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Chance-Reay, Michaeleine K. Varso

THE PERSONAL - PROFESSIONAL DEVELOPMENT OF EXPERIENCED, FEMALE, SECONDARY ENGLISH TEACHERS AND THE ROLE OF INSERVICE EDUCATION

The Ohio State University

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THE PERSONAL - PROFESSIONAL DEVELOPMENT
OF
EXPERIENCED, FEMALE, SECONDARY ENGLISH TEACHERS
AND
THE ROLE OF INSERVICE EDUCATION

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

By
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1984

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Michaeline K. Varso Chance-Reay
1984
This work is dedicated to all experienced, female English teachers——those intelligent, energetic, hard-working individuals who are striving for quality in life and work.
ACKNOWLEDGMENTS

I take this opportunity to express my appreciation to those who have played a role in the process. I am indebted to

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Sean Michael Chance for understanding about adventures

and

Neville William Reay, III, my husband, who in wanting to make a contribution during his lifetime, encouraged and appreciated my desire to do the same.
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Major Field: English Education

Composition Theory
Teacher Education
Secondary Administration
Qualitative Research
Adult Development
Supervision
Adolescent Literature
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PREFACE

From the outset the dissertation which follows has been a complex tapestry, written and meant to be perceived at many levels. In the beginning it was intellectual inquiry, and somewhat divorced from human considerations. The goal was to help the "subjects," female secondary English teachers, improve their life through inservice. An impressively entitled tool, the Delphi, was employed to gain consensus among department chairpersons on inservice topics.

Gradually, through a field study and later through interviews I collected data to support the premise that inservice is a problem area in the lives of teachers and that there was no consensus on topics -- but beyond that, I rediscovered female teachers. They had fears, problems, and a unique way of viewing their own professional development. The scope of this work expanded to include these more human concerns, and the basic motivating force behind this whole endeavor was revealed. I was not a researcher studying "subjects," I was the subject.

Too often, this convoluted process is omitted or minimized to enhance the conciseness of a thesis. I attempted to preserve
the complexity or realness of the process of discovery I experienced in doing the dissertation from the initial idea to the final writing. It is a documented case study of constant comparative analysis at work.

Each idea when compared with observations and participation in real life situations and discussions with other participants evolved into what I considered a valuable description of the life of a group of female secondary English teachers' experiencing professional development, of which inservice is only a part. Although inservice is only one activity in which they engage, it has received a heavier emphasis as it is the problem area which led me into the study. Teachers' dissatisfaction with it led me to ask: "If these teachers do not find inservice satisfying, what do they do to develop professionally?"

This question resulted in a listing of categories of professional development observed. While making the list the question of why they chose various combinations of categories arose. This led to a second list, of influences on choices of categories of professional development. The various combinations, then, of categories and influences reflected four major patterns of movement within a career.
I was constantly analyzing and comparing what I was seeing and hearing with my own experience. At each juncture the strength of the influence of the femaleness of the respondents was apparent. Thus, as a reader, keep in mind that you are coming with me on a road not well traveled and thus not straight or narrow.

The beginning of this dissertation is like any other. Chapter One presents the problem as I perceived it. Chapter Two tells what I read about it. Chapter Three explains how I planned to investigate the problem. The remainder of the dissertation is an odyssey. Chapter Four shows how I began to look at the problem of dissatisfaction with inservice and re-enter the world of the female secondary English teacher. Chapter Five describes that world. Chapter Six is an attempt to verify the description and acts as a means of triangulation. Chapter Seven presents conclusions based on all findings.
Katherine Miller is thirty-one and has three years teaching experience. She is married, has one child, and has moved to a new community because of her husband's job. She has a Master's degree and is certified to teach English and Social Studies in grades seven through twelve. After graduating from college in 1967 she taught for three years and then took time off to have a family and teach informally in a number of settings besides doing other types of volunteer work in the communities in which they had resided. She has now been hired to teach Language Arts to sixth, seventh and eighth graders in a small village middle school.

Hazel Stern is thirty-three and has five years teaching experience. She is married, has one child, and has moved to a new community because of her husband's job. She has a Master's degree and is certified to teach English and French in grades seven through twelve. After graduating from college in 1968 she delayed her career to have a family and began teaching in a village middle school five years ago. She lives near the school and is very active in community affairs.
Both women consider their present position favorable as their class size is moderate, the students lively, and their colleagues interesting and cordial. Besides a positive working environment, their contract provides a number of other benefits. All but a handful of teachers in the district belong to the union. They have medical and dental insurance, one paid sick day per month and the board will pay for substitute teachers for those members of the staff who wish to attend professional meetings. Teachers are also reimbursed for the university coursework they take as part of the district's professional growth plan.

The building they teach in is only five years old. It is carpeted, air-conditioned and has a large staff workroom containing an individual desk for each teacher. On the bulletin board in the workroom is a notice describing a one day inservice program on reading in the content areas (sponsored by the state department of education) for secondary teachers.

Katherine asks Hazel if she would like to attend. Hazel responds by saying, "No, that stuff is for beginning teachers. I already know what they are going to say and even if I didn't those programs are usually boring. They think in one day they can show everybody how to turn all their students into avid readers. They don't know the kids I have or all that I have to do in addition to
getting them to read. I may go to see the book exhibits in the morning but then I'm coming back to the building to work. I have a lot of papers to grade."

Katherine decides she'll go anyway even though she has heard several similar comments from other teachers. She may pick up some useful materials and be able to talk to other teachers who have some of the same concerns that she has.

Katherine and Hazel are two women with whom I taught. Their conversation actually occurred. As a synecdoche it presents real concerns of real teachers who are dedicated to their profession, their students, and their own learning. Understanding experiences such as theirs may result in more enlightened and humane decision making in the area of professional development.

There can be no significant innovation in education that does not have at its center the attitudes of teachers, and it is an illusion to think otherwise. The beliefs, feelings and assumptions of teachers are the air of a learning environment; they determine the quality of life within it.

Postman and Weingartner in *Teaching as a Subversive Activity*

**Introduction**

The purpose of this study is to describe the professional development of female secondary English teachers and the role
in service plays in it. The area was chosen for study based on six premises found in the literature (discussed in chapter two) and personal experience. These premises are:

1. Teachers are seriously concerned about their professional development.

2. The focus in teacher education has shifted from preservice to inservice as there are more experienced teachers in the classroom today.

3. Teachers felt inservice broadly defined could be an important and significant means of development.

4. Teachers are not satisfied with most of the inservice programs they have experienced.

5. Teachers desire input into inservice at the planning stage.

6. Surveys reveal a greater degree of satisfaction with inservice which is tailored to meet individual and/or specific needs.

Secondary English Teachers in the Seventies

Most secondary English teachers are female. More than ever before have Master's degrees. They have either returned to teaching after having families or had their families while teaching, so they are also wives and mothers. Many who are teaching in new communities
are there because they have moved with their husbands because of the husbands' careers. Unions have given them some power and yet they are relatively powerless compared to other professionals, and as women they still have relatively few administrative positions open to them.

They meet virtually all the students in a building since at least three years of English is required. They teach both skill and content and what is learned in their course influences students' progress in all other subjects. They are involved in much that is extra curricular: directing the newspaper, yearbook, literary magazine, school plays, clubs, classes, etc. They have a greater paper load than their colleagues.

They are well read and verbal, as their subject area requires it. They not only like English but are so capable that they can teach it to others. They choose, consciously and unconsciously, many experiences through which they learn both personally and professionally, but they usually do not consider inservice as something which contributes in any meaningful way to their development. Yet large sums of money have been spent to plan and execute inservice programs supposedly for their benefit.

It is hoped that studies of this kind describing the experiences of female secondary English teachers which they feel contributed to
their growth might bring about a reconsideration of the allocation of funding and other resources.

The Problem

This study is an attempt to describe the professional development of experienced, female, secondary English teachers and the role inservice plays in it. It was undertaken with the hope of creating an understanding of the development process and what influences it.

The information gathering procedures used in this study have been selected on the assumption that teachers are able to evaluate their environment and the roles they play in it.

The goal is to provide a "thick description" of the English teacher's world. The terms "thick" and "thin" description are those used by Gilbert Ryle in the second volume of his Collected Papers. Such description is more complicated than a listing of opinions and will focus more on attitudes which are differentiated from opinions. The difference between them is that attitudes are more stable, and even more important, are predispositions to respond behaviorally (Shaw and Wright, 1967).

Essentially what is wanted is an explanation of the teacher's "perspective" which Tanotsu Shibutani defines as "an ordered view of one's world; what is taken for granted about the attributes of various objects, events, and human nature. It is an order of things
remembered and expected as well as actually perceived, an organized conception of what is plausible and what is possible" (Shibutani, 1967).

The term "perspective" includes both actions and one's beliefs about them. It assumes that a human being is an active agent, always engaging in the process of constructing a social self, and what is done depends on how one perceives oneself in relation to various features of the environment. In turn, those beliefs reflect an evaluation of actions in terms of success or failure. It is this dynamic process of interaction between self and environment and the resulting combination of an individual's beliefs and actions in relation to that environment that the term "perspective" attempts to explain (Cusick, 1973).

Thus far the teacher's perspective has been a relatively minor or neglected aspect of assessment or programming. Inservice, like the needs assessment which sometimes precedes it, has been imposed by planners usually holding an a priori assumption of what teachers should have, with teachers themselves, having little real input.

Witkin defines a need as "the difference between what is and what should be" and needs assessment as "a systematic procedure for finding out where the greatest gaps are between what learners know and can do, and what they should know and do."
Should, again implies an ideal set of facts, skills or attitudes, predetermined by someone other than the learner. It seems essential that a concept of needs determination always includes the learner's perception of her/his needs in order to be effective and satisfying in both the eyes of the learner and the planner, either or both of whom may also be the assessor.

Currently needs assessments, if done at all, are simply a means of forcing teachers to choose from predetermined needs specified by outside agents. Such exercises are "personless" and disregard much of what is known about learning, stage theory and basic needs.

Teachers, in the practice of their profession, go through a series of stages, each reflecting degrees and types of expertise and concerns. Simultaneously they are going through a series of stages as adults, and as people they have basic needs. An understanding of all these aspects must be taken into consideration when development is a goal.

Background and Significance

In the last decade studies show the emphasis in teacher education has been shifting from preservice to inservice (Yarger, 1977; Rubin, 1978; Gallup, 1980). This is, at least in part, a reflection of changes in the political and economic climate. The 1960's were
a time of optimism and expansion of educational programs; they were followed by a period of economic recession coupled with falling school enrollments and sharp public criticism of educational programs. Budget curtailments and falling enrollments have combined to turn the teacher shortage of ten years ago into a teacher surplus. There are few new jobs and less movement from one job to another (Applebee, 1977).

During the 1970's, the National Education Association in its Instructional Needs Assessment Programs continually surveyed teachers across the country. Teachers surveyed identified their major concerns as those related to instruction and professional development, citing inservice as of prime importance to their professional growth (Yargar, 1977).

Advisors to the federal department of education have recognized the role the new department must play in promoting continued education for teachers in the form of inservice. Eugene Kelly, Dean of George Washington University's School of Education, serving on a task force which made recommendations on the organization of the department, suggested that serious consideration be given to "the establishment of an office or bureau of education professional development" which would coordinate new and existing programs, many of which are concerned with the training and retraining of teachers
to meet their new responsibilities, such as bilingualism and special education.

Concern about the continuing education of teachers, then, is evident at all levels. It is also shared by educators in other countries.

In Canada, Coleman has found that inservice is the most effective tool for implementing educational innovations produced by research in the schools (Coleman, 1979).

Internationally, the James Report, coming out of England in 1972, also recognized the importance of inservice in teacher education. It identified the three cycles of teacher education as 1) personal, 2) preservice, and 3) inservice, making it clear that the most important part of the cycle was inservice, to which every teacher should be entitled on a regular basis. The report viewed teacher education as a continuous process in which preservice is only an initial phase (James, 1972).

Teachers who practice today realize that they are accepting a meaningful challenge. In light of societal changes they know they must continue to grow professionally in order to meet this challenge, but consider the inservice, which could be an important part of this growth, one of their greatest problem areas. They have repeatedly participated in programs, the form and content of which were not
satisfying in the eyes of the participants, who felt them to be "arbitrary impositions of irrelevant inservice training" (Yarger, 1977). These programs are even of questionable legal validity, especially when teacher performance evaluations from such training are used to make employment decisions (Schember, et al., 1978).

Teachers are increasingly beginning to desire a voice in the planning of their development as it impacts on them personally as well as professionally. Dewey felt education could develop the good person, who would be inspired to lead the good life. This aggregate of good people would thus create the good society. Such is also the goal in a profession. Active, growing, concerned individuals together make up a profession reflecting the same characteristics which become standards for excellence.

The question on which the problem and method of study is based is:

What meaning does the female secondary English teacher attach to the terms personal/professional development, and inservice?

There are no qualitative studies describing a teacher's view of her own personal/professional growth and her experience with inservice. What is not known is the meaning teachers attach to these terms. The study holds potential for building up original
descriptions of the female secondary English teacher's experience with growth and development.

**Plan of This Study**

This study will be presented in the following manner.

Research literature will be reviewed in Chapter Two.

Chapter Three will provide an overview of the general overall design of the study.

Chapters Four, Five and Six will explain the sample, instrumentation and procedures used by each data gathering technique. Findings elicited from each technique will be presented in the respective chapters.

Chapter Seven will summarize all findings, relate them to the research literature and suggest additional questions to be investigated.
Our language, in fact, is only approximate; and even in science it is so indefinite that if we lose sight of phenomena and cling to words, we are speedily out of reality. We, therefore, only injure science by arguing in favor of a word which is now merely a source of error, because it no longer expresses the same idea for everyone. Let us therefore conclude that we must always cling to phenomena.

Claude Bernard, 
An Introduction to the Study of Experimental Medicine

Chapter One indicated that there has been a shift in emphasis in teacher education from preservice to inservice as more teachers are continuing careers than are beginning careers. These mature teachers are in advanced stages of development both professionally, because of their experience in teaching and in education, and, personally, because of their age and experience in living.

Their wants and needs and motivation to fill these wants and needs are uniquely related to the degree of individuation they have reached thus far. The path of their individual personal-professional development is one guided by an inner self-motivation to act rather
than a response to prescriptive programs. May explains that people attain worth and dignity by the multitude of decisions they make to act, from day to day (May, 1976) ... and experienced teachers are practiced decision makers.

Chapter Two will review the literature on human needs, personal development and professional development, and the relationship among them. Inservice, a form of adult education for teachers, will be looked at as it is a component of the female secondary English teacher's world and a category of development.

Stages of Teacher's Professional Development

Recent studies of teachers' growth and development (Fuller, 1969, Fuller and Brown, 1975) show the various stages teachers go through during their career.
STAGES OF TEACHER DEVELOPMENT

FULLER 1969

I. EARLY PHASE - Concerns were about self; they appear to
(first year) be mainly non-teaching concerns.
SELF

II. MIDDLE PHASE - Concerns are about professional expectations
(second year) and acceptance,
OTHERS one's own adequacy, subject matter, class
control, and relationships with pupils.

III. LATE PHASE - *Concerns are about pupil's needs and whether
(end of third they are taught and the teacher's own contri-
year) bution to the pupil's change.
OTHERS and SELF

*NOTE: Experience, observation and discussion with teachers and
administrators in this study pointed out that awareness of and concern about the self is a strong and constant
concern. It was the person within the professional who
was constantly interpreting events and creating meaning.

According to Fuller teachers begin with a concern for self in
terms of survival and progress through joint concern for self and
pupils to a return to a concern for self but in a new way—a concern
about the self's contribution to pupil's change. Although stages
are defined Fuller does not discuss the transitions from one stage
to another.
Teacher's Professional Development Stages Reflecting Basic Needs

Warner (1975) points out that Fuller's stages parallel Maslow's hierarchy. The safety level seems to parallel the early phase or first years. The belongingness level seems to parallel the middle years although the concept of love is not mentioned by Fuller. Maslow's esteem level seems to parallel the late phase and here the analogy ends. Self-actualization in one's personal and professional life is an area not mentioned, as it has yet to be fully defined by any type of research.

<table>
<thead>
<tr>
<th>MASLOW'S Hierarchy of Needs</th>
<th>WARNER Matching Maslow's Hierarchy to Stages of Teacher Development</th>
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<tbody>
<tr>
<td>SELF-ACTUALIZATION ..........</td>
<td>ESTEEM LEVEL seems to parallel</td>
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<td>III. Late Phase (Fuller) and</td>
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<td></td>
<td>Renewal Stage (Katz)</td>
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<td>End of Third Year(s) of Teaching</td>
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<td>&quot;Other-Self&quot; Concerns</td>
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<td>ESTEEM ......................</td>
<td>BELONGINGNESS LEVEL seems to parallel (Love not mentioned)</td>
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<td>II. Middle Phase (Fuller) and</td>
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<td></td>
<td>Consolidation Stage (Katz)</td>
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<td></td>
<td>Second Year(s) of Teaching</td>
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<td></td>
<td>&quot;Others&quot; Concerns</td>
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<tr>
<td>SAFETY ........................</td>
<td>SAFETY LEVEL seems to parallel</td>
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<td></td>
<td>I. Early Phase (Fuller) and</td>
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<td>Survival Stage (Katz)</td>
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<td>First Year(s) of Teaching</td>
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<td>&quot;Self&quot; Concerns</td>
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<td>PHYSIOLOGICAL NEEDS .........</td>
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Katz' (1972) stages also appear to parallel Fuller and Maslow, most obviously in the beginning and then again in the later mature stages.

KATZ 1972

1. SURVIVAL - teacher anxious about:
   responsibility for children and meeting parents
   (in H.S. teachers don't meet parents very often)
   discrepancy between ideals and classroom realities
   "intensifies feeling of inadequacy"

2. CONSOLIDATION - teacher begins to consolidate what she has learned and to differentiate skills to be mastered
   *begins to focus on problem children and problems to be mastered

3. RENEWAL - teacher tires of doing the "same old thing" becomes interested in new teaching materials and methods.

4. MATURITY - teacher "has come to terms with herself as a professional and has the perspective to reflect on more fundamental educational questions"

Here again it is seen that the concern for "self" emerges in some form at all stages. Survival or concern for the self is characteristic of the beginning phase. The middle stages of consolidation and renewal, although seemingly related to methods and materials, also reflect the turning outward of the teacher. This is a development of concerns besides, but not in place of, those of self.
Concern for self is also apparent in the mature phase but now coupled with a concern for pupils, curriculum, colleagues, and philosophy which changes the focus of concern for self from survival to integration and contribution. Self then is not something to be overcome or mastered but understood. Katz' terms advanced stages times of maturation and renewal, both characteristics Maslow associates with self-actualization (L. Katz, 1972).

Hall's work on stages of concern in teaching supports this view of the importance of an understanding which the self plays in change. He defines six stages of concern and notes that the higher levels of concern cannot be engineered by outside agents (Hall, et al., 1977).

The question of transition, though, is not discussed by these studies, although it is with the transitions and their motivation that staff development personnel and more importantly teachers themselves are concerned.

Teachers whom I interviewed were in the middle and late phase of their teaching career and had gone from evaluation by others to evaluation by self psychologically. Therefore they seemed to be attempting to actualize the "self" in some way.
Teachers' Professional Development Stages Reflecting Personal Development

Professional development, like personal or ego development,* has the following characteristics:

1) it has stages which each English teacher goes through
2) its stages are structural and hierarchical, assuming a logic to the structure
3) each stage is composed of behaviors, concerns, attitudes, needs, and motivations (Fuller, 1970)
4) basic need fulfillment is evident in each stage
5) there is a progression between stages
6) basic need fulfillment is an influence on the movement between stages
7) one does not progress to the next stage until comfortable in the preceding one (Fuller, 1970; Maslow, 1957)
8) it influences how one perceives the world
9) it is a frame of reference that structures one's world
10) teaching, or one's profession, is one lens used to view the world
11) English teaching is another template or lens which is fit over teaching.

*Adler broke away from Freud (in 1911) because he believed in the primacy of ego over drives. Whereas Freud held that ego was derived from drives through frustration and renunciation by the individual, Adler believed a spontaneous striving for self-realization was the moving force in ego development. Individuals select and construct goals which guide their life and the ego provides the frame of reference that structures one's world and within which one perceives the world (Loveinger, 1976).
Movement Between Stages: Change

Three continuaums are interwoven when considering movement between stages in a teacher's professional development. These are the levels in the hierarchy of basic needs, those stages in the personal development of the adult, and the stages in the professional development of the teacher.

Maslow says we progress from one level to the next when we feel satisfied at the earlier level. As adults we move through stages which loosely correspond to our age and experience. As teachers we move through stages of expertise and concern in our career. Teachers, then, are experiencing three types of movement at a time. All of the types are closely interconnected and occurring simultaneously but not all are observable. Each time we move we are creating a new self in some way.

Since many of these changes are in attitude rather than behavior they are not necessarily observable. Staff development theorists are beginning to acknowledge such changes.

New Perspectives on Development

Leiberman and Miller present a new perspective on staff development stressing four major themes, legitimation, interdependence, teacher identification, and development as growth.
Legitimation refers to the establishment of legitimate authority built on collaboration. The collaborative effort legitimizes programs which might otherwise be labeled as those cited in Chapter One as "imposed."

Interdependence refers to the personal, organizational, and political aspects of staff development. All of these are equally important to an understanding of the dynamics involved in the process.

Teacher identification is a sensitivity to the teacher's point of view and an acknowledgement of her pivotal role in the planning and implementation of staff development activities. The results of this awareness will be reflected in the degree of success and satisfaction reflected in program evaluation.

By development they mean a rejection of notions of training and an acceptance of notions of growth, often in a nonlinear and nonrational way. The weaving of personal and professional aspects become the major aim of staff development.

Leiberman and Miller believe a more personalized approach to professional growth may be important for experienced teachers but do not categorize growth or suggest ways it can be motivated or personalized.

McLaughlin and Marsh in summarizing the findings of the Rand Study of staff development programs call professional development
"professional learning" which they characterize as an adaptive, heuristic, long term and also non-linear process. The Rand Study suggested what the findings of this dissertation tend to support, that more experienced teachers may need a different approach to their professional growth than is available in present staff development programs focusing mainly on implementation of innovations.

Mature staff want to explore new areas and take more responsibility for their own growth. Learning for them is creative, more like problem solving than mastering procedures. Mature teachers are artists who have gone far beyond painting by numbers. Their own sense of efficacy, a belief that they can help even the most difficult problem students, is a most powerful influence in educational change, and this sense is a gestalt not a single way of teaching the multiplication table or grammar rules. This sense is promoted, the Rand Study showed, by staff support activities which provide the crucial element of collegial support in efforts at any type of change and growth.

Because teachers are educated and experienced adults, their continuing education must be handled in a way which motivates rather than patronizes them.
Adult Education Theory Considered

Verduin, et al., 1977 states that the scope and role of adult education has increased significantly in the last generation because of the rapid rate of change in society, continual growth of sophisticated technology, affluence, leisure and other trends. These trends account for the continuing growth of a movement that will one day provide a system of life-long education for every citizen and call for certain teaching strategies which are more effective with adults than with younger students.

A view of learning and behavior relevant to adults is the perceptual theory of psychology (ASCD, 1959; Combs & Sugg, 1959) which suggests a person's behavior is the result of how he or she views or perceives people, objects, and events in their environment. If individuals perceive something as valuable they will be motivated to learn about it.

