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IN A CONFIDANT RELATIONSHIP.
THE OHIO STATE UNIVERSITY, PH.D., 1979

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AN EXPLORATORY STUDY OF
TEACHER DEVELOPMENT IN A
CONFIDANT RELATIONSHIP

DISSERTATION

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

by

Virgil Randall Flora, A.B., M.A.

* * * * *

The Ohio State University

1979

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This work is dedicated to
my parents, Virgil and Betty Flora,
who have given love, understanding,
and support.
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CHAPTER I

INTRODUCTION TO THE STUDY

Teacher development has different meanings. To some, teacher development refers to changing teachers in order to improve the organizational performance of schools. To others, teacher development means improving teachers' professional understandings and skills so that they will improve their instruction. Others see teacher development as the enhancement of interpersonal abilities so that teachers behave better toward other persons, thus make schools better places to learn, work and live. And others refer to teacher development as a process by which teachers achieve self-fulfillment while plying their craft.

In this study, it was assumed that teacher development referred to changes in professional capacity for teaching and personal capacity for experience. Teacher development was viewed as an integrated process of personal and professional development. Changes in professional capacity were assumed to involve enhanced professional understandings and abilities. Personal development was assumed to involve enhanced self-understanding, interpersonal understanding, and interpersonal abilities. Thus, teacher development referred to a process in which congruence is achieved with teaching role and the teacher's idiosyncratic nature and creative potential.

Counseling literature — specifically Jourard's work on self-disclosure — contributed to the formulation of the problem. Jourard claimed that self-disclosure can be a means for becoming aware of, and understanding self. Self-understanding appears to allow persons to clarify concerns relative to social circumstances. Clarification of self in relation to circumstances and role possibilities can enhance a person's ability to match role and self. Improved congruence can enhance potential experience. Congruence of self and role seems to be a necessary condition for "personality health" and the achievement of self-fulfillment.
This study involved exploration of an application of Jourard's theory to teacher personal and professional development.

Can opportunities for teacher self-disclosure contribute to teacher personal and professional development?

Because it could not be assumed that teachers would self-disclose, the initial focus of this exploratory study was:

What happens when teachers have opportunities to discuss teaching with another educator whom they believe understands their situations, experiences, and concerns?

A ten-week field study was conducted involving intensive observations and discussions (in the form of "helping interviews") with four teachers. The investigator provided opportunities for the teachers to discuss personal and professional experiences. Early in the fieldwork, the teachers appeared to engage in self-disclosure, and they expressed numerous concerns. Also, some of the teachers indicated that they began to perceive some things differently. Over the course of the interviews, the investigator inferred that the teachers began to clarify and refine their views on some matters. In addition, the investigator's involvement in discussions and observations contributed to identification of several interesting patterns. Given these early data returns, specific research questions were formulated. The first set addressed the feasibility of a confidant approach to teacher development. The second was more general. It addressed other data which emerged and appeared important to staff development. The research questions were:

I. Can a confidant relationship provide a feasible means for facilitating teacher development?

A. Can a teacher and another educator achieve a confidant relationship?
1. Do teachers increasingly engage in disclosure of personal concerns and experiences when discussing professionally relevant circumstances and events?

2. Do teachers' discussions reflect different awarenesses and understandings over time?

B. What consequences ensue for teachers who participate in discussions of teaching experiences and personal concerns with another educator?

II. What other kinds of data, which have implications for staff development, become available when teachers have opportunities to discuss teaching experiences and personal concerns with another educator?

Data then were analyzed and findings were reported relative to these questions. Practical implications and research questions were derived from the findings, and were reported relative to teacher development, school development, and development of a capacity for staff development.

The next section presents assumptions about teacher development. It is followed by a detailed statement of the formulation of the problem and the research questions. The chapter is completed with a description of the methodology and the plan of the study.

STATEMENT OF THE PROBLEM

Assumptions About Teacher Development

Development involves change. Teacher development refers to two general kinds of change:

- change in a teacher's capacity to experience and transact with elements of his or her environment

- change in the nature or form of a teacher's experience and transactions with elements of his or her environment.
Too, teacher development can refer to areas of change:

- professional changes: changes that are related mostly to professional understandings and abilities
- personal changes: changes that are broader and not primarily professional.

It was assumed that teacher development involved a complex process in which changes could occur in teachers' understandings and abilities. Understandings and abilities were assumed to influence teachers' capacities for, as well as the nature of their activities and experiences in personal and professional realms.

Given these assumptions about teacher development, a description follows on the problem formulation process.

Formulation of the Problem

The problem of this study was formulated in an inductive manner, and was guided by several assumptions.

Assumptions

Inservice teacher education, instructional supervision, and staff development are terms that describe approaches to changing teachers for the improvement of schooling. These approaches involve assumptions about teaching, teachers' potential for change, and goals for change. This study was based on the following assumptions:

- teaching is a process that is intended to enable youngsters to acquire understandings and abilities sufficient to allow them to survive in a socio-economic world and to achieve self-fulfillment
- teacher attributes influence the quality of teaching and learning, and affect the self-esteem of youngsters
teachers have capacities to change their attributes; i.e., teachers have capacities for personal and professional development

- teacher development proceeds through a transactional process involving person and environment

- teachers can set their own goals for development, and these goals also can be influenced by environmental phenomena, including other persons

- environmental conditions can be altered to influence teacher readiness and willingness to change, and also can influence the nature of teacher goals and development

- in addition to performance of the craft of teaching, teachers work as members of an organization (school), therefore have organizational roles to perform as well as teaching roles

- teachers have capacities to develop as organization members, as well as capacities to develop as teachers and persons.

A Core Problem of Staff Development

Persons responsible for staff development are concerned with improvement of teaching and organizational role performance. Staff developers typically assume one or more of the following:

- A school is an organization designed to deliver a product: schooling. If role definitions and articulation and teachers' capacities to perform roles are improved, then it is likely that the school's product will be improved.

- Teachers are technicians; teaching involves applications of professional technologies. If teachers increase and/or finely hone their professional understandings and skills, then students will learn better.

- Teaching involves communication; quality teaching is dependent on clear and effective communication. If teachers improve their communication abilities, they will be able to construct better learning climates and will relate better with students, parents, and other staff members.
A teacher's performance is affected by his or her motivation. Highly motivated teachers typically are better teachers. If teachers were more highly motivated, they would put more of themselves into teaching and relationships with students, parents, and other staff members, thus would teach better.

Teachers, like all people, have personal concerns. Teachers who effectively resolve their concerns typically are better teachers. If teachers were able to resolve their personal concerns satisfactorily, they would have more time and energy to put into teaching, thus would teach better and form better relationships.

Each of these staff development assumptions has some value. But each also presents a problem to the staff developer: How do I, a staff developer, help teachers to change?

Some Evidence on the Possible Value of Being Able to Discuss One's Own Teaching

The researcher had been involved as a member of a research team studying the first year of teaching. During this study, several first year teachers reported that they appreciated having opportunities to discuss their teaching with a researcher. They said their discussions helped them to feel better and to become more aware of factors involved in their teaching experiences. The implication was that their discussions of teaching were generally gratifying and useful.

The investigator was aware that teaching can be stressful and emotionally draining. His experience told him this; so did the first year teachers. Discussions of teaching concerns seemed to enable the

---

investigator and several first year teachers to objectify their circum-
cstances, and to feel better about themselves in relation to their con-
cerns. Though the stress-producing problems often remained after the
discussions, the problems no longer seemed insurmountable.

Teacher Attributes and Personality Health

A teacher's personal attributes appear to influence the relation-
ships a teacher forms. Too, personal attributes affect a teacher's
effectiveness in working with youngsters and others in a school.

Purkey discussed teacher attributes in terms of teacher beliefs --
beliefs about self and beliefs about students. He said that a teacher
behaves according to his or her beliefs. Teacher behavior influences
student learning and affects the beliefs students form about themselves.

The way the evidence points is that each teacher
needs to view himself with respect, liking, and
acceptance. When teachers have essentially favorable
attitudes toward themselves, they are in a much
better position to build positive and realistic
self-concepts in their students. 2

Purkey's work suggested that teachers with healthy views of them-
selves generally provide conditions that contribute to student learning
and development of positive self-esteem. Counselors work with clients,
in part, in order to help them achieve healthy views of themselves.

---

2 William W. Purkey, "The Task of the Teacher," in The Helping
Relationship Sourcebook edited by Donald L. Avila, Arthur W. Combs,
Counseling Literature: Jourard

A counselor or therapist is involved in helping clients change. Clients come for help, either on their own initiative or on referral. The counseling goal ordinarily involves enabling a client to settle personal problems, to improve beliefs and feelings about self and circumstances, and to improve behavior and experience in social settings. Though a variety of theoretical perspectives, strategies, and techniques are employed in counseling settings, personal development in valued directions is the usual goal.

One counseling strategy involves enabling or encouraging the client to discuss personal experiences and concerns. Jourard referred to this as allowing persons to engage in self-disclosure. He believed that candid discussions of personal matters enabled persons to reveal self to self. Through a process of verbal reflection, a client can objectify his or her circumstances and personal attributes, thus look at self.

Jourard claimed that self-disclosure was a means for achieving personality health. He considered a healthy personality to be one that understood self well enough to choose appropriate social roles. A healthy personality can achieve congruence of social role and his or her idiosyncratic nature and creative potential. Thus, a healthy personality can perform social role and achieve self-fulfillment.

Jourard also discussed conditions that counselors can provide to enable clients to engage in self-disclosure. Essentially, these conditions involve providing an atmosphere of trust, and communicating interest and empathy. 3

3 Jourard's work and the conditions that facilitate self-disclosure are presented in Chapter II.
Counseling Literature: Johnson and Matross

Johnson and Matross discussed approaches to helping persons change. They assumed that changes in attitude precede changes in a person's activities and experiences. They viewed attitudes as blends of feelings and beliefs that influence a person's predisposition to respond to phenomena. For them, attitude change involved acquisition, reversal, or intensification of an attitude. The goal of counseling involved changing inappropriate attitudes, i.e., changing attitudes that hinder goal achievement and that promote negative feelings. The writers viewed acquisition of appropriate attitudes as part of the goal of counseling. Johnson and Matross viewed appropriate attitudes as those that allow a person to transact with his or her environment in ways that allow goal achievement and promote positive feelings. 4

Johnson and Matross's view of the counselor's role was similar to Jourard's in that the counselor was seen as a person who enables client to discuss self. The counselor works to enable the client to discuss self by showing interest and empathy and avoiding judgments. The counselor's job is to build and maintain trust, and to reduce client defensiveness, egocentrism, and demoralization. If the client can engage in candid discussions of personal experiences and concerns, he or she can then examine and change attitudes.

The problem of the study began to take shape. It centered on allowing individual teachers to change by providing conditions for them to discuss personal and professional experiences. Can conditions similar to those used in counseling facilitate individual teacher development?

4 Johnson and Matross's work is summarized in Chapter II.
Individual Approaches to Teacher Development

Several approaches have been applied to the improvement of schooling. Some of these have involved changing individual teachers. Katz and others studied an advisory approach to inservice teacher education. The advisory approach involved providing nonevaluative listeners for teachers. It was intended to influence teachers to become "self-reliant and independent." The advisors provided assistance to teachers only at their request and in their teaching settings. One finding of the study was that teachers initially wanted advisors to provide solutions to their problems. Another involved advisors' perceptions that teachers were "lonely and/or suffering from a sense of isolation ... the advisors' fieldnotes give the impression that alleviation of loneliness and isolation was a major effect of the advisory approach we used." 5

Instructional supervision generally has been more directive than the approach studied by Katz. Pohland identified seven models of instructional supervision and compared these across eleven variables. Four of the models involved individual approaches to teacher change. These were:

• clinical supervision: a teacher educator approach that seeks to alter teacher behavior through joint analysis of teaching and the use of expert power

• microteaching approach to supervision: a teacher educator approach that seeks to enable individual teachers to enact discrete teaching skills through videotaped practice, review and further practice of these skills

• motivation approach to supervision: a quasi-administrative approach that seeks to raise teacher motivation levels through the use of motivation psychology

counseling approach to supervision: a counseling approach that seeks to enable a teacher to enact his or her personal role definition in an instructional setting as a result of involvement in a counseling relationship.  

The fourth one, the counseling approach, was proposed by Mosher and Purple. It was based on assumptions similar to those in this study.

- a teacher's feelings about self are dominant influences on his or her behavior and student learning
- a supervisor who assumes a counselor orientation can provide conditions for teachers to reflect, to refine personal role definition, and to change.

In the counseling approach, the supervisor is concerned with teacher beliefs and feelings about self and situation as these influence the teacher's behavior and student learning.

Simon's model is similar to the counseling approach, but he calls it "clinical supervision." However, it is clinical supervision of a different order than that identified by Pohland.

Clinical supervision is based on the assumption that enhancing professional effectiveness is contingent upon the integration of thoughts and action.... Lack of reflection about attitudes and assumptions leads to inconsistencies. What a professional espouses may not be perceived by others as consistent with his action.

Simon's approach involved teacher reflection on videotaped classroom events in light of stated teacher beliefs; that is, he provided conditions for teachers to compare their "espoused platforms" with their "platforms in use." His assumption was that teachers could change their

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classroom behaviors if they were given opportunities to reflect on their attitudes, assumptions, and actual behaviors.

Sergiovanni, too, discussed a supervision process that placed "the teacher in a key role as generator, interpreter, and analyst of events described." His approach involves teacher and supervisor in a joint venture of "discovery." The teacher and supervisor use data generated in the teacher's environment to make inferences and to construct understandings about the teacher's teaching. This "naturalistic approach" is reported to allow a teacher to develop in his or her manner yet consistent with his or her teaching situation. 8

The Research Questions

In recent years, several school improvement efforts -- inservice teacher education, instructional supervision, and teacher evaluation -- have been focused on links between teacher personal and professional development. The advisory approach to inservice teacher education, counseling forms of instructional supervision, and naturalistic methods of teacher evaluation are examples of efforts to improve professional performance by acknowledging the individual teacher's (client's) perspective and role performance as beginning places for development.

Jourard's theory of self-disclosure as a means for personal development assumes that the client's perspective provides a beginning place for effective counseling. Like the goals of the approaches to supporting teacher development, the goal of Jourard's approach to counseling is to

enable the client to achieve congruence of self and role, thus improve role performance and personal experience. Jourard appeared to view personal development as a process of achieving congruence of self and social role. Also, like the methods for facilitating teacher development, Jourard's counseling method is hinged on the client's ability and willingness to be candid in discussions of self and roles. Jourard asserted that effective counseling involves providing conditions that allow clients to engage in self-disclosure.

Advisory inservice teacher education, counseling approaches to instructional supervision, and naturalistic methods of teacher evaluation have been studied. However, other than the Katz study, there is little evidence available on:

What happens when teachers have opportunities to discuss teaching with another educator whom they believe understands their situations, experiences, and concerns?

Furthermore, there is no evidence available on the implications of teacher self-disclosure for teacher personal and professional development.

This study involved exploration of the implications of applying Jourard's theory to teacher development. The investigator provided conditions for four teachers to discuss personal and professional experiences and concerns. As the study progressed, specific research questions were developed. These were:

I. Can a confidant relationship provide a feasible means for facilitating teacher development?

A. Can a teacher and another educator achieve a confidant relationship?
1. Do teachers increasingly engage in disclosure of personal concerns and experiences when discussing professionally relevant circumstances and events?

2. Do teachers' discussions reflect different awarenesses and understandings over time?

B. What consequences ensue for teachers who participate in discussions of teaching experiences and personal concerns with another educator?

II. What other kinds of data, which have implications for staff development, become available when teachers have opportunities to discuss teaching experiences and personal concerns with another educator?

METHODOLOGY

Introduction

This was an exploratory study conducted in the field. It involved intervention that employed the investigator's skill at facilitating teacher discussions of personal and professional experiences and concerns. The feasibility and heuristic possibilities of a confidant approach to teacher development were explored.

Procedures

Four white female teachers from an inner city junior high school were informed of the purposes of the study and agreed to participate. The school selected resembled a setting in which the investigator had taught for five years (Appendix C and Appendix D).

Prior to fieldwork and interviews, the general problem involved identifying and establishing conditions that might permit teachers to
disclose teaching experiences and concerns. One condition involved the presence of an interested and trusted listener. The investigator presented himself to the teachers as:

- a person who had experienced teaching in a similar setting
- a student of teacher education who planned to embark on a career of pre- and inservice teacher education
- a person who approached teacher observations and interviews in a non-evaluative manner.

The study involved a ten-week fieldwork phase. The fieldwork consisted of classroom observations, naturally occurring discussions, and six tape-recorded discussions with teachers. A seventh interview was administered six weeks after the fieldwork.

During the fieldwork phase, the investigator observed teachers two to six hours per week, and kept field notes on observations and informal discussions. The interviews were structured to enable teachers to discuss personal experiences and concerns with teaching. The interviews involved a minimum of investigator directiveness, although questions were prepared for each interview. Interviews were tape-recorded and transcribed verbatim. The investigator kept a personal journal throughout the fieldwork phase. He was interviewed twice by colleagues in order to keep pace with his personal presuppositions, feelings, and development, as well as to stay aware of some of the influence he was having on the teachers and the investigation process.
Data Analysis

The investigator explored the data for naturally occurring patterns and themes. Also, he explored data-generated hunches in literature on organizational change, inservice teacher education, and instructional supervision. The specific research questions supra emerged during the fieldwork and literature search. These addressed the feasibility and possible consequences of teacher participation in confidant relationships.

The feasibility of confidant relationships as a strategy to facilitate teacher development was addressed by analysis of teacher discussions to discover whether teachers:

- engaged in self-disclosure when discussing professional matters
- created new realizations
- identified consequences of the relationships that might have value for teacher development.

Interview transcripts were analyzed to assess whether teachers discussed teaching matters; topics of discussion were culled from transcripts. The "Haymes (1969) Technique for Measuring Self-Disclosure from Tape-Recorded Interviews" was applied to each transcript to assess the extent of teacher self-disclosure. 9 Newly expressed realizations were culled from the interview tapes and transcripts of each teacher. That is, each teacher's set of interview tapes and transcripts were considered a unit for identification of newly expressed realizations; thus, four sets of data, one per teacher, were addressed. Newly expressed realizations were

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identified with reference to the following criteria:

- the teacher made direct statements that she had or was experiencing a new awareness, thought, or concern

- the teacher made paralinguistic expressions that indicated realizations, and these expressions were evident on tape and/or transcript

- comparison of teacher discussions across interviews showed newly expressed awarenesses or more extensive awarenesses, or new thoughts, ideas, or concerns

- teacher statements indicating that the teacher had reflected on teaching, and that reflection had contributed to different awarenesses, thoughts, and concerns.

Once the newly expressed realizations were identified for each teacher, they were placed in six categories across teachers. Consequences then were identified for each teacher. Consequences included newly expressed realizations and teacher statements of outcomes that they perceived during the investigation.

It was assumed that moderate and/or increasing self-disclosure during discussions of professional matters would indicate that the intensity of the confidant relationships was increasing. Realizations and consequences that teachers valued were assumed to indicate the "worthwhile-ness" of confidant relationships. The identification of developing confidant relationships involving worthwhile consequences was assumed to indicate that:

- teachers and another educator can achieve confidant relationships

- confidant relationships can provide a feasible means for facilitating teacher development.
The other major questions concerned the kinds of data that can be available when teachers have opportunities to engage in candid discussions of their teaching. Two kinds of data resulted from analysis of transcripts, field notes, and the investigator's personal journal:

- data on teachers' personal concerns, beliefs, and experiences
- data on the role and experience of the investigator-as-staff-developer.

THE PLAN OF THE STUDY

Chapter I introduced and stated the problem of the study. Chapter II provides a review of the literature that influenced the study. Chapter III presents methodological considerations, the procedures employed in the study, and the means for analyzing data. Chapter IV is a presentation and analysis of data. Chapter V reports the findings, and provides the practical implications and research questions raised by the study. The Appendixes contain background information that may be useful to the reader.
CHAPTER II

INTRODUCTION

Chapter I presented the problem. Chapter II provides a conceptual context for linking confidant relationships to teacher personal and professional development. The chapter is organized according to the following topics:

- sameness in teaching
- efforts to change teaching
- teacher attitudes and the educational experience
- change, development, learning
- assumptions about teacher development
- individuals and roles
- reflection, self-disclosure, and personal development
- considerations relative to attitude change
- guidelines for helping interviews

An added aspect is that Chapter II includes extensive summaries of other works, especially the works of Jourard, Argyris, Benjamin, and Johnson and Matross.
FACTORS THAT PERPETUATE SAMENESS IN TEACHING

Lortie stated that the teaching profession has not kept pace with social development in America; teaching has lagged significantly behind other professions.

Some of the factors Lortie cited as contributing to this lag are:

- Teachers are the "employed subordinates" of citizens. Teachers do not have the "legal right to govern their daily work affairs."

- "Teaching is only partially professionalized." Many teachers do not make a "full-time commitment" to teaching, nor do many view teaching as a "lifetime career."

- The structure and organization of teaching has remained the same for nearly two hundred years. Teachers work alone with a group of students. This phenomenon "is itself connected with high turnover, habits of curricular thinking, and the commitments of those drawn into teaching."

- Compared to other professions and occupations, teaching techniques have changed very little. "We can see the absence of any important gains in teacher productivity in similar student teacher ratios: teachers do not claim that they can now teach more in less time."

- Unlike other professions, entry requirements have not been upgraded for teaching. It has been relatively more simple to enter teaching than other professions.

- A long period of general education, a short period of professional education, and a brief and minor apprenticeship provide inadequate preparation for persons to begin new roles that differ significantly from those to which they were accustomed.

- Most new teachers experience isolation. Thus, they must learn how to teach on the job. This prevents easily managed access to technical understandings and skills, and appears to encourage conservative and individualistic perspectives on teaching, learning and change.¹

These factors present a dilemma for persons interested in the improvement of teaching. All are difficult to address, some more difficult than others. One place to begin might be with the teacher socialization process. Conventional wisdom and some research provide support for Lortie's contention that teachers are isolated, and that unfocused, implicit socialization contributes to "the emergence and reinforcement of idiosyncratic experience and personal synthesis." Individualization of socialization presents certain consequences for teacher educators or staff developers to address:

- teachers' socialization experiences lead them to doubt the existence of a common technical culture of teaching
- teachers assume that personal inadequacies or faults cause their failures because they have no common technical referents with which to judge their teaching performance
- individualization of socialization contributes to conservativism. Limited professional training does not provide for acquisition of new attitudes and technical knowledge and skills. Limited experience at developing technologically prevents a teacher from assuming a significantly different role. The reward system for teaching does not encourage the development of new understandings and innovations.2

McGill argued that schools are closed cultural systems. Teachers operate in arenas of ingrained attitudes and behaviors. These have been learned as students, then as novices and experienced persons in the profession. She claimed that teacher socialization is affected by implicit forces within school culture. Much like Lortie's view, much of teacher socialization takes place in grey areas between the light of consciousness

2 Ibid., p. 81.
and the dark of subconsciousness.³

The process of learning to teach appears to contribute to sameness. The structure of teaching remains relatively the same in part because the teaching environment provides few access routes to, and incentives for change.

**ATTEMPTS TO CHANGE TEACHING**

Several attempts have been made to change teaching. Some have been implemented on the basis of educational and social science research. Others have relied on conventional wisdom. The latter appear to be more conservative because of the nature of the assumptions on which they were based.

Preservice and inservice teacher education and instructional supervision have been the most common approaches to change in teaching. Staff development is a relatively new field. It appears to combine notions from inservice teacher education and instructional supervision with basic tenets of individual and organizational change.

**Inservice Teacher Education**

More attention has been given to teacher professional development since 1970. Hite and Howey stated that educators generally agree on the importance of teacher development. However, "studies show that there are great differences in how educators perceive inservice education," and that

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"no tradition of what constitutes a basic program" can be found. Differ­
ent values yield different perceptions of needs and goals, thus contribute
to the construction of different programs. Generally, educators have
agreed that inservice programs have been "less than satisfactory." However,
there are factors that appear to improve possibilities for inservice pro­
grams to be well-received.

King, Hayes and Newman found descriptors associated with highly re­
garded and lowly regarded inservice programs (Table 1). The most success­
ful inservice programs involved:

- selection of real needs and attainable objectives
- balancing of personal and organizational benefits as well as individualized and collective offerings
- cooperative determination of topic feasibility
- commitment on the part of those to be affected
- skillful and imaginative planning and programming necessary to make the experience rewarding
- proficient implementation of the planning
- purposeful evaluation of the effects of inservice programs.

5 Ibid.
TABLE 1
CHARACTERISTICS OF HIGHLY REGARDED
AND LOWLY REGARDED INSERVICE PROGRAMS

<table>
<thead>
<tr>
<th>HIGHLY REGARDED PROGRAMS</th>
<th>LOWLY REGARDED PROGRAMS</th>
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<tbody>
<tr>
<td>voluntary</td>
<td>coercive</td>
</tr>
<tr>
<td>developmental</td>
<td>remedial</td>
</tr>
<tr>
<td>relevant</td>
<td>irrelevant</td>
</tr>
<tr>
<td>well-planned</td>
<td>perfunctory</td>
</tr>
<tr>
<td>adequately financed</td>
<td>sterile</td>
</tr>
<tr>
<td>timely</td>
<td>ill-timed</td>
</tr>
<tr>
<td>professionally implemented</td>
<td>indifferently presented</td>
</tr>
<tr>
<td>evaluated</td>
<td>blindly accepted</td>
</tr>
<tr>
<td>cooperatively planned</td>
<td>administrator dominated</td>
</tr>
<tr>
<td>responsive</td>
<td>worthless</td>
</tr>
<tr>
<td>realistic objectives</td>
<td>inapplicable</td>
</tr>
<tr>
<td>released time</td>
<td>imposition</td>
</tr>
<tr>
<td>incentive</td>
<td>unrewarding</td>
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<tr>
<td>challenging</td>
<td>boring</td>
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</table>

Zigarmi, Betz and Jensen studied teachers' perceptions of the usefulness of different kinds of inservice teacher education. Among their conclusions were:

- A variety of approaches is desirable. Teachers seem to perceive "new" kinds of inservice programs as better than usual kinds.

- Inservice programs that assess and build on teacher needs, interests, and strengths are more useful.

- It is important to provide teachers' choices in matters of attendance, time, focus, and who to use as resources. When teachers have been able to exercise choice, they have perceived programs as more useful.

- Inservice teacher education requires time -- time to plan and implement initial and follow-up activities that support teachers in extending and applying what they learn.

