanted to conform to that image. They didn't want to seem like complainers or cause any disturbance in the school; they didn't want to "make waves."

(I didn't tell the principal about the communications problem) because I thought every first year teacher felt that way. And I didn't want to sound like a complainer. (LS-53)
That first year, I think I was more concerned with trying to get all the subject matter across and making sure I did things the way I was supposed to, I was very concerned with doing things by the book, not making waves at all. (SM-28, 29)

When the first year teachers adopted an image of what a teacher should be, they said that their method of teaching was affected in a way that conformed to the image. Many saw the traditional way of teaching as the image they should hold, and they taught in that manner.

(My first year) I was very traditional. It was follow the curriculum. I really didn't deviate from that at all. Especially my first year, they were little minds. I definitely was not involved on a personal level and when they would try to be affectionate, I would remain kind of back. Because they've always said you're kind of a professional person and this kind of stuff is not good. (KM-15, 102)

I'd just stay in that room with those children day after day and covered what I thought was to be covered. (SB-53)

**Images of teaching: later years**

There was no specific year the teachers reported abandoning the image they thought they had to fulfill. They gradually stopped conforming to some image and started using the teaching techniques that worked best for them. This change seemed to come at the time they were simultaneously trying different teaching techniques.

I think (I was) getting some confidence on what I do well and how to employ it and how to make it work. And the first few years, I'm sure there was lots of trying to fill some image. This is the way you should do it. And there isn't any "should do." If it works, you use it. (SB-54)

You learn some techniques and some ideas but then you have to learn what works for you. I think each person has to handle it differently, too; how it's best for you. (SB-28, 126)

When the teachers abandoned the image, they reported allowing their own personality to come out more. They apparently no longer had
to use the mask of the image; the teachers became more comfortable with being themselves. By allowing their own personalities to prevail, they then adjusted their teaching style to what was more appropriate for them.

I think I settled into more maybe letting my own personality come out. I think those first couple years (I) was probably inhibited on "what a teacher should be like." (SB-53)

You have to do your job as your personality is best fit. You do what way you can teach the best. You're not going to get across anything to those kids if you're not comfortable yourself with what you're doing because they can sense it. I used to be softer but I had to get harder outwardsly because I couldn't cope with the problems they had. You have to learn self-survival. (EG-94, 131)

Professional Insight and Perception

While discussing their teaching careers, many teachers stated that they had limited perception of the various conditions they had to deal with during their first year. The teachers reported gradually becoming more insightful and perceptive after the first year. The information reported by the teachers seemed to fall in two categories: (1) insight and perception in the first year and (2) insight and perception in later years.

Professional insight and perception: the first year

The teachers reported that they were so wrapped up in their own activities the first year that they often did not notice what else was happening in the school. Consequently, the teachers often did not recognize resources that were available to them. Because they were so busy with the technical side of teaching, they often were not able
to get close to students or parents. Their limited contact only perpetuated the limited perception.

My first year I didn't know what (the staff development person's role) was at all because I was so wrapped up in just planning my thing and being responsible for my stuff. (SM-85, 86)

There were volunteer parents, also. But I wasn't really aware that they were in existence that first year; nobody told me about them. So I didn't make much use of that because I wasn't aware of them. (KM-28)

The teachers indicated they were too wrapped up in what they were doing to notice other things in the school. In addition, they reported that they had little insight or understanding of many aspects of their environment. They said they didn't have the ability to see the reasons for student misbehavior and had trouble identifying learning problems in students. Because of this lack of perception, many teachers were teaching that first year with little insight or understanding of the complexity of the environment in which they worked.

In the beginning, it was hard for me to identify children who had special problems. When you begin, you don't know what to look for. You're not skilled in handling situations. (MM-21)

My problem then was that I didn't recognize children sometimes should be tested because they were having problems. I would just think they were naughty. I didn't think of any underlying reasons for there being problems. People with more experience or understanding got to the root of it. (CB-121)

Many teachers reported that they see their first year differently now than when they actually experienced it; they are more perceptive now. In retrospect, many teachers now see problems and issues that they didn't see when they were experiencing those events. In most cases, as they reflected, they felt they had done the children
an injustice the first year; they did not realize all the problems at that time. Some teachers felt they were too caught up in themselves to view their first year objectively while they were experiencing it. Later, they were more objective about themselves.

I'm sure there were places I really bombed out (during my first year) but at the time I wasn't aware of it. (IK-26)

The second year wasn't a whole lot different than the first other than I was able to see a little bit better what I was like as a teacher. In the first year, I was telling myself what I was like as a teacher. The second year I was finding out what I was really like as a teacher. (DR-39)

Professional insight and perception: later years

Many teachers indicated an increase in perception and insight after their first year. Their comments often centered on their increased perceptual ability rather than the actual problems perceived.

I think the longer you teach, the more perceptive you get about the kids. You can read them a little easier, I can anyhow. I'm able to read my class a little more quickly and know what they're going to need. I feel I'm able to look more objectively at school. (SM-21, 169)

(The third and fourth years) I think I spend more energy because I was beginning to realize how many more things there were. As you become more experienced you realize more and more things are involved. (EG-68)

The most frequently mentioned area of increased insight dealt with the children. The teachers felt they could more easily identify learning problems, their causes, and appropriate responses to them. The teachers also reported that they now see the children in more complex ways and are able to respond to their qualities more capably.

I've become more aware of things. I'm more perceptive as far as identifying problems. I'm more perceptive as far as picking
up the way the children are responding to me. And I'm able to adjust my delivery so that I can accomplish more. (MM-109)

I feel that I have good insight into children after being around them for nineteen years. I feel as though I can crawl inside them and look at things from their eyes and their body. I feel that I can understand a lot of the problems they are having and as a result I get the results I want. (IK-134)

**Approach to Curriculum and Instruction**

Many teachers used a subject-centered approach to curriculum and instruction during the first year; gradually they developed a child-centered approach. There appeared to be a transitional period when the teachers were discovering that students are also people. The information provided by the teachers seemed to fall into three categories reflecting approaches to curriculum and instruction during:

(1) the first year, (2) second, third, and fourth years, and (3) the fifth year and beyond. Although some teachers indicated different yearly groupings, most seemed to fall in the above categories.

**Approach to curriculum and Instruction: the first year**

Many teachers indicated that their main focus the first year was presenting the material. They said their main role was to teach the subject matter and prepare the students academically. Their comments often centered on the particular content they were trying to teach.

The first year I was more concerned with keeping control and teaching this subject. And I think the second year I was more concerned with the kids because they had all the problems. I know when I started teaching, I never really thought about the individuals so much. I was just teaching the subject. (SS-46, 118)
But thinking back, I would imagine that some things I would try to accomplish that (first) year were teaching them how to listen, to pay attention, to know their colors, to learn to recognize the numbers from 1-10, eye-hand coordination, different games. (LK-27)

While many teachers said they focused primarily on the subject that first year, they also said they did not teach the students as individuals. Many did not have a great deal of personal contact with their students, treated them as a class rather than as individuals, and often saw them as "little minds" ready to absorb the subject matter they were teaching.

If you teach them like they're little minds and nothing else, you lose so much. Especially my first year they were little minds. I definitely was not involved on a personal level and when they would try to be affectionate, I would remain kind of back. (KM-102)

If there was somebody to help them out in that area, it would be good. But I also felt justified that I can't teach to one child either. (SB-49)

Some teachers also talked about why they might have been subject-centered during their first year. They were often so concerned with what they were teaching and how they were teaching that they could not meet the child on a personal level at that time.

As you're teaching a lesson, I think (now) I'm more aware of who is picking it up and who isn't. And who's interested and who isn't. Whereas the first few years all you can think about is what you're teaching. You're thinking about your teaching and seeing that somebody doesn't throw spitwads across the room while you're doing it. They were just there and I don't even think I could concern myself with that (other awareness). I was too concerned with how I was teaching and what I was doing. I know student teachers find it that way too. (SS-86, 87)
Approach to curriculum and instruction: second, third, and fourth years

The teachers reported that they gradually moved from being subject-centered to being child-centered. For most teachers, there seemed to be a transitional period of about three years after their first year when they were discovering that their students were people. They learned more and became more concerned with the child's self-concept. This transitional period seemed to occur during the time when the teachers also were gaining more knowledge about teaching techniques; learning more about the various aspects of their job; starting to use what worked best for them; and increasing their insight and perception.

(I was) finding out that the kids were really more people, that they had more to them than just what they had in the classroom. There were so many influences that these kids had that I was going to have to deal with if I wanted to really relate to them as a person. There has to be something more to teaching than just instructing. I had to be able to reach people and I was going to have to develop a way of doing it in a lot of different ways with a lot of different people. (SM-24, 25, 26)

I think I got to know my kids better that (second) year as people, to know their personalities better. (MM-61)

Approach to curriculum and instruction: the fifth year and beyond

The teachers reported that after the transitional period when they were finding more about the child's self-concept, they became more child-centered in their teaching approach. They indicated that learning activities were designed with the individual child in mind. They tried to provide meaningful and pleasurable activities that
would meet the needs of the children. By doing so, most teachers
reported they were teaching the child rather than the subject.

I think I've changed a lot. I think in my beginning years
of teaching I was more concerned with what I was teaching;
the subject. I'm still interested in what I'm teaching but
I'm looking more at each individual and what they're getting
from it. I think as the years go, I see more that I try to
teach the child. You have to work with all the emotional
and other things that come up with that child. I didn't have
the background or experience (the first two or three years)
to realize that they had all these problems. (SS-86, 118, 119)

I was more willing to let the kids become more involved and
share their ideas with me about how to do things and what
they would like to learn. I guess I learned to accommodate
the curriculum and if the kids wanted something, I found my-
self more willing to design my activities and pull in from
the curriculum. (SM-134)

While becoming more child-centered in their instruction, the
teachers reported developing a more personal emphasis in dealing with
each child. They wanted to consider the child's feelings, deal with
them more on a personal level, and establish a warm, loving atmosphere.

Now I don't spend more time on personal development than
academic development but I do spend more time on personal
development than I did at the beginning of my career. (In
the later years) I was working on meeting a wider range of
needs and abilities. You have to consider them as people
first and students second, I think. (EG-66, 96, 146)

(Now) the class atmosphere is very accepting, loving, and
comfortable. (LS-101)

Several teachers also reported that after the transitional
period they became more concerned with the relationships they were
establishing with the children. In fact that positive relationship
for some teachers was the most aspect of the learning environment.
They said that their behavior was often directed at establishing and
maintaining a good classroom environment so warm relationships could exist.

The first thing I had to do was to deal with the children and if I had the children's confidence and the children and I were doing alright, that was all that mattered in the whole world. I think all that matters is your relationship with the children while you're there. If they come away with a good feeling and a good self-concept and they've learned a little bit, that's all you can ask. (PF-160, 173)

Throughout the school year, I had earned the type of respect that I had gotten that last year. (The best thing was) the response of the kids to me. There were some kids that I really got close to. It was very satisfying. (DR-30, 103)

Professional Confidence, Security, Maturity

Many teachers were uncertain and confused about many aspects of their job during the first year. They did not feel confident and were not sure how the situation could improve. Later in their careers, the teachers felt more confident, secure, and mature. There again seemed to be a transitional period when the teachers were starting to build their teaching skills, were learning about the various aspects of their job, and were starting to use methods that worked best for them. The information provided by most teachers again fit into three categories characterizing professional confidence, security, and maturity during: (1) the first year, (2) second, third, and fourth years, and (3) the fifth year and beyond.

Professional confidence, security, maturity: the first year

A number of teachers reported being confused, uncertain or frightened their first year. They often were not sure how to deal with certain problems, were frustrated, and wondered if they were
"measuring up." They also expressed the need to feel confident, effective, and competent that first year but apparently did not achieve these feelings at that time.

(My first year) was frightening. It was all of a sudden the feeling of bringing everything I was supposed to know together and really do something with it. I had a great feeling of responsibility and a feeling of maybe not being able to handle it. It was a lot of apprehension and a lot of wanting to do well. I think there was a feeling that I couldn't measure up. (SB-4, 10)

I needed to feel that I was competent and I just didn't feel that way. I wanted to feel that I was successful as a teacher. (LS-67, 82)

The teachers' feelings of uncertainty had an effect on the types of learning activities they selected and how they felt about them. Because of the uncertain feelings the teachers had about themselves, they reported hesitancy to try different teaching techniques. In addition, some indicated that they did not know what to do at times and could not see how things would get better.

I was able to do a lot more with the class as far as different, special activities that I wasn't able to the first year. Because the first year I was so afraid that they would get out of hand with that many children that I was hesitant to do that kind of thing. (KM-48)

I wanted to individualize all over the place. I wanted to do it but I wasn't quite sure how it was done. I just knew I wasn't doing a good job with it and maybe I didn't see how I was going to do it better. (JM-7, 41)

**Professional confidence, security, maturity; second, third, and fourth years**

The teachers reported that they gradually moved from uncertainty toward confidence and security later in their careers. For most teachers, there seemed to be a transitional period of about three
years after their first year in which they were starting to gain a sense of confidence. They reported being more comfortable with what they were doing, with the subject matter, and with the teaching techniques they were using. They said they were more relaxed and sure of themselves partly because they already had some teaching experience by that time. They did not indicate that they felt capable of handling any situation arising during this period of teaching -- that came later.

I might have been settling in and becoming a little more comfortable with what I was doing (in my third year). I think at that point I was getting more comfortable with the subject matter. Just feeling more confident about what I was doing. And I think I was getting some confidence on what I do well and how to employ it and how to make it work. Probably about the third or fourth year, I was able to get a pretty good feel for what they're able to do and not do. (SB-48, 53, 54, 79)

I was just more relaxed and I had more confidence. I knew a little more about what would work and what wouldn't. (MM-57)

**Professional confidence, security, maturity: the fifth year and beyond**

Most teachers indicated that they felt confident, competent, and secure by their fifth year of teaching. They felt comfortable with their jobs and were free to try new things because of that confident and secure feeling.

I feel more confident and am doing more to meet their needs. I feel like I'm doing better. (EG-138)

I have just a feeling of knowing maybe how far I can take then and feeling comfortable with the material. (There is) more maturing in that I'm more willing to try new things. I think at the beginning I was a little more afraid. And I think the confidence ties in there. And again knowing
the children better and having a pretty good idea of what's
going to work and what isn't. (SB-80)

Along with these feelings of confidence and security, several
teachers reported feeling that they had the qualities of a mature
teacher. These mature feelings combined a number of qualities,
among them: the ability to "read" and respond to the students; a
willingness to try new ideas; increased perceptive ability; a more
thorough knowledge of the children and the curriculum; and the ca-
pability to deal with most situations.

I'm starting to (feel like a mature teacher). I'm really
feeling like I know what's going on and I feel that I'm
able to look more objectively at school and say this is
where I want to go this year with these kids. I'm able to
do that now ahead of time a little more than before. And
I'm able to read my class a little more quickly and know
what they're going to need. I feel like I have more re-
sources to draw from in handling situations and knowing
what to teach and how to deal with people. So I do feel
kind of like a mature teacher. (SM-169, 171)

I suppose the most obvious thing is that I feel secure and
confident about what I do. And I don't mean to come
across that I know all the answers because there are many
times I come home and wonder what I'm going to do about
this or that. As far as my relationships with the children
and with other teachers, I feel secure about what I'm
doing. (MM-120)

One important aspects of the mature and confident feelings ex-
pressed by the teachers was the sense that they could handle most
situations they might encounter. They could do their job and not
worry about it because they had experience to call on when confronted
with different circumstances.

As a teacher, I am mature. The reason I know is because
I'm comfortable with it. I'm not struggling, it's easy for
me and it's easy for the children and they seem to come out
well. I feel free to explore innovations in education
Since I know I can handle anything, then I feel free to look out and see what's going on and then try some new things. I feel comfortable with doing that. (LS-154, 155)

I feel confident in what I'm doing and feel that I can go in there and do it and I don't have to worry about it. I'm kind of sure about what I'm doing. I feel like I'm a good teacher and I'm very secure in what I'm doing. (LK-129)

Another important aspect of the mature and confident feelings expressed by the teachers was the willingness to try new things, to learn more things, and to continually grow and develop. Many teachers reported a continuing interest in becoming better teachers.

I feel like I'm a lot better than the first year but there is still so much going on, so much to learn. I find out every year there are so many new and different things. (JM-155)

I feel like I've grown tremendously since I've started teaching but I don't feel like I'm mature or finished. I hope I'm going to grow a lot more. Because I've noticed so much more in the last five years and every year is growth in seeing, perceiving things in the classroom, being able to handle certain situations that come up. A lot of it is just personally handling a situation with children. I think that is a lot of growth in a teacher, being able to handle those things. Besides being able to use different techniques of teaching and organizing the classroom. (SS-120)

Willingness to Try New Teaching Methods

Over their first few years, the teachers apparently changed in their willingness and reasoning to try new teaching methods. The attitudes and reasoning of most teachers developed in three stages: (1) unwilling to try new methods while mastering initial skills during their first year, (2) willing to experiment with new methods in the second, third, and fourth years, and (3) willing to continually try new methods in the fifth year and beyond.
Willingness to try new teaching methods: the first year

Previous sections reported that the teachers had little knowledge of teaching activities, conformed to the expected role of the teacher, and were uncertain about their teaching ability during their first year. Among the things they were learning through experience at that time were planning lessons, organizing the content, disciplining the children, and recording the grades. Because they were concentrating on mastering those initial teaching skills, most teachers indicated they were not willing to experiment with methods which were different from teaching experiences they had had previously. Apparently they needed to master those initial skills before they were willing to try new methods. Some teachers said they were concerned about losing control of the class if they tried new methods.

I'm maturing in that I'm more willing to try new things. I think at the beginning I was a little more afraid. And I think the confidence ties in there and knowing the children better and having a pretty good idea of what's going to work and what isn't. (SB-80)

So I was able to do a lot more with the class (the second year) as far as different, special activities that I wasn't able to the first year. Because the first year I was so afraid that they would get out of hand with that many children that I was hesitant to do that kind of thing. (KM-48)

Several teachers did not need outside help at that time. Others said they needed help but could not take the time to find it because their teaching duties kept them so busy.

I don't think I felt that (I needed help) yet. I suffered (from) thinking I knew more than I did (that first year). (DR-23)
I had actually planned on going back to (graduate) school as soon as I started teaching but I had too much work to do; it was too much. I didn't feel that I had time to go back to school and do my best because I was working too hard after school. (IK-28)

**Willingness to try new teaching methods:**
*second, third, and fourth years*

After they had mastered some of the initial teaching skills, most teachers began experimenting with different teaching methods during their second, third, and fourth years. This change occurred at a time when the teachers were becoming more child-centered, were using more of what worked for them, and were becoming more perceptive and confident. They reported beginning to see the need to use more teaching methods than they did the first year primarily to meet the needs of the children.

I think once you get started, you try to find better ways of teaching. You have tried some things and they don't work too well so you drop those and you look for something else. And pretty soon, it's not that you try to get through the day but "am I going to keep this class interested in this lesson?" I remember those first few years particularly really hunting for materials and extra things for the kids and ways of working with them. That was my goal at that point. (SS-41, 84)

I was beginning to try a lot of things then (in my third and fourth years). And I was finding I really like my own ideas. I was beginning to put together what I had done and relate it. (PF-75, 83)

**Willingness to try new teaching methods:**
*the fifth year and beyond*

After experimenting with new methods, many teachers became skilled in a wider range of teaching methods by the fifth year. Even with that larger repertoire, most teachers continued to try new methods.
Most of their reasons fell into the following categories: (1) to increase their competence, (2) passively accepting change, and (3) to keep their teaching interesting for them.

**New methods fifth year and beyond: to increase their competence.**

Many teachers said they want to continually change their teaching methods in an effort to improve and be more competent as a teacher.

Now I'm trying to become more competent at something I (already) feel competent at. I'm trying to keep improving although I feel I'm doing a very good job. (LS-114)

I feel I have matured and I have a lot of maturing to do. I have a lot of growth (to do) and I don't want to stop now. (DG-131)

Many teachers were free to try new teaching methods and sought new ideas for their teaching and for their own general interest. There was quite a variety in how actively teachers sought those new ideas. One teacher, for instance, in the last nine years had taken one or two graduate courses and one or two workshops each year, accepted six student teachers, and taken fifteen student participants in his efforts to gain new ideas. Other teachers simply took workshops that were offered at various times.

I feel free to explore innovations in education. Since I know I can handle anything, I feel free to look out and see what's going on and then try some new things. (LS-155)

I always try new things. I try to be flexible and if there's some idea that sounds like it might work and it sounds very interesting to me, I'll try it. I'm always changing, though. (Maturity) is a strange word because (I) think of somebody that's mature is somebody that's not going to change. But I don't see myself as that. (BC-110, 150)
Some teachers apparently established a goal each year as a focus to improve their classes and their teaching abilities. This focus for improvement was often a modification in the curriculum or in a teaching technique.

I want to improve my work with the children in the units, (in the) things I cover with them. (LS-116)

I'm always the one who is looking for an area for improvement. There's got to be something for me to focus on; I just can't glide lithely through everything. I've got to have kind of a challenge. (SM-171)

New methods fifth year and beyond: as passive acceptance of change. Some teachers indicated that changes were continually being made in education and that they were often expected to accept those changes in teaching methods. Although the teachers might not have actively sought changes, they reported accepting them and including them in their repertoires.

You're always achieving different things in teaching because you have different things coming up all the time. They're either forced upon you or you're trying them for your own satisfaction. So I don't think that's anything that can be avoided. You have to be willing to try new things and accept new things in teaching today. That's the name of the game. (GB-135)

In these fourteen years, you can almost see these cycles that people are talking about in education; particularly in methodology. Obviously you can't stay in one method of teaching. You teach to the current methods, whatever it is. (DC-125)

New methods fifth year and beyond: to keep teaching interesting or to avoid a rut. Several teachers said they were continuing to try new teaching methods simply to keep the job interesting for themselves. They wanted a variety in their teaching activities; trying new
teaching methods was one way to achieve variety. Some teachers noted that the new methods would keep the class interesting for the children as well.

You have to keep your own interest as well as the children's. And if you keep teaching the same curriculum year after year and you don't change anything, then I think your teaching gets crummy. So (it's better) if you can develop new ways of presenting the material. (KM-67)

Next year I want to change some of my curriculum so I'm going to be looking for new units and new techniques. I'm a little tired of the same old stuff. It's partly for me and partly for the children. (LS-153)

Several teachers reported trying new teaching techniques so they would not become stagnated. Their main concern in this case seemed to be making sure they were not always teaching the children in the same way.

After you teach especially one grade level for a period of time, I know you get into a rut. You can create only so many new ideas. You can think up only so many new ways of doing things and presenting things. And you begin to get stale. And when you find yourself teaching the same way three years in a row (you're in a rut). (LK-92)

A few teachers realized they were stagnating when they changed grade levels or took student teachers. That realization led to a search for new teaching methods by the teacher to refresh their teaching methods.

I've got to admit that moving from kindergarten to first grade was a big turning point. That's probably the best thing that has happened to me as far as teaching goes. I needed the change and I was just too blind to realize it. I was in more of a rut than I thought I was. It's really been good for me. I kind of got on a new head. More new ideas; so many more things that I can do. (LK-142)
I think I was becoming a little complacent in my attitudes toward teaching and toward the children. And as I worked with her (the student teacher) I became aware that maybe I needed to spruce things up a little bit and try harder. (IS-152)

Once the teachers recognized the need to vary their methods, they responded in several ways. They tried different teaching methods, modified the curriculum, worked on yearly improvement projects, changed grade levels, or accepted a student teacher.

Every year I want to have some project or some goal to change so that I work on that. Something that keeps it interesting. And that's one of the reasons I changed grade levels; because I was afraid that I was getting into a rut and I wanted to change so that it would keep my interest and keep me interested in what I was doing and not get in the same old rut with the same old thing. I felt I needed a switch just to spark my interest a little bit. (SS-26, 73)

(I was looking for) more diversity of teaching the same subject; approaching it in a different way so it was different for me. (KM-71)

Several teachers reported major changes in grade level or teaching methods after they had taught at a particular grade level or with the same method for several years. They reported wanting to change their grade level, the curriculum, their teaching methods, or accept a student teacher at that time.

I've been in first grade for five years now. I'm looking for different things to do. (JM-97)

I have stayed at the same grade level for eight years in the fifth grade. I'm due for a change, really. (DC-69)

I felt at that time I was in a rut. I needed something different. I had six years in a row teaching the same thing, but with different classes. But I just felt I needed something new and something different to challenge me. (SS-88)
Obtaining Assistance and New Ideas

The teachers reported seeking assistance and new ideas in different ways throughout their careers. Their responses are presented below grouped under the source of assistance and new ideas. Where appropriate, yearly patterns associated with the use of these sources are noted.

Assistance and ideas:
from other teachers

A substantial amount of information indicated that teachers went to other teachers as a primary source of assistance and new ideas. Much of that information supports the categories presented below.

Working together with other teachers. Most teachers planned and taught alone their first year. If they did seek assistance from other teachers, it often was from a teacher at the same grade level or from a teacher who had been assigned as a "buddy" for their first year. Many teachers gradually planned and taught with other teachers more with each successive year. They recognized the value of sharing their ideas and materials and found that working together was an effective way to teach.

I function better if I know I'm my own little boss. So my first year I was much happier having my own class. (Now) I don't feel I could function as well (without) planning and working with other teachers. I think I feel fulfilled a little bit more as far as working with people. (Planning together) is very important because that's the most effective way that I can teach. (JM-35, 40, L25)

Some teachers wanted more opportunity to interact with teachers in the school district after they realized the value of
sharing their ideas and planning together.

I think there needs to be more togetherness as far as teachers working together. Especially in smaller districts, I think teachers should have more chance to get together with teachers at their (grade) level and share ideas. It's helpful in the long run. It's going to make a better teacher out of you if you learn to share what you do or can do with someone else. And I think you get rewarded. You're going to get it back. (LK-151, 152)

Several teachers did not interact professionally with the other faculty members until their third year when they were becoming personally close to them. Those teachers preferred a stable faculty so that they could be comfortable with most teachers on a personal basis and then interact professionally.

(School) can be really bad if you have to keep mixing staff, like moving people from place to place. Because then you have new relationships to form and you can't get down to the business of educating the students while you're worried about your personal life; and there's no way you can separate it. If you have relationships needing to be made then you're in a whole new situation. Once you have those relationships set, then people are more free to educate. (LS-170, 171)

(The interaction) started to slow down because there was a turnover of teachers. There were no problems but there wasn't the closeness. (EG-90)

Many teachers said they obtained new ideas during the informal times when they were with other teachers. Ideas for teaching methods were often exchanged before and after school and during lunch, recess, and planning periods. They often found these informal times more productive than formal meetings for generating new ideas.

Most of it (the exchange of ideas) was informal. Like before school or after school or during recess or free period. We ate lunch together, too. We'd discuss things at lunch. (BG-92)
I think the bull sessions are as important if not more so than an organized meeting. If you can sit around and chit-chat things rather than have it formalized, I think you can accomplish just as much. (DC-100)

Moving toward other teachers. To obtain new ideas, several teachers said they sought out other teachers who thought and taught in the same way. They also went to other teachers who were friendly and seemed willing to help.

It was during the second year that I started having more interaction; getting together. There was a teacher who came in the middle of the year my second year. She sort of had a lot of the same ideas I had and we had a lot of the same expectations. We did start putting our classes together for special things. (BG-26)

We worked together on just about everything. I've been real fortunate and have worked with people who have gotten along real well, think along the same lines. (JM-88)

A few teachers said they more often went to teachers they respected for new ideas; teachers they respected for their teaching abilities and the relationships they developed with the children.

Probably the reason I would choose someone in particular is because I liked what I saw. I would like the ideas I would see in the room and I would like the way they appeared to relate to their kids. (SB-52)

Here at school I work with other teachers; especially this other guy and I. I've got a lot of respect for him. I'm sure that has to come along with it. (JR-71)

A few teachers went to other teachers their same age for new ideas and assistance. They indicated that they felt more comfortable working with those teachers who might have been experiencing the same kind of circumstances in their teaching and in their lives.

(When I transferred) I was hoping (for) a larger building; there would be more people closer to my age. (It was a) feeling that other people were at your stage and at your
level of learning and development in teaching. And it probably was more moral support than anything else. But lots of times I think new teachers bring a lot of creative, new ideas and I think it tends to spur things a little bit sometimes. (SE-46, 47)

Most teachers went first to the other teachers at their grade level for new ideas and assistance. Those teachers were dealing with the same content and the same type of children and seemed to be regarded as more able to provide specific ideas for that setting.

I think I probably worked more with the older fourth grade teacher because she knew more what she was doing. I can remember going to her and asking her advice on different things. Probably more so than the other teachers. (SS-16)

I worked very closely with the other fourth grade teacher, who was just a gem. (SM-35)

Moving away from other teachers. Several teachers said that they avoided teachers who did not think or act in the same way, or who seemed unwilling to share ideas. In their efforts to find new ideas, the teachers only went to those who did think and act the same way and who were friendly.

I didn't have much respect for either of those teachers and the exchange of ideas between us was very limited. Simply because I didn't take the time to stimulate things with them and get discussions going because I really didn't respect them anyway. (DR-72)

The other second grade teacher and I didn't get along at all. I felt like she didn't want to bother with me. I was a burden to her if I came over with a question. Consequently, I had to work on my own. (KM-20)

Other teachers: personalities and interaction. Several teachers indicated that the personalities of teachers affected the interaction and sharing of new ideas. Some teachers saw others as
friendly and willing to share ideas while others preferred doing things alone.