Inservice education is unique in that it is aimed at adults who are already quite educated and who have definite beliefs, values and opinions about education itself, who are professionals (NCSIE, 1979).

Adult behavior is of course more difficult to change because it is more rigid than that of children, having been formed over a longer time period. A change in behavior can also be very
threatening. Threat is the perception of an imposed force requiring a change in behavior, values, and beliefs -- and one of the greatest threats to people is the requirement to change behavior, especially a change in the way they seek to maintain or enhance self-organization when beliefs, values, or needs remain unchanged. Threat causes defensiveness and a constricting of the perceptual field. People cling to the security of the familiar which can be destructive to imagination, creativity, and initiative.

**Adult Education Reflecting Basic Needs**

A person's past experiences cannot be changed but one's interpretation of them can be different. Changing perceptions and/or behavior is not easy but possible, especially when threat is minimized. Real learning occurs when people a) have a sense of security where they are and b) attach a personal meaning to a new experience which is to be learned. Maslow states that personal needs are the primary influence on behavior and unmet needs are the primary sources of motivation.

Adults progress only when they are secure on their present level. Therefore education must help teachers, who are students, know what needs, values, and attitudes are important to them and how these needs, values, and attitudes relate to each other so they may set and define realistic and meaningful goals for themselves. A
positive climate will help open the perceptual screen so that new learning can take place. Appropriate time and guidance must be allotted to adult learners. General instructional strategies suggested for adult learners by Verduin et al. are: group work, individual problem solving, activity learning with hands on experiences, active participation by learner, and evidence of progress.

**Adult Education for Teachers: Inservice**

Inservice education is a form of adult education. Inservice researchers recognize and state the importance of delivery or presentation techniques outlined by Verduin (1977) in work with teachers but many programs do not appear to utilize their findings.

The definition of the term "inservice" seems to depend on who is doing the defining and for what purpose.

Hass broadly conceives of inservice education as including "all activities engaged in by professional personnel during their service and designed to contribute to improvement on the job" (Hass, 1977).

Public Law 94-482, Title I, Section 153, of the Education Amendments of 1976, operative in late 1977, established the first federal program whose primary purpose was to improve the quality of classroom instruction through inservice education. It specified local and collaborative decision making (Yargar, 1977).
Yargar provides a typology of inservice education which focuses on the roles of inservice personnel and the purposes of inservice education. His framework includes:

1. **Job-embedded inservice education** is programming that occurs within the context of a teacher's fulfilling assigned responsibilities. It is directly related to the provision of skills that can be translated into working with children, developing classroom materials, and/or planning curriculum.

2. **Job-related inservice education** is programming that is either directly or indirectly related to the provision of skills for the performance of a teacher's primary responsibility or instructing children. It may result in the acquisition of directly applicable skills, or it may provide content that, while not directly applicable, is clearly related. Job-related inservice training does not occur within the context of the instruction of children.

3. **Professionally-related inservice education** focuses on those aspects of a teacher's role which are clearly required, but are not directly related to the instruction of children. In every sense, however, they relate to "professional" attributes which generally differentiate teachers from others who work in schools. Such training might focus on parent conferences, community based education programs, legally mandated record keeping, and a long list of professionally related responsibilities.

4. **Mobility-related inservice education** is primarily designed to prepare the teacher to assume a new position and/or obtain a new credential. Although usually related to "upward" mobility, it need not be. Programs that facilitate the transition from provisional to permanent certification and from teacher to administrator, and from teacher to specialist, are common examples of this kind of inservice education.
5. Personally-related inservice education is characterized by its emphasis on helping the participant become a more effective person rather than a more effective professional. Implicit in this type of inservice is that the more secure and well-adjusted a person is, the better teacher that person will be. Typically, this type of inservice programming will be self-selected and on occasion even self-directed.

Teachers engage in all of these forms of inservice at some time in their career, but, what makes one program in any category more meaningful, memorable, or useful than another?

Characteristics of Effective Inservice

Lawrence's analysis of nearly one hundred sources of information on effective inservice show that successful programs are characterized by seven essential qualities.

These qualities can be summarized in the following manner.

1. Individualized inservice education tends to be better than single offerings for large groups.

2. Active involvement inservice programs tend to be better than passive-receptive involvement.

3. Demonstration of skills with supervised feedback tends to be better than the provision of skills to be stored for future use.

4. Teacher-help-teacher inservice tends to be better than teacher-work-alone inservice.

5. Inservice that is integrated into a large program tends to be more effective than one-shot affairs.

6. Inservice that has an emerging design with teacher input tends to be better than totally preplanned inservice.
7. Self-initiated inservice tends to be more effective than self-prescribed inservice.

These descriptive phrases reflect a common thread, active involvement. Involvement can be secured in the initial phase of inservice planning, needs assessment, by recognizing the teacher as the most viable source of information regarding her own professional needs.

According to Weinberg, needs assessment can be a good shuck term. Evaluation pros have a model for doing it—but by getting people to act in terms of their model they begin creating an environment rather than assessing one. Needs are only discovered "if they can be accommodated within the conventional routines of the system ... the biggest need in education is for a little humanity* but this is seldom evaluated because no one has the understanding or freedom to do anything about it. The whole business about needs and their assessment is mostly wrapped up in the wedding of politics and finance."

*The problems in the working lives of female teachers reported in chapters Five and Six seem to show this need for "a little humanity."
Teachers with Needs for Whom Inservice is Planned

Webster says a teacher is "one who teaches; and especially one hired by a school to teach." Hiring here seems to give legitimacy. Inservice, then, is for those who are literally in the service of a school, teaching. Teaching is defined as "giving knowledge or skill, and/or causing to learn by example or experience," illustrating the tangible and intangible aspects of the process.

Ralph Tyler defines the teacher as a professional by comparing teachers to tradespeople. A tradesperson practices a set of skills, guided by the traditional rules of the trade, until these activities become habitual. A professional, dealing with many complex, idiosyncratic and consequently unpredictable tasks, cannot follow a prescribed formula to stimulate and guide student learning. Teachers are artists and perform tasks by the artistic adaptation of general principles (Tyler, 1978).

According to Dewey, they furnish the environment which stimulates responses and directs the learner's course (Winn, 1959).

Fromm adds that besides conveying information teachers convey certain human attitudes (Fromm, 1956).

Teachers, therefore, can be described in any number of ways all of which relate in some way to what they do. A major aim of the
proposed study is to describe what an English teacher does and thereby explain who s/he is, and what s/he may need to develop.

Perceived Needs of Teachers

Professional needs are inextricably intertwined with personal needs and can only be looked at in depth as personal/professional needs. Ideally individuals choose a profession and remain in it because of personal characteristics, of which needs are a part, which make them well suited to its practice and world view. In contemporary society there is no single situation potentially so capable of giving some satisfaction at all levels of basic needs as the occupation (Roe, 1956).

According to Maslow, the clear emergence of any given level of needs usually rests upon some prior satisfaction of the needs at the lower level. A need is subjective and only important to the extent that it is acknowledged by the individual. Its level within any sphere is directly related to the immediacy of the need as perceived by the individual. The fewer confrontations encountered, the more solidly one becomes entrenched in higher needs. Growth, maturation, the education that neutralizes dangers, and the motiva-
tion to pursue higher level needs are highly dependent upon the
environment, previous education, age, and the make-up of the
individual (Maslow, 1970).

Studies carried out over the past thirty years (Centers, 1948;
Gurin, Veroff and Feld, 1960; Friedlander, 1965) indicate a signifi­
cant difference between what was termed "white collar" and "blue
collar" occupations in relation to expressed needs corresponding
to Maslow's hierarchy.

Centers (1948) reported a fairly consistent tendency for the
desire for self-expression to decrease as first choice as lower
occupational levels are scrutinized, and another consistent
tendency for the desire for security to increase.

Gurin, Veroff, and Feld (1960) made a similar discovery in
questioning subjects from various occupational levels as to what
they liked and disliked most. They classified responses into
"intrinsic" and "extrinsic" satisfactions. Extrinsic reasons
stressed money, job security, and working conditions. Intrinsic
satisfactions were related to a job's interest, variety, skills
involved, its opportunity for responsibility, independence, compe­
tence, and potential for gratification of interpersonal and friend­ship needs.
Friedlander (1965) looked at differences in needs or satisfactions both between and within occupational levels. He states, "It would appear that values are a primary function of one's occupational culture (white collar or blue collar), rather than of the level one has achieved within his occupational culture."

Teachers are clearly white collar professionals who value the intrinsic satisfactions inherent in teaching. This understanding is of prime importance when defining and meeting their perceived needs.

Charles White (1980) states,

The brunt then, it appears, of Maslow's arguments is that growth motivation does not so much involve the repairing of existing deficiencies as the development of new awarenesses or abilities; it is an expansion or growth rather than merely an activation of previously acknowledged needs.

Teacher needs, then, may best be classified not as deficiencies, but as strengths or interests needing expansion and development.

Summary/Conclusion

Research into professional development has focused mainly on whole staff development from the point of view of the planners and observers rather than the participants. The literature looks at what type of inservice programs should be offered to teachers, how these programs should be delivered, and what characterizes successful programs. Yet data gathered to answer these questions comes
from sources/questionnaires which do not provide the researcher with information other than what is specifically called for--thereby limiting and channeling responses into predetermined categories. We then have a statistical analysis of responses to questions dealing with certain aspects of inservice but do not have a genuine picture of the teachers' broad experience with professional growth of which inservice is either only a part or possibly even a hindrance.

Normative data is being amassed which is of some help in planning for large groups but attention has not been given to the individuals who in their own unique way make up the distribution curves. The question is what is professional growth to the teacher who is experiencing it.

This collaborative study looks at the nature of professional growth as it is viewed and experienced by a group of experienced, female, secondary English teachers. Factors influencing professional development such as time, space, experience, education, gender (sex), etc. are also examined.

As it is the quality of the growth which is being described, qualitative research techniques such as participation, observation, and interviewing were used. Heisenberg noted that to study a phenomenon was to alter it. And it is the hope of the researcher that the alteration which occurred because of her presence and interest was a positive one--causing her respondents like those in the
Westinghouse Study (halo effect) to reflect more deeply on what they were experiencing and realize the value of their work. They make a contribution to their field in the form of this dissertation, and the education of students and peers which they were involved in on a daily basis.
"Facing the complexity and diversity of human behavior, the mind seeks forms and order."
- Loveinger, 1976, p. ix

Introduction

The object of this study is to describe the way secondary English teachers appear to develop professionally. The goal of the study is to propose possible ways in which this development could be promoted/encouraged. As the nature of the study deals with the quality of life experienced by a population, primarily qualitative methods, interviewing and participant observation, were employed.

This chapter will explain the following areas:

1) How the research question came to be articulated,
2) How the site and population were chosen,
3) How the researcher entered into a relationship with the respondents,
4) How data was collected,
5) The time line from "felt difficulty" to data analysis,
6) The researcher's bias before, during, and after the data collection.

35
Like Levinson and others who are interested in or who have written on adult development, I looked simultaneously at my own development and that of the individuals in the study. We know very well what has happened to us but only in comparing our life experiences with those of other similar human beings do we make meaning out of such events. As a researcher I constantly compared the experiences and attitudes of my respondents with my own, in an attempt to see a pattern which could lead to a model of development needed in teacher education. How had we as female secondary English teachers, in midlife, at or approaching mastery level in our profession, reached this point? We had lived during a period in history which saw changes not only in our profession and subject area (English) but in our status as females. What were the variables in our expansion to more complex complete forms. What were the commonalities in our evolutionary process?

**Researcher's Development**

The variables in any one person's life which make her what she is are so numerous that entire books are devoted to them, but for the purposes of this study I will present only a brief autobiography highlighting what I consider to be major influences on my development, which also have contributed to the biases through which my experiences are filtered.
An explanation of my personal/professional history will present one such evolution, which I used as a basis for comparing each life history I encountered.

I will also show why I chose my problem area, formed my research question, chose my methods of collection, chose my respondents, carried out my collection, and interpreted the data.

As a high school student I knew I wanted to go to college. I wanted to go to Purdue and possibly major in elementary education, but I had not taken the proper math courses required for entrance into Purdue so I chose Ball State Teachers College, instead, where some of my high school friends were going. After one quarter with elementary majors, I switched to secondary education with a social science major and an English minor.

Like many idealistic young people of the sixties I thought about joining the Peace Corp, but at the end of my senior year I got married. My husband was a junior so we stayed at Ball State so he could finish his undergraduate degree. I had a baby during his senior year and then we both stayed another year to get our Master's degrees, planning to teach in California where the weather was warm and the salaries high. In 1967 one could make almost $7,000 teaching there.

We did move to California where we both taught from 1967 to 1970. We had both thought about continuing to graduate work, and
in 1970 my husband received an assistantship at the University of Kansas. I was so bound by tradition that I thought he should get his Ph.D. first, thinking it would be hard for him to live with a woman who had more education than he did.

While he worked on his doctorate I did mostly volunteer work, since we were in a very small town and I could not find a full time secondary teaching position. Although it was difficult to live on a graduate student stipend I was glad to have some time to think about what I wanted to do with the rest of my life.

Three years back in a university setting convinced me that the desire to teach at the college level, which had surfaced during my undergraduate days, was what I wanted to work towards. My husband finished his program and we moved back to California where he got a position in 1973. I looked into beginning a graduate program at U.S.C., but found it so expensive and far away that I decided to wait at least one year for in-state tuition and apply for an assistantship. Soon after making the decision my husband decided he wanted to move to Ohio to teach with a friend of his at a university which seemed to offer more in the way of salary, benefits, and advancement. Therefore I applied to graduate schools in Ohio rather than California.
The first year back in the Midwest I again did volunteer work but also looked for a teaching position, I took the Graduate Record Examination and applied for admission to two Ohio universities. I was professionally restless after four years of no full-time teaching or coursework, but not in any serious way. In retrospect, I feel I was creating a new person and might have needed the time to complete what that person would be and to build a determination to carry out what might otherwise remain "pathless goals."*

In 1975 the University of Cincinnati offered me an assistantship at the same time a local middle school offered me a full time teaching position. I wanted to take the assistantship but since we had just purchased a house and were low on funds from my husband's

*"Pathless goals." Pathless goals are those wishes we have which may vary in strength but seem to lack a definite path or plan for achievement. Most of the women interviewed for this study had such goals. They were discussed as part of future plans for professional development but were very indefinite. Formal and informal career counseling throughout one's professional life could bring some of these goals to fruition but it is not often available or sought. It can come through a professional mentor which most women lack. It is my belief that it could also contribute to the success of secondary education programs. If high school teachers felt they were actually working towards some self-fulfilling goal, professional growth statements on paper and actual activities would become more meaningful. This idea is of course based on the assumption that focused individuals create focused groups.
years as a graduate student and moving around the country, I felt guilty turning down an offer of a real salary. The district hiring me also had a professional growth plan so I thought I could go to graduate school parttime which was the way many women did it, I was to discover later. This way their schooling doesn't inconvenience anyone.

I experienced my first inservice program before school began in the fall of 1975. We were paid to spend two weeks before school attending meetings and planning for the coming term. The focus of the inservice was on individualized education supported by state and federal funds sponsored by The Ohio State University and Central State University. In addition to stipends we were given $60.00 to purchase curricular materials.

I also began working on my principal's certificate that year at Wright State. I had a tremendous role model in the woman who had hired me. But I was really again postponing my primary goal, the doctorate in English Education.

I was resentful, but only mildly, because I felt I still had lots of time to achieve the goal of a Ph.D. I was only thirty-two, and I knew it was the woman's salary that paid for those "extra" or "luxury" items for a family unit. My second graduate degree, as is very often the case, still fell into that "extra" or "luxury"
category, so I postponed my graduate program until the summer of 1976 when I started at The Ohio State University - part time. The part-time enrollment, once again, was a result of feeling it was not right to take my earning power away from the family unit.

The 1975-76 school year was a pivotal year for me in a number of ways. I was teaching again after having a few years to reflect on the content and process of my own teaching and education in general. I had taken courses in folklore, archeology, science fiction, and comparative religions to fill what I considered the gaps in my undergraduate education. Having an adolescent son of my own seemed to give me a more sympathetic understanding of adolescent concerns. I now felt ready for a different type of study and practice in my profession. I wanted to look at teacher education and its philosophy and work more extensively with practicing and prospective teachers.

Finally in June of 1976, at the end of a year rich with educational experiences, I began my doctoral studies at The Ohio State University. My husband was so disgruntled that he filed for a divorce.

Here I was, a thirty-four year old woman who had been married for twelve years and was becoming less assertive than when I had been in college. It was both frightening and exciting to come to
Columbus and live in a dormitory all alone for eight weeks, usually going home on weekends to an empty house. My son was at camp and my husband was visiting his mother and making plans to move to California. I was afraid of staying alone in the house at night but did. I was afraid of lots of things, but as the summer progressed so did I.

I loved my coursework as well as the uninterrupted time I now had to devote to it. I discovered John Dewey, qualitative research, and non-verbal communication, and met a few other women who lived alone and were surviving. I became so brave that at the end of the summer term I took a trip to Arizona and hiked, alone, down and up the Grand Canyon. This was a peak experience; I had not traveled alone since I was twenty and never really challenged myself physically. It was a heady experience.

When fall came I felt I had accomplished a great deal, but it was more of an external accomplishment than an internal one. I still had not come to terms with the little girl inside of me as described by Dowling in *Cinderella Complex*. Regardless of the personal problems which ensued I had finally begun to work toward my goal of a doctorate. This was to sustain me for a very long period of time. To do work which one considers important and worthwhile is one of life's most gratifying experiences.
In the Spring of 1978, after three years of part time graduate study I received a teaching assistantship at Ohio State and a leave of absence from my school district, both to begin in the fall. Sixteen years after the thought and six years after the decision I was actually working, enrolled full time in a doctoral program. I was on the path to my professional goal, but my personal life was in turmoil.

In 1976 when I had begun part time at Ohio State my husband had filed for divorce on the grounds that I was going against his wishes in working on a doctorate. We had been unsteady ever since that time and now that I was actually moving to Columbus he refiled and began taking steps to follow through with his decision to leave me if I continued to pursue the doctorate. Needless to say this made every aspect of my program more difficult because of my psychological state.

The next two years were very tense and uncertain personally but full and busy professionally. I traveled abroad, taught courses, and took my general exams. I was put in a mentoring position as a supervisor of student teachers. My interest in inservice also led me to participate in the formation of the Franklin County Teacher Center.
Meetings at the new teacher center brought me into contact with teachers from seventeen school districts in the Franklin County area who readily voiced their concerns about personal/professional responsibilities and opportunities for growth. The view of in-service as something of a district requirement rather than an opportunity emerged. Teachers expressed a desire for more input and control of content, place, time, and remuneration, grounding what I had discovered in the literature.

During the summer of 1980 I began my dissertation proposal. I focused on the identification of adequate topics for inservice programs for secondary English teachers. There seemed to be little available to meet their needs within their districts or at the Franklin County Teacher Center. Their participation in Teacher Center activities seemed minimal compared to that of the elementary teachers. I thought that the problem was a matter of discovering adequate topics for programs. I was reading about the Delphi method of gaining consensus about concerns through a group of mailed questionnaires, and decided to use this method to determine what topics would be appropriate for secondary English teachers. The director of the teacher center suggested that I might focus on the methods of assessing needs in addition to the needs themselves because there were concerns expressed by personnel from
teacher centers around the country as to the adequacy of present needs assessment methods. I also considered following up the questionnaire with interviews and possibly a field study as a means of triangulation.

In order to practice the ethnographic methods which I would use, I planned a pilot study of a chairperson and English department which were completely new to me. I would be supervising student teachers in a school on the outskirts of Columbus in a district I had never visited. I called the chairperson and asked her if I could meet with her on her first day in the building before the students and other staff arrived. I told her I was taking a course in qualitative research and wanted to talk to her about what department chairpersons did and use the material for a paper. She consented.

At the end of the Spring quarter of 1981 I decided to do my field study at Skinner High School where I had supervised student teachers and studied the chairperson. I was taking the advice of two significant others. Charles Galloway had often said in his class on non-verbal communication that students should always look at ideal situations so they would know what was possible in their professional area. Abraham Maslow had decided to look at people he considered to be "self-actualized" so he could add an ideal category of development to his hierarchy. This department contained
exceptionally active and interesting people who seemed to enjoy their work and each other.

I used one month in the summer to travel to Costa Rica where I visited schools and discussed inservice with teachers, administrators, and professors. The remainder of the summer was spent going over the Delphi responses and beginning a list of possible questions for the chairperson interviews which would follow the field study.

The 1981-82 academic year was very full and very busy. I did the field study, conducted the interviews, taught, wrote, etc. and after living alone for four years, I was planning my second wedding and house hunting.

I was doing what my respondents were doing. If there was a pattern emerging from our case studies, theirs and my own, it was of trying to do many things at once. We were all great jugglers, attempting to keep our balance while keeping a multitude of personal and professional scenarios moving along.

Where Is There To Go

This brief autobiography is presented to show the inter-play between personal and professional motivations, responsibilities and opportunities. A female professional, especially in education, has many motivations which are similar to those of her male counterpart,
but she has more home responsibilities and therefore fewer opportunities for some types of professional growth.

These circumstances may change as attitudes and economic conditions in our society change but presently this is the reality for many female teachers. Besides the female/sex related aspects, it is meant to show the peak time of opportunity professionally which usually occurs for men as well as for women between the ages of twenty-five and forty-five (Levinson, 1978; Valiant, 1977). How these opportunities are handled by men and by women again are strongly influenced by their respective sex and the attitudes of society.

Weinberg defines professionalism as mobility, saying the more professional one is the higher one goes. Administrators are usually men, and teachers are usually women. Therefore by definition women are not as professional as men. He goes on to say that "most women just don't have the time to be that professional, nor do they have the motivation, knowing how the cards are stacked against them" (Weinberg, 1975: 88).

This point of view speaks to the heart of the matter. Women need to be more strongly motivated than men because the odds are against their reaching their goals no matter how hard they try. Therefore the avenues of professional development they choose are
usually limited by the realities of the sexist attitudes present not only in our society at large but in their respective career field.

Myrdal and Klein, after studying women in the labor force, stated that "women no less than men need for their happiness both emotional fulfillment in their personal relations and a sense of social purpose ..." which their work gives to them (Myrdal and Klein, 1966: 42).

Sociologist Jesse Bernard points out that women have a lack of control over their working lives since so much depends on the men they marry and the unquestioned expectation that they adjust their careers to their husbands. Women take a convenient job when they move with their husband and this accounts for a considerable portion of women in occupations below the level of their abilities, but an even greater number can be attributed to the "systematic demotivating of women that the socialization process produces" (Barnard, 1971: 124-125).

Some women do not interrupt their career pattern at all -- never marry or never have children. Some women give up their career as soon as they marry or have children. But the majority of women, including the subjects of this study, either a) interrupt their career for child rearing and return, once or intermittently, b) work
continuously while being wife and mother. But the kind of work they do varies, with less identification with a specific career and the natural progress involved with genuine involvement in one (Barnard, 1971, p. 155).

This interrupted pattern, especially the early interrupted pattern, is probably the most troublesome in terms of professional development. It interrupts a woman's career while she still "lacks the competence, aplomb, experience, and self-identity to cope with its costs" (Barnard, 1971, p. 182). It also causes her to lose momentum in her striving for work related achievement.