- Inservice programs that begin with assumptions that teachers can be each other's resources and that provide teachers opportunities to share ideas and resources are more likely to be perceived as useful.

7 Ibid.
Programs that involve teachers in planning are those to which teachers are likely to be more committed.

Hite and Howey argued that inservice planners need to examine their personal perspectives, assumptions, and implicit theories of what teachers can and should do in the classroom and in inservice activities. Specifically, those who plan inservice activities must consider:

- **Alternative value perspectives:** Do teachers perceive particular inservice goals and activities to be compatible with their own views of how teaching and learning can best occur?

- **Comfort:** Do inservice planners perceive teachers to be "bottomless pits?" That is, should inservice planners begin to ask themselves just how much can teachers do? What should individual teachers quit doing? And how can individual teachers best channel their interests and capabilities?

- **Career development:** Can inservice planners and school leaders explore alternative staffing and other professional arrangements to provide teachers paths and incentives for thinking about and working toward career development?

- **Inservice education:** Do teachers perceive inservice experiences to have value? Do inservice planners provide teachers information on results of inservice activities? Do inservice planners provide feedback to the public on inservice results?

Hite and Howey stated that teachers' perspectives on inservice teacher education must be addressed in planning and implementation if inservice programs are to be successful.

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9 Hite and Howey, Planning Inservice Teacher Education. pp. 44-46.
... teacher pro forma involvement in inservice can be mandated, coerced, and perhaps even bought. Committed and continuing involvement by teachers may depend more upon our ability to address better such bottom-line factors as personal beliefs, reasonable roles, career aspirations, and evidence of actual utility in the classroom.  

Yet, Hite and Howey also felt that inservice teacher education programs should be rooted in consideration of the whole of teacher education, including future plans for the direction and quality of school programs. They cited Haberman's view that,

We've wasted a decade trying to equalize schooling by appealing to individuals. NDEA institutes, master's programs, sabbaticals, etc., like all historical efforts to improve teacher education, are based upon the monumental idiocy that each Susie Smith will, in the process of pursuing her own best interests, make a contribution that will culminate into important social change. 

Hite and Howey argued that the focus of teacher education should be redirected from individuals to "an entire school in a natural community setting."  

Just as ISTE policy decisions which respond only to perceived inservice needs without analysis of why they exist or when they might best be met, are short-sighted, so also are long range ISTE decisions based primarily upon individual needs with little, if any, concern about their collective impact on the quality and direction of school programs. This writer has repeatedly maintained that reform in teacher education cannot occur without concomitant reform in schooling.

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10 Ibid., p. 46.  
13 Ibid., p. 42.
Hite and Howey identified three basic trends in inservice teacher education.

- Job-embedded approaches: "planned activities which reasonably can be incorporated within one's normal instructional load to further professional development;" observation and feedback, curricular and instructional variations, and child-oriented variations.

- Teacher centers: the organizational purposes and structures differ, but usually involve teacher-teacher assistance and provide opportunities for making curriculum and instructional materials, for developing colleagueship, and for engaging in recreational activities.

- Partnership and consortia: these involve collaboration among colleges, school systems, and public service institutions.14

### Instructional Supervision

Instructional supervision can be considered a job-embedded approach to inservice teacher education. But instructional supervision appears to be only one of several kinds of supervision. Educators frequently confuse instructional supervision with other kinds. Of the seven models of supervision identified by Pohland, two (clinical and microteaching) can be considered instructional supervision for they focus on the technology of teaching (Table 2). One is rooted in administrative and organizational theory (administrative), three in psychological and/or communications theory (counseling, motivation, human relations), and one in curriculum theory.15

However, Pohland’s distinctions are not conclusive. There are differences of opinion on what constitutes instructional supervision. For

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14 Ibid., pp. 48-54.
example, Simon discussed clinical supervision as a process similar to the
counseling model.

Clinical supervision is based on the assumption that
enhancing professional effectiveness is contingent
upon the integration of thoughts and action ....
Lack of reflection about attitudes and assumptions
leads to inconsistencies. What a professional espouses
may not be perceived by others as consistent with
action.16

Simon's supervision strategy allows teacher and supervisor to identify the
teacher's personal beliefs concerning role (like the counseling model),
but provides videotaped feedback and subsequent discussion of the teacher's
classroom activities (feedback, discussion and problem solving similar to
the clinical and microteaching models).

Similarly, Sergiovanni distinguished between two kinds of "clinical
supervision:" one based on technical/rational assumptions and the other
on naturalistic assumptions. Both focus on the teacher's improvement of
teaching. But technical/rational values

are expressed in the form of predetermination and the
scientific method. Predetermination is evidenced by
establishing, before a teaching episode, outputs ...
and by otherwise specifying the rules of the game or
the blueprint for evaluation.

The scientific method is evidenced by an emphasis
on objective design characteristics in the evaluation
process and on a primary concern for precision in
measurement. 17

16 Alan E. Simon, "Analyzing Educational Platforms: A Supervisory
17 Thomas J. Sergiovanni, "Reforming Teacher Evaluation: Naturalis-
<table>
<thead>
<tr>
<th>Variables</th>
<th>Administrative</th>
<th>Clinical</th>
<th>Counseling</th>
<th>Curriculum</th>
<th>Motivation</th>
<th>Human Relations</th>
<th>Micro Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Conception of teaching</td>
<td>Organizational activity enacted by teachers in conformity with role expectations; a coordinated processing of students through the production subsystem.</td>
<td>An intellectual and social act characterized by patterned teacher-student interaction; a teacher behavior.</td>
<td>Enactment of a teacher's personal role definition in an instructional setting.</td>
<td>Transmission of knowledge organized by disciplines; may or may not include a value dimension.</td>
<td>An instrumental act energized by teacher needs and drives.</td>
<td>A face-to-face interactive process encompassing teacher and student personality variables within an instructional environment.</td>
<td>Execution of an identifiable act of pedagogical tasks or acts.</td>
</tr>
<tr>
<td>2. Basic assumptions undergirding model</td>
<td>Supervision is an element of administration and is therefore executed by administrators; teachers are subordinate (if professional) members of an organization.</td>
<td>What the teacher does is the basic determinant of what students learn; teaching is behavior, therefore improvement is secured by altering teacher behavior.</td>
<td>What the teacher does or feels about himself personally is the basic determinant of his behavior and subsequently of what students learn.</td>
<td>The content of what is taught largely determines instructional processes; hence improvement of instruction begins with curriculum reform.</td>
<td>Teacher performance is a function of teacher motivation. Stress is an effective motivator.</td>
<td>Teachers are internally motivated; improvement occurs as sets of discrete skills are mastered and integrated.</td>
<td>Teaching is behavior. Improvement occurs as sets of discrete skills are mastered and integrated.</td>
</tr>
<tr>
<td>3. Focus of supervision</td>
<td>Typically on maintenance and control; exemplified in formal teacher evaluation as personnel decision making mechanisms.</td>
<td>Analysis of teaching.</td>
<td>Person of the teacher, particularly the affective orientation to role; may focus on secondary processes.</td>
<td>Curriculum reform and associated instructional processes.</td>
<td>Assessment of teacher classroom behavior as an overt manifestation of the level of motivation.</td>
<td>Development of human interaction skills in instructional settings.</td>
<td>Identification and remediation of weaknesses in teacher's technical/ pedagogical repertoire.</td>
</tr>
</tbody>
</table>

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Paul A. Pohland, "Perspectives on Instructional Supervision: The Model Muddle"
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>4. Supervisory role and function</td>
<td>Primarily administrative or quasi-administrative; teacher evaluation a major function; may be utilized as a linkage mechanism.</td>
<td>Designed to provide teacher in-service training (&quot;teacher educator&quot;) with emphasis on the analysis of teaching.</td>
<td>Essentially a counseling role instituted to aid in the development of the teacher's professional identity.</td>
<td>Curriculum consultant (or specialist) delegated leadership in the identification of instructional objectives; determination of curriculum priorities; and R and D processes.</td>
<td>Quasi-administrative; responsible for generating cognitive dissonance (including stress) as a means of raising teacher motivation levels.</td>
<td>Administrative or quasi-administrative given the broad scope of expectations; major thrust on enhancing social integration within the context of a formal organization.</td>
<td>Technical specialist designed to provide teacher training in instructional technologies.</td>
</tr>
<tr>
<td>5. Structure of model</td>
<td>No clearly articulated structure; characteristically dependent upon secondary sources of information, infrequent and unscheduled classroom visitation, and utilization of formal evaluation instruments.</td>
<td>Pre-observation conference Classroom observation Analysis and strategy Conference Post-mortem (after R. Gobban)</td>
<td>Self-analysis (reflection) Interpretation Confrontation Revision (after Hosher and Purple).</td>
<td>No singular model; usually proceeds through assessment, development, implementation, and re-assessment phases. May or may not include significant teacher training components.</td>
<td>No singular model; typically includes observation followed by providing feedback, either explicitly or implicitly.</td>
<td>No singular model; dependent upon high face-to-face interaction; may utilize formal sensitivity training processes or other forms of group interaction.</td>
<td>Identification of skill to be learned. Modeling Practice Demonstrations Feedback (Recycle as necessary).</td>
</tr>
<tr>
<td>Variables</td>
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</tr>
<tr>
<td>7. Specialized supervisor training</td>
<td>Background in Administration (theory and practice).</td>
<td>Broad background in the behavioral sciences and in-depth knowledge of instructional processes.</td>
<td>Extensive professional and clinical training in counseling psychology.</td>
<td>Extensive background in curriculum theory and R and B processes; specific discipline mastery of probable necessity.</td>
<td>Background in clinical psychology.</td>
<td>Major specialty in group dynamics and interpersonal relations.</td>
<td>Primarily in the instructional process domain, especially the technologies of teaching.</td>
</tr>
<tr>
<td>8. Intended outcomes</td>
<td>Increased teacher compliance; increased probabilities of achieving organizational maintenance goals.</td>
<td>Teacher mastery of teaching craft; teacher as clinical analyst of his own teaching.</td>
<td>Establishment of personal role definition.</td>
<td>Curriculum reform</td>
<td>Heightened level of teacher motivation to perform.</td>
<td>Reduction in potential dissonance among organizational expectations and individual and group needs.</td>
<td>Teacher mastery of the technologies of teaching.</td>
</tr>
</tbody>
</table>
The naturalistic approach is based on identification and clarification of the individual teacher's assumptions about his or her role and personal ability. It relies far less on the scientific method and far more on the intuitions, aspirations and capabilities of those involved at both ends of the evaluation ... sees value in discovering as opposed to determining and in describing as opposed to measuring.19

Staff Development

Staff development typically is used to refer to a comprehensive approach to school improvement. It includes elements of inservice teacher education, instructional supervision, and organizational change. Several approaches to staff development characterize its brief history. Some have been based on technical/rational assumptions and have attempted to train teachers to attain predetermined organizational or curricular/instructional goals. Others have been focused on changing beliefs, interactional and problem solving styles, and behaviors of individual teachers in order to improve schooling.

Schiffer argued that staff development programs dependent on either of these approaches are deficient. She claimed that staff development programs can be successful only if they acknowledge and respond to personal, organization, and political (who has the authority to make educational decisions) realities. Staff development, according to Schiffer, requires attention to these three realities, and a balance of interdependent interests, goals, and domains of authority.20

19 Sergiovanni, "Reforming Teacher Evaluation: Naturalistic Alternatives"
INFLUENCE OF TEACHER ATTITUDES

Purkey's review of research indicated that a teacher's attitudes can influence the educational experience. A teacher's beliefs and feelings about self influence his or her interaction with youngsters.

The way the evidence points is that each teacher needs to view himself with respect, liking and acceptance. When teachers have essentially favorable attitudes toward themselves, they are in a much better position to build positive and realistic self concepts in their students.21

Purkey's work indicated that teacher expectations of student academic abilities and teacher feelings about student(s) can influence what students learn academically and what they learn about themselves. Students can learn to see themselves as the teacher sees them. Student achievement and self-esteem can be influenced by

- teacher beliefs and feelings about self
- teacher beliefs and feelings about students.

Teachers typically prefer to feel effective, needed, and wanted. Teachers want their students to learn and to become self-sufficient and confident. Also, teachers hope their students will respect and/or like them. However, there is a dilemma involved in teaching: teachers have to get students to learn, but still want students to like and/or respect them. Purkey stated that teachers can overcome this dilemma.

... teachers want to be significant forces in the lives of their students .... Yet in order to influence students, it is necessary to become a significant other in their lives. We are seldom changed

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by people who we see as insignificant or unimportant. The way the teacher becomes significant seems to rest on two forces: (1) what he believes; and (2) what he does.\textsuperscript{22}

Purkey's solution was to enable teachers to acquire positive beliefs and feelings about themselves, which could allow them to acquire positive attitudes with regard to students. Improved attitudes, Purkey assumed, can contribute to improved teacher behavior. In turn, teachers can allow themselves to become "significant forces in the lives of their students."

\textbf{CHANGE, DEVELOPMENT, LEARNING}

The purpose of this section is to distinguish among change, development and learning, and to clarify the nature of teacher development.

Change can be used to refer to a process in which something becomes quantitatively and/or qualitatively different. Duncan wrote that change is an indicator, a bit of evidence from which we infer that something has happened. It is a "tool" word that enables us meaningfully to relate events occurring at two different points in time.\textsuperscript{23}

Change can take different forms. Change is a generic word that can refer to a number of processes: alteration, substitution, innovation, transformation, development, evolution, conversion, revolution, etc. Change, development, and learning are three concepts of interest in this study.

Development is a kind of change. It involves structural differences (often in the form of increased structural complexity) and sometimes involves difference in size or number (growth). Development refers to a

\textsuperscript{22} Ibid., p. 256.

process that results in qualitatively different states that may or may not include growth. Development involves the building of structures that have potential to alter functional and/or experiential capacity. Consequences of a person's development might include an altered capacity for transaction and/or a different capacity for experience. Also, development can result in changed forms of transaction and/or different kinds of experience. Development proceeds as a consequence of maturation and transaction, and can take place on conscious and less than conscious levels.

Learning can be considered a kind of development. However, learning appears to involve more consciousness of aim. Engagement in a learning process involves attention to the acquisition of "knowing" a particular or particulars. Development involves integration of knowing with a capacity to experience and transact with environmental phenomena. Sanders made this distinction between learning and development:

Learning is the process of acquiring knowing by a human being. Conscious, explicit knowing is the aim of learning and can take three forms as expressed in these partial statements:

"Knowing that ..."
"Knowing to ..."
"Knowing how ..."

Development is the process by which humans achieve increased integration and differentiation of learning and knowing and heightened capacity to transact with their environments. It is manifested in increased capacity to sense or be aware, to understand or comprehend, and to engage with the environment.

Thus, while development can proceed as a result of maturation, transactions with the environment, and experience, learning takes place as a consequence of involvement in activities for the attainment of knowing.

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Scientists who study living phenomena concern themselves with development. Botanists study the development of plants. Ethologists study processes in which animals acquire adaptive behaviors and change their capacities for transactions with environment. Developmental psychologists study processes in which humans acquire forms of understandings and abilities, and different capacities for experience and transactions. Many social scientists study communication processes in order to understand how social realities develop and then create possibilities for the development of other realities.

Burgers argued that memory, tradition, anticipation and choice function to enable living entities to develop. Though he admitted that stochastic factors operate to influence development, he stated that living entities develop and procreate partly because of their ability for anticipation. Living entities have creative potential, and that potential is released through anticipation. Anticipation functions in a way that allows the entity choice, an opportunity to choose a direction or action. Too, Burgers claimed that entities make choices according to anticipated consequences. An entity opts courses of action that might provide a return on freedom to choose that is equivalent to or greater than its current freedom of choice. Sometimes this involves self-sacrifice in order to permit others of the entity's kind to sustain themselves and develop. Action on choice contributes to an entity's development and/or to the development of its kind. 25

Development appears to proceed partly in response to stochastic variables, but also as a result of memory, tradition, anticipation and choice.

Sahlins wrote on evolution, a kind of development. He noted that evolution takes two forms, general and specific. General evolution results in increasing structural complexity formed by successive transforming experiences between entity and environmental phenomena. Specific evolution refers to the development of species or culturally specific transactional modes that are formed from successive entity-environment transactions. General evolution is marked by stages, i.e., levels of structural complexity, and specific evolution is evidenced by adaptational forms. Developmental psychologists have documented similar phenomena in cognitive development. Persons appear to develop through general stages of structural complexity, but environmental and individual factors contribute to the acquisition of specific forms for transaction and experience.

TEACHER DEVELOPMENT

This study was concerned with teacher development. Given the preceding discussion, it can be assumed that:

- teacher development necessarily involves change
- teacher development can proceed by maturation and transactions with environment
- teacher development can be influenced partly by stochastic variables, but also by memory, tradition, anticipation and choice
- teacher development can be characterized by changes in capacity to transact with environmental phenomena

• teacher development can be characterized
  by changes in capacity to experience

• teacher development can be characterized by
  changes in forms of transaction with environment

• teacher development can be characterized by
  changes in the nature of experience

• teacher development can involve learning

Also, since teachers live in environments other than the school, it can
be assumed that:

• teacher development can refer to changes that
  are related to teaching (professional development)

• teacher development can refer to changes that
  are removed (psychologically and physically)
  from teaching (personal development).

INDIVIDUAL DEVELOPMENT AND SOCIAL ROLES

Jourard stated that a healthy person develops in ways that lead to
congruence of individual tendencies and preferences with social role. A
healthy person can maintain good feelings and achieve self-fulfillment
in the performance of his or her social role. A healthy person matches
social role with his or her internal needs, preferences, and creative
potential. The healthy person is not stifled by social role requirements
and experience; rather, he or she is effective and is nourished by his
or her effectiveness.27 Jourard's theory is outlined below.

27 Sidney M. Jourard, The Transparent Self (New York: Litton Educational
  1971), pp. 25-33 and Disclosing Man to Himself (New York: Litton
A. Persons participate in social systems. A social system might have two members (such as friendship or marriage) or a million or more (such as a community or nation). A person usually participates in more than one social system.

1. Social systems exist to accomplish goals.

2. A social system requires members to perform roles related to the system's goals.

   A role is a repertoire of behavior patterns which must be enacted in given contexts. Failure to enact an appropriate role results in the enactment of sanctions from system members.

3. Social systems train (socialize) persons so they might adequately perform roles.

4. A person who appropriately and adequately performs roles is a normal personality.

B. Persons have idiosyncratic needs, including a sense of identity and creative potential.

1. It is the nature of a person to strive to fulfill idiosyncratic needs, to develop a sense of identity, and to use his or her creative potential.

2. To perform a role according to social system requirements, a person sometimes must sacrifice needs, identity, and creativity; thus, sometimes a person's idiosyncratic nature, etc. are in jeopardy of being stifled.

3. There is an inverse relationship between the stifling of a person's idiosyncratic nature, etc. and his or her achievement of positive personality health; the more idiosyncratic nature, etc. are stifled, the less likely he or she will achieve positive personality health.

4. The degree to which social system role requirements stifle members' idiosyncratic natures indicates the degree to which the normal personality is a healthy personality; the normal personality is not a healthy personality when appropriate and adequate role performance significantly stifles idiosyncratic nature, sense of identity, and creative potential.
5. Social systems which require conformity but, in so doing, produce unhealthy personalities are themselves in jeopardy; the health of a social system is dependent on the collective health of its members.

C. A system with integrity, whether a person or a social system, is one that can resist illness, disintegration, and/or disorganization.

1. A system that is sick is a system protesting its lack of integrity.

2. An unhealthy personality is a system protesting its lack of integrity.

3. There are two kinds of unhealthy personalities:
   a. those unable to learn roles and when they are to be performed,
   b. those who perform roles satisfactorily, but suffer agonies of boredom, anxiety, and stultification in performance of these roles.

D. In healthy social systems, healthy personalities satisfactorily perform their roles.

1. Healthy personalities have integrity; a healthy person's activities are congruent with his or her basic nature.

2. Healthy personalities move in valued directions;

3. Healthy personalities are able to disclose selves to others.

E. Self-disclosure is an indicator of personality health and a means for achieving personality health.

1. It is not until a person is his real self and acts his real self that this real self is in a position to grow.

2. A person's self grows from the consequence of being.

3. A person's self stops growing when the person represses feelings, values, and beliefs; alienation from one's real self arrests personal growth and makes a farce out of one's relationships with others.
F. Role relationships can be distinguished from interpersonal relationships; interpersonal relationships are achieved through personal transactions, but role relationships can be performed both impersonally and personally.

1. Roles must be performed to enable the social system to work; roles are inescapable.

2. A person is more than a role because the person has a self, i.e., he or she has an idiosyncratic nature, a sense of identity, and creative potential.
   a. roles may prohibit a self from being
   b. a person may only know his or her role and not self, therefore, may be self-alienated.
   c. a self-alienated person fears and distrusts his or her real self.
   d. impersonal role performance is both a result of, and contributor to self-alienation.

G. Taking advantage of opportunities to disclose self to trusted and significant others allows a person to see self, thus allows a person to achieve personality health. ²⁸

According to Jourard, a person who adequately performs social roles is a normal personality. But a normal personality is a healthy personality only when the role is congruent with the person's idiosyncratic nature and permits fulfillment of his or her creative potential.

Argyris's Theory

Argyris was concerned with similar matters. However, his focus was on the connections between, and developmental potential of individuals and organization. He viewed some levels of incongruence between individual and organizational role requirements as healthy states.

²⁸ Ibid.
It is our hypothesis that the incongruence between the individual and the organization can provide the basis for a continued challenge which, as it is fulfilled, will tend to help man to enhance his own growth and to develop organizations that will tend to be viable and effective.29

Argyris assumed that demands, tensions, and dissonance help persons and organizations achieve their potentials. He cautioned, though, that too much or too little tension can be unhealthy for individual and counterproductive for organization.

Though there were differences between Jourard and Argyris, both viewed personality health and system health as involving achievement: a continuous process of achieving new fits of person and role. They both were concerned with the interface of person and role.

Organizations and personalities are discrete units with their own laws, which make them amenable to study as separate units. However, we also believe that important parts of each unit's existence depend on their connectedness with the other. We hypothesize that one cannot fully understand the individual without understanding the organization in which he is embedded and vice versa .... Our primary interest is at the boundaries of both -- at the points where they overlap and are interrelated. 30

Too, Argyris emphasized flexibility on the part of the person and organization.

The problem of integrating the individual and the organization is one in which both have to "give a little" to profit from each other.31

Argyris discussed "psychological energy" as an important influence on an individual's role performance. He stated that psychological energy tends to increase with perceived successes, and to decrease with perceived

31 Ibid., p. 31.
failures. Three factors appear to influence increases in psychological energy:

• the individual values and views self in a positive light, and wants to increase competence, self-awareness, and acceptance;

• the individual has opportunities to define his or her own goals and means, is able to relate personal goals with those of the organization, can evaluate his or her effectiveness fairly, and continually is able to increase challenges available in his or her work;

• the general culture in which the individual lives supports his or her sense of developing competence and self-esteem.

It would seem, therefore, that leaders could benefit an organization by providing conditions that enhance workers' psychological energy. However, an organization typically is confronted with a dilemma: how to structure work activities for optimal output without obscuring opportunities for workers to achieve psychological successes and consequent possibilities for self-development. An outline of the "organization dilemma" is presented below.

Proposition I. There is a lack of congruency between the needs of individuals aspiring for psychological success and the demands of the (initial) formal organization.

Corollary I. The disturbance will vary in proportion to the degree of incongruency between the needs of the individuals and the requirements of the formal organization.

Proposition II. The resultants of this disturbance are frustration, failure, short-time perspective, and conflict.

If the participants in the organization desire psychological success:

1. They will tend to experience frustration because their self-expression will be blocked.
2. They will tend to experience failure because they will not be permitted to define their own goals in relation to central needs, the paths to these goals, and so on.

3. They will tend to experience short-time perspective because they will have no control over the clarity and stability of their future.

4. They will tend to experience conflict because, as healthy agents, they will dislike frustration, failure, and short-time perspective, all of which are characteristic of the present job. However, if they leave, they may not easily find a new job, and/or may find the new job the same as the previous one.

**Proposition III.** Under certain conditions, the degree of frustration, failure, short-time perspective, and conflict will tend to increase. The resultants of the disturbance in the organization will tend to increase in degree:

1. As the individual agents increase in degree of desire for psychological success.

2. As the degree of dependence, subordination, passivity, and so on, increases. This tends to occur (a) as one goes down the chain of command; (b) as directive leadership increases; (c) as management controls are increased; and (d) as human relations programs are undertaken but improperly implemented.

3. As the jobs become more specialized.

4. As the exactness with which the traditional formal principles are used increases.

High levels of frustration, conflict, and psychological failure contribute to attempts to adapt to work environment that, from an organization leadership perspective, are dysfunctional (such as absenteeism, non-involvement, alienation, etc.).

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32 Ibid., pp. 40-41.
33 Ibid., pp. 59-92.
Jourard and Argyris both were concerned with individual and social system health. Jourard suggested that verbal reflection (self-disclosure) could contribute to personality health.

**REFLECTION AND DEVELOPMENT**

Reflection on experience contributes to development by allowing creation of new understandings. Reflection can be done nearly instantaneously or it can involve long periods of thought. One can reflect in private or verbally in the presence of one or more persons.

Social interaction involves rapid reflection. Individuals enter social situations with understandings and use interpretive procedures to build and sustain social realities. Ethnomethodologists refer to an interplay of understandings and interpretive procedures as essential to the construction of social realities. Interpretive procedures can be considered processes of reflection. They permit construction of new understandings which, in turn, make subsequent understandings and development possible.

Jourard discussed a particular process of reflection that can facilitate personal development: self-disclosure. Self-disclosure is a form of verbal reflection on self and circumstances conducted in the presence of a trusted, significant other.

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34 Hugh Mehan and Houston Wood, *The Reality of Ethnomethodology* (New York: John Wiley and Sons, Inc., 1975), pp. 98-106. The authors state that social knowledge (understandings): provides a practical interest in the world; is socially distributed; is tacit; takes the world for granted. The interpretive procedures allow creation of social realities and new understandings. These are: searching for a normal form; doing a reciprocity of perspectives; and employing the *et cetera* principle.

35 S. M. Jourard, *The Transparent Self and Disclosing Man to Himself.*
Jourard's research indicated that persons who have opportunities to disclose self to others gain more realistic views of self. Self-disclosing persons tend to be healthy personalities. Self-disclosure appears to be an indicator of personality health, and also a means for achieving personality health.36

Reflection through self-disclosure allows "objectification" of personal experience and idiosyncratic nature. It permits one to become an "I" who views "me." Viewing "me" contributes to clarification of elements of experience and preferred ways of being and enables one to fit goals and roles with "self." Thus, reflection can permit development and the achievement of personality health.