I think it depends a lot on the teachers who you're working with. If your personalities go together, you'll tend to do more things together. (SS-95)

Some of the teachers, the personalities at that grade level, just (kept) it from being a team. And we were just lucky that our personalities have really clicked together; that we could develop a team the way we have. (SM-42)

A few teachers said there was a hesitancy in many teachers to share and that some took more ideas than they gave. Some teachers also saw teaching becoming more competitive and noted that some teachers were unwilling to share for fear of being outdone.

Maybe its a high percentage but I think 80% of teachers kind of hesitate sharing ideas. Because it was kind of a game of one-up-manship. You don't want anybody ahead of you and if you share your ideas, they may do it better than you. (LK-20)

Teaching is a real competitive thing any more. It's not as relaxing as it used to be because everyone is worried about what everyone else is going to do or say. (GB-93)

Assistance and ideas: from workshops and inservice programs. Half the teachers voluntarily attended workshops and inservice days to obtain new ideas during their careers. Two teachers never mentioned workshops or inservice programs and the remaining teachers attended them only occasionally. Most teachers saw the workshops and inservice programs as a way to stay abreast of new programs and methodologies.

These are things that I got even though I didn't go back to (graduate) school. I was continually growing. I kept up with what was happening through the different workshops and whatever we have there. (LK-106)
We've had workshops through the years and I've taken advantage of all those. (VK-103)

Topics for the workshops and inservice days the teachers attended include teacher effectiveness training, cursive writing, reading programs, science programs and equipment, behavior modification, and learning disabilities.

We've had some science inservice meetings that the science coordinator has had and I've really enjoyed those. We've had some inservices on cursive handwriting, different kinds of reading programs, and really good inservices. (BC-109)

I did take a course (workshop) in teacher effectiveness training a couple of years ago which helped me in working with the children and the parents. (LS-89)

Many teachers attended workshops that were offered regardless of the topic. A few teachers, particularly those who attended few workshops, selected workshops which met a particular need for them at that time.

The last (workshop) I took was on learning disabilities because now that they're mainstreamed, I feel I have to live with them and work with them. (GB-109)

You always had one or two (children with learning disabilities) in your class and you wonder how to work with that child. And I do remember (attending) a couple workshops trying to get ideas or learning how to work with them because I hadn't had any courses in how to work with those children. (SS-62)

Assistance and ideas from student teachers and participants

Six teachers reported accepting a total of fifteen student teachers. Although it was unclear how many had been accepted out of a sense of duty, at least three teachers reported deliberately requesting student teachers because they recognized them to be a
source of new ideas. Two teachers reported accepting student participants for the same reason.

The thing that really got me going was a student teacher I had. She had an awful lot of ideas on centers and it really helped me in organizing them and setting them up. You need something like this, somebody new coming in just to give you ideas. That was really one of the purposes of having one. I thought it would be good just to see what new had come up because I hadn't been back to (graduate) school for several years so I thought I could get some ideas from her. (SS-105, 107)

Assistance and ideas: from graduate courses

Two of the fifteen teachers had received their masters degrees while two others were working seriously toward it. The remaining teachers either had taken no graduate courses or had taken a few courses. Several motives were expressed; primarily, the teachers took courses for specific content and ideas which would help them in the subjects they were teaching at the time. They said they were seeking new ways of teaching -- the graduate courses provided the opportunity to discover those ideas and discuss them with colleagues in the class before they tried them in the classroom. The courses were also seen as a means of challenging philosophies and clarifying positions.

I think that I updated my teaching since I started graduate school. I think graduate school has opened up my mind to allow more suggestions to influence me. I think you (reach a point where you) start to find out more things that are being done and you'd like to try new things. Maybe I was looking to liven things up a little. (Graduate school) stimulates your interest and makes you become involved in being a better teacher. (KM-65, 106)

I take workshops and (graduate) courses that are pertinent to the subject matter. I think this is just one way of growth. I think you need the interaction of colleagues.
(Graduate courses are) a source of ideas and it gives you an opportunity to think about it and talk about it and work with it before you try it in the classroom. (DC-81, 83)

Assistance and ideas: on their own

Half the teachers relied heavily on their own resources for new ideas during their first year. They obtained those ideas by referring to college textbooks and recalling teaching experiences, by reading new material on topics such as discipline techniques, and by generating their own ideas by brainstorming.

(During my first year I got ideas) out of my head. I didn't use research books or resource books, or resource people, field trips, or anything like that. I'd sit down and I'd read through the entire unit, figure out the major theme of the unit, and just brainstorm with all kinds of things I could think of. (DR-27)

I've always had a lot of ideas. A lot of it was from my student teaching and the background I got in college. And I read a lot about techniques. I tried to think up things that would be interesting not only to my students but also to me. (BC-70)

Assistance and ideas: from other resource people and activities

The three teachers who were very active in the teachers' association and two teachers who participated in additional school activities such as tutoring learning disabled students or directing the choir did not report finding new ideas to improve their teaching. Three teachers who had served on committees said they learned a great deal. They reported being exposed to new teaching ideas and teachers with different educational philosophies. They found committee work to be helpful for obtaining new ideas and clarifying their philosophies.
Only three teachers mentioned going to the principal, the librarian, or the school psychologist for new ideas.

There were five of us chosen to write a curriculum guide for kindergarten for the district. That was really interesting to me because I was not only using my ideas but you had to hook on to the ideas of all the other teachers. I found out I knew more things than I thought I did, and I could express my ideas. It was a good experience because just doing something like that makes you a better teacher. (IK-86, 91, 144)

I think I've learned a lot from the extra things I've done. I've been on two different committees to (revise) the system's grade cards. I got to know some philosophies different from what I have. When you're working on something like that, it really makes you sit down and think about what you're doing. (JM-169, 170)

Career Plans

Most teachers had different ideas with respect to adopting teaching as a career at the time of the interview than they had when they started teaching. Table 2 below indicates the teacher's plans when he/she began to teach.

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Teachers</th>
<th>Career Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>JM, EG, SM, EC, DC, DR</td>
<td>Thought of teaching as a career</td>
</tr>
<tr>
<td>3</td>
<td>LK, GB, KM</td>
<td>Didn't think about a career</td>
</tr>
<tr>
<td>3</td>
<td>LS, SB, MM</td>
<td>Stop teaching later to raise a family</td>
</tr>
<tr>
<td>2</td>
<td>VK, PF</td>
<td>Stop teaching later to work in different vocation</td>
</tr>
<tr>
<td>1</td>
<td>SE</td>
<td>Saw first two years as a trial time</td>
</tr>
</tbody>
</table>
Many teachers had changed their view with respect to teaching as a career since their first year. At the time of the interview, seven teachers planned to teach until retirement, six to continue teaching indefinitely, and two to teach a few more years before taking other positions.

TABLE 3
Career Plans at the Time of the Interview

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Teachers</th>
<th>Career Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>LS, EG, SS</td>
<td>Plan to teach to retirement</td>
</tr>
<tr>
<td></td>
<td>SM, MM, FF, DC</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>JM, KM</td>
<td>Continue teaching but may quit later:</td>
</tr>
<tr>
<td></td>
<td>GB, VK</td>
<td>a) to have a baby</td>
</tr>
<tr>
<td></td>
<td>LK</td>
<td>b) because pressure might become too much</td>
</tr>
<tr>
<td></td>
<td>BC</td>
<td>c) nearing 20 years service and feels the need to change</td>
</tr>
<tr>
<td>2</td>
<td>SM, DR</td>
<td>d) may teach or take a different educational position</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teach a few more years and then become:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>a) inservice specialist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>b) principal</td>
</tr>
</tbody>
</table>

Of the six teachers initially intending to make a career of teaching, two now plan to teach to retirement; two plan to take different types of educational positions later on; one married after her
first year and plans to have a family later; and one teacher plans to continue teaching but eventually may take a different educational position.

One of the three teachers who initially did not think about teaching as a career had taught twenty-two years at the time of the interview and now plans to continue teaching unless "the pressure becomes too much" for her. Another teacher had taught eighteen years and was considering other educational positions. The third teacher married and plans to temporarily stop teaching at some time to raise a family.

I think (my feelings, philosophies, and perspectives) became set (in my fifth year) because that's when I decided I liked teaching; that's what I wanted and I wanted to do a good job. Until then I was just filling in. And I think I became more dedicated to teaching as a result; more conscientious about what I was doing. (GB-134)

The three teachers who initially intended to stop teaching to raise a family did not have children and now plan to teach to retirement. Their decision not to have children and continue teaching was based partly on economic concerns and also on their increased feelings of fulfillment and satisfaction as a teacher.

I intended to teach for a few years and have children. But then inflation hit us in the pocketbook. I realized that I'll be teaching until I retire. I've changed my views about having a family in that I have fifty kids every year. I think that girls go through a time when they feel it's really necessary to start a family. I felt like that but it just couldn't be done then. Then you grow past that to other satisfactions in your life. You don't have to be a mother to have great satisfaction in your life. As a matter of fact, my career makes that possible. (IS-156, 157, 158)

The two teachers who planned to teach for a short time before changing vocations now plan to teach until they retire or until they
feel they have to quit due to increased pressure. They changed their initial plans partly because they enjoyed teaching more and partly because they recognized they would lose benefits and salary if they changed vocations.

I thought I would teach ten years and find something else to do. At the end of ten years there was nothing else that I saw. I was comfortable and was happy in my job so ten years went on to eleven and on. Then after you get so far, you feel you cannot stop because you'd lose so much (in retirement and benefits). (VK-119)

The teacher who wanted to use her first two years as a trial period to see if she liked teaching and was good at it now plans to continue teaching.

Grade Level, School, and District Changes

The fifteen teachers changed grade levels, school building, and districts at various times during their careers. Some of those changes were voluntary while others were forced on them due to changing circumstances in their personal lives or in the districts.

Grade level changes

Most grade level changes were made when the teachers moved from one district to another. They found there were no openings in the new district at the grade level they most recently taught and had to accept a different grade level. Four teachers had a total of ten grade level changes when they changed districts at different times in their careers. Table 4 below outlines reasons given for changing grade levels.
TABLE 4

Reasons for Moving to
Different Grade Levels

<table>
<thead>
<tr>
<th>Number of Moves</th>
<th>Number of Teaching Moves</th>
<th>Teachers</th>
<th>Reasons</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>4</td>
<td>LK, SB, DC, PF</td>
<td>Had to change grade level when moving to a different district</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>LK, GB, SS, SB, PF</td>
<td>Voluntarily moved to a preferred grade level</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>KM, SM, BC</td>
<td>Had to change grade level due to shifting enrollment in the school</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
<td>GB, PF</td>
<td>Had to change grade level when moving to a different school</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>JM, SS</td>
<td>No reason given</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>SS</td>
<td>Voluntarily moved to a different grade level to &quot;get out of a rut&quot;</td>
</tr>
</tbody>
</table>

NOTE: Five teachers (LS, VK, BG, MM, DR) did not change grade levels at any time.

Three teachers taught at the same grade level for their entire careers except for one year each. One of the three was forced to take a different grade level due to shifting enrollments and then she voluntarily changed schools the following year to move back to her original grade level. Another teacher had to take a different grade
level when changing districts but also voluntarily moved to a different school in the district the next year to go back to her original grade level. The third teacher taught one grade level her first year, changed grades the second year, and has taught that grade level since then. Eleven teachers had taught at one or two grade levels during their careers.

School changes

The most frequent reason for changing schools was changing school districts. There was a total of eighteen school changes made by nine teachers when they were moving to different districts. Table 5 below outlines reasons for school changes.
TABLE 5

Reasons for Moving to Different Schools

<table>
<thead>
<tr>
<th>Number of Moves</th>
<th>Number of Teachers</th>
<th>Teachers</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>9</td>
<td>JM, IK, EG, GB, SB, MM, BC, DC, PF</td>
<td>Moved to a different district</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>LS, EG, GB</td>
<td>Shifting enrollments forced the teacher to transfer</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>GB, SS, PF</td>
<td>Voluntarily moved to a preferred grade level</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>SB</td>
<td>Didn't like the building or the grade level</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>PF</td>
<td>To move to a different, preferred building</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>LK</td>
<td>To move back to a preferred building</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>LK</td>
<td>Assigned to a different building after maternity leave</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>PF</td>
<td>Forced out by the principal</td>
</tr>
<tr>
<td>1</td>
<td>1</td>
<td>DR</td>
<td>Couldn't take the principal</td>
</tr>
</tbody>
</table>

NOTE: Three teachers (VK, KM, SM) did not change schools at any time.

District changes

The most frequent reason for changing to teach in another school district was to move to a preferred district or geographic
region. See Table 6 below for details on district changes.

### TABLE 6

**Reasons for Moving to a Different District**

<table>
<thead>
<tr>
<th>Number of Moves</th>
<th>Number of Moving Teachers</th>
<th>Reasons for Moving</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>3 LK, GB, PF</td>
<td>Moved back to a preferred district or locale</td>
</tr>
<tr>
<td>4</td>
<td>4 JM, SB, MM, PF</td>
<td>Got married, moved to area where husband worked</td>
</tr>
<tr>
<td>3</td>
<td>2 LK, DC</td>
<td>Moved back near their families</td>
</tr>
<tr>
<td>2</td>
<td>2 GB, LK</td>
<td>Adventure, to try something new and different</td>
</tr>
<tr>
<td>2</td>
<td>1 PF</td>
<td>Moved to a district more receptive to her ideas</td>
</tr>
<tr>
<td>1</td>
<td>1 EG</td>
<td>Moved to get away from her family for her independence</td>
</tr>
<tr>
<td>1</td>
<td>1 FF</td>
<td>Moved when husband took a position in a different locale</td>
</tr>
<tr>
<td>1</td>
<td>1 DC</td>
<td>Wanted to try being principal/teacher</td>
</tr>
<tr>
<td>1</td>
<td>1 DC</td>
<td>Wanted to leave position as principal/teacher</td>
</tr>
</tbody>
</table>

**NOTE:** Six teachers (LS, VK, KM, SS, SM, DR) did not change districts at any time.
Six teachers taught in the same district their entire careers and six other teachers had taught in only two districts.

Perceptions of Interaction between Personal Life and Professional Life

Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching had affected their personal lives. This section discusses many aspects of that personal and professional interaction. Additional illustrative passages can be found in Appendix G.

Personal Life Affects Professional Life

Most teachers reported that their personal lives affected their teaching, usually in a positive and supportive manner. Among the personal aspects cited were their attitudes and feelings about themselves, their spouses and families, their outside school activities, and their personal qualities.

Several teachers said their positive feelings about themselves allowed them to be more positive when dealing with the children in school. When they were more comfortable and happier with themselves, they were more comfortable and happier working with the children.

If you're happy in your personal life, you're happy with the children. If you're not happy in your personal life, you waste a lot of time worrying about that and then you can't do your job as a teacher. If things are going well at home, you can concentrate on being yourself, being genuine and interesting as a teacher. (LS-140)

I just learned to like me better which I think helps in teaching, too. Because I think when you're really satisfied with yourself, then you can be happier in your job. And if there's a problem with you job, I think you can deal with it more objectively. (SM-118)
Some teachers indicated that their relationship with their spouses resulted in more warmth, understanding, and compassion when dealing with the children at school. The teachers' understanding of their own children also helped them in their classrooms.

I think (my marriage) had a big influence (on how I teach and approach the children). I think it makes me more understanding. If I feel that I'm loved and wanted and needed, it's much easier for me to make that child feel that he's loved and wanted and needed. (EG-132)

And having seen how (my children) respond and behave, it goes right back to school and I say "If my daughter can do it, you can do it." And it works. And children that you teach are very interested in your own children. (PF-138)

Because of their personal activities outside of school, a few teachers said they were more flexible, compassionate, and understanding of the children at school.

Something that has influenced me some in my thinking is my taking classes in painting. The struggling that I (went) through in the process of trying to do that has given me a little insight into what the kids go through. (MM-88)

Two teachers said their personal qualities affected the way they approached their job. One had a need for interaction with more people and therefore plans to become an inservice specialist to have that contact. Another teacher said she was shy and did not want her students to be the same way.

I think I'd like to work in the school district as an inservice specialist. I'd also be involved in meeting and being around more new people, which I find myself still missing. (SM-173)

Personally, I've always been an afraid person. That's why I don't want my students to be the same way. What you are coming into any job that you do naturally has a lot to do with how you approach it. (EG-27)
Professional Life Affects Personal Life

Most teachers reported that their professional activities had an impact on their personal lives. Professional activities positively affected the general quality of life, personal development, and home life. Teachers also said there were negative aspects such as strain on their families and on their own mental health.

Some teachers said their job enhanced their lives and made them feel more fulfilled. They also indicated that their personal development was influenced positively by the people they worked with in the schools.

Because of my (teaching) experience, I feel I'm capable of doing some of these other things. This is where my job has enhanced my living and the activities I do. (DC-135)

I found our staff made a big difference in me. From then I learned to question and to develop answers for myself. I learned to set standards for myself even higher than the ones I had set before. I think the enjoyment and the confidence in that helped boost the confidence outside of school. (SM-116, 187)

The professional lives of some teachers affected their lives at home positively. When they were comfortable and happy with their teaching, they often were comfortable and happy at home as well. For one teacher, knowledge of children and teaching helped raise her own children.

If you're not happy in your job, you feel like a failure. And you don't want to throw off all those problems on your family. If you feel satisfaction in your teaching, you're going to come home and feel satisfaction here. My experiences in teaching helped me more with my own children. I made sure that the bad things I saw in school, in teachers, and in kids would not come up in our family. (FF-128, 137)
The professional lives of some teachers created strain and tension which affected family relationships. Tension will be discussed in a later section.

Because of the changes in education today and the amount of energy a teacher has to put out to cope with the disciplines and the patience that it takes you to work through a daily class situation, I think my family has suffered for it, too. It's the fact that by the time I get home, there isn't any more patience left. (DC-140)

I don't think your job should take all of your time but it can be that demanding (to be a 24-hour job). And when you start in September until June, you have those children with you all year long in your thoughts. You take the work home with you. You take the mental strain home with you. (VK-83)

Personal and Professional Lives: Inseparable

Several teachers viewed their personal and professional lives as inseparable. Some teachers accepted that merging as a natural condition of teaching while others saw it as a desirable condition. The teachers reported thinking about their teaching and the children often when they were not in school and spending much of their personal time obtaining materials or thinking of new teaching methods to enrich the classroom. Many of their personal friends were also teachers in the same building so it was difficult to separate their personal and professional lives.

I don't like to disassociate my personal life from teaching because, to me, teaching is a very personal thing. And it's because a lot of my close friends are at school with me. So it's like my personal and working lives are very close. I don't look at it as an eight to five job and I don't quit when I come home; you can't do that when you teach. You carry everything with you 24 hours a day. (KM-107, 108, 132)

I'm glad we talked about the school and about personal life because they seem to go hand in hand. It's not a job where you can just go home. I can not just leave it. Even when
you're sitting here at night, there are still thoughts of school zooming through your head. (SM-189)

Separating Personal and Professional Lives

A few teachers made a deliberate effort to separate their personal and professional lives. They either preferred to keep their personal and professional lives independent of each other, or they tried to keep them separate to prevent the tension and demands of teaching from affecting their personal lives. Despite their efforts, the merging of the personal and professional lives often occurred.

Teaching is my job; I'll do the best I can while I'm there and when I'm home, I want to do other things. I didn't ever feel that way until a couple of years ago. And now (after fifteen years of teaching) I feel like I come first; my thoughts and my feelings come first. (FF-194)

There is an overlap (of my personal life and teaching) because a lot of friends I made at teaching that work with me are people who I do things with in my private life. But I try to separate that. It's very boring to sit around and talk about school all day, all evening, or whatever. It's hard. I am a teacher; that's the way it is. And I talk about teaching even though I do try to separate; it still gets in there. (BC-123)

Personal Time and Tension from the Job

Most teachers accepted the volume of work and the pressures during their first year as part of the job and took a great deal of work home. Later in their careers the teachers still felt the pressure of the job and sought ways to release the tension. The teachers spoke of (1) their personal time commitment, (2) the source of tension, and (3) the release of tension.
Tension from the job: personal time commitment

Most teachers were very committed to their jobs during their first year; they were willing to take work home and use personal time to complete it. They accepted that and any tension that might have accompanied it as part of a teacher's job. Less was said about taking work home and committing their personal time during the later years in their careers.

At that time (my first year), teaching was the number one thing in my life. (SM-101)

I don't think (I had any big problem that first year). I think most things that came along I assumed were part of the territory. (SB-19)

Many teachers said they spent a great deal of time at home during their first year to read the curriculum and textbooks, grade homework papers, write lesson plans, and find workable activities. Few mentioned taking home school work during the later years in their careers.

I just remember mainly that it was just a tremendous amount of work because you don't have any background and you have to start everything new. I would work at school until 4 p.m. and go home and work all night every day. (SS-9)

There was lots and lots of homework for me (my first year); a lot of preparation. Not 'til quite a bit later in the year do I recall not bringing a lot home each night. (SB-5)

Some teachers had to adjust the time allotted to their own interests and activities around the time needed to complete school work. Again, less was said about making those adjustments later in their careers.
I just had to learn to organize my home time and my time with friends around the time I needed for school. (SM-76)

I think that I spent so much energy on worrying about the school situation that I didn't have time for hobbies and interests (that first year). (IS-65)

Tension from the job:
Sources of tension

Most teachers mentioned sources of tension throughout their careers. Most tension originated in their professional lives and included: the energy required to run their classrooms, uncertainty over school closings, state and federal guidelines, required forms, fast pace of life, accountability, competitiveness among teachers, and conflicts with parents.

I would like to know how to deal with the tension of teaching. I think the whole way of living is (more tense) now than twelve years ago. The pace is too fast for dealing with people as human beings (and we have state and federal requirements for so many minutes on various subjects). (EG-61, 64)

The accountability business is getting stronger and stronger and I think that's what is bringing a lot of this competition feeling and pressure feeling. Teaching is a real competitive thing anymore. It's not as relaxing as it used to be because everyone is worried about what everyone else is going to do or say. (GB-93, 132)

Tension from the job:
Release of tension

Later in their careers the teachers were less willing or able to absorb the tension as part of the job. They sought ways to release their tension or to move away from the source of it. Most sources of the tension were in their professional lives while most tension-relieving activities were in their personal lives.
Only three teachers indicated they adjusted to the tension through their activities at school. One teacher became less personal with the children after she discovered she had a difficult time dealing with student problems. Another teacher used his activities as a swimming coach as a release of tension from his teaching and also as a source of fulfillment. A third teacher tried to talk about nonschool topics at lunch.

I used to be softer but I had to get harder outwardly because I couldn't cope with the problems they had. I used to come home and cry at night and now I don't. You have to learn self survival. (EG-131)

The coaching of swimming (affected me). That gave me a whole new breath of fresh air for teaching. I've been in the pits as far as teaching in the past couple of years I feel. If it hadn't been for the swim team, I'd be a zombie. (DR-49)

We try to avoid talking about the kids so much at lunch because we try to just take a break for our own mental health. (SM-41)

Several teachers said they needed the summer to be away from the children so that they would be rested and mentally ready for the children in the fall. The teachers who worked during the summers often took construction, secretarial, or accounting jobs that had no contact with children. Many teachers chose not to work in the summer so they could rest and pursue their own interests.

This goes clear back to my first and second summers when I worked in playgrounds and the migrant school. I just didn't think I was prepared mentally to go back to the classroom (after) having worked with the kids all summer. So consequently from that point on, I've always done a summer job that was non-related to working with kids. And I felt myself much more ready to go back and do the job. (DC-49, 122)
The disadvantages of teaching is that it takes so much time and so much energy. During that nine months, you have homework to do and activities to plan and it really limits you as far as other things. You've given so much (that) you can't do anything else during that time. Of course the summers are nice but you feel like you have to rest up. (SS-123)

Half the teachers said they tried to release their tension or tried to move away from the source of it after school, in the evenings, and on the weekends. Their activities such as meeting friends or working on hobbies often allowed them to forget the school situation and take a break from working with children. One teacher said he released his tension after school by yelling at other cars while driving home.

You just have to be able to go out that door and leave a lot of it there and when you get home, you have to kind of rejuvenate. And one thing I have done is cussing out people on my way (driving) home. (DC-141)

The first year I had few outside interests. The second year I started looking for other things so that I wouldn't get too discouraged and to get away from it. In teaching you have to get away from it or you can get bogged down. I bought a horse after my first year. You work inside with the kids all day and you get kind of tense at times. I can get out and work with the horses and I can forget about it for a while. It's really a way of relaxing and forgetting about the problems of the day so I'll be ready to tackle the next day. (SS-44, 45, 69)

Summary

The purpose of this chapter was to present the teachers' perceptions of the characteristics of their personal and professional development. Their perceptions of the development were organized into three sections in this chapter: (1) personal characteristics, (2) professional characteristics, and (3) interaction between personal life and professional life.
Perceptions of Personal Characteristics

While discussing their careers, the teachers revealed information concerning their personal qualities and their personal activities since they started teaching. That information was organized into the following topical categories:

1. Growth in confidence and happiness
2. Growth in maturity, capability, and affability
3. Growth in flexibility
4. Growth in open-mindedness
5. Growth in assertiveness and expressiveness
6. Growth in egocentrism
7. Unchanging qualities

Perceptions of Professional Characteristics

The teachers revealed a great deal of information concerning their professional lives and in doing so revealed characteristics of their own professional development. Those characteristics were organized into the following categories:

1. Knowledge of teaching activities
2. Knowledge of teaching environment
3. Changing images about teaching
4. Professional insight and perception
5. Approach to curriculum and instruction
6. Professional confidence, security, maturity
7. Willingness to try new teaching methods
8. Obtaining assistance and new ideas
9. Career plans

10. Grade level, school, and district changes

A summary chart of the teachers' perceptions of their professional characteristics can be found in Appendix L.

Perceptions of Interaction between Personal Life and Professional Life

Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching affected their personal lives. Information concerning that personal and professional interaction was organized into the following categories:

1. Personal life affects professional life
2. Professional life affects personal life
3. Personal and professional lives: inseparable
4. Separating personal and professional lives
5. Personal time and tension from the job
Chapter I stated that the purpose of this study was to determine selected teachers' perceptions of their personal and professional development. Several areas of professional literature relating to that development were reviewed in Chapter II. The procedures for the research and the analysis of data were explained in Chapter III. Topical summaries of the teachers' personal and professional characteristics were presented in Chapter IV. Chapter V presents summaries of the influences on the teachers' personal and professional development, along with any preferences the teachers expressed with respect to facilitating such development.

The influences presented in this chapter appear to be associated with the environmental conditions which the teachers mentioned while discussing their careers. It is not the purpose of this chapter to argue that a causal relationship exists between the reported environmental conditions and the teachers' development. The purpose is simply to report the circumstances which teachers say existed when development occurred and to report any preferences the teachers expressed about the nature of such environments.
The interview information was coded into the five study objectives using the guidelines stated in Chapter III. The information or study objectives two through five is reported in this chapter. They include teachers' perceptions of: (1) the influences of the professional environment on development, (2) the influences of the personal environment on development, (3) the influences of supervisory practices on development, and (4) preferred types of school environment and supervisory practice to facilitate development.

**Influences Within the Professional Environment**

The teachers provided a great deal of information about school environments when they discussed their careers. Using the coding guidelines, statements about the school conditions the teachers observed or experienced are included in this section, along with statements about influences in the school and the school community. The conditions in the school environment are organized into topical categories and are presented in this section in descending order of frequency of mention by teachers. The categories within the professional environment are: (1) other teachers, (2) the school building, (3) the children, (4) parents and the community, (5) workshops and inservice days, (6) the school district, (7) society, (8) the curriculum, (9) teachers' duty, committees, and extra-curricular activities, and (10) the teaching profession. Verbatim passages are used to illustrate the topics being presented. Additional illustrative passages can be found in Appendix H.
Supervisory practices were also mentioned by the teachers as an influence within the professional environment. That information is presented in a later section of this chapter.

Other Teachers

The most frequently mentioned source of influence in the school environment was other teachers in the school. Most of the comments about other teachers centered on the amount and type of teacher interactions. Conditions which affected interaction were also discussed.

More than half the teachers indicated that other teachers' personal qualities and preferences for working alone or together determined how much interaction took place. General comments about personalities and the sharing of ideas were provided, along with specific examples of positive or negative interaction.

I think we do more of that (coordinating subjects) with this group of third grade teachers. I think it depends a lot on your teachers and whether they like to work together. If your personalities go together, you'll tend to do more things together. (SS-57, 95)

I was with one other teacher who was very different in her thinking and living and everything else than me. She tried to be friendly but she wanted to go her own way so I just let her. There were others who were friendly and willing to help so I didn't bother with her. It was a personality clash basically. (BG-50)

Half the teachers said that they and other teachers informally used time before and after school, during lunch and recess, and during planning to discuss curricular programs and teaching methods.

This school is good for picking up ideas around the teachers' lounge and at the lunch table. They're a very congenial group; we just sit and talk and chat and mix things up and pretty soon you've got yourself an idea or a plan. (DR-29)
(The contacts were) before school, talking at lunch, talking at teachers' meetings, after school. Since I was new, I did a lot of going to other people and looking for other ideas for things. (MM-14)

Formal idea-exchanging arrangements, such as grade-level meetings for the school and district, were also reported. Other types of interaction arranged by the administration included a "buddy" system for the first year to work with an experienced teacher, and grade-level planning meetings.