Women who are deferred nurturers have personal and professional timelines more closely resembling their male counterparts. Although in secondary education this simply means they would have more years of interrupted teaching. There is only a remote possibility of becoming a department head which is often a non-paid position when held by a woman. She could also become a counselor, but she would realistically have no opportunity to become a principal or superintendent or gain any other position of power. Even continuing their education to the doctorate level offered few possibilities of teaching on the college level, because secondary areas of teacher education are also male dominated.
Therefore development for the female, secondary English teacher had a distinctly different content and design. My career and choice of research area have been influenced strongly by all of the aforementioned factors.

Articulating the Research Question

As John Dewey noted, the research process begins with a "felt difficulty." When I reentered full time public school teaching and discovered there were many more opportunities for professional development but that many teachers did not seem interested in taking advantage of them, I was puzzled. Experience had shown me that most teachers were sensitive and astute individuals who had chosen a service profession because they felt they had a talent for working with young people and a keen interest and aptitude in a particular subject area or areas. They almost always seemed interested in ways to improve their knowledge and performance evidenced by the exchange of ideas wherever and whenever they met, formally or informally, in large or small groups. In 1976 when I began my doctoral studies I wanted to investigate inservice programs to discover why there seemed to be a discrepancy between what teachers wanted and what was being offered. At that time I saw the problem as one of content, or topics inappropriate for the real needs of teachers. Suggestions were made consequently that in addition to
topics it might be the way these topics were discovered or decided upon which pointed to needs assessment as the problem.

Hence I began with the dual purpose of finding out what topics would be appropriate for inservice programs for secondary English teachers in the coming decade and what would be the best way of finding out what these topics were. I was naively equating inservice with professional development. If a teacher could let a planner know what she wanted then the planner could deliver it. This was a model of dependency. Teachers would look to someone else to plan their development. One reason could be that teachers were too busy to plan their development - but then working professionals are busy. Another suggested by a university professor was that teacher's didn't know what they needed. Even asking them would be a waste of time because although they might give answers they would probably be superficial - "remedies" (deficiency model) for symptoms, not causes, of problems. But I wanted to try by asking experienced teachers, chairpersons to see what they would identify as needs.

Therefore I began with the same paternalistic frame of mind that had previously been used. Someone other than the teacher herself needed to do the asking and the planning for her development - her further education. I knew attitudes were of major importance
and yet I was asking simply for topics. What did teachers want to know more about that was related to their content area? More is better. The more one knew about English the better English teacher one would be - naturally? - also disregarding the person within the professional who is of course more than a mere receptacle for facts. So my degree of enlightenment consisted of an open ended questionnaire rather than a list of prechosen topics to be ranked. I was also asking teachers for their input. But again I wasn't asking them directly but rather asking an authority figure, their chairperson, to speak for them. Only retrospect shows the errors in my reasoning - even the Delphi data did not show me these errors. It was not until I was doing the field study, working with teachers on a daily basis and listening to their concerns did I begin to question some of my earlier assumptions. And then when I interviewed the chairpersons and asked personal, attitudinal, experiential questions vs. topic, content questions did the more realistic character of teachers' personal and professional lives begin to emerge. Here were real people talking about their own lives, not theorizing about what might be good for someone else. The intimacy and immediacy of the information created the "thick description" described by Ryle (Gilbert Ryle).
The Delphi

I began my study by mailing out an open ended questionnaire to ten English department chairpersons in the Franklin County area whose districts were working in consortium with the Franklin County Teacher Center. I observed and participated in the establishment of the center where the stated goal was to help teachers learn what they wanted to learn as opposed to what someone else thought they should learn, on the assumption that they knew what they wanted. The chairpersons were chosen at random from the seventeen school districts in the consortium. All of the chairpersons were female, ranging in age from around thirty to sixty-five, with the majority being between thirty-eight and forty-two. They had taught for at least five years and were seemingly past the survival stage. The majority appeared to be at or near the "Mastery Level" as defined by Fuller (1969) or at the "Late Phase" or time of "Maturity" as defined by L. Katz (1972).

All were first contacted by mail and asked if they wished to participate. All who were contacted participated. They did not personally receive any type of monetary renumeration but their school districts earned fee waivers to be used at The Ohio State University because they had participated in the study.

Although it was the Spring of the year when teachers seem to have many more responsibilities for finishing up one school year
while concurrently planning for the next, their cooperation was commendable. Stamped, self addressed envelopes were included with each questionnaire for their convenience.

The Delphi technique for gathering information consists of a series of mailed questionnaires. The goal is to gain consensus among a group of experts about a particular topic or problem. The topic of this survey was the future needs of secondary English teachers which could possibly be met through inservice. The questionnaire was administered to ten department heads in three segments during the Spring of 1981. The results and analysis will be reported in Chapter Four.

The Field Study

Following the mailed survey, a field study was conducted at a suburban Columbus high school where one of the respondents in the survey served as chairperson of a fifteen member department. The field study was undertaken to verify the topical responses of the Delphi and provide a broader picture of the role inservice in general played in the life of the secondary English teacher. It was a link between the mailed survey and the personal interviews which were to follow. The results of the field study will be reported in Chapter Five.
The Structured Interviews

During the Fall of 1981 in the midst of the field study phase of the data collection, a pilot interview was conducted with a chairperson who was not one of the original ten Delphi respondents. The schedule of interview questions was then revised to ensure clarity and depth, hopefully eliminating those queries which were vague, unclear or elicited "yes and/or no" answers rather than explanations.

The revised version was then used to conduct structured interviews with the ten Delphi respondents during the Spring of 1982. The interviews were tape recorded and then transcribed into written form. During the Fall of 1982 the typed versions of the interviews were sent to the respondents for editing. Analysis of the interviews was begun during the Winter of 1983 and is reported in Chapter Six.
**DATA COLLECTION TIME LINE**

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**METHOD**

A. DELPHI
B. FIELD STUDY
C. INTERVIEWS

**PURPOSE**

INITIAL EXPLORATION
OBSERVE, INTERVIEW, VALIDATE DELPHI,
DO CASE STUDY, DESCRIBE SETTING, GROUNDING DEVICE
VALIDATE DELPHI, VALIDATE FIELD STUDY, DO CASE STUDY

*Analysis was a constant component of the collection process as suggested by Glasser and Straus.*
CHAPTER FOUR

THE DELPHI

The creative process is the process of change, of development, of evolution, in the organization of the subjective life.

Brewster Ghiselin in The Creative Process

You can't ask a subjective question and expect an objective answer.

M.K.V. Chance-Reay, 1983

In 1976 I read and wrote about John Dewey and his laboratory school experience in Chicago and the demise of the laboratory school at O.S.U. and other universities around the country. I came across an article about something called a "teacher center" in an Eastern state where experienced teachers went for some type of renewal - talking and working with master teachers while also taking courses - inservice and university. It was a master's degree program and the teachers were on leave from their classrooms for the year. It sounded marvelous to me as I was one of those experienced teachers who wanted to continue my education in a variety of ways - reading, practicing, taking courses, talking to and observing other teachers, but I also had to take care of a husband, family and home besides working at school from 7:00 to 4:30. One needed to be very skillful, dedicated, energetic, and optimistic in order to juggle so many
aspirations and responsibilities. The personal and professional aspects of life are both very important to one who strives to maintain a healthy and rewarding balance between them.

I felt, as a woman, that I was mainly responsible for providing the nurturing atmosphere wherein a happy personal life would grow for my family. If I did not carry out the duties involved in creating and maintaining such an environment I was being negligent and I would not be happy because I would feel guilty. So part of what I wanted to learn was how to be a better juggler. I had special needs as a housewife and mother that a male teacher of any age would not have unless he also accepted the majority of the responsibility, both psychological and physical, for those duties.

When I read about a teacher center again it was a year later. This teacher center was in Albuquerque, New Mexico. It was not only offering courses in mathematics but in microwave cooking. Teachers like myself needed to be very efficient with their time in order to become involved in professional activities and not neglect their families in the process.

One way to save time was to buy a microwave oven which cooked dinner in minutes rather than hours, so the teacher center was helping them to learn in their professional area and still make family dinners. That attempt to balance personal and professional concerns
was very appealing and I thought someday I'd like to visit that center and congratulate its director for her depth of understanding and eclectic approach to problem solving. This also made me feel that I would like to do dissertation research in this area - how teachers achieve and experience personal, professional growth - in order to add to an understanding which would help them do so.

Formulating the Research Question

I initially started with the topic of: "Improving Inservice," and began looking for answers through a topical approach of which needs assessment seemed a natural adjunct. My assumption was that appropriate topics were the key to successful programs. This assumption was based on comments of teachers as portrayed in the introduction to Chapter One, personal experience, and reviewing the literature.

Surveys had shown that the more individualized the program the more satisfied were the participants, suggesting planners should attempt to be not only grade and subject specific but even site specific - presenting a program for a certain group, such as a department within a particular building. This type of inservice was necessary to meet needs generated by federal, state, city, district and building policies, but of course were not sufficient to meet individual teacher needs. Each teacher then was on her own to meet her unique needs.
Realistically, programs to meet the special needs of one or a few teachers in a building or district could not be financed, planned, or presented in the same manner. University coursework could be grade and subject specific but even then one might need something more, less, or different than a course provided.

The strength of an idea such as a teacher center was that it could deal with groups of varying size as it drew teachers from many districts. Even if only one teacher in a building or district was interested in a topic, the teacher center by working with many buildings and districts could possibly present a program by taking only one teacher from each building or district and thereby create a group. If only one teacher was interested in a topic, and a group could not be formed, she could be referred to an individual or agency for help. This was another strength of the teacher center, its resources. It worked in consortium with colleges, universities, community groups, business, and industry.

With these concerns in mind, I felt that if there was an effective way for teachers to communicate their needs, half of the problem would be improved. Needs would be assessed, topics listed, and programs could be planned and presented.

These initial programs could be introductory and teachers could progress from there. They might then read, take a formal course or use materials developed in the program. Another alternative
would be to plan an intermediate session as an extension of the program. Participants could do any or all of the above or possibly feel a need was satisfied for the moment and go on to something new.

I was asking a subjective, complex, comprehensive question: What did female secondary English teachers need and want to develop professionally? I was expecting a clear, precise, objective answer: one program on Topic A and two programs on Topic B. What I found were answers as varied and complex as the teachers and districts involved, pointing toward a more individualized approach to development planning.

Methodology

My focus was narrowed to female secondary English teachers, as I had been one, and I chose an instrument which I felt gave them the most input. It also allowed them to be anonymous and not personally influenced (strong personalities can be intimidating when members are in physical proximity) by other participants. This technique was called the "Delphi". My goals were, (a) to analyze the topics for trends, (b) to evaluate the technique for appropriateness, (c) to provide the local teacher center with a list of possible topics for their general inservice program, and (d) to assist the center in presenting programs based on topics generated by the survey.
The Delphi Technique

The Delphi technique originated at the Rand Corporation in 1948. Since that time, numerous Delphi studies have been published under corporate, government, and academic sponsorship, over a vast range of topics, in the United States and abroad (Sachman, 1975; Delbeque et al., 1975).

It is a creative, judgmental, problem solving, and idea-generating instrument with which individual judgments are tapped and combined to arrive at decisions which should not and cannot be calculated by one person. The central problem in such a situation is a lack of agreement or incomplete state of knowledge concerning either (or both) the nature of a problem or the components which must be included in a successful solution.

A Delphi study usually involves iterative questionnaires administered to individuals in a manner protecting the anonymity of their responses. Feedback accompanies each iteration of the questionnaire, which continues until convergence of opinion is reached. This consensus of participants, including each person's commentary on each of the questionnaire items, is usually organized as a written report by the investigator. The method is generally fast, inexpensive, easy to understand, and versatile in the sense that it can be applied wherever expert opinion is believed to exist.
The payoff of a Delphi study is a presentation of observed expert participant concurrence in a given application area where none previously existed. Proponents of Delphi stress "three quintessential attributes that contribute to authentic consensus and valid results: anonymity of panelists, statistical response, and iterative polling with feedback" (Sachman, 1979: 27).

Delbecq reports the positive aspects of the Delphi are that it:

1) minimizes conforming influences because face to face discussion is eliminated and respondents are unknown to one another;

2) requires written responses which force thinking through of a problem and evokes greater feeling of task commitment and a sense of permanence than does spoken expression;

3) extends the period of problem-centered focus;

4) provides repetitive feedback, as a multi-questionnaire approach, which is a sensible way to systematically break down a complex problem into workable steps;

5) provides equality of participation, where there is no opportunity for a few strong individuals to dominate a group's output;

6) tends to conclude with a moderate, perceived sense of closure and accomplishment with a final reporting of results;

7) has evoked a strong interest on the part of previous groups to follow future phases of a study;

8) saves participants time because they do not need to travel or participate in meetings;
9) saves participants any cost of travel to participate in meetings;

10) is characterized by an isolated generation of ideas in writing which produces both a high quantity of ideas, and specificity; and

11) collects judgments from respondents who are geographically isolated from one another.

According to Delbecq, the aspects of the Delphi which could inhibit decision making are:

1) The lack of opportunity for social-emotional rewards in problem solving which leads to a feeling of detachment from the problem solving effort.

2) The lack of opportunity for verbal clarification or comment on the feedback report creating communication and interpretation difficulties among respondents.

3) Conflicting or incompatible ideas on the feedback report which are handled by simply pooling and adding the votes of group respondents. Thus, while this majority rule procedure identifies group priorities, conflicts are not resolved.

Sample

The respondents were chosen at random from secondary school chairpersons in seventeen school districts working in consortium with the Franklin County Teacher Center. They were all white females who ranged in age from 30 to 65. They had an average of at least 5 years of teaching experience. They all taught in suburban rather than inner city schools. All but two had taught in more than one
district since they began their teaching career. All but one held at least a master's degree and most had accumulated graduate hours beyond the master's level. Two were working toward their doctorate at The Ohio State University. Their experience as chairperson ranged from two years to eight years.

Sample Selection

During the 1979-1980 school year I observed and participated in the formative activities of the Franklin County Teacher Center. The center worked in consortium with three universities: Ohio Dominican, Capitol University, and The Ohio State University; and seventeen school districts in the Franklin County area. Each of these institutions and districts had liaisons who assisted with policy formation, program planning, and general communication between and among their constituency and the center.

The school district liaisons met once a month at the center. At their November meeting, 1979, I asked them to fill out a questionnaire on which they identified the English Department chairperson(s) in the high school(s) in their respective districts.

From these seventeen districts, ten were chosen at random for contact. Preliminary to direct contact with the chairpersons, permission for entry was obtained from each superintendent by the Office of Field Experience at The Ohio State University. All
districts who participated received fee waivers to be used for coursework at the university. The fee waivers were a type of reward for participation in the study but they did not go directly to the chairperson but were put into a general pool to be used by anyone in the district. There was no direct reward to the chairpersons for their participation.

Permission was obtained from all districts, but the chairpersons had the option of refusing. All ten were contacted by mail. They all agreed to participate.

Instrumentation and Procedures

The survey consisted of three rounds of questions, all mailed during the Spring of 1981. Initially each participant received a packet of materials which included:

1) a personal letter requesting their participation,
2) a Human Subjects consent form,
3) an explanation of the Delphi technique,
4) the first questionnaire, and
5) a stamped self-addressed envelope.

In round two the heads received a list of topics, theirs included, to be evaluated. Each item was to be evaluated as to its importance using a Likert scale.

In round three the list of topics and their general evaluation plus the evaluation of the individual was shown. At this time
respondents could change their evaluation to join consensus or leave their evaluation as it stood.

Findings

Fifty-five topics were proposed, half of which dealt with the traditional content of English: reading and writing. The remaining topics suggested were: testing, learning styles, oral skills, grammar, gifted education, use of media, field trips, designing courses of study, department head duties, spelling, viewing skills, grading, questioning, individualizing, interdisciplinary English, discipline, stress and burnout. The actual responses are listed in the appendix.

The respondents could reach no real consensus. There was no topic which all respondents agreed was very important, giving it either a 1 or a 2 on the scale.

The third round responses then seemed to point out that there was no particular area of the English curriculum which teachers felt should be concentrated on by inservice planners. Needs expressed seemed to be related somewhat to personalities of the respondents and the character of their districts.

Although there was a lack of consensus on topics the respondents did seem united in the opinion that inservice in general had negative connotations for many teachers.*

*As indicated by informal verbal comments made in person and during phone conversations initially by all chairpersons and later reiterated in structured interview responses.
In order to pursue the question of consensus, particular areas of need in the English curriculum, and the role of inservice in teacher's professional development, interviews were planned for the following school year.
CHAPTER FIVE
THE FIELD STUDY

"The self is not ready-made, but something in continuous formation through choice of action . . . .


A. Introduction

Teachers continuously make choices which influence their personal/professional development. What they choose not to do is as important as what they choose to do. My purpose in this chapter is to describe the world of a group of secondary English teachers thereby giving a picture of their environment. This picture will provide a greater understanding of the social relationships within the school which deeply affect teachers and their performance, and which must be taken into account if teacher education is to become more meaningful and effective. More specifically, the aim is to give a more grounded meaning to the term "professional development" and to discover what role inservice can play in this process. An
exploratory field study employing ethnographic techniques* for description was deemed the most appropriate approach.

This chapter begins with an evaluation of the field study technique as a means of gathering data. I then describe the sample and how it was chosen. Next an explanation of the instrumentation used and the procedures followed is given.

Case studies of the entire English department at Skinner High School and one of its former members, along with an explanation and two pertinent incidents which occurred at the school, will begin the section on Findings. Next I will describe categories of professional development activities engaged in by field study respondents. The annotated category list is followed by another

*Ethnography? -- Anthropologist believe professionals, other than themselves or sociologist, who have not had the proper training in the use of ethnographic techniques are being presumptuous and misleading when they call their work an ethnography. With this warning in mind we will look first at the definition of "ethnography" in Spindler (1982: 458) and then at the following study of a field setting and what transpired in it during the 1981-82 school year in order to decide what it is the researcher actually did accomplish.


Walcott (1975a) defines ethnography as first and foremost a descriptive endeavor in which the researcher attempts to accurately describe and interpret the nature of social discourse among a group of people. Geertz (1973) goes on to say it is not just description but "thick description" rather than "thin description" or that which is stripped of its layers of social meaning. Therefore an ethnography includes both behavior and meaning -- the meaning given by both the actors/or natives and the researcher, all of whom are participants.
more subtle list of influences on teachers' choices of professional development activities observed and confirmed at the field site. The chapter concludes with a discussion of how these aspects are linked together in the female secondary English teachers' world along with diagrams of the four models or patterns of professional development or movement which emerged from the data.

B. Methodology

D. Katz defines field studies as "scientific inquiries aimed at discovering the relations and interactions among sociological, psychological, and educational variables in real social structures" and divides such studies into two broad types: exploratory and hypotheses testing (D. Katz 1953: 75-83). This study is of the exploratory type as it sought "what was" rather than predicting relations to be found.

Katz goes on to explain that exploratory field studies have three purposes: to discover significant variables in a field situation, to discover relations among variables, and to lay the ground work for later, more systematic and rigorous testing of hypotheses. This chapter shall conclude with an examination of the extent to which these three (purposes) goals were accomplished.

Spradley and his colleagues believe ethnography "can be the basis for implementing social change," citing their own studies of city jails and power companies (Spradley, 1968) as examples ... along with studies
done by Ralph Nadar and his "Raiders." All are examples of descriptions of people's experiences which have influenced policy making.

What I describe is the "culture" and "social behavior" of the English department at Skinner H.S. in order to provide a grounding from which theories of professional development may be derived. I am using Spradley and McCurdy's definition of both culture and social behavior.

Culture is the knowledge people use to generate and interpret social behavior.

Social behavior includes any individual action that other people have learned and understand.

This brief ethnographic study is an attempt to discover the knowledge a particular group has learned and is using to organize behavior. An illustration of this is when a teacher goes to what is termed an "inservice" experience, finds it disappointing and inappropriate for her needs, and plans formally and informally, tacitly and overtly, to minimize the role inservice will play in her personal/professional development, because it has not met her needs.

That teachers often have negative responses to inservice is not new but the circumstances surrounding the responses have not been fully explained. We need to grasp that teachers do continue to learn and change choosing avenues other than inservice for development.
Through observation and discussion in the field, a group of avenues or categories of professional development emerged, which the informants of this study pursued at one time or another in their career. The difference in individual development can be attributed to a myriad of influences.

Field studies, like all data gathering techniques, have their strengths and weaknesses. The cognitive weaknesses of field studies stem from their complexity as compared to either field or laboratory experiments as they present a great many variables or aspects which are uncontrolled. Affectively one encounters the practical problems of feasibility, cost, time, and sampling. They also require of the researcher a great deal of time, energy, patience and skill.

The strengths of such an approach are aptly noted by Kerlinger who states that "Field studies are strong in realism, significance, strength of variables, theory orientation, and heuristic quality" (Kerlinger, 1973: 406).

1. Sample

Fifteen teachers, one aid, and one librarian in the secondary English department were studied during the 1981-82 school year. The chairperson of the department had been a respondent in the Delphi Study, conducted in the previous Spring (1981) and discussed in Chapters Three and Four.
The department was chosen because it was especially active, interesting, and congenial. The teachers had that balance of academic interest in their subject, a healthy scepticism and a sense of humor which I felt were positive characteristics of professionally active people. They read and took university courses, often as a group, and discussed their work. For example, they had varied outside interests besides being involved in many school activities. They were pleasant and friendly with each other, students, student teachers, and visitors. The group represented a mix of age, experience, background, education, goals, life styles, etc.

From 1978 to 1981 I was a university supervisor of student teachers for the Academic Faculty of Humanities Education at The Ohio State University. Student teachers in English were placed with teachers in the English department at Skinner High School. Therefore my first contact with the department was as a supervisor of student teachers. In this capacity I saw the department members at least once a week for thirty weeks as they worked with student teachers and with each other. It was during this period I decided to study them. I first did a pilot study of the department to look at their seemingly unique rapport. I wondered how it might affect their personal/professional development. This initial encounter gave me a legitimate but unobtrusive entry into their domain and
subculture and provided some degree of comparison between the authenticity of response and behavior during the informal and unstated (1980-81) years and the formal and stated (1981-82) years of observation. One symbol of my acceptance as part of the group came oddly enough at the end of the second year period when I was asked by nine of the group, including the chairperson, to apply for the position the current chairperson was vacating.

The department consisted of six males and nine females. The chairperson was female. The average numbers of years of teaching experience was 6.5. It was a relatively young staff as only one was over forty. Each was involved in an additional activity besides teaching such as play production, class advising, club advising, etc. All belonged to the teachers' union. Over half took university coursework during both the years of observation, and as a group they applied for more course fee waivers than any other department in their building.

2. Instrumentation

There were no experimental materials or instruments in this study. I used field notes, observed, conversed and attempted to participate in as many formal and informal situations as possible. I did no tape recording or video-taping but did take photographs and made drawings of the departmental office, where the majority of the personal/professional
interaction took place during the school day to show the influence space had on personal/professional development. I also asked three teachers to keep journals to record "actions, attitudes, and feelings" related to their professional experiences including personal responsibilities which influenced what they did.