Jourard claimed that effective counselors provide conditions that facilitate self-disclosure. Too, an effective counselor understands and accepts self, and is able to disclose self and be spontaneous in relationships with clients. The counseling relationship becomes a confidant relationship. An effective counselor becomes his or her client's confidant by providing opportunities for candid discussions of personal experiences and concerns. Through the use of "helping interviews," effective counselors build clients' trust and attempt to enable them to change attitudes that prevent self-realization and self-fulfillment.37

ATTITUDE CHANGE

Johnson and Matross argued that self-fulfillment often requires changes of attitude. Personal problems occur frequently because attitudes toward

36 Ibid.
37 Ibid.
self and/or others block realization of self or goal attainment. A summary of some of their work is presented below.

Attitudes are a combination of feelings and beliefs which result in a predisposition to respond favorably or unfavorably towards particular persons, groups, ideas, events, or objects. Attitudes are relatively enduring predispositions which give continuity to behavior over time; they are learned rather than innate; they are susceptible to change.

Attitude change is the acquisition, reversal, or intensification of an attitude.

Attitudes are a kind of generalization which simplifies the complexities of experience. As do habits, stereotypes, or theories, attitudes enable a person to apply to the present behaviors which they perceive to have been adequate for similar previous experiences. Attitudes permit simplification of some modes of experience so that others might be experienced. But attitudes, the same as habits, can either help or hinder. The kind of life a person lives depends on whether his attitudes facilitate or frustrate his living. Appropriate attitudes facilitate personal development; inappropriate attitudes frustrate development.

Appropriate attitudes from the helper's point of view are attitudes which promote the ability to carry on those transactions with the environment which result in maintaining oneself, growing, and flourishing. Appropriate attitudes promote feelings of happiness, satisfaction, enjoyment, joy, and even ecstasy.

Inappropriate attitudes are attitudes which make for a more painful and troubled life through decreasing such abilities. Inappropriate attitudes promote feelings of depression, despair, sadness, guilt, fear, anxiety, shame, and even anguish.

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39 Ibid.
Attitudes are learned through social experience; i.e., a cultural or social group can teach a person to take certain attitudes, such as inappropriate attitudes and negative feelings. Environmental "forces" can be redirected, added, and/or removed to permit a person to change attitudes and feelings. A counselor can facilitate attitude change in another through the use of helping interviews in which he works at:

1. Building and maintaining trust: to permit helper and helpee to communicate effectively.

2. Reducing factors interfering with constructive problem solving.
   a. Reducing defensiveness: to allow helpee to examine inappropriate attitudes
   b. Reducing egocentrism: to allow helpee to view his problems from different perspectives
   c. Reducing demoralization: to enhance helpee’s motivation to solve his own problems.

A counselor facilitates attitude change by providing nonthreatening conditions and opportunities for his or her client to discuss personal experiences and concerns. These conditions are known as "helping interviews." Benjamin provided a few guidelines for helping interviews, some of which are presented in the following section.

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40 The investigator accepts Johnson and Matross's statements that "the first stage in helping a person change his or her attitudes is to reduce the forces preventing such changes before advocating new and more constructive attitudes." The investigator believes, however, that a helper might not want to advocate a new attitude for healthy-tending persons. A healthy-tending person might be capable of developing a new attitude with the supportive presence of a helper. The distinction is one of degree. To the investigator, "advocate" seems to imply a stronger form of intervention than does "support." Healthy-tending people might not need a stronger dose, and might even resent it.

41 Ibid., pp. 57-68.
HELPING INTERVIEWS

Benjamin discussed guidelines for helping interviews. These are outlined below under two general headings: conditions and how to effect change.\(^{42}\)

I. Conditions of the helping interview

A. External Conditions

1. The interviewer must select and arrange space conducive to communication. Benjamin states that his preferred seating arrangement is at right angles with the interviewee because this enables interviewer and interviewee to look at each other or to look away comfortably if either needs to collect thoughts.

2. The room should be carefully arranged and the time well-planned so that there are no interruptions.

B. Internal Conditions: The interviewer should

1. Bring as much of self as he or she can to the interview. But he or she must be careful not to focus on self because this impedes interviewee talk and denies the interviewee attention to his or her needs.

2. Try to sustain a feeling that there is nothing more important at the moment of the interview than wanting to help the interviewee.


4. Trust his or her own ideas and feelings. He or she should be able to listen to his or her own and the interviewee's ideas and feelings.

5. Be honest with the interviewee; the interviewer should be able to honestly state that he or she did not hear or understand the interviewee when this occurs. Interviewer honesty and revelations of fallibility help the interviewee to build trust, and to become part of a reciprocally trusting relationship.

6. Listen and absorb, and should not impose his or her life space on the interviewee.

C. The interviewer should work to reduce interviewee's defense mechanisms to enable the interviewee to cope with reality.

D. The interviewer should provide conditions to enable the interviewee to explore personal concerns. Thus, the interviewer should

1. Learn from previous interviews.

2. Use silence to facilitate interviewee discussion.

3. Break silence if silence is an indicator of interviewee confusion.

4. Try to see the situation for what it is, and try not to be defensive if silence is a result of interviewee resistance to the probing of sensitive matters.

II. How to Effect Change: The interviewer should

A. Assume that the interviewee will learn from the experience, will create new facts and ideas, and will develop more realistic feelings and attitudes.

B. Demonstrate "unconditional positive regard" (Rogers, 1951). That is, the interviewer should demonstrate his or her belief that interviewee is responsible for his or her thoughts, beliefs, actions -- responsible for oneself -- and that the interviewer believes interviewee will develop increased capacity to use his or her resources.

C. Play an active, vital role, i.e., should demonstrate genuineness.

D. Prevent interviewee from becoming dependent on the helping interview and the interviewer.

E. Demonstrate respect for the interviewee by eliminating interference by attending to him or her.

F. Accept the interviewee; that is, treat him or her as an equal and regard his or her thoughts and feelings with respect.
G. Be a person who genuinely likes people, is optimistic about humankind, feels involved with humankind, is tolerant of human weaknesses and foibles, is convinced that humankind can be heroic and selfless, and likes to learn about others.

H. Strive for:
   1. Understanding about interviewee
   2. Understanding interviewee
   3. Understanding with interviewee.  

Benjamin's guidelines for helping interviews are informative to counseling, and are similar to the approaches of Jourard and Johnson and Matross. The guidelines are useful to the extent that they permit conditions to be established in which clients can feel sufficiently secure to begin discussion of personal experiences and concerns.

SUMMARY

Chapter II presented a review of ideas relevant to the problem under study. This discussion provided a context for linking confidant relationships to teacher development.

43 Ibid.
CHAPTER III

DESIGN OF THE STUDY

Introduction

Human activity, to a great extent, is guided by cognitions or understandings. Constructivist approaches to research suggest that understandings persons carry and employ in everyday living are analogous to theories.¹ Theories guide behavior, shape social reality, and are themselves shaped by the world.² This investigation was a human activity and, as such, was guided by theory. In this case, the theory was yet to be well articulated; it had emerged from the interaction of a number of personal and professional understandings, and had not been deliberately and empirically explored.

The purpose of the study was to further develop this idea or embryonic theory, and to generate new ideas and new areas of inquiry. The approach taken to generate these heuristic possibilities was the alteration of a usual reality. The usual reality was teaching, and teaching conditions were altered by the intervention of a person with intentions


² "World" is used here to represent that which emerges from physical and sociocultural realities. This is not to exclude the metaphysical, which might encompass these realities.
different from those usually interfacing with teachers. The intervening person's intention was to act as both a student of teaching and a particular kind of helper, a confidant. Because persons with intentions like these usually are not in schools, this person's involvement was labeled an "intervention."

Questions typically associated with interventions intended to set the conditions for exploring the possibilities of a theory are:

What are the consequences of intervention?

To what variables — intervention, ecological, personalogical — can the consequences be linked?

How are the intervention processes and consequences conceptually related to the embryonic theory?

What new ideas and areas of inquiry ensue from a scholarly consideration of the intervention processes and consequences?

That is, of what value to theory was the intervention, what kinds of things can be learned from further investigation, and how can further investigations proceed?

There is no label that adequately illuminates the nature of this study, therefore, the following discussion is intended to help the reader understand the research design and procedures.

Kaplan makes a distinction between field studies and field experiments. A field study is one in which there is direct or indirect observation of behavior in the circumstances in which it occurs without any significant intervention on the part of the observer.³

A field experiment is one in which

the scientist intervenes in the context of behavior as it is given, and for the specific purpose of experimentation.... This may be contrasted with a laboratory experiment, in which the context as well as the behavioral pattern is subjected to controls.¹

Kaplan described the exploratory experiment as a "special kind of heuristic experiment." Whereas a heuristic experiment is designed to generate ideas, to provide leads for further inquiry or to open up new lines of investigation,² the exploratory experiment,³

is frankly intended to see what would happen if ______. Often it is associated with a new technique, which is tried on a wide variety of problems and subject matters until the most promising sorts of applications become apparent.... An exploratory experiment may be conducted to determine a range of outcomes with the systematic variation of some parameter, as in fixing the optimal dosage of a drug. Or it may be conducted according to a trial-and-error pattern to exhaust some set of possibilities. In general, an exploratory experiment invites serendipity, the chance discovery; it is part of what we do to deserve being lucky.⁶

This study did not fall clearly into any of Kaplan's categories; it was a hybrid. There was observation of behavior in a natural setting (the school and classrooms) and there was intervention (interviews), but intervention consisted mostly of the investigator's facilitation of teacher discussion. Thus, this was neither a field study nor an experiment. It had characteristics of field, heuristic, and exploratory experiments, but was not controlled for clear identification of independent and dependent

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¹ Ibid.
² Ibid.
³ Ibid.
⁴ Ibid., p. 149.
variables. The purpose of the study was to generate new ideas and areas of inquiry related to the feasibility of the confidant relationship as a strategy for teacher development.

This was:

- an exploratory study,
- conducted in the field,
- involving intervention that depended on the investigator's skill at facilitating teacher self-disclosure and the teacher's capabilities for reflection more so than it depended on the investigator's direct manipulation of variables, and
- was conducted for the purpose of drawing inferences on the feasibility and heuristic possibilities of a particular strategy intended to facilitate teacher development and school improvement.

Selection of Site

The investigator selected a school that had characteristics similar to those of a school where he had taught for five years. His rationale was based on a concern that he could develop an adequate understanding of the setting. The investigator believed that a school with characteristics similar to those of his teaching experience would enable him to become a part of the setting and to understand it from internal and external perspectives. Also, he believed teachers might feel more free to discuss teaching experiences and personal concerns, if they believed that the investigator had had similar experiences and concerns.

The setting was an inner city junior high school (Appendix C). Student population was approximately 900; 95% of the students were black and the remainder were white. The average income of the community fell in a lower middle range, but there was a significantly large low income population.
The school staff members were predominantly white, with the exception of the nonprofessional staff who were black. The principal and one assistant principal were black males, and the other assistant principal was a white male. During the investigation, the principal was on special assignment to a committee to study and make recommendations on the school system's impending court decision on desegregation. The white assistant principal became acting principal.

Two factors external to the buildings were significant influences on everyday life in the school at the time of the study. One involved the many battles in courts and within the school board over desegregation. The other was the financial condition of the school district. As a result of insufficient funds, a large number of teachers were notified that they would be reassigned — either to other schools, to substitute status, or to other work responsibilities (nonteaching) — and others were notified that their contracts would not be renewed.

Selection of Teachers

The investigator had been acquainted with the principal for eight years, having taught his first two years in a school where the principal had been an administrator.

Ten weeks prior to the "interview-observation phase" (fieldwork) of the investigation, the investigator notified the principal about the proposed study and requested permission to conduct it in the school (AJH). 7

7 The setting will be referred to as "AJH" throughout the study.
The principal asked to review the proposal, which he did, then responded affirmatively to the investigator's request that he identify teachers who would be willing to participate. The investigator provided a brief statement of the study's purposes and procedures for the principal to distribute to faculty with a request for volunteers. Three weeks prior to the fieldwork, the principal notified the investigator that he had been assigned to a central office desegregation committee. He introduced the investigator to the white administrator who recently had been appointed acting principal.

The acting principal identified several teachers from which to draw four for the study; the investigator played no part in this initial identification. The investigator and acting principal met to select the teachers. Three were called to the office, one at a time. The acting principal introduced each teacher to the investigator, and the investigator stated purposes and procedures of the study. The first teacher, a white male, decided not to participate. He was an instrumental music instructor who had teaching responsibilities in two elementary schools in addition to the junior high. He said that his schedule would prevent him from participating. The second teacher was a white male who also decided not to participate. He said that he had a busy schedule (he was a special program teacher and coach of a major sport) and he did not have "good feelings" about the project. The third person, a white woman, agreed to participate and said she looked forward to being involved in the project.

The acting principal suggested that the investigator return the following day and, in the meantime, he would arrange to have three more teachers who would be willing to participate.
The investigator returned the next day to discover that the acting principal had identified three teachers, white females, who said they would participate in the study. The three were at once introduced to the investigator. The investigator carefully reviewed the purposes and procedures of the study. He wanted to assure the teachers that he wanted them to participate only if they felt comfortable about doing so. They agreed to participate. The investigator obtained telephone numbers and teaching schedules from the teachers (Appendix D).

The investigator devised a time framework for observations and interviews that was suitable to the teachers. Exact observation times were scheduled for the first week. The first interviews were held during the second week of observation, and subsequent observation and interview schedules were constructed weekly. As the study progressed and the teachers became comfortable with the investigator's presence, observation schedules became unnecessary. However, the investigator made it a point to schedule each interview at the teacher's convenience.

Research Design

The design of the study was dependent upon the following:

- observing teachers at work in their teaching settings
- establishing conditions for candid teacher discussions of teaching experiences and concerns
- keeping pace with the investigator's inferences and feelings during the investigation.

8 During the follow-up interviews, the investigator discovered that at least two of the teachers felt that they were gently coerced to participate in the study. The reason was: "If your principal asks you to do something, what can you say?"
The interview (the investigator's attempts to facilitate teacher discussion of teaching experiences and personal concerns) constituted the "treatment." The interviews were also the primary data source. Secondary data sources consisted of classroom and school observations, non-interview conversations with the four teachers and other persons in the setting, and the investigator's reflections on his participation.

Treatment

The treatment consisted of interviews with teachers. These interviews were modeled after "helping interviews," thus were primarily teacher-centered. The investigator consulted with teachers when scheduling interviews.

The investigator participated in an interested, empathic manner in all interviews, and made the interviews as "interviewee-centered" as possible. The investigator participated primarily as a helper, which meant that he employed many of the helping strategies and techniques suggested by Benjamin and Jourard. But he also wanted discussion to be focused on teaching situations, teaching experiences and concerns, teaching role, and self-as-teacher. There were times, therefore, when he phrased questions and comments to influence teachers to discuss these matters.

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9 Treatment is not used here in the experimental sense. It refers to intervention without measurement and manipulation of independent variables and their effects on dependent variables.

10 Refer to Chapter II for discussions of the works of Jourard, Benjamin, and Johnson and Matross.

The first, fifth, and final interviews were prestructured more than the others. In the first interview, the investigator requested background information on each teacher, then sought the teacher's thoughts and attitudes about teaching. The first interview yielded baseline data on each teacher, and established expectations for future interviews: the structure of the interview influenced teachers to expect to discuss personal and professional experiences and concerns. The fifth interview involved questions specific to each teacher's previous discussions. It also included two questions that were designed to facilitate each teacher's discussion of her perspective, experiences, and concerns. One involved asking the teacher whether she thought her beliefs about herself and her students influenced her teaching, and consequently, her students. The other requested that the teacher respond to assertions that teaching is a "helping profession."

The final interview, in many respects, was a continuation of the earlier ones, but involved a number of questions that elicited teacher reflection relative to the interview–observation phase of the investigation.

Tapes and Transcripts

All interviews, including interviews in which the investigator was questioned by colleagues, were recorded on audio tape. With the exception of Barbi's sixth interview and one interview involving investigator and colleague, all interviews were transcribed verbatim. These two were not transcribed because the tapes broke early in the transcription process. Transcripts of the first several interviews included paralinguistic expressions such as "uh," "uh huh," sighs, pauses, etc. The remaining
interviews were transcribed verbatim, but without these paralinguistic expressions. The investigator transcribed the first set of interviews, but employed a typing firm to do the others. The typing firm would not transcribe paralinguistic expressions.

Observations

Teachers were observed two-to-four class periods per week. Classroom observations provided information to facilitate discussions with teachers, and provided context for analysis of teacher discussions.

The method the investigator used to record observations allowed him to focus on the teacher and on activities that seemed to impact most directly on her. Immediately after each observation, the investigator recorded events in chronological order. Then he completed the descriptions. Descriptive statements, inferences, and judgments were labeled. After these were recorded, the investigator labeled the perspectives he employed when recording the events. For example, sometimes he assumed a teacher perspective — "Roger is misbehaving" — thus he noted this perspective, then reflected on other perspectives that he could have assumed. Attention to perspective and distinctions among descriptions, inferences, and judgments enabled the investigator to maintain a sense of detachment or objectivity.

The Investigator's Experience

The investigator assumed that he would be a major influence on the investigation process (treatment and data collection), that he would be one of the subjects of investigation, and that he would influence data
analysis. Thus, the investigator kept pace with personal reflections and feelings that could have influenced his participation and could have influenced the teachers. He kept a journal throughout the interview-observation phase, and scheduled two interviews in which he was questioned about his participation in the investigation. These records permitted identification of investigator assumptions and attitudes.

Data Analysis Procedures

Two research questions were used for data analysis. One involved the feasibility of confidant relationships as a strategy for teacher development. The other was more general, and was directed toward identification of themes and patterns relevant to staff development. The questions were:

I. Can a confidant relationship provide a feasible means for facilitating teacher development?

A. Can a teacher and another educator achieve a confidant relationship?

1. Do teachers increasingly engage in disclosure of personal concerns and experiences when discussing professionally relevant circumstances and events?

2. Do teachers' discussion reflect different awarenesses and understandings over time?

B. What consequences ensue for teachers who participate in discussions of teaching experiences and personal concerns with another educator?

II. What other kinds of data, which have implications for staff development, become available when teachers have opportunities to discuss teaching experiences and concerns with another educator?
Question I-A: Procedures

Question I-A addressed the achievability of confidant relationships between teachers and another educator. Question I-B addressed the nature of the consequences of involving teachers in candid discussions of teaching with another educator. Taken together, these questions formed a basis for drawing inferences on the feasibility of confidant relationships as teacher development strategies.

Question I-A-1 was focused on the extent to which teachers discussed teaching experiences and personal concerns. The question was addressed by categorizing the substance of teacher discussions and assessing the degree of teacher self-disclosure. The substance of discussion was placed into two general categories: professional matters and nonprofessional matters. Categorization allowed determination of whether teacher discussions were primarily professional, primarily nonprofessional, or mixed professional and nonprofessional.

The Haymes (1969) Technique for Measuring Self-Disclosure From Tape-Recorded Interviews was applied to each interview transcript to assess the extent of teacher self-disclosure in interview discussion.\(^\text{12}\) This instrument involved the assignment of numerical values (2,1,0) to thirty-second intervals of the interviews. Discussion intervals were assigned "0" when they did not involve expressions of: emotions or emotional processes; needs; fantasies, strivings, dreams, hopes; or self-awareness. Intervals that contained first person statements ("I" or "me") and

involved the expressions identified above were assigned "2," and those with second person reflexive statements (when "you" was used to mean "I" or "me," i.e., a veiled "I" or "me") were assigned "1." Intervals without first person or second person reflexive statements were assigned "0."

Only one score was assigned to each interval. If two or more codable statements of different value occurred within an interval, such as a "2" and a "1," the statement having the higher value was coded.

The Haymes Technique was developed for use in self-disclosure experiments. It was based on the following assumptions:

- Self-disclosure can be quantified.

- First person statements reflect more self-disclosure than second or third person statements; second person reflexive statements represent more disclosure than second person non-reflexive statements and third person statements.

- First person and second person reflexive statements involving the following kinds of expressions are reliable indicators of self-disclosure: expressions of emotions and emotional processes; expressions of needs; expressions of fantasies, strivings, dreams, hopes; and expressions of self-awareness.

The Haymes Technique was selected because it permitted reliable estimates of self-disclosure in tape-recorded interviews. Haymes and Jourard reported on the instrument's use in *Self-Disclosure: An Experimental Analysis of the Transparent Self*, but no other evidence on its use was found. Jourard reported an inter-rater reliability coefficient of .98, but did not report how reliability was obtained. 13 For the purpose of this study, a reliability coefficient was obtained by forming a ratio of agreements obtained from two independent ratings over the mean number of ratings assigned to 30-second intervals. Thus,

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\[ R_{xy} = \text{reliability coefficient} \]
\[ X = \text{agreements obtained between independent ratings of "2" on 30-second intervals} \]
\[ Y = \text{agreements obtained between independent ratings of "1" on 30-second intervals} \]
\[ a_1 = \text{total "2" ratings made on the first rating} \]
\[ a_2 = \text{total "2" ratings made on the second rating} \]
\[ b_1 = \text{total "1" ratings made on the first rating} \]
\[ b_2 = \text{total "1" ratings made on the second rating} \]

\[ R_{xy} = \frac{X + Y}{a_1 + a_2 + b_1 + b_2} \]

The investigator (Rater 1) trained himself and a volunteer (Rater 2) to apply the Haymes Technique. Both raters practiced until they achieved consistency in applying the rules of the instrument to sample transcripts. Once they achieved consistency on rule application, they independently rated four interview transcripts, one transcript randomly selected from each of the four sets of transcripts. An inter-rater reliability coefficient was obtained at:

\[ R_{xy} = \frac{169}{370} = .91 \]

The variability of ratings was minimal. Differences occurred more frequently where utterances were ambiguous or where it was difficult to determine whether the speaker employed first person or second person reflexive voice. Rater 1 tended to rate more statements which indicated speaker awareness of personal influence on others and statements which
indicated speaker preferences and plans for the future. Rater 2 tended to rate two kinds of statements more often than Rater 1: statements involving the phrase, "I don't know," and statements in which the speaker compared self to others.  

The inter-rater reliability coefficient of .91 indicated that the two raters consistently applied the rules of the Haymes Technique, and it was inferred that the Haymes Technique was a reliable means for assessing teacher self-disclosure in tape-recorded interviews.

An intra-rater reliability coefficient was obtained in order to ensure that the investigator consistently applied the rules of the Haymes Technique across all interviews. Four transcripts were randomly selected, one from each of the four sets of transcripts, for a second application of the Haymes Technique. An intra-rater reliability coefficient was obtained at $R_{xy}^i = .92$. Variability in the ratings resulted from difficulties in interpreting ambiguous teacher expressions and from random error. $R_{xy}^i = .92$ indicated that interviews were rated consistently for teacher self-disclosure.

Identification of Newly Expressed Realizations

The Method for Question I-A-2

Question I-A-2 addressed teacher construction of different awarenesses and understandings over the course of their relationships with the investigator. There were difficulties involved in identifying and in distinguishing between awarenesses and understandings. Thus, the

14 "I don't know" statements were not to be rated if they functioned as interjections or fillers. They should have been rated only if they expressed obvious confusion.
distinction between awarenesses and understandings was dropped, and "newly expressed realizations" was substituted for new awarenesses and understandings. Teacher discussions were considered to involve newly expressed realizations if:

- the teacher directly stated that she recently experienced a new awareness, thought, or concern;
- teacher paralinguistic expressions evident on tape and transcript indicated a new realization;
- when comparing teacher discussions across interviews, a teacher's discussions reflected a realization not expressed earlier, i.e., teacher discussion reflected new or more extensive awarenesses, thoughts, ideas, or concerns;
- teacher statements indicated that the teacher had reflected on teaching and that reflection had led to different awarenesses, thoughts, or concerns.

Teacher expressions fitting these criteria were culled from tapes and transcripts, succinctly restated, and categorized as "newly expressed realizations." It was assumed that the conditions of the investigation -- observations and teacher directed discussions -- influenced teacher achievement of these realizations, though it was understood that factors external to the investigation process also were influential.

Identified according to the foregoing criteria, teacher realizations then were placed into categories that cut across teachers. In spite of being placed in general categories, there still were noticeable differences in teacher realizations. These appeared to have been due to differences in teachers' perceptions of teaching roles and teachers' orientations to the interviews. Thus, to illuminate the differences in teacher realizations, teacher role perceptions and orientations to the interviews were described.
The response to Question I-A provided an estimate of the potential achievability of confidant relationships in school settings. Moderate to high or increasing rates of self-disclosure throughout discussions of professional matters (under conditions approximating a counseling setting and resulting in teacher realizations relevant to teaching role and experience) represented strong evidence that confidant relationships were developing (being achieved).

Question I-B: Procedures

Question I-A addressed the achievability of confidant relationships. Question I-B addressed the nature of the consequences that ensued for teachers who discussed teaching experiences and concerns. This question assessed the "worthwhileness" of confidant relationships as a teacher development strategy.

The realizations identified by Question I-A-2 constitute one set of consequences. A second set, overlapping the first, consisted of experiences, feelings, attitudes, thoughts, concerns, and anticipations that teachers identified as outcomes of their participation in the study. Consequences were culled from the transcripts. These varied across teachers. Possible influences on the variance were identified. These included: the degree of teacher awareness of personal change; the degree of teacher directness and honesty in discussion; the nature of the investigator's questions; and the adequacy of the interview situation as a setting for identifying consequences.

Taken together, Questions I-A and I-B permitted inferences on the feasibility of confidant relationships as a strategy for teacher development.
Question II: Other Data
Relevant to Staff Development

Considerable information was recorded in field notes, personal journal, and interview tapes and transcripts. It was assumed that much might be relevant to staff development. Thus, the data were searched for themes and patterns. These were identified and reported.

IMPLICATIONS OF CONFIDANT RELATIONSHIPS FOR TEACHER DEVELOPMENT: THE PURPOSE OF THE STUDY

The purpose of the study was to explore the practical and heuristic possibilities of confidant relationships for teacher development. The first general research question explored the feasibility of confidant relationships by determining if confidant relationships could be achieved, and if the consequences of such were worthwhile for teachers and the profession. The second question involved examination of the data that emerged in order to identify other factors worthy of consideration for staff development. These questions served the purpose of the study. They provided a basis for discussing practical and conceptual possibilities of confidant relationships for teacher development activities and for research on teacher development and general staff development.