The principal used other teachers to help teachers; like you had a buddy. Somebody was assigned to me to answer questions. (BC-46)

We worked together at each grade level as a team. We worked together on just about everything. (JM-85, 88)

Most teachers said that other teachers in the building were willing to share ideas and materials. The teachers said they often used that information as their main source of new ideas.

Most of the help I got from the other teachers would have been in the area of art work and bulletin board ideas. I've always found the people I've worked with have always been very willing to share ideas. I think that's probably typical of an elementary teachers. (MM-15, 38)

There was a sharing of materials; that was pretty much open. I can remember this one gal especially because I didn't come in with much stuff and she had a ton of it. She was very cooperative about suggesting (to) try this or saying "Here are some things you might want to use." (SB-16)

Half the teachers reported that they had met other teachers who were unwilling to share ideas and materials. Both individual teachers and entire faculties were sometimes viewed as unwilling to share.

That was the year I had no idea what to do in second grade; I was completely lost. And absolutely no one would help me. No one would even volunteer to help me other than the principal. (IK-72)
The teachers in that school don't share; they keep to themselves. You stay in your room and I'll stay in mine; that's the attitude they have. (KM-47)

In addition to comments about personalities and willingness to share ideas, other descriptions of individual teachers were provided. The teachers interviewed commented on other teachers' instructional programs, teaching capabilities, educational philosophies, and the relationships they established with the students and teachers. Sometimes the teachers discussed the effect those qualities had on the educational program.

(The newer teachers) were far less structured. There was more of the open classroom thing where each kid does his own thing at his own time. Their classrooms were unstructured. I've never been able to figure out how they do it. (EG-91)

The biggest problem is being disappointed when I send a bunch of kids who are well behaved and polite and natural, yet self-controlled, to a first grade (class) where they're let go and all that's lost. I just feel really disappointed. (LS-107)

Teachers sometimes referred to the entire faculty when describing the sharing of ideas and materials. Many teachers said that high morale and a great deal of interaction among teachers were related. Some reported teacher turnover brought new ideas into the school but did affect the morale and interaction due to the time required to build working relationships among teachers.

It was a very close knit situation starting the third or fourth year with the teachers. It made for a rapport through the whole school that was just tremendous (and resulted in a lot of interaction between classes). The seventh and eighth years, it started to slow down because there was a turnover of teachers. The newer teachers coming in were not so receptive. (EG-72, 90)
(Each year) there's always been at least one person different and that person always brings a lot of new ideas. (JM-96)

The School Building

A number of physical conditions relating to the school building were discussed by the teachers. Among the topics mentioned were the structure and facilities, supplies and materials, administrative and organizational arrangements, teachers, students, rules and regulations, and other people available for assistance.

When discussing structure and facilities, some teachers described the building's age, the layout and size of rooms, and the playground and recreational facilities, along with their reactions to those conditions. A few teachers who had to move into new, uncompleted buildings discussed physical conditions at more length than other teachers.

It's an old building; it used to be a high school. It's downtown and has no playground. And it's an ideal building for weaning them away from the elementary situation and letting the kid grow up a little bit. (DC-96)

It was a new school and the building wasn't anywhere near ready. We didn't even have tile on the floor or blackboards. And I remember my first year there when you'd be teaching a lesson and the workmen would come in and put up a blackboard in front of your class. (SS-53)

The teachers also discussed the number of teachers in the building, the number at their grade level, and teacher turnover. Most teachers had taught in buildings with between one and three teachers at each grade level. A few had taught in larger schools. Usually there were 12 to 24 teachers per building. Teacher turnover was usually not mentioned but when it was, the turnover was generally high.
Reasons most often given for the high turnover included marriage and subsequent moving, spouses finishing a college program and then moving, or teachers who did not like working in the school's established program.

Teacher's turnover there (in the military school) was tremendous. Teachers would go there and get married. There would be all kinds of men around and people would get married. (PF-23)

There were only thirteen teachers in the school. We were a very close knit group. (JK-52)

The teachers talked about a wide range in the amount and availability of supplies and equipment. Some schools were well equipped with supplies such as textbooks, construction paper, paints, and audio-visual equipment; other schools had limited supplies which forced teachers to share or go without.

They had a myriad of materials. They had more materials than any school system I have seen. (PF-27)

I started out with over forty children in my two classes with no equipment that amounted to much. Papers and supplies like that were very limited. In fact, my father went out to a wholesale paper place and bought me a case of various colors of construction. (JK-7, 8)

The teachers discussed the administrative and organizational arrangements in their buildings. Among those arrangements were provisions for grade level meetings, single and double sessions, teams for certain grade levels, and team leaders for units of grades.

And then there was a team leader. Instead of having a school meeting every other week, maybe the team leaders would get together with the principal and they would speak for the teams. And it was just a method of organization to break it down a little more. (JM-62)

(The principal) had the idea of grade level planning time where everybody on the grade level has the same time free and you have a meeting and you sit around and plan. (BC-112)
The teachers also mentioned class size and the type of groupings for the children. Class groupings included regular and split classes and homogeneous and heterogeneous ability grouping. Some teachers commented on the success of each type of grouping.

We went to the principal about this (ability grouping). The point we made was that this defeated most of the lower students. If they were in group 10, they knew they were lowest in the 300 so they wouldn't try. (BC-21)

So the first day came and I had 35 children. (GB-7)

School rules and regulations discussed by the teachers included comments on forms and paperwork, state and federal time guidelines, open door, dates for reports, and discipline policies.

We just can't predict what (the principal) is going to do. Inconsistency! If we'd just follow the rules we've got now (on discipline) and enforce them, we wouldn't have any problems. (GB-102, 105)

We have to be in the building at 8:20 a.m. but the students don't come until 9:20 a.m. This is unique in that it does afford us, as a team, (time) to do a lot of planning. (GC-100)

The teachers also mentioned other assistants in the building, including teacher aides, school psychologists, reading supervisors, speech therapists, volunteer parents and tutors for students with learning disabilities.

They had aides, too. There were volunteer parents, also. They would run off your dittos for you. (KM-28)

We had children with real discipline problems because they had learning problems. And of course at that time we had nothing to provide for them like we do now with LBD classes and special consultants. (GB-9)

The Children

The teachers discussed the children as elements in their school
environments. Among the aspects mentioned were the social, cultural, and academic qualities of the children, the relationships they developed in their classes, and the differences in children at different grade levels.

The social characteristic of the children most frequently mentioned by the teachers was self-discipline. Many teachers saw a decline in the children's self-discipline over the years they had taught. Several teachers commented that children have become harder to handle, less respectful, and more aimless than children they had before. They also said that they question authority more and seem to be better prepared academically.

(The students in my early years) were more mature in themselves as people. They were not as technically knowledgeable as children now. They maybe didn't know as much about things and we didn't go quite as fast as today but they had more self to them. You could trust them; they were more dependable. They were not as wise to the ways of the world. They were much wiser as to how to act with other people. (EG-41)

For a while, you were afraid to spank a child for fear you'd be taken to court. Maybe that's why kids don't respond to authority as much because they know you don't control them as much as maybe in the past. (JM-135)

Cultural qualities of the children were also discussed by the teachers. The comments varied depending on the district where the teachers taught. Some teachers talked about the lives of children coming from impoverished, broken homes while others noted that school is just one more activity in the lives of children coming from more affluent families. A few teachers said children are more complex today but don't seem to get along as well with themselves.
Other teachers mentioned that children today are more sophisticated and worldly at an earlier age.

Children don't have the time and go out in their backyard and play aimlessly; their time is all taken up (with swimming, tennis, T-ball, and little league). (VK-98)

In comparison to the way kids have changed in the past ten years, my fifth grade class now is about like (what) my sixth grade class was ten years ago in maturity. (BC-118)

The teachers described the academic levels of their classes by labeling them high, average, or low in ability. Learning problems of some students were mentioned as well as the students' interests in learning.

Kids really want to learn. Even the kid who can't read; if you can find some reason for him reading if nothing more than to take a driving test or to read a sign, he'll read for you or he'll try. (BC-36)

Most teachers discussed the relationship they developed with their classes. They commented on the differences between classes, the children's understanding, and their own responses to the children's abilities and personalities.

I've found the personality of each class was different, something I didn't realize in college. (SM-138)

I think I had a pretty good relationship with most of the children in the class. I think all of us learned a lot together. (SB-21)

A few teachers said they preferred working with certain grade levels.

I didn't like the (second) grade as well so I put in for a transfer at the end of the year. They're just not able to do things as well on their own compared to third graders. Third graders have a lot of spontaneity, a lot of enthusiasm. It's a fun age; they're not inhibited yet and they're pretty open with you. And yet they're very able to take care of themselves. (SB-33)
I think third grade is a lot different as far as your satisfactions. In fourth grade you try to teach the kids more in details. You could take something and go with it whereas third graders came in and they can't even write a sentence. In third grade, there seems to be more of a change. I think third grade is more satisfying because you can see (the change more). (SS-91)

Parents and the Community

When the teachers discussed the parents and the community, they mentioned volunteer programs, parental conferences, parent organizations, pressure and accountability, and general qualities of the parents and the community.

Many teachers said the parents were supportive and active in the school. They reported that parents were active in the Parent Teachers' Association, participated in volunteer programs at school, attended parent-teacher conferences, and provided positive comments for the teachers.

It was a very close knit group there. And we had school fairs there and you had no problems in getting the parents to come in and work. You had a school of 150 students and at a PTA meeting you would average 75-100 parents. So you can tell the type of support we had within the community. (DC-16)

I had some apprehension (about parent reaction to my split class) but I had a lot of parents who were very positive towards me. They were going on what they heard from other parents about my capabilities and they voiced those opinions during the open house. And that was a lot of recognition for me; so I do get a lot of compliments from parents. (KM-115)

Some teachers said they felt pressured by parent involvement in the school. They saw their own decision making processes being affected by the parents' advice; sometimes they thought the parents pushed for poor policies.
(Before,) a parent took your word and whatever you said was the thing. Now they come in and question and want to change the way you think. They want more of a say in what is going on in the school. I feel that if we're trained then I think we have the right to say what goes on here. But no, it seems the community has to get involved in the end and say what they want in the schools. When you have volunteers coming in (and) they're helping you, then there's a tendency to want to help out on the decision making. (VK-19, 20, 23)

A lot of the parents seem to be very eager to jump on the wrong things. (SB-74)

Some teachers said that parents tend to be concerned with accountability and to express their preferences directly. The teachers often viewed parents' accountability efforts as sources of pressure. Some teachers reported that parental pressure contributed to the adoption of ability grouping, while individual teachers mentioned the resignation of three swimming coaches in one school and the dismissal of a principal. The parents also were viewed as more concerned with the rights of their children regarding discipline in school.

There was a lot of pressure (from the parents) to do that kind (of ability grouping) at the beginning. (They wanted) to make sure that the high kids were getting challenged and that the low kids weren't getting left behind. (DR-21, 22)

I've become more handicapped by what I think might happen with the parents (in response to a discipline case). (JM-137)

The teachers also described some general qualities of the parents and the community. Most of the communities were composed of lower to middle income families. Some teachers described parents in the present as having less respect for each other and for teaching, compared to parents in the past. They also said that some parents were very busy and consequently had less time for their children.
The school is in an area of low income families; many of them are on welfare. A lot of them have moved from West Virginia and Kentucky. We have no blacks; they're all white. They're on the bottom of the scale, socially, of those people who live in (this) area. (MM-85)

(Along with the kids having other things that they're doing,) it seems that the parents have so many things in their lives, too. (Consequently,) the same emphasis isn't placed on (discipline). Even over six years, which isn't really that long, I can see the difference. (JM-143)

Workshops and Inservice Days

The teachers described inservice days and workshops offered by their school districts and conducted over several days. They described the inservice programs and workshops offered, as well as general qualities of those programs.

Teachers indicated that a wide variety of inservice and workshop topics were offered over the years of their service and some took many workshops. The topics included: teacher effectiveness training; learning disabilities; individually guided education; informal education; career education; reading, science, and math programs; audiovisual equipment; outdoor education; curriculum development for selected subjects; and programs provided by textbook companies.

It seems to me that ever since I've been in the district we've had inservice meetings; inservices such as when we adopt a new science program or a new series of textbooks. (MM-62)

Each year it's something different (being offered.) Right now it's career education. I've taken workshops on environmental education, outdoor education, and things like that. (BO-96)

When the teachers mentioned the general qualities of the inservices or workshops being offered, they sometimes discussed the number of topic choices they had, the frequency of program offerings, the
incentives to participate in programs, or the design of the sessions. Many districts had one, two, or three inservice days a year when children were dismissed from school so teachers could attend the sessions. Workshops often met after school or on weekends.

The most common incentive built into the design of the programs was the provision for inservice units which could be accumulated and result in salary increases for the teachers. The teachers said they preferred programs where they were actively involved in some way, were able to share and discuss their ideas, and could choose among a variety of topics.

You have so many inservice days that are set up (with three days this year). Each school has the same number of inservice days and they are all at the same time and the kids are let out from school. The general opinion from year to year is that unless we are involved in what's happening, they're very boring. (KM-33, 34)

There are more inservice programs (now) about feelings and relating to other people. Usually there are several workshops during the year; some of them are weekend workshops, some of them are after school. Some of the inservices are run by our own staff in the system (and some are run by college professors). Then you're given so much credit. (SB-40, 58)

The School District

When the teachers discussed their schools, they often commented about the school district. Since several topics were mentioned and so little was said for each topic, no patterns were apparent. Among the topics discussed by the teachers were the philosophy of the district, teacher salaries, the board of education's support of the teachers, accountability, evaluation, state and federal requirements, strikes, and changing district enrollments. Some of the topics had
an impact on the teachers' behavior. The two passages below illustrate how the teachers' attitudes and behavior were affected by conditions in the school district.

I know at the beginning I was concerned about how much time I should spend with each thing because it was a state requirement and you were given so many minutes each week (for certain subjects). (SS-31)

You wouldn't believe the forms we have to fill out. It's a waste of time. And some parents don't care and they won't send them back. And if they don't sign them and send them back, that child's (eyes, ears, or teeth) are never checked. Everything you do has to have a form signed. It's gotten to the point where it's ridiculous. (EG-99)

Society

When the teachers mentioned the state of society, they often reflected on the changes, including educational changes, that had occurred during the years they had taught. Several teachers recognized that the personal characteristics of parents and students changed over the years they were teaching; they reported responding by modifying their teaching methods. Some teachers simply saw the teaching methods changing over the years and adopted the new methods.

Basically, what I wanted then (as a beginning teacher) is the same as I want now. I've had to change the way I went about it because the kids were different, they world was different, their parents were different. (EG-146)

In these fourteen years you can almost see these cycles in education, particularly in methodology. Obviously you can't stay in one method of teaching. You teach to the current method, whatever it is. (DG-125)

The teachers commented that education changed as society changed. The educational issues which reflected the changing times included
changes in teaching methods, increases in accountability and competitiveness, and cycles of educational philosophy.

I think it's changing; parents are getting more conservative. They still want the best for their kids but parents are more demanding today. The parents that I have are more demanding as to what their children are being taught; also (about) what are in the textbooks. (Educational philosophies) changed and now they're almost swinging back again. (RC-142, 143, 146)

I tire of the pressures that are put upon teachers now that weren't put upon teachers before. Today you always feel "Am I doing it right? Do you think that the parent is going to come in and say something?" Now the state legislatures are demanding a lot from the systems. In education, now we're throwing (out) some of the new, innovative things and going back to some of the programs we were working on several years ago. (VK-93, 94, 109)

A few teachers said schools are now responsible for teaching additional topics which were formerly taught in the home. The teachers said they were uncomfortable accepting that responsibility.

I do feel that more and more is being turned over to the schools; from hot breakfast to hot lunch to nursing care. Like we're supposed to do everything with the child. So many things that were not the school's responsibility seem to become (theirs). (SB-74)

A lot of things are being put on teachers. A lot of things that children should learn at home are having to be taught in school; moral things, behavior, manners. (IK-138)

Several teachers said the self-discipline of the children has declined over the years. They often mentioned the influences of television and changing parental expectations and attitudes.

I'm sure parents today do not expect the same kind of things on discipline out of their children as they did twenty-five years ago. (VK-45)

Between the time I started teaching (fourteen years ago) and now, the parental backing in terms of attitude, discipline, and respect has declined unbelievably. (DC-126)
Some teachers said education is not as respected now as it was in the past. Some commented that more mothers are working and referred to the impact of that on the child. The effect of television and changes in the personal qualities of parents and children over the years were noted by some.

I think that (now) the schools are bad-mouthed a lot. Too many people don't comprehend what we're trying to do and they see only the bad aspects. (MM-126)

There's been quite a change (in society) and I feel it's made quite a change on education, too. One thing is so many working mothers. I feel the children are losing by it. And you can (see it in the child when) both parents have to work to supply the money. They don't have the time for the children in many cases. (SS-113)

The Curriculum

The brief comments most teachers made about the curriculum usually centered on how advanced a particular curriculum was, how a new curriculum was devised, and the consequences of adopting a new curriculum. The adoption of a new curriculum often required the teachers to become familiar with it quickly and sometimes affected the teachers' reaction to its implementation.

(With the adoption of the individually guided education program), the four team leaders must have met with the principal every day at first to get things organized. It seems communication was much better. Morale was higher. We shared all our materials. (JM-53, 72)

(The curriculum change in kindergarten) was gradual. It began a little with Sputnik (1957). The last ten years it's been coming gradually. Maybe in the last five or six years, there's even been more of a change. More emphasis has been put on the learning aspect that I've felt in kindergarten. (VK-76)
Teachers' Duty, Committees, and Extra-Curricular Activities

Half the teachers referred to teacher duties such as lunch and recess duty, committees, and other extra-curricular activities such as sponsoring clubs. When describing their duties, several teachers mentioned the length of their lunch time and the length of time for lunch duty. The teachers usually mentioned only those committees in which they participated. Some said that their participation on such committees as grading, speech, and curriculum helped them learn about other teachers' philosophies, built their communication skills, and enhanced their self-concept. The teachers reported activities such as choir directing, coaching swimming, and presenting in arts and crafts sessions to be equally rewarding.

I think I've learned a lot from the extra things I've done (such as work on grade card committees). (I've learned) from people I've worked with on the committees as far as their philosophies on different things. When you're working on something like that, it really makes you sit down and think about what you're doing. I think it was worth it for me personally. (JM-169, 170)

In the coaching season, I spend an equal amount of time, if not more, worrying and thinking about coaching than I do about teaching. (DR-58)

The Teaching Profession

Half the teachers commented about the state of the teaching profession and their teaching association, and reflected mixed opinions about the dedication of teachers today. Comments concerning teachers' associations centered on the value of one voice for the teachers, actions of the associations, and their reactions to the associations.
Things like that (with the teachers' association) are good because there has to be one voice. Our organization is very strong. They've negotiated some good policies regarding teachers; for the rights of teachers, salary, steps for adopting new programs. (SM-153, 154)

The good thing about teaching is the security. You can get in there and make the mistakes and you can grow and you just keep right on going. (DR-132)

Influences of the Personal Environment

The teachers mentioned aspects of their private lives in relation to their careers. Using the coding guidelines, statements about knowledge, training, or activities before starting to teach are included in this section, along with statements about the teachers' outside activities and interests. Those influences outside the school environment are organized into topical categories and are presented in this section in two sections: (1) influences prior to teaching and (2) influences since starting to teach. Verbatim passages are used to illustrate the topics being presented. Additional illustrative passages can be found in Appendix I.

Influences Prior to Teaching

Each teacher discussed certain attitudes he/she possessed and experiences he/she had prior to teaching. Since earlier attitudes and experiences might have influenced the teachers once they started teaching, they are listed here. Among the attitudes and experiences mentioned were (1) prior contact with children, (2) reasons for going into elementary education, (3) descriptions and reactions to their teacher training, and (4) family experiences.
Prior teaching contact with children

Four teachers mentioned contact with children in a teaching setting other than their student teaching and field experiences. They included experience with Head Start and Childhood League programs, Sunday School teaching, volunteer programs in high schools, summer camp programs, and baby-sitting. The teachers said those experiences either initiated or reinforced their decision to enter elementary education. The other teachers did not mention contact with children in any other settings except those related to their teacher training.

I worked a lot in high school by working in the elementary grades during my study halls. Also, I worked in Head Start for two summers during college. That was a very good experience. (IS-1)

I had experiences working with children in camps during (my) college years. I think that was probably part of what made me decide that I prefer working with younger children who are more eager and easy to handle than high school (children.) (SS-4)

Teachers' choice of elementary education

Many reasons for going into elementary education were given by the teachers. They included references to personality and preference for working with smaller children; the influence of other teachers and family members; the belief that elementary children would be easy to handle and eager to learn; the opportunity for a wider range of activities than in the upper grades; and the alternative to another careers. The decision to become teachers came at different times for different teachers. One teacher decided when she was in
second grade, four in junior high school, seven in high school, two in college, and one after college.

Many of my family were teachers: my mother, my grandmother, my grandfather, my aunt, my uncle, my brother, my sister-in-law. And, of course, I was brought up with that. I found I didn't know anything else. So when I began college, I just naturally fell into it. (MM-1, 2)

Teacher training

When commenting on their teacher training, half the teachers said it was either good or excellent and that they were generally satisfied. Their positive comments centered on the cognitive and theoretical background and especially on field experience contacts with children. When they made suggestions to improve teacher training, they suggested more contact with the children and with related classroom and teaching activities.

I was pretty satisfied with (my teacher training). What I thought was best was when I was a sophomore, you get right in and you take a methods course that combines so many hours in a school. You got to be doing what you were going to be doing (on your own later). I felt that I was actually prepared to teach. Nothing to me is as good as getting out and working in the schools. (JM-164, 166)

I had a full semester of student teaching and that was very valuable. The experience of being with kids day after day and kind of getting into the nitty-gritty was very valuable. My education courses were not the most exciting. Some of it was a little of the pie-in-the-sky, ivory tower. (SB-92, 93)

Half the teachers were dissatisfied with their teacher training. The reasons they reported for their dissatisfaction included poor training in certain subjects such as math, reading, or language arts; little or no training for grading and record keeping; little information about attention spans and range of abilities; weak background
in discipline and classroom management; and, primarily, insufficient classroom contact with the children and other responsibilities of teaching. Most teachers said they wanted more prior classroom experience and practical experience performing the tasks concerning instruction.

I think that they did the best they could but it didn't prepare me for the job I had to do; but I don't think anything could have. I think it's something you have to learn by feel, by touch. They could have done more at methods and preparing me how to teach. They also could have prepared me for some of the problems. (EG-141)

I think (my teacher training) was very poor. I don't think that they prepared me for anything. The methods courses are just worthless; everybody develops their own methods. You can't follow a standard pattern that is listed in a book with five steps. That would be my recommendation: the more practical experience you can get, the better off you're going to be. (KM-129)

Family experiences

A few teachers mentioned close family relationships as environmental influences. Two teachers said they led "sheltered lives" before they went to college. Several teachers attended particular colleges because they could be close to their families. Several teachers had teaching relatives who influenced the decision to enter teaching and were a source of ideas once they started teaching.

I have lived a very sheltered life. I was born within two miles of here. I went to elementary school in (a nearby district) for the first five and a half years and then we moved (here) and I finished up my work here. I went to college (at the university here) and I stayed right here in the community the entire time. I did my student teaching here (in the school where I now teach) and came (to teach) right here. (VK-1, 2, 3)
My father was a teacher and my brother went into education. (My father) is a very admired figure in my life. I suppose that had an undercurrent influence (in deciding to be a teacher) but he didn’t exert any overt influence. (SB-1)

Influences Since Starting to Teach

Each teacher discussed aspects of his/her life outside of the school environment. Their comments are divided into the following topical areas reflecting the influences of: (1) interests and activities outside the school, (2) spouses, (3) relatives, (4) their own children, (5) other friends and teachers, (6) non-teaching jobs, and (7) other circumstances of life.

Interests and activities outside the school

Each teacher mentioned interests and activities he/she had outside of school. Those included a variety of sports such as tennis, volleyball, swimming, racquetball, skiing, and golf. Activities in the arts included church and community choirs, painting, dancing and playing the organ. Sewing, embroidery, needlepoint, macrame, and ceramics were among the crafts mentioned. Church-related activities included being a member of the choir, playing the organ and acting as youth coordinator for Bible School. Outdoor activities included hiking, travelling, riding horses, and gardening. Other activities mentioned were: socializing with friends and relatives, going to movies and parties, reading, cooking, and house cleaning.

Eleven teachers indicated that their interest in outside activities had not changed since they started teaching. Some teachers said they acquired additional interests after they started teaching.
A few teachers indicated that they did not have time to pursue
their interests during the first year of teaching because teaching
responsibilities took so much time. After the first year, some re-
ported spending less time on school activities at home and therefore
having more time for private interests.

My interests are mostly the same but I have a chance to do
more of it because I'm not so tied down worrying about
curriculum and those kinds of things. (IS-130)

My interests really haven't changed that much in any way.
Over the years they've been about the same. (SS-97)

Spouses

Four teachers were married before they started teaching, four
by the end of their first year, four at some time beyond first year,
and three were never married. Four teachers had spouses who also
taught.

Of the twelve married teachers, several mentioned that their
spouses affected their teaching. Some teachers said they had to
adjust to married life at the same time they were adjusting to
teaching. Spouses were sometimes used to talk through problems the
teachers were having at school and often provided suggestions.
A few teachers said they were more effective at school because they
had spouses who were loving and supportive.

My husband influences me to some extent. He's softer toward
the kids than I am. He doesn't care how much I talk about
my problems. He's a good sounding board for my tensions. I
think it makes me more understanding. If I feel that I'm
loved and wanted and needed, it's much easier for me to make
that child feel that he's loved and wanted and needed. Oh
yes, I think that's a big influence. (EG-131, 132)
(It was my first year of teaching) plus it was my first year of marriage which is a problem in itself getting used to living with another person. (LS-65)

 Relatives

Half the teachers mentioned their relatives while discussing their teaching careers. Three teachers took jobs in distant districts so they could move away from their families and thereby establish their independence. Two teachers moved back near their families after being away for a period of time.

Three teachers had close relatives who also were teachers. These teachers reported interacting with their teaching relatives to discuss educational issues or obtain new teaching ideas. One teacher said he felt his family suffered because he often came home drained of energy and patience after working with children all day.

Especially the first couple years, I probably got as much guidance from my family as what to do in school as from anybody. I can remember the first couple of years getting into some good discussions about what was right and what was wrong to teach and how to teach. We get into it now about accountability and what's happened to the status of teachers. (DR-50)

It seemed like people were always on my side and I was afraid if I stayed down there and taught that they would tell me I was good whether I was or not. There comes a time when you have to see if you can do it or not. (EG-50, 51)

Their own children

The four teachers who had children of their own varied in the way they felt their children affected them at school. One teacher said that having a child of her own had little effect on what she did at school. Another teacher said it added a little to his
awareness and to his credibility when speaking to parents. The third teacher was more able to deal with hyperactive children since he had a child with the same problem. The fourth teacher said she applied what she learned teaching to raising her own children.

The teachers who did not have children generally planned to postpone having their own family until they were better prepared financially. A few of those teachers said they had reached a point where they enjoyed teaching so much that they did not want to stop to have a family. Some teachers had delayed having their families so long that they thought they were too old to have children. Some teachers had married late in their careers and felt they were too old to have children.

I have a hyperactive child and he was on medication for four or five years in the elementary level. I have worked with hyperactive kids at school. In a way, I can almost anticipate just because of my past experience. (DC-123)

I just don't know (about starting a family right now). I think it's very important to be home with a child but I just don't know if I'd be happiest doing that. That's been hard for me to think of giving up teaching. That's part of the decision to delay a family. Financially, too. (JM-131)

Friends and other teachers

Five teachers mentioned friends and other teachers who did not teach in their schools. Many of their friends were also teachers so they often exchanged teaching ideas. Some of the teachers' friends were in different vocations; one teacher compared the time effort she put into teaching to the time and effort of friends of hers in business who made more money with less effort.
I also rented an apartment with a gal who also taught in the same system but in a different school and she was helpful with ideas. (SB-17)

I also had friends who taught in town and they gave me a lot of ideas and answered a lot of questions for me. (PF-68)

Non-teaching jobs

Eight teachers had not held summer or part-time jobs since starting to teach. Two teachers worked during summers on other jobs until they were married, two worked occasional summers, two always worked summers, and one worked summers until she started graduate school.

Several teachers who had not taken summer jobs said they needed a break from children and used the time to pursue their own interests. Most of the teachers who worked on non-teaching jobs did so because of financial necessity. Those teachers often selected jobs which did not have contact with children so they would have a break from them.

I don't do anything in the summer. I wouldn't touch it with a ten foot pole. I need the time to get myself together and to enjoy myself and to do just what I want to do without having to get up and rush off. (IS-132)

Every other summer that I wasn't going to (graduate school), I was working. I worked secretarial jobs just to make enough money. I had bought this farm and I had to work summers in order to keep it. I found out that I really appreciate the job that I have working with children (after working during those summers). (SS-70)

Other circumstances of life

When the teachers discussed their teaching careers, they mentioned other circumstances which sometimes affected their teaching. Many of those circumstances represented major life changes for them
including moving into a different region or new school district, marrying, moving great distances away from families, purchasing property, obtaining a divorce and remarrying, and suffering from major health problems.