3. Procedure

Beginning on August 26, 1981, the first day of school for teachers, I got up at 5:00 A.M., dressed and drove to the home of the chairperson. The pattern of leaving my car at her house, and riding to and from school with her each day gave us an opportunity to discuss people and events in greater depth throughout the year. We were the first ones in the English office each morning. We would sit at the round table in the main section of the English office, have coffee and chat with the other early arrivals. All the teachers in the department eventually came into the office in the morning to deposit coats, lunches, etc. My observation routine varied, but the greater part of my time was spent listening and talking to teachers around that round table as they came in to have lunch or do school work during their conference period. I also talked to teachers during their duty period when possible, which took me to study halls, hallways, student rest rooms, etc. I observed some classes and even taught a few.

I met all administrators, clerical staff, counselors and most of the teachers in the building. I was introduced at the first faculty
meeting and given an opportunity to explain my daily presence. (See appendix) Everyone I spoke to seemed candid and willing to give opinions and information.

I attended district English curriculum planning meetings, department chairperson meetings, a district meeting of administrators which occurred regularly. I informally interviewed the inservice specialists and the principal, vice principals, counselors, support staff and students.

C. Findings

1. Case Study of the Department as a Whole

A department in a high school is an administrative unit within the school; it is also a social unit. Experience tells us that our memberships in groups helps define us as individuals (gives us an image as it were) and influences our behaviors. The English department at Skinner High School was the largest department in the school and it had a distinct identity felt by members and non-members. The social interactions which occurred within the department and between members and non-members are the "stuff" from which I attempted to describe the potentials and problems of the personal-professional development process in the context of a school environment.
Four major aspects of the school environment which seemed to impact on the professional development of the English department were space, time, social activities, and school atmosphere. The following is an analysis of these.

a. **Space: A Place to Come to**

Space may contribute to a positive or negative atmosphere and image. Most families want to live in a "good neighborhood," one in which the family business can be conducted comfortably and which acknowledges one's economic position. Similarly, professionals want an office which allows them to conduct their business and which befits their position.

In schools the space in which teachers live denotes an atmosphere and image, but it is something they are given rather than earn. Often teachers do not have adequate space, signifying they don't have any business to conduct outside of their actual classroom performance, and that this performance can even be done in a different place each hour of the day. But teachers, like actors, do better with proper staging. Unfortunately, they are expected to carry their entire set with them -- cheerfully. If teachers need to conduct business outside of their actual classroom performance, they are expected to find a corner somewhere and do it -- cheerfully. (Have you ever tried to conduct a private
conversation on the phone or in person with a student, colleague, or parents in a public high school between 7 and 4 during the working day?) Schools are crowded, noisy places, and it is sometimes impossible to conduct professional business, (let alone teach), in such an atmosphere.

Importantly, I believe, besides the practical aspects of space, there are psychological aspects. The image of someone without space is usually negative. A professional wants an office that is large, away from the ground floor and foot traffic, private and has windows. But an individual office for a teacher in a secondary school is unheard of -- an office for a department is a possibility, but only a collective possibility -- which still does not give an individual any privacy, but does give a group a place. A place does not become "a place to go to" unless the group makes it such. It can be for storage, grading papers, answering the phone, etc., but not for nurturing personal/professional interaction unless the members make it that way.

Skinner's English department did have an office which was used during the 80-81 and 81-82 school years as "a place to go to."

One member of Skinner's English department said the group became cohesive in self-defense -- against the administration. This defensive solidarity seemed confined to a subgroup of healthy
skeptics but there was a positive cohesiveness prevailing among the
group as a whole which provided nurturance.

The office itself was windowless and on the ground floor. It
was small but private as it had, not just one, but two doors in
tandem which regulated entry. There was an entry office where an
aid was stationed which acted as "a check point" for all who wanted
to gain admittance. The office was also at one end of the building
which made it somewhat quieter and more private than other offices.
Teachers could keep belongings there without fear of theft and
spend time without fear of "unexpected" interruption. The phone or
the clerical aide acted as a buffer. The walls were filled with
informational and humorous items which could only be labeled as
memorabilia -- like the personal items one sees in a teenage bed-
room -- which say, "this is me!" Their decorations indicated they
were informed about events in general, and English teaching in
particular, and could be amused by all of it.

There was in the center a round table around which crowded as
many chairs as could fit -- creating one central, comfortable, work-
ing, conversation focus. The chairperson also had her desk in this
room so there was easy access to her. The atmosphere seemed to
change in 82-83 when the arrangement of space was changed.
b. **Time:** A place to take some -- as there was never enough.

A teacher's day is long, and there are an incredible number of personal, tentative interactions *each day*. English teachers have much tentativeness in their content and their process. They do not have many factual answers but must deal with interpretations in reading, writing, speaking, and listening. They have a great deal of paperwork and since *everyone* must take English for at least three years, many parent conferences. All the English teachers have a lunch period and a conference period. Since their classrooms are in the same section of the building as the office, they can easily spend more of this time together conveniently if they wish. The majority of Skinner's English teachers spent both periods in the office when possible. Since every teacher in the department had an additional responsibility of some type, e.g., yearbook, drama, cheerleading, etc., they often used conference time and/or lunch time to carry out related duties. Teachers not only have little or no space, they have very tight, regulated schedules.

c. **Social Activities:** the cohesion builder

If a group cannot change the routine to reduce the stress level it can change the atmosphere where the routine is carried on. The "department activities" I describe could be classified as staff development, but were generated not by an outsider or department
head for the staff but by the members themselves at different times. For instance, some members car-pooled to save money and to socialize. Some went out on Fridays to have a drink together. Often Friday night "get togethers" were held at someone's home. These Friday events occurred often. Group members made a real effort to get together. Many were friends outside the work environment--taking classes, traveling, and socializing together.

During the school day they also found ways of caring for one another and making school an enjoyable place to be. If you agree that the school's organization does not provide a nurturing environment for students, you can believe that it is even worse for teachers because they are old enough and experienced enough to know just what is being done around them and to them by what one might facetiously call their "peers." Since school is not designed as an enjoyable place for either segment, it is up to the individuals and groups involved to make it at least bearable. Students join clubs, make friends, fall in love, etc., anything to make school bearable. Teachers are often in competition for the few rewards available in school settings.* The English department

* Teachers vie with each other for the first use of new supplies and possibly who gets to teach American Literature to college bound seniors but the administration can give you a crowded study hall last period in the day as a duty where students are literally climbing the walls, crawling over chairs and tables or have you sign late students into the building third period which means you'll be lonely and bored unless you bring your own work to do -- its even a plus as you can grade papers, hence its a second conference period.
showed it cared for each other by having lunch together on regular days, going out for lunch together on inservice days, and having dinner together on "back to school" nights.

Similarly, everyone's birthday was remembered. There was a list of each person's birthday on the bulletin board. A teacher would volunteer to bring a cake on the day of a colleague's birthday and the chairperson bought a card that everyone signed. The aid would also make a big banner saying "Happy Birthday" and then teachers would add additional comments with bright magic markers. Even though I was only an unofficial member of the department I was surprised with a birthday cake and banner also.

Holidays, such as Christmas and Easter, which happened to occur near the end of grading periods when nerves were frazzled were made times for cohesion in a unique manner. Each member drew the name of another member and became that person's "Secret Santa" or as they called it "Clandestine Claus." (Most English teachers enjoy playing with
language.) They would do nice and/or humorous things for and to their secret pal for weeks before the last day of school before break. And on that day everybody would bring a last gift and refreshments and then see how many people could guess who their special friend had been. As an observer, I felt it was a great stress reducer and morale builder -- which got everybody in the department involved.

Teachers were also guest speakers for one another. This was a way of team teaching and more importantly recognizing each teacher's area of expertise. It made the subject matter more lively for the students who enjoyed seeing one of their teachers dressed in an Elizabethan costume quoting and discussing Shakespeare. These activities were, I argue, all ways of caring for one another.

They gave the teachers a sense of security needed to go up the hierarchy of needs -- they could be risk takers to some degree because they supported one another.*

*Risk taking was really a pseudo-activity in that teachers have no real protection from the administration if they do anything to provoke the wrong person. Because they were somewhat secure in the department they could risk being "good" to one another and the students and doing a few unconventional things in the classroom like making noise but in the great arena of the district they needed to beware.
d. **School Atmosphere: Unbalanced Power In the Family Structure Causes Subversion**

The climate of the school was typical of most secondary schools: subversive. Observation and experience pointed out that secondary schools appear to be homes for patriarchal relationships. The administrators are father figures in the old Victorian sense, personages to be both feared and humored by the other overtly powerless family members (i.e., or slaves and slave owners, or concentration camp guards and prisoners or like any duo where the power is unbalanced). Male teachers are big brothers who have some prestige and responsibility because they can become father figures someday and because the father figures often need them to enforce policy or just support policy in the "good ole boy" traditional system of management. Female teachers are big sisters who can nurture the little ones, pay deference/homage to the males and do the dirty work but are seen as, and usually are, powerless as they can never become father figures. There are big sisters who occupy pseudo-administrative positions like counselor or inservice specialist who have no real power alone but are out of the classroom and therefore have some degree of prestige and a somewhat higher salary than the other big sisters. One female department member suggested they were all of a certain type but I as a researcher saw two types but both had one characteristic in common: they espoused the party line and had reached their position through a man by either being liked by him or like him. A female department member suggested they were all very feminine looking, saying exactly, "they all had big knockers," and did not talk back in public no matter what was said. Inexperienced or sly
ones might let their eyes roll occasionally but did not make a practice of it. I, on the other hand, met some women who while not masculine in appearance (no public school system could tolerate gender ambiguity as they represent and perpetuate the status quo), approached their job in what was considered a masculine manner -- seemingly direct and unemotional. Their male cohorts were then compatible with them because they knew what to expect -- a job completed without philosophical or emotional discussions. Finally, the students are the little brothers and sisters in this family but some of them are step children of course. If one is poor, smelly, unattractive, unintelligent, or too intelligent as measured by I.Q. tests, not diligent or too diligent or makes trouble, especially makes trouble, he or she could never be considered a real family member. Children are extensions of parents and disowned in one way or another if they don't act accordingly. Big sisters and big brothers (although this is less likely in the case of males as they tolerate more in each other, fathers in sons, brothers in brothers and sons in fathers than they would in sisters or little ones) can also become "step children" if they don't conform -- as in the case study of Corrine B, the sibling who became a step child and eventually changed course.

2. Two Incidents: Becoming Step Children

The following vignettes represent two brief incidents and a case study. The first is an incident which was reported to the researcher by Corrine B., the teacher described in the case study, about another teacher who had since left the building. Since it comes from a secondary rather than a primary source it is interpretive.
The second incident was reported by Jenny S. about herself. Jenny was interviewed in depth as she seemed to represent kaleidoscopic movement, an English teacher with many varied interests.

The case study was written from information reported by Corrine B. about herself.

a. Incident One: The Pit

"When they don't like you they try to drive you crazy so you'll leave" -- Corrine B.

Corrine B. was referring to the administration. The "Pit" story she told was an illustration of her quote.

A math teacher took a leave to have a baby and when she returned she was given some groups of behavior disorder students and assigned to teach in an open space area called "the pit" where there was lots of traffic and commotion rather than a self-contained classroom. She had to raise her voice often and sounded shrewish. Another teacher who had a classroom off "the pit" went to the vice principal offering to trade spaces with her. The vice principal said "No, I want her there." She quit at the end of the year.

b. Incident Two: Corporal Punishment

"I hate it, it's so degrading; it's so sad. The students get very embarrassed and try not to cry. I can't bear to look at them" -- Jennifer S.

Jennifer S. didn't believe in corporal punishment. Jennifer S. felt the disciplinary vice principal disliked her and knowing her attitude towards this type of discipline made a point of asking her to witness student paddlings. Her defiance came in a strange way. She would face
the wall during the paddling and not look at the student, close her eyes, and put her hands over her ears. She said to me, "I hate it; it's so degrading; it's so sad. The students get very embarrassed and try not to cry."

Jennifer S. was married to another teacher in the same department. One day six members of the department, including Jim and Jennifer S., were given a day off, with the Franklin County Teacher Center paying for the substitutes, to work on a curriculum project. Jennifer was also yearbook advisor and on the day she was gone there were problems with the yearbook which came to the attention of the disciplinary vice principal. Upon her return the vice principal called her into his office leaving the door open and proceeded to reprimand her for being gone the day before and said "if she and her husband wanted to spend time together they should do it on the weekends." Many people heard all the comments which forced Jim S. to confront the vice principal about the vice principal's insinuations and the way the vice principal spoke to his wife, creating hostility for all involved.

3. Case Study of Corrine B.: Becoming an Orphan

Everyone wants to do well when beginning a career. A young teacher wants to do as well as she can, whatever that may eventually be. I don't believe anyone starts out wanting to be mediocre or planning to get no further than where they began. Even second grade teachers want to try a different grade just for a change of pace. But as trite as it sounds the schools have a way of rewarding mediocrity and acquiescence because it does not threaten the status quo. It is somehow dependable.
Corrine B. began her teaching career in the Peace Corps. She came from a farm in a very small town to a very small religiously affiliated private college where most of the students were upper middle class. She thought about becoming a lawyer but her advisor told her she had probably been watching too much "Perry Mason" and should think about being an English teacher or a restaurant hostess (is that a profession?). Being young and naive she didn't recognize sexism when she heard it.

Taking his advice she prepared to be an English teacher. During her senior year she met and dated a boy who was also preparing to teach English. One thing she was determined to do was travel and so was he. They got married right after graduation and were sent to Turkey to teach the next two years. Upon returning to the United States they went to North Carolina where he worked on a master's degree in City and Regional Planning - while Corrine B. took a job teaching in a local high school for a year. Then they went to Chicago where he had a job and she found a job in a local high school. Next they moved to Columbus because he got a better job and she found a job near the city. It was for a little more money and she was also given the title of department head, but no remuneration for the extra work. Her department consisted of one fulltime English teacher -- herself -- and two other teachers, each of whom taught one course in
English. The classes were large but it was a rural school and the students were well-behaved. She and her principal did not always agree but they were open about their differences and friends. She recalled that he got mad and yelled sometimes but then the matter was over; he didn't do sneaky things.

After the first year in this rural school, the fourth job in her career thus far, she and her husband separated. She finished out the year and then applied to Skinner where she was interviewed by the assistant superintendent who used an instrument called "The Teacher Perceiver" to gauge her appropriateness for the job. This instrument has a rigid set of questions, she said, "which are very transparent to anyone with the least bit of common sense or teaching experience."
The person administering it is not allowed to show any emotional response, regardless of the answers. Corrine said she felt this was a sign that "people were not dealt with directly in this district."
She was now part of a fairly young department and began to have problems immediately with her chairperson who seemed to want her staff to ask her for help. When Corrine did not, the chairperson complained to the principal that Corrine didn't like her and made too many decisions without asking for help. Corrine, having begun her teaching career in Turkey, a place where there was no one to ask, was accustomed to solving her own problems and therefore never thought of asking. A
new chairperson, Kate J., was hired the next year whom Corrine liked very much and the former chairperson became a counselor in the building. According to Corrine and subsequent chairs, the former head, now counselor, continued to advise the administration on how the department should be run and attempted to subvert the authority of each new head.

After two years as department head Kate J. committed suicide. It was attributed to both personal and professional depression and frustration. Corrine and another female department member applied for the now vacant position and the other member Harriet G. was hired and was told later by the vice principal that she was hired over Corrine because Corrine "couldn't be controlled." Corrine was a good friend of the new chair and continued to be so until just before Harriet G. gave up the chairperson position to move to another city because her husband got a new job. Corrine again applied for the chairperson position but it was given to a man who had been a coordinator of vocational education students whose program had been cut from the school budget. He did have some English teaching experience but it was minimal and had been done long ago in a different school. Before Harriet G. left the district she had a nervous breakdown but continued to come to school. Evidence of her unbalanced state, according to Corrine and other members of the English department and other staff
members, came out as severe criticism of Corrine who had been her best friend for the past few years, in slanderous terms. Because of this behavior which went unchecked by the administration and her failure to be hired Corrine filed a grievance against the district. During this school year she had been taking courses in educational administration and applying to law school. She came back to Skinner the next fall, after having been slandered by the former chairperson and her good friend, to teach for an administration who had rejected her bid for chairperson and allowed the slander to continue. Why would someone return to such an intolerable situation? Corrine's husband had quit his job a while before and she had the only guaranteed and good salary between them which was needed to pay the bills, especially their mortgage.

When she found out in September that she had been admitted to law school, she resigned her teaching position and withdrew her state retirement funds to pay for law school and other household bills.

Corrine's career seemed to fit the expanding pattern of movement. Although she was married, she had no children and therefore could and wanted to devote a great majority of her time to becoming a better English teacher. She engaged in all categories of personal-professional development, but most especially, according to her, reading. She felt the biggest influence on her career was performance. Having
to teach those students every day made her spend a great deal of time on preparation. After making attempts at vertical movement she opted for exit movement.

Corrine has now successfully completed one quarter of law school. Her funds are getting low. She might have to take a part time job while she attends law school. She and her husband might have to give up the house and move to a less expensive place. She misses teaching and her friends and students, but not Skinner and its administrators. She says she feels she's now in a place where "being aggressive is not a disadvantage but a distinct advantage." The young law students work hard and go after what they want openly; competition is keen but invigorating.

The question is how could some form of individual and/or collaborative personal professional development planning have benefited both Corrine and the district she left? How could the teaching profession have prevented the loss of one of its more competent members, especially in this period of often well-founded criticism of the quality of teachers? At Skinner High School the students, the English teachers, the administration go on -- the status quo is maintained.

4. District Directed Professional Development

During the field study I noted two types of professional development: one which was primarily district directed and another which
was primarily teacher directed. From observation two general lists were compiled. The first was a list of categories of professional development engaged in by the staff and the second was a list of influences on category choice (and other social behavior). Neither list is seen as all inclusive.

The district directed a content-process aspect of a teacher's professional development by providing "inservice", one category of professional development. It also directed a planning aspect by requiring teachers to fill out planning forms.

Chapter One, which outlined the problem addressed by this study, stated that teachers surveyed considered most "inservice" programs to be "arbitrary impositions of irrelevant training." Although teachers appear to have free choice in the direction of their professional development some of it is district directed. One could say the district was guiding the teachers in making choices and providing activities or that it was arbitrarily imposing training considered by teachers to be irrelevant.
a. Planning

At Skinner High School teachers and administrators fill out forms each year which deal with their goals and objectives. The administrators' forms are called "performance objective" statements and are submitted to the assistant superintendent in charge of curriculum at the district office. The teachers' forms are called "professional goals and objectives" statements.

The teachers submit these forms to the vice principal in charge of curriculum. At Skinner he was a dour personage who seemed to take pride in his foreboding demeanor. He often returned forms to the teachers saying he didn't approve of their goals with instructions to change them. Two teachers said they felt the goals were set to accommodate the vice principal and that their priorities or wishes were secondary or inconsequential.

When asked about the form (using its official name) teachers did not even know what it was. After a more detailed explanation they almost unanimously said "oh, that ...."

The researcher saw this as a result of three possibilities.

a) The form was a mere paper formality that no one really cared about.

b) The form had significance to someone other than the teacher.
c) The people involved, administration and teachers, did not have a clear idea of its value or significance or had not communicated enough to agree on either.

The forms used at Skinner showed the district was concerned about the professional development of its teachers but teachers felt these forms were used to achieve other ends: a show of subservience. The vice principal, as a representative of district administration, could show his control and did by his acceptance or rejection of their statements. The teacher could indicate allegiance or a token subservience by their choice of goals and activities. Significantly, the practice of attending inservice was considered to be another means of showing allegiance and acceptance of district goals.

b. Process

If, as many teachers have stated, verbally and in writing to me, each other, and the planners of inservice, they are dissatisfied, why then does it continue? Why do some districts continue to offer what is considered undesirable by their teachers? The answers may be as varied as the districts but a teacher at Skinner, Corrine B. (a former chairperson in another district) had this notion about her district's motives. She felt the administration was telling teachers "the only way you can grow is our way" and the inservice offered "reduced the educational process to an absurdity."
For example one inservice dealt with a method of discipline (the Smith Method) which could work if you had very few discipline problems, and took more time away from actual teaching than a reprimand. Teachers were told to time each student's disturbance with a stop watch, record it, and deduct the amount from his activity time on Friday. In an unruly class, a teacher would do nothing else, whereas in a senior college prep class it might have some effect. But the district wanted everybody to use this method; it seemed to be another teacher-proof method of educating. But by attending the inservice and possibly attempting to use the suggested practices in class, staff member could show they agreed with district policy. Those not attending were showing they did not agree - hence an adversary relationship was established.

The assistant superintendent told Corrine B. "she couldn't go anywhere in the district because she didn't 'believe' in inservice." Her first year at Skinner she was told by a fellow teacher, Randy B., who eventually became department chairperson of English, that "you have to take inservice if you're going to go any place in this district." Although inservice was voluntary, she felt "they hold it against you if you don't go."
Therefore it would seem the district had overt and covert goals for inservice - and the allegiance aspect of attending inservice was a part of the cultural knowledge which influenced or directed the social behavior of teachers.

5. Teacher Directed Professional Development in Action

a. Categories of Professional Development

Many teachers are dissatisfied with inservice as a category of professional development but it is one in which they engage. In addition to inservice they also learn in a number of other ways. The following is a list of categories of professional development which emerged in the field.

These categories could be prioritized in a number of ways by individual teachers but the first six were those observed most often and also those most often mentioned by the participants. Teachers seemed to feel that they learned or developed by doing, talking to others, and reading. A brief discussion of each category may help to illustrate its place in a particular teacher's world.

Ci. **Experience** is broadly defined as everything pertaining to the individual as English teacher which begins with student teaching. Experience is not only performance in the classroom but applying for a teaching position, duties performed in a district in addition to teaching, and whatever is experienced by someone labeled English teacher which relates to that role.
Experience can also be narrowly defined as number of years one has taught.

Teachers at Skinner felt that they learned the most when they first began teaching from actual classroom experience. As they progressed in their career, classroom experience became less important as a means of growth and it was through other types of "experiences" that they grew. Experiences such as reading a particular book or author, taking graduate courses, traveling and talking to other professionals were all mentioned and eventually were specified by the researcher as additional categories of professional development.

Cii. Professional interaction is any type of interaction which occurs between English teachers and other members of the education profession but most especially other English teachers. This occurs in departmental district meetings and professional meetings, coursework, and inservice. Sometimes this is referred to as an "idea exchange" and is often requested as part of professional meetings, coursework, and inservice - i.e., "Here is what works for me! - What do you do about ....?" In addition to an information exchange on classroom practices, English teachers also find out what it is like to teach English in another type of environment - i.e., size of school and number of classes taught, availability resources, etc.
One teacher stated she discovered new ways of teaching composition at a state workshop not only from the presenter but from other teachers participating. Another stated that upon attending an inservice held at the Franklin County Teacher Center she learned of a new English testing program and how to apply for a grant to implement the program in her school.

Ciii. Reading is an activity that can be done anywhere, anytime and is therefore one continuously engaged in by English teachers. English teachers are the readers they encourage their students to be. One of the teachers encountered in the field study read over one hundred books each summer as part of his professional development. Clippings brought in for the bulletin board at the field site showed that the teachers were attuned to education and English related articles which they wanted to share and discuss.

Almost every department member (and most all staff in the building) when asked how they learned something new or what they did if they wanted to find out about something, said they first did some reading. When asked specifically how do English teachers develop professionally, again one of the most often repeated answers was by reading coupled with other activities.