SUMMARY

Chapter III presented discussion on the design of the study and on procedures for generating, collecting, and analyzing data. Chapter IV provides a presentation and analysis of the data.
CHAPTER IV

A PRESENTATION AND ANALYSIS
OF THE DATA

Introduction

Chapter I presented the problem of the study. Chapter II provided a background of literature relevant to the problem. Chapter III was a discussion of the design and procedures of the study. This chapter provides a presentation and analysis of data. It consists of five major sections:

• data on teacher self-disclosure
• newly expressed realizations
• consequences of participation in candid discussions of teaching
• other data from teacher interviews that relate to staff development
• other data from the investigator's experience that relate to staff development

It was understood that contextual information on the setting and teachers might have enhanced the reader's understanding of the data. However, to keep the school and teachers anonymous, complete contextual information is not presented. See Appendixes C and D for general background information.
Data on Teacher Self-Disclosure: Question I-A-1

The topics of teacher discussion were identified and classified as professional and nonprofessional. Using these classifications, interviews were categorized as:

- interviews with predominantly professional topics of discussion
- interviews with predominantly nonprofessional topics of discussion
- interviews with mixed professional and non-professional topics of discussion.

The Haymes Technique was applied to each interview tape and transcript to estimate the average extent of teacher self-disclosure. Relatively high or increasing rates of teacher self-disclosure during discussions involving primarily professional topics indicated that teachers discussed personal concerns relative to professional matters. Discussion of personal concerns of professional matters indicated that a confidant relationship was achieved. Following but distinct from Jourard's reasoning, it was concluded that if a teacher disclosed self on professional matters, the teacher placed self in a position to grow. Too, it was assumed that the investigator provided conditions facilitative of teacher self-disclosure.

Table 3 depicts the nature of discussions and the relative degree of disclosure across interviews. All interviews involved predominantly professional discussions. Thus, the other two categories were not

---

1 See Chapters I and III and Appendix A for discussions of the Haymes Technique.
relevant. Table 4 depicts the topics discussed and disclosure scores for each interview. These show that teachers had personal concerns relative to professional matters. Relatively high self-disclosure scores indicated that teachers disclosed at moderately high rates throughout the investigation, but that there was considerable variability within and across teachers.

**TABLE 3**

**PREDOMINANT NATURE OF TEACHER DISCUSSIONS**

<table>
<thead>
<tr>
<th>Disclosure Scores</th>
<th>Predominantly Professional</th>
<th>Predominantly Nonprofessional</th>
<th>Mixed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.67+</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.33+</td>
<td>A-1,2,4,5; B-5;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-5; D-1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.00+</td>
<td>A-3,6,7; B-1,2,4,7;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>C-1; D-5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.67+</td>
<td>B-3; C-2,4,3,6,7;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>D-3,4,7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.33+</td>
<td>D-2,6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.00+</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A = Alice
B = Barbi
C = Carol
D = Dana

The number represents the interview.

Table 5 presents interview length and self-disclosure data. Scores varied across and within teachers. The group self-disclosure mean was 1.09 with a standard deviation of .32. Considerable variance is portrayed by the range of teacher scores, 1.63 - .54 = 1.09 (Figure 2), and in Tables 6 and 7 and Figures 3 and 4. The variability has an apparent pattern. The pattern involves high disclosure on the first interview,
a plunge to lows on second and third interviews, then a spurt to a fifth interview high, followed by another low. Figures 3 and 4 illustrate this pattern.

Table 7 shows another pattern, an inverse relationship between mean scores and standard deviations; the higher the teacher's self-disclosure mean, the lower the standard deviation. Put another way, teachers who disclosed more were more consistent in their rates of disclosure. Teachers who disclosed less were less consistent in their rates of self-disclosure.

Teacher discussion of professional matters involving high or increasingly higher rates of self-disclosure across interviews was assumed to indicate that confidant relationships were achieved to some degree during the investigation. One teacher disclosed at a high rate consistently, two engaged in moderate disclosure, and the fourth engaged in relatively low disclosure. As a group, though, teachers did disclose at a moderate rate across interviews.

A cursory look at disclosure scores provides little evidence that teachers disclosed at increasingly higher rates over the course of the investigation. Yet, two methods for grouping the interviews show that teachers did disclose more as the relationships developed. The mean across teachers for interviews 1,2,3 compared to the mean of 4,5,6 (to eliminate the effect of giving the seventh interview six weeks into the summer) yields a 12.63% increase in mean disclosure (Table 8).
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
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<tbody>
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<td>1.57</td>
<td>Desegregation</td>
<td>1.36</td>
<td>1.22</td>
<td>1.60</td>
<td>1.64</td>
<td>1.13</td>
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<td>Administration/ Staff</td>
<td>An Incident at School</td>
<td>Teacher Education</td>
<td>Incident discussed in Int. 2</td>
<td>Students Fights</td>
<td>Administration/ Staff</td>
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<td></td>
<td>Students</td>
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<td>Administration/ Staff</td>
<td>Teacher education</td>
<td>Colleague/Friend</td>
<td>Colleague/Friend</td>
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<td>Alice's teaching</td>
<td>Staff Students</td>
<td>Administration/ Staff</td>
<td>Self-as-teacher</td>
<td>Self-as-teacher</td>
</tr>
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<td></td>
<td>Colleague/Friend</td>
<td>Students (expectations)</td>
<td>Self-as-teacher</td>
<td>Project</td>
</tr>
<tr>
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<td>1.30</td>
<td>1.48</td>
<td>1.03</td>
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<td>Teacher Education</td>
<td>Administration/ Staff</td>
<td>Segregation Possibility of a Transfer</td>
<td>Incident discussed in 3rd Interview</td>
<td>Barb's summer job</td>
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<td>Other Project</td>
<td>Administration/ Staff</td>
<td>Other Project</td>
<td>Others' Expectations</td>
<td>Administration/ Staff</td>
<td>Next Year Project</td>
</tr>
<tr>
<td></td>
<td>Participants</td>
<td>Staff Participants</td>
<td>Participants</td>
<td>Students (expectations)</td>
<td>Staff</td>
<td>Project</td>
</tr>
<tr>
<td></td>
<td>Students</td>
<td>Colleague/Friend</td>
<td>Incident in Classroom</td>
<td>Field Trips</td>
<td>Self-as-teacher</td>
<td>Similar Project for Inservice Education</td>
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<td>Self-as-teacher</td>
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<tr>
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<td>.71</td>
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<td>.82</td>
<td>1.49</td>
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<td>Administration/ Staff</td>
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<td>Teacher Certification</td>
<td>Expression of Frustrations</td>
<td>The System</td>
<td>Elsewhere</td>
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<td>Students</td>
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<td>Desegregation</td>
<td>Teacher Education</td>
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<td>Students</td>
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<td>Ideal Teaching</td>
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<td>Administration/ Staff</td>
<td>Self-image of</td>
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<td>Self-as-teacher</td>
<td>Students</td>
<td>Situation Self</td>
<td></td>
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<td>Teachers</td>
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<td>Self-as-teacher</td>
<td>Project</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Similar Project in Her Future</td>
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<td>1.50</td>
<td>Students</td>
<td>.55</td>
<td>.71</td>
<td>.75</td>
<td>1.14</td>
<td>.63</td>
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<td>Teacher Education</td>
<td>General view of</td>
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<td>Project</td>
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<td>(Task Force) Students</td>
<td>Other's Expectations</td>
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<td></td>
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<td>Ideal Teaching</td>
<td></td>
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<td>Self-as-teacher</td>
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<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>ALICE</td>
<td>4/21</td>
<td>4/28</td>
<td>5/5</td>
<td>5/19</td>
<td>6/2</td>
<td>6/15</td>
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<tr>
<td></td>
<td>38.5 mins</td>
<td>31 mins</td>
<td>42.5 mins</td>
<td>31.5 mins</td>
<td>31 mins</td>
<td>35.5 mins</td>
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<td>1.36</td>
<td>1.22</td>
<td>1.60</td>
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<tr>
<td>BARBI</td>
<td>4/22</td>
<td>4/29</td>
<td>5/11</td>
<td>5/19</td>
<td>6/5</td>
<td>7/25</td>
</tr>
<tr>
<td></td>
<td>22 mins</td>
<td>29 mins</td>
<td>20 mins</td>
<td>18.5 mins</td>
<td>28 mins</td>
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<tr>
<td></td>
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<td>31 mins</td>
<td>30.5 mins</td>
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<td>.82</td>
<td>1.49</td>
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<td>.55</td>
<td>.71</td>
<td>.75</td>
<td>1.14</td>
<td>.63</td>
</tr>
</tbody>
</table>

30.5 mins 8.602 1.09 .32
Let group mean = 0

FIGURE 1

RANGE OF TEACHER SELF-DISCLOSURE SCORE

DEVIATIONS FROM GROUP MEAN
FIGURE 2

VARIABILITY ACROSS TEACHERS ON
MEASURES OF SELF-DISCLOSURE
FIGURE 3
WITHIN TEACHER VARIABILITY ON
MEASURES OF SELF-DISCLOSURE
TABLE 6

RANK OF SELF-DISCLOSURE WITHIN TEACHERS

<table>
<thead>
<tr>
<th>Highest Disclosure</th>
<th>Alice</th>
<th>Barbi</th>
<th>Carol</th>
<th>Dana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>5 (6/2)*</td>
<td>5 (6/3)</td>
<td>5 (6/1)</td>
<td>1 (4/18)</td>
</tr>
<tr>
<td>Barbi</td>
<td>4 (5/19)</td>
<td>4 (5/19)</td>
<td>1 (4/19)</td>
<td>5 (6/2)</td>
</tr>
<tr>
<td>Carol</td>
<td>1 (4/21)</td>
<td>1 (4/22)</td>
<td>6 (6/15)</td>
<td>7 (7/28)</td>
</tr>
</tbody>
</table>
| **Only six of the interviews with Barbi could be transcribed. Interview 6 was lost; therefore, 1-5 and 7 are recorded.**

*Alice's highest self-disclosure score was on the fifth interview (June 2), Barbi's on June 3, etc.*

*Alice's highest self-disclosure score was on the fifth interview (June 2), Barbi's on June 3, etc.*
TABLE 7

TEACHER SELF-DISCLOSURE MEANS
AND STANDARD DEVIATIONS

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Self-Disclosure Mean</th>
<th>Standard Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>1.40</td>
<td>.189</td>
</tr>
<tr>
<td>Barbi</td>
<td>1.17</td>
<td>.192</td>
</tr>
<tr>
<td>Carol</td>
<td>.94</td>
<td>.253</td>
</tr>
<tr>
<td>Dana</td>
<td>.87</td>
<td>.310</td>
</tr>
</tbody>
</table>
### TABLE 8

**CHANGES IN TEACHER SELF-DISCLOSURE**

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<tr>
<th></th>
<th>Self-Disclosure Mean For Interviews 1-3</th>
<th>Self-Disclosure Mean For Interviews 4-6</th>
<th>Self-Disclosure Mean For Interviews 4-7</th>
<th>( \frac{B}{A} - 1 )</th>
<th>( \frac{B^1}{A} - 1 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alice</td>
<td>1.38</td>
<td>1.46</td>
<td>1.41</td>
<td>+5.24 %</td>
<td>+1.84 %</td>
</tr>
<tr>
<td>Barbi</td>
<td>1.07</td>
<td>1.39</td>
<td>1.27</td>
<td>+29.58 %</td>
<td>+18.51 %</td>
</tr>
<tr>
<td>Carol</td>
<td>.85</td>
<td>1.08</td>
<td>1.00</td>
<td>+25.42 %</td>
<td>+16.92 %</td>
</tr>
<tr>
<td>Dana</td>
<td>.92</td>
<td>.84</td>
<td>.83</td>
<td>-8.66 %</td>
<td>-9.35 %</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1.06</td>
<td>1.19</td>
<td>1.13</td>
<td>+12.63 %</td>
<td>+6.68 %</td>
</tr>
</tbody>
</table>

\( \frac{B}{A} - 1 \) = Percentage change in self-disclosure between the means of Interviews 1-3 and 4-6.

\( \frac{B^1}{A} - 1 \) = Percentage change in self-disclosure between the means of Interviews 1-3 and 4-7.
Comparison of 1,2,3 with 4,5,6,7 yields a 6.68% increase in mean disclosure across teachers. There appears to have been a moderate increase in disclosure rate for the group of teachers over the course of the investigation, but the rate of disclosure dropped for the seventh interview. The break of approximately six weeks between the sixth and seventh interviews and the fact that the seventh interview occurred during the summer might have influenced teacher disclosure.

Teachers discussed personal concerns relative to professional matters. Overall, teachers disclosed selves at moderate or relatively high rates. Moderate to relatively high self-disclosure during discussions of personal concerns of professional matters indicated that confidant relationships were developing, i.e., being achieved.

**Teacher Realizations: Question I-A-2**

**Criteria for Identification of Newly Expressed Realizations**

Question I-A-2 asked if teachers realized anything new and different about themselves and their professional circumstances and experiences. Realizations were identified from teacher discussions on interview tapes and transcripts. Teacher discussions were considered to have involved "newly expressed realizations" if:

- the teacher made direct statements that she had experienced a new awareness, thought, or concern;
- teacher paralinguistic expressions evident on tape and transcript indicated a realization;
- when comparing individual teacher discussions across interviews, the teacher's discussions reflected a realization not present earlier, i.e., teacher discussions reflected new or more extensive awaremesses, thoughts, ideas, concerns;
teacher statements indicated the teacher had reflected on teaching and that reflection had led to different awarenesses, thoughts, concerns.

The kinds of realizations achieved by teachers would differ to some extent because the teachers were different; teachers lived and worked under different circumstances, and the persons they discussed concerns with either differed or, if the same persons were involved, formed different relationships with the teachers. These four teachers achieved different realizations. One factor that could have influenced the differences was the way teachers oriented themselves to the interview situation. Their orientation to the interview probably was influenced by such things as their own personal histories and styles, their immediate circumstances, and how they and the investigator perceived one another. The differences in orientation are discussed below, followed by a list of teacher realizations.

Teacher Orientations

Alice

Alice's discussions indicated that she believed a number of factors were involved in the ways teachers influence students. She implied an awareness that her physiological and emotional state, her attitudes, beliefs, goals, and behaviors affected student learning and self-esteem. Alice stated that she had to stay on top of her feelings and beliefs in order to get the kinds of results she desired in teaching. She expressed a need to generate realistic perspectives on her circumstances and abilities, to delimit areas for which she could be responsible, to identify possible courses of action, to choose the best, and to act.
Alice appeared to assume a "counselor" orientation during the interviews. She seemingly attempted to clarify thoughts, feelings, and personal experiences of school events. Her discussions indicated that she was attempting to identify problems that she felt she could and should try to solve. In fact, she stated that she felt she should address problems that were "solvable."

The role that Alice took in the interviews and her apparent assumptions led to six kinds of realizations: (1) identification and clarification of feelings, moods, and attitudes; (2) identification, clarification, and comprehension of her responses to particular circumstances and events; (3) identification and clarification of assumptions and beliefs; (4) development of understandings of her influence, past and potential, on others; (5) orientation of self to positive courses of action; (6) understanding how to influence student learning and self-esteem in positive ways.

Barbi

Barbi's discussions revealed a belief that students should listen to teachers, follow directions and rules for behavior, do assignments, and try to get along with teachers and students. Barbi apparently felt that a teacher's role was to give directions, monitor student activities, grade student work, and develop relationships that encouraged students to discuss their concerns with the teacher.

Barbi's orientation to the interviews seemed to vary. During the first two interviews Barbi's participation indicated that she believed her role was to answer questions. She expressed frustrations with
teaching at AJH. She stated that she did not feel motivated to improve, and that she generally had a negative attitude toward teaching. At the end of the second interview, Barbi appeared to become interested in discussing staff conditions. However, she said she wanted to discuss these matters in the third interview. In the third interview, Barbi discussed staff problems, an incident that occurred in class, and her frustrations with teaching. She obviously depended less on the interviewer to lead discussion in this interview. During the fourth and fifth interviews, Barbi expressed negative attitudes that she and the staff currently held. She asserted that two factors caused her and other staff members to have negative attitudes: it was a rough school year, involving staff reduction, ambiguities over desegregation and extended weather-induced school closings; and the school year was almost completed. These interviews and the seventh included expressions of doubt about her fitness for teaching.

To summarize, the first two interviews, and to some extent the fourth and fifth, indicated that Barbi felt she was to follow the interviewer's lead. In all interviews, her discussions involved expressions of frustrations, low morale, negative feelings, and self-doubt. Barbi seldom identified verbally the specific nature of problems; instead, she generally alluded to the causes of the problems. Too, she appeared to expect that she could be given answers to her problems.

Barbi's apparent beliefs about teaching and her participation in the interviews influenced the kinds of realizations she generated. Her realizations were categorized as: (1) identification and expression of feelings and attitudes; (2) identification of ways to minimize frustration; (3) awareness of low motivation to improve the quality of her
lessons; (4) concerns of incompetence, poor emotional state, and low self-esteem; (5) awareness of expectations she and the majority of the staff held for students; (6) awareness of her relationships with members of staff and administration; (7) awareness of her relationships with students.

Carol

On the basis of observations of Carol's classroom activities and the transcripts of her discussions, including what she stated directly and what she implied, it appeared that Carol felt that teachers should maintain strict order in the classroom, follow a standard curriculum (textbook as guide; other activities to be developed from what the school leadership agreed ought to be taught), provide guidance, sacrifice personal time and energy beyond contractual responsibilities, and enjoy students.

Carol's orientation to the interviews appeared to change abruptly. In the early interviews, she presented what she seemed to believe to have been positive portraits of herself, students, and staff: good people doing the best they could in spite of their circumstances, i.e., good people striving to survive victimization by white, monied society.

From the fourth interview on, Carol shifted to expressions of frustrations and bitterness towards the general voting public, the school system, the staff and administration at AJH, and certain student attitudes and behaviors. She also expressed fears of professional inadequacy, her own emotional state, and her ambiguous future. This change ostensibly resulted from four factors: voter rejection of an
operating levy; impending court-ordered desegregation; having been notified that she was affected by teacher cutbacks; and, according to Carol, intra-staff problems at the school.

The realizations that resulted from these orientations involved:
(1) teacher powerlessness; (2) teacher needs; (3) concerns about her own emotional state; (4) concerns about her adequacy as a teacher; (5) anxiety regarding her future; (6) her current emotional needs and concerns.

Dana

Dana stated that she believed students should respect authority, value achievement, be ready and willing to work, be responsive to teacher leadership, and be willing to interact with their teachers. She stated that a teacher's role involved presenting information, responding to questions, helping students who had difficulties with their assignments, and providing guidance for students who disclosed or otherwise indicated needs for help.

Dana's orientation in the interviews varied. During the first interview, she willingly answered investigator questions and expressed frustrations with teaching at AJH. Dana's participation in the second, third, fourth and sixth interviews was different. She dutifully answered questions and expressed frustrations, but appeared reluctant to talk. During the fifth and seventh interviews, Dana's discussion flowed more freely. She responded to questions, clarified statements, and elaborated on some topics.
Dana's realizations involved: (1) delineation of frustrations with teaching; (2) description of changes in self-image as a result of her experience at AJH; (3) description of how she coped with classroom circumstances and her own emotions; (4) description of her view on how people learn to teach; (5) identification of expectations students, staff, and administration held for her; (6) clarification of the ways her feelings, attitudes, and beliefs influenced her teaching; (7) anticipation of next year; (8) the kinds of support another educator might provide.

Teachers' Newly Expressed Realizations

Realizations were first grouped as closely as possible to the meanings they had for each teacher. The result involved the categories identified above (pp. 90 to 95). Realizations then were categorized at a more general level to allow comparison across teachers. The second set resulted in six general kinds of realizations, those involving: self-awareness and understanding, awareness of circumstances, personal concerns, personal accomplishments, personal appreciations, and anticipations.

* **Self-awareness and understanding** included teacher identification and/or clarification of feelings and moods, assumptions and beliefs, attitudes, teacher's own activities, perceptions of personal changes, awareness of teacher's influence on others, and awareness of how others influence teacher.

* **Awareness of circumstances** involved identification and/or clarification of factors involved in school conditions and events.

* **Personal concerns** were those concerns identified by teachers as having influenced their professional activities and experiences. These primarily involved factors that teachers felt should be kept at or changed to a desirable state.
• **Personal accomplishments** involved outcomes that teachers valued and perceived to have resulted from their efforts.

• **Personal appreciations** involved teacher enjoyment, admiration, or feelings of "worthwhileness" of objects, ideas, processes, persons, and themselves.

• **Anticipations** were teacher images of potential realities.

Summary statements were made on each teacher's realizations relative to six categories (Table 9). The statements provided a basis for comparison across teachers.

Teachers' newly expressed realizations were arrayed to provide cameos of the individual teachers and to allow comparison of realizations across teachers. The topics listed under Question I-A-1 suggested that teachers discussed similar matters in the interviews, but the newly expressed realizations indicated that teachers and their discussions were, in fact, quite different. Though all the teachers indicated that they wanted to be effective and to be liked and respected by their students, they focused their discussions differently. There were considerable differences among teachers' awareness of self, circumstances, and personal accomplishments, and their personal concerns, appreciations, and anticipations. It appeared that different orientations to life and different assumptions about their roles as teachers influenced what they discussed and, consequently, the realizations they generated.

It was evident that three of the four teachers realized that they were more effective in at least one aspect of their teaching (the opening moments of Alice's class, the typing students' work patterns in Barbi's class, and the responsiveness of Dana's students). After the teachers
<table>
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<tr>
<th><strong>ALICE</strong></th>
<th><strong>BARBI</strong></th>
<th><strong>CAROL</strong></th>
<th><strong>DANA</strong></th>
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<tbody>
<tr>
<td>• frequently identified feelings or moods that influenced or resulted from events</td>
<td>• revealed that her feelings, mood, and attitude were generally negative</td>
<td>• expressed frustrations</td>
<td>• delineated awareness of frustrations</td>
</tr>
<tr>
<td>• frequently reflected on and attempted to clarify beliefs seemingly in order to acquire a clear and reasonable perspective</td>
<td>• attributed her negative-ness to school circumstances and feelings of ineffectiveness or possible incompetence</td>
<td>• revealed distress and bitterness about teacher cutbacks and intra-staff conditions</td>
<td>• described how she coped with circumstances</td>
</tr>
<tr>
<td>• suggested that she was able to keep pace with her experiences and attitudes in order to maintain positive and realistic orientation to her role and responsibilities</td>
<td>• expressed embarrassment when observer seemed to perceive her failures</td>
<td>• expressed being anxious about her future, and that the anxiety was greater because she was unclear on what the future held</td>
<td>• described how she coped with her emotions</td>
</tr>
<tr>
<td>• suggested that she was able to maintain sensitivity to mutual influence she and students had on each other</td>
<td>• said that she lacked motivation to improve teaching even though she felt somewhat guilty about her performance</td>
<td>• stated that she probably disclosed more to investigator under these difficult conditions than she would have under normal circumstances</td>
<td>• identified expectations that students appeared to have relative to her teaching</td>
</tr>
<tr>
<td>• said that she felt responsible for having positive effects on student learning and self-esteem</td>
<td>• revealed her belief that her resumption of smoking and frequent headaches might be sign of strained emotional health</td>
<td>• said that she was willing to accept help if the person offering help would not be too critical and directive/demanding</td>
<td>• acknowledged that most students responded well to her</td>
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<td></td>
<td>• stated that changing her school staff associates led to improved experience</td>
<td></td>
<td>• specified that she began to look forward to seeing some students and that she even enjoyed several students</td>
</tr>
<tr>
<td></td>
<td>• revealed that she made decisions based on the kinds of frustration that she thought might result from particular actions</td>
<td></td>
<td>• depicted a difference between herself as teacher under normal circumstances versus being a teacher at AJH</td>
</tr>
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</table>
Awareness of Circumstances

ALICE
- identified a problem: no phone in one student's family impeded her effectiveness in working with him
- revealed that her husband, children, and neighbor became tired of hearing her discussion of school matters and concerns
- said the bureaucracy of the school system and AJH seemed to be the root of the most serious problems at AJH. She said the staff and students probably were not the roots of the problem.