The teachers also mentioned a number of ongoing conditions which sometimes affected their teaching. Those conditions included driving long distances to school, living in the community in which they taught, being happy with husband and children, becoming physically slower over the years, and having a financial necessity for teaching.

(I thought that) being unhappy but having a relationship with someone was better than having no relationship at all and having to stand on my own. I found (that) is really stupid. That realization really made me change a lot. (SM-120)

I learned a lot of things about the house which made me grow personally. It makes you feel like you're not a young teacher anymore; now you're a woman, you're a home-maker. Your level rises a little bit. (PF-106)

Influence of Supervisory Practices

Supervisory practices within the schools affected the teachers' careers. Statements about impressions, activities, or qualities of school supervisory personnel are included in this section. These statements are organized into topical categories and are presented in this section in the following way: (1) principals, (2) other supervisory personnel, and (3) absence of administrators or supervisors. Verbatim passages are presented to illustrate the topics. Additional illustrative passages can be found in Appendix J.
Principals

The principal was the most frequently mentioned supervisor. Information about the principals' influence, activities, and qualities fell into several categories, which are presented below in descending order of their frequency of mention by the respondents.

Principals: personal and professional qualities

The teachers mentioned a number of administrative skills which their principals possessed, although each principal did not possess each quality mentioned. The teachers variously described their principals as good disciplinarians, firm with the children, and supportive of the teachers in disciplinary problems. They said the principals were very capable, visible in the building, well informed on the school climate, and knowledgeable about various problems.

Principals were also variously described as well organized, in control of the situation, and able to keep the school running well. They saw their principals setting the tone for the building, knowing how to handle people to get certain tasks accomplished, and serving as a source of information.

(The principal) always was very interested. He was always very supportive. That's always made me feel much more comfortable, especially when you're trying new things. He knew what was going on but it wasn't like he was snoopy. He seemed to be in control of things, too. He knew how to handle people. He knew how to keep things going, to keep people happy. He seemed to have a way of smoothing things out, even with irate parents. (JM-27, 28, 29, 31)

(The principal) has a way with people. She has a way with children. I told her she was the world's greatest manipulator, in the positive sense. I always knew where I stood. She was
extremely organized. Everybody in that school cared for kids. And you felt it the minute you walked in the door and it was because the principal was like this. (IX-114, 115, 116)

Several teachers said their principals stated their expectations to the teachers. Generally, the teachers said they preferred having those expectations clearly stated and appreciated that open approach.

He expected certain things but he was very clear and he didn't bother you. (SS-50)

The principal got things organized and let people know what his expectations were and it went pretty smoothly. (EG-28)

(The principal) told you exactly what she wanted. I always knew where I stood. I always knew what was expected of me. (IX-34, 115)

The personal approach of several principals was described as open, warm, caring, understanding, and supportive. They often were reported to be good listeners and easy to talk to.

(The principal) gave us lots of support. He was a good middle of the road guy. He knew when to make waves and he knew when not to. He knew when you wanted a boost. He knew how to make you feel good and he wasn't afraid to say it. He stuck up for us. (GB-101)

She cares about everybody. She makes you feel that she's interested in you, what you are doing as a person because there's more to being a good principal that just running a building. You have to know your people. (IX-116)

Some principals were reported as having a lot of vitality while others had a relaxed, casual manner. Some were outspoken, opinionated, and dominant while others were easy going and flexible. Other qualities reported as characteristics of some principals included thinking logically and not pressuring teachers.
(The principal) didn’t pressure us in any way. He was an easy going person, very nice to work with. (The new principal) is entirely different. Outspoken, opinionated. She’s a louder individual in behavior and expression. (VX-26, 39)

He backed you up pretty well when you had a problem. But again, he had a relaxed, casual approach which I liked. (SB-50)

When the teachers were describing the principals' qualities, they sometimes indicated which qualities they did not like. Undesirable qualities were inconsistency, "wishy washyness," shyness, or being too agreeable to everything teachers asked to do. They also did not like principals who were too bossy or those who expected everything to run perfectly all the time with no problems.

We just can't predict what (the principal) is going to do. He's never around. Inconsistency! If we'd just follow the rules we've got now and enforce them, we wouldn't have any problems. He won't make waves with anyone: parents, teachers, or anyone. He's never on your back about anything. He doesn't even know what you're doing. (GR-102, 103, 106)

(As sixth grade teachers we) said we didn't think that was a good idea but it didn't make any difference; (the principal) would make us do it. He had us doing things that were very inefficient as far as we were concerned. And then he'd do things that belittled us all the time like we had to sign out red construction paper because we were low on it. (DR-76, 77)

**Principals: general source of help and reinforcement**

The teachers described their principals as sources of ideas, suggestions, advice, and constructive criticism. The teachers said some principals approached the teachers with their own ideas and suggestions while others expected the teachers to come to them with problems. Some principals helped with lesson plans, discipline, and materials for some teachers.
The second year things changed, I got a new principal. He really did offer help. He really came in and threw a big change in my teaching and I'm so thankful he did. He provided many new ideas (such as interest centers, organizing my work, planning, and phonics) and helped obtain many new materials (such as new reading series and head sets). I attribute a lot of the successes I have had to him. (EG-38, 39)

He would give advice if you asked for it. (VK-26)

The teachers said the principals also were supportive, were responsive to their problems, and backed the teachers up when they had discipline problems or difficulties with parents. These principals were reported to be encouraging and supportive of the teachers who were trying new ideas in their classes and often interacted with the planning teams.

When you complain about something, something is done. (IS-96)

That principal when we were team teaching was very supportive. (PF-131)

He gave us a lot of support with the parents. He stuck up for us. (GB-101)

A few teachers said their principals provided reinforcement for them. The praise and reinforcement came either in public settings such as during PTA meetings or in private in the teacher's own classroom.

My main goal was keeping the reading program successful; that was hard to do. But I feel really good about that. I had a lot of positive comments from the principal and from observers. (KM-87)

I had support and encouragement from my principal. She said to me often "You're doing a good job." And thank goodness she said that to me because I was so insecure that if she hadn't, I probably would have quit. (EG-35)
Several teachers indicated that some of their principals had not been helpful or supportive; some principals simply were not a source of ideas while others established counter-productive rules and regulations and compounded the teachers' problems. Some principals were described as trying to please everyone and, as a result, did not provide any real support for the teachers.

I think our principal should work on being more effective with teachers. She always tries to appease everybody and in the process doesn't appease anybody. She doesn't always back the teachers. (KM-119, 120)

He was very much concerned with public relations and his image in the community. I just did not feel that he was very supportive of teachers. He didn't want any flack; he didn't want anybody to create problems. (BC-99)

**Principals: getting along with teachers**

Several teachers indicated their principals got along with the faculty and the individual teachers well. They said it was easy to work and interact with these principals.

I've always gotten along well with (the principal). In fact, I've always enjoyed having her come into my room. (KM-27)

He was a terrific person. He was somebody you could talk to. He was very easy going but a disciplinarian. Everybody liked him. (BC-26)

Some teachers said they did not get along with the principal because of differing opinions, communication problems, lack of trust, or fear of constant inspection.

I did not get along as well with the principal I had the first year there. He (had) the attitude that kids will be kids and there's nothing you can do about it. I don't agree
with that; I think that there's always something that you can do. Discipline was one of the things we didn't agree on. (EG-109)

I couldn't read (the principal). To this day, I still don't know truly how he feels. I can't trust him. I really don't trust the way he feels. (DR-95)

**Principals: procedures, rules, and philosophies**

When the teachers described the principals' qualities, some mentioned the procedures, rules, and philosophies which they used to run the school. Their comments indicated that some principals "ran things by the book," were hard on new teachers, conducted room by room inspections, did not bother the teachers, were inconsistent, had weekly staff meetings, liked to see teachers try new things, and expected the teachers to come to them with problems. Some principals were described as actively promoting certain curricular programs. Some required lesson plans, and others did not.

The next year (the principal) was the one who was pushing IGE (individually guided education). It was a little hard because some of the teachers were pretty set in their ways. He kind of had his way. He convinced the board that we needed paid aides. He was really behind it, he believed in the philosophy. He especially liked to see you trying new things. (JM-26, 43, 47)

Every Friday your lesson plans for the next week had to be in your mailbox because (the principal) went over them. She was a great one for coming in and seeing what you were doing. (IK-35, 38)

**Principals: evaluating teachers**

Most teachers said they were evaluated by their principals. Several teachers did not think they were observed frequently enough
to have a valid evaluation. The evaluation systems varied from simple 
check lists to elaborate goal setting forms and conferences. A few 
teachers said teachers need evaluations to receive the recognition 
and reinforcement they deserve.

The principal did the evaluating. He evidently was pleased 
with what was happening in that room (the first year). 
(He observed) probably three or four times during the year. 
We didn't have the conference type of evaluation that we have 
now (with goal planning and checklists). I think you need 
the evaluation procedure to give you a few pats (on the back) 
so that you know you’re doing the right thing. (IS-50, 51, 
56, 59)

The principal evaluates you but (she) doesn't get around to 
the classrooms very much. I think she can get a better idea 
of how I'm teaching if she's in the room teaching with me, 
even more so than (just) coming in and watching. (KM-24, 50)

Principals: decisions 
for teacher autonomy

Several teachers described principals who gave teachers auto-
nomy over their teaching methods and the development of programs. 
In many cases, the teachers were trusted and given the freedom to do 
what they thought best. When principals did not check on teachers 
constantly, the teachers felt they were being treated professionally. 
Some principals did not impose their beliefs on the staff and others 
involved the teachers in decision-making.

(The principal) is the kind of person who likes his teachers 
to be independent and take care of their own problems. I 
think the kids were really lucky that we had the freedom from 
our principal to (do the grade placements). He respected our 
judgment. (EG-28, 77)

He would tell you what he needed and I think you were pretty 
much left that you would do these things. You weren't treated 
like a child. I think he treated you pretty professionally. 
(SB-24)
He doesn't impose his thoughts on the staff but rather suggests and they can make their decision accordingly. (IS-92)

Principals: help with discipline

Several teachers said their principals were a source of help and suggestions when dealing with the children's discipline. These principals suggested ways to handle children and would handle particular cases personally when necessary.

The problem I was having was with discipline. (The principal) helped me out with suggestions. (IK-118)

I'd go to (the principal) if I had a problem with a child, a discipline problem. I'd go to him particularly for that. (SS-24)

Some teachers also discussed declining discipline in their schools and the principals' connection to that. They also mentioned that some principals were no help when handling discipline problems.

I had two boys who were constantly talking about niggers so I delivered one of my little speeches on values (and) went down to talk to the principal. He said "that's what they are, they call them as they see them." And I walked out and I never approached the man again. (PF-113)

I did not have a strong principal that year. I can remember being furious not only at the kids but also at the principal for not giving more help than he did. (MM-29)

Principals: help with parents and community

Several teachers discussed the degree of support the principals provided in relationships with parents and the community. Several principals supported the teachers when dealing with the parents and sometimes handled the problems themselves rather than having the teachers do it. Apparently they did not modify school policies
because of a few complaints. Other principals were reported to change policies if some parents complained. Some principals did not support the teachers in parent relationships and seemed almost afraid to deal with parents. A few principals helped coordinate parent volunteer programs.

(The first principal) gave us a lot of support with the parents. He stuck up for us. He wasn't afraid of the parents. I think (the new principal) is afraid they're going to come after him with a gun or something. He won't make waves with anyone: parents, teachers, or anyone. Our principal is very, very concerned with parent involvement so that's being pushed all the time. (GB-101, 106, 112)

The principal was one of the best diplomats you'll ever meet. She can smooth things over with parents. (KM-93)

**Principals: efforts to control teachers**

Four teachers discussed principals who tried to control teachers. These principals tried to have the teachers think and act in prescribed ways. They sometimes tried to force policies and programs on the teachers which the teachers did not agree with and usually resented.

(The principal) was an extremely domineering person who, I suppose, was insecure and had to go off the deep end. She had definite ideas. You had to think her way. (GB-78)

Principals today are different; they're looking for something in the teachers. They say, "Well, you could do better." Immediately I was the one who should do the changing. This I resented. (VK-38, 40)

**Other Supervisory Personnel**

While discussing their careers, the teachers mentioned several other supervisory personnel in addition to the principal. They are
presented in this section in descending order of frequency.

County curriculum coordinator
or supervisor

Seven teachers mentioned a supervisor or curriculum coordinator who served the entire county. These supervisors usually were resource persons for teachers; they arranged inservice programs or district grade-level meetings; provided materials and ideas; provided help and information for certain subject areas such as reading; and were on call for problems the teachers might encounter.

The only supervisor was a county person who was more of a resource person. They come in if you ask them and they have a workshop once in a while to help give you ideas. They would come in if you had some type of unit you were working on and you wanted some help on it; or if you were setting up some kind of learning center. So they would help you with that rather than tell you how to teach or what you should teach. (SS-29, 32)

I had help from my (county) supervisor that first year and she was very good. She came in several times to talk with me and she gave me ideas for activities that I could to with my kids. She even brought in materials for me that I could use. She gave me ideas on discipline. She was more benefit to me than my principal was my first year. (MM-53)

School-level resource person

Four teachers mentioned school-level resource people such as reading supervisors, staff development people, or resource people for special individualized program. These resource people were assigned half or full-time in the schools to explain programs, help obtain materials, help with new ideas, and provide inservice activities.
I had very good assistance (from the individualized program resource person). (She's) a resource person in the school and she's got all these activities and games. She would come in and explain how to use the games and different teaching aids. I would use her more for activities; I wouldn't go to her if I had a problem. (KM-23)

(The staff development person) did observing and did a lot of research and corresponding for materials. She's responsible for planning a lot of the inservice that our staff has. She seemed to be responsible for a lot of the ordering and paperwork. She does a lot of the coordinating for the programs we're doing, making sure we had all our materials, that we knew what we're doing. Always able to answer questions about any part of our curriculum. (SM-78, 81, 83)

District supervisor

Three teachers reported that district supervisors were available, including an elementary curriculum coordinator, a science coordinator, and supervisors in certain disciplines. Their roles also included helping teachers with ideas, materials, and programs as well as providing inservice activities.

Our reading supervisor is continuously printing material and handing it out, particularly updating things from the company that we have purchased the books. She makes periodic visits to every building. You can have a conference with her and she'll help you with anything you have. (DC-111, 112)

She's the elementary supervisor. She does some of the inservices, plans them herself, but she's not really available to us. (BC-111)

Psychologists and superintendents

Three teachers mentioned school psychologists who helped with individual students' and entire class' problems. The psychologists were described as being particularly helpful about children with learning problems and with class atmosphere. When discussing
superintendents, two teachers described their personal and administrative qualities and raised questions about the superintendents' priorities with curriculum programs, faculty, or community.

The first psychologist who suggested the positive reinforcement was a very big influence on me because I do that consciously now with the child who is a problem. (IS-105)

In speaking of the superintendent, there is no way a guy can be working on a building program (for new schools) and still keep up with the needs of the staff. (DC-117)

Curriculum director and other resource people

Three teachers mentioned district curriculum directors and indicated that they coordinated curriculum review but were not always accessible to individual teachers. A college supervisor for a new individualized program provided workshops and help to teachers in one building. The two teachers who did their student teaching as part of a special program during their first year said their college supervisor helped them individually and during seminars.

(The curriculum director) is not a supervisor; he's in charge of all workshops. Although he would help you out with something, he doesn't come out to the school on a scheduled basis. He's sort of there if you need him. (JM-121)

We had our advisor who was in charge of us; she led all the seminars. We did our student teaching on the job Spring Quarter. If we had trouble, she would try to work them out with us. She was always available. (GB-23)

Absence of Administrators or Supervisors

Several teachers said no supervisors were available except the principal. In those cases, they said the principal was the same as
a supervisor. Some buildings had principals present only half-time due to assignments in two smaller schools. The teachers in those schools said they consequently handled many of their own problems and often set the atmosphere of the school. Some teachers saw the lack of a full-time principal as a weakness.

There was no supervisor and we don't have any elementary supervisors that watch over us and watch what we're doing in that sense. (SS-29)

(The fact that we've never had a principal) there full-time certainly influences how I feel about him. I think that since we have a part-time principal has caused us teachers to set the tone because we know we don't have someone there all the time and that we're responsible and we're in control. (MM-81, 92)

Preferred School Environment

The teachers suggested ways to change the school environment as they discussed their teaching careers. Those suggestions were often provided when they were describing unfavorable circumstances which they had encountered. Using the coding guidelines, specific suggestions made by the teachers to modify school conditions or supervisory practices are included in this section. Those suggestions are organized into topical categories and are presented with verbatim passages to illustrate the topics. Additional passages can be found in Appendix K.

The topical areas for the suggested changes are charted in Table 7 with the frequency that they were mentioned by the teachers.
TABLE 7

Topic Areas for Changes
Suggested by Teachers

<table>
<thead>
<tr>
<th>Number of Suggestions</th>
<th>Number of Teachers Making Suggestions</th>
<th>Topic Areas for Suggested Changes</th>
</tr>
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<tbody>
<tr>
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Principals

The most frequently suggested aspect of the school environment to be changed was the principal. Half of the fifteen suggestions about principals were focused on the principals' personal and administrative qualities. They included suggestions that principals should provide direction for the teachers; make their expectations clear; should be "the boss;" provide rewards; help the weak; be more experienced and better qualified; give options; encourage teachers to try new things; give support; work more closely with teachers; and spend more time in the hallways and teaching in some of the classrooms.

I would change the way principals deal with teachers and the way teachers look at principals. He is the boss. If you don't live up to his expectations you have a couple of choices: you can leave or change. I'd like to have a principal that would give direction, let you know the kind of things he wants, and be around to evaluate you. And then the big star in the sky is to reward the guy who is doing the job. (BR-119, 120)

(I prefer the principal giving us) more options (and) also supporting (you) when there are problems with parents. (I like) a principal who encourages you to try new things but doesn't make you rush into it. (GB-114, 115, 116)

Two teachers suggested that the principal be more assertive in dealing with parents and the central office, and also be more visible in the building. Additional suggestions included that principals change schools and return to the classroom to teach periodically so they would not stagnate; that there be more women principals; that information sheets be used by the principals instead of staff meetings; and that one principal be replaced.
It would be interesting today if principals at a period of time would have to return to the classroom for a year or two. I'd like to see them change buildings periodically. The guy can fall into quite a rut in a building. (DC-68, 69)

I'd just like to see (the principal) stand up to some of our administration a little when they start piling it on us. I'd like to see some of the principals go up and say our teachers just can't cope with this any longer, like when the paperwork starts piling up. (SM-62, 63)

Teachers

Half of the suggestions relating to teachers focused on the advantages of teaming and sharing ideas. The teachers said they preferred more district-wide communication, more teachers working together, and more teaming and sharing ideas. There also were suggestions to stabilize the staff so that relationships could be developed and that sharing could take place.

I think there needs to be more togetherness as far as teachers working together. Especially in smaller districts, I think teachers should have a chance to come together with teachers at their (grade) level and share ideas. It's going to make a better teacher out of you if you learn to share what you do or can do with someone else. And I think you get rewarded. You're going to get it back. (IK-151, 152)

I wish there could be a way to get the teachers together more. I think everybody profits from everybody else. (EG-126)

Additional suggestions included removing an inadequate teacher, hiring more male elementary teachers, including teachers in more school decisions, and a preference for being with teachers of the same age.

We're not a profession because we're run by lay people. In other professions, they make their own decisions and teachers don't make any. Teachers should make them all;
teachers and children together. Nobody knows better than the teachers and the kids what should be going on in the school. (FF-185)

The current music teacher is less than adequate. She looks for the easiest way out and doesn't do what I think could be done with little kids in music. (LS-124)

Administration

Several teachers had suggestions to reduce the amount of paperwork required of them by the central administration; they wanted fewer forms and clerical responsibilities. They said they preferred more "give and take" between teachers and the administration and board of education.

(I want) less paperwork. Part of it is due to federal and state funding which require reports and forms to be signed. It's coming from up above and outward and from every other direction. Money to collect, forms to fill out; so many extraneous things that don't have a thing to do with teaching. Sometimes I think there are too many demands coming from the administration on the district level where I get kind of upset feeling like my time is really being taken. (SB-84, 85, 86)

I'd love to see more give and take between the board of education and the administration and the teaching staff. (DC-117)

Students

Three teachers suggested more consistent enforcement of the rules for the children's discipline and that the general level of discipline be improved in their schools. Others suggested shortening the school day for primary students, keeping heterogeneous grouping for the students, and a less pressured curriculum for kindergarteners.
I feel strongly that children should behave in schools, absolutely behave (with no sassing, no yelling, and being polite and kind). That's the way I think children should be. (IK-95)

I would change (it so) primary kids would have a shorter day. This is impossible (now) for their concentration, they wear out. (IK-147)

Assistance

Two teachers said more teacher aides were needed. Two others said more sources of assistance should be available, particularly for working with children with special problems. Another teacher said the staff development resource person should help teach in the classroom more and that there should not be such a distance between the two roles.

I would try to have more people to help with special problems. I wish we had aides. (EG-120, 129)

I wish (the staff development person) could be right down in the classrooms working with you, working with the kids. I wish that we could feel more that there wasn't a distance between the two jobs, that it would be more of an equal; but yet offering a lot of help and constructive criticism if we needed it. (SM-90)

Lunch and Recess Duties

The five teachers who mentioned lunch and recess duties suggested that they be eliminated. The teachers said they needed that break time and a time to prepare materials when they return to the classroom.

I think that teachers should have duty free lunch. I don't think there's anything worse than having to gulp your food down in a half an hour and run to take over a playground duty or lunch duty. You need more time than that to get yourself together for the next session. (IK-147)
Supplies and the School Building

Each teacher who mentioned supplies and materials suggested that more be available for their use. One teacher suggested that each teacher have a yearly allotment to buy materials as needed. When discussing the school building, two teachers said they preferred larger classrooms. One wanted the larger, double classroom so she could team teach. Also suggested were having a larger, better equipped library and air conditioning.

I'd like to have more materials available at my fingertips (such as reading series, tapes, and games). I would like the district to put more money in their elementary schools to buy things (such as equipment and materials) that kids need to help them before they ever start to learn. (EG-122, 124)

It would be nice if we had a larger library since our kids don't have the kind of books and magazines at home that I think they ought to have. (MM-118)

Parents and Class Size

When mentioning parents, the teachers wanted more contact with parents, more supportive parents, and parent conference days rather than individual meetings throughout the year. One teacher also preferred that parents go to the teacher first with problems and then the superintendent. Four teachers suggested smaller classes with perhaps 20 students or less.

Parents should have to come to the teacher first before they talk to anyone. (In my district) they call the superintendent and that should be the last one on the ladder. (PF-185)

The one thing I'd love to do in any school is to reduce the size of the classes. In working with a class of fifteen or twenty I just feel that I could reach them so much better. (SM-179)
Inservice Programs, Workshops, Recognition, and Respect

Four teachers wanted the district to offer more inservice programs, to provide exposure to new ideas and to meet various problems they experienced in teaching. Three teachers said they wanted more respect and recognition for their teaching.

I think our district should offer classes or workshops to their teachers free where we could learn new things or at least get some exposure to new ideas. I'd like to know how to get more creativity out of myself. I would like to know how to deal myself with the tension of teaching. (EG-56, 60, 61)

It seems to me that the schools come out looking bad so much of the time and I think that's rather unfair. Sometimes I'd like to take one of my neighbors to school with me, let her be in the room with me, and actually see what it's like. (MM-127)

Miscellaneous

Two teachers thought they were underpaid and wanted higher salaries. One teacher said supervisors were needed to give the teachers the recognition and reinforcement they deserved. Another teacher wanted the state and federal time requirements for subjects to be dropped so she could be left alone to teach. One teacher wanted an hour planning time each day; a problem solver list for first year teachers was suggested by another teacher.

Summary

The purpose of this chapter was to present teachers' perceptions of the influences on their personal and professional development, along with any preferences they expressed with respect to facilitating such development. Their perceptions of the influences
and preferences were organized into four sections in this chapter: (1) influences within the professional environment, (2) influences of the personal environment, (3) influences of supervisory practices, and (4) preferred school environment.

Influences Within the Professional Environment

The teachers provided information about their professional environment when they discussed their careers. That information was organized into the topical categories listed below.

1. Other Teachers - including comments on patterns of interaction, sharing ideas, personality, and morale
2. The School Building - including the school facilities, class sizes, supplies, personnel, and school rules
3. The Children - including comments on the social, cultural, and academic characteristics of the children
4. Parents and the Community - including the socioeconomic level of the community, and support and interaction with parents
5. Workshops and Inservice Days - including comments on what was offered by the district and when they took advantage of those offerings
6. The School District - including comments on Board of Education policies and district requirements
7. Society - including comments on changes in parents, educational philosophies, and influences on the children
8. The Curriculum - including comments about the academic programs
9. Teachers' Duty, Committees, and Extra-curricular Activities - including comments on lunch and recess duty, committee membership, and other school-related activities
10. The Teaching Profession - including comments on the professional attitude of teachers and teacher associations

Influences of the Personal Environment

The teachers provided information about their personal lives in relation to their careers. That information concerning the influences of their personal environment was organized in the following topical categories.

1. Influences Prior to Teaching
   a. Prior teaching contact with children
   b. Teacher's choice of elementary education
   c. Teacher training
   d. Family experiences

2. Influences Since Starting to Teach
   a. Interests and activities outside the school
   b. Spouses
   c. Relatives
   d. Their own children
   e. Friends and other teachers
   f. Non-teaching jobs
   g. Other circumstances of life

Influences of Supervisory Practices

The teachers provided information about the supervisory practices within the schools. That information was organized into the following topical categories.

1. Principals - information about the principals' influence, activities, and qualities fell into the following categories:
   a. Personal and professional qualities
   b. General source of help and reinforcement
   c. Getting along with teachers
   d. Procedures, rules, and philosophies
   e. Evaluating teachers
   f. Decisions for teacher autonomy
   g. Help with discipline
   h. Help with parents and community
   i. Efforts to control teachers
2. **Other Supervisory Personnel** - including comments about supervision and assistance from the following sources:
   a. County curriculum coordinator or supervisor
   b. School-level resource person
   c. District supervisor
   d. Psychologists and superintendents
   e. Curriculum director and other resource people

3. **Absence of Administrators or Supervisors**

   Preferred School Environment

   The teachers suggested ways to change the school environment as they discussed their careers. Those suggestions were organized into the following topical categories:

   1. Principals
   2. Teachers
   3. Administration
   4. Students
   5. Assistance
   6. Lunch and Recess Duties
   7. Supplies
   8. The School Building
   9. Parents
   10. Class Size
   11. Inservice Programs and Workshops
   12. Recognition, Respect
   13. Salary
   14. Miscellaneous
CHAPTER VI

RESULTS: A CASE STUDY

As noted in Chapter I, it is the purpose of this study to determine the perceptions of selected teachers concerning their personal and professional development while in the profession of teaching. In Chapter II, several areas of professional literature relating to that development were reviewed. The procedures for the research and the analysis of data were explained in Chapter III. To present the results, topical summaries were listed in Chapter IV while the influences and preferences were charted in Chapter V. It is the purpose of Chapter VI to present one case study to illustrate the context of the changes and influences examined in the two previous chapters.

The topical summaries presented in Chapter IV indicate the nature of the direction of the changes in the teachers but do not reflect the circumstances that might have contributed to those particular changes. In a similar manner, the influences on the teachers and their preferences which were presented in Chapter V do not reflect how the teacher responded to those influences and preferences.

For those reasons, one case study is presented here to illustrate the context in which changes might occur. The case study is not intended to represent the entirety of the data nor is it intended to indicate each change, influence, or preference presented in the two
previous chapters. Its purpose is to illustrate the personal and professional development of one teacher while also expressing the conditions in which that development occurred.

The case study which follows is the actual verbal account of her teaching career provided by one teacher during an interview for this study. For the purposes of this case study, the interview questions have been removed, the information has been placed in chronological order, and a few phrases have been added to provide a transition from one idea to the next. Except for those few phrases, this case study is the reconstructed verbatim account of one teacher's career.

**A Case Study**

**Susan McAllister**

Capsule Description: Age 26, single, no children, is now working toward a masters degree, was a substitute teacher for three months when starting to teach, has taught in one school for four years (two years with a fourth grade class and two years with a third/fourth split class), 1974-1978.

By the end of my freshman year in college, I had made up my mind to specialize in elementary education. I had considered teaching high school English but it seemed so tedious and it seemed that in the elementary you could so so many fun things in so many more areas.

I also was inspired by a couple of teachers who I felt had a lot of enthusiasm in some of my earlier general courses. I thought they had a lot to offer and I'd like the opportunity to offer to people what I have. I was looking for a chance to work with people
who I knew could appreciate what I had to give and a chance to share
a lot of things I knew how to do with someone else. And I've always
been able to develop a pretty good rapport pretty easily with kids.
I just wanted that opportunity to work with the kids.

I interviewed for several positions at the end of August just
before school started but none of those proved too fruitful so I was
a substitute teacher in this one district for three months before I
found a permanent position in the district. I was in fifteen dif-
ferent schools during that time.

I found that after subbing, I was more realistic about teach-
ing. I think that in my first few interviews, I was very idealistic;
with the rose-colored glasses, with my head in the clouds, and my
feet were also in the clouds. But by subbing for three months, I
really got a better grasp of what the classroom was actually like if
I were to be in charge of it and how I would run it myself.