Civ. Social interaction is what goes on in and out of school setting among members of an English department which builds their
relationships as people. Many or any social relationship can be said to help people grow but those with their professional peer group can provide support which especially affects their performance within the department and building. Jenny and grade cards - i.e., one department member had been reprimanded because of late grade cards. She sat down in the department office and cried afterwards, saying she knew they were late but she had spent a lot of extra time on them adding comments she felt were most important because such comments let a parent know why their child had received the grade she/he had - and no acknowledgment of this particular effort was made. She received sympathy and practical comments from her peers all of which were supportive. Afterwards she felt better and went out to finish her teaching day. This was a somewhat small incident in a busy grading period but the sum of such incidents and their results shape attitudes which structure future behavior and create either a nurturing or threatening work environment.

Teachers at Skinner had lunch together each day. Some came early to have coffee before classes and many shared their preparation periods during the day. A small group who lived in the same area of town had a car pool and drove to and from school together.
Friday afternoons were opportunities for recreation at a local bar or someone's home. During the year, often around a holiday or break period the staff would take turns hosting a party. They exchanged birthday and Christmas gifts and looked for chances to play good natured jokes on one another.

Cv. University coursework is any coursework taken for credit after the teacher's initial Bachelor of Science or Arts degree. Many teachers today go on to get a master's degree. The district of which Skinner was a part gave its teachers fee waivers which helped defray the cost of such coursework. The courses themselves were subject to district approval and had to be justified by the teachers as relating to their performance. Many teachers continue to take coursework beyond the master's level, even though they may not be working on another degree. They do go up the pay scale for each block of 15 hours but the question is whether the increase is their primary motivation and whether the increase really pays for time and effort spent.

Skinner teachers often signed up for courses together, therefore creating a built-in study and discussion group.

A dilemma: All courses directly relating to the teacher subject area - English were usually approved. Now let us look at an English teacher who is interested in courses on administration. A
district can say these courses are related to a job change rather than an enhancement of already chosen area and deny approval. How then does the district define professional development? How then is the profession of educator defined and divided? Do professional growth forms and options assume only a certain type of growth?

Skinner district and building administrators queried stated that most course requests were approved if the person requesting a waiver could justify its importance to their duties but all reiterated that teachers were encouraged to take courses directly relating to their present position.

An encouragement of depth is understandable but assumes a limited and prescribed kind of growth. Such a prescription smacks more of training than education. Such limitations may develop a narrow expertise of sorts but can limit insight needed for creative, innovative thinking.

Cv. Travel is broadly defined as any travel which occurs during a teacher's perservice (4 years of college) and afterwards, as the experience of seeing different places, people and events can, besides preparing one to deal with the unexpected - add to one's knowledge and skill base. English teachers at Skinner plan trips to places like Stratford in Canada to see the Shakespeare Festival. They did traveling with families. They also attended professional meetings in other parts of the country whenever possible.
Performance is of course a part of experience but refers more narrowly to actual teaching performance or classroom instruction. Teachers feel they learn to teach by teaching. It is both a talent and a skill as is most artistry. Some teachers are simply adequate and might be classified as craftspersons - and others are literally artists when it comes to teaching a group of young people, and many fall somewhere in between. Practice can improve the skill of all types of teachers.

Performance heightens their sense of audience and ability to manage various types of individuals and groups. It seems to be most important to beginning teachers.

Inservice can be as general as experience or as specific as a university course but is generally thought of by most of the teachers in this study as a "program" which teachers go to. It does not occur while they are teaching. They "go to it" after school, on weekends or during the school day when they have a substitute. It is a program presented by another individual or group and not by the teacher herself. Often teachers are paid to attend. It is not usually something they choose to do but are required to do. The content of the program is predetermined by someone other than the teacher. It often entails looking and listening but little doing. It is isolated in their realm of experience - as there is usually no planned pre-or post-activities or discussion.
Skinner's English staff had a generally negative view of inservice but had participated in some worthwhile activities on days labeled as inservice days. These activities, like lunching together, visiting book exhibits or places of interest were collegial and active pursuits. Most inservice put on by the district and in the district was thought to be a waste of time. The two biggest programs presented by the district during the 1981-82 school year dealt with learning and disciplinary techniques. Both of these were the type of approach often labeled as "teacher proof" or impersonal and therefore they felt were an affront to them as professionals with judgment.

Cix. An avocation is any strong outside interest, to which the teacher devotes, time, energy, and money, and whose pursuit also broadens the skill and knowledge base one uses as a teacher, especially a teacher of English. If a teacher spends a great deal of time directing or coaching a nonschool activity like a yoga group or a girl scout group she is extending her directing capabilities, e.g., one of the teachers at Skinner taught yoga, one was an officer in the reserve, one coached little league baseball, etc. They felt these activities made them grow as people and as leaders. Cx. Viewing Films, Observations, Guest Lectures is a category that can be thought of as a possible subcategory of performance.
Teachers order films which they feel will enhance students' understanding of a particular area because it has done so for the teacher. It is similar to Reading but more visual.

Observations of other teachers can be beneficial, probably more so in the early years of teaching (not student teaching) when the teacher has had a chance to make a few mistakes in her own classroom and has some specified concerns. Learning from colleagues in this way, though, occurs all too infrequently. It was done at Skinner and the teachers said they found it helpful. It was also mentioned by Sandra P. as being significant in her early years as a teacher.

Teachers can also learn from guest lecturers in their own classroom as they can see how another individual approaches the same subject. A guest lecturer can be a colleague but more often s/he is not.

The researcher considers this a minor category but one which has potential for expansion.

Discussions of this category with teachers on site at Skinner brought out some of those gems of information hoped for by all qualitative researchers attempting to describe phenomena in the words of the "actors" in the drama and want to see the difference, if there is one, between direct and indirect inquiry. Teachers were often asked to define inservice during the field study period. They
usually gave a pat and sometimes guarded answer. It was pat because they were saying what inservice was supposed to be but not what it had been for them personally. It was guarded because I was doing research on inservice and they weren't quite sure how their information would be used.

My initial thought regarding films teachers chose to show in their classroom was that the teachers in self-selecting materials which would enhance their understanding and presentation of English related ideas were conducting an individualized inservice. They were planning, carrying out, and evaluating a learning activity for themselves as well as their students. To verify this notion I asked whether they thought ordering and seeing these films was like an inservice they were doing for themselves. I got four interesting responses which defined inservice more personally.

Teacher one said "No, I'm not getting paid extra for doing it."
Teacher two said "No, no one is making me do it."
Teacher three said "No, it's not boring."
Teacher four said "No, these films are interesting and relevant."

Therefore we see in the above additional grounding for teachers' comments reported in Chapter One, regarding the imposed and irrelevant nature of the inservice they had experienced.
b. Influences on Teachers' Choices of Categories of Professional Development

The previous ten categories are only possibilities for teacher development observed and discussed during the ten week period. The reader could undoubtedly add more. Why a teacher engages in one or more of these activities and or rejects or minimizes participation in others can be attributed to influences on her life. The influences observed and discussed again are few, but, pertinent. They are availability of resources, age, attitude, avocations, education, experience, personal development, sex, space, time, money, personality type, and district philosophy.

II. Museums, libraries, theatres, bookstores, etc. are all resources for English teachers but availability of resources is meant primarily to refer to the closeness of a university or college for graduate study. It could also pertain to programs offered at the district, state and national level - and the district policy for teacher attendance at such programs.

The teachers studied seemed willing to make the time and spend the money to do what they wanted to do.
Age pertains to the responsibilities which attend to each stage of life which make some choices more probable than others. Young female teachers, as the young professional women described by Jesse Barnard, are more apt to interrupt their career for marriage, children and moving with a spouse. If they interrupt, their development does not necessarily stop, but some categories are less likely to be open to them - e.g., performance, experience, professional interaction, social interaction with professional peers - those areas considered most important by participants in the study.

Attitudes refers to positive and negative attitudes toward the result of the effort spent on any type of professional development.

According to Shaw and Wright (1967) attitudes are more stable than opinions and more important to the study of professional development are predispositions to respond behaviorally. Teachers at Skinner had developed negative attitudes towards some categories of professional development which in turn predisposed them to dread, avoid, or be unreceptive to participation. Previous experience with inservice generated the most negative attitudes. Teachers went to inservice programs, especially those sponsored by their own district, expecting to be "bored."
Iiv. **Avocation** is any strong outside interest to which the teachers devote time, energy, and money. As a category of professional development, this definition is extended by adding "whose pursuit also broadens the skill and knowledge base one uses as a teacher, especially a teacher of English," therefore when the teacher pursues her avocation she is actively engaged in a professional development activity.

As an influence an avocation can either add time, energy and money to ones personal/professional development in varying degrees or take them away.

Iv. **Education** refers to the amount of formal schooling a teacher has measured by the number of credit hours accumulated as an undergraduate and beyond. Continuing education studies usually show that the more education people have the more they want. This is primarily based on the assumption that if a person has been successful in school they will see it as a means of success.

The majority of the teachers in Skinner's English department had a master's degree or were working on one. The majority of the teachers were taking coursework at Ohio State.

Ivi. **Experience** refers to any past career related experiences one has had which motivate them to pursue a particular career development pattern. Career related experiences help a person to decide what
they want and what they do not want. One teacher taught and then became a counselor and then went back to teaching. He said the experience of counseling made him know that he really preferred teaching.

Ivii. Personal development refers to what goes on in the teacher's personal life which influences her career pattern. If a female teacher's husband must move because of his career and wants her to accompany him and she sees her role as wife as primary and thus the determiner in the decision to move, then this personal decision influences her career pattern. It interrupts it. She may go on to a professional position that is more rewarding but it is still an interruption influenced by her personal development.

Most English teachers are female. Those who are mature, over age 30, and experienced, having taught at least six years, and married have usually had to make professional development decisions based on family needs. Therefore the personal development of females is vastly different from that of males.

Some school districts do have maternity leave which allows women to take time off to have a family but she must none the less "take time off," or interrupt her career to some extent. Also there is no guarantee that she will return to the same position or even the same school within a district.
Regardless of district policy, women are often made to feel guilty by the society at large if they do not stay home with a new baby. One teacher at Skinner actually quit her position because she said she could not find competent child care for her baby and young son.

Iviii. Sex refers to the gender of the teacher and how this influences her/his career pattern. Sex is an influence in that there are still certain limits, responsibilities, and expectations which are put on someone because they are male or female.

There are a limited number of women in administrative positions at the secondary level. There are a limited number of men in secondary English departments, therefore female secondary English teachers are not likely to choose vertical development within a district as a viable alternative to other forms of development. On the other hand few male administrators on the secondary level will come from English departments as there are fewer of them in this subject area than other areas, and most secondary administrators are not chosen because of literary strengths.

Every female teacher on the Skinner English staff who was married made decisions regarding choice of professional development activities and direction of professional development based heavily on the needs and wishes of her husband and family.
Space refers to area given to a teacher within a building wherein she can conduct personal/professional activities with a degree of privacy and sense of ownership.

English teachers at Skinner had an English office shared by all. One could not conduct private business there as staff and even sometimes students moved in and out in random patterns. One could not conduct most professional development activities there either. Professional interaction did occur, but it was in short time periods and usually interrupted.

Most teachers did not even have a classroom to call their own, but moved from place to place during the school day, and when a parent came to see a teacher during the day the teacher had to hunt for a place to speak in private. Moreover, when a salesperson came to speak to the yearbook sponsor they had to meet in the library amidst talking students who would often interrupt to speak to the teacher.

Time refers to that commodity which is divided into two sections; a) that which is primarily controlled by the district, i.e., contract time as in 7:30 to 3:40 M-F during which the teacher must be "on duty", in a manner specified by her contract, and b) that which is not specified by her contract. That "B time" is not free as there are responsibilities which extend beyond the school day.
which are school related but does include periods which can be spent almost exclusively on what a teacher chooses to spend them on, e.g., summer months - university coursework, inservice, travel, family business, etc. The inclusion of personal days in contracts attest to the fact that certain matters often require workday time.

English teachers need more time to evaluate the type of assignments given in their discipline.

Days labeled as "inservice days" were used for meetings in which teachers decided what new materials would be ordered and who would use them at what time of the year. Since the teachers "learned" very little personally or professionally from what was required of them by the district on these days, to label the day "inservice" was a misnomer. They would have been more realistically called "building or department business days."

Money is seen by the researcher as being a very minor influence for two reasons because the amounts involved are not large and the teachers involved seemed to exercise more control over money than most other influences (e.g., sex).

Money can be thought of in three ways. First teachers' salaries are low compared to other professions and hence one might contend that society does not value what they do and therefore and the teachers might not work toward professional development because of a poor professional self concept. But, teachers know the salaries will be low but
do not seem to have their salary and their professional self concept that closely aligned.

Secondly, since teachers often receive some type of remuneration for professional development activities, one could assume that they would only choose those activities for which they did get paid. But, this is not the case. They appear to be more intrinsically motivated and not so dependent on money as a motivator. It only seems to be one when other motivators are lacking and then it is not a strong one.

Lastly, teachers were almost unanimously willing to spend their money, to take courses, go to conferences and events, and to buy resources which they felt contributed to their professional development.

Ixii. District philosophy and policy - Each district has a written and an unwritten philosophy regarding professional growth activities. All districts encourage professional growth on paper but what they actually do to encourage and aid teachers in their pursuits differs greatly. An example of this is seen in the case study of Corrine B. who was told in order to "get anywhere" in her district she must attend inservice whether she considered it worthwhile or not.

Ixiii. Personality type - Much research has been done on how personality type influences behavior. Another dissertation could be written on the strength of this influence alone and recommendations
for further study in this area are suggested in Chapter Seven.

Teachers at Skinner High School and department chairpersons from other high schools in the area often mentioned personality as an influence on decisions. Eight of the ten chairpersons who served as the researcher's sample for both the Delphi and Structured Interviews, when asked to give their view of why Delphi responses differed so widely, cited personality as an important factor.

C. Patterns of Professional Development: Models of Movement

All teachers observed and interviewed were engaged in some form of professional development activities and subject to the variety of influences previously described. The combination of categories engaged in by each teacher created a collage which represented that person. Going a step further it was observed that these individual collages could be grouped into four patterns. The researcher labeled these four patterns of personal/professional development as: ascending, expanding, kaleidoscopic, and exit. All patterns describe movement.

Personal professional development can be diagrammed as: ascending or upward movement towards positions of extended power and/or out of the classroom.
FIGURE 1. ASCENDING MOVEMENT
The ascending pattern shows only a few possible positions which are available for teachers when they leave the classroom; it is not meant to be all inclusive. What can be illustrated is the limited number of positions possible in a school district for the female secondary English teacher to move into if she leaves the classroom, but does not leave the district.

In this study only one chairperson interviewed, Barbara P., moved from department head to vice principal. She had taught in the district for twenty-five years, had been a department head for twenty years, and had applied three times for administrative vacancies in the five years which immediately preceded her promotion. In this study one teacher, Corrine B., applied for the vacant department head position but she was not chosen to fill the vacancy. Corrine B.'s case study is found at the beginning of this chapter.

Personal/professional development can be diagrammed as: expanding or outward movement. This movement can be towards: 1) a position of greater knowledge or expertise; 2) a position with greater responsibility; or 3) a position which combines both. Some of these positions result in an increase in pay.
FIGURE 2. EXPANDING MOVEMENT
Personal/professional development can also be diagrammed as: kaleidoscopic movement. In kaleidoscopic movement the position of English teacher does not necessarily receive the greatest emphasis or energy.

![Diagram showing English Teacher's role in various personal/professional areas]

Most of the women in this study were engaged in either kaleidoscopic or expanding movement, or very often, a combination of both.

Personal/professional development can be diagrammed as exit movement. This direction moves one out of public education. Female teachers can decide to stay home and become housepersons or choose another type of work such as clerical or sales. Usually these positions will not be considered professional positions. An individual with a degree in education usually requires further
schooling to enter what would be considered by most another "profession."

FIGURE 4. EXIT MOVEMENT

None of the ten chairpersons had chosen to exit but such movement was noted at the field site.

Corrine B., the person who applied for Harriet G.'s position when she moved out of Ohio, became a law student and gave up her teaching position. Penny M. who coordinated the English resource center gave up her position to stay home with her husband and two young children. Steve C. gave up his position in the middle of the school year and moved to Colorado supposedly to sell jewelry.

None of these seemed to be typical cases nor does exit movement seem to be a common occurrence. According to department members, when teachers left the building, they were usually female teachers who were leaving to accompany their husbands on a career move.
D. Summary

As a reader you have met a secondary English department, most of whom are female. You have seen their space and time constraints and how they cope. They laugh and cry and create a world within a world. Their work is arduous and sometimes their environment is threatening. Some decide to stay and some decide to leave.

You understand that they have some choices to make among categories of professional development activities, but that their choices are somewhat circumscribed by the influences at work in their life and surroundings. The choices they make appear to channel them into one of four patterns of professional development movement.

1. Significant Aspects Observed

The categories of personal/professional development and the influences upon those categories described in this chapter, although they relate to a major portion of the secondary English teacher's daily life, are not exhaustive or definitive lists. They are not meant to be. What they are meant to be are points of reference, and springboards for reflection and action.

We see that professional development reflects the many avenues for growth open to the practicing teacher. Where the individual teacher places her emphasis will depend largely on where she wants
to go and how she would like to get there. Each category is a means and also an end in itself as there is no real end or completion in education -- where the only goal is more and continued growth, as so aptly explained by John Dewey.

2. Relations Among Aspects Observed

Aspects like chess pieces seem to move in a prescribed manner. Some are more flexible than others but their pattern of interrelatedness shifts and changes each time any one of them moves. As the rules and traditions of our society change, the manner and direction of the female teacher's movement may also change.

Each category of personal/professional development is an interactive aspect in a teacher's career. The relationship of these aspects to one another, how these categories work together to change the individual teacher is a question which has as many answers as there are teachers.

On the other hand, the influences as aspects are both givens and interactive. Interactive aspects can be manipulated by the teacher and those working with her to structure development to some degree -- giving the teacher a sense of control over her future.

A woman (sex) who is thirty-four years old (age) and has taught in the secondary classroom for over ten years (experience) has the option of engaging in all of the categories. The ones she chooses
will create her career path, like paints on a canvas. What influences her to choose among categories is the picture or development pattern she envisions for herself, and also certain "peak experiences" which may cause her to change pace or direction.

Circumstances will always partially determine the influences that come into play but if the female secondary English teacher is more aware of patterns of movement, categories available, and influences at work, she may be able to exercise more control over her own direction in the planning stage. There may be fewer "pathless goals" in her life.

This study is a message to each teacher. It is written for her. Educational institutions will survive as institutions usually do, but a change in the individuals who together make up the institutions can eventually make a change in not only the quality of the institution but even its form.

If the idea of the androgynous manager is being promoted in the business world as the innovation of the eighties, as a means of running more smoothly, increasing productivity, and most importantly providing a greater degree of satisfaction for management and worker alike, the female secondary English teacher can fill this position in the field of education if she is interested and willing (Sargent,
The teachers who participated in this study all seemed interested, willing, and certainly capable.

Since the school personnel structure is like that of a family it will likely change about as much as the typical American family in the area where the particular district is located. Although progressive educators would like the school to be an instrument for change, even they would acknowledge the school is presently more a reflection of society than different from it -- and the reward system can keep it in such a position. When maintaining the status quo is rewarded and innovation is punished, overtly or covertly, the status quo will be maintained.

Development or positive change is a possibility though. Staff development personnel, which hopefully include all administrative staff and the teachers themselves, can seek to provide, rather than impose, a rich variety of avenues for growth. Working together, teachers and support staff, can more prudently decide which avenues will benefit both individual and organization simultaneously.

3. Methodological Considerations

Keeping in mind the definitions and warnings of anthropologists and sociologists regarding the term "ethnography" (discussed in the introduction to Chapter Five), I wish to label this study an "ethnographic introduction" and not a full ethnography. It is an
attempt to describe and interpret the nature of the social discourse in and around a group of secondary English teachers, addressing both behavior and ascribed meaning of all the participants, including myself. Therefore, it may be said that the ethnographic spirit, intent, and techniques were present but due to various limitations such as the brief duration of the study and the fact that as a dissertation it is an investigator's first major attempt at utilizing particular research skills the end result is simply an "ethnographic introduction" to the area of professional development in the world of a group of female secondary English teachers. Such an introduction will hopefully serve to create an awareness among researchers of the need for further study in this area which can result in a full ethnography.
CHAPTER SIX
THE INTERVIEWS

A. Prologue

Teachers certainly are opinionated, God love 'em, especially the older ladies!

--retired rural superintendent, male; who wished to remain anonymous.

Each of the interviews paints a miniature portrait of a woman. Each woman was an English teacher and a chairperson but not in the least like the Miss Prim Bun type who often symbolizes English teachers for society. The individuals interviewed were intelligent, warm, energetic, hard working, dedicated to their profession and highly committed to providing leadership and a nurturing environment for their students and staff.

A brief case study of one chairperson may serve to create an image of the real woman living in each one of these teachers, who will henceforth only be referred to by a first name and last initial. To avoid fragmenting the narrative Ann's words will be interspersed throughout the case study and set off with quotation marks. (Those words or phrases I deemed most pertinent will be underlined.)
1. Portrait of Ann J.

Ann J. is one of those older ladies referred to by our retired superintendent, who defined "older ladies" as: "You know, the ones who are over thirty, still teaching and plan to continue"; and she was also "certainly opinionated."

Ann was fifty two (in 1982), a mother of two grown children and a widow who lived alone. She had taught for seventeen years in the same school district and had been chairperson for ten of those years, developing a number of opinions along the way. She was very slight with a dark tan and short gray hair; she was attractive in a healthy athletic way. She was neatly dressed in bright preppy colors and was walking with a cane as she had fallen while walking her dog. Her voice was raspy but strong and her speech animated. One could imagine this little tiny woman looking way up at a giant senior boy and speaking with the complete confidence and authority which would make him inwardly snap to attention.

As there was a surplus of English teachers when she graduated from college, her first job was as an editor for a publishing company in New York. After three years, she married and moved to Hawaii and as she said, "that was the end of my work experience until my children were raised."
The family moved to Ohio in 1961. Ann J. began teaching that year at a local high school and has been there ever since. She looks back at her first year of teaching Ohio history, when she was new to the state, as professional development since she was, in her words, "challenged and had to work hard." She would also call her experience this year (1981-82), teaching an especially bright and enthusiastic group of college bound seniors, professional development.

Ann J. defines professional development as

'knowing your job and doing it and not stopping; finding out what's new. We don't have to accept what's new but we should be aware of it. It is also developing ourselves for our own satisfaction in a job, which is preventative medicine for burnout; and it's also keeping our kids up with what is going on.'

She felt inservice had not played a role in her professional development "because there is so little of it and it's so irrelevant."

Of the designated inservice days in her district, she said,

part of the time there is an imported guest speaker, and the rest of the time is used for bookkeeping duties. Inservice days are those when the kids don't come to school but the teachers do. It's a building inservice when the principal or vice principal designates responsibilities and emphasizes certain things for the school year.
This year we also had one after school in another area of Columbus on gifted and talented. Teachers did not receive remuneration but it was generally understood that you went.

Inservice is usually so brief that you get a whole list of do's and don'ts and idealism which is ridiculous.

She said,

I am interested in learning about gifted and talented but thought such learning should be done in a genuine workshop of days, where you spend days getting seeped in the overall picture; and not trying to hear somebody trying to pocket it into how it would work for you. I'm going to a longer summer workshop where I hope to find out more.