BARBI
- revealed that her male friend preferred not to hear discussions of school matters and concerns unless the discussion involved something he would consider comical or bizarre
- depicted AJH teacher expectations of student abilities and performance as being lower than they would have been at a white school
- depicted AJH teacher behaviors as being less professional than they would have been at a white school

CAROL
- indicated that community and parents influenced students in ways that impeded effectiveness of teachers
- implied that community rejection of operating levies, the recent teacher cutbacks, and impending court-ordered desegregation influenced teacher lives and the quality of education

DANA
- discussed inter-relationships of students and student behaviors
- revealed that her friends wanted to hear discussions of school matters and concerns if the discussions involved something comical or bizarre
- stated that students expected and possibly wanted her to provide learning centers and additional activities/work-to-do after they completed their regular assignments
Personal Concerns

Alice
- discussed specific problems with students
- frequently discussed concerns with how to have positive influence on student learning and self-esteem
- said she tried to keep her position clear and to behave in a manner consistent with her beliefs
- discussed awareness of her influence on others and on the realities she experienced
- said she was trying to control anxiety
- expressed a need for keeping a positive and realistic perspective, delimiting reasonable areas of responsibility, and keeping aware of what she could and could not change
- discussed importance of sustaining interdependent relationships with others
- indicated a need for being sensitive to others' life-spaces, but still being able to achieve her goals
- expressed concern over who might be her listener next year

Barbi
- expressed disappointment about students not learning up to par
- said that she did not know how to get students to "act like they got sense"
- expressed a feeling of continual frustration
- reported that she had a negative attitude
- stated concern with her resumption of smoking and her frequent headaches
- revealed her low motivation to teach business class
- indicated that she had no referent with which to compare her teaching
- reported that she felt disorganized and unable to get herself organized
- questioned her competence
- implied that it was difficult to minimize her frustration
- revealed that she was not being firm enough with students
- said she could not be nice to kids she did not like; did not like working with "bad kids"
- said the investigator saw her fail
- questioned whether she should be a teacher

Carol
- spoke in several ways of the powerlessness of teachers in general and of her own lack of power to affect employment circumstances
- indicated that she did not know how to confront many interpersonal and political situations with other adults in the school
- expressed anxiety about her ambiguous future because of her precarious employment situation
- expressed concern about her precarious emotional state
- indicated concern with her "love-hate" relationship with the school
- implied that she questioned her professional adequacy

Dana
- specified that she felt ineffective as teacher at AJH, i.e., she felt frustrated because the situation made her ineffective
- said that she spent too much time disciplining
- stated that students did not respect authority; students were taught not to respect whites at home; students respected black teachers more than whites
- said that students did not want to learn; students did not value learning
- stated that students did not value improving themselves; that students seemed satisfied to grow up and live on welfare
- reported that she had not fully adjusted to AJH, but had no choice but to return
- revealed that she tried to keep herself in a good mood and prevent taking school home with her
- specified that there were nearly no satisfactions in teaching at AJH
- stated that her attitude toward desegregation would influence how she experienced next year if desegregation were to be enforced
Personal Accomplishments

ALICE

• after a period of time, she acknowledged that the beginning of her classes were characterized by order and structure
• stated an awareness that she provided alternative learning activities for students
• specified that she had been able to sustain a positive orientation as a result of her relationship with her colleague/friend and the discussions with the investigator
• said that she had "experimented" and concluded that she should try to foster student trust despite suggestions to the contrary from a black staff member
• said she had survived and been relatively successful at attaining her goals at AJH
• pointed out that she had been successful with her persistent efforts to influence authorities to address the special needs of a student

BARRI

• indicated that she had learned to cope better and experience school better by being less uptight, by associating with different staff members, and doing more for and with students
• stated that students generally showed her respect
• said she felt that she got along fairly well with most students and was friendly with several
• said she felt that she responded to students in ways that enabled them to feel free to discuss personal matters with her
• stated that she had better control this year because students no longer believed her to be naive
• after a period of time, she acknowledged that there was order and structure to her typing class

CAROL

• implied that she had learned how to cope and thus survive for five years
• said that she finally got this year's seventh graders under control (most immature and difficult she ever had to deal with)
• said she had survived and been relatively successful at attaining her goals at AJH
• pointed out that she had been successful with her persistent efforts to influence authorities to address the special needs of a student

DANA

• stated that she learned to cope with circumstances and learned how to be a teacher at AJH
• said she had learned how to cope with her emotions
• reported that she had developed quiet methods of controlling students so that they would respond more to their own inner controls rather than to threats and power
• said she discovered that students responded to her direction
ALICE

- said she was fortunate to be at AJH because she felt she was doing what she really valued and wanted in spite of the difficulties

- said she was accomplishing what she intended (had structure to her classes, provided alternative learning activities, responded to student feelings and needs)

- praised her colleague/friend as a source of support and friendship

- said that the interviews with the investigator were "invaluable" because they allowed her to express and clarify feelings and thoughts

BARBI

- expressed satisfaction at being able to get along fairly well with students

- expressed satisfaction that students generally seemed to respect her

- expressed satisfaction that she seemed to get along well with a group of teachers and administrators

CAROL

- said she enjoyed driving for the track team and her relationships with students in general

- implied that she liked being affiliated with the school in spite of the difficulties involved

- said she enjoyed hearing that students succeeded as they became older and left AJH

DANA

- stated that she was beginning to have good feelings toward students who came daily, especially most of the eighth graders that she had for their two years of junior high experience (she was beginning to see results of her efforts)
### Anticipations

<table>
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<tr>
<th>ALICE</th>
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<th>CAROL</th>
<th>DANA</th>
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<tbody>
<tr>
<td>• specified that she needed to find a</td>
<td>• stated that she would</td>
<td>• discussed anxieties about her future as</td>
<td>• specified that she would provide</td>
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<tr>
<td>listener the following year to replace</td>
<td>give teaching another</td>
<td>a substitute teacher or without a teaching</td>
<td>learning centers and alternative</td>
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<td>her colleague/friend (moving out of</td>
<td>trial</td>
<td>position</td>
<td>instructional activities</td>
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<td>town) and the investigator</td>
<td>• specified that she would</td>
<td>• indicated that she feared professional</td>
<td>the next year</td>
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<td></td>
<td>set firm and clear policies and not let self fall into bad habits, become lax, etc. next year</td>
<td>inadequacy in a new teaching position</td>
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<tr>
<td>• said she was planning lessons, projects,</td>
<td>• said she would need</td>
<td>• said she would need support of an understanding professional if she obtained a position in a predominantly white school and/or high school</td>
<td>• said that she hoped to have more interaction with students because she would have respect of students and enough control to teach the way she wanted, thus she would be free to interact with students</td>
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<td>etc. for next year</td>
<td>screen students to get rid of trouble-makers and those who appeared unwilling to try next year</td>
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<td></td>
<td>• specified that she would</td>
<td>• indicated that she feared professional</td>
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<tr>
<td></td>
<td>monitor typing more closely to identify causes of bad typing habits</td>
<td>inadequacy in a new teaching position</td>
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<tr>
<td></td>
<td>• said that she wanted</td>
<td>• said she would need support of an understanding professional if she obtained a position in a predominantly white school and/or high school</td>
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<tr>
<td></td>
<td>to find someone to help her plan a better business curriculum</td>
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became aware of these areas of effectiveness, they appeared to gain confidence in their abilities relative to other areas. This confidence seemed to influence their subsequent concerns, appreciations, and anticipations.

**Consequences: Question I-B**

Two sets of consequences were identified. One was presented above. These involved teacher realizations. The other set is presented below. These are consequences identified by teachers as having ensued during their participation in the study. Alice made frequent references to consequences from the third interview on. The other teachers identified the majority of the consequences in the last two interviews.

**Consequences Identified by Alice**

Below is a list of consequences that Alice identified. No discussion is provided because they are self-explanatory.

- Alice reported several times that the observer's presence in the classroom caused her to be more aware of her attitudes and behaviors.

- Alice implied that her feelings about her teaching effectiveness were more acute when the observer was present; she said she felt better when students were doing as she wanted, and worse when they were not.

- Alice stated that the observer's presence enabled her to stick to important matters and avoid letting herself get caught up in petty matters.

- Alice reported several times that the discussions helped her "wind down" and "get things into perspective."

- Alice reported in various ways that the discussions helped her clarify her position and see that her activities were consistent with her beliefs.
• Alice said that the discussions allowed her to acknowledge her accomplishments, understand that she had handled, thus could handle difficult matters, and that she was doing what she wanted to do.

• Alice stated that she "enjoyed" the discussions, for they provided opportunities for her to hear herself say positive things; she said the discussions led to good feelings.

• Alice reported that the discussions helped her acquire a realistic perspective on what she "can and cannot do," thus helped her delimit areas of responsibility, acknowledge past and potential accomplishments, and maintain a positive orientation to her teaching situation.

• Alice said that it "felt good" and also helped her to know that the investigator appeared to understand and that he had experienced circumstances similar to those she was experiencing.

• Alice reported that her husband, teenage children, and neighbor were relieved of much of the burden of listening to her discuss her school experiences and concerns.

• Alice stated that the observations and interviews influenced her to reflect more on her teaching, even when she was alone and without a listener. She implied that this increased reflection was an internal means for feedback on her teaching.

• Alice said she became aware that there was structure and order to her classes, that she liked direct interpersonal contact with students, that she enjoyed the attention she gave students and they gave her ("being the big cheese"), that both she and students benefitted from the way she structured class and interacted, and that she would continue to teach in this manner. She said she no longer believed that her teaching was chaotic and ineffective.

• Alice reported that a question asked by the investigator in one interview led her to reflect (on her own time) about the possible influence of her missionary background on her teaching attitudes and behaviors.

• Alice said she became more aware of her need for a positive-oriented person with whom to associate and have as a listener during the next school year since
her colleague/friend and the investigator
would not be available. Alice stated that
she planned to identify a person at the school
to fulfill this role.

Consequences Identified by Barbi

• Barbi reported feeling uncomfortable during the
  first few observations, but grew to trust the
  investigator over the course of the investigation.

• Barbi reported that she decided to talk with Dana
  about their discussions with the investigator. She
  said that her talk with Dana gave her a feeling
  that she and Dana were concerned about the same
  kinds of things.

• Barbi stated that she realized that her attitude
  toward AJH varied from very negative to positive.

• Barbi reported that she felt "like a failure" when
  the observer saw her students misbehave or refuse
  to do their assignments.

• Barbi said that finding out that the investigator
  had had similar experiences and problems helped
  her to feel better about herself and her situation.

• Barbi said that the investigator's interested
  listening "felt good."

• Barbi reported that she realized that her typing
  students were performing relatively better than
  she previously had believed.

Consequences Identified by Carol

• Carol said she felt somewhat nervous about the
  investigator's presence during the early observa-
  tions, but began to feel better and trust him
  over the course of the investigation.

• Carol said she appreciated participating in the
  investigation because it gave her a sense of
  satisfaction to believe that someone with influence
  might do something.
Carol said that her participation in the investigation did not change her outlook on teaching, nor did it change how she taught.

Carol stated that she learned that she and her students could "function" with an observer in the classroom.

Consequences Identified by Dana

- Dana said she was nervous the first few observations, but began to trust the investigator and become comfortable with his presence.

- Dana said that her classes were more quiet and calm during the investigator's presence. She said this enabled her to see that students knew how to act and that they did not have to embarrass her.

- Dana reported that her input in the discussions became repetitious after the first interview, thus she did not eagerly anticipate several interviews.

- Dana said that "it was good to have another person to let off steam and feelings to."

- Dana reported disappointment that her discussions were not with someone "who could do something" about her situation.

- Dana said she became aware that her attitude change over the two years at AJH had been considerable.

- Dana said that it helped her to realize that the investigator and others have had similar experiences and that everyone sometimes feels negative about his or her situation.

- Dana reported that she developed a better attitude toward AJH and was interested in returning in the fall.

- Dana said that she became aware that all her efforts were not fruitless, that some bore fruit.

- Dana said that she became aware that she had gained more control of herself and her students.
• Dana said that she became aware that students did respond to her and that she did have control.

• Dana reported that she felt more confident about her ability to teach at AJH.

• Dana reported that she became aware that students wanted activities to do when they completed their regular assignments and they wanted her to provide learning centers. She said that students wanted her to do the things that she had been upset about not being able to do.

• Dana said she was not influenced by the investigation process, although she had identified several "new awarenesses" throughout the process.

Discussion of Consequences

It appeared that the teachers' orientations to teaching and life in general, as well as their candor in interview discussions influenced the consequences that they reported. Alice was more open than the other teachers -- she had a higher and more consistent rate of self-disclosure -- and she seemed to focus on matters related to her integrity and her interpersonal and professional effectiveness. She appeared to seek consistency and congruency in and among her beliefs and actions. The discussions with the investigator seemingly enabled Alice to: stay attuned to her attitudes, feelings, and behaviors; maintain a realistic perspective on her circumstances; better understand factors contributing to school circumstances and events; and realize her accomplishments and feel more secure in her teaching. Alice reported that the interviews allowed her to get school matters off her chest. Also, Alice reported that she became more acutely aware of her need for a confidant for the next school year, therefore, she began searching for a confidant to take the role played both by her colleague/friend and the investigator.
Barbi appeared to assume that life was supposed to involve "good times." She implied that teaching frustrations interfered with good times. Barbi had worked and felt competent as a secretary before beginning teaching, and she said that she had the potential to be a competent typing and office practice teacher. During her first year, Barbi stated, an assistant principal (he was not assigned to the school during the year of this investigation) told her that she was incompetent. She also reported having experienced difficult times adjusting to her teaching that year. Thus, she said she felt threatened during the investigator's presence in the classroom during the early days of the study. Barbi reported that her teaching frustrations were compounded and her feelings of incompetence were heightened when students misbehaved. As time passed, Barbi said she became more comfortable with the investigator's presence. Barbi said that the investigation -- in spite of her feelings of incompetence -- enabled her to realize that typing students were performing relatively better than she previously had imagined. And she discovered that others (Dana and the investigator) had similar experiences and problems. Also, Barbi said that it "felt good" to have an interested, understanding listener.

In the first few interviews, Carol discussed her experience at AJH in a positive light -- she reported having learned to survive and realize successes in spite of the circumstances, and she stated that students and staff were basically good people doing the best they could. After receiving notice that she would be laid off, i.e., affected by staff reductions, Carol's discussions predominantly involved expressions of frustrations, anxieties, and bitterness. Throughout the investigation, Carol
approached the interviews as if they were to help the investigator. She appeared to assume that any consequences that might ensue would meet the investigator's needs instead of hers. Further, Carol seemed too concerned with other matters (presenting positive portraits of herself and students and staff in the first interviews; in the latter, her employment concerns) to reflect on the "affect" and effects that the investigation had for her.

Dana implied that she and students had specific roles -- her role was to teach and the students' role was to respect and respond appropriately to the teacher's leadership. Dana reported that the first interview enabled her to express her frustrations with students and staff. She said that the first interview was "nice" because it felt good to have a new listener, but she felt that most of the other interviews were "repetitious."

Dana noted, however, that the investigation process allowed her to see that students, in fact, knew their roles and responded to her better than she had imagined. Further Dana implied that she became more aware of how much better she was coping with her situation -- with respect to her performance and her emotions -- than she had in her first year. Dana indicated that she began to feel that she was gaining more confidence and a better attitude, that her students responded more appropriately than before, and that she might be able to improve her performance and her teaching experience in the coming school year.

Other Data from Teacher Interviews:
Question II Part A

Several themes emerged from teacher discussions. These were described under the following headings:
• Understanding and coping with cultural differences

• Relationships with professional staff members

• Desegregation

• Teacher beliefs about indicators of teaching success

• The professional staff at AJH behaves differently than professional staffs at other schools

• Teacher beliefs relative to positive or desirable student characteristics

• Teacher favorites

• Possible ways of manipulating students

• Beliefs that certain teacher characteristics minimize potential problems with students

• Teacher beliefs that particular times of the school year and the weather affect how students and teachers feel and behave and the level at which they perform

• Teacher beliefs that friendship with a colleague is important

• Constructing a positive and realistic image of self-as-teacher

• Teacher perceived relationship between teacher education program and teacher self-esteem

• Teachers' recommendations for teacher education

Understanding and Coping with Cultural Differences

The four teachers reported difficulties understanding and coping with differences between the culture they knew and student culture. The difficulties were continuous, always with the teachers. Although the teachers said they understood more at the time of the investigation than during their first year, there were views of the world and behaviors that they did not know how to confront.
Alice appeared to assume a cultural relativism posture. She indicated that she wanted to believe that cultural differences were differences in kind rather than differences on a hierarchy of good. Alice appeared sensitive to meanings involved in her interactions with youngsters — sensitive to what interactions meant to students as compared to what they meant to her. She seemingly tried to ensure that channels of communication were open and that messages were received as intended. Alice's personalized approach to teaching seemed to facilitate this process of clarifying meanings; that is, one-to-one communication seemed to allow her to perceive and rectify misunderstandings. Her sensitivity to meanings and feelings required her to use considerable energy during class because she had to be on her toes with respect to three simultaneous agenda — classroom management, instruction, and clarification of communication — while keeping herself open to both verbal and nonverbal channels of communication. Alice reported a problem that she had relative to cultural differences: she perceived that some behaviors were those of disrespect or anger rather than cultural misunderstandings. She said it frequently was difficult for her to sort these kinds of behaviors from culturally different behaviors.

Barbi said that a major reason her first year was so difficult was that she experienced a state of culture shock. Since then, however, she observed that black teachers and special programs teachers had less difficulty working with students. Barbi began to associate with these and other teachers she perceived to be more successful during her second year. She said she acquired a few of their characteristics, such as using student dialect, making harsh commands relative to student behavior
at the beginning of classes, not letting certain language or behavior upset her, and making herself available to students so that they might feel free to talk and joke with her. She also reported that she used her car to take students to special events. Barbi stated that these changes helped her "get into the culture of the students," and that this enabled her to have a slightly improved teaching experience.

Carol reported having felt shock at school procedures, general school life, and cultural differences when she first arrived at AJH. She reported that her experience was also difficult because she had been reared in a racially prejudiced home. Carol said, however, that she was not prejudiced, and she gave accounts of her experience to support this statement. It was difficult for her to accept many beliefs and behaviors. She appeared especially distressed that the community seemed not to value education.

Dana indicated that she was appalled at the ways of viewing the world, and the living conditions and behaviors that she perceived in the school and community. She said that attitudes endemic to the community caused students to live in deleterious conditions, and that these attitudes should be changed. However, she stated that many years would pass before the necessary changes and their effects might be observed. Dana ostensibly coped with her situation by demanding that students behave as she prescribed. She also appeared to model appropriate attitudes, values, and ways of behaving, and she stated that she had acquired an ability to understand and use student dialect to improve communication.
Relationships with Professional Staff Members

Teachers discussed their concerns relative to relationships with professional staff members. Alice indicated that she was primarily concerned that communication channels were open and that the staff work cooperatively on school matters. This was also a concern for the other three. However, most of their discussions of staff relations dealt with the affective realm, especially as they felt affected by gossip and "backstabbing." Barbi expressed frustration with gossip about her sex life. She said the gossip was unfounded and resulted from jealousy and sick minds.

Dana stated that rumors were started about her the year before because she went home for lunch. Like Barbi, she reported that she had been hurt by vicious gossip. Carol reported a concern about this kind of gossip, too. But Carol appeared to have been more concerned about the possibility that another English teacher would "tell stories" and otherwise influence the administration to prevent her from acquiring a preferred assignment the following year. Her fear seemingly was based on a long-standing series of disagreements with this teacher.

Desegregation

An impending court decision on desegregation influenced teacher concerns. Four kinds of concerns were expressed: impact of desegregation on students; impact of desegregation on teachers; impact of desegregation on school programs; and student needs relative to desegregation.
Impact of desegregation on students.

Alice said she wanted her students to be prepared for a desegregated setting in order that they might benefit from the new circumstances. Carol and Dana implied that desegregation would split students from their friends, remove them from their community, and put them in a learning environment that would be unfamiliar and possibly too competitive.

Impact of desegregation on teachers.

Alice was unsure about her future. She did not know whether she would continue as a reading teacher or be assigned to a regular classroom under desegregation. She reported some concern because she felt more effective in special programs. Barbi stated dissatisfaction with the Board of Education for not informing teachers regarding desegregation. She said that the ambiguity allowed by the Board and the conditions that might attend desegregation were two more unnecessary stress-producing situations with which teachers would have to contend. Carol expressed frustrations with the Board's actions because she was left uninformed if and where she would teach the next year. Dana stated that desegregation was unfair to students, parents, and teachers.

Impact of desegregation on school programs.

Alice said that she was unsure whether there would be a reading program or other programs earmarked for "disadvantaged students" under a desegregation plan. This concerned her because it would affect her directly, but also because she believed students needed the special programs. The other teachers did not discuss the impact of desegregation on school programs.
Students' needs relative to desegregation.

Alice expressed concern both about the effects of desegregation on her students and the influence that her students might have on the desegregation process. She indicated that students should be prepared for desegregation in order that they experience it better, and so that desegregation might be successful and lead to integration. Alice planned special lessons for students to understand better the purpose and nature of desegregation. She reported hope that these lessons would prepare students for a desegregated setting. The other teachers gave no evidence of having discussed desegregation with students, nor did they prepare students for the process.

Teacher Beliefs About Indicators of Teaching Success

The teachers were not accustomed to receiving professional feedback on their teaching. Teacher discussions revealed five general indicators used to judge their worth as teachers: students like and/or are involved in activities the teacher has planned for them; teacher has influence over and/or can control students; students show that they respect and/or like the teacher; students trust and rely on teacher to listen to their concerns and to support them; and former students return to visit with the teacher.

Students like and/or are involved in teacher planned activities.

All the teachers indicated that they wanted students to participate in planned activities. Failure to participate seemingly implied that students did not like or want to be involved, which the teachers took
as a reflection of their worth as teachers. The underlying assumption appeared to be: good teachers provide activities that students like and/or willingly become involved in.

Teacher has influence over and/or can control students.

The four teachers indicated that they wanted to influence students to do what teachers felt was appropriate. Alice demonstrated that she intended for students to choose and complete one of several activities she had prepared for each day. Barbi indicated that she expected students to "act like they got sense" and do their assignments. Carol demanded that students sit in their seats and respond to her direction. Dana tried to restrain her more volatile students and ensure that the others complete their assignments. Alice apparently regarded misbehavior as a sign that something was troubling a student or that he or she was feeling spirited. Barbi seemed to view misbehavior mostly as boisterousness or rowdiness more so than disrespect. Carol implied that students must be kept under control so that they might learn in spite of the cause of misbehavior. Dana seemingly believed that misbehavior signaled disrespect or unwillingness to learn. For all the teachers, misbehavior appeared to signal low teacher influence and/or control which in turn implied ineffective teaching.

Students show that they respect and/or like the teacher.

Respect and liking were important to all teachers. Alice indicated that she appreciated having considerate students, and she reported that she enjoyed having former students visit or telephone her. Barbi said she hoped that none of her students disrespected and/or disliked her, and
she appeared to make special efforts to show students that she was approachable. Carol indicated that she wanted students to respect her authority and respond to her control, but she also wanted them to feel they could joke with and like her. Dana said that two of her major frustrations were that students did not respect her and that she had not established close, friendly relationships with students. The presence of respect and liking seemed to indicate to the teachers that they were of value. Absence of respect and liking appeared to bring on frustrations, for the teachers seemed to feel that this absence signaled that they were doing something wrong.

Students trust and rely on teacher to listen to their concerns and to be supportive.

Alice, Barbi, and Dana expressed hopes that students would trust them enough to discuss personal concerns. Alice, Barbi, and Carol spoke of students who had discussed their concerns. Dana said that she was disappointed that students apparently did not trust her because they did not bring concerns to her.

Former students return to visit with the teacher.

Alice said that she appreciated having former students borrow books and visit in her classroom or by telephone. She implied that the return of students signaled that she had done something right in working with them. Carol reported that she enjoyed seeing former students and hearing how they were doing in high school. She implied that their willingness to return and talk indicated that she must have had a positive influence on their lives.
The Professional Staff at AJH Behaves Differently than Professional Staffs at Other Schools

Barbi, Carol, and Dana reported that the professional staff at AJH behaved differently than they believed other staffs behaved. Barbi said that she and other staff members had lower expectations for students and behaved less professionally than they would have been permitted in other schools, especially in predominantly white schools. Carol said that staff members at AJH had greater freedom of choice over what they taught, the language they used, disciplinary procedures, and how they dressed than did teachers in other schools. Dana said that many staff members were immature, prone to gossip, and often responded as juveniles.

Teacher Beliefs Relative to Positive or Desirable Student Characteristics

The teachers reported positive features of AJH students. Alice said the students were honest in their emotions and "easy to love." Barbi said that students were straightforward, "not sneaky," and they "don't pull punches" or "backstab." Carol stated that students were more honest than she and her friends were in junior high. She reported that the students were streetwise but otherwise naive. Carol said she enjoyed working with students and teasing them.

Teacher Favorites

All the teachers spoke of favorite students. Alice and Dana referred to several that they enjoyed seeing everyday. Carol spoke of a student whom she called "the muzzler" because of his small stature and his affectionate, tactile nature. Barbi said that one student was her "pet." She let this student come to her class during study hall to help with the
grading of papers. In turn, Barbi said that she gave the student clothes she no longer used, and Barbi did other special favors for her.

Possible Ways of Manipulating Students

Teacher discussions revealed awarenesses of techniques that could be used to influence or manipulate students.

Alice reported that she had observed that students behaved better on days when they knew she did not feel well. Although she thought it unethical to feign illness to get control, she said it could be done.

Barbi said that students seemed aware of her tolerance level and seldom pushed her beyond it. She stated that she could feign a lower tolerance level with the result being improved student compliance. Barbi noted that she had fallen into a pattern of giving hall passes to troublesome students. She said she did this to remove them from class in order to make the day more pleasant for herself.

Carol reported that students appeared to sense when she did not feel well or was more nervous than usual. She said they seemed to behave better under those circumstances. Carol reported that she could feign illness in order to have better classroom control, but that she would avoid doing this because it seemed dishonest.

Beliefs that Certain Teacher Characteristics Minimize Potential Problems with Students

Teachers stated that it was comforting to discover that other teachers had problems similar to theirs. They said that they often felt many teachers did not have problems. Barbi and Dana felt that black teachers generally had fewer problems than white teachers. Barbi implied
that white teachers, who spoke student dialect and behaved similar to black teachers, had more success than other white teachers. And Barbi also said she believed that male teachers had fewer problems than females. Carol, on the other hand, reported that she believed that female teachers performed better and were better models than male teachers. She said that many male teachers were frustrated "lawyers to be," "engineers to be," etc.

Teacher Beliefs that Particular Times of the School Year and the Nature of the Weather Will Affect How Students and Teachers Feel and Behave, and the Level at Which They Perform

The teachers stated that the weather (warmer than usual for spring and, at times, humid and rainy) and the end of the school year, especially as this was an unusual year (a harsh winter forced extended school closings; impending court decisions on desegregation; teacher cutbacks), influenced how students and teachers felt. The teachers implied that these feelings, in turn, affected behaviors and performance levels. Barbi, Carol, and Dana appeared to resign themselves to the fact that the last few weeks would be difficult. Barbi said that students had forced teachers to a point of being ready to strike out at students, and that "everybody wants a free day." Barbi took one day to lie in the sun at her apartment poolside. She also took an extended Memorial Day weekend to vacation out of state with friends. Alice became ill in class one day and required several days of rest at home to relieve a migraine headache. Dana missed a couple of days as a result of a gastrointestinal infection, and Carol became increasingly frustrated with her situation and, at times, appeared not to be prepared for classes.
Alice, Barbi, and Dana said that friendship with a colleague was very important to survival at AJH, feelings about self, and performance as a teacher. Barbi and Dana met the first day of school their first year, found that they were both fearful about their assignments, and that they frequented the same night spots. Barbi reported that they formed a close, trusting friendship. Both spoke highly of their relationship, and they implied that this relationship helped them weather storms of gossip they faced their first year. Alice said she became close to the other reading teacher. They began meeting daily to discuss program and lesson plans, and their friendship grew. The discussions ranged from planning and debriefing on lessons, to discussions of concerns with teaching and other matters. Alice reported that the friendship was mutually supportive, that they were able to keep each other on a positive track, and that this benefitted students as well as themselves. Since the other teacher was moving out of town at the end of the school year, Alice reported that she should find someone else to be a listener and friend the next year. Carol did not discuss relationships with colleague/friends.

The teachers discussed their views and feelings about themselves as teachers. The teachers seemed to give themselves less credit than they could have with regard to their ability to influence and control students, and to present acceptable lessons. They saw themselves to be less effective than they could have been, and less effective than the investigator
perceived them to be. Alice tended to see herself as less organized, less sensitive, and less effective than she wanted to be. Barbi appeared to be accurate in judging herself ineffective with the general business class. But she reported feeling less effective with the typing classes than she appeared from the investigator's perspective. Dana did not notice until late in the investigation that students generally responded well to her direction, possibly because a few volatile students made her appear less influential than she actually was. Carol, however, hardly commented on her effectiveness; instead, she appeared to camouflage her doubts with words and stories.