I just began to feel more practical about what I wanted to
teach the kids. I realized that there was more to teaching than just
the nice parts. There were a lot of discipline problems, even in
the good schools, and I think I learned a more practical way to
handle those problems. It couldn't just be sometimes that you just
sit down and talk nicely to one of the kids and they would automati-
cally straighten up for the rest of the year.

Some kids don't know yet how to respect the rights of others
and I realized that you have to work more and build that up with kids
more than I thought at first. I was hoping that everyone had that
ingrained in them but I found out they didn't.
There was one class where I substituted for about five weeks total. Following them through that period of time helped me be a little more realistic about what teaching was like. I knew I could inspire the kids and get them involved but I had to be a little more realistic in how I thought they would react sometimes. I guess I always hoped that every time I did something, they were just going to love it. And I found some activities go over really good and some are a big bomb.

I learned not to be insulted when they were a big bomb and learned to ask the kids how we could make it better and improve on what we had done. Being able to use the kids to improve my teaching strategies has come over the four years I've taught. I think I had some of that ability at the start but it's like anything you practice and learn how to use. I think I've refined it and have become much better at it.

I think the longer you teach, the more perceptive you get about the kids. You can read them easier; I can anyhow. I'm learning something from them all the time.

When substituting, I had one boy sit in the corner and refuse to talk to me. That made me think that I had to develop some other strategy besides just talking. That theory didn't work. That made me realize that everything I had been taught in college was fine, probably, but there was a lot of just practical experience I was going to have to gain. I felt I was told all these things in my psychology classes but yet it just had to become a reality to me.
I found out that kids were really people, that they had more to them than just what they had in the classroom. There was more to their personality than just being a girl or a boy that sat in this particular desk, that studied these particular things, and at the end of the day I didn't see them.

There had to be something more to teaching than just instructing. I had to be able to reach people and was going to have to develop a way of doing it in a lot of different ways with a lot of different people.

Then after substitute teaching for three months, I took a fulltime position teaching fourth grade in one of the schools in the same district.

That first year, I think I was more concerned with trying to get the subject matter across and making sure I did things the way I was supposed to. It was the principal's first year also. I was very concerned with doing things by the book, not making waves at all.

I really enjoyed my class but since I had taken over part way through the year, I didn't feel like I had a chance to get to know them as people as much as I wish I could have. I wish I had taken more time to say, "Gosh, let's sit down and talk." And I didn't do that. Now I take more time and do those kinds of things.

I wanted everybody to like me, too. And I'd bend over backwards to try and appease anybody if I thought I had stepped on their toes in any way. That includes students and the staff. I would get frustrated with the kids, but if they got frustrated with me I'd feel just terrible. The class was lovely and the kids thought everything
was fine but I was still being a little bit rosy. I was taking everything personally and I was wearing myself out trying to do all these things, trying to be friends with everyone on the staff and be real cheerful. I found you could still do that but you don't have to make such a production of it. It was harder on me than anyone else that first year.

I also had some trouble disciplining certain students. I just couldn't cue in on what to do with them and felt very frustrated. I had tried being nice. I had tried logic. I had tried yelling. I tried everything short of paddling, which I don't think would have helped. I felt frustrated in not knowing, in not being equipped to deal with it. Finally, our class learned to ignore them during discussions and other things and they calmed down. In disciplining kids, I found that using the class to help with the problem works a lot better. If something happens just once, you can reprimand or just say you're not too pleased with this. But I've found that talking with the kids has helped me a lot of times in getting ideas of how we can deal with this child. I didn't do that too much the first year and I wish I had used it more because once our class decided how to handle these boys, it solved a lot of problems. And it made those kids that were being good even feel better about themselves because they had come up with the solution and they thought that was a great idea.

That first year I had to make sure I was very organized about what I wanted to teach and make sure that I was following the
curriculum because it was different than my previous teaching experience. With that difference in age and curriculum, I had to be really aware of what I was doing and make sure I studied up, which took a lot of time.

I had a lot of help from everybody else with that. As far as content, the other fourth grade teacher really helped me out. Our staff development teacher also helped me a lot, even calling me at night. People were always offering materials. My room was well equipped so there was a lot to draw from.

As far as organizing my time, that was something I had to learn myself. I like to be organized anyhow so I just had to learn to organize my home time and my time with friends around the time I needed for school. I think that happens to a lot of first year teachers. On discipline, the other fourth grade teacher helped me. I did some reading as I went back over the old psychology which I didn't find a lot of help. The principal did help me. Our staff was really open about suggestions, too.

Just kind of getting used to the fact that I was actually teaching and had a job was fun. I had to learn how to deal with that, too. Just being out on my own and having a fulltime job and making salary was totally new to me. It was exciting. Dealing with that was pretty neat. A lot of my friends were still in college, they were so impressed.

Just after I started teaching, I joined a church and became very involved in the choir there. I also had a group of friends who
I'd meet with and play cards and things like that, but nothing as far as a professional group. I enjoyed meeting with different groups of friends because it gave me a break from teaching. And at that time, teaching was the number one thing in my life.

I worked at Penney's parttime as a clerk; not every week, just when they needed some help. But it was something different. I liked it because it was a lot of contact with a different kind of people. That's one thing about teaching I really don't like. Although I love the people I work with -- some are my closest friends -- I miss the contact with a lot of other people outside the school. I'm very outgoing and miss that outside contact. Last summer was the last time I worked there. This summer I'm going fulltime to graduate school so I don't work there now. So I still get that extra contact with another whole group of people other than our teaching staff.

That first year, my class was pretty much good, average kids. There were varying levels; some high, some low. Basically, they were real nice kids. Most of them are from middle-income, suburban families. Academically, they were better than average in their test results. So that's always made us feel pretty good. In our district, if you're not right up there, they'll tell you. You've got your pranksters and you've got your lovey-doveys. But basically you have this good feeling about these kids because they come from pretty decent families who really care about what the kids are doing. Their parents are involved in the school.

The school has a real positive atmosphere. We're always
working toward the positive and encouraging in a positive way. You use that as a basis for your disciplining. To look at the school, the atmosphere is very friendly. There is all kinds of work displayed in the hall. The kids like to stop by the office and share. Just a friendly kind of feeling exists and it pervades through most of the classrooms, too, because our staff feels that way about each other. There was just a really friendly, homey, and positive feeling about everything.

I worked very closely that first year with the other fourth grade teacher. She had been teaching six years and was a gem. She really opened up and we planned a lot together. We switched classes for certain subjects and became very close. She was just a 100% help to me all the way being very supportive of what I was doing, very free to share ideas with me, and very receptive to my ideas. We're really close friends outside of school; we socialize a lot. In fact, our staff plans a lot of activities during the year: parties, dinners, going out on weekends. It makes me feel so good because they've become such good friends.

There were other grade level teams but ours seemed to be the closest team. Some of the other teachers planned together in certain areas, other ones just kind of did their own thing and stayed within the boundaries of their own classroom and did not work together at all. The interaction is up to the teachers at that grade. The personalities of some teachers at the grade levels keep it from being a team. We were just lucky that our personalities have clicked
together and that we could develop a team the way we have. For the last two years, I've had a third/fourth split class and I now also team with the third grade teacher.

Even though all the people don't team together as far as planning, everyone is really receptive to new ideas from other people and offers suggestions when you need help. Nobody just sits back and says figure it out yourself. That's a big help. It takes a lot of burden off of teaching if you can share ideas rather than hoard them all yourself. There are a lot of personality differences and I think these differences enrich and add to the school.

There is a lot of informal interaction at school, like if we have lunch in the lounge. If someone has a school problem, we can bring it up and the ideas are exchanged. This takes place over lunch and before or after school. We try to avoid talking about the kids so much at lunch because we try to just take a break. We try to avoid talking about the kids for our own mental health.

I feel very fortunate teaching here because of that more relaxed feeling between the staff. It's been that way for four years. I knew when I substituted here for the first time that here's where I want to teach just because of that feeling.

I think our principal helps set that mood. She's been here as principal the four years I've been teaching. With her, you can walk in and say you need something and she's got five minutes with you or ten minutes or after school or whatever it takes. She's very warm, very open. It's like she treats us like a big family.
She shares her secrets and feelings with us and she respects us in that we can do the same with her, like if we're not happy with something. If something comes from central office, she might say, “Look girls, this is the way it is and I'm not crazy about it but it has to be done. Let's stick together and do it and get it over with.” It's that Mother Hen kind of feeling that has made a big difference.

The principal does respect our opinion and takes it into consideration when making decisions. The decision that she made in certain situations hasn't pleased everybody but she has always listened to us and has been open to our comments and does what she thinks is best. But she does listen. And to me it is really important that she wants our opinion on things.

She and I have always been able to get along really well. She has always offered constructive criticism when she thinks I need it and I'm not afraid to listen to what she has to say. I've found that in the past two years, she's asked my opinion about things a lot more and I feel free to tell her what I think. I've found it to be more so this last year. I think that since I've been teaching longer she just trusts my opinion. It's exciting. It makes me feel really good because I value her opinion on things and it makes me feel good that she would reciprocate that feeling.

I would like our principal to be a little more daring. Sometimes she's a little hesitant if it comes to stepping on a parent's toes, perhaps. Sometimes our central office tries to get away with a lot and I'd like to see her stand up to our administration to
simplify it. We also need teacher aides in our building but we haven't been able to get one because of the money in the district.

We have a weekly staff meeting basically to go over all the new things that come from central office. And if something comes up like discipline on the playground, we'll schedule a meeting and talk about it and see what we can come up with. We also have a lot of inservices planned around different subjects.

Most of the supervision in our building comes from our principal in addition to the staff development person. The evaluation is done by the principal but the staff development person is responsible for some observations and has some input into our written evaluations each year.

The staff development person taught kindergarten in the morning and then had each afternoon for staff development. She did a lot of research and corresponding for materials and was responsible for a lot of inservice that our staff had. She works with the principal developing new programs we want to take for the next year. She does a lot of coordinating for the programs we're doing, making sure we had all our materials and that we knew what we were doing.

My first two years, she seemed to be a phantom in her position to me. She was in and out of my room. All her interest in me at the time was making sure that I could implement all the parts of the curriculum and she was helping me do that. But other than what she was doing with me that first year, I didn't know what she did with the experienced teachers because I was so wrapped up in just planning my
thing and being responsible for my stuff. She was especially helpful that first year. Actually, I wish her job could be working with us in the classrooms three days a week and working on programs two days. In that way she could be there to get a program together, help you plan new ways to approach the lesson, and then be right there to help you implement it.

Most parents in our school are active in the PTA with many of them volunteering to help. They just want to be involved and know what their kids are doing. And they're not afraid to question what you're doing.

In my second year, I had a large class of 35 students who were very bright and also good at independent work. I learned with that class the whole year because they were so good at self-directing their own activities. I was so lucky. They could entertain themselves a lot better and were more fun to do things with. So I was able to kind of lay back after I had done my bit of instructing and just enjoy this class. They were very receptive to learning and I just learned that year because this group made it so easy to do. I learned when to step back and just enjoy what the kids were doing. I didn't feel like I had to be so push, push, push on the curriculum and I found we managed to get it all done by the end of the year and I liked it a lot better.

I liked the first year of teaching but I liked the second year a lot better because I learned to enjoy what the kids were doing and enjoy their enthusiasm of learning new things and sharing. And I'd
say of anything that happened to me that year, that was the biggest change I had. It was knowing when to let up and when to pick things up again and start something new. I felt more confident as far as knowing the curriculum and that helped. The second year we had fun and I found we covered a lot more because I knew better how to enjoy it with them. And I found when I was enjoying it more with them, they were enjoying it more, too. I wasn't so nervous about the whole idea of teaching.

The principal knew this class and the potential they had. I've always found that she pretty much trusted me with what I'm doing. And then the other fourth grade class was a lot like mine so the two classes worked together a lot.

I was expending a different kind of energy that second year in being involved with the kids more. I was still spending a lot of time on planning and preparing materials. But I was enjoying doing things with them more than trying to keep everything organized and running according to my time schedule which I thought I had to have the first year in order to get everything done. The second year I got into it more on the kids' level. So it was a more active energy as far as participating in the learning instead of having to spend all my time worrying about being so organized, which I found I was anyway. The hours at night weren't quite so long because I had made a routine for myself on how to do certain things. And I didn't have to do quite so much studying of the curriculum.

I was meeting new people through church or friends and those kinds of experiences kept up a positive outlook. I'm basically a
real positive person anyhow. I figure in every circumstance, you can find something good and something enjoyable. Those activities helped build my self-confidence. I was liking myself a lot better and becoming more confident of myself. Even though I always had been exuberant, I think inwardly I didn't have very much self-confidence. Things were going well at school and I felt that I had the potential for being a good teacher. And I was starting to feel it for myself. I always thought that I could do it but I don't know if I ever believed it until that second year especially.

Since I was out on my own, I found myself being able to stand up for my opinions more. I was thinking about things more and formulating my own opinions. Since my family doesn't live in this area and I was still becoming close to friends at school, I had to learn to count on myself more than I ever had to before. I found myself being capable of doing things and relying on myself for things I didn't know I could. I was being courageous in certain situations, learning to stand up to people. And before, I was just a bowl of jelly. So that was a change in me outside the school that second year. And I think that then the confidence went hand in hand. I think the enjoying teaching and confidence in that helped boost the confidence outside of school. And what I was learning outside of the school situation made me feel more positive that I could do even better in school.

My third year was exciting because it was my first year teaching a third/fourth split class. It was exciting for me in the sense
that I was learning another curriculum and a whole new age group of kids. It also was the first time I really felt like I was a close friend of one of my students. That made me more aware of wanting to know the other students as people. It also made me a little more conscious of trying to talk to each of the other students.

When a new teacher was added to our staff, the principal made about five different possibilities and we chose the one we felt would work out the best. That's when the split class was created. So with my split class, I had to make sure the third graders didn't start feeling superior by being with the fourth graders and that the fourth graders didn't feel like they were being put back. I told them I liked them the way they were no matter what grade. I planned some of the curriculum so that we did some of our activities together. The challenge of meeting the standards of the group and keeping up the morale really moved them on a lot quicker and a lot better than I expected them to. They surprised me and it was real fun to see that. I tried to be really open and warm with the kids and just create a very positive feeling about the whole room and they just seemed to pick up on that. At the end of the year a lot of the parents parents said they wanted their son or daughter in my class next year. That made me feel good.

I had to learn to gear down for a while that first year with the split class. What I did was take the fourth grade curriculum and adapt it to fit the third. You can always take ideas and adapt them to fit just about anything.
I found in the third and fourth years, I was more willing to let the kids become more involved and share their ideas with me about how they do things and what they would like to learn. The first two years I guess I was afraid of not getting everything done. I guess I learned to accommodate the curriculum and if the kids wanted something, I found myself more willing to design my activities and pull in from the curriculum what I thought was relevant that had to be covered. I would try to incorporate our curriculum into what the kids were really keying into at that time.

I felt I had the ability to do it better because I knew more what our resources were at school. I knew more how to use the staff development person to get new resources if we didn't have it. And I just felt better about myself about taking the time and just doing it, like it was valid and that it was a good thing to do for the kids and with the kids.

In my fourth year, I sat down with the kids more and just talked about the lessons, or about problems, or about the feelings of a student. I feel more comfortable with that the longer I teach. I feel more comfortable about being in control of the situation. Before, I'd like to have group discussions but it usually was when there was a problem. Now, I feel like talking with them about a lot of things. Even though the dialogue didn't center around me, I felt more like I could be in control of it as a person who stood back and kept things running smoothly. I felt better about it too because I like letting the kids take over and not having me direct it as much.
In changing my philosophy, I keep finding myself getting more positive and trying to be really honest and open with the kids. Sometimes I think kids feel like they don't know any adults they can trust. And I want them to see that adults are people, too, and that we have our hang-ups and feelings but you can still work together with people. I find myself emphasizing that more in my relationships with the kids each year.

I've found that the personality of each class has been different, something I didn't realize in college. Even though I try to get my kids involved in the planning and choosing of activities, I find the longer I teach sometimes it's harder to get the kids motivated. I don't know what kinds of external forces there are but I find sometimes you have to be a song and dance man to sell them on an idea. I find that basically kids are still very curious. The challenge is how do I present it so that they will be really involved in it and keep wanting to learn new things all the time.

I think kids are basically the same but that, as adults, we give them a lot of hang-ups and problems they have to deal with. I think some parents think the way you satisfy a child's needs is by giving them everything they want. I don't agree with that philosophy and think some parents need to be taught some judgment. I find that the kids are not getting the moral background that goes with a lot of things they need to know. In the four years I've taught, I find they wonder a little bit more about what is right and wrong. And they question authority more, which is why I try to avoid
being authoritarian. I try to help them see that my job is not telling them what to do, it's helping them learn what and how to do things. And the kids are not afraid to ask questions. Maybe it's because I'm a little more open, though. And it could be the personality of the class as it's developed, too.

I joined the teachers' association my first year basically to have the insurance coverage and have been a member ever since. Our organization is very strong and has negotiated some good policies and benefits for teachers. If we didn't have that organization we'd all be little fish in a big sea. Now we've grouped together and have a voice as a recognized part of the district. We have a lot of input into what they decide to do.

I found that our district is very progressive and they want to do new things. But sometimes they put the cart before the horse. I love teaching here. It's very much child-oriented. You can't be in teaching for the money or because you think it's going to be an eight to three job or because you want to make a minimum amount of plans and teach everybody the same. You can't do that in our district. There are the negative points but there are a lot of positive points, too. The most positive is that the district is there for the kids and we're doing the best we can and are always looking for new ways to do better.

Our district offers a lot of inservice. We've had many university courses taught right in our district because there are enough teachers interested in taking them. Any problems I had could be
dealt with by help from the staff in the building. I'm sure if I had any other kind of problem, there's somebody available to help. Any needs I had were taken care of in our building. That's the one thing that the principal and especially the staff development person do very well.

Now I'm much more involved in attending graduate courses. I think that's a seeking out for ways to improve my teaching and challenging my philosophies. I've changed my mind about things since taking graduate courses. It helped to clarify my position on things or see things a little more clearly.

In teaching now, I have satisfaction in seeing the kids accomplish the things I wanted to share and give to them and that they come out knowing the academics. But more than that, it's a satisfaction that they've come out with a sense of real pride about themselves for being able to do it. I've had parents tell me that I have awfully high standards for these little kids. At the end of the year, I've had kids and parents tell me that they couldn't believe the amount of material we covered and they knew it so well. It's like patting myself on the back. In teaching, I learned where to set my standards for the kids and what to expect. And a lot of that came from working with this particular staff because they do have high standards in the personal, social, and academic development of the kids.

For me personally, I found out staff made a big difference in me. I teach with a group of women and one man who know where they stand on a lot of issues. And you can't be wish-washy with these people. From them I learned to question and to develop answers
for myself. And that's what really started this personal change in me to the point that I ended a dating relationship I had at the end of my third year of teaching. In teaching, I had always been willing to try something new but in my personal life, I had just wanted the run of the mill. Because to me, being unhappy and having a relationship with somebody was better than having no relationship at all and having to stand on my own. I found that to be really stupid and that realization made me change a lot. I then learned to set standards for myself higher than even the ones I had set before. Everything I've learned since then has made the biggest difference to me.

Now, I believe in having my own opinions and being able to stand up for them and not letting people walk all over me. I know myself and know that I like me as a person. I really like me. I've learned to like me better which helps in teaching, too. Because I think when you're really satisfied with yourself, then you can be happier with your job. And if there's a problem with your job, I think you can deal with it more objectively.

My friends say they notice this in me, too. A lot of it is how people deal with each other and how I want to be dealt with. I think I know what I want more from friendships. I've become a lot more involved in wanting to do new things like tap dancing and tennis. Also, I find myself wanting to read a lot more, learn a lot more things. There was a time right after college that I didn't want to read anything because I was so busy reading the curriculum. I think I didn't have time to read anything. Now, the reading is for more personal interests.
For me personally, I think my first turning point was just getting my job; being out there on my own and interviewing and getting a job with no one there to help me. It was just knowing me, knowing that I could do that. And then last fall when I decided I had to get in touch with myself and learn to know me all over. I was 25 and I just decided it was time to take stock of myself and find where I stood on a lot of different things. And that was a big turning point.

As far as teaching, everything's been a gradual progression. One thing building on another as far as improving and knowing when to throw out and when to keep ideas.

I'm starting to feel like a mature teacher. I feel like I know what's going on and am able to look more objectively at school and say this is where I want to go with these kids this year. I'm able to do that now ahead of time a little more than before. And I'm able to read my class a little more quickly and know what they're going to need. I feel like I have more resources to draw from in handling situations and know what to teach and how to deal with people. For instance, at first I tried to smooth things over with parents and wasn't very good at laying the truth on the line without feeling like I was going to offend them. Now I know how more tactfully to say what has to be said without getting the parents all riled up. And I know the principal trusts my opinion and wants to talk with me about things.

So I feel kind of like a mature teacher. I'm getting there. I'm one who is always looking for an area of improvement. I've got
to have a challenge. But that's a sign of maturity, too; knowing where your weakness lies and being able to build on it.

I'm working on my masters degree now and after that I think I'd like to be an inservice specialist in this school district. Those duties would include teaching teachers new programs and working as a consultant with teachers in the classrooms. I'd also be involved in meeting and being around more new people, which I find myself still missing. That would be a challenge to seek out new programs or ways of teaching, learn them myself, and present them to other adults. Sometimes I really want to stay and teach, so I will for a few more years before moving to that other type of position.

What I'd really like to do is be home and take care of a family but it doesn't look like that will happen for a while. If I did, I would go back to my career when they got older. So for now, I'm setting my sights on what would be available in the educational field.

When thinking about my teacher training, I wish I had more practical experience, getting into the classrooms more. I also wish I had a whole course on discipline dealing with different philosophies and ways of handling problems. I know that's no substitute for practical experience but I think it would be a big asset. Other than that, I think a lot of your teaching stuff comes from practical experience.

If I had it to do all over again, I know I would go ahead and teach. I'd probably want to be in the same building.
School and your personal life seem to go hand in hand. It's not a job where you can just go home. I can't just leave it. Even when you're sitting here at night, there are still thoughts of school zomming through your head.

**Explication**

When reading through the case study, many changes and influences presented in the two previous chapters become apparent. For instance, there is a clear movement from subject-centered to child-centered as well as a movement from uncertainty to confidence. The case study is intended to illustrate the context in which those changes and influences occurred.

Many personal and professional concerns and activities were expressed in the case study along with the conditions experienced at that time. Many of those concerns, activities, and conditions for this teacher are charted for each year of her teaching in the following pages.
TABLE 8
FIRST YEAR OF TEACHING--SUSAN McALLISTER

<table>
<thead>
<tr>
<th>Professional Concerns and Activities</th>
<th>Personal Concerns and Activities</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Do through the subject matter, teach it.</td>
<td>- Turning point: getting a job, being on her own, knowing she could do it.</td>
<td>- Substitute teacher for three months.</td>
</tr>
<tr>
<td>- Do things the way you're supposed to, don't make waves.</td>
<td>- Thought she might have used her exuberance as a cover for her lack of confidence.</td>
<td>- Fourth grade class: good, average kids.</td>
</tr>
<tr>
<td>- Get organized with the curriculum.</td>
<td>- Felt like a jellyfish as far as thinking on her own.</td>
<td>- Worked at Penney's part-time to have contact with other people.</td>
</tr>
<tr>
<td>- Concern with getting everything done.</td>
<td>- Had to use home time for school work.</td>
<td>THESE CONDITIONS WERE THE SAME FOR THE FOUR YEARS:</td>
</tr>
<tr>
<td>- Curriculum: had to become familiar with it; get organized; need to study it; had to read it.</td>
<td>- Had to learn to organize home time around school work.</td>
<td>- Community: middle income suburban families, supported the school.</td>
</tr>
<tr>
<td>- Idealistic at first (all are equal), later changed to practical focus after substitute teaching.</td>
<td>- No time left for other reading.</td>
<td>- District: child-oriented, inservices often; lot of paperwork.</td>
</tr>
<tr>
<td>- Learn methods of dealing with problems, trial and error.</td>
<td>THESE CONDITIONS WERE THE SAME FOR THE FOUR YEARS:</td>
<td>- School: very positive atmosphere; faculty shares, high standards, informal interaction.</td>
</tr>
<tr>
<td>- Too wrapped up in things to see what staff development person did with other teachers.</td>
<td>- Sees the positive side to everything.</td>
<td>- Principal: open, warm, allows teacher input.</td>
</tr>
<tr>
<td>- Needed to take work home.</td>
<td>- Needs outside school contact with different people.</td>
<td>- Other 4th grade teacher: worked a lot together, supportive.</td>
</tr>
<tr>
<td>- Used the positive school atmosphere as the basis of her discipline.</td>
<td></td>
<td>- Staff development person: helped with curriculum and resources.</td>
</tr>
<tr>
<td>- Had some discipline problems.</td>
<td></td>
<td>- Her family: lives 200 miles away.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Church, choir, friends: give her a break from teaching.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Member of teachers' association</td>
</tr>
</tbody>
</table>
TABLE 9
SECOND YEAR OF TEACHING--SUSAN MCALLISTER

<table>
<thead>
<tr>
<th>Professional Concerns and Activities</th>
<th>Personal Concerns and Activities</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Curriculum: knew curriculum better, didn't have to study as much.</td>
<td>-More confident (partly due to outside school activities).</td>
<td>-Fourth grade class.</td>
</tr>
<tr>
<td>-Curriculum: knowing curriculum allowed her to lay back, follow kids lead, enjoy. Less pushing of curriculum. More instructing, then kids did activities, enjoyed it.</td>
<td>-Was thinking more, formulating her own opinions.</td>
<td>-Worked at Penney's part-time to have contact with different people.</td>
</tr>
<tr>
<td>-Curriculum: less focused on the curriculum itself, more going with the kids' interests.</td>
<td>-Counts on herself more.</td>
<td>-Her class: 35 students, bright, very self-directed.</td>
</tr>
<tr>
<td>-Learned when to step back.</td>
<td>-More courageous, stands up to others more.</td>
<td></td>
</tr>
<tr>
<td>-Less focused on time schedule, would read the students and react.</td>
<td>-Knows and likes herself more.</td>
<td></td>
</tr>
<tr>
<td>-Still some focus on getting things done.</td>
<td>-Less home time required for school work.</td>
<td><em>SEE TABLE 8 FOR ADDITIONAL CONDITIONS</em></td>
</tr>
<tr>
<td>-Didn't require so much home time.</td>
<td>-Said that when you're satisfied with yourself, it helps in teaching.</td>
<td></td>
</tr>
<tr>
<td>-Used more activities.</td>
<td>-More energy spent on doing things with the kids.</td>
<td><em>SEE TABLE 8 FOR ADDITIONAL CONCERNS AND ACTIVITIES</em></td>
</tr>
<tr>
<td>-Dropped some paperwork requirements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Made a routine for herself to do certain things.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-More confident in school due to out-of-school activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Started to feel capable at school; felt she had proved she could do it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-Felt like she was starting to live up to her potential as a teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Concerns and Activities</td>
<td>Personal Concerns and Activities</td>
<td>Conditions</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>- More willing to let kids be more involved and share their ideas on what they would like to learn.</td>
<td>- Turning point at end of third year: took stock of herself, saw where she stood, set higher standards.</td>
<td>- Had a third/fourth split class.</td>
</tr>
<tr>
<td>- Learned to incorporate the curriculum into what the kids were keyed into at the time.</td>
<td>- Confidence out of school was increasing, in school as well; it went hand-in-hand, helped each other.</td>
<td>- Worked at Penney's part-time to have contact with different people.</td>
</tr>
<tr>
<td>- Was willing to design the activities and pull what was relevant from the curriculum.</td>
<td></td>
<td>- Principal asks for her opinion.</td>
</tr>
<tr>
<td>- Felt she had the ability to include students' input because she knew the resources of the school, knew how to use the staff development person, and felt better about taking the time and doing it.</td>
<td>- End of third year - she terminated a dating relationship.</td>
<td></td>
</tr>
<tr>
<td>- Became close friends with two students.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- More talking with the students.</td>
<td><strong>See Table 8 for additional concerns and activities</strong></td>
<td><strong>See Table 8 for additional conditions</strong></td>
</tr>
<tr>
<td>- When satisfied with yourself, it helps with teaching.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional Concerns and Activities</td>
<td>Personal Concerns and Activities</td>
<td>Conditions</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>---------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>- Child oriented.</td>
<td>- More confident.</td>
<td>- Had a third/fourth split class.</td>
</tr>
<tr>
<td>- Not becoming more positive and open with kids.</td>
<td>- How wants to read more, learn more things.</td>
<td>- Students: now ask questions more, question authority more, now seem less morally certain, need to be motivated more.</td>
</tr>
<tr>
<td>- Good group discussions just to talk; before used mainly to discuss problems.</td>
<td>- Not afraid to try new things.</td>
<td>- How is taking graduate courses, allows contact with different people.</td>
</tr>
<tr>
<td>- Has better discussion skills.</td>
<td>- Likes meeting new people.</td>
<td>- Positive comments from parents and students on how much they learned.</td>
</tr>
<tr>
<td>- Knows when to throw out or keep ideas with the kids.</td>
<td></td>
<td>- Principal: asks for her opinion.</td>
</tr>
<tr>
<td>- Is more warm, open, understanding.</td>
<td></td>
<td>- See Table 8 for additional concerns and activities.</td>
</tr>
<tr>
<td>- Brings in that adults have hang-ups and feelings but can work together with people.</td>
<td></td>
<td>- See Table 8 for additional conditions.</td>
</tr>
<tr>
<td>- Starting to feel like a mature teacher.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Can read the class more easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Knows what they need.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Feels has more resources to draw from in handling situations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Knows what to teach and how to deal with people better.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Need challenge - a goal to improve.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- In looking ahead a few years to be an innovative specialist.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Satisfied in knowing students learned academics and that they have pride in themselves for doing it.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Feels like she's more perceptive the longer one teaches.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Summary

The topical summaries and the listing of influences and preferences displayed in the two previous chapters do not reflect the circumstances that might have contributed to those changes or the teacher responses to particular influences. To more fully understand the personal and professional development of teachers, the context of those changes and influences must be seen.