Ann went on to say,

Teachers in general are bored with inservice and their comments reflect this attitude. English teachers are very smart, very knowledgeable in their field but diverse as individuals, each having unique and varied interests. I've visited many schools as a member of North Central Evaluation Committees and found English departments to be very strong; they are the heart of a school.... We need to keep these teachers enthusiastic.

Here then, is a teacher sincerely concerned with meeting the needs of her students and her staff. Ann's plans for the future were never really specified in any personal way. Instead she talked about the curriculum and the English Department, saying
she wanted to see "long range goals for any courses offered and a feeling of camaraderie among her staff."

Ann came to Columbus for the same reason as many other women -- moving here for a loved one. Her comments reflect this emphasis on planning based on the immediate needs of others, such as a move for her husband's career, children being raised, needs of students or needs of staff, rather than her own career.

She said, "I didn't see any reason to plan," explaining that she didn't know what the needs of students would be until she worked with them. She went on to say,

To actually say I'm going to get a master's, I am going to get a doctorate - I don't do that. Right now I'm where the action is. I would rather handle a group of seniors in high school than myriads of freshman at a university where you don't get to know anybody and therefore their needs I feel are somewhat neglected.

The experience Ann J. rated as contributing most to her professional development was also the personal experience which influenced her most as a professional. It was a heartwarming story. She said:

I have trouble separating professional and personal when you are teaching but I think something taught me a very valuable lesson about this age. My husband died very suddenly. He was 41 and had a heart attack and he was gone in 5 minutes. He
died in January and I think for the whole year it bothered me that Christmas would come and Daddy would not be there. I put off buying the Christmas tree. I had my mother-in-law, ill, with me. Life was just a shambles that year. That was 10 years ago. That Christmas I came to the Christmas concern here and went home very depressed. That was three days before Christmas. My daughter was upstairs - she let out a scream and said "Mom, something is happening outside." The entire senior class came with a tree all decorated. They brought it in the house and stayed and sang Christmas carols. That did more for me in a professional way than I can ever tell anybody - they were perceptive enough to see my fear of approaching a together day alone and they picked it up. I have to combine personal with the professional because I think that very day I decided to do even more than I had done before because I knew somebody out there regardless of their idiosyncracies, somebody out there knew I existed as a person; although they may be surprised to see you picking up milk at a supermarket. Sometimes you think they don't know you eat - they knew. It was very important.

Her story helped me to understand that:

- Inside a department head is a teacher
- Inside a teacher is a person
- Inside this person is a woman.

Her personal-professional development varied and complex. Compare her to other chairpersons .... Patterns reflected?
Need of and desire for:
Nurturance,
Room for Expansion/Growth
Challenge,
Aspects of life
that
Don't
Push or Threaten,
But
Pull ... and ... Invite.

M.K.V. Chance-Reay
September, 1983

2. An Interpretation of Ann's Response

Ann had an interrupted career pattern because she stopped working to marry, to care for children and a husband, and to change her place of residence. This interruption lasted ten years and she was thirty-five years old, in mid-life, when she returned to work again as a beginning teacher.

When we first met, in 1982, she was in the third stage of her teaching development, exhibiting a high degree of pedagogical mastery and a synthesis of human concerns. Concern about self is characteristic of the first stage, often called the survival stage, and concern about students is an attribute of the second stage. Ann exhibited a synthesis of these concerns. She wanted to keep her students current but she also knew and stated the importance of self-development or taking care of the person within the teacher. These personal aspects of teachers' lives are often neglected in professional development planning.
Inservice, one category of professional development, did not play a large role in Ann's professional development because she felt there wasn't much of it and what there was was irrelevant. In her own district most inservice would fall under the rubric of "management inservice," a term coined by Sam Yarger, which refers to the communication from administration to staff on how the school will be run.

For example, Ann's most recent experience was attending an inservice held after school, when teachers are most tired. Besides the poor timing it was held at a building over ten miles away, which required traveling time and expense. Its topic, Ann felt, one could not find out enough about at in a brief program, but she went any way. Her reason for going was the same one explained by Corrine B., the case study respondent in Chapter Five. In Ann's words, "it was generally understood that you went."

Again this seems to point to an unwritten reason for going to inservice when you don't want to: showing deference and loyalty to the administration like children making a command appearance at their parents' party.

Ann planned to attend another workshop on the same topic to learn more about it, but at a time and place of her choice. Her comments suggest that once teachers become interested in a topic
they will find a way to learn more about it without being pushed. It also supports the "human choice" statement made by the director of the teacher center in Albuquerque which in essence was "if you tell people they must do something their first reaction is negative."

When asked about future plans for professional development, Ann said she didn't see a reason to plan until she knew the needs of her students. This implied that you learn what you need in order to do a particular job; a reactive way of planning.

She emphasized that she liked teaching in high school, since she could better help students because of their close relationships. She said she, would rather handle a group of seniors in high school than myriads of freshmen at a university where you don't get to know anybody and therefore their needs, I feel, are somewhat neglected.

Here again the importance of relationships is brought out. The high school students know her and care about her and she wouldn't trade that for what she sees as a more impersonal university situation. I felt the neglected needs she referred to were not only the needs of the college freshman but her needs as a female teacher: to be recognized and needed.

It seems that rather than risk a life without love, women will give up a great deal, including their ambitions. Love can
of course come in many forms. Ann was a widow whose children were
grown and gone and therefore her students meant a great deal to
her. This was very obvious in her statements about her concern
for them and in her story about their kindness after her husband's
death.

B. Introduction

Each phase in the life cycle has its own
virtues, and limitations. To realize its
potential value, we must know and accept
its terms and create our lives within it
accordingly.

Over the previous ten years my life had
changed in crucial ways; I had 'developed'
in a sense I could not articulate.

(both from: p. x, Levinson, 1978)

Levinson's words are taken from the preface of his work on
adult development entitled, *The Season's of a Man's Life*, the
impetus of which he attributes partially to a personal desire
to what he, at age 46, had been going through himself - CHANGE.
In 1976 when I first identified my interest in professional
development as a dissertation topic I too was reflecting a
personal concern for the changes I was experiencing and looking
at what had been beneficial to me and what could therefore
possibly be beneficial to other English teachers who had reached
the mastery stage in teaching and a transitional stage in their
adult development. Both stages or periods called for specialized
decisions which would direct subsequent actions both personally
and professionally.

Looking back to 1976, it was a time, on life's tightrope,
when one realizes one is beyond the midpoint, where a new kind of
determination and new perspectives are needed in order to reach a
more advanced point of accomplishment with satisfaction and dignity.
1. Mid-Life Crisis

There is no set age or measured degree of trauma, but mid-
life crisis happens to all of us. Levinson, Valiant, Sheehy,
Dowling and others document the different way it is experienced
by men and by women.

The women in this study were college educated and working.
All had cared for or were caring for families. They were doing
something - or were they? Were they doing or being? What were
their plans for the future? What did personal/professional
development mean to them? What were their short and long range
goals? What was it they were doing or being? Were they simply
maintaining what they had begun after graduating from college
to supplement the family income; were they becoming leaders in
some way because of expertise and experience; or were they regress-
ing? Were they directing their lives or were they being directed?
2. Waiting to be Saved

Cinderella worked until the prince saved her - and thus the story ends. According to this tale, getting married, finding a significant other to give you an identity is an end in itself. Did Cinderella go on to reform the kingdom or make decisions in real partnership with the prince? There is no epilogue except "they lived happily ever after," so we don't know the content of "happily ever after."

Many women, according to Dowling and others, are still waiting to be saved from creating their own identity in the world through work. Men are, in many ways, what they do and a woman is the wife of someone who does something. She is the helper, homemaker, childbearer, and mother. These are all tasks but none has yet become a profession - and all sap the energy, time, and interest of women who attempt to work in a profession and still do all the helping tasks.

The following is Professor Weinberg's first lecture to his first university class in Foundations of Education. He felt since there was no challenge to any of his remarks by an entire class of females that they were disinterested - and he was probably right. What could they find that was false in his argument? He was not
telling them anything they had not already thought about or been
told by well meaning parents and counselors.

The majority of women in education according to Weinberg are
there doing what Dowling has termed "waiting to be saved."

**Education is a Great Big Shuck**

Women really go into education, Weinberg says, "because (a) it's an easy curriculum, (b) they're accepted into the field, (c) they have to study something in college since the only other alternatives are secretarial and clerical work and they'd rather be in the university than doing those jobs, (d) it provides a nice income while single and a good income supplement when married, (e) they've had the good, moralistic training we require of teachers, (f) as long as they only plan to work a couple of years, they wouldn't want to invest too much time in preparation (as in law, engineering, or medicine), (g) it gives them security after raising children, (h) it gives them holidays and summers off to be with their own children or for travel, or (i) they are highly committed to professional education" (Weinberg, p. 79).

All but (c) and (f) could also be said about men in education. (c) Men do have more alternatives and (f) they do plan to work all their life, because, they never have to stop to have families, or take care of families.

He went on to talk about why women stay in education, saying that:

One large group consists of those women who return after having children who he says consider themselves mothers, wives, and teachers in that order, an attitude he believes is not conducive to professionalism.
Next is the group who are waiting to get married and those who are supporting husbands while they pursue higher education in some form.

The third group never got married and are attempting to make some adjustment to that fact, some successfully and some unsuccessfully.

The fourth group are lesbians who he says may be among our most committed teachers.

The last group are those that really care about the quality of education children get. They may also be wives and mothers but they are only about 10% of the total.

His analysis is partially supported by the comments of a sample of female secondary English department heads, who, although they are in a position of responsibility and have an opportunity to make their work a career rather than just a short or long term job, still do not seem to view it as such presently, or plan to make it so in the future.

These women all appear to "care about the quality of education children get." They seem to care about just that - their performance and how it affects their students - the immediate consequences. That is why they fall into the expanding and kaleidoscopic movement patterns of professional development studied here. They strive for improvement in their classroom and their home performance. While they strive to be even better English teachers, they are trying
to be good wives and mothers. In each place they are creating nurturing environments; they are "other" directed. Only one of the original sample of chairpersons interviewed strove to do more than interact well with children in a classroom setting. The one who became a vice-principal was very much interested in working with "programs" affecting students. Therefore, all heads seemed very interested in the quality of education children obtain.

Being a parent, according to two respondents, seemed to actually heighten the attitude toward "care" of children rather than detract from it. What was lacking, however, was a spoken desire for planned "career" development or change. On the contrary, these heads seemed most concerned about the quality of education of children in their immediate classrooms rather than considering what they might do as a director of programs. They seemed to miss the point that by becoming administrators they could affect the quality of education of many, many more students.

The interviews showed teaching heads were very committed to helping their students through reading, practicing, sharing ideas with other teachers, taking courses, etc., activities related to performance. While these women appear to be highly dedicated to "professional performance" in the classroom, and to creating positive relationships with both their students and colleagues, they are not necessarily committed to "professional career ad-
vancement." That is, if one views professional education to a great extent as professional performance in the classroom, these women were very committed. One cannot but be impressed by the evidence of focus on such performance goals, but one is somewhat surprised by what seemed a lack of serious plans for ascending professional movement on the part of such capable women. Such commitment to the immediate classroom situation and expenditure of energy on classroom performance in addition to family responsibilities may actually prevent ascending movement. In theory if one ascends and becomes responsible for teachers of students, programs, and policies one could have a greater influence on the education of students which could be equated with a greater dedication and/or a greater commitment. Hence, these performance-oriented women may be limiting their influence by their dedication to the immediate, doing their present job too well, rather than by putting family before profession, the reason cited by Wineberg.

C. Methodology

Chapter Four described an attempt to determine the opinions of ten secondary English department chairpersons regarding future in-service topics which might prove valuable to secondary English teachers. On receiving a list of in-service topics from these individuals, a number of more general problems were noted. These
include: a) the lack of agreement on any specific area of need in
the English curriculum; b) a parochial view towards needs, i.e.,
responses were district and building specific; and, c) a negative
attitude towards the practice of inservice.*

Therefore, as a result of constant comparative analysis, the
focus of the dissertation began to shift and broaden (Glasser &
Strauss, 1977) from a topical approach to inservice to a broader
look at professional development activities in general, of which
inservice was only one.

1. Purpose and Role of the Interviews

In order to go beyond the responses acquired through the
mailed questionnaire, a personal interview with each chairperson
was requested. The general question was, if they didn't especially
care for inservice, what were they doing to develop and how could
staff development personnel be of help to them in their pursuit of
growth experience? The field study presented data relating to both

*Teachers did not have a negative attitude towards inservice
theoretically and broadly defined as learning while in the service
of a school, but, there was a dichotomy when it came to actual
practices and particular programs they had attended. While the
respondents had attended some inservice programs which they con­
sidered worthwhile, the majority of their experiences and those of
their immediate colleagues (those people they talk to about it)
were negative and labeled as "a waste of time" - time of course
being a most valuable commodity to a teacher who must grade more
papers than any other subject area specialist in her building.
questions about inservice and professional development and the interviews provided yet another way to gather similar information and acted as a means of triangulation.

The field study and interviews asked these questions: "What is going on?" "What goes on in the life of female, secondary English teachers?" "What is it like to be one?"

2. Interviewing as a Data Gathering Technique

The personal interview has been called one of the most powerful and useful tools of social science research (Kerlinger 1973: 412).

Its disadvantages to the researcher are that it demands an intensive investment of time, money, and energy. The researcher:

1. contacted student teaching office for information regarding procedures for doing research in local school districts as a graduate student at The Ohio State University;

2. requested permission from Human Subjects Committee to carry out study;
3. sent a letter to each respondent requesting:
   a) participation,
   b) human subjects acknowledgement, and
   c) completion of rounds of Delphi - 3 mailings:
      postage, paper, xeroxing.

4. phoned, checking to see if form has been received after each mailing;

5. phoned to arrange each interview;

6. traveled to and from each individual respondent's site
to conduct interview - conducted interview: cost of
   gasoline, tapes and transcription, time and energy,
   notes after each interview (tapes and transcriptions
   paid for by a grant).

7. made three trips to transcriber to deliver and pick up
tapes and transcriptions - cost of gasoline, xeroxing
   of transcripts;

8. mailed copy of each transcription to each chairperson
   for editing including stamped envelope for returning,
   postage and mailers;

9. called each to see if materials had been received -
   follow up phone call to half of recipients to ask if
   editing had been completed;

10. made journal entries regarding the process.

   Multiply these ten steps by ten respondents. The researcher
   continued to teach, take classes, and maintain some semblance of
   a personal life. This information is not given to discourage
   prospective survey researchers, but simply to acknowledge the
   extensive time, money, and energy consumption of survey research.
   The results of the Delphi led to further questioning. The paint-
The advantages of the interview are that:

1. a great deal of information can be obtained;

2. it is more flexible than a questionnaire, enabling the interviewer to discover and pursue salient points; and finally,

3. it provides the type of information which can only be gathered in a face to face encounter between two people.

Teachers, especially secondary English teachers, are inundated with paperwork and consider time one of their most valuable commodities. Therefore a survey would often be thrown away, lost in a paper pile for an extensive period of time or answered briefly or curtly just to get it finished and on its way. The interview provided a specific time period for discussing life and work with a live and interested individual who provided immediate response. It was a dialogue where both parties could feel involved and the respondent was the authority on the subject at hand.

3. Sample

The respondents were the same group of ten female chairpersons who participated in the Delphi Survey done in the Spring of 1980. All but one were still acting as chairperson in their department. The oldest respondent, who had taught for 50 years and had been
chairperson for 15 years, had turned over her duties to a young male. She was still teaching and working on her dissertation.

A great advantage of a small sample is the depth of information provided by talking about a few major concerns in an open-ended manner. Although the responses will mainly be summarized to create a smooth and more readable narrative, the more complete responses of all ten heads are to be found in the appendix. The researcher felt this benefited the reader in three ways. The reader could gain a firsthand appreciation of a) the type of responses elicited using qualitative techniques, and b) the richness and variety of actual dialogue. It also gives readers an opportunity to personally analyze the responses and compare their interpretation with that of the researcher, thereby extending the heuristic spirit and intent of the research.

4. Sample Selection

Included with the last round of the Delphi was a letter requesting a follow up interview with each respondent. All respondents agreed to be interviewed. The interviews began in the Fall of 1981 and were completed in the Spring of 1982.
My aim was to give a more grounded meaning to the term "professional development" and to discover what role inservice played in this process.

These teachers, especially chairpersons, appeared to be in the mid-career stage in their occupational sequence but as it turned out there was enough of a difference among them that I could see the various forms development took under differing conditions (small or large; city or rural school) and different sets of responsibilities (in small rural school where teachers were not strongly unionized they did not have many privileges enjoyed by suburban teachers but one might also say fewer headaches with the students, as parents were often known personally).

5. Instrumentation and Procedures

A questionnaire consisting of twenty-five questions was pilot tested during the Fall of 1981 on two chairpersons who were not in the original sample.

During the Winter of 1982 the questionnaire was revised. The second questionnaire consisted of 27 questions and was divided
into five categories: a) Personal Information, b) Inservice, c) Personal/Professional Development, d) Teaching and English Teaching and e) the Delphi Survey.

The revision was aimed at two major weaknesses. The first, which was brought out by actually conducting the interviews, was the structure of some of the questions which illicit rather brief and superficial answers. Therefore a change in wording of the questions and practice in encouraging respondents to elaborate resulted in more detailed responses.

The second weakness was in the content covered by the questions. Time spent with teachers in the field setting, mainly during the fall but which continued on through winter and spring, changed the focus of the interview. The assumed or a priori definitions of inservice and personal/professional development began to change when compared to the actual experiences of the secondary English teachers in the study.

D. Findings

1. Inservice

   a. Interpretation of Collected Data vs. Definition of Inservice
      Presented in the Literature

   Yarger, in his typology, lists and defines five types of inservice. The first type, job embedded could simply be called on
the job experience and is experienced by all teachers in all schools. The second, *job related*, can be thought of as what is learned by the teacher to merely extend basic skills - reading the new text which will be used next year so she is familiar with the author's way of presenting material - or learning how to teach the "new math" - (she already knows math and how to teach it; this is just a new version) - or learning about a discipline package the school district is interested in using (she already knows a variety of disciplinary or management techniques - these may simply have a new name or be used in a new combination). Job related inservice programs were offered by the district of which Westmore was a part.

The third type, *professionally related*, can be thought of in terms of management. Yarger even states that what is learned does not directly relate to the "instruction of children" - and he cites parent conferences and record keeping as examples of the "training" presented in this type of inservice. This was the type that occurred most often at Skinner during the 1981-82 school year. Times and meetings labeled as "inservice" dealt with grading procedures, ordering of materials for the following year,
criticisms of the idiosyncratic discipline policies of teachers, etc. The purpose seemed to be that of getting information from the main office to the teachers.

The fourth type, mobility-related inservice education, is primarily to prepare a teacher to assume a new position. Although the move could be from provisional to permanent certification it is usually related to a move out of the regular classroom into administration. This type was not offered at Skinner High School during 1981-82. Teachers interested in mobility of the kind referred to by Yargar could take university coursework to qualify for an administration certificate, and possibly work with a building administrator for a period to complete a practicum but there were no formal inservice programs offered to encourage such mobility. Corinne B., the teacher who chose exit movement, did such a practicum and eventually received her administrative certification but was not chosen. (Note: She felt it was partly because she did not have a mentor already within the administrative structure.)

The fifth type, personally-related inservice education, helps the participant become a more effective person rather than a more effective professional. Implicit in this type of inservice is that the more secure and well adjusted a person is, the better
teacher that person will be. Typically, this type of inservice programming will be self-selected and on occasion even self-directed (Yargar, 1977).

One such inservice was offered at Skinner during the Fall of 1981 as part of an area-wide inservice day. Students did not attend school and teachers were free to work in the building or go to the state fairgrounds to hear various presentations and see book exhibits. A few weeks before this day the math department chairperson asked the administration if he could invite a psychologist to the building to speak on "stress," thereby giving teachers in the district another alternative. The administration agreed and about eighty people attended. The program dealt with being a well-adjusted person. Since the teachers who attended had other alternatives it was self-selected.

According to Lawrence, the effectiveness of inservice seems to be based on active involvement in both selection and participation. Human nature cries for choice. Ruth Duquette, director of the Albuquerque Teacher's Learning Center, who has been on both sides of inservice, affirms this attitude. Ruth Duquette was an English teacher in the Albuquerque public schools, became a department head and eventually the director of the center (an example of ascending movement), and has therefore planned and presented
inservice and had both done for her. In a personal interview she stated, of teachers' attitude towards inservice:

I would describe it as the humanness in us all. When someone says to you, 'you've got to,' the human being says, 'I don't want to.' When I was department head teachers would come to me and say 'I don't want to do this, is there any way I can get out of this.' Some teachers would very definitely make sure that their sick leave days coincided with inservice days.

Ruth Duquette discussed the ways she felt inservice could be improved. She cited "timing", and "asking vs. telling" as two important considerations.

Timing

When a needs assessment is returned there are:

40% who must have released time because their schedules are too full and they couldn't possibly do anything after school;

40% who choose after school because they don't trust their students to substitutes and it's too much trouble to make up lesson plans; and

20% who say Saturdays only.

Therefore, inservice should be offered at all of these times.

Asking vs. Telling

I feel listening to what people say they want and not presupposing topics would be an improvement. School climate is a very popular topic now but our Teacher Center will not offer an inservice on it until teachers ask for one.
There is a paternalistic attitude rampant in public education. One would not propose to tell other kinds of professionals what is good for them or what they need but in education that is just what happens (Duquette, 12-10-82, Albuquerque, N.M.).

Rarely would any professional not engage willingly in the aforementioned types of learning:

1. on the job experience (job embedded inservice)
2. methods or materials more effectively (job related inservice)
3. employer's current policies and procedures (professionally-related inservice).
4. management training programs (mobility related inservice)
5. personal adjustment techniques (personally related inservice)

but to call them inservice can be misleading.

"For" vs. "To"

1. "on the job experience" is part of working and not something done for the teacher or to her. There is no choice involved.

2. & 3. are what a teacher should know for the benefit of the administration who feels she would do her job better if she did.

Programs which are offered but not required can be for the teacher if she desires to attend - but are something done to her if she is
required to go regardless of desire or need. As one teacher stated - "I could read it in a memo and then ask a question if there was something I wasn't sure about--why do I have to go to a meeting?"

4. is not really offered by the district at all. If a teacher was interested in a different position it was up to her to do all the preparation and performance involved. (As in many promotions and opportunities it is not what a person knows which counts most but who believes they are the person for the job. Promotions are extremely personal rather than impersonal happenings.)

5. is rarely offered and even as Yarger has stated is assumed to be planned and performed by the teacher. Again it can be offered for a teacher but if it is required, it is something done to her instead.

The chairpersons' definitions of inservice show they know what potential inservice has. Their attitude towards it shows what they have experienced in practice. The role they say it plays can partially be the result of this current dichotomy.

Teachers' View of Inservice

The chairpersons interviewed were asked to talk about inservice in a variety of ways. They were asked to define it, and give examples of inservice they had experienced. This would be followed by an evaluation of the role inservice had played
in their own professional development. They then concluded with what they felt were the attitudes of teachers in general and their own staff towards inservice, and suggestions for the improvement of current inservice practices. All material set off with quotation marks is taken directly from the interview responses.

The definitions of the chairpersons acknowledged that inservice was supposedly "to help teachers become better teachers" but as it is usually presented to large groups, it cannot possibly meet individual needs. Topics are usually very general, rather than subject or grade specific, and deal with a problem that is a concern of the district rather than the individual teacher. The programs are "formal," "short" and usually not well presented.