To bolster their feelings about self, teachers seemed to search for indicators of success. Most of the indicators did not involve student learning outcomes. Instead, the indicators involved rigid classroom control and friendship with students. The images they developed of themselves as classroom teachers appeared to be biased negatively — teachers did not give themselves a break on how well they were doing with classroom management or instruction. Instead, they seemed to look for other factors — control and friendliness, etc. — as indicators of their success. They seemed to rely on relationships and control as sources to feed their self-esteem.

Teacher Perceived Relationship Between Teacher Education Program and Teacher Self-Esteem

The teachers reported that their teacher education program did not prepare them to teach at AJH. Each reported an unsuccessful and traumatic first year. Each indicated that her self-esteem had been affected negatively by first year difficulties. Barbi, Carol, and Dana reported that
they were not prepared for an inner city school, nor did they know how to handle student discipline problems and staff relations. Alice said that she was not prepared to handle severe emotional problems. She and Carol also said they were not prepared to handle fights.

All in all, the teachers said that their teacher education programs did not prepare them adequately. The teachers implied that inadequate teacher education programs caused their self-esteem to be affected negatively during their first year of teaching.

Recommendations for Teacher Education

Throughout the investigation, teachers responded to investigator questions and volunteered information on ways of improving teacher education. Their recommendations follow.

Preservice teacher education students should have experience in a variety of teaching settings and should be exposed to different communities.

The teachers reported that they did not have adequate understandings of inner city culture nor inner city schools when they began teaching. They implied that their beginning experience was, as a result, unduly difficult. The teachers indicated that teacher education programs should help preservice teachers develop understandings of cultures and communities in which they might teach. They also implied that teacher education programs should provide opportunities for students to learn that schools operate differently, and that a variety of people make up professional staffs.
Preservice teacher education students should engage in simulated and role playing situations to learn how to manage classroom behavior.

The teachers stated that they did not learn adequate measures for classroom management. They said they could have learned some basics in peer teaching situations. Too, they reported that classroom management skills had to be learned on the job, that no training could give them all the answers.

Simple, "tried and true" techniques would help beginning teachers.

Alice said that she tended to reject simple techniques for classroom management and instruction when she encountered these in preservice training. But she found that they were very useful. She said that techniques, such as daily reminders of weekly assignments on the board, helped keep students on track and freed her to interact with individuals. She stated that teacher education could provide preservice teachers with more "tried and true" techniques.

Preservice and inservice teacher education should help teachers construct positive mental health.

All the teachers stated that they found teaching to be much more difficult than they had imagined. They made several recommendations for teacher education, which have been re-stated for clarity and brevity.

- Preservice teacher education students might learn that teaching is hard work; teaching is intellectually, physically, and emotionally taxing. They should learn this so that they might decide whether they want to teach. This knowledge would also help teachers prepare for the kinds of demands that could be made of them.
- Preservice and inservice teachers might become aware that they will make mistakes. They should acquire an attitude that will allow them to learn from their mistakes and to grow; teachers should learn not to dwell on mistakes.

- Teachers should learn how to confront situations, especially fights, without being afraid.

- Preservice teacher education students should learn that all teachers and administrators are not honorable, that some cannot be trusted. The teachers believed that preservice teachers should learn how to get along with people and understand that everyone will not be fair. Preservice teachers should acquire the understandings and personal strengths necessary to cope with troublesome interpersonal situations with fellow staff.

- Preservice and inservice teachers should have opportunities to learn how to respond to students in a professional manner. They should learn that all behaviors are not directed at them. That is, teachers should learn not to take everything personally.

- Teacher educators should involve themselves in real school life, and help inservice teachers maintain positive mental health. Teacher educators should focus on teachers' development of mental health as well as improvement of instructional capability.

Teacher educators should attempt to acquire more realistic perspectives on teachers' circumstances by observing classes without students' knowledge and by teaching teachers' classes for several days.

Dana stated that the project would have been more helpful to her had the investigator observed her class from a concealed location and had he provided feedback on interaction patterns that were natural and not biased by his presence. She said teacher educators could be most useful if they observed classes unobserved and provided feedback. Too, she said it would help if a teacher educator taught the class a few times. She implied that teacher educators need to understand teachers' perspectives, otherwise they will not be effective in educating teachers.
Other Data From Field Notes and Investigator's Journal: Question II Part B

Introduction

The investigator described observations in field notes, and reported inferences and feelings in a personal journal. A review of these records revealed several perceptions, matters of concern, and elements of the investigator's experience relevant to staff development. These are reported under these headings:

- teacher hesitancy to review tapes, transcripts, and field notes
- investigator awareness of teacher sensitivity to his presence
- investigator influence on teachers
- teacher interest that investigator form an acceptable image of teacher as person
- the investigator's experience: difficulties and discomforts
- the investigator's experience: empathy
- the investigator's desire to inform
- the value of non-interview discussions with teachers
- ways teachers coped with cultural, racial, and socioeconomic differences.

The investigator's experience is reported in the first person, a break from the third person reporting throughout the rest of the study.
Teacher Hesitancy to Review
Tapes, Transcripts, and Fieldnotes

Teachers were hesitant or unwilling to review tapes, transcripts, and fieldnotes. This, in spite of the fact that they were told several times that these were available on their request. Two teachers, Barbi and Dana, said they were not interested: Barbi said that she did not like to hear herself on tape. At one time, Carol mentioned that she might want to see her transcripts, but she never requested to see them. Alice did not respond verbally either way.

Investigator Awareness of Teacher Sensitivity to His Presence

As the investigator, I was very sensitive to how I might influence teachers and thereby influence the project. I did not want to be passive and uninteresting, nor did I want to be dominated by teachers. On the other hand, I did not want to be intrusive or domineering. There were a number of matters about which I felt I could be open, matters about which I could express my thoughts and feelings. Yet, I also was aware that there were thoughts and feelings that might impede the developing relationships: they seemed irrelevant or too personal to be expressed in the early stages of our acquaintance. Too, I seemed to be influenced by an overriding concern to focus on positive traits or factors associated with the teachers and their reported experiences.

Certain teacher expressions and behaviors kept me sensitive to my influence on their experience. I reported on three of these several times in fieldnotes and my personal journal: teacher attention to the ways I conducted myself, teacher indecision regarding explanation of my
presence to students and including me in classroom activities, and
teacher discomfort with my presence under certain circumstances.

**Teachers Attended Closely to the Investigator's Conduct**

Teachers attended closely to the ways I conducted myself in inter­
view and non-interview situations, in the classroom, with students, and
with other teachers. In the first few interviews, they closely observed
my reactions to their statements. They appeared to "test the water," to
search for signs that indicated whether they might "risk" more discussion.
Teachers several times mentioned directly or indicated indirectly that
they had observed my reactions to persons and events, and had made infer­
ences and judgments about my character and credibility as an observer,
listener, and teacher educator. Alice said that I was easy to talk to,
that I was an "active listener." Too, she said that I had an easy way
with students and seemed comfortable. Barbi said that she often tried
to assess whether I agreed or disagreed with her statements, but that
she usually could not determine what I thought. Carol said that she
found me "easy to talk to." She said this was unusual because there were
many persons she felt she could not talk to because they judged and criti­
cized her. Dana said that it was nice to have someone to talk to, but
she said nothing about trying to assess my character and credibility.

**Teacher Indecisions Regarding Explaining the Investigator's**
**Presence and Involving Him in Classroom Activities**

I explained that I would not participate in classroom activities.
I gave teachers a brief statement that they could have used to introduce
me to students. In spite of these preparations, teachers seemed unsure how to explain my presence to students. Teachers also talked with me during class, even attempted to include me in classroom activities. Alice showed me student work. She remarked for my benefit and the students' on how well they were doing. Carol showed me student work, but said privately -- although there were some students who could hear -- that it was a pity the students could not do any better. Dana and Carol gave me worksheets and books, apparently believing that I might follow student work. Dana included me in a word recognition game. Barbi and Carol teased students by saying I was there to see how well students were doing, to get "discipline" information, etc. Several times, Carol asked me whether students correctly stated a fact or spelled a word.

Teachers seemed to want to "normalize" my presence. They attempted this by including me, teasing the students, and so on.

**Teacher Discomfort Under Certain Circumstances**

Teachers were uncomfortable with my presence as an observer under certain circumstances. The teachers displayed their discomfort nonverbally and with indirect and direct statements of discomfort.

**Expressions Taken as Indicators of Teacher Discomfort with Observations**

Teachers used face-saving devices to disown full responsibility for the circumstances that might prevail in a class to be observed. There were times, more so early in the investigation than later, when teachers made face-saving statements relative to students or circumstances or
their preparations for the day. They seemed to say: "Don't be surprised if things don't go real well today. Since I'm aware that they might not go well, I shouldn't be held fully responsible;" or, "I'm trying something new, so if it doesn't work, please remember that I'm a better teacher than you'll see today." Other examples follow:

Alice: "I'm not an artsy-craftsy type person, so I'm worried about doing these projects. I don't know how I let myself get into this."

Carol: "I got a migraine from sitting in the sun at the track meet last night, so this is going to be a lackadaisical day."

Barbi: "This class is just awful. I have three boys in there that just won't do anything."

Dana: "This is my nonreading group."

Teachers seemingly felt that these kinds of statements would inform me that I should not judge their teaching ability on what I might see in particular classes. Too, they might have been saying that they hoped I would consider and understand the circumstances.

There were signs of embarrassment at times. Teachers apparently became embarrassed when I observed student recalcitrance, rowdiness, and impertinence. Indicators of embarrassment were blushes, efforts to hush, and looks of helplessness. Sometimes the teachers pleadingly looked to me for help. Barbi more than once looked directly at me and shrugged her shoulders when students ignored her directives. Carol frequently blushed. There was a fight in her class one day. She requested that I cover her class. Later she explained that she had been emotionally shaken by the fight. While this apparently was the case, I inferred
that my presence affected her, too. Incidentally, she reported that she went to the lounge to recuperate, leaving me with the class for nearly an entire period.

Sometimes teachers tried to distance self from students. Dana did this more than the others. Distancing involved moving physically away from students and/or placing barriers between self and students. The barriers consisted of crossing arms, moving behind desk, raising book in front of face, stepping into the hall, and turning away from the offender. Barbi and Dana frequently stood in the hall when students were assigned seat-work and a few were persistently talkative or playful.

Teachers requested that I observe some classes and not others early in the investigation. Barbi expressed this directly, but changed her mind after the first observation and said that I could observe her any time that I chose. The others wanted to know when I planned to observe. They then stated whether they believed the times I selected were good. They all informed me that I could visit any time that I wished. Alice noted that I might not want to come on a particular day because she was showing a film. She believed that it would not be worth my time to observe that day. Carol informed me that I might not get as much from observing her in study hall as in a regular class.

Investigator Influence on Teachers

Observable Effects of Informing Teachers of Patterns

Several times, as a result of classroom observations, I perceived patterns or structure to teachers' activities. The teachers had not indicated awareness of these patterns. I informed them of my perceptions.
The teachers usually were surprised. They had not been aware of these patterns. Once the teachers acknowledged the existence of these patterns—sometimes it took one week or longer—they generally attributed value and positive feelings to the patterns. And they seemed to pay more attention to the way these patterns influenced classes.

Early in the investigation, I detected a recurrent pattern during the opening five to eight minutes of Alice's classes. Students entered and tardy bell rang. Alice, wearing a button-up sweater, went to her desk to sit. Students grouped around her desk or nearby, each waiting for her to discuss yesterday's work and today's assignments. Alice attended to individuals, one by one, helping them find their folders and giving them two or three assignments from which to choose theirs for the day. After each student had conferred with Alice from ten seconds to two minutes, he or she found a comfortable place to work—student desk, table, window sill, or floor. Alice then stood and removed her sweater with a sigh, surveyed the room, then either sat again at her desk or attended to a student who appeared to want or need assistance. This pattern was evident in most observations. When I described it to Alice, she said that she had not been aware of it, other than she felt those opening minutes were chaotic and possible wasteful. A week later, Alice reminded the investigator of his description of this pattern. She said that she felt he was accurate. A few days later, she said she had considered the pros and cons of the pattern, and felt she liked teaching this way. She said this pattern allowed her to meet one of her goals, personalizing instruction. This helped her feel like the "big cheese." Alice reported that she felt it was acceptable for her to feel like the big cheese, especially
learn the proper techniques. This represented a shift from Barbi's general discussions of control to more specific statements about teaching objectives and strategies.

Dana's situation and responses were similar to Barbi's. I said a couple of times that students seemed in general to respond well to her; this, even though she had serious problems managing a few students' behavior. When I made these statements early in the investigation, Dana showed no acknowledgment of their verity and seemed to question my directness and honesty. Toward the end of the investigation, however, Dana discussed plans for the next school year. She noted that she had come a long way in her two years at AJH, and that students seemed to respond to her leadership. She said this was especially true of the eighth grade students that she had in class for two years. She also reported that students seemed to be more responsive to her leadership than she had previously believed. She stated that she felt students wanted the kinds of activities and relationships with her that she had wanted all along.

Alice, Barbi, and Dana first responded warily to my inferences, then appeared to consider them seriously. After a while, they accepted these inferences as accurate. Once they accepted these patterns as real, they valued them, and seemed also to place more confidence in their teaching ability.

An Account of the Investigator's Reactions to the Teachers

I believe that my likes and dislikes, expressed or not, could have affected teacher dispositions to discuss personal and professional concerns.
They also might have affected the relationships the teachers and I formed.

Early in the investigation, I found that I tended to agree with much of what Alice expressed in interviews, and I liked many things that she did in the classroom. I began to respect and like Alice. I noted one time that I seemed to write more about her than the others. Also, self-disclosure scores indicated that Alice expressed personal concerns relative to teaching more frequently than the other teachers.

At first, I did not know if I could work with Barbi. She seemed friendly enough, but appeared less than eager to participate in the project. Too, I sensed phoniness. Her smiles and other behaviors did not seem sincere. Her friendliness appeared to be affected. But, from the second interview on, I noticed more disclosure in interviews and informal conversations. I began to perceive Barbi's statements as direct, especially with regard to her frustrations and concerns about teaching and her health. Though I had mixed feelings about her teaching, I began to like her more. She taught her typing classes satisfactorily, but she did not do well with the general business class. Plus, she expressed low motivation to improve. This bothered me. I thought she should try to improve, yet I also believed I understood how she felt.

Carol was fascinating to listen to during the early interviews. She seemed to represent the stereotype of a white, middle-class teacher trying to cope with a situation that was frustrating, but one that could allow her to appear successful if she were able to survive and demonstrate that she got along satisfactorily with most students. I had difficulty restraining from probing deeply for influences that contributed to her expressions. I also felt that she was not being direct with me or herself
regarding some feelings. After she was hit with the emotional blow of being "staff-reduced," my feelings toward her changed, but my beliefs remained relatively the same. I still believed that she was not being direct regarding her feelings about teaching at AJH. I began to see her as deeply frustrated and troubled. It became more and more difficult to listen attentively to her effusive expressions of frustrations and her indiscriminate "blame letting." While believing that I understood her position and feelings, I let some of my own frustrations build. It was very difficult to listen to her -- the same kinds of expressions, minute after minute, interview after interview. I felt helpless. I did not know what to do to ease her pain, to help realign her perspective so that she could take healthy action. To add to the frustration, I began to believe that I was the only person who was taking time to listen to her, the only one who allowed her to blow off the steam that was building inside.

The first interview with Dana was an interviewer's dream. She answered in full the few questions I had. She expressed frustrations with teaching, and seemed to withhold little. She was straightforward and articulate. And, in spite of a rocky beginning two weeks before when I thought she might not participate in the project, I quickly inferred that she would participate fully. I thought she might continue to be direct, and that she might reap many benefits from her participation. This was not the case, at least with respect to full, direct discussion. The next few interviews and contacts were disappointing. Dana seemed to re-establish distance between us after the first interview. In the classroom, Dana was distant too -- distant from her students. When we
met, whether in the halls or in the interviews, she seemed unwilling to talk, almost as if she wished she had not agreed to participate in the project. The second, third, and fourth interviews were short. I asked questions to which I received curt replies. It seemed that Dana could not wait for the interviews to end. The fifth was different. She talked openly and freely again, but not for long. The sixth interview was more like the second, third, and fourth — apparently little interest on Dana's part, and her replies were curt. Dana talked more freely in the last interview. She was open and hospitable, and seemed to enjoy herself. My feelings toward Dana changed over the course of the investigation — from deflation when I first thought she might not participate, to a first interview elation, to a long period of concern, then to a period of reflection on why it was her attitude seemed to vary.

Teacher Interest That the Investigator Form an Acceptable Image of Teacher as Person

The teachers appeared to want me to see them as good people, doing the best they could in spite of dire circumstances. They seemingly tried to present themselves in a positive manner, as if to get me to form acceptable images of them. The teachers also gave an impression that they wanted me to have an "accurate" picture of the circumstances in which they taught. They apparently hoped I would see the situation as they saw it — a community that does not support schooling, and a school in which it is physically and emotionally taxing to teach. They implied that my limited observations might not provide adequate understandings of their capabilities.
Standards Are Lower Because of the Circumstances

Three of the teachers said that the circumstances — low income families, poor parental support, below average student academic knowledge and skills, and student rowdiness — caused them to set lower standards and teach less. These three teachers — Barbi, Carol, and Dana — indicated that they would teach differently elsewhere.

- "The kids don't have dictionary skills, so I have them look up words in the dictionary and write definitions. I underlined the root words in order for them to know what to look up (arrogantly, carrying, etc.)" (This is an example of how a teacher lowered her standards. She gave students dictionaries, and told them to work. This involved less teaching.)

- "In spite of doing well on the open-book review, almost all will fail the test tomorrow. But what can I do? I just give them the material and they either get it or they don't." (This is an example of lower standards. "Teach less because they'll fail anyway.")

- "This is my nonreading group. That's why they misbehave. They all have emotional problems. That's why they're hard to deal with. So I just try to keep a lid on them." (Lower expectations and standards)

- "There are thirty-five students scheduled for this class. Only twenty show up most of the time. Most of them are slow. Elliot is a nonreader; he should be in EMR. Even when he does better work, it's only a "D" compared to what it should be. I can't give him higher than a "D". So that's why it has taken me until recently to get this class in some semblance of order." (Circumstances are tough — lower expectations and teach less)

Circumstances Are Physically, Emotionally, and Intellectually Taxing.

Each teacher at times portrayed the school as a difficult place to work. They seemingly wanted me to understand that I might see effects of battle fatigue instead of their true abilities.
"I was absent for two days. Now, look! Many of the machines are broken. This happens every time. How can you teach typing when the machines are broken? (It is difficult to teach without functional equipment — physically and emotionally taxing)

"This class wears me out." (emotionally difficult)

"I've been teaching these kids so long that I feel stupid." (intellectually and emotionally taxing)

The Class Was Different Today Because You (Investigator) Were There.

The teachers implied that it was difficult to teach at AJH, in spite of what I might have observed on certain days.

"The students were much better this time because they don't know you. They'll soon change. They'll start asking you a lot of questions and behaving normally."

"That class of boys is afraid of you because you're male and they see you as an authority. They act differently when you're in there, but when you leave things return to normal."

"I was surprised that Joe worked today."

The Class Will Not Be As Good Because I Am Not Well Prepared, But I Have An Acceptable Reason.

The teachers, especially Carol and Barbi, suggested that sometimes there were acceptable reasons for them not being prepared to teach.

"I got a migraine headache sitting in the sun at the track meet last night, so this is going to be a lackadaisical day."

"Not knowing if or where I will teach next year has really gotten me down. That's all I've thought about so you're going to see me nose dive today."

I've Changed Since I Started Teaching at AJH.

Several times the teachers indicated that their experiences at AJH caused them to make "surface" but not fundamental changes. They acquired
student dialect and began to behave differently. Some also felt that they made bigger changes, such as being "not as smart" as before.

- "See all the misspelled words on Mary's paper. What's worse is that I've been here so long that I can make sense out of it."
- "... he did it by hisself -- there! I did it again! I'm talking like them."

**Expressions of Guilt**

There were times when the teachers appeared to feel ashamed or guilty in my presence. They indicated that some things that I observed were not their real characteristics.

- "I don't usually get upset and come in here and rant and rave. But it really upsets me that the staff isn't together and acting consistently on this hall walking policy."
- "I'm not a teacher lounge person. I just get coffee in there. I was angry today about the hall walkers and had to go somewhere to get it off my chest."
- "You caught me gossiping in the hall."

**It's Okay If You're Aware Of Your Inadequacies.**

Sometimes the teachers expressed awareness of inadequacies, and implied that being aware of inadequacies was acceptable. They seemingly believed that being aware of inadequacies is better than not being aware.

- "Does that make sense? It doesn't seem consistent. It seems funny that I should want others to be consistent when I'm so inconsistent myself."
- "I worked hard to get this ready, but I'm not an artsy-craftsy person. I'm really anxious to see how it's going to turn out."

**Please Don't Judge Me On What You See**

The teachers apparently wanted to be assured that I would not make judgments on limited observations.
"You'll get a better picture of what happens at AJH — and of me — if you visit all my classes, study halls, have lunch with me, and go to the extracurricular activities."

The Investigator's Experience: Difficulties and Discomforts

There were several times when I felt uncomfortable or when I had difficulties confronting certain matters throughout the investigation. The most frequent and/or critical kinds of incidents are listed below.

General Difficulties

I felt uncomfortable when I became aware of some assumptions and biases that I previously had taken for granted. I have listed a few examples below.

- I have biases about the kinds of people who should be on a school staff. Confronting these biases caused me to begin to reformulate my position on the people I prefer as teachers. A white male staff member in his late forties or early fifties, with a southern or hill accent, frequently was mentioned in my field notes and journal. The entries often had him involved in activities that I did not value. Also, I questioned whether I was letting my bias toward older whites with southern/hill dialects influence my perceptions, or whether his activities justified my judgments. Another bias involved several male staff members who were flashily dressed and "tried to be cool;" some were white and some were black. I found that what troubled me was not their manner of dressing, but the way they behaved. They acted as if they had power and were waiting to use it. This "chip-on-the-shoulder" power stance troubled me. In both cases — the southern/hill dialect person and the chip-on-the-shoulder people — I became acutely aware of strong internal factors that had potential for affecting my attitude and behavior when working with teachers.
I was uncomfortable when a teacher expressed something I believed to be factually inaccurate or something that was counter to my beliefs and values. I had trouble restraining myself from denying or countering what they said. It was even more difficult when teachers expressed feelings that I believed teachers should not generate.

Carol's discussions troubled me because there seemed to be underlying feelings and beliefs that differed from those she expressed. She said that she learned how not to be prejudiced. She also said that she felt good working at AJH (before staff reduction). But beneath both these statements seemed to be unhealthy feelings toward black people. Also, she seemed to harbor unhealthy feelings toward herself for being employed in a black school. This made me uncomfortable for three reasons: it reminded me of the difficulty I had confronting deeply ingrained attitudes, and my tendency to deny the real and create a facade for interaction; it troubled me that Carol was experiencing this internal conflict, and that I could do nothing to help; and it was especially depressing to know that Carol had to confront the effects of staff-reduction in addition to these other matters. As I heard Carol talk more and more of her frustrations, it became increasingly difficult to listen to the same frustrations time and again, and to see her make little if any progress in dealing with them. There were times when I felt that I couldn't listen any more, when I wanted to stop the conversations. I did this once. That was when we had a telephone conversation at the end of a day that was tiresome for me. It also was emotionally demanding for me to transcribe and analyze Carol's interview tapes and transcripts because I perceived her agony much more readily at these times than I did during some of the interviews.

I found it difficult to listen carefully and to achieve empathy when my biases and likes/dislikes surfaced. Too, it was difficult for me to be an active listener after I had observed several classes and interviewed more than one teacher on the same day.

There also were certain behaviors and classroom "environments" that were bothersome. One involved behaviors that represented insensitivities to others' feelings and well-being. And others involved values, attitudes,
and beliefs that I felt were inappropriate. Several examples are described below.

* Teacher statements relative to student ability or other student characteristics made within earshot of students irritated me. I felt these statements could hurt feelings and damage self-esteem. Before class one day, Dana informed me that the students passing by on their way into the classroom were her "nonreaders." Carol stated once that a particular student was "ready for the booby hatch," meaning that he was retarded and emotionally disturbed.

* Double-edged humor, sarcasm, and name calling — even if done in joking manner with teacher smiling — were annoying. Carol frequently used these "techniques" and justified them on the grounds of "joking students into shape;" she believed that the students knew the difference between being called a "dummy" by someone who means it versus being called a "dummy" by her. These behaviors annoyed me because they seemed to serve more than one purpose; specifically, to get a laugh at a student's expense and to strike out at or put down a student. Further, this bothered me because I felt students should not be ridiculed or treated in an underhanded manner.

* Barbi, Carol, and Dana had few if any educational, inspirational, or entertaining items on the walls and bulletin boards. This troubled me because I believed lackluster classroom environments represented low levels of teacher enthusiasm and commitment. Too, bare classrooms seemed to reflect negative attitudes toward students and the teachers' association with the school. Carol's classroom had nothing on the walls. Books were locked in a cabinet. The bulletin board in Dana's room displayed famous persons' photographs, but had been placed there months before at the beginning of the year. Barbi's room had one or two posters that reminded typing students of proper uses of their hands, how to set margins, address letters, etc. The difference in Alice's room was striking. She always had the weekly assignments on the chalkboard. The bulletin board and walls were full of pithy sayings, reminders relevant to reading, and student work was displayed. There were group study tables, individual student desks, and an area enclosed by file cabinets and carpeted for silent, sustained reading. Teaching
behaviors differed as well. Alice was energetic, interacted frequently with individuals, showed evidence of considerable planning. She took time to read and critically respond to student work. Barbi's classes showed less evidence of planning than Alice's, and Barbi approached her classes less energetically. Carol's classes showed little evidence of thoughtful planning and involved considerable busy work. Dana's classes showed little thoughtful planning and appeared to require busy work.

Several misunderstandings between teachers and students occurred during my observations. I found it difficult to restrain from interjecting my insight. Time and again, misunderstandings occurred because teacher or student did not hear or appropriately interpret statements or feelings. Since I had established myself as a nonparticipating observer, I sat through misunderstandings and felt very uncomfortable because I thought I knew the source of disagreement. Also, I believed that interference might harm the teacher's self-esteem and could cause more damage than that done by the misunderstanding.