Therefore, the case study for one teacher was presented to illustrate the context of those changes and influences. Although no cause and effect can be determined here, the case study does provide a more holistic view of the personal and professional development in this teacher.
CHAPTER VII

RESULTS: IDIOSYNCRATIC CONTEXTS

Chapter I stated that this study's purpose was to obtain selected teachers' perceptions of their personal and professional changes since starting to teach. Professional literature relating to that development was reviewed in Chapter II. The procedures for the research and the analysis of data were explained in Chapter III. To present the results, topical summaries of the teachers' personal and professional characteristics were listed in Chapter IV; influences and preferences were charted in Chapter V; and a case study was presented in Chapter VI. Examples of idiosyncratic contexts are presented in Chapter VII.

There is a value in the manner the results are presented in Chapters IV, V, and VI, yet the idiosyncratic context is not revealed there. The idiosyncratic context refers to those highly personal experiences and associated attitudes which occur rarely even with a relatively homogeneous group (Merton, 1956). Some of those idiosyncratic qualities affected the teachers' careers and their personal and professional development; therefore it seems important to present a number of examples in this chapter.

The personal attributes of the teachers, their prior experiences, and the particular pattern of events in their lives formed
idiosyncratic contexts and affected their perceptions and responses to teaching events. What was perceived in the teaching situation, the meanings ascribed to them, and the responses varied with the personal contexts. The idiosyncratic context helps explain the course of events in these teachers' careers.

**Idiosyncratic Examples**

The examples provided in this section illustrate some idiosyncratic contexts and the effect they had on the teachers' careers.

The Shy Person

One teacher who had taught second grade for twelve years described herself as shy and reserved since childhood. In fact, she traced her preference for teaching to her childhood.

I decided (to teach) when I was in second grade. I hated school. I cried every day for two years before I went to school, but I loved learning. It was such a fascinating world to me because I had been very sheltered and not allowed to be out. When I went to school, it was a new world to me. I hated having to go from my family because I had been so sheltered but I loved being able to learn new things. And I thought in about the second grade, "Well, this is what I'm going to do. I'm going to be like that teacher." It seemed like everything from then on, the rest of my life, just geared along that straight path. (EG-1, 2)

She said she had to leave her family despite being reserved, and teach in another state to prove to herself that she could survive on her own.

I came up here because my sister was here. I was offered some jobs in West Virginia. But if you understand a person who is not confident, I had lived in a small town all my life and everybody knew me and everybody knew my family. And I had a lot of help going to college; there was always some way made. All of a sudden I would receive money from
one of my high school teachers. It seemed like people were always on my side. And I was afraid if I stayed down there and taught that they would tell me I was good whether I was or not. There comes a time when you have to see if you can do it or not. So I wanted to get away. (EG-50, 51)

Her goals and teaching methods were affected by her childhood school experience. She tried to create a safe, secure environment for her students.

One thing I've always strived for was to make the classroom a safe place so that the kids would not be afraid of anything; of me, of failing, or to have to worry about coming to school. In other words, I didn't want another kid to cry every day for the first two years and to give them experiences they could relax with. Every child deserved the right to be safe. That's what I started out with (and) I still do it today. One thing I try to do is establish a routine. With little kids, especially frightened little kids, that gives them security. Another thing is that I don't raise my voice usually. I'm quiet, I walk quietly, I talk quietly, and I expect that everyone will be doing the same thing out of consideration. And I try to give each child their own place; this is your desk, nobody is going to bother anything. I try to make them feel I like them as a person, I try to let them be their own person. I try to see what they want and, as much as I can, respect it. (EG-9, 10, 11, 12, 13, 14)

While being compassionate and understanding of the children, she said she had higher expectations of the children than the other second grade teachers. She wanted the children to develop inner strength.

I demand a lot more of my students than the other second grade teachers. I expect them to do more; I expect them to be more. (If a child comes from a troubled home,) it's no excuse. He's going to have to live in the world anyway, might as well start now. Now I'm compassionate inwardly to that child but I don't make a fuss about it. I'm not sympathetic to the point where I don't expect anything out of him. Overall, he's expected to learn just like everybody else. Because they have to start developing that toughness. (EG-117)
She said she was reluctant to initiate interaction with the other teachers because of her shyness and because she saw the other teachers staying at a distance. She also needed encouragement from the principal.

I was very shy and if somebody didn't just run into me, I just stayed away from them. I remember talking about my problems but I don't remember asking them what you would do because they were very stand-offish. I had support and encouragement from my principal. And thank goodness she said that to me because I was so insecure that if she hadn't, I probably would have quit. (EG-27, 36)

She adjusted her teaching style to fit her personal qualities. She selected teaching methods that suited her personality yet was concerned about appearing too formal because of her shyness.

Personally, I've always been an afraid person. That's why I don't want my students to be the same way. What you are coming into your job naturally has a lot to do with how you approach it. I'm too formal with my students. As hard as I try to make a secure atmosphere because of my own personality, the reservedness and shyness, I come through being too formal. You have to do your job as your personality is best fit. I used to be softer (with the students) but I had to get harder outwardly because I couldn't cope with the problems that they had. I used to come home and cry at night and now I don't. You have to learn self survival. I like it here, I feel like I fit in second grade. (EG-27, 48, 94, 131, 139)

The Principal-Teacher

One teacher wanted to become a principal at some time during his career. After teaching three years, he became a teacher and principal in another district. He found the responsibilities of the principal-teacher position to be very demanding.

The reason I left there was that I had an opportunity to take over as a teaching principal (in another district).
I taught sixth grade fulltime and I was in charge of the building. It was a very small building; just one unit of each (grade), a custodian, and six women. It was hectic (at the start). I had done no graduate work at the time so I had no administrative background whatsoever. I took over the building at the time I was 27 and I was the youngest one (there). It was quite an experience. I’d get there about one and one-half to two hours early in the morning and run off all my dittos and have my class prepared. (DC-14, 53, 54, 55)

The teacher remained in the principal-teacher position for three years; he left when the time and energy demands became too great. He nevertheless appreciated the experience of being a principal and saw that time as a turning point in his career. He decided not to continue in administration and returned to a teaching position in another district.

It was a unique experience. I wouldn’t have traded that for anything in the world, but I would never be another principal for as long as I live. The main reason was that I was trying to teach and do a decent job in the classroom plus run a building. You get $350 a year extra for being principal of a building and it was just no way that (it was worth it) financially. The three years of experience was well worth the approximately $1,000. I was told that there was no negotiation (for more principal’s salary) and that was one of the things that made me think about looking for greener pastures. I had two jobs to do within a framework of time and at times it becomes very hectic. After three years of that job, I think that’s one of the contributing factors that I did not continue. And I probably would not go back into administration. The three years (as principal) I think was a turning point. I may have had some aspirations of becoming an administrator, but after having the experience there, I didn’t want it. (DC-15, 17, 58, 71, 130)

The teacher recommitted himself to teaching after experiencing the principal-teacher role. He moved to another district close to a university so he could take graduate courses while he taught. Since his focus at that point was on his development as a teacher, he took
graduate courses that directly related to the subjects he taught, and accepted student teachers and participants as a source of new ideas.

I wanted to come (to this area) to go to (graduate) school. I have gone to (graduate) school in the summer (and) have taken almost 40 hours. I don't have a masters degree but I have the hours (in the courses) that I wanted. I don't think I've ever taken a course that doesn't apply to something I'm directly relating to. I've taken at least one (graduate) course a year, sometimes two, in the eight years I've been here (since being a principal). And (I've taken) at least one, maybe two, workshops a year. I take workshops and courses that are pertinent to the subject matter. I think this is just one way of growth. I think you need the interaction of colleagues. (A workshop or course is) a source of ideas and it gives you an opportunity to think about it and talk about it and work with it before you try to do it in the classroom. (I started taking them) when I came (here) and was looking for the growth. (I've had six student teachers and fifteen participants in the past eight years.)

Close to Family

One teacher lived at home while she attended college, moved into another state with her family when she graduated, and found her first teaching position in that new region. She was assigned to a school in the area where she lived. Her family helped obtain teacher's materials during her first year.

I lived at home all through college, two blocks away from school. And just before I graduated from college and my sister graduated from high school, my father was transferred (here). When I graduated they didn't want me to stay back there. I was still pretty much tied to the apron strings so they insisted that I come here and teach. My father set up the interviews for me. We were going to be living on the east side of town and at that time they tried to get teachers close to the area where they lived. So that's how I got (that school); it just happened to be there. Papers and supplies were very limited. In fact, my father went out and bought me a case of construction paper of various colors.
After teaching there two years, she decided to move away from her family and teach in California.

I was 22 going on 23 and I never lived any place but home. And I taught with a girl in a similar situation and she said, "Let's go somewhere and teach." And I said that sounded like a good idea. (LK-30)

She experienced a number of personal difficulties while teaching in California and after three years decided to move back near her family.

The year before I came back here I had a lot of personal things happen. I had been ill, I had surgery. I was in an automobile accident. I had been in the hospital for six weeks. (My) family (was) all back here. Just a lot of upheaval in my own personal life and I just felt that I needed to come back here and be around family. And I came back here for a year to sort of assess things and get my head on right. I guess I reached that point in life where I wasn't sure where I wanted to be. And I came back (here) for a year to give it a try to see where I would rather be; here or there. Well I got my head on right and decided I should be back there (in California). So I went back at the end of the year. (LK-70, 80)

She returned to California to teach, was married, and had a child. After being there for eight more years, she moved back near her family while her son was young so he would have relatives nearby when he was growing up.

My husband is a native Californian. I lived out there for (12) years, our son was born there, all of my family lives back here, and my husband has very little family. It's very smoggy in California at times (and) earthquakes are terrible and are very frightening. And we felt that our son should have grandparents, aunts, uncles, and cousins. (Those relatives) were here. (LK-111)

Family Problems

A third grade teacher developed a more personal approach with
her students as a direct response to some difficulties she was having with her husband.

On the personal level and my feelings with the children, I try to have them learn to know themselves better. I didn't do that much (before). (That emphasis came) probably about ten years ago. (It was) more through personal things, though. It came not through teaching. It came through personal problems. Not through any course that I recall taking any place. My husband has a drinking problem. And we finally got to the point where we had a lot of problems with that but finally we found an answer. And it was through that answer that came the looking at me. It's a forced kind of thing. (It was) me looking at me and trying to see that it applies all around with everybody. And it applies to my teaching. More and more I find it's easier for me to relate personal things to the children. (SB-40, 41, 42, 54)

At the beginning of her career, she expected to teach a few years, raise a family, and then return to teaching. Her career plans and ideas for raising a family were different after the onset of her husband's problems. After fifteen years of teaching, she has no children and plans to teach until retirement.

(At first) I wanted to teach several years. I didn't want to teach just a year and quit. I felt there was quite an investment in me through college and hopefully I'd learned something to give back. And I figured a year or so was hardly time to put anything together to give much back. But as far as a career, probably not. I probably assumed on teaching maybe three, four, or five years. Probably about five (years) and then starting a family and then going back at a later time. But things don't always work out the way you think they're going to. (I don't have any children now.) I'm probably in it for the duration. I feel very fortunate in that I like what I'm doing; lots of people don't. (SB-88, 89, 90, 91)

Part of the "Old Guard"

One teacher who taught kindergarten for 28 years in the same school identified with teachers' qualities early in her career.
This is the difference in teachers then and now. Teachers to me then were dedicated to their job and most of them married teachers; it was just a few years before I started teaching that they allowed married women to teach out here. They spent a great deal of their time on teaching and were respected for that. They were dedicated and people looked up to them. There was never striking. You didn't hear of people getting on the bandwagon for more pay. (VK-27, 28)

She mentioned that teachers' and principals' qualities today are a source of pressure for her, and she described the differences.

(Before) I never felt (the principal) was looking to find something wrong with me or my teaching. Today, it's an entirely different thing. The young (teachers) come in and think they have all the answers and their way is much better than the teachers who have had the experience. The younger people approach things differently and principals today are different. They're looking for something in teachers. They say, "Well, you could be better." (With the new principal,) immediately I was the one who should do the changing. This I resented. And I think some of (the new teachers today) like to be a friend to the kids, which is fine, but...I'm from the old school who feel that you have to be just a little bit on another plane, or a little higher plane. You can't let all the barriers down because then when you want to get some respect, you can't do it. (VK-18, 37, 38, 40, 60)

She discussed the pressures she feels today as she compared parents early in her career and those today.

When I started teaching, the teacher was respected. The older teachers were respected. A parent took your word and whatever you said was the thing. Now they come in and question and they want you to change (to) the way they think. They want more of a say in what is going on in school. That is a bone of contention with me because I feel that if we've trained, then I think we have the right to say what goes on here. But no, it seems that the community has to get involved in the end and say what they want in the schools. (And in my early years) that was not going on. There (now) are a lot of parents who go to Board of Education meetings and speak out and before you just never got that. (Before) there just seemed to be no pressures; you were very relaxed and you tried to do the best you could. (VK-17, 19, 20, 22, 26)
She identified herself as a member of the "old guard" and said she thought there was room for all types of teachers.

There are not too many of the old guard left. And, of course, if you are brought up (with a lot of parental involvement) you don't realize it's different. If you were brought up so that the parents are in the school, then you don't think too much of it. I think that we who have been here for a good many years probably felt it more than anyone else. We have some very fine teachers, people who have spent a lot of time with the children and have spent a lot of time in preparations. The only thing I say is "There's room for all of us." Everybody has a way of teaching and I don't think there should be carbon copies. Now I don't want to inflict my way of teaching on anyone but I don't want to have someone inflict their ways on me either. (VK-23, 41, 61)

Since she identified with the "old guard," the qualities of parents, teachers, and principals today along with other educational influences were a source of pressure and tension for her. She plans to continue teaching for a few more years unless the pressure builds to the point that she feels she has to quit teaching.

I tire of the pressures that are put on teachers now that weren't put upon teachers before. Today you always feel, "Am I doing it right? Do you think that parent is going to come in and say something?" (Up to about five or six years ago) you never felt that way. But when you look at education nationwide, it's the pressures that's being put upon education. It's the whole educational system; there are many pressures put on teachers today that were not put upon teachers many years ago. (My retirement) depends on so many things for what I'll do. If the situation becomes such that I feel that there's too much pressure and I can leave, I'll do it. If it's still pleasant, there's no reason why I would leave. I'll (probably) go on and continue enjoying what I'm doing for a few more years. (VK-93, 94, 118, 127)
Summary

The personal attributes of the teachers, their prior experiences, and the particular pattern of events in their lives formed their idiosyncratic contexts. Several examples of those idiosyncratic contexts were presented in this chapter to illustrate how those contexts affected the perceptions and responses to teaching events.
CHAPTER VIII

DISCUSSION

Chapter I stated that the purpose of this study was to obtain selected teachers' perceptions of their personal and professional development. Professional literature relating to that development was reviewed in Chapter II. The procedures for the research and analysis of data were explained in Chapter III. The results were reported in four chapters: topical summaries of the teachers' personal and professional characteristics were listed in Chapter IV; influences and preferences were charted in Chapter V; a case study was presented in Chapter VI; and examples of idiosyncratic contexts were presented in Chapter VII.

It is the purpose of Chapter VIII to present (1) a summary of the problem, the methodology used to solve the problem, and limitations for generalization; (2) a summary of the major findings; (3) a discussion of the results; and (4) conclusion.

Summary of the Problem, Research Procedures, Analysis of Data, and Limitations

Summary of the Problem

The purpose of this study was to determine selected teachers' perceptions of their personal and professional development since
they started teaching. Specifically, this study obtained teachers' perceptions of:

1. Characteristics of their own personal and professional development

2. Influences of the professional environment on development

3. Influences of the personal environment on development

4. Influences of supervisory practices on development

5. Preferred types of school environment and supervisory practice to facilitate development

The primary focus of this study was to provide more complete information about teachers' personal and professional development. School teachers are in a profession offering little advancement yet there is reason to believe that teachers go through significant developmental changes during their teaching years. Information about human development, career development, teacher characteristics, the occupation of teaching, and teachers' career development indicates the likelihood of significant teacher change during the teaching years. Yet surprisingly little is known about specific changes teachers might undergo during their careers. This study was an effort to provide information about those developmental characteristics and influences.

Summary of Research Procedures and Analysis of Data

Focused interviews were conducted with each of fifteen teachers. The focused interview used in this study was designed to enable respondents to describe their teaching careers with range, specificity,
depth, and personal context. The final sample consisted of fifteen public school teachers. At the time of the interview, all were teaching at the elementary level in suburban school districts.

Each interview was tape recorded and the data were transcribed onto note cards. The information provided by the teachers was coded into five general categories identical to the objectives of the study. The information in each category was qualitatively analyzed by the constant comparative method proposed by Glaser and Strauss (1967, 1970) and consequently was organized into topical headings.

The results were presented in three ways: (1) the characteristics and influences of the personal and professional development were reported under topical headings which were generated from the constant comparative method of qualitative analysis, (2) a case study of one teacher was presented to illustrate the context in which the teachers’ changes and influences occurred, and (3) examples were reported to illustrate the idiosyncratic circumstances for individual teachers and to indicate the effect they had on those teachers.

Limitations for Generalization

There are several sources of limitations for this study. First, the data in this study were provided by teachers with a certain set of demographic characteristics. The final sample consisted of fifteen public school teachers who taught in regular elementary classrooms in seven suburban school districts in central Ohio. Data from teachers in many other settings were not included in this study. Second, the data in this study were provided by teachers who
had continued to teach. Data from teachers who had not continued to teach and who had taken other jobs were not included in this study. Third, the data in this study were self-selected by the teachers when they were recounting the events in their careers.

To generalize and say that all teachers possess the qualities and have experienced the influences expressed by these teachers would be overstepping the bounds of this study. This was an exploratory study with a population selected with specific criteria. How valid these findings are for other teachers is unknown.

There were several sources of variability in the study. They included: (1) the individual teacher, (2) the school setting, (3) the years of service, (4) the era in which the teacher taught, (5) the variance of the interview as described above, and (6) other variables. Meaning is not obtained unless there is a variability but too much variability would reduce the generalizability (Duncan, 1978). Teachers with a certain set of criteria revealed information about their personal and professional development. Perhaps generalizations could be made for other teachers meeting the same set of criteria.

Glaser (1965) noted that the constant comparative method of qualitative analysis is concerned with generating and plausibly suggesting many properties and hypotheses about general phenomenon. No attempt is made in the method to ascertain either the universality or the proof of suggested causes or other properties.
Even considering the limitations, it is hoped that the findings from this study will contribute to further understanding of the personal and professional development of teachers.

**Summary of Major Findings**

While discussing their teaching careers, the teachers provided information relevant to the study objectives. The major findings for each study objective are presented in this section.

**Characteristics of Their Own Personal and Professional Development**

The teachers' perceptions of their developmental characteristics were organized into three categories: (1) personal characteristics, (2) professional characteristics, and (3) interaction between personal life and professional life.

**Perceptions of personal characteristics**

While discussing their careers, the teachers revealed information concerning their personal qualities and their personal activities since they started teaching. The information was organized into topical categories. Those categories and a summary of each are listed below.

1. **Growth in Confidence and Happiness**: more self-confident, happy, comfortable and positive with themselves compared to their first year of teaching

2. **Growth in Maturity, Capability, and Affability**: more mature, capable, considerate, and understanding compared to their first year

3. **Growth in Flexibility**: more easy-going, down-to-earth, relaxed, and gentle compared to their first year
4. **Growth in Open-mindedness**: more open to ideas and activities, more willing to try new things, and more willing to share and give ideas as compared to their first year.

5. **Growth in Assertiveness and Expressiveness**: more opinionated and more willing to express those opinions compared to their first year.

6. **Growth in Egocentrism**: more concerned with the personal effect of certain issues compared to their first year.

7. **Unchanging Qualities**: some fundamental personal characteristics were unchanged since starting to teach (shyness, dependence, independence, etc.).

**Perceptions of professional characteristics**

The teachers revealed a great deal of information concerning their professional lives and in doing so revealed characteristics of their own professional development. That information was organized into topical categories. Those categories and a summary of each are listed below.

1. **Knowledge of Teaching Activities**: limited knowledge of teaching activities the first year; developing their planning and organizational skills in years two, three, and four; had good command of those skills and knew many aspects of their job well by the fifth year.

2. **Knowledge of Teaching Environment**: limited knowledge of the teaching environment the first year; better understanding of children, school curriculum, teaching methods in years two, three, and four; knew those aspects well by the fifth year.

3. **Changing Images about Teaching**: held an image of what a teacher should be and conformed to that image the first years; gradually abandoned that image and let their own personality come out.

4. **Professional Insight and Perception**: limited insight into the children or school environment the first year; gradual increase in perception and insight in later years.

5. **Approach to Curriculum and Instruction**: subject-centered approach the first year; transitional period finding that
their students were people during their second, third, and fourth years; child-centered approach by fifth year

6. **Professional Confidence, Security, Maturity:** uncertainty and confusion the first year; gradually more comfortable with subject matter and teaching techniques in years two, three, and four; confident, competent, and secure by fifth year

7. **Willingness to Try New Teaching Methods:** unwilling to try new methods while mastering initial skills during their first year; willing to experiment with new methods in years two, three, and four; continually trying new methods in the fifth and later years

8. **Obtaining Assistance and New Ideas:** seeking assistance and new ideas at different times from other teachers, workshops and inservice programs, student teachers and participants, graduate courses, on their own, and from other resource people and activities

9. **Career Plans:** teachers generally were more committed to continue teaching at the time of the interview compared to when they started teaching

10. **Grade Level, School, and District Changes:** most teachers taught at only one or two grade levels or in one or two districts; most teachers changed schools at some time

Perceptions of interaction between personal life and professional life

Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching affected their personal lives. Information concerning that personal and professional interaction was organized into the categories listed below. Summaries are provided with each category.

1. **Personal Life Affects Professional Life:** personal life generally affected teaching in a positive and supportive manner

2. **Professional Life Affects Personal Life:** professional activities positively affected the general quality of life, personal development, and home life; sometimes strain on families and teacher’s own mental health
3. **Personal and Professional Lives:** *Inseparable:* seen as a natural condition of teaching and sometimes viewed as a desirable condition

4. **Separating Personal and Professional Lives:** some teachers tried to separate the tension of teaching from their personal lives; merging of the personal and professional lives sometimes still occurred

5. **Personal Time and Tension from the Job:** most teachers accepted tension and work to be taken home as part of the job the first year; in later years they sought ways to release the tension from teaching in their personal lives

### Influences of the Professional Environment on Development

The teachers provided information about the conditions which existed in the professional environment when their personal and professional development occurred. That information was organized into the categories below. Summaries are provided with each category.

1. **Other teachers:** teachers' personalities, willingness to share ideas and materials, and formal and informal use of time to share with other teachers were mentioned

2. **The School Building:** topics mentioned include the school structure and facilities, supplies and materials, administrative and organizational arrangements, teachers, students, rules and regulations, and other people available for assistance

3. **The Children:** comments included the social, cultural, and academic characteristics of the students

4. **Parents and the Community:** comments included references to volunteer programs, parental conferences, parental organizations, pressure and accountability, and general qualities of the parents and the community

5. **Workshops and Inservice Days:** comments indicated what was offered by the district and when the teachers took advantage of the offerings

6. **The School District:** included comments on district requirements and Board of Education policies
7. **Society:** comments on the state of society and the changes in parents, educational philosophies, and influences on the children

8. **The Curriculum:** comments on the academic programs

9. **Teachers' Duty, Committees, and Extra-curricular Activities:** comments on lunch and recess duty, committee memberships, and other school-related activities

10. **The Teaching Profession:** comments on the professional attitude of teachers and teacher associations

**Influences of the Personal Environment on Development**

The teachers provided information about the conditions which existed in their personal lives in relation to their teaching careers. The information was organized into two topical categories: (1) influences prior to teaching and (2) influences since starting to teach.

**Influences prior to teaching**

Each teacher discussed attitudes he or she possessed and experienced prior to teaching which might have influenced the teacher once he or she started teaching. The attitudes and experiences were organized into the topical categories listed below. Summaries are provided with each category.

1. **Prior Contact with Children:** including baby-sitting, summer camp programs, volunteer programs in high school, Sunday school programs, and Head Start and Childhood League programs

2. **Reasons for Going into Elementary Education:** including preferences for working with smaller children, the influence of teachers and family members, and the belief that elementary children would be easy to handle and eager to learn

3. **Descriptions and Reactions to their Teacher Training:** positive comments about cognitive and theoretical background, and field experience; negative comments about lack
of proper background in discipline, classroom management, student qualities, and not enough field experience

4. Family Experiences: comments about close family relationships

Influences since starting to teach

Each teacher discussed aspects of his/her life outside of the school environment. Their comments were divided into the categories listed below. Summaries are provided with each category.

1. Interests and Activities Outside the School: including sporting activities, arts and crafts, church-related activities, and outdoor activities

2. Spouses: including comments about loving and supportive spouses; some helped talk through problems which existed at school

3. Relatives: some teachers taught in districts to be either close to or far from relatives; educational issues and ideas were discussed with relatives who also taught

4. Their Own Children: little or no effect on their teaching in some cases; others were helped by experiencing their own children

5. Friends and Other Teachers: some friends were teachers in other schools; exchanged teaching ideas

6. Non-teaching Jobs: half the teachers never had summer or part-time jobs; most teachers who did, selected jobs which had no contact with children

7. Other Circumstances of Life: including moving, health problems, accidents, major purchases, and marriage

Influences of Supervisory Practices on Development

The teachers provided information about the supervisory practices which existed in the schools when their personal and professional development occurred. That information was organized into
the following topical categories: (1) principals, (2) other supervisory personnel, and (3) absence of administrators or supervisors.

**Principals**

Information about the principals' influence, activities, and qualities fell into the categories listed below. Summaries are provided with each category.

1. **Personal and Professional Qualities:** including information about administrative skills, personal approach and energy

2. **General Source of Help and Reinforcement:** comments about ideas, suggestions, advice, constructive criticism, praise, and reinforcement from the principals

3. **Getting Along with Teachers:** comments about communication with the faculty and getting along with the teachers

4. **Procedures, Rules, and Philosophies:** comments about rules and procedures established by the principals

5. **Evaluating Teachers:** comments about procedures the principals used to evaluate the teachers

6. **Decisions for Teacher Autonomy:** comments about principals' activities which allowed freedom for the teachers in methods and development of programs

7. **Help with Discipline:** comments about how principals helped when dealing with the children's discipline

8. **Help with Parents and Community:** comments about how principals helped the teachers when dealing with parents

9. **Efforts to Control Teachers:** comments about principals who tried to have teachers think and act in prescribed ways

**Other supervisory personnel**

The teachers mentioned several other supervisory personnel in addition to the principal who were available for assistance. They included:
1. County curriculum coordinator or supervisor
2. School-level resource person
3. District supervisor
4. Psychologists and superintendents
5. Curriculum director and other resource people

Absence of administrators or supervisors

Several teachers said no supervisor was available except the principal. Some principals were assigned to two small schools and consequently were in each building only half-time.

Preferred School Environment

The teachers suggested ways to change the school environment as they discussed their careers. Those suggestions were organized into the categories listed below. Summaries are provided with each category.

1. Principals: suggestions about principals' personal and administrative qualities (provide more direction, make expectations clear, provide rewards, give options, be more assertive when dealing with parents and central office, etc.)

2. Teachers: including suggestions for more teaching and sharing ideas, more communication district-wide, and involving teachers in more decisions

3. Administration: including suggestions to reduce the amount of required paperwork and forms

4. Students: including suggestions for consistent enforcement of rules for the children's discipline, improving discipline, and maintaining heterogenous groupings

5. Assistance: suggestions for more teacher aides and help for working with children who have special problems
6. **Lunch and Recess Duty:** suggestions that such duties for teachers be eliminated

7. **Supplies:** suggestions for more supplies and materials

8. **The School Building:** suggestions for larger classrooms and better equipped libraries

9. **Parents:** suggestions for more parental contact

10. **Class Size:** suggestions for smaller classes with perhaps 20 students or less

11. **Inservice Programs and Workshops:** suggestions for more programs to provide exposure to new ideas

12. **Recognition and Respect:** preferences for more respect and recognition for their teaching

13. **Salary:** suggestions for higher salaries

14. **Miscellaneous:** including suggestions about more planning time; less rigid state and federal time requirements for subjects

**Discussion of the Results**

A discussion of the findings is presented in the following sections: (1) teachers' developmental characteristics, (2) teachers' developmental influences, and (3) implications and recommendations.