Teachers do not respond favorably to these programs because they are too superficial and often offered at a time when "teachers are very tired such as after school," and done by an "outsider," giving them a "list of do's and don'ts," on a topic they already know about, (i.e., "we're being drug abused to death," ) or are not especially interested in, which they consider a waste of time and something which is just "thrown at teachers."

The definitions alone support the findings of Yargar, 1977 and Schember, et al., 1978. Inservice is a great problem area and is felt to be arbitrary, imposed, irrelevant and in the eyes of
the researcher like "training" rather than education or development. Teachers are presented with procedures to follow not concepts to interpret - an especially insulting attitude to experienced teachers who consider themselves professional artists rather than semi-skilled white collar craftspersons.

There was one chairperson, Pauline P., who although she understood inservice was a negative experience for many, felt in her district it was not. This she attributed to the attitude of the administration which seemed to be cognizant and respectful of the basic needs of their staff. She said, "Our district demands (emphasis by respondent) few things and when they do you are given time to do them."

She said inservice plays a bigger role in her professional development now than it did earlier in her career when she was traveling to the university to take coursework. She went on to say "They are very lucky in this district because university courses that the district feels would mesh with district-wide goals are brought here as an inservice program."

When asked if she felt that it was common for teachers to turn more to inservice as their career proceeded, she replied, "No, unless central administration has good inservice available, pays teachers to attend, and gives them released time during the day - not after school when they are just too tired." This
illustrates the importance of certain influences on the choice of professional development activities (categories) described in Chapter Five. Time, money, availability of resources, and attitudes, which are partially based on previous experience will channel efforts toward and away from certain areas.

Females who either assume or have more family responsibilities foisted upon them are even less inclined to participate in inconvenient activities. Since they have attempted to be "super teachers" from 7 to 4, five days per week, anything which interferes with their attempt to switch to the "super-mom-wife" role during the remaining hours in the week is not only inconvenient but very frustrating to an already fragmented, over-burdened psyche.

While all the other respondents said inservice had played a small role, no role, or a negative role, some did state that little was available "in their district." "In their district" points to a logistical problem. As reported in Chapter Five, "availability of resources" influences categories of professional development engaged in. A program designed to catch their interest may be more successful if it comes to them. Once teachers are interested or enthusiastic about an area they will often pursue the topic on their own. Inservice with this introductory focus could eventually play a more meaningful or larger role in their professional development.
Pauline P. was the only respondent who said she felt teachers in her district had a positive attitude towards inservice. The other nine replies ranged from "not wildly enthusiastic", "bored", "poor", "negative" to "they hate it!"

A redeeming feature mentioned was that at least a whole day away from the students did provide a break in the routine and a chance to spend social-professional time with colleagues.

This aspect, social-professional time with colleagues, included: morning coffee and donuts, more than twenty minutes for lunch, lunch without additional duties, lunch in a restaurant rather than a noisy, smelly, messy, student filled cafeteria or a colorless crowded teachers' lounge, lunch in a relaxed atmosphere, and an opportunity to see and interact with staff who are not seen often because of conflicting schedules. These are activities taken for granted by most professionals because they are daily, routine occurrences, but for teachers they are luxuries. These aspects then should not be minor considerations of program planners.

Social interaction can be nurturing and hence plays a significant part in the creation of a nurturing environment. Its absence can have the opposite or a negative effect on participants.

Social interaction was one of the six categories of professional development most often observed (out of ten total) by the researcher,
and mentioned by teachers, in the field study. Social interaction also, of course, contributes to personal development which is in turn one of the influences observed on teacher's choice of professional development activities.

The respondents suggestions for improving inservice support the comments of Pauline P. on what can create a more positive attitude in teachers. They reiterated the importance of released time, renumeration in the form of money or credit (district in-service credit or university course credit), refreshments, inspirational, enthusiastic presenter, meaningful and non-repetitious content, and personalization. Time, credit, and refreshments are in themselves an acknowledgement of the personal needs of people. Enthusiastic presenters and meaningful content of course are often a matter of taste and are therefore more difficult concerns to address, pointing to the need for more individualization by subject area or grade level. If more generalized topics are presented attendance should be by choice and not mandated. Encouraging teachers to plan, carry out, and evaluate their very own development activities is a most extreme form of individualization. But, it is one which the data strongly points towards, especially in the case of experienced teachers.
c. Inservice Summary

Chairpersons' comments support the assumptions (5 and 6 especially) stated in chapter one. These were:

1. Teachers are seriously concerned about their professional development.

2. There are more experienced teachers in the English classroom today which has shifted the focus in teacher education from preservice to inservice.

3. Teachers feel inservice, broadly defined, could be an important and significant means of development.

4. Teachers are not satisfied with most of the inservice programs they have experienced.

5. Teachers desire input into inservice at the planning stage.

6. Surveys reveal a greater degree of satisfaction with inservice which is tailored to meet individual and/or specific needs.

Each chairperson and her staff have taken part in inservice and have definite opinions regarding: the concept, actual practices, and specific programs. Therefore their input at the planning stage can be valuable. They believe the concept to be positive and although admitting that inservice has played a minor (and sometimes negative) role in their professional development, do feel it could play a more significant role if practices were improved. More variety in time, place, personnel, presentation, and resources is desired and is being attempted by such places as teacher centers (i.e., Albuquerque Teachers Learning Center and some school
districts). These desires basically all reflect one key element: choice. Although choice is accompanied by responsibility for one's choices, which can often be difficult to live with when decisions do not work out the way we hope they will, it is active and involving ... and some feel essential to real changes in attitude which directs subsequent action. One's behavior can be modified by force but unless there is an attitude change the behavior change is only temporary.

Levinson and some other stage theorists do cite elements which have been shown to inhibit change* but they do not really know what fosters change - are they pushed, pulled, or both? Maslow theorizes that one moves up his hierarchy, and therefore changes in terms of needs, by an inner pull rather than a push - a desire to be more than one is at the moment.

Inservice, though, as most teachers have experienced it, is based on "push" - something which human nature naturally balks at. Choice then could be a guiding principle to reconceptualizing inservice.

Teachers' attitude towards inservice and the way inservice is set up may substantiate the "immediate vs. long range concern"

*Too much conformity to social or other norms presents a hazard to development of individuality (Levinson, 1978: 417).
theory of professional development which focuses on improving classroom performance rather than improving professional education. If you are so busy learning how to teach the grammar more effectively you may never ask whether grammar is worth teaching.

When one begins to work in a field of study the "how to" is very important for survival but once one learns to do this adequately or even very well the next step is naturally to make some decision, based now on education plus experience, about "what" is being done.

That is why an experience like getting a master's degree is very significant in professional development because one is removed enough from the everyday concerns of performance to ask "why," and to reflect on "what" is going on. Inservice, dealing mainly with the "how to" which teachers already know a great deal about, understandably plays a very minor if not negative role in professional development of female secondary English teachers.*

One new technique learned in an inservice is just that, one technique, added to a practicing teacher's great repertoire of techniques. A new idea of the other hand may change the whole

Note: Possibly the reason inservice is directed and attended more by elementary teachers is that they are still very young and relatively inexperienced compared to secondary teachers and therefore "new techniques" are what they need. Historically there has been a greater turn over at the elementary level than at the secondary. This disparity between the rates is not as great today but it is still a reality.
emphasis of one's teaching, and it is by incorporating new ideas rather than techniques that mature teachers develop. Katherine S. says this is her definition of professional development. Today there are more mature teachers than beginning teachers and this phenomenon demands a new approach to professional/staff development.

2. The Larger Picture of Professional Development: Other Alternatives Besides Inservice

Teachers are often their own teachers. Many have written about teaching as a lonely or solitary profession - wherein a young individual goes into a classroom, closes the door and begins to learn how and what to teach by trial and error. Judgment and decision-making begin to develop early out of necessity. The teacher can't take time out to ask for advice during a class and often hesitates after class so as not to appear to lack confidence and competence. Regardless of a teacher's intelligence, education and experience each school year brings some new situations to be mastered. As the department heads in this study have stated, not only does the school year present new concerns but each day can bring a surprise and require a change of plans. Because of this routine there are very few inservice programs which could meet the needs of large groups as these groups contain as many needs as individuals. And since the individuals are experienced problem solvers they are very capable of knowing their own needs. They
may not know what is the best solution to each problem but they have some very workable suggestions. As with any problem, different points of view can be valuable and teachers will seek them out if they do not feel threatened. Therefore it might be advisable for administrators to give staff development funds directly to teachers with well thought out personal-professional development plans - and use inservice specialists or staff development personnel to assist teachers in the planning and evaluation stages, and become involved in the actual programs primarily on request.

a. Teachers' View of Professional Development

Chapter Five briefly described the world of an English department in which inservice was not looked upon favorably. The preceding responses tend to support the attitude observed during the field study, but both techniques, participant-observation, and structured personal interview generated data which showed teachers are busy learning or developing in a variety of ways. Here they define professional development, explain the preparation involved, what they have planned for the future, and some of their most memorable experiences.

This section shall first look at these aspects of professional development: a) definition, b) planning, c) plans, d) peer experiences, and e) personal influences. The questions asked were:
a) How would you define professional development?

b) Did you consciously plan your professional development? Why? How? Alone or with help?

c) What are your professional development plans for the future?

d) What experience or experiences had you had thus far which you feel contributed most to your professional development?

e) What personally growing experience or experiences have you had which you feel influenced your professional development?

b. Professional Development Defined: "Whatever turns you on!"

This slang expression given by one of the respondents (the oldest) in jest, but meant in earnest, seemed to aptly summarize professional development for the experienced teacher. It captured the general and very individual nature of the process, "developing ourselves for our own satisfaction in a job" one said, and "putting variety in your life" said another.

There is no one activity or experience every teacher should have or would choose.

If there was a similarity of response it was in the search for new insight. It was ongoing and described as "a progression" and possibly even more important as one accrues more years in the classroom what Ann J. characterized as "preventive medicine for burnout." Professional development was seen as changing the individual in some significant way.
c. Professional Development Planning

When chairpersons talked about the planning of professional development that had occurred in their lives, they referred to job performance and career pre-planning rather than planning.

Job performance was seen as teaching but department head duties added another dimension. Pearl S. explained, "my principal feels department chairpersons should be role models ... and therefore we need to learn how to do that." Sally G. said, "Since I've become department head I just grab every piece of information I can and I try to go to as many meetings as the district will permit."

When career was mentioned it was usually about the early decisions rather than development. Responses ranged from "I always wanted to be a teacher," "I consciously planned to be an English teacher" to "at first I went into teaching mainly to put my husband through school and later planned to do something I wanted to do."

Development or charting a course within a career seemed to be hit or miss usually dependent upon circumstances, such as "planning came because of a job situation, and more recently as a result of boredom"; or "my parents encouraged me to go to graduate school by saying if I paid for my husband's education,
they would pay for mine - otherwise I might not have gotten my masters."

i. Negation of Planning

If someone plans something they accept the responsibility, all or in part, for its success or failure. Planning is a great part of independence. If a person allows another person or institution to plan for them, they are dependent upon that person or institution.

The women interviewed all denied consciously planning their professional development saying, "I'm not a great planner," "no, I never consciously planned anything" or "to actually say I'm going to get a master's, I am going to get a doctorate - I don't do that." Their professional development seemed to be more dependent on circumstances and other people than any conscious effort on their part to achieve a specific goal by a certain time in their career.

ii. Long Range Planning: Professional Development as Career Development

These responses seem to indicate that the women speaking did not plan their "career development" thus far, did not make long-range plans. This I feel is a sex-related phenomenon. Women's careers have been and often still are, dependent on personal
circumstances and other people in the personal lives, whereas men's careers are not. If a woman becomes pregnant that is a circumstance that requires a career decision and also influences short range, daily planning. If her husband's career requires that he move to another part of the country this requires a career decision.

Columbia researchers studying the life styles of educated women in the late sixties reported:

No one feature of women's lives could be isolated for analysis; each aspect seemed to interact with many other facets. Men's career patterns in comparison are fairly simple and straightforward. Respondents said many stops and starts had characterized their work pattern and most felt they had only held jobs and not had careers. Men they felt have careers, women only have jobs (Ginzburg, 1966: 5).

iii. Short Range Planning: Professional Development as Performance Improvement

The chairpersons interviewed formally as well as the teachers interviewed informally, seem to be very adept at short range planning. They are constantly working on improving their current performance - learning more about poetry to teach poetry better or finding more efficient ways of organizing their time or managing their classrooms.

The school environment itself requires that they become very good at thinking on their feet and making immediate decisions as it is an ever-changing flow of events.
The fact that they are women, dependent on others to a great extent, requires that they become very good at not making long-range plans unless they decide very early to have a career and not simply a job and have the strength of character and/or outside support to carry out such plans.

d. Professional Development Planning vs. Professional Development Plans

Although the chairperson felt they had not consciously planned their professional development - which meant they had not planned to be where they were now doing what they were doing now - they did have "plans" for the future. This seemed to indicate that they were in a more stable place in their personal life which had thus far determined many of their choices.

They were not planning to have any more children - one obstacle removed. Their husbands were either gone or somewhat settled in their career - not finishing school nor usually being asked to move for the sake of a profession, so another circumstance was becoming more stable/predictable.

Again "plans" seem to come more readily and possibly more urgently when one reaches mid-life and sees what has been done, which naturally prompts the question of what one wants to do with the remaining years of productivity. There is a feeling of the finiteness of life and time, i.e., with X amount of time what
would I like to accomplish ... what can I accomplish ... what do
I hope to accomplish?

e. Professional Development

Plans

Although all of the chairpersons liked what they were doing at
the moment, they were thinking about possible changes in the future.

Only one, Barbara P., classified as being in an ascending
pattern of professional development as diagrammed in Chapter Five,
had definite plans for the future, saying, "I intend to apply for
the next open administrative position." She was referring to a
position in her district which she subsequently received. The year
after the interview she became an assistant principal in the build­
ing where she had formerly taught English and been a department
chairperson for twenty years. She had applied for an administrative
position three years in a row and was accepted this third time.

Two planned to simply go on doing what they were presently
doing. Sally G. said she would keep attending professional meet­
ings but not take any coursework as she really didn't have time
because of family responsibilities, and Pearl S. said she would
keep taking coursework, travel, read, etc., but stated, "I probably
won't do anything much different than I'm doing now." Thus these
two women classified as being in an expanding pattern of professional
development, as diagrammed in Chapter Five, would continue on the same pattern.

The oldest respondent, classified as being in an exit pattern of professional development as diagrammed in Chapter Five because of retirement, wanted to finish writing a book and her dissertation.

Five of the remaining chairpersons classified as being in expanding patterns had plans which would put them in an ascending pattern if carried out. They would ascend out of the high school classroom and have a greater degree of power or influence. Two were interested in working on a Ph.D. and three were interested in obtaining administrative positions working with curriculum and/or supervision.

Only one respondent discussed plans for her department but none for herself but had stated earlier that she planned to stay where she was.

3. Peak Experiences in Personal and Professional Development

Once the respondents had given their definition of experience with and plans for professional development, they were asked to describe the one experience or series of experiences which they felt contributed most to their professional development. In tandem they were asked what personally growing experience/s they had had which they felt influenced them as a professional.
Based on experience and the results of this study, the researcher feels once a teacher has mastered classroom teaching to her own satisfaction, she has to make a decision. She reaches a turning point - she must be challenged in some way by moving up, out, or by expanding. Hence we have the four patterns of professional development proposed and outlined in Chapter Five: ascending, exit, expanding, and kaleidoscopic.

This study then supports the work of L. Katz by its documentation of teachers in the renewal stage of their teaching career but goes beyond Katz in its depth of description. Teachers observed and interviewed are seen to have more options than just looking for new materials and methods, although they may not always use these options.

a. Peak Professional Experiences

The biggest contributions to their professional development seemed to involve a peak experience. Seven out of ten referred to some type of research they had done, usually in graduate school. Katherine S. said, "Getting my master's improved my thinking about my teaching" and Carol I., "the research that I did in order to do (present) inservice."

Only one, Sally G., mentioned classroom performance saying it contributed most when she first began teaching but that after she had taught a while it was graduate school and presently the people she teaches with who are the major contributing factors.
All respondents mentioned personal interaction of some type. Two said interaction with students and eight said interaction with other professionals, referring to professors they had in college and colleagues, and made comments like: "I like talking with other teachers," Sandra P. and "I learn most from other teachers," Pearl S.

Two mentioned personal or life changes, divorce and leaving a meaningful job to move with a husband for his career.

All chairpersons recounted a "peak experience" as one which gave them a new view of themselves and what they were doing. Barbara P. very aptly explained:

   My early involvement in the English Association of Ohio which is now called O.C.T.E.L.A. becoming part of the working nucleus of that group taught me that I could be something other than just a classroom teacher. I could have influence over other teachers.

The chairpersons had experienced what Saul Bass, in the film "Why Man Creates," refers to as an aspect of the creative process - looking at one thing and seeing another. They, through their peak experiences, were creating a new outlook.
We all go through life seeking answers to who we are, what we want to do, and what meaning there is in what we are doing. Every so often, more often for self actualized people according to Maslow, we experience a quiet - or possibly a loud - "aha!" of discovery.

Einstein describes working on a particular problem until he reached a frustration point and then leaving it because he knew solutions "often come when one is eating an apple and suddenly (and actually) says/thinks aha! that's it - the answer."

Now the questions concerning identity and meaning of work and life are not such specific questions but they are always being asked over and over and we discover many answers during our life span. Big contributions to our professional development, then, are experiences which provide some answers to those complex queries.

Inservice programs and general staff development programs and specific inservice programs will probably not answer such questions but they may provide an impetus to individual staff members to find out on their own if they are the type referred to by Yargar
as type 5, "personally-related inservice." Personally related
is last on his list and probably considered of minor importance
but could provide the type of results said to be desired by all
staff development planning.

b. Peak Personal Experiences

The respondents were asked what personally growing experience
had they had which also influenced them as a professional. Their
answers could be categorized as the "peak experiences" described
by adult development researchers, e.g., having children, getting
divorced.

Four respondents listed having children. Katherine S. analyzed
how having children affected her. She said, "I think having my
children has helped me too ... I'm so much more conscious of how
important these children are to their parents. I've always tried
to treat them with care but I think I do so more now."

Four women mentioned travel, two religion, two the arts, and
two reading. Also listed were divorce, meaningful friendships,
having to leave a loved teaching position because of a husband's
career move, and a husband's getting a master's degree. Katherine
S. said, "My husband's getting his master's has been helpful be-
cause we talk about things." Pauline P., who mentioned divorce, said of it: "It really changed a lot of priorities and made me more able to deal with people and help them in a genuine, caring way ... I really just became a different person."

All of these events seemed to bring the respondents to a new place, by both reaching out and looking within at the same time. The changes brought about by such experiences were accompanied by a deeper reflection on the evaluation of one's life thus far and hence often acted as an impetus for future plans which could chart a new direction or an accelerated pace. Barbara P. explained her progression in this way:

I came to this part of Ohio because I was dating a boy at Ohio State but we broke up. I never planned to teach all of my life and I can remember a decision I made in 1964 to teach all English classes rather than Speech and Drama because I wanted more control of my personal time in the evenings which has probably made a difference in where I am today.

Barbara P. had used this time to become professionally active and where she was "today" in the Spring of 1982 was being considered for an administrative post in her district which she eventually received in the Fall of 1982.
E. Summary

Teachers seemed to have doing better in the classroom as their primary goal - or most immediate goal. They did not seem to have any long range career development - ascending movement plans. If an opportunity presented itself, like an inservice specialist job opening up, they would possibly apply - think about changing positions - ascending, otherwise not.

They could take more courses, especially if they were conveniently at The Ohio State University, or building inservice and read and go to meetings and talk to other teachers but the amount of time they had to spend on these activities was determined by their family responsibilities rather than the other way around. These extra courses, besides keeping them from being bored with their teaching by giving them new ideas and collegial interaction brought extra money into the household.
They were dependent

upon their husbands for direction
  where to live
  how long to live there - when to leave
  what general standard of living

upon their children
  if they need their mothers to drive them to activities
  if their were 2 or 3 or 1 very busy and unable to drive
  if they needed college

upon their parents
  to encourage or discourage fields of study, amount of schooling

upon their administrators
  for everything pertaining to their job

upon their department staff
  for caring, sharing or definition of who they were at school

upon their students
  for caring, sharing or definition of who they were at school

These secondary English teachers to a great extent, defined themselves in relation to others.

Peak experiences in these teachers' lives were what they considered a big contribution to their professional development, as some meaningful realization is discovered, which influences subsequent action and attitude.
1. *We Have Met the Enemy and She is Us*

If teachers, female secondary English teachers, or any others allow their career development to be planned by others, then they do not have to accept the responsibility for success or failure or anything in between. Dowling says women over thirty in particular are caught in this dilemma. They have been prepared for dependency, relying on others to care for them, feeling they must have protection in order to survive. She states that,

> New studies make it increasingly clear that women prevent themselves from advancing ... the way girls are socialized continues to predetermine an agonizing conflict over the psychological independence that is necessary if women are ever to spring free and take their place in the sun (Dowling, 1981: 99).

Developmental studies found that both passivity and a dependent orientation appeared consistently in girls and became more defined as they grew older. These two personality factors were indeed the most stable and predictable of all female character traits (Dowling summarizing Kagan and Mass, 1962). Girls are taught to be "nice" which means nonconfronting, non-challenging - the essence of competition. They begin to associate such behaviors with being unfeminine and therefore experience "gender panic." The most anxious were those who had the most to offer (Horner, 1972). Being unfeminine would endanger their relationship with
men and since "more than anything, women want to experience themselves in relationship to another" this was very undesirable (Dowling summarizing Horner, p. 175).

The "other" defines them - tells who they are: his wife, her mother, their teacher. If something happens to the other, or even changes significantly they experience a loss of identity.

The "other" does not always have to be a male but often it is - and this is how it begins in adolescence. Later in life this other can continue to be a male, but is also supplemented by children, colleagues, students, etc. Horner conducted her research in the early sixties and although women are now considered to be more liberated, a subsequent survey done in 1970 showed negative attitudes towards success increasing rather than decreasing - from 65% in 1964 to 88.2% in 1970 (Horner and Walsh, 1974). It seems that being caught between old and new ideas of what women "ought to be" can cause not only frustration or inhibition but actual regression.

2. The Developing Professional and the Superwoman Myth

In interviewing a sample of female secondary English teachers, the researcher found striking similarities in career path - many due to the variable of sex. Women who have chosen to teach could be considered traditional in orientation as reflected by their
choice of a profession and therefore their career path is a reflection of this traditionalism, not to mention inhibitors foisted upon them by their environment. This is a point to be considered but not an answer as to why the women interviewed have developed as they have. Historical context is of course another variable. These women were in their late thirties and beyond and had thus made the choice to teach before the Women's Movement could be considered a significant influence on choice of career or career path.

Taboos are being lifted but actions and attitudes are much slower to change. Women can now have careers and stay in them while they have children, as some women do. But the guilt feelings are often still there and are compounded for women in mid-life during this decade. Mature women were brought up in a traditional society but are living in a time where tradition is being broken all around them. They can work outside the home but are still expected to maintain it. If they are at home and don't work outside people ask why. They are expected to do everything and criticized when they do not, so there is guilt everywhere. Sylvia Rabiner calls it the "superwoman myth," and says the myth presents a new oppressive role model: the capitalist feminist. The idea is a corruption of feminist politics and increases female frustration. As she so aptly states:
We (women) are led to believe that if we play our cards right, we'll get to the top, but in the present system it won't work; there just isn't that much room up there. And in our class society, those at the top probably were more than halfway up to start with. The superwoman images ignores the reality of the average working woman or housewife. It elevates an elite of upper-class women executives. The media loves it because it is glamorous and false. In the end it threatens nothing in the system (Rabiner, 1983: 54).