Misunderstandings also occurred between adults. One day, Alice's supervisor and a school counselor came into her room, but at different times. They both created confusion. The supervisor seemed to think that she was helpful and that she modeled good behaviors. But her actions were very obtrusive and unhelpful. The counselor thought he could get the students settled and to work; instead, he created confusion because he did not understand Alice's classroom structure. The counselor single-handedly created two incidents that could have resulted in students being punished. He was at fault — not the students.
Discomfort Writing Field Notes in Teachers' Presence

I felt uncomfortable recording observations in the teacher's presence. This occurred even though I had informed them that they could read field notes and review tapes and transcripts any time they desired. If any of the four teachers entered the teachers' lounge as I wrote, I immediately felt that I should stop. I typically wrote for a few minutes after their entry, then stopped writing. I tried not to indicate discomfort, though the teachers may still have sensed it. I believe the discomfort resulted from my belief that I would have felt uncomfortable watching another person write about me. I probably would have been curious, but hesitant to ask. Also, the teachers' unwillingness to review the data might have increased my feelings of discomfort.

Sameness of Classroom Activities and the Investigator's Boredom

It was difficult to observe the same classes day after day. The teachers and students, from my perspective, appeared to do the same kinds of things. I felt heavily weighed with "sameness." Yet I knew that I must cut through this sameness in order to sift out critical aspects of reality. On some days, it was very difficult to be attentive, especially if I happened to be seated in the sun or another warm place in the room. The exception was Alice's class. I was fascinated by her responsiveness to individuals, the energy she displayed, and the way students responded to their assignments. Her style remained the same from student to student, but the substance of interaction differed. Too, I could detect enhancement of student understandings and skills over the course of the investigation. Barbi's classes appeared the same from day to day. I
could not observe changes in students' typing ability because I did not have access to appropriate information. The business class was similar. There was little substantive interaction. Barbi spent much time trying to manage or control student behavior. Carol's English classes were much the same, enlivened only by the *tete-a-tete* situations she seemed to encourage. The routine for Dana's classes involved putting words on the board and going over them, then distributing worksheets and waiting for students to complete them. Also, she worked hard to keep a lid on volatile students.

**Investigator Difficulty Coping With Teacher Silence in Interviews**

I experienced difficulty coping with teacher silence, tentativeness, and apparent teacher resistance in the first two interviews with Barbi and the second and third with Dana. Sometimes I tried to speed up discussion by saying or asking more. I found that I pushed and prodded teachers a few times. I discovered that I did not listen as well at these times because my attention was on how to get teachers to talk. I learned to keep a realistic perspective on interviews and to understand that the interviews could be only as long as the teachers wanted them to be.

**Investigator Difficulty Coping With Certain Kinds of Discussion**

It was difficult to listen well to discussions involving opinions that differed from mine. This situation occurred in several of Carol's interviews and in one with Dana where she expressed opinions on desegregation and busing. I also had trouble listening to Carol's effusive blame letting and her expressions of frustrations.
Observing Several Classes and Interviewing More Than One Teacher in a Day Consumed Considerable Energy

Days involving several observations and more than one interview (in addition to my university teaching responsibilities) were physically and emotionally exhausting. It was difficult enough to shift my perspective for observation from teacher to teacher, but preparing for and experiencing interviews was more difficult.

The Investigator's Experience: Empathy

Empathy With Teacher Frustrations

There were frequent instances when I observed teachers facing difficult and frustrating circumstances. These reminded me of my experiences under similar circumstances. I often left feeling as I had as a teacher. In a manner of speaking, I "re-visited" former frustrations and anxieties and questioned whether the teacher felt as I had. Too, I wondered about the frequency of their frustrations and how the teachers had coped. I questioned how the teachers garnered the fortitude necessary to confront what they had to suspect was the likely recurrence of these circumstances and frustrations. Furthermore, I wondered what the cost -- in terms of energy, emotions, self-esteem, attitude, and learning -- was for teacher and students.

The Investigator Revisited His Teaching Experience

During the latter part of the investigation's second week, I began to have feelings and impulses much as if I were a teacher again. I tended to see and respond to situations as I had three years before.
The first such instance occurred one morning as I entered AJH. It was just before the tardy bell and students were on their way to homeroom. As I walked down the long hall, I saw two boys well ahead of me. I knew they were about to fight. Their postures, facial expressions, and the absence of any person or activity nearby that might prevent them from coming to blows indicated that a fight was imminent. A reflex response shot through my body signalling me to squelch the likely fight. The response was the same as those I had as a teacher. I was, however, emotionally distant enough from the situation to restrain from following through. The fight erupted as I had anticipated. I let it continue.

A teacher intervened a few moments later. Although I knew it was not within my authority to stop the fight, I felt as if I had reneged on my responsibility. More interesting, though, was my awareness of how deeply ingrained was the response pattern that I had learned as a teacher.

I frequently identified with teachers in classrooms. Although I knew that being an observer provided a different perspective, I still found that I viewed events and generated feelings much as I would have had I been teaching -- getting both positive and negative feelings regarding student behavior, learning, and the quality of their work. The field notes contained several entries made from a classroom management perspective. There also were entries on my anger at the obtrusiveness of other teachers, counselors, and supervisors when they entered classrooms and disrupted the usual flow of events or otherwise interfered with teacher planned activities. I wrote, too, of students, expressing pleasure and displeasure as if I had been the teacher.
There were times that I felt myself acquiring a "me-they" syndrome that teachers often acquire, where teachers begin to see teaching as a situation involving teachers against students. This was part of the "classroom management" perspective that I sometimes assumed, but occurred more frequently in the teachers' lounge. Teacher discussion there revolved mostly around discipline and frustrations with students, building administrators, central office administrators, the AJH community, and the voting public. There were frequent complaints that seemed unproductive. There also were discussions relative to the Task Force that had appointed itself to improve discipline at the school. This group engaged in strategic and tactical planning for reducing hallwalking, tardiness, and classroom discipline problems. Members of the group kept records in the teachers' lounge, discussed offenders and progress in working with them, and administered corporal punishment in the hallway outside the teachers' lounge when it was convenient. Some of the stories I heard influenced me to think that students were wrong and teachers were correct. A few students who came to the door to see teachers acted belligerently, and I sometimes felt they should be punished on the spot. In other words, being in the teachers' lounge influenced me to assume an AJH teacher perspective, and to view students and events the way teachers did. But my role as observer kept me distant. I never completely assumed the AJH perspective, but I certainly had similar impulses. My distance enabled me to reflect on the things the teachers were doing, and to consider conditions that brought forth their behaviors. Several field note entries showed distaste with several teacher behaviors and disappointment in myself for having had similar impulses.
In retrospect, it appears that teachers have a number of duties to perform. Many are apparently contradictory. Combined with the history of black-white and black-school relations in this country, it seems that these duties place teachers in positions where they must act instinctively or through learned reflexes. There is very much pressure and very little time in which to react, so teachers assume a fairly rigid posture and react reflexively. The overall result is that teachers seem to bounce from event to event without careful thought, and their overriding concern is to control the situation.

There were a few factors that seemed to have allowed me to maintain a distance from the reactive climate at AJH. These were my role as observer, the recording and transcription process (field notes, journal, tapes, and transcripts), and the fact that I was teaching a preservice course at the university.

The Investigator's Desire to Inform

There were several circumstances in which I wanted to inform teachers of something about their classrooms. These were reported above. I also tended to want to tell other adults in the school that I was an experienced teacher involved in a graduate program, and doing research at their school. It seemed important that I establish my mission and my credibility.

Desire to Inform Teachers of Something Perceived in Their Classrooms

There were certain events and patterns of behavior that I perceived in classroom observations and of which I wanted to inform teachers.
These typically were matters that were interesting to me, could facilitate teacher discussion, and/or which I perceived as "positive." I especially wanted to inform teachers of positive features when they seemed inclined to speak negatively of themselves and their teaching. This was not limited to classroom observations; I felt the same regarding personal characteristics. For instance, Alice stated that her actions and reasoning seemed "fuzzy" and "inconsistent." I indicated where I perceived clarity and consistency. Barbi expressed frustrations with her typing students' behavior to which I responded with my view that students typically began their work immediately and worked throughout the entire period.

Desire to Inform Others in the School That the Investigator Was an Experienced Teacher

I frequently became involved in discussions with other teachers. Sometimes the teachers thought I was a preservice teacher education student assigned to the school for early field experience. At other times, they thought I was a substitute teacher. But in nearly every case, I felt it important to inform the teachers that I was a graduate student with considerable teaching experience, engaged in research at the school. On one hand, it was the honest thing to do -- to give this information. But I also wanted very much to impress upon them that I was an experienced teacher. It was difficult to restrain from saying that I had taught in a school much like theirs and that I had experienced problems at least as serious as those they faced daily. The desire to let AJH teachers know that I was aware of their circumstances was very
powerful. This troubled me. I wondered why I felt I had to do this. In retrospect, it seems to have been related to my own self-esteem. With the teachers involved in the study, this seemed less important. But with teachers unfamiliar with what I was doing, I felt a greater inclination to let them know that I understood the circumstances at AJH. Fortunately, I think I held this tendency in check. There was only one instance in which I might have said too much to a point of having discounted another teacher's experience.

The Value of Non-Interview Discussions With Teachers

Discussions with the four teachers involved in the project, in addition to interviews, took place in hallways, teachers' lounge, classrooms, and by telephone. These were particularly informative and enjoyable because teachers seemed to discuss a wider range of topics. Too, I felt I was more of a verbal participant. During their planning periods or lunch periods, teachers were able to move about and do some of their work as we talked. I was able to work with them and to get a better picture of how they viewed their teaching. I think they got to know me much better, too. Alice and Barbi appeared more willing to engage in these discussions than either Carol or Dana.

Ways Teachers Coped With Cultural, Racial, and Socioeconomic Differences

The four teachers were from predominantly white, middle class communities, having had little previous experience with blacks or any persons culturally and/or socioeconomically different than they. The adjustments
they made were significant in nature and had substantial impacts on their lives. And the adjustments were not one-time events; instead, teachers continuously adjusted to the setting.

Seemingly Alice was very aware of cultural differences, wanted to bridge differences, and tried to learn from her professional/interpersonal exchanges with students. She appeared to test herself for evidence of stereotypes and prejudices that might adversely affect students. She said that it was sometimes difficult to determine whether some student behaviors were reflections of cultural differences, or whether they were manifestations of hostility and rudeness.

Barbi said her difficult first year led her to associate with different staff members her second year. She said these were mostly black teachers, special programs teachers, and administrators. She said that she was able to reduce friction from staff by doing this. She said that her association with black teachers improved her relationship with the administration. Barbi also changed her behaviors around students. She acquired some student dialect, and frequently talked informally with students. When Barbi conducted class or supervised study hall, she often spoke loudly and harshly but demonstrated that she wanted to be friendly with students. Barbi reported that providing more structure in her classes while "hanging loose" (instead of getting upset) improved the classes and her feelings about teaching. Barbi revealed that two changes contributed to an improved experience: her association with black teachers and her new way of interacting with black students.

Dana reported that she did not want to be affiliated with or "socialize" with anyone in the school other than Barbi. She appeared to
distance herself from students and seemed to try to plod through work-
days by minimizing emotional involvement with people and events at the
school. She said she avoided both white and black teacher cliques to
prevent being hurt by gossip (as she had her first year). Dana apparently
did not accept the argument that most of her problems resulted from con-
tact of two different but equal cultures. She indicated that she believed
the values of the people in the community were misguided, that the parents
were deficient in education and knowledge, and that parents and community
had adverse effects on the students. She said that the community was
more powerful than she in influencing the students. Dana said that she
learned to speak student dialect at school so students would understand
her better, and she reported that she was a different person at AJH than
at home — she felt freer, less constrained at home than at AJH.

Carol had been at AJH for five years. She reported having had a
rough beginning: the principal she intended to rely on for help her first
year died, and she felt she was left alone to learn how to cope. Carol
did not appear to have resolved her feelings about working at AJH. She
gave an impression that she had a difficult but trying time, and that
she was proud of her experience. Yet there seemed to be deeper feelings
of disappointment in self along with guilt about teaching at AJH. There
were a number of things that she said and did which indicated that she
had never resolved her prejudice. She appeared to repress biases and
feelings, seemingly hoping to construct an image of herself that differed
from what she felt.
CHAPTER V

SUMMARY OF THE STUDY

The initial focus of this exploratory study was:

What happens when teachers have opportunities to discuss teaching with another educator whom they believe understands their situations, experiences, and concerns?

A field investigation was conducted in which teachers were observed and had opportunities to discuss their personal and professional experiences and concerns. Patterns and themes extracted from initial data analysis led to more tightly focused research questions.

I. Can a confidant relationship provide a feasible means for facilitating teacher development?

A. Can a teacher and another educator achieve a confidant relationship?

1. Do teachers increasingly engage in disclosure of personal concerns and experiences when discussing professionally relevant circumstances and events?

2. Do teachers' discussions reflect different awarenesses and understandings over time?

B. What consequences ensue for teachers who participate in discussions of teaching experiences and personal concerns with another educator?

II. What other kinds of data, which have implications for staff development, become available when teachers have opportunities to discuss teaching experiences and personal concerns with another educator?
Four white female teachers from an inner city junior high school were informed of the purposes of the study and agreed to participate. The school was selected because it resembled a setting in which the investigator had taught for five years. Prior to fieldwork and interviews, the general problem involved identifying and establishing conditions that might permit teachers to disclose teaching experiences and concerns. One condition involved the presence of an interested and trusted listener. The investigator presented himself as an interested observer and listener with these characteristics:

- a person who had experienced teaching in a similar setting
- a student of teacher education who planned to embark on a career of pre- and inservice teacher education
- a person who approached teacher observations and interviews in a non-evaluative manner.

It was assumed that teachers would accept a straightforward presentation of the investigator's experiences, interests, and intentions.

Literature on counseling influenced formulation of the problem and procedures insofar as establishing conditions for candid teacher discussions. However, this study was not intended to involve counseling on personal matters, nor did the investigator assume that he was a trained and competent counselor.

The study involved a ten-week fieldwork phase. The fieldwork consisted of classroom observations, naturally occurring discussions, and six tape-recorded discussions with teachers. A seventh interview was given six weeks after the fieldwork.
During the fieldwork phase, the investigator observed teachers two to six hours per week, and kept field notes on observations and informal discussions. The interviews were loosely structured in order to enable teachers to discuss personal experiences and concerns with teaching. The interviews involved a minimum of investigator directiveness, although the investigator had questions prepared for each interview. Interviews were recorded and transcribed verbatim. The investigator kept a personal journal throughout the fieldwork phase. He was interviewed twice by colleagues in order to keep pace with his personal presuppositions, feelings, and development, as well as his possible influence on the teachers and the investigation process.

During and subsequent to the fieldwork, the investigator explored the data in search of naturally occurring patterns and themes. Also, he explored data-generated hunches in the literature on organizational change and development, inservice teacher education, and instructional supervision. The specific research questions supra emerged from the fieldwork and literature search. These were designed to address the feasibility and possible consequences of candid discussions of teaching (in confidant relationships) as a teacher development strategy.

The feasibility of confidant relationships as a strategy to facilitate teacher development was examined by analysis of teacher discussions. The purpose was to ascertain whether teachers:

- engaged in self-disclosure when discussing professional matters
- created new realizations
- identified consequences of the relationship that might have value for teacher development.
Teacher discussions were analyzed to determine whether they discussed teaching matters. The "Haymes (1969) Technique for Measuring Self-Disclosure from Tape-Recorded Interviews" was applied to each transcript to assess the extent of teacher self-disclosure. Newly-expressed realizations and consequences were culled from the data with reference to the criteria outlined in Chapter IV. Responses to these questions suggested whether confidant relationships can be achieved and can be worthwhile. If achievable and worthwhile for teacher development, it was assumed that confidant relationships could provide a conceptually feasible means for facilitating teacher development.

The other question concerned the kinds of data that can be available when teachers have opportunities to engage in candid discussions about their teaching. Two kinds of data resulted from analysis of transcripts, field notes, and the investigator's personal journal:

- data on teachers' personal and professional concerns, beliefs, and experiences
- data on the role and experience of the investigator-as-staff-developer.

The section that follows outlines the major findings of the study. Implications for staff development and recommendations for research follow the findings.

FINDINGS

Confidant Relationships Are Feasible Means For Facilitating Teacher Development

Teachers discussed personal and professional experiences and concerns under conditions similar to those involved in counseling relationships.
Moderately high and moderately increasing self-disclosure by three of the four teachers indicated that teachers self-disclosed when discussing professional matters. It appeared that teachers and another educator can achieve confidant relationships.

Analysis of the content of teacher discussions yielded identification of teachers' newly expressed realizations, as well as consequences that teacher acknowledged as having occurred during the investigation. The investigator inferred that these were generally supportive of personal and/or professional development. Three of the four teachers stated that the discussions were worthwhile because they were able to "get things off their chest." And they reported that they could see that they actually were doing some of the things that they wanted to do. The fourth teacher, Carol, did not state positive or negative feelings or judgments about the discussions. However, her general talkativeness and eagerness to participate in interviews indicated that she found the sessions interesting.

It appeared that teacher discussions of personal and professional experiences and concerns can be worthwhile and can contribute to teacher development.

The data indicated that there was moderate and/or increasing self-disclosure in addition to worthwhile consequences associated with teacher discussions under the conditions of the study. These data suggest that confidant relationships present a feasible means for facilitating teacher development.
Teacher Differences Contributed to Differences in Discussion Substance and Outcomes

There was considerable variability among teachers regarding degree of self-disclosure, the substance and meanings of discussions, newly expressed realizations, and consequences.

Teachers had different assumptions and beliefs about teaching. And, in spite of investigator efforts to the contrary, teachers developed slightly different beliefs about the purpose of the discussions. However, the most important differences appeared to have involved assumptions and beliefs about teaching and self-as-teacher. These differences apparently contributed to variability in meanings, expressed realizations, and consequences of teacher discussions. However, the precise nature and relative importance of the sources and consequences of the variability are unclear and deserve further study.

High Self-Disclosers Were More Consistent Self-Disclosers

Teachers who had higher self-disclosure means showed less variability in self-disclosure than the lower disclosers. Higher disclosing teachers showed more consistency in self-disclosure throughout the investigation. It can be inferred that higher disclosing teachers are more consistent in their rate of disclosure. However, this matter requires further study.

1 The teachers' discussions reflected considerable differences despite their apparent homogeneity (white, middle class, females). It would be interesting to explore differences within apparently homogeneous samples such as this, as well as differences within and among heterogeneous samples.
The Teachers Showed a Common Pattern in Variability of Self-Disclosure

The data revealed a common pattern in variability of teacher self-disclosure. Teacher self-disclosure scores were relatively high for first and fifth interviews and lower in all others. Three factors could have influenced this pattern singly or in some combination:

- circumstances at the school influenced teachers similarly, therefore, they tended to disclose similarly

- the investigator's (confidant) participation in the interviews influenced teachers similarly (the investigator had more questions prepared and participated in a more direct manner in the first and fifth interviews, and was more assertive in initiating topics than in the other interviews)

- the teachers were similar in their approaches to self-disclosure; that is, they disclosed much in the first interview, then cautiously approached subsequent discussions in order to assure themselves that the investigator would respond appropriately to their disclosures. By the fifth interview, they again were ready to disclose more.

Further study is suggested in order to determine whether this pattern might appear among the general population of teachers and confidants.

The Influence of Non-Instructional Concerns on Teachers' Personal and Professional Experience

The teachers expressed numerous concerns. Among these were: classroom management or control (Alice, Barbi, Carol, Dana); understanding and coping with cultural differences (Alice, Barbi, Carol, Dana); staff relationships (Barbi, Carol, Dana); impending court decisions on desegregation (Alice, Carol, Dana); and the school district's policy regarding staff reduction (Alice, Carol). Though they discussed instructional
concerns, these other matters seemed to dominate their conversations. Alice was the only teacher who mentioned discussing instructional concerns with another person, her colleague/friend.

Three of the teachers (Alice, Barbi, Dana) reported that family and/or friends did not want them to discuss school related concerns, unless their accounts involved something funny or bizarre (Barbi, Dana).

Each teacher discussed needs for coping with concerns and frustrations. It appeared that these concerns and frustrations consumed considerable time and energy.

It appears that teachers are confronted with multiple concerns, not just instructional concerns, and that these concerns influence their personal and professional experience. A tentative finding of the study is that teachers might frequently need suitable resources for coping with concerns and frustrations. Also, the data suggested that teachers have insufficient and/or inappropriate opportunities for discussion of personal and professional experiences and concerns.

Feedback on Observations Can Be Useful

Three of the four teachers responded cautiously to investigator feedback on classroom observations, even though the investigator described phenomena that he observed and believed the teachers valued. For example, one teacher felt the beginning of her class was generally chaotic. The investigator informed her that he saw a particular pattern at the beginning of each class. Several days passed before the teacher noted that she also observed the pattern. Several more days passed before she accepted and valued the pattern's presence. Subsequently, the teacher
said that she would continue beginning her classes in the same manner because she felt she was doing the kinds of things that were important to the students and to her. The kind of feedback provided — honest and geared to what the teachers assumed and valued about teaching — enabled teachers to clarify experiences, to perceive accomplishments, and to feel better about their teaching. It can be inferred that observers can help teachers perceive accomplishments relative to their teaching values and assumptions, if the observers provide feedback to teachers on phenomena that teachers value and that are observable in their teaching.

The Experience of the Investigator

The investigator experienced several concerns relative to definition of his role and his confidence in performing the role. One involved explaining his presence to teachers not involved in the study. Another was not becoming involved in classroom activities, especially when he observed misunderstandings about to occur between students and teacher. Further, it was difficult to listen to and accept many teacher assumptions and expressions of frustrations. Thus, an important outcome of this study is that the role performance and experience of the staff developer appears to be complicated and might not be very well understood. It appears to be important for the staff developer to have a clear view of his role and confidence in his ability to perform the role.
IMPLICATIONS FOR PRACTICE

The data suggest several implications relative to the practice of staff development: teacher development implications; school development implications; and implications for development of a professional capacity for influencing staff development.

Teacher Development

The data suggest three areas of attention for persons interested in facilitating the personal and professional development of teachers:

1. Persons who are responsible for contributing to teacher development might acknowledge and respond to individual differences among teachers. It appears that there are substantial differences among teachers' assumptions and beliefs relative to teaching, teaching situations (subject matter, students, grade level, etc.), professional experiences, concerns about personal and professional matters, and tendencies to self-disclose in discussions about professional matters.

   It is reasonable to believe that these differences influence how teachers participate in teacher development activities. Further, the consequences appear to differ for teachers who participate in these activities.

2. School districts and/or professional organizations might provide opportunities for teachers to have contact and discussions with other educators. Open discussion of professional matters appear to facilitate teacher development.
Discussions with other educators could:

- permit expression of experiences and concerns, thus provide for a cathartic effect
- enhance reflection on teaching experiences and concerns in light of personal assumptions and beliefs about teaching
- enable clarification of experience and concerns, and allow identification of accomplishments and problems
- reduce teacher ambiguity relative to actual performance and teaching goals
- enhance image and esteem for self-as-teacher
- enhance problem finding and problem solving ability

3. Individual teachers might be provided feedback on their behaviors or other activities and patterns that occur in the classroom. Initially, feedback would be on phenomena that are consistent or congruent with the teacher's assumptions and concerns about teaching. The purpose would be to enable the teacher to perceive phenomena that previously were unacknowledged. Once the teacher gains more confidence in his or her ability and begins to trust and value the staff developer's assistance, feedback can be given on other phenomena in the classroom.

**School Development**

Staff development personnel might attend to the mutual relationship between school development and teacher development. A teacher's personal and professional development is influenced by extant school sociocultural and organizational factors. Likewise, the school's development is influenced by the collective development of individual teachers. Planners of staff development might engage in continuous review of changes in the school that result from teachers' development. They might also plan ways to influence teacher development in a manner congruent with the development goals of the school and the individual teacher's strengths and
preferences. While avenues must be opened for the individual teacher's expressions of idiosyncratic nature and creative potential, so too, must avenues be cleared for the development of the school as an organization that is intended to deliver quality instruction and positive socio-emotional climates. Teacher development and school development can be a mutual process.

Development of a Capacity for Influencing Staff Development

The capacity for influencing staff development depends on the interpersonal and professional understandings and skills of staff developers, and on the professional knowledge base and technology of the staff development profession. This study suggests four areas of concern relative to improvement of staff development capacity.

1. It appears important that staff developers try to understand individual teachers' assumptions and concerns about teaching. It seems equally important for the staff developer to have a clear view of the role, however flexible, that he or she expects the teacher to perform. The staff developer is the person who supports individual teachers' efforts in achieving congruence between school role and his or her idiosyncratic nature and creative potential. This goal and process are both immediate and continuous.

The following are understandings and abilities that a staff developer might acquire in order to enhance his or her role effectiveness:

- understandings of the experience of teaching — what it means to be a teacher
- understandings of the sociocultural and organizational climate and activities of a school
- understandings of the teacher's teaching situation and his or her view of the situation
- ability to enable teachers to engage in candid discussions of teaching experiences and concerns
ability for providing candid feedback on observations, but with a sensitivity to the teacher's beliefs and emotional state; i.e., an ability to provide information that can be understood and accepted unimpeded by teacher defensiveness

ability to engage in continuous reflection on his or her work with teachers in order to understand better how he or she relates to teachers and how they relate to him or her as staff developer.

2. The staff developer, like the teacher, is involved in intense interpersonal transactions. Thus, a staff developer might want to make a commitment to his or her own personal and professional renewal, and might build access routes to persons who will support him or her.

3. The staff developer might benefit from professional preparation in:

- the professional knowledge base and technology of education with special emphasis on teacher education
- change theory and research
- sociocultural theory and research
- organizational theory and research
- theory and research on adult development and counseling.

4. If there is to be a viable field of staff development -- as is implied throughout this study -- then professionals working in this field might benefit from increased attention to these five areas of development:

- teacher development -- the personal and professional development of teachers
- school development -- the development of the instructional capability and the socioemotional climate of schools
- development of the teaching profession -- the development of a professional knowledge base and technology specific to teaching
- development of a profession of school staff development -- the development of a knowledge base and technology specific to processes involved in the mutual development of teachers and schools
development of staff developers -- the personal and professional development of staff developers.

RESEARCH RECOMMENDATIONS

A tentative conclusion of this study is that it is feasible to employ confidant relationships to facilitate teacher development. However, further study is recommended in three areas: teacher development; school development; and development of a capacity for influencing staff development.

Teacher Development

It is recommended that studies be done on the use of confidant relationships for teacher development. These studies could be of two types:

1. descriptive studies. These would include descriptions of persons, processes, meanings, and consequences involved in confidant approaches to teacher development. The purposes would be to describe how confidant relationships are constructed and to describe the value and outcomes that participants attribute to the relationships.