**Teachers' Developmental Characteristics**

The teachers provided a great deal of information about their developmental characteristics as they discussed their teaching careers. The most striking finding was the evidence of stages of teacher career development. Additional information was provided which allows a fuller understanding of human development and the fulfillment of needs. A discussion of the characteristics is presented
in the following sections: (1) stages of teacher career development and (2) additional developmental characteristics.

Stages of teacher career development

The most striking finding was the evidence for stages of teacher career development. The teachers described different characteristics during identifiable periods in their careers. The changes seemed to occur in an ordered, hierarchical sequence with each year characterized by different types of changes. The changes occurred gradually and were cumulative.

The sequence of changes within each stage appeared to be as follows:

1. An increase in knowledge, leading to
2. a change in attitude, which
3. increased ability, leading to
4. changes in job performance.

Each step had to be completed in the stage of development before the teacher moved to the next stage.

The sequence is in line with conditions required to induce change through management development as proposed by Robert J. House (1967).

Additionally, this study revealed year phases which seemed to apply to each teacher's development. The first year; second, third, and fourth years; and the fifth year and beyond displayed distinct characteristics, with some variability between teachers.
A discussion of the three year phases and their characteristics is presented below.

The first year. The first year seemed to be distinct because it presented unique conditions and experiences for the teacher.

The most obvious findings were the professional characteristics the teachers exhibited the first year. These professional characteristics are presented below:

1. **Limited Knowledge of Teaching Activities:** limited knowledge of teaching methods, lesson planning, learning problems, record keeping, motivating and disciplining students; unorganized

2. **Limited Knowledge of Teaching Environment:** limited knowledge of children's characteristics (personalities, behavior, attention spans, achievement levels, interests), school curriculum, subject matter, school rules and regulations, discipline limits

3. **Conformed to an Image They Held of Teachers:** adopted an image of what a teacher should be and conformed to that image, taught in a traditional manner, did not want to complain

4. **Limited Professional Insight and Perception:** too wrapped up in their own activities to see other aspects of their professional environment, unable to identify causes of student misbehavior, unable to see themselves objectively

5. **Subject-centered Approach to Curriculum and Instruction:** teaching the subject and preparing the students academically seen as main goal; limited personal contact with the children

6. **Feelings of Uncertainty, Confusion, and Insecurity:** feelings of inadequacy; uncertain and confused about many aspects of the job; worried about how to teach and about not teaching correctly

7. **Unwilling to Try New Teaching Methods:** unwilling to try teaching methods they were unfamiliar with while they were still trying to master initial methods
Many of the professional characteristics exhibited during the first year were intertwined. For example, feelings of confusion and uncertainty existed concurrently with the teachers' limited knowledge of the teaching environment and activities of teaching. At this time the teachers adhered to a previously formed image of teachers and teaching, and taught in a traditional manner. They were unwilling to try new teaching methods until they had mastered the traditional methods. They had little insight into the complexity of their teaching environment. It appears that because they did not recognize the complexity of the environment and had limited knowledge and skills, they taught the subject rather than the child.

The teachers recalled their first teaching year as a time of concern about themselves in relation to their professional responsibilities. They were primarily concerned about their adequacy in: (1) maintaining classroom control, (2) teaching the subject, and (3) improving their teaching skills -- lesson planning, organizing units and materials, grading, and knowing the curriculum and what to teach. Many teachers expressed feelings of inadequacy in each area and consequently were concerned about their success as a teacher.

The first year concerns expressed by the teachers are in line with characteristics discussed by other researchers and teacher educators. Unruh and Turner (1970) suggested that the problems of the novice include discipline, routine and organization, scoring and marking papers, and curriculum development. Fuller (1967, 1970) and Fuller and Bown (1975) suggested that early concerns about the self
and personal survival focused on content adequacy, capacity to control the class, and the ability to survive as a teacher in the new school situation. Applegate and associates (1977, and Ryan, 1977) reported first year concern for the self when managing a classroom, confronting discipline problems, evaluating student progress, and worrying about his/her own competence in teaching a particular subject.

Many teachers were concerned about surviving each day and completing the school year. These findings are in line with the first year survival focus discussed by Fuller (1969); Fuller, Parsons, and Watkins (1973); Katz (1972); and Lortie (1966, 1973).

Several teachers approached the early years of teaching as a trial period. They were not certain if they wanted to make a career of teaching in the early years and used their experiences to determine their future course of action.

This study confirms first year teacher characteristics reported by other researchers and teacher educators. It also reports additional first year teacher characteristics as outlined previously in this section.

Second, third, and fourth years. The information the teachers provided about the second, third, and fourth years included a number of common professional characteristics which are presented below:

1. Increased Knowledge of Teaching Activities: refined and improved teaching techniques, more knowledge in planning and organizing subject matter, more knowledge about different teaching techniques, more knowledge to anticipate and relate subject matter
2. **Increased Knowledge of Teaching Environment:** more knowledge of children's characteristics, increased knowledge and ability to anticipate events, more knowledgeable and comfortable with subject matter, better understanding of what does and does not work in the classroom.

3. **Gradually Abandoning the Image They Held of Teachers:** gradually stopped conforming to an image and started using the teaching techniques that worked best for them, allowed their own personality to come out more.

4. **Gradually Gaining More Professional Insight and Perception:** more insight into the complexity of the professional environment; saw children in more complex ways and were able to respond to their needs more capably.

5. **Approach to Curriculum and Instruction:** Starting to See the Child as a Person: learned more and became more concerned with the child's self-concept, tried to deal more with the individual.

6. **Gaining Confidence, Security, and Maturity:** more comfortable with what they were doing, with the subject matter, and with the teaching techniques they used; more relaxed and sure of themselves.

7. **Willing to Experiment With New Teaching Techniques:** willing to experiment with different teaching techniques after mastering some initial skills; saw the need to use more teaching techniques to meet the needs of the children.

Just as in the first year of teaching, many professional characteristics which the teachers displayed in the second, third, and fourth years are intertwined. As teachers became more knowledgeable about the teaching activities and the teaching environment, they were more relaxed and confident. They had mastered some initial teaching skills and were confident about trying new teaching methods. They knew more about the children and were starting to perceive the complexities in teaching them. They also knew what did and did not work and could abandon their preconceived images of teacher behavior.
The teachers during their second, third and fourth years became less concerned with the teaching situation as a problem area. This confirms the stage of teaching situation concerns expressed by Fuller and Bown (1975).

There were several notable differences in the teachers' professional characteristics when comparing their second, third, and fourth years to their first year. The teachers were much more comfortable with their teaching in this second phase of development. They were more relaxed and not as nervous as they were the first year. They stopped worrying about themselves and started looking at larger concerns in the teaching situation. As they started to see the complexities in the children, they sought new teaching techniques to meet the wider range of needs they were beginning to perceive in their second, third, and fourth years. Also, the teachers expressed more of their own personalities in the classroom by letting themselves be more open and genuine with the children. Their experience increased their knowledge and abilities, and the teachers felt they were developing skills and meeting the children's needs more capably.

Lilian Katz (1972) called the second year the consolidation stage in which the teacher consolidates the overall gains made in the first stage and differentiates specific tasks and skills to be mastered next. Teachers in this study exhibited these characteristics in the second, third, and fourth year period. Katz did not discuss what the specific tasks and skills were whereas the teachers in this study identified specific professional characteristics for this time period.
Katz further labeled the third or fourth years as the renewal stage where the teachers tire of doing the same things and look at innovations in the field. Teachers in this study sought different teaching techniques in this period primarily to meet the children's needs rather than to break away from worn out methods as Katz had noted.

This study confirms some characteristics of second, third, and fourth year teachers reported in other researchers' and teacher educators' findings, but goes beyond by identifying additional characteristics presented in this section.

The fifth year and beyond. The information the teachers provided about their fifth year and beyond included a number of common professional characteristics as presented below:

1. **Knowledge of Teaching Activities:** good command of planning and organizational skills; knew many aspects of the job well; more able to adjust teaching to accomplish more; knew different ways of teaching

2. **Knowledge of Teaching Environment:** knew the children, curriculum, and teaching methods quite well; much knowledge due to cumulative value of teaching experiences

3. **Continuing to Abandon the Image They Held of Teachers:** gradually stopped conforming to the image and started using the teaching techniques that worked best for them; continued to let their own personality come out more

4. **Continuing to Gain More Professional Insight and Perception:** continued to become more perceptive of the complexities of the professional environment; viewed the children in more complex ways and were able to respond to children's qualities more capably

5. **Child-centered Approach to Curriculum and Instruction:** concerned with teaching the individual child and with relationships with the children; more personal emphasis in instruction; more concern with establishing and
maintaining a good classroom environment so warm relationships could exist

6. **Feelings of Confidence, Security, and Maturity:** sensed they could handle most situations they might encounter; confident and secure feelings; willing to try new things; feelings of being a mature teacher

7. **Continually Willing to Experiment With New Teaching Techniques:** willing to continually experiment with new teaching techniques to increase their competence, passively accept change, and keep their teaching interesting for them

Many of the professional characteristics exhibited in the fifth year and beyond were intertwined. When the teachers had a good command of teaching activities and understood the teaching environment, they felt confident, mature, and secure. They used what worked for them and abandoned the image of a teacher they thought they had to fulfill. Since they had mastered many of the initial teaching skills and were confident with new situations, they were continually willing to try new teaching methods. As they became more perceptive, they recognized the complex needs of the children and adopted a more child-centered approach to curriculum and instruction.

The teachers in their fifth year and beyond were concerned with meeting the needs of the children and with their relationship to the children. This confirms the stage of concerns about pupils reported by Fuller and Bown (1975).

Teachers in this stage knew what they were doing, where they were going, and what they wanted to do. They felt secure with the teaching duties and were competent in their performance of them.
The teachers accepted change as a continual process rather than a threat. Their reasons for trying new teaching methods were different at this stage from earlier stages. Earlier, the teachers were either unwilling to try new teaching methods or tried them to better meet the needs of the students. By this stage, the teachers had become skilled in a variety of techniques and continually tried additional techniques to increase their competence, passively accept change, and keep teaching interesting for themselves. The teachers focused on personal improvement and challenge.

The last reason for trying new teaching methods -- to keep their teaching interesting for themselves -- significantly affected the behavior of some teachers. The teachers felt they were meeting the needs of the children but also wanted to meet their own needs. To prevent boredom, they sometimes changed grade levels, schools, or aspects of their classrooms (learning centers, room arrangements, schedules, etc.).

Information from this study seems to confirm characteristics of the maturing period as described by Unruh and Turner (1970). Teachers in this study generally exhibited the acceptance of change as a continual process early in this last stage (around the fifth to seventh years) as compared to the fifteenth year or later as suggested by Unruh and Turner.

Feelings of professional maturity were experienced in the first decade of teaching, thus confirming Katherine K. Newman's (1978) description of teachers at that stage of career development.
Newman indicated that teachers in the end of their second decade of teaching felt like they were "getting into a rut" and changed schools and/or grade levels in an attempt to revitalize themselves. The teachers in this study expressed these concerns much earlier, as early as the fifth year in some cases.

Teachers in earlier years, years one through four, were primarily building knowledge and skills, and were determining if they wanted to make a career of teaching. This information concurs with Donald E. Super's (1975, pp. 28-29) description of the exploratory stages (ages 15-25) of career development when individuals determine their aptitudes and interests, and attempt to find a satisfactory occupation through a variety of activities, roles and situations.

Teachers in the fifth year and beyond generally became more committed to their careers and were satisfied with their chosen profession. Super (1957, chapter 9; 1975, p. 29) described the establishment stage (ages 24-45) of career development as a time for deciding what seems to be the best occupational choice, and for stabilizing and advancing a career. Information seems to confirm these career development characteristics for the teachers in this study.

Teachers in this stage expressed a growing concern for themselves and their own well being. They wanted to improve and be challenged and yet they were concerned about the tension resulting from teaching. Since they did not want to take job tensions home with them, many teachers tried to separate their personal and
professional lives. They also found ways in their personal lives to release the tension they had experienced in teaching.

A significant finding is the relative lack of changes the teachers expressed in the fifth year and beyond as compared to their first four years of teaching. Anne R. Peterson (1979) reported the teaching career could be described as a group of three interlocking sequences of development: (1) a sequence of job events, (2) a sequence of learnings of necessary job skills and behaviors, and (3) a sequence of changing attitudes and outlooks toward self and others.

Most changes in job events (grade levels, schools, districts) occurred within the first several years and the teachers then made relatively fewer changes. There were more changes in job events such as involvement in extra activities in the fifth year and later.

Most changes in acquisition of necessary job skills and behaviors were also reported for the first four years of teaching; in fact, the distinctions were clear enough to identify two yearly groups (first year; and second, third, and fourth years). The teachers identified more of their skill acquisitions during the years when they were mastering their skills (years one through four) compared to the years after they mastered the skills (fifth year and beyond). Teachers were learning new skills in their later years through workshops and other means but did not identify those changes in the same detail as they had for their earlier years.

Most changes in attitudes and outlooks came gradually, with more changes being identified in the first four years. Many teachers
by the fifth year had become committed to a particular philosophy for dealing with children; by this stage they changed only their techniques rather than their philosophy.

This study confirms some characteristics of teachers in their fifth year and later as reported by other researchers and teacher educators but goes beyond by identifying additional characteristics presented in this section.

**Additional developmental characteristics**

The growth in some personal characteristics expressed by the teachers can be discussed in relation to human developmental stages. Compared to their first year, the teachers at the time of the interviews felt growth in: (1) confidence and happiness; (2) maturity, capability, and affability, (3) flexibility; (4) open-mindedness; (5) assertiveness and expressiveness; and (6) egocentrism.

Most teachers felt competent by the fifth year, indicating they were at the esteem level or higher on Porter's hierarchy of needs. The teachers who had not achieved competence had hygiene needs; they were building their personal and professional skills to avoid failure. The teachers who had achieved competence had motivational needs; they were maintaining or improving their skills to seek further success.

The teachers' personal and professional characteristics seem to confirm Levinson's, Gould's and Sheehy's descriptions of adult life. In their mid-twenties, the teachers began provisional commitments to work, marriage and family, and other adult responsibilities.
By their fifth year, the teachers had committed themselves to teaching as a career when they reexamined their provisional commitments to the job. By the early thirties, most teachers had completed their movement from different schools and districts and had settled down in one location. This phase of professional commitment and growth after settling down in one school also confirms Peterson's (1979) first stage of teacher career development. Teachers in their forties saw the limits of success and achievement as time became more finite.

Teachers' Developmental Influences

The teachers provided a great deal of information about the conditions which existed when their personal and professional development occurred. This information was summarized in an earlier section.

Several factors appear to have significantly affected the teachers' personal and professional development. These factors will be discussed in this section along with an additional factor which had less influence than expected. The discussions will be presented in the following order: (1) influence of other teachers, (2) influence of accumulated experience, (3) interaction between personal life and professional life, and (4) influence of supervisory practices.

Influence of other teachers

Other teachers profoundly influenced the development of the teachers in this study. The other teachers were a source of ideas and materials. They were people the teachers could go to and discuss educational ideas and philosophies to challenge and clarify their
own positions. They were people who were sharing common experiences and who could provide a point of comparison for the teachers' own experiences. They were people who were friends and who created the organizational climate within the building.

Several conditions affected the interaction of the teachers and the sharing of ideas and materials. The other teachers' personal qualities and preferences for working alone or together often determined the amount of interaction which took place. Interaction was also affected by the availability of informal time (before and after school; during lunch, recess, and planning) and formal times for interaction (grade-level meetings in the school and the district for idea exchange; grade-level planning meetings). Teacher turnover often slowed interaction due to the time needed to develop new relationships but new ideas were brought in with the new teachers.

Most interaction occurred between teachers at the same grade level. They had a common curriculum, similar children and, often, similar problems. If interaction did not take place between teachers at the same grade level, the teacher often continued on his/her own or sought needed help from teachers one grade above or below.

**Influence of accumulated experience**

The teachers' accumulated experience appeared to significantly affect their personal and professional development. As they increased their knowledge of children, the subject matter, teaching techniques and other aspects of teaching, the teachers had more resources to draw upon when confronting new situations. When the teachers
increased their knowledge, their attitudes changed about their teaching, which subsequently led to a change in abilities and job performance. The teachers, for example, reported that their first year was very important because they learned so much about teaching. That knowledge affected their attitude toward teaching when they discovered they were deficient in performing many aspects of the job. With the increased knowledge and changes in attitude, the teachers changed their abilities and subsequently their job performance to meet the job demands better.

The teachers' knowledge accumulated yearly, leading to changes in job performance. Knowing they had this expanding repertoire of knowledge and skills, the teachers felt confident and mature in their fifth and later years.

Interaction between personal life and professional life

The teachers' development was significantly affected by the interaction between their personal lives and their professional lives. Most teachers indicated that their personal lives had affected their teaching and, in turn, their teaching affected their personal lives.

The teachers' personal lives generally affected their teaching in a positive and supportive manner. If they felt loved, wanted, and comfortable in their personal lives, they generally carried positive feelings to the classroom. Personal activities outside of school sometimes resulted in the teachers being more flexible, compassionate, and understanding of the children at school. The teachers did not
report any negative effects on their teaching from the influence of their personal lives.

The teachers' professional lives affected their personal lives in both positive and negative ways. Professional activities positively affected the general quality of life, personal development, and home life. The professional lives of some teachers created strain and tension which negatively affected family relationships. These teachers released the tension generated in their professional lives through activities in their personal lives. Despite efforts to separate the personal and professional lives, the merging of their roles often occurred.

Influence of supervisory practices

The influence of supervisory practices on the teachers' development was less than what might have been expected.

Several conditions indicate the negative influence supervisors and administrators had on the teachers' development. The teachers said supervisors were not available for assistance when it was needed, established rules in order to control the teachers, held differing opinions, and had unreasonable rules or philosophies. The teachers felt that supervisors or administrators with these characteristics did not provide the support the teachers needed, and thus limited the teachers' development. William Perry (1970) indicated that a balance of challenges and support must be provided for moral and ethical development. The teachers in these cases had the challenges provided
by the teaching situation but did not have the support necessary to continue their development.

When conditions established by supervisors and administrators were viewed favorably, the effect on the teachers' development was less than what might be expected. Positive influences included reasonable rules and procedures, clear expectations, helpful and supportive approach, being a source of ideas and reinforcement, friendliness and making decisions for teacher autonomy. Even though the positive influences existed, few teachers attributed their professional and personal development to their supervisors' or administrators' help.

Recommendations and Implications

The implications of the research and recommendations are provided in this section in the following areas: (1) research, (2) undergraduate teacher education, (3) graduate teacher education, (4) inservice teacher education, and (5) supervision and administration.

Research

Several investigations would lead to substantiation and interpretation of the major findings of this study.

Recommendation: that research be undertaken to describe the characteristics of teachers' personal and professional development and the influences on that development.

Recommendation: that research be undertaken to determine whether stages expressed by the fifteen teachers apply to other teachers' experiences.

Recommendation: that teachers' developmental characteristics be compared with evidence on adult development.
Recommendation: that teachers' developmental characteristics be compared with career development in other occupations offering horizontal advancement

Methodological modifications might prove helpful in identifying teachers' personal and professional characteristics. The teachers in this study were interviewed once for an average time of two hours and 10 minutes. Longer, more detailed interviews may provide a fuller view of teacher development. Focused interviews would allow teachers the opportunity to express issues during the interview which were important to them rather than being confined to a rigid set of structured questions predetermined by the investigator.

Recommendation: that investigators of teacher development increase the length and depth of teacher interviews

Recommendation: that investigators of teacher development use focused interviews to allow teachers the opportunity to express issues important to them

In this study, teachers were the only source of data on themselves. Teachers in future studies could be asked to collect photographs, notes, lesson plans, diaries, or other pertinent records which would refresh their memories of details of their development. As these materials are obtained, the teachers would begin to think about their development prior to the interview. Richer, more detailed interviews would result.

Recommendation: that investigators of teacher development have teachers collect pertinent records prior to the interviews

The fifteen teachers were interviewed at a single point in their careers. A cross sectional sample such as the one used in this study does not have uniform historical, cultural, and social
influences for given points in teachers' careers. A longitudinal study would overcome this variable and provide richer information for the development of individual teachers.

Recommendation: that investigators of teacher development undertake longitudinal study following teachers from their first year to retirement.

The listing of characteristics and influences on the teachers' personal and professional development in this study did not reveal the context in which the changes occurred. To illustrate the context, the data were presented in several ways, including the use of topical summaries, a case study, and idiosyncratic examples. Future studies of teacher development would provide a more meaningful view of the development if they also illustrated the context in which the development occurred.

Recommendation: that investigators of teacher development report data to reveal the context in which the development occurred.

Most teachers in this study completed their teacher training a number of years ago when there were fewer field experiences in teacher education programs compared to recent requirements. Most teachers reported difficulties due to a lack of knowledge and skills during their first year. Many teacher education programs today include a great deal more field experience. Future studies could compare teacher education programs with and without extensive field experience to determine which program better prepared teachers for their first year of teaching.
Recommendation: that investigators of teacher development study the relative value of field experiences in preservice teacher education.

The teachers interviewed in this study had committed themselves to a teaching career. Teachers who dropped out of teaching were not interviewed and their developmental characteristics and influences are not known. Future studies could identify characteristics and influences on the development of the teachers who dropped out to identify reasons why teachers resigned their positions.

Recommendation: that investigators of teacher education examine the developmental characteristics and influences of teachers who resigned their positions.

**Undergraduate teacher education**

Teachers who had more field experience in their teacher training programs felt better prepared in their first year of teaching than those who had less preservice field experience. Many teachers reported having limited knowledge and skills when they started teaching, and felt they struggled through the first year. More extensive contact with children in a classroom setting -- before the first year of teaching -- might produce better teachers. The merits of a one-year internship with a cooperating teacher should be examined.

Recommendation: that preservice teacher educators examine the merits of more extensive field experience to better prepare their students for the first year of teaching.

The teachers in this study reported their primary first year concerns and deficiencies to be with: (1) maintaining classroom control, (2) teaching the subject, and (3) improving their teaching
skills (lesson planning, organizing units and materials, grading, and knowing the curriculum and what to teach). Preservice teacher educators could examine and revise content in teacher training programs to better prepare the students for the problems of their first year.

Recommendation: that preservice teacher educators examine and revise content in teacher training programs to better prepare students for the problems of their first year.

**Graduate teacher education**

The teachers in this study took most of their graduate courses in their second through fifth years of teaching. Teachers at these years of service were looking for alternative teaching methods and were in the process of committing themselves to educational philosophies. Teacher educators who conduct graduate courses should consider the characteristics and needs of teachers who enroll in their classes and design their content accordingly.

Recommendation: that teacher educators who conduct graduate courses consider the characteristics and needs of their students when selecting course content and designing learning experiences.

**Inservice teacher education**

Several teachers in this study did not participate in inservice programs yet acquired knowledge and developed skills by other means. Many teachers appreciated the variety of inservice program topics and participated regularly. Most teachers obtained new ideas from other teachers during informal times or during formal meeting
times arranged by supervisors or administrators. Each teacher developed professionally yet there were many paths to that development.

Recommendation: that inservice programs be designed with the recognition that there are many patterns of professional development

The teachers in this study reported many problems with maintaining discipline, teaching the subject, and improving their teaching skills the first year. They reported that they were seeking new ways of teaching in the second, third, and fourth years and that they were in the process of committing themselves to educational philosophies. Fewer needs were expressed for the later years of service.

Recommendation: that inservice programs deal primarily with the needs and concerns of teachers in the first four years of teaching

Teachers in this study reported that they learned from other teachers. The needs and skills at various years of service could be considered and teachers could help other teachers.

Recommendation: that inservice programs give teachers the opportunity to formally and informally interact

Recommendation: that inservice programs use experienced teachers to assist teachers in their first four years of teaching

Many teachers expressed problems when dealing with tension which resulted from their professional activities. The tension was often released in some form in their personal life, sometimes with negative consequences.

Recommendation: that inservice programs help teachers understand and release tension generated in their professional activities
Many teachers had not examined their teaching careers in detail until the interview provided them the opportunity. Teachers may have a better understanding of themselves and may be able to facilitate their own development better if they had information about the characteristics of teacher career development.

Recommendation: that inservice programs allow teachers to learn about the characteristics of teacher career development and allow them to reflect about their own development.

**Supervision and administration**

Many supervisors and administrators described in this study did not provide support, and if they did, it often was not the right kind of support or it was delivered at the wrong time.

Recommendation: that supervisors and administrators receive training about the characteristics of teacher career development and the influences on that development.

Many supervisors and administrators described in this study did not challenge the teachers to develop further. Nor did they provide the teachers with the support they needed. William Perry (1970) suggested that a balance of challenges and supports is needed to facilitate development.

Recommendation: that supervisors and administrators provide a balance of challenge and support for each teacher to facilitate development.

Recommendation: that supervisors and administrators provide differentiated experiences and planned intervention when designing inservice programs or developmental activities.
Conclusion

The purpose of this study was to determine teachers' perceptions of their personal and professional developmental characteristics and to identify influences on that development. Research in this area is in a state of infancy. Sidney W. Bijou (1968) suggested that research covering empirical constructs (such as teachers' development) would best refine the descriptions and transitions and point to further subdivisions. Such research would be expected to accelerate the formulation of empirical laws with increasingly longer chains within and between developmental periods (pp. 422-23).

It is hoped that this study has contributed to an understanding of teachers' personal and professional development and that the chains within and between developmental periods have been extended.
APPENDIX A

FINAL INTERVIEW GUIDE

This interview follows the guidelines suggested by Merton (1956) for a focused interview. Therefore, there is inherent flexibility in the conduct of the interviewer due to the necessity to respond to the new emerging data.

Guide for the Interview

When did you decide to enter teaching?

What was it like your first year of teaching?

(Interviewer: Allow for a full range of responses while seeking specificity, depth, and personal context. When the teacher has completed the discussion of the first year, enter mutational questions where appropriate to raise additional issues.)

(interviewer: Provide transition to the second year of teaching. Enter mutational questions at the end of that discussion.)

(interviewer: Provide transition for a discussion of the third year of teaching. Follow the same procedure to the end of the teacher’s years of service.)

(Note: Sometimes in the upper years of service, teachers may have difficulty recalling specific years. In that case, discuss two or three years as a block of time as a focus of the interview.)

Mutational Questions

Mutational questions contain explicit reference to a previously unconsidered area. As part of a focused interview, the investigator has a list of significant elements which had been hypothesized to relate to the discussion area. If those issues weren’t brought up in the natural course of the interview, the investigator can enter mutational questions concerning those issues. Listed below are a number of those elements that had been hypothesized to be of value in the discussion of the teacher’s career. If they aren’t considered in the conversation, the investigator can enter them as mutational questions at appropriate points in the interview.
1. Did your problems in teaching change over the years? How did you change in relation to them?

2. Did you work with other teachers, or have you taught more-or-less alone?

3. Have you taught basically the same way since you started? How different? Why? When?

4. How have you changed as a teacher over the years? When? Why?

5. In what ways, if any, do supervisors or administrators make your work harder or less effective? In what ways have they really helped you?

6. Would you like to see the parents of your students more often or less often? Why?

7. How do you obtain your new ideas?

8. Have you sought more training at any time?

9. What are the really important satisfactions you receive in your work as a teacher? Were these satisfactions different earlier in your career?

10. Has the amount of energy you've put into teaching changed over the years? How? Why?

11. What are you trying to achieve as a teacher?

12. What changes - of any kind that occur to you - would allow you to do a better job of what you're really trying to do?

13. What are your major interests and activities outside of teaching? Were those interests and activities the same earlier in your career?

14. Did you have any non-teaching jobs while you were also teaching? When? Why?

15. Have any of your activities outside of school influenced your teaching? Or vice-versa?

16. Have you noticed any changes in yourself as you've grown older? How have you changed as a person over the years? Have these changes affected you as a teacher?
17. Has our society changed in any way since you've started teaching? How have those changes affected you as a person and as a teacher?

18. Have you changed any of your philosophies or beliefs since you began teaching? When? How? Why?

19. Do you feel like a "mature" teacher? How do you know? What is it like? How was it different than earlier in your career?

20. Do you feel comfortable with your working conditions? How would you like them different?

21. Did you intend to make a career of teaching? What are your career plans now?

22. How do you feel about your teacher training?

23. Has there been a change in the students over the years? Has your relationship with the students changed over that time?

24. Do you receive recognition for all you do as a teacher?

25. (At the conclusion of the interview) Is there anything else that you feel should be said that hasn't been mentioned so far?
APPENDIX B

FOLLOW-UP LETTER TO THE TEACHERS

Dear ______________:

First of all, I want to thank you for your willingness to be interviewed and to be a part of my research in my doctoral dissertation. In the study, I will interview twenty-five teachers to obtain their perceptions of:

1. Characteristics of their own personal and professional development

2. Influences of the school environment on that development

3. Influences on that development from outside the school environment

4. Influence of supervisory practices on that development

5. Preferred types of school environment and supervisory practice to facilitate that development

Each interview will be tape recorded and you might find that the interview will turn out to be more of a conversation rather than a series of questions and answers. Your identity will not be revealed in any subsequent publication.

I have enclosed a sheet for you to complete which will provide a capsule account of some information concerning your teaching experience for each school where you've taught. This sheet should be completed prior to the time I arrive for the interview. It will serve as an aid for me during the interview.

I have also enclosed a list of sample questions which might be used at some time during the interview. You do not need to list an answer for each of those on the sheet. Instead, I have enclosed
that list simply to give you an idea of what types of questions might arise during our conversation. You might start thinking about your teaching experience in relation to those questions before I arrive for the interview.