2. experimental studies. These would be designed to test confidant approaches to teacher development.

School Development

This study was focused on teacher development, not on confidant approaches to school development. It is recommended that descriptive and experimental studies be conducted on confidant relationships as part of broader school development strategies.

1. descriptive studies. These studies might be ethnographic and might describe how confidant relationships contribute to overall school development. The purpose would be to describe the mutual development of teachers and school.
2. experimental studies. These studies might be designed to test the feasibility of confidant relationships as strategies for school development. The influences of confidant relationships on such things as the quality of instruction and socioemotional climate might be considered.

Development of a Capacity for Influencing Staff Development

There is not much staff development literature on the actual performances and experiences of staff developers. Most of the literature consists of theories or grandiose plans or "this is what we did in Z-town." It is recommended, therefore, that studies be done on the role performances and experiences of real staff developers, and that these become part of the professional knowledge base of school staff development.

1. ethnographic studies. It is recommended that these studies involve intensive observations and interviews of staff development personnel over periods of one to two years. The purpose would be to describe processes and meanings involved in performance of staff development roles.

2. phenomenological studies. It is recommended that staff developers record personal experiences involved in professional role performance throughout their careers. There are two purposes for this recommendation:

   - By keeping a journal, the staff developer might be able to reflect on his or her experiences in working with teachers. In turn, this might contribute to the staff developer's development.

   - Staff developers might report their experiences. These experiences could then become part of the professional knowledge base (understandings) of school staff development.
ADDITIONAL THOUGHTS REGARDING
CONFIDANT RELATIONSHIPS

This study was conducted with four white females who taught in an inner city school. It appeared that they and the researcher were achieving confidant relationships. Several findings were presented relative to the research questions. Additionally, the data suggest several researchable findings relative to conditions that appeared to influence formation of confidant relationships. These are presented below. The reader might be cautioned that these teachers were white females who were culturally and socioeconomically similar. The implication is that persons of other ages, sex, culture, etc. might have responded differently; thus these findings are researchable.

One, it appears that a teacher-confidant relationships might evolve if:

- the person assuming the confidant role has had teaching experience, probably one who has had experience in settings similar to the teacher's current situation

- the person assuming the confidant role demonstrates interest in the teacher, especially the teacher's personal and professional concerns and experiences

- the person assuming the confidant role demonstrates active listening and empathy

- the person assuming the confidant role is non-evaluative and non-judgmental

- the person assuming the confidant role participates in exchanges of ideas and feelings relative to problematic matters

- the person assuming the confidant role demonstrates that he or she can be trusted

- the person assuming the confidant role shares feelings and concerns that are related to those shared by the teacher.
Essentially, the conditions discussed by Jourard, Benjamin, and Johnson and Matross appear to influence teacher-confidant relationships.

Two, it seems that teachers prefer to feel free to enter and leave confidant relationships as they wish. However, the data also suggest that initial involvement in confidant relationships might need to be encouraged or requested of teachers, at least for some teachers and/or at some times. Teachers initially might not select themselves into such relationships without seeing or becoming informed of possible advantages of their participation. The implication, therefore, is that teacher educators might be advised to inform preservice and inservice teachers of the possible advantages of disclosing their personal and professional concerns and experiences.

Three, it appears that relationships among staff members of a particular school might influence whether confidant relationships emerge as part of the informal structure of a school. If teachers perceive possible risks of disclosure to fellow staff members to be greater than potential benefits, then it is unlikely that confidant relationships will emerge. When lack of respect, distrust, dislike, etc. characterize staff relationships, teachers probably will not disclose personal and professional concerns. Respect and trust, possibly liking, appear to influence whether confidant relationships will evolve in a school. However, this does not exclude the possibility of teachers disclosing to persons not on staff at their school.

Four, it is questionable whether confidant relationships can be built into, i.e., become part of the formal structure of schools. In this study, the investigator was an outsider, a person involved in
dissertation research; he was not a listener provided by the school district. It is reasonable to suspect that status and power operative in the organizational structure of a school might militate against the success of school-provided confidant relationships. The perceived status and power of official confidants might discourage initial involvement by teachers, and might make possible risks of disclosure appear greater than potential benefits. Further, some teachers might perceive official confidants to be "shrinks" and might avoid being seen with them.

Five, teacher centers appear on paper to provide conditions appropriate for and conducive to formation of confidant relationships. Many teacher centers provide places where teachers can come together and, among other activities, share ideas and concerns. Already, some teacher centers might have confidant relationships as part of their informal structure. It is possible that a more formal structure could be provided, one in which confidant relationships are encouraged, or even a structure in which people are employed as confidants on a part-time basis.

Finally, James K. Duncan has suggested that confidant relationships, as discussed in this study, appear comparable to the activities of Alcoholics Anonymous. It would be interesting to pursue this comparison with a goal of further understanding the possibilities and limitations of confidant relationships as a means for facilitating teacher personal and professional development.

Once again, the reader is reminded that discussion in this section is mostly speculative. More research is needed before conclusions can be reached.
Teachers appear to benefit from contacts and discussions with other educators. Staff development addresses teacher development and school development. Confidant approaches to staff development would enable teachers to have contacts and discussions with other educators. Confidant approaches also might help teachers clarify their concerns. And having clarified their perspectives and concerns, teachers might be able to make congruent their personal natures with the professional roles.

The staff developer, too, has concerns and problems in integrating his or her way of being with the professional role. Staff development practice and research might benefit from more attention to the role and experience of staff developers, in addition to the attention that might be given to teacher development and school development.
APPENDIX A

HAYMES* (1969) TECHNIQUE FOR MEASURING SELF-DISCLOSURE FROM TAPE-RECORDED INTERVIEWS

Code and Scoring Manual for Self-Disclosure

Self-disclosure will include four major categories of response:

1. Expressions of emotion and emotional processes.
2. Expressions of needs.
3. Expressions of fantasies, strivings, dreams, hopes.

Self-disclosure will specifically exclude opinions about objects other than self unless the person obviously intends the opinion to be saying something about himself. Since this experiment deals with the acquaintance process, it is only rarely that one comes across such inferential statements without their being followed up by a clarifying remark which is scorable under one of the categories below.

Although much self-disclosure of the types described below is stated in the first person singular, it is possible to make self-disclosing statements in the third person [sic]. Examples of both types are included below.**

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* Jourard reported that the Haymes Technique would appear in a forthcoming article by Haymes. The article was not located. However, the description that appeared in Jourard's work is reported here. Sidney M. Jourard, Self-Disclosure: An Experimental Analysis of the Transparent Self (New York: John Wiley and Sons, Inc., 1971), pp. 216-218.

** Third person was substituted incorrectly for second person. The author used third person mistakenly three times in his description of the instrument. He should have written second person reflexive instead.
Scoring Procedure

A score of 2 points will be given to disclosures of the defined types when they are first person references.

A score of 1 point will be given to the disclosures of the same types when they are reflexive third [sic] person references. These statements in the third [sic] person in which the word "you" is an obvious substitution for saying "I."

Non-reflexive third person references, such as "people always ...." in which the person is not really revealing information about himself, will not be scored.

For this experiment, ratings will be given for each 30 seconds of interaction. In any 30-second segment, only the score for the maximally disclosing statement will be used. In other words, if a person makes 1, 2, or 10 2-point disclosures in any 30-second segment, his score is 2 points for that segment. This avoids inaccurately scoring for speech repetitions. Similarly, if a person makes a 1-point statement, and a 2-point statement in the same 30-second segment, his score is 2 points for that segment.

Examples

1. Expressions of emotions and emotional processes:

   Irritation -- "It really bugs me ..." "You get peeved at ..." "It makes me sick when ..." "It drives me crazy ..." Also references to being agitated, irritated, testy, etc.

   Anger, rage, hostility, hate, bitterness, resentment -- "It gets me very angry when ...." "You (I) just naturally hate people like her."

   Excitement, involvement, concern, etc. -- "I get all caught up in..."
"It gets to me ..." "It gets me goin' " "I'm really close to my father."
"I'm excited by ..." Also the opposite of involvement. "I can't seem to get into the material." "Boredom is one of my big problems."

Sad, blue, apathetic, cheerless, depressed, grief, mournful, pensive, gloomy, etc. -- "It depresses me when ..." "I get blue frequently."

Happy, contented, delighted, feeling great, secure, feeling well (strong, confident, etc.), assured, pleased, jovial, elated, euphoric, merry -- "I feel great when she ..." "You really feel good when ..."

(Also the opposite of feeling well and strong, i.e., discussion of health problems, physical complaints, expression of general lack of the feeling of well being.) expressions [sic] which have been leached of their emotional content are not scored.

2. Expressions of needs, demands made upon others in contact with self:

"I demand a great deal of attention." "I don't feel too motivated to do much of anything." "All I want is ..." These frequently will be expressed in statements of self-awareness (see below).

3. Expressions of self-awareness, internal forces, processes, capabilities and/or the lack of them. "You (I) tell yourself that ..." "I rationalize that by ..." "That's one of my handicaps." "I don't panic easily."

"I get mad at myself ..." "I have the worst time with writing." "It's not a natural thing for me ..." "It's easy for me to ..." "It's really bad for me when I ..." "I'm torn between ..." "I'm not mature." "I'm not too hot at ..." "I can't possibly integrate all that stuff." "You (I) adjust to things ..." "I can think logically but math is impossible."
"I identify with people who ..." "I get very sentimental when ..."
"I'm a night-time person."

4. Expressions of fantasies, hopes, strivings, long-range plans, etc.

"I've wanted to be a doctor since I was five years old." "I fre­quently dream that I'm ..." "I dream of the day when ..."

Surprise, shock, astonishment, amazement. "She really shocked me terrifically with her openness." "I love being surprised."

Sorry, repentent, ashamed, guilty, etc. "I feel very guilty about..."
"I always feel sorry when ..."

Pride, self-esteem, feelings of fulfillment, self-confidence. "I felt good about what I did for her." "I've been feeling great lately."

Confused, perplexed, puzzled, cloudy, incoherent, disoriented, uncer­tain, etc. To be scored, the statement must indicate some emotional dis­orientation or confusion. (i.e., "My math homework confuses me" is not scored.) "Situations like that puzzle the hell out of me." "I just don't know how I feel about it."

Anxious, tense, afraid, on-edge, overwrought, upset, distressed, worried, etc. "I get really tense in situations like this." "It worries me when ..." "She scares me." "You (I) get frightened when ...."

Love, tenderness, affection, warmth, caring-for another, passion, arousal (sexual), etc. "I loved her before she ..." "I was so hung up on her that I couldn't even ..." (Colloquial).
APPENDIX B

NEWLY EXPRESSED REALIZATIONS: EXAMPLES

Six kinds of newly expressed realizations were identified according to criteria presented in Chapter IV: self-awareness and understanding, awareness of circumstances, personal concerns, personal accomplishments, personal appreciations, and anticipations. These then were summarized and presented in Chapter IV. Quotations have been lifted from interview transcripts and presented below as examples of these kinds of realizations.

Self-Awareness and Understanding

Alice: I'm feeling good about teaching again. When I feel badly about it, it usually has to do with a combination of bad things, and mostly with not being able to stay objective. And if I can ... if there is someone who will listen to me carry on about it and work through the things that are bothering me, then I get back to being objective again a lot more quickly.

Barbi: I think I'm pretty loose with everything, and I think they know that. I try not to get ... you know you do get upset, but I try not to get too upset about anything, 'cause I can't stand the pressure.

Carol: I can be led very easily as long as somebody is not saying, "Why did you do that?" You know, that attitude. And I just turn around and say, "Hey, I'll go to someone else."

Dana: I definitely think I am a different person at school than I am at home. Definitely. There are certain traits I've picked up that I've even found I use them sometimes at home in speaking, but they're usually ... ways of talking and ways of dealing with kids. It is definitely an AJH self and an at-home person.

(RF) What are the main differences?
I guess a big one is I just talk their language more here. Just ways I talk and ways of saying things that I'm sure that if I went to someone who has never been in the inner city and I talked like that, they would look at me like ... and wouldn't understand what I was saying. The kids understand it, and you usually can get across to them quicker if you know they can understand you. But other than that ... I don't know, I'm probably freer at home than here.

Frer in what way?

This is too uptight of a situation. I have to be all day more or less — you don't kid around as much as you would like to. Or laugh at the kids as much as you would like to because you don't ... and that's very out of character for me. But that's the way I have to be when I'm here.

Awareness of Circumstances

He's on the list waiting for a psychological. He's been on the list all year. He was recommended the first week of school because his behavior's been -- you know, he's had the pattern for this sort of thing. It's one of the real frustrations of teaching in this school -- of not, you know -- Here's a problem. It's obviously a big problem. It's not just something that I've fabricated, you know. It's not that he has trouble with me so it's my problem. It's that he has problems relating with people throughout the school. Anytime I walk into the office -- almost anytime of the day -- I can be assured of seeing this child sitting, waiting to see an administrator. He's always real friendly by the time I -- you know, by the time he sits and calms down for a while, and then he's okay.

I think that I would act different in another school than I probably would here. I don't know how other school, other teachers act. I know here we really are loose.

You're what?

I think we are pretty loose here, you know. We kind of do what we want to do, say what we want to say, you know. We say things to kids here that I'm sure we wouldn't say to kids at [a predominantly white high school]. We wouldn't tell a kid we were going to beat his butt at [ ], you know. But we say things like that here. I know we say things to kids that we shouldn't. We're not acting professional, but, you know, they get us to that point.
Dana: I would say that 75% of my friends are teachers, and the other 25% are also professionals — nurses .... There's such interaction about our jobs, you know. No one is ever telling anyone to be quiet. In fact, [laugh] the way I tell stories, I'm usually asked to entertain. So I'm usually called upon — say, "Tell them what happened last week there. Tell them what happened the other day there." You know, but like this year I could say it more laughingly ...

Personal Concerns

Alice: I told people this summer I hoped something would get going of this sort of nature [confidant relationship] so there would be somebody ... I don't know how it would work, but so there would be somebody who would listen before I come home. I've been real concerned this summer about how I can get detached from AJH before I get home. Ah, to the point that I can give more of myself to my family when I'm here. And that has been a problem for me, and it [confidant relationship] was really, really helpful. My husband likes you a lot. Ha! Ha! Because he didn't have to hear all the stuff that you listened to, you know. But it helped me get things in perspective.

Barbi: I don't think I'm a great teacher. I don't think I'm a good teacher.

(RF) Really?

(B) I don't think I am. I don't know. It's hard to compare yourself. Maybe you just ... I don't think I'm really a good teacher. I don't even know if I should be a teacher. Ha! Sometimes I think I'm doing it for the vacation .... Isn't that awful? It's really awful. It really is. You know, I really feel that way. I really don't feel that competent. I don't know why ... I feel very disorganized — really disorganized.

(RF) We talked earlier about how you never felt disorganized before you came here.

(B) I feel real disorganized. Like I ... did you see my desk? Papers! I mean, when all the kids are handing in two papers, it is kind of hard. And they aren't very good at laying them neatly in a pile. You know, all those papers. I just don't like to grade papers at night, just don't like to think about AJH when I go home. I like to just completely disassociate — Ha! ... when ... I don't know ... You tend to feel real incompetent, and I get a real terrible feeling when I don't feel like I've planned anything for them. I get real ... I get very very ... I don't know what the word is for it — like I've let them down. But then I just can't think of anything I really want to do. I'm sure you've experienced that.
Sure

But you do feel like you have let them down. You really do. But maybe you don't feel that enough to really get ... to get yourself together.

Carol: ... unless you're politically minded, unless you're devious, unless you have an evil streak, I don't think right now that you could survive in education. It's right now -- everybody is scratching and clawing because somebody with a year behind me may want the same job, and, you know, do everything to discredit others and make themselves come out good. And I don't think that's what education is, but that's what I'm finding myself in, and that's what others are finding themselves in. We have not got a chance to teach! There is no teaching going on! Not like it used to ... You have aggravations in every profession, but there is no stability in education, not unless you have a number of years. Look! I've got five years, and no matter where I go next year I'm going to be on the bottom of that ladder again, because most likely others will be shipped to another school. And push somebody out there; you know, domino thing ... But I'm going to be low man on totem pole no matter where I go, probably until the day I quit teaching ... in thirty-some odd years -- hopefully, not that long.

Dana: ... If they [students] don't respect us as authority or as a teacher figure ... and that's the big problem! I get a lot, "You're not my mother. I don't have to do anything you say." And right there you're done. Because they truly believe they don't have to do anything you say. So that's if they could just respect us as authority, but they just won't. They just won't accept it! I think they do more if you're a black teacher than if you're a white teacher, also. I really do.

(RF) You mean students will ...

(D) Yeah, the students will react, will respond better to black teachers than white teachers.

(RF) Do you think that's just because the person is black, or do you think there are other reasons?

(D) I think a lot of it is because they are black. I have a lot of very prejudiced kids. Very prejudiced. And I always am getting it because, you know, "You're doing that because we're black and you're white." And I just get tired of it.
Alice: I think that I learned from that [her efforts to have the special needs of a child addressed by authorities] that persistence helps, rather than just giving up on it and thinking, "Poor kid. He will never get any help." Now __________ [school for students with emotional problems] may not be the place for him, but, at least, I feel I've tried. I've done something that may be helpful for him.

Dana: I know I've overcome a lot of things. And I've changed. This will be my third year at AJH, and I never thought I would see my third year at AJH. I didn't think I would see my first year after my first month. And I would have to say that my attitude change has just been immense. It's been great. And I, you know, some of it has to do with talking with you and realizing that you do have some of the same feelings. Sometimes when you talk about school and some of the people will just really, "No, it's not like that. You're just negative about it." Well! There just are times when you're going to be negative. You know you don't want it to react on the kids. Sometimes it's just going to be, but you don't want it to affect the kids. But just knowing that somebody else felt like this, you really aren't weird. And that helps. That gives you a better attitude. I really don't mind going back this fall. I'm looking forward to it. I know the kids better. They know me better. I have to say that I have a lot more control than I ever thought I would have there. I was just talking about that today with one of the teachers in my department. And she was just laughing 'cause she was one of the ones in the beginning who said, "Oh, it will get better." I said, "No, it couldn't. It just couldn't get better. I'm just not going to be here next year." She just said, "It will get better." I was just telling her today, "You know, I don't mind going back." I can actually go back to the building in a week and check and see how things are going -- I couldn't even go by ______ Avenue after my first year there. It was horrible. But now it's, "I don't care." It's, you know, coming back at the beginning of the year now, I have all these good ideas over the summer. I've been reading books, going to teachers' stores, and stuff. You know, it's a new interest. There's all kinds of changes I want to try out and do, which I would never at the beginning of last year. Because my attitude was just ... but as the year progressed, I just really got a better attitude.
(RF) You say you have a little more control. Control of students?
(D) Right.
(RF) Control of your feelings?
(D) Control of the kids. Discipline. "Cause that was the biggest thing. I couldn't get them to be quiet and sit in their seats. If you can't do that, you can't do anything. But that's ... and I'd have to say control of my feelings, too. But it all goes to the new attitude. I just feel better about it. I feel better about myself. I feel more confident in the situation. I never did before. I didn't feel like I was able to handle them. I wasn't able to teach them anything because they weren't relating to me. I feel more confident now. I do feel like I am serving my purpose there. I'm doing what I'm there to do.

Personal Appreciations

Alice: Millie [pseudonym], who's the woman I work with in this program -- we've got together daily at lunch -- well, daily before school, daily at lunch, and after school usually -- for conference about -- it's never been a formal thing. It's been, "Hey, how did it go today? Did you try this?" A sharing of ideas, a sharing of things that we were really upset about, and this sort of thing. But we have just become really good friends, and I think it's like talking to you. Having somebody to talk to and get all this stuff out of my system before I get home, not only clarifies it for me, which is the most important thing -- helps keep things in perspective. But it helps my family because they don't have to hear it all, or they hear it, it's watered down. I've said it enough times that I don't have to -- ha! -- get carried away with it ... So I think, ... if people could work with other people who could be sympathetic without being, "Oh, you poor thing," because we were both having the same problems at the same time, and it was really helpful to have each other to sort of bounce things back and forth. Because ... you don't always have a bad day the same time the other one does, and it's good to see that it's possible to have a good day even though yours has been rotten. And ... I think that in itself has been a really big, big help. Millie has a background in social work, which is why the principal put us together when he hired us. That's why he hired us the way he did. And it's worked out beautifully. She understands the kids much better -- or she did -- much better than I.
She probably still does to some extent because she worked ... in programs that have been more similar to this. But it's been a real give-and-take kind of thing where we don't even want to feel that we have taken advantage of each other. It has just been really helpful to have it. She won't be here next year. She's moving to [out of state] and getting married.

Barbi: I think I get along pretty well with most of the kids I have in class. I like to think that. I think I do.

Carol: They [members of AJH and high school track teams] are delightful kids. I had quite a few of them in class. They have got a lot of potential, and the four young men who took the state meet ... I remember one of them like started off ...

(RF) [name of high school]?
(C) Yes, he took it in the hurdles. I'm sure this is going to be fascinating on tape, but it's all part of it. It's the only thing I really get involved in, and I got a really nice note. [name], one of the four for the high school, his younger brother is in study hall in here sixth period. And his mother and I sit together at these track meets whenever we can. And her son isn't running any more this year, but she's coming anyway to support the team overall. And I got a thank you note from her yesterday, just for watching out for her son and rooting for all the guys. I've never received something like that before. So it's quite a pleasure to meet people like her ...

Dana: You mentioned that students are at the point now that you're beginning to have the kinds of feelings you like to have towards them, about them. Can you say something? I'm not quite sure what those feelings are.

(RF) Well, they're more or less good feelings. They are a class I don't mind seeing come in. I don't dread seeing them come in. I like the kids. They will work for me. They'll do as I ask them, and they want to learn. You know, they weren't like that at the beginning of last year, but it's only happened after ... they know what I expect of them. And if they do their work, you know, I will kid with them. I will let up on them. It's not going to be all no smiles and working hard. As long as they work hard, they know they've got it with me. They really do. And they -- the few that come all the time know that now. And I know when they come in they feel like that.
Anticipations

Alice: And I'm thinking next year when Millie is not here to hear me at lunch time and you're not here to hear me on Thursday afternoons or whatever, I'm going to have to find somebody that I can talk to. I think probably one of the E.M.R. teachers is coming back. If I come back and she comes back, I think that we will be able to sort of help each other out. Because she's an up kind of person. She likes the kids. Likes what she's doing. And yet she's normal enough, you know, you can complain once in a while, like every day. But she's not a habitual down person. ... She seems to be very good at what she's doing, and she seems to really care about the kids. And I need somebody like that to communicate with so that I don't get suckered down into the stuff. Next year I want to make sure I get around more to the kids in the typing class to make sure. I thought I watched them really close this year for fingers and technique, but there are still kids that aren't using the right fingers. I was wondering why they aren't, and I can't remember back to see ... I get kids from other schools that are completely off track, too. So I don't know if it's me or maybe just the kid. But I want to watch them a little more carefully next year. I also want to sit down with someone and maybe plan a little bit better curriculum for the business course.

Barbi: ... if I end up in a high school or something, I'm going to need help. And I'm not above asking for it ... I'm going to have to draw on resources such as vocabulary, and find out where they [students] are at ... So I think in high school I'm going to need some help ... Particularly again if they pull what they think they are going to do like they did last year. Some of our teachers got their assignments from here the day before school started. And meeting strange kids with strange paperwork -- 'cause very school has their own method -- and no lessons to back them up. You know, and if I had -- if I had that, I probably will be a nervous wreck the first three weeks of school. And up until midnight every night trying to figure out how to get something up together that will get them interested from the start. 'Cause I don't know what level I'd be teaching, where I'd be teaching, what caliber of kids, what their learning background is. ... I would welcome help. That wouldn't bother me in the least, as long as it was offered in the spirit of understanding. And again, not like I had seen some of the professors in the graduate program for ________ over at ________ university.
Dana: I've already started on a couple of learning centers that I feel like .... I now feel like I can put them in the room without worrying about the kids abusing them. I do think the kids will use them for the purpose that they are intended. You know, I was never really able to try games with them before. They just weren't, you know, the sportsmanship was terrible. And then they just wouldn't want to do it or this or that or a fight would break out. But I think this year I can do that too. You know, I don't want to go back to the ditto! ... I'm really hoping this year I won't have to stick to that kind of regimen. I would like to get ... more verbal things going between me and the kids. You know, there's not enough communication between us on subject matter, and I want them to get more verbal. I think I ... I'm going to try it. I'm going to try all of it. But I feel better this year about trying it. I feel I can. Last year I didn't feel like I could. Like my, the oldest kids, ninth graders, this will be the third year that I've had them. They know me by now. And I trust them. Most of all, I trust them and I think I can do it.
APPENDIX C

CONTEXTUAL INFORMATION: THE SETTING

The study was conducted in an inner city junior high school. Student population was approximately 900; 95% of the students were black and the remainder were white, mostly of Appalachian heritage. The average income of the community fell in a lower middle range, but there was a significant low income population; a high percentage of the student population were recipients of Aid to Dependent Children.

The community was mixed residential and commercial. More than half of the homes had stood for fifty hears or more. The others were built between World War II and the early 1960's. Better than a third of the houses were two-family or multiple-family units.

The school staff members were predominantly white and between 23 and 35 years of age. The nonprofessional staff members were black. The principal and one assistant principal were black males and the other assistant principal was a white male.

The school had a reputation of being one of the district's most difficult schools in which to teach. Most staff members appeared to believe the reputation. They frequently complained of discipline problems, lack of student respect, etc. However, most staff members also were quick to state that they and the school were victims of "bad press."

The investigator consented to the requests of the principal and the teachers to write generally of the school in order to preserve anonymity. Thus, further description is not possible.
APPENDIX D

CONTEXTUAL INFORMATION: THE FOUR TEACHERS

The teachers requested that they remain anonymous, thus the information reported here is stated generally.

The four teachers were white women of middle class background. Alice was married, and the mother of teenaged children; the others were single. Alice was nearly forty years old; Barbi and Dana were in their mid-twenties; and Carol was approaching her late twenties.

Alice had five years of teaching experience: one was immediately after college; the other four occurred after her children were born and approached their teens. She had been at AJH for two years. Barbi worked one year for a large corporation before her two years of experience at AJH. Carol had taught for five years at AJH. Dana taught one year in an elementary school in another city, and was in her second year at AJH.

Each of the teachers reported having had considerable difficulty in their first year at AJH. Each also reported that they were not prepared to teach in an inner city school.
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