Once again, I appreciate your willingness to participate and am looking forward to meeting you.

Sincerely,
APPENDIX C

SCHOOL DATA SHEET

(see following page)
<table>
<thead>
<tr>
<th></th>
<th>FIRST SCHOOL WHERE YOU TAUGHT</th>
<th>SECOND SCHOOL WHERE YOU TAUGHT</th>
<th>THIRD SCHOOL WHERE YOU TAUGHT</th>
<th>FOURTH SCHOOL WHERE YOU TAUGHT</th>
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<tbody>
<tr>
<td>1</td>
<td>Name of school district, location</td>
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<td>2</td>
<td>Name of school</td>
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<td>3</td>
<td>Grade level/subject</td>
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<tr>
<td>4</td>
<td>Number of years teaching there</td>
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<tr>
<td>5</td>
<td>Dates of those years of service</td>
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<tr>
<td>6</td>
<td>Extra-curricular activities you sponsored</td>
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<tr>
<td>7</td>
<td>Other duties required of you in the school</td>
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<tr>
<td>8</td>
<td>Any comments you have</td>
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</table>
APPENDIX D

SAMPLE QUESTIONS FOR THE TEACHERS

SAMPLE QUESTIONS

1. Did your problems in teaching change over the years? How did you change in relation to them?

2. Has there been a change in the students over the years? What was its influence on you? Has your relationship with the students changed over time?

3. In what ways, if any, do elementary supervisors really help you as a teacher? In what ways do they make your work harder or less effective?

4. As you are personally concerned, what are the really important satisfactions which you receive in your work as a teacher? What do you feel is the most important satisfaction? Were these satisfactions different earlier in your career?

5. What changes - of any kind that occur to you - would allow you to do a better job of what you're really trying to do?
6. What are your major interests and activities outside of teaching? Were those activities and interests the same earlier in your career?

7. Have any of your activities outside of the school influenced your teaching? Your family/children?

8. Have you noticed any changes in yourself as you've grown older? Have those changes affected you as a teacher?

9. Have you changed any of your philosophies or beliefs since you began teaching? When? Why?

10. Do you feel like a "mature" teacher? How do you know? What is it like? How was it different than earlier in your career?
APPENDIX E

ILLUSTRATIVE VERBATIM PASSAGES:
PERSONAL CHARACTERISTICS

Growth in Confidence and Happiness

(Now) I have a much better self-concept. I like myself a lot better. I'm not at unrest. I learned a lot of things about my house which made me grow personally. Your level rises a little. I guess I felt better about myself all the way around. (PF-106, 181)

I've also become confident. (DR-129)

Growth in Maturity, Capability, and Affability

(Now) I hope that I'm a little more considerate, a little more understanding, a little more mature. (Also,) I'm not getting upset about (the drop in enrollment.) That's maturity. Ten years ago I would have been upset. (VK-124, 128)

I think (I'm) more conscientious. (BG-138)

I found myself being capable of doing things and relying on myself for things (that) I didn't know I could. (SM-115)

Growth in Flexibility

I would say I'm a much more relaxed teacher now. (MN-97)

(I'm) more cautious and down-to-earth, realistic. (DR-129)

Growth in Open-Mindedness

I'm (more mature) in that I'm more willing to try new things. I think at the beginning I was a little more afraid. (SB-8C)
It's much easier (now) to be open to other activities outside school because I feel like I have the time and I deserve it. And I'm not as critical of other teachers or other people in general. (PF-181, 182)

Growth in Assertiveness and Expressiveness
and Expressiveness

I guess I'm just not (intimidated) by someone just because he's an "administrator" or a "professor." I feel that I have a certain amount of intelligence and experience to bear out and feel a little freer to express my thinking. (SB-83)

Growth in Egocentrism

I'm (not) existing to please others, but (I am concerned) that they have a positive feeling about me. (GB-138)

Unchanging Qualities

I've (always been) very independent. I'm a very organized person, too. I don't think I've changed that much. (BC-81, 129)

I don't meet people easily; I'm not an outgoing person. (DR-87)
APPENDIX F

ILLUSTRATIVE VERBATIM PASSAGES:
PROFESSIONAL CHARACTERISTICS

Knowledge of Teaching Activities

First Year:
So the first day came and I had 35 children and I was scared to death. And I didn't know what to do so I handed out all the reading books. I knew it was wrong but I didn't know what else to do. (GB-7)

I don't think there were many satisfactions because I spent the whole year groping and thinking the next year would go smoother. (GB-35)

The first year, I think I tried five million ways to keep grades. Something that was convenient and that you could average after six weeks. (I also had a) problem in motivating (the children.) (DC-35, 36)

The first year was basically a lack of experience and knowing what limits to set. I wasn't really organized in teaching then. (LS-15, 62)

I think (I spent most of my time and energy my first year in) planning my lessons. (And) I think organizing and knowing what I was supposed to teach them for the whole year. Then of course grading papers. I remember reading was quite a problem, trying to organize and have groups. (SS-12)

Second, Third, and Fourth Years:
(After the first year) you can anticipate. You can't anticipate everything but you know how to organize to anticipate better (GB-36)

The second year was so much better for me because things fell much more into place. (I was) able to organize things a little bit better. (JM-67, 68)

(The second year) I didn't have to struggle so much with the discipline so I was able to do a lot more with the class as
far as different, special activities that I wasn't able to do the first year. (KM-48)

I made a routine for myself on how to do certain things. (SM-110)

**Fifth Year and Beyond:**
I'm more structured than I was at the start. I would hope that I'm better organized. I probably can deal with parents better. I think (teaching) gets easier the longer you're at it. You learn ways to accomplish the same thing and not take as much time doing it. I've refined my techniques. (MM-76, 77, 97)

I think every year I've taught, it's just compounded as far as what I do, how I do it. Every year is not based on the last year but is based on last year's experience and the years before it, and so forth. (DC-39)

After the experiences I've had now, I think I do a lot better job of teaching than I did (my first year). Simply because I'm better organized; I know what I'm doing, where I'm going, and what I'm supposed to teach. (SS-25)

**Knowledge of Teaching Environment**

**First Year:**
(In my first year, I didn't know) what they try to get away with, personalities (of the children). (JM-56)

I had some children that first year with some serious learning problems. Nobody helped me with anything and I didn't know what to do. I didn't know that they couldn't learn. (EG-32)

(My first year) I didn't realize that the reports were due at the end of the year. I didn't realize when lots of things were supposed to happen that I was responsible for. But I wasn't aware of them. (LS-15)

In kindergarten, you don't have a curriculum that you follow. You have to make your own curriculum. Which is something I didn't realize when I started. (LS-18)

(That first year) you have to adapt yourself to a specific curriculum and you haven't been taught that kind of thing in college at all. (KM-7)
I was beginning to put together what I had done and relate it. I made some changes then in organizing my room. It sort of comes out, you start setting up what you like, what you think works for you. (PF-75)

**Professional Insight and Perception**

**First Year:**
I liked the kids the first year. But my concern was that I was that I was worried about my responsibility. And I didn't even realize how well I was doing with the children. (PF-179)

At that time, I didn't think about inservice. The (curriculum coordinator) didn't have the kind of help that I needed at the time or, if she did, I didn't know what it was. (EG-31, 59)

It didn't even occur to me one way or the other (to see parents the first year). I was too busy. (GB-30)

**Later Years:**
I don't think the first two or three years I was much aware (of emotional problems). And I didn't have the background or the experience to realize that they had all these problems bothering them. That (insight) has come very gradually. (SS-119, 120)

I think it's a gradual process. You notice it as you go along. I find myself as I'm teaching a lesson that I'm looking and seeing who is and who isn't (with it). Whereas the first few years, I didn't. They were just there and I didn't even think I could concern myself with that. I was too concerned with how I was teaching and what I was doing. The first few years I wasn't able to perceive (the social and emotional growth of the children) so much. But now, I can see the changing a lot more. (SS-87, 91)

(Now) I'm able to read my class a little more quickly and know what they're going to need. (SM-169)

**Approach to Curriculum and Instruction**

**First Year:**
We had pages we were supposed to be on and complete by the end of the year. I don't remember thinking too much of it except it was good when I finished what I was supposed to finish. I don't remember that much personal contact with the children. I was too concerned with the routine. I think probably the first year I might have been teaching material. (PF-32, 34, 87, 169)
I think before (during my first year) I treated the whole class as a group. I think in my beginning years of teaching I was more concerned with what I was teaching: the subject. (SS-81, 86)

(My first year) I'd say I was very traditional. It was follow the curriculum. I didn't really deviate from that at all. I went straight from the books, no change. (KM-15)

Second, Third, and Fourth Years:
The first year I was more concerned with keeping control and teaching the subject. I think the second year I was more concerned with the kids because they all had problems. I began to see more individuals and that each one had to be different. And I started trying to find more ways of working with individuals and individual instruction. (SS-46, 81)

(During the first few years) I was trying to make learning fun and something the kids wanted to do. I wanted my students to want to come to school. (BC-65)

(Then I was trying) to be more successful with the children personally. To work on self-discipline and a good self-concept. I began not to be afraid of the children. (PF-86, 87, 88)

Fifth Year and Beyond:
I think I've become more lenient and allowed much more freedom in my classroom than I did before. I don't have the distance between myself and the children as far as being a figure of authority. I've become much more close to my children. I enjoy teaching much more because I've become much more involved with my children, (more) than just being a job. I just become more personally close with them, more affectionate. I think it's important to include their feelings when you teach. I always have the children's interests first as much as I can. (KM-100, 101, 111)

(Now I let) the class develop its own personality and I respond to it. If I allow things to progress naturally and respond to that, I'm ten times more satisfied. I think (that techniques) had been developing through my first five years here. (DF-104, 105)

You have to consider them as people first and students second, I think. (EG-66)

(Now) I am more willing to let the kids become involved and share their ideas with me about how to do things and what they would like to learn. (Before) I guess I was afraid of not getting
everything done. I (learned to) incorporate our curriculum into what the kids were really keying into at that time. I'm very much child-oriented. (SM-134, 156)

Professional Confidence, Security, Maturity

First Year:
I had some children that first year with some serious learning problems. Nobody helped me with anything and I didn't know what to do. (EG-32)

(My first year) I had 35 children and it was wild. (My goal) was just to make it through the year. And children that age are so dependent on the teacher to help them to do everything. You had to spread yourself so thin that you just didn't feel like you were being very effective. (KM-6, 17)

I didn't know if the problem was my problem, that I wasn't strong enough of a disciplinarian, or if I wasn't getting my ideas across. I was afraid to tell parents that their child had problems, afraid of their reactions. (MM-28, 98)

Second, Third, and Fourth Years:
I had confidence at the beginning but I think that as the years wore on, I got more confidence in my teaching ability. (It's because) you've had more experience. You know more about everything; about kids, about techniques, parents, the community. Just everything. Overall, I think my teaching techniques have relaxed a little bit. (EC-58, 60, 61)

(My second year I had) daily routines. I felt more comfortable in doing it because at least I had experienced it once before. And this is where the second year of teaching was more comfortable because there were some things that either had been eliminated because they hadn't been successful, or the things that had been successful you were a little more comfortable with trying. (It was satisfying to see) the confidence that I guess I built almost daily in myself and in my teaching techniques. (DC-38, 45, 46)

Fifth Year and Beyond:
(I feel like a mature teacher because) a mature teacher is one who feels that they are competent to deal with things that arise on a day-to-day basis. (GB-137)

Now I feel that I can meet whatever happens. (VK-128)
I had a lot of experience to draw on and I had a lot of confidence in myself as a teacher (in my fifth year). I think now that I'm older (after ten years of teaching) and that I've got a little experience, I think I enjoy more of my work and my pleasures and what I do. (My satisfactions are) being a good teacher, being an effective teacher. (BC-85, 127)

Willingness to Try New Teaching Methods

First Year:
It seemed to me that I had so much to do that I couldn't even work those (inservice offerings) in. At the beginning being fresh out of school, I really wasn't looking too much for extra school right then. (SB-44, 60)

Second, Third, and Fourth Years:
I was more comfortable (in my second year) and was experimenting with new ideas and new methods, and still am today. But I felt more comfortable because I had another year under my belt. (DC-52)

I would try different things and when something worked, I would latch on to it and remember it for the next time. (EG-20)

Fifth Year and Beyond:
One of the purposes of having (a student teacher was to obtain new ideas). I thought it would be good just to see what new had come up. Because I hadn't been back to school for several years so I thought I could get some ideas from her. (SS-107)

I feel that I have matured and I have a lot of maturing to do. I just want to continue on and to mature, and to develop, and to continue with the changing in times and the changing in methods. I don't want to become stagnant. (DC-131)
APPENDIX G

ILLUSTRATIVE VERBATIM PASSAGES;
PERSONAL AND PROFESSIONAL OVERLAP

Personal Life Affects Professional Life

Professional Life

I have been maturing myself and getting a little more comfortable with what I think about things and what I feel about things. And I think that has to carry over with what I do with the kids. (SB-81)

I think because I had always been around the young children in my family and I was close to my nieces and nephews, it might have made me a little more compassionate. (EC-46)

Professional Life Affects Personal Life

I think that girls go through a time when they feel it’s really necessary to start a family. I felt like that too but it just couldn’t be done then. Then you grow past that to other satisfactions in your life. You don’t have to be a mother to have great satisfactions in your life. As a matter of fact, my career makes that possible. (IS-158)

My experiences in teaching helped me more with my own children. The bad things I saw in school, in teachers, and in kids, I made sure these things would not come up in our family. For example, constantly we use experiences with our children. It helps them with their friends and their behavior. (PF-137)

Because of the changes in education today and the amount of energy a teacher has to put just to cope with discipline and the patience that it takes you to work through a daily classroom situation, I think my family has suffered for it too. By the time I get home, there isn’t any more patience left. (DC-140)
Personal and Professional Lives: Inseparable

Your personal life is entwined with your professional life. And you feel the need to have relationships at school (with other teachers) as well as with the kids. So if you're not comfortable there, then you can't be comfortable in the classroom. (IS-171)

Separating Personal and Professional Lives

(My personal interests) always are (different than my school interests). They've never changed. Many of the parents are teachers in this system, Many of the parents and teachers are good friends, I'm not because I feel school should be separate from social life. (GB-54, 111)

If you want to do the best job there is, you can make school a 24-hour job. As I get older, I'm not so sure that that is wise. I don't think your job should take all of your time but it can be that demanding. And when you start in September until June, you have those children with you all year long in your thoughts. You take the work home with you, you take the mental strain home with you. You can put as much time or as little time as you want to in it. (VK-83)

Personal Time and Tension From the Job

I think I expended so much energy on worrying about the school situation (my first year) that I didn't have much time for hobbies and interests. Plus it was my first year of marriage which is a problem in itself getting used to living with another person. So I really didn't have a very good year that year in my personal life. (IS-65, 66)

I probably exerted more energy that (first) year because I was trying so hard to find things that would work with my kids. I'm sure I spent more outside hours, much more time at home after school. (MM-49)

You need to forget about the school situation sometimes because it can just wear you down to the point where you have ulcers. So the second year I took up my former interests (fine arts, music, crafts). I did much better when I had a chance to live my life as well as my school life. The first year it was all packed together and it wasn't what I wanted. (IS-76)
I have to have some time away from school work in the evening. I just can't do school work all day. Sometimes I do; grading and planning. Usually I try to do that at school now. (BC-121)
APPENDIX H

ILLUSTRATIVE VERBATIM PASSAGES: INFLUENCES
WITHIN THE PROFESSIONAL ENVIRONMENT

Other Teachers

Some of the teachers, the personalities at that grade level, just keeps it from being a team. And we were just lucky that our personalities have really clicked together, that we could develop a team the way we have. (SM-42)

If I remember right, most (of the idea exchange) was informal. Like before school or after school or during recess or free period. Most of it was informal. We ate lunch together, too. We'd discuss things at lunch. (BC-92)

We had a lot of grade level meetings within the district. Like the kindergarten teachers would get together. (IK-45)

I think 80% of teachers kind of hesitate sharing ideas. Because it's kind of a game of one up-manship. You don't want somebody ahead of you. And if you share your ideas, they may do it better than you. (IK-20)

Lots of times I think new teachers bring a lot of creative, new ideas in and I think it tends to spur things a little bit sometimes. (SB-47)

I found that our staff made a big difference in me. From them, I learned to question and to develop answers for myself. I learned to set standards for myself, higher than even the ones I had set before. (SM-187)

The School Building

(The new open space building) was really hectic to begin with. We weren't supposed to bring in any of our own things. This was going to be a showcase school and we weren't supposed to bring in any old chairs, bookshelves, nothing. We had no dividers at all. (JM-89, 90)
I had 40 children in my room and no materials. (EG-38)

I taught every subject. It wasn't as specialized (with one teacher teaching certain subjects for all sixth grade classes.) (BC-88)

In a school that small when you have 13 teachers, the school pretty much could run itself. It was that type of situation. I mean things ran well because it was a stable situation. The same teachers, there wasn't a lot of turnover. And so we could go along with the routine whether (the principal) was there or not. (IK-82, 83)

We have a curriculum supervisor for the elementary level (available for our school.) We have a science coordinator. We have a reading specialist at the elementary level and of course the principal. A school psychologist that visits every week. We have a speech therapist and a learning disabilities tutor. (DC-110)

The Children

(The children today seem to have) less self-discipline. I do think there has been a decline in self-discipline. I don't think children know how to work. I don't think they know how to apply themselves to a task. They seem to need immediate gratification constantly. (MM-104)

A lot of kids I had had emotional problems. So I've always been kind of aware of that and tried to help kids and not pressure them too much if they had some problem at home. Sometimes I thought that school was probably the happiest time of the day for a lot of kids. Somebody liked them and they could learn something. (BC-37)

There's quite a bit of difference between fourth and fifth, too. In fifth grade they get a little mouthy and they're kind of growing up and they're in that age. And you had to deal with that. Whereas in fourth grade, they aren't quite that way. They're at the point where you can really talk and you can give them things to do and they can really search for it. But they're not quite old enough to challenge you too much. (SS-52)

Parents and the Community

The parents were very active in the school. We had a teacher aide program where I had a couple mothers who came in to help,
The parents came in and took over lunchroom duty and playground duty. You didn't have to gulp and run, you had a chance to get yourself together. (LK-107)

I originally thought I would never want to coach swimming (in this district) because the parents have a bad reputation of really getting on the kids. Also, it was really the parents that pressured (this bad principal) out. They started riding his back too because the kids weren't allowed to skip to school, or something obscene like that. They couldn't believe some of the things he was doing either. (DR-60, 84)

It was mostly a blue collar area. Small homes but nice, well kept. I would guess middle class, maybe a little below. But most of the parents were very cooperative. They felt school was important and were very interested in what their children did and wanted them to do well. (SB-12, 13)

**Workshops and Inservice Days**

I did take a course in teacher effectiveness training a couple of years ago which helped me in working with the children and the parents. (LS-39)

(The inservices) run a basic pattern. We have people come in from outside and have them discuss what the current trend is in education that year. (KM-52)

There are loads (of inservice programs) to choose from all the time through the university. We can go tuition-free because we take student teachers and also the freshman early experience program. The inservice programs give us more because (only teachers in this district are involved), people who have basically the same goals and the same problems. (GB-107, 108)

**The School District**

Our board of education is against teachers. They're basically not for the teachers at all (and) that has caused a lot of problems in our school system. We had a very difficult time getting our contract approved. Plus we had this (building evaluation for accreditation) which everybody despised. Then (the week after we finished the lengthy report) the superintendent says our school is the first one to be closed in the next two years. Everybody was in such a bad mood that year. (KM-90, 91, 92)
The school district has changed a lot. As far as the administration, they haven't grown with the district. There are times when I think (the district) goes with whatever (the current trend is). Sometimes I think the administration treats the teachers very much like children. (SB-66, 67, 68)

Society

Naturally as society changes, so does education. I tire of the pressures that are put on teachers now that weren't put on them before. Today you always feel "Am I doing it right? Do you think that parent is going to come in and say something?" But when you look at education nationwide, it's the pressure that's being put upon education. It's not just this district. (VK-93, 110)

In general, I think school doesn't have the importance that it used to have. There's a lot of criticism of schools going around right now and I get upset about it at times. In the years I've worked here, I've seen so many teachers doing so many good things that it upsets me when I hear general statements about the kids not reading. I don't feel that all the criticism is justified. (SB-73, 99)

The Curriculum

They didn't have a particular course of study or a curriculum guide for the kindergarten, where they did for the (other) grade levels. (IK-88)

It seems each year we get something new or some kind of revision of curriculum, which I think is good. (SM-111)

Teacher's Duty, Committees, and Extra-Curricular Activities

(In my second school) we had a lot more duties there, a lot less free time. We had (playground and hall) duty every single day all year long. Here we have one 20-minute duty every three or four weeks. (DR-96)

The Teaching Profession

I think on the whole, teachers now are much more professional than when I first started. This is a professional group I work
with; I could not have said that 15 years ago. These are people who really want to teach, are dedicated teachers, and have a lot to give to teaching. (GB-148)
APPENDIX I

ILLUSTRATIVE VERBATIM PASSAGES: INFLUENCES
IN THE PERSONAL ENVIRONMENT

Influences Prior to Teaching

In the seventh grade I started to work in the Sunday School playing piano for the kindergarten aged children. I continued that all through high school and through college. I received a lot of practical experience in the church work. (VK-1)

I don't think I thought about (teaching) until I had a high school teacher in my junior year in history. I had a great deal of respect for this person and I wanted to be able to teach like he did. Then I got into college and I started into it and decided I didn't want to work with kids that old. I didn't know if I would be able to handle it or not. I think I was a little worried about disciplining teenage kids. Personality-wise, I don't think I would have fit in as well in that situation. (SS-1, 2, 3, 4)

I had a really good experience student teaching. We had it easy (in the laboratory school). We had people typing for us. We had everything done for us, like running off ditto. But that helps you get organized. I think that personality has a lot to do in being an effective teacher. You need to get these kids out into the classroom if they want to be a teacher. (BC-51, 52, 159)

I went to Heidelberg College in Tiffin, Ohio. I was born and raised there. Went to school and lived at home. (DC-37)

Influences Since Starting to Teach

Being an elementary teacher, it goes without saying that it's going to take a lot of time at home. Since my husband was a teacher, it was a natural thing to work on our school work after school. So it didn't interfere with my life at home. I've had the extra benefit of having my mother and my aunt and so many people in my family as teachers and they've helped me a lot. (MM-24, 125)
The year before I came back here (to live near my family) I had a lot of personal things happen. I had been ill. I had surgery. I was in an automobile accident. I had been in the hospital for six weeks. Family all back here. I just felt that I needed to come back here and be around family, and maybe I made a mistake being way far away from family. I came back here for a year to sort of assess things and get my head on right. (Lk-80)

(Having my own children) brought a little more awareness to me. Also, maybe a little more respect for the parents. (DR-63)

A lot of my friends were teachers and did influence me from time to time. Anything that I'd hear anybody else say that they've tried and it worked, I'll take it and try it. My friends and family have borne a lot of burdens with me and have given me a lot of insight. (EG-47, 145)

After my first year of teaching, I was a Kelly Girl (for the summer). It makes you appreciate teaching. If there's one thing to say about teaching, it's never boring. No two days are ever the same even if you're teaching the same stuff. (KM-42)

It seemed that for several years in a row there, due to changes in my life, I never got to do the same thing over. (JM-77)
APPENDIX J

ILLUSTRATIVE VERBATIM PASSAGES: INFLUENCES OF SUPERVISORY PRACTICES

Principals

Personal and Professional Qualities:
He was a really good principal. I got spoiled because he was such an excellent principal. And he was an excellent person, too. He was very fair and he was very open. And he listened to his teachers. And he always stood behind teachers, there was never any hesitancy on his part as far as defending a teacher. He kind of rode the fence and the way he did it I thought was very effective. (BC-22, 23)

General Source of Help and Reinforcement:
(The principal) had constructive criticism and bolstered the things that were positive. And provided another head to attack a problem or go after a motivational technique. He's there to help you. He never really posed a threat. I think he really helped out. (DC-44)

Getting Along with Teachers:
Personally, I get along with (the principal) very well. He's not a real outgoing person, but he's very fair and he's consistent and he's flexible. I do talk to him about things that bother me or things that I think could be changed. So I have a pretty good relationship with him and I enjoy working with him. (BC-103)

Procedures, Rules, and Philosophies:
But the principal doesn't get around to classrooms very much. Her philosophy is not to bug the first year teacher. Let them alone, let them do their own thing. Don't go in and harass them. (KM-24)

Evaluating Teachers:
(The principal) evaluated me twice or three times (my first year). She told me the time and came in and observed. But as far as having a conference after and me evaluating myself and talking with her, I don't believe we did that. We do that now. (MM-12, 45)
Decisions for Teacher Autonomy:
We have a unique principal and we're pretty much able to do
anything we want. But we do have to write the proposal out and
kind of justify our program. (DC-107)

Help with Discipline:
My principal was very experienced and very much a disciplinarian
who ran a very organized, controlled school. She was a very good
administrator. (MM-9)

Help with Parents and Community:
Our principal is not one to leave it up to a vote of the parents.
He'll listen and receive a lot of input into what's going on.
He is pretty much the boss. (JM-149)

Efforts to Control Teachers:
(The principal) wanted to force us to get together (in a team
to plan) at least one time a week. There was a time set aside
but we never followed through on it. (DR-34)

Other Supervisory Personnel

We had a (county) elementary supervisor. She was there in con-
junction with inservice programs. (GB-24, 25)

The (individualized program resource person) would be the closest
thing (to a supervisor). She would come in every Friday after-
noon and do an activity with my kids. Rather than me going to
her for resources, I would use her own teaching knowledge in my
room. (KM-36, 70)

Absence of Administrators or Supervisors

The principal was there half time, and half time in another
small school in the district. (EG-28)

(With a principal) you have somebody directly there you can go to
whether it's a discipline problem or an academic problem or
even a personal problem. Without that person there, I think that
the weakness showed in the building. (DC-30)
(I would prefer) a stronger principal who is more in evidence in the building. I think he could set the tone. It would make it easier for the teachers to set the tone in the building. (MM-115, 115)

I think the principal should work on being more effective with the teachers. She always tries to appease everybody and in the process doesn't appease anybody. And she has no authority with the children. Either she undermines any discipline that the teacher tried to set up or there is not any kind of reprimand at all. (KM-119)

I think I was hoping (that) in a larger building there would be more people closer to my age. Part of it probably was personal. Feeling that other people were at your stage and at your level of learning and development in teaching. (SB-47)

The current music teacher is less than adequate. She looks for the easiest way out and doesn't do what I think could be done with little kids in music. (I'd replace her.) (IS-124)

I would like to see better discipline school-wide. (VK-97)

I'd give myself smaller classes. Even with 24 kids it seems like too many. (And) more supplies (are) definitely (needed). (JM-150)

I think that if there was some way which the district could make arrangements to have the professors come to the district and offer courses, which I know is done in other districts, I would probably take a lot more courses. (IX-12)

I would like teachers to have more respect from people as people. Instead of parents looking at me as a teacher, I wish they would look at me as a person. I wish they would look at me as a person that's a human (who makes) mistakes. I do make mistakes with their children and I feel bad about it and I wish they would understand that. They expect me to be perfect. (EG-128)
APPENDIX L

TEACHERS' PERCEPTIONS OF THEIR PROFESSIONAL CHARACTERISTICS

(see following page)
<table>
<thead>
<tr>
<th><strong>PROFESSIONAL CHARACTERISTICS</strong></th>
<th><strong>FIRST YEAR</strong></th>
<th><strong>SECOND, THIRD AND FOURTH YEARS</strong></th>
<th><strong>FIFTH YEAR AND LATER</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOWLEDGE OF TEACHING ACTIVITIES</strong></td>
<td>limited knowledge</td>
<td>increasing knowledge of planning and organization</td>
<td>good command of teaching activities</td>
</tr>
<tr>
<td><strong>KNOWLEDGE OF TEACHING ENVIRONMENT</strong></td>
<td>limited knowledge</td>
<td>increasing knowledge of children, school curriculum, and teaching methods</td>
<td>good command of teaching environment</td>
</tr>
<tr>
<td><strong>CHANGING IMAGES OF TEACHING</strong></td>
<td>conformed to perceived image of teaching</td>
<td>gradually abandoned image they held about teaching</td>
<td></td>
</tr>
<tr>
<td><strong>PROFESSIONAL INSIGHT AND PERCEPTION</strong></td>
<td>limited insight and perception</td>
<td>gradual increase in perception and insight</td>
<td></td>
</tr>
<tr>
<td><strong>APPROACH TO CURRICULUM AND INSTRUCTION</strong></td>
<td>subject-centered curricular approach</td>
<td>transitional period finding that students are people</td>
<td>child-centered curricular approach</td>
</tr>
<tr>
<td><strong>PROFESSIONAL CONFIDENCE, SECURITY, MAURIETY</strong></td>
<td>uncertain, confused</td>
<td>gradually more confident about subject matter and teaching techniques</td>
<td>confident, secure</td>
</tr>
<tr>
<td><strong>WILLINGNESS TO TRY NEW TEACHING METHODS</strong></td>
<td>unwilling to try; still mastering others</td>
<td>willing to experiment with new teaching methods</td>
<td>continually trying new teaching methods</td>
</tr>
</tbody>
</table>
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