So we see there are those exceptional women who seem to be doing both well, but they are just that - exceptional! They usually have help of some kind.

There are those women who are doing both adequately but what price are they paying physically and psychologically? There are those who are not doing it but trying to and they fill support groups, psych offices, crisis centers, etc. There are those only doing one or the other - home or office - and they fill support groups, psych offices, crisis centers. There must be a better way to combine personal and professional development - better physically and mentally for the women involved.

A change in attitude is where it all begins. Guilt has to be tempered with a more global acceptance of this emotional and physical overload and a conscious plan to reduce it - prioritize energy
expenditures - and develop an assertiveness and a determination
coated by the proverbial thick skin and a supply of grains of salt
to make the journey from dependence and fragmentation to self-
actualization.
CHAPTER SEVEN
SUMMARY, DISCUSSION, IMPLICATIONS
AND CONCLUSIONS

There is a growing desire in our society to see adulthood as something more than a long featureless stretch of years with childhood at one end and senility at the other.

Levinson, 1978: X

(We must) ... struggle to draw broad generalizations out of special instances, to penetrate deeply enough into detail to discover something more than detail (p. 311).

Clifford Geertz. The Interpretation of Culture

Introduction

The preceding chapters have introduced you to a group of secondary English teachers half of which are or have functioned as department heads as well as teachers. The majority were over thirty, well into adulthood, and female.

Every age strives for something but it is in the middle years that the attempt begins to have a tacit poinioyncy. At the beginning one has a life time to look forward to, and in the later years one
to look back on, to savor, but in the middle, one is intent on
doing and working with fervor!

The details these women have articulated illustrate their
desire to be good at what they do personally and professionally.
This is the broadest generalization to be drawn - and understood
with pleasure and satisfaction by all who are striving in the
same way.

Chapter Seven is divided into four sections. The summary
gives a brief overview of the study. The discussion and conclusions
look at this study and how it relates to previous research. The
third section presents suggestions for future research in the area
of the development of female secondary English teachers. The
chapter ends with "a possible model" which could lead to courses
of action in professional development planning.

Summary

The purpose of this study was to describe some of the various
components of personal/professional development experienced by
secondary English teachers and chairpersons and how development
may be influenced by the variables of age, sex, experience and
extra curricular interests and responsibilities with special
attention to the role inservice plays in this process.
Data was gathered over a three year period in Franklin County secondary schools using personal interview, participant-observation, and Delphi (a consensus building mailed survey) techniques of inquiry. Previous studies in this area point to a need for ethnographic accounts of the teachers' world important to the development of future theories in the areas of personal and professional growth.

**Discussion: Towards Humanistic Education**

Early studies of professional development seem to have been mostly product oriented - with the product being a change in the behavior of a staff, which could be observed and measured. More recent work is beginning to focus on the process and the people involved. Katz (1972), Ryan (1981) and Fuller (1969) looked at teachers' concerns; and Warner (1975), using Maslow, went beyond to look at how basic needs influence concerns. Studies in adult development done by Sheehy (1974), Levinson (1978), Valiant (1977), are illustrating the patterns of change which effect our personal and professional attitudes and behaviors.

Teacher educators looking at how adult development influences teaching are moving towards a more humanistic educational philosophy. Humanistic education's central focus is on affect, "on the incorporation, experiencing, and analyzing of feelings and emotions as part of the educational process" (Simpson, 1976).
Affect or feelings can be utilized as motivators, preconditions, and content of learning. The feelings that teachers as students have about the content can motivate further learning and influence what methods and content will follow. Development planners can promote teachers' self-esteem by encouraging teachers who are students to take part in shaping goals of a program. Feelings derived from the introspection of the teacher as student can be the content of the curriculum and explored through encounter groups, creative arts, etc.*

It has been reported that "75-80% of human beings fail in the work day world because they cannot relate effectively with other people, but the major part of our educational effort is directed toward improving instruction, how to teach more facts." (Aspy, 1972)

Teachers in the field do go through a pattern when they first begin to teach. They learn more information or facts related to the English courses they are assigned. When these are sufficiently mastered to instill "content competence," they go on to improve their instructional skills and proceed to a concentration on the whole self as a synthesis, but I contend that there is always a latent concern for self throughout this period. If this concern

* Such an approach is utilized in graduate courses on individual development presented at The Ohio State University by Robert Bargar. These courses concentrate on individual change as a key to organizational change.
for self was utilized in staff development, a more balanced individual and program could be the result.

Staff development personnel face the practical and financial problems involved in organizational change. They do not have the time to theorize nor delve into theories utilized in university settings unless such concepts appear to work in conjunction with their main objective. If humanistic education can be shown to have a practical use, as attention to learning styles has done, then action among school personnel may follow. The selling of humanistic education as a practical basis for action rather than just a nice but impractical idea is the challenge facing those who would propose new theory and models of personal professional development in the decade ahead.

Conclusions

Observations and discussion from this study seemed to support the research done by other stage theorists. The teachers, even those with administrative duties, exhibited behaviors and attitudes of experienced educators as presented in Fuller's Late Phase and Katz' Renewal period. They were concerned about pupil learning and their contribution. Although they knew the curriculum well and had a broad repertoire of instructional strategies, they were looking for new techniques and points of view.
These women are taking or have taken care of families while also working so they are integrators (Sheehy, 1976) of sorts, integrating at a time in their mid-life when it is easier than it would have been during their twenties. But they still confront the problems of "trying to do it all," which makes it almost impossible to do any one of the jobs well. Marriage, career, and motherhood will have to be continuously reprioritized. Even the one unmarried respondent had spent much time caring for parents and extended family and possibly this was why she did not press her administrative ambitions until her late forties.

Besides not being able to devote enough time to each role, there is also the problem of personal integration which is needed as ballast in such a busy life and which may or may not have had a chance to develop. If one feels guilty about not being adequate at one of the tasks, that feeling will interfere with work on the others.

As teachers the women were in a motherly role at school, whether they or their students would openly acknowledge this or not, so some of their needs for belongingness and love could be met in the workplace by their students. As one teacher said "It's the kids who give you your positive strokes." But in addition to this the teacher in the Late-Renewal stage is also concerned with esteem. Students may provide some esteem but the teacher's major source of esteem seems to be her colleagues.
This study shows these esteem needs are not being met and therefore creating a situation in which it is very difficult for a teacher to move forward any type of self-actualization or meaningful change. On the contrary the environment in schools (and in society) is so lacking in esteem that teachers tend to slip back down or remain at the belongingness and love stage. Often they look to their students or outside to families, friends, and other interests for the gratification they cannot attain from their profession, and those who have taken responsibility for their professional development.

Professional development is a term which sounds strong on paper but is weak in reality. Teachers attend professional development activities or fill out professional development forms which appear hollow. They attend inservice which is not based on sound adult education principles, and are usually disappointed. Hence their professional development is in reality, whatever they can do for themselves. Their plans are sketchy and hesitant and their planning up to this point by their own admittance has literally been non-existent.

Research seems to point to the need, then, for a new approach to professional development which is, a) based on a more humane
philosophy, b) utilizes adult education techniques and c) strives to encourage more independence in the learner. Teachers need to do what they encourage their students to do - take a greater responsibility for their own learning and growth. Experienced teachers especially are ready for change and can become active in planning their professional development in such a way as to make it a genuine experience of renewal.

Environmental Factors which Hinder Personal-Professional Development

We have looked at the many ways teachers appear to experience the ongoing process of professional development. They engage in these experiences in hope of improving their life and work in and out of school.

In addition to recommendations regarding the reconceptualization of programs to better accommodate the people involved we must also look to redesigning the immediate environment in which teachers spend the greater part of their working life.

The majority of public school buildings do not provide nurturing environments for teachers. Teachers do not design schools yet they must inhabit schools. Again one can see in the allocation of space the lack of esteem from which teachers suffer.

Most secondary teachers do not even have a classroom they can call their own. Not having a room means they have no convenient
place to keep materials and must carry what they need each period. They also have no place to set up displays which teach or of what students have learned.

Teachers have business to conduct outside of the classroom but are not provided with office space to do so. Individual offices are unheard of and department offices are rare. When a department is given an office it is usually a small book storage room with chairs. Colleagues then cannot easily and privately talk to each other, parents, or students during the day nor can they work on their own reports, grading, or course preparation. Phone calls must be made at home if privacy is desired or in the school office if one wishes to publicize what is current in personal and professional happenings.

There is also no adequate space for dining or interdisciplinary personal-professional interaction. Teachers have a number of choices. They can sit with the students in the cafeteria or library, thus no privacy or break from being "on." If an antisocial incident occurs the teacher must act whether it is their lunch hour or not as proximity delineates responsibility. They can sit in their book storage room office if they have one and if there are enough chairs and possibly a table. This room, though, is usually entered often by teachers and possibly students, so also does not provide comfort or privacy. Often there is one small "lounge" set aside for preparation, socialization, and dining which usually could not hold all of
those who are supposed to use it even if they stood up cocktail-party fashion. They do not have the option of leaving the building because they are not given enough time.

When an individual spends his/her work hours in an environment which lacks privacy and is crowded, noisy, inconvenient, and uncomfortable the result can be hostility, frustration, and despair rather than motivation towards development. Teachers' attitudes influence their behavior which in turn influences their students' attitudes and behavior. If teachers, parents, and students see schools as unfriendly places, it can be because they often are.

Inservice

Inservice, as this study shows does not play a large or a positive role in the professional development of female secondary English teachers but it is a part of their lives and therefore its improvement deserves to be considered.

Attempts are being made to make inservice meaningful and less apt to fit the discouraging negative description given by the respondents, but teachers seem to have had so many discouraging encounters with experiences or programs labeled as inservice that the very word "inservice" provokes a negative response. Although even the teachers who make the most disparaging remarks about
inservice will admit that they have attended some programs that they felt were worthwhile, these programs were literally few and far between.

What is the Alternative?- Suggestions for Improvement

Teachers seem willing to engage in activities which can lead to personal/professional development in both a specific and a broad sense. They will take the time, spend the money, and travel the distance if they are doing something they want to do. They must be motivated. We do not know all of the factors involved in motivation as it is a very complex feeling but we do know what does not work and a few things that have a chance of working.
The early view of inservice might be compared to the overall American view of education, as described by Barzun in his _Teacher in America_. He says Americans believe in education, pay large sums of money for education, and yet education does not seem to yield results - which brings up the question of: "What results are expected?"

Apparently education is to do everything that the rest of the world leaves undone.

Inservice is supposed to make up for any omission in preservice and also help teachers do everything their present and ever changing responsibilities, personal and professional, require. No wonder they are dissatisfied with it. Inservice is not only imposed and
often irrelevant but engenders hostility and even when it isn't irrelevant, it couldn't possibly be so all encompassing.

Dissatisfaction with content is only a part of a greater dissatisfaction with methods of presentation and the seeming rationale behind them. Inservice is referred to as education but enacted as "training." Teachers are treated as craftspersons and technicians rather than the artists and professionals they are (Tyler, 1978), which causes frustration on both sides. There is a need to reconceptualize the most basic terms of teacher. The words are used:

a) "teachers are professionals,"
b) "staffs are to be developed,"
c) "the personal-professional development of teachers is important to the organization,"
d) "inservice is presented for the personal-professional development of teachers";

when in reality the attitude is quite the opposite, causing dissonance.

We must therefore begin to change labels and redefine the ones we have - not lump every school day without students, regardless of agenda, under "inservice." As the library has become the I.M.C. - Instructional Media Center or the E.R.C. - Educational Resources Center so too must what is now termed inservice, be relabeled and
redefined. Teachers can use and do want more education in many forms to motivate, nurture, and often direct their development.

This research grounds Barzun's definition showing that in-service is often a small (or negative) part of professional development as schooling is often a small or misunderstood part of one's education.

Education is not merely schooling .... it is a lifelong discipline of the individual by himself (herself), encouraged by a reasonable opportunity to lead a good life. Education is synonymous with civilization and civilization is a long, slow process which cannot be "given" in a short course.

Suggestions for Further Study

The aim of these suggestions is to provide information to both teachers and administrators regarding professional activities which may lead to a greater understanding of patterns of development necessary for meaningful planning.

1. Views vs. Plans vs. Activities

As most districts have their staff record their professional goals and/or objectives for the coming year, one might compare the stated definitions of professional development given by selected individuals with their goal/objective statement and their actual activities during a certain time period.
2. Ages and Stages

Using the Delphi or other survey technique one could compile a list of categories of professional development and influences on those categories suggested by teachers and do a multivariate analysis to look for tendencies within a particular population, e.g., teachers with X years of experience find X activity to be most beneficial to their growth. Other variables appear to be age, education, sex, years of experience (as mentioned), personality type, and stage of teacher professional development (according to researchers such as Fuller and Katz).

3. Personality Type

Using the Myers-Briggs Type Indicator one might attempt to correlate preferences for certain growth activities to personality type.

4. Collegial Assistance

The actual activities engaged in and the degree of satisfaction felt about accomplishments by the individuals involved in two separate groups of teachers during a calendar year could be compared. One group would be offered assistance with professional development planning in a collegial manner and one would not be offered any assistance in planning.
5. **Space**

The degrees of satisfaction with each other, their environment and their job of a group with space, i.e., a departmental office, separate and spacious could be compared to a group without this presently considered "luxury."

6. **Social Compatibility**

Using a sociogram or other instrument, along with observation and interviews, one could attempt to assess the influence of social compatibility on (a) productivity, with productivity being defined by both teacher and administrators, and (b) job satisfaction, with job satisfaction being defined by the teachers involved.

7. **A Non-Threatening Environment**

The interaction among the variables, environment, activities, productivity, and satisfaction could be explored quantitatively and qualitatively to assess the relationship between what Maslow calls a "non-threatening environment" and social compatibility and productivity. If a non-threatening environment is thought of as desirable (as Maslow does, stating it is a criteria for movement up the hierarchy of needs towards self actualization) then is social compatibility an important
component of a non-threatening environment and does such an
environment make teachers more productive in their own estimation
and the estimation of their leaders.

8. Autumn and Spring

Discuss inservice and professional development with teachers
in the Autumn and in the Spring and see if there is a difference
in attitude. It seems that at the end of the year, as at the end
of the teaching day, aspects like energy level sometimes influence
enthusiasm.

9. Job vs. Career

Do a series of interviews and/or observations to describe
the attitudes of female secondary English teachers towards their
work. Do they see it more as a job or a career and what has
influenced their views? Respondents could possibly be differenti­
ated according to age, family background and family responsibili­
ties.

A Possible Model of Professional Development

Teachers will engage in a number of professional development
activities on their own time, spending their own money as part of
their role as a professional.
The professional teacher as a result of her education and personal and professional experiences chooses particular activities which enhance her ability to expand in her chosen pursuits.

For example, she may work with a group of bright students and begins to read about gifted education and take classes and attend meetings related to gifted education therefore learning more about content and techniques useful with bright students. She also has wanted to learn to ski and as some of her students are in the school ski club she becomes a chaperone and besides learning to ski she learns more about her pupils which allows her to build a unique relationship with them.
The district does reimburse her for the courses she takes and reaps the benefits of her additional learning thru the ideas she brings to her teaching. They do not pay for books she reads, transportation to and from courses, babysitting services she may need, meals eaten out an evening course may require, etc.

**A Possible Course of Action Based on a Possible Model of Professional Development**

The money districts allocate for staff development can be used in a number of creative ways - recognition and interest can also be used in lieu of money. These are the intrinsic rewards which motivate and sustain many ventures but especially those of professionals who have chosen service professions.

The point to be made is that money is often used more judiciously on an individual basis by presenting programs which individuals can voluntarily attend or by giving money or fee waivers to those people who want them. Making people go to programs, no matter how good the programs, engenders hostility rather than cooperation.

The monitoring aspect of staff development provides an opportunity to both district and teacher for collaboration, interest, serious/detailed planning, recognition, communication. Teachers could have a professional development folder which is reviewed on
a yearly basis by teacher and district, thereby providing focus and continuity for both.

Women who are developing professionals are often integrators with many responsibilities. They feel the need to work on improving not only performance in all roles but a sense of personal internal integration among all roles. Staff development personnel must recognize this and work with the person wherever they are rather than attempt to extract the professional self and only work with it. Just as teacher proof materials are an insulting fantasy so are people proof professional development programs. Consideration of the person must not be just a part of development plans but what they are based on if they are to be more than just temporary behavior modification exercises.
APPENDIX A

LETTER TO DELPHI RESPONDENTS
Dear

Studies of inservice education show the most effective programs to be those which are jointly planned by the program planner and those teachers who will participate. As a secondary subject matter specialist, playing a leadership role in your department, you are attune to the unique strengths and needs of English teachers. I feel your experience and expertise enables you to contribute to the identification of topics which would be most beneficial to other teachers in your area.

Because of my interest in inservice and in English education, I would like to ask you for your co-operation in helping me study the interests and concerns of secondary English teachers. This information will be used to plan inservice programs which may be offered through the Franklin County Teacher Center.

What I would like you to do is to complete three brief questionnaires, the first of which is enclosed. Following their completion I would like a few minutes of your time to talk to you about what I have learned.

If you would like to make this contribution to research in your field, please begin by filling out the consent form and returning it to me along with your response to the first questionnaire in the envelope provided.

If you have any questions, please contact me at home or at the university.

Sincerely,

Michaeline K.V. Chance
Graduate Teaching Associate
Humanities Education
Phone: Office 422-1078
Messages 422-5381
Home 457-7134
APPENDIX B
DELPHI QUESTIONNAIRE I
Delphi Questionnaire I

In the decade ahead, the needs of Secondary English Teachers can be met by developing inservice programs on:

1.

2.

3.

4.

5.

6.

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It is imperative that you identify yourself in every phase of the Delphi Study. Although names will not be used in published tabulations, this information is necessary for record keeping. Please return this form no later than ________ to: Michaeline K. V. Chance

Phone: Office 422-1078
       Messages 422-5381
       Home 457-7134
APPENDIX C
DELPHI QUESTIONNAIRE II
Delphi Questionnaire II

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
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<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>1. Rhetoric: a method of teaching high school writers.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>2. Sentence Combining: an adjunct to the teaching of writing.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>3. Essay Exams: how to design and grade them.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>4. How to conduct student writing conferences in class.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>5. Innovative methods of teaching expository writing.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>6. How to get a greater volume of reading done by students.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>7. Student Speeches: an approach which does not bore other students and teachers.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>8. The most effective way to turn our students into good writers.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>9. Filling the void: What titles combine the best qualities of adolescent literature and classic literature</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>10. What we have learned from linguistics: the proper scope of grammar study for high school</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>11. What to do about chronic misspellings.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>12. How to enlist the aid of the entire faculty in producing good readers and writers.</td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>13. How to motivate close reading in all genres without killing personal response.</td>
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</tbody>
</table>
1 2 3 4 5 14. Sequential grammar: An overall view of traditional in the senior high school.

1 2 3 4 5 15. Adolescent Literature: Using contemporary novels in comparison/contrast to the classics

1 2 3 4 5 16. I Hear English: A lively revival of the art of conversation and/or verbal communication.

1 2 3 4 5 17. The Basic Paragraph: Using the topic sentence as a key to good writing.

1 2 3 4 5 18. The Student as Critic: Peer writing as a guide to individual improvement (Coordinated with group writing effort).

1 2 3 4 5 19. Individualizing Literature in the High School: Basic classics in an individualized setting.

1 2 3 4 5 20. Making Poetry Relevant: An in-depth study of great poems of the past.


1 2 3 4 5 22. Gifted Education: how to identify the gifted

1 2 3 4 5 23. Gifted Education: how to evaluate and implement curriculum models.

1 2 3 4 5 24. The Bay Area Writing Workshop: how to apply the technique in remedial and on-grade level classes.

1 2 3 4 5 25. Questioning: how to incorporate higher levels of questioning into daily lesson plans

1 2 3 4 5 26. Interdisciplinary English: how to coordinate the teaching of English with the teaching of other subjects.
<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
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<tbody>
<tr>
<td>1</td>
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<td>3</td>
<td>4</td>
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<td>5</td>
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</tbody>
</table>

27. Individualizing in Sophomore Modern Literature class.
28. Developing mini units based on British and American classics suitable for independent study.
29. How to set up a writing laboratory to work with specific writing problems of individual students.
30. Critical television viewing skills.
31. Minimal competency testing - Accountability: How to set up a testing program at the local level and yet meet state standards.
32. Designing criterion reference tests.
33. Designing norm reference tests.
34. Determining competency level needs for terminal students.
35. Developing practical language experiences for students who will terminate their education in high school.
36. Designing exams for required courses so that students may test out of them.
37. Developing a graded course of study in English for grades 9 through 12.
38. Library services/resources available to schools besides films, books, etc.
39. Imaginative uses for the video tape machine in class.
<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
<th>40. Interesting field trips available for secondary English classes in the Franklin County area.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5</td>
<td>41. Adolescent Literature Surveys: Review of new novels and ideas for teaching them.</td>
<td></td>
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<tr>
<td>1 2 3 4 5</td>
<td>42. Programs of Franklin County area businesses which would interest secondary English students.</td>
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<td>1 2 3 4 5</td>
<td>43. Clever ways to add zest into everyday teaching.</td>
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<td>1 2 3 4 5</td>
<td>44. Motivation: Use of a variety of techniques.</td>
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<td>1 2 3 4 5</td>
<td>45. Teacher Burnout.</td>
<td></td>
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<td>1 2 3 4 5</td>
<td>46. How do you handle stress?</td>
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<td>1 2 3 4 5</td>
<td>47. Assertiveness training for the teacher as professional.</td>
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<td>1 2 3 4 5</td>
<td>48. Orientation of new teachers by department heads.</td>
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<td>1 2 3 4 5</td>
<td>49. Administration of English department for chairpersons.</td>
<td></td>
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<tr>
<td>1 2 3 4 5</td>
<td>50. Classroom management strategies for English classes.</td>
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<tr>
<td>1 2 3 4 5</td>
<td>51. Grading processes and procedures for themes, units.</td>
<td></td>
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<td>1 2 3 4 5</td>
<td>52. Approaches used in adult level speed reading.</td>
<td></td>
</tr>
<tr>
<td>1 2 3 4 5</td>
<td>53. Approaches used in high school level speed reading.</td>
<td></td>
</tr>
</tbody>
</table>
54. Individual and group oral communication.

55. Relating Formal (narration, Exposition, Argumentation and Creative means of written communication).

56. Various methods of presenting the same material - lecture, unit, contract, programmed, etc.

Additional ideas or comments:

Please return by Friday, May 22, 1981.
APPENDIX D

FIELD STUDY INTRODUCTORY SPEECH
FIELD STUDY

Location: Skinner High School
Columbus, Ohio area

Sample: English Department

Purpose: To ascertain the inservice needs of Secondary
English Teachers

Statement to the Principal and Staff: 8-26-81

I am Michaeline Chance from The Ohio State University. I
was here last year supervising student teachers from the university
in English and was so impressed by the staff, the facilities, and
the administration (not necessarily in that order) that I decided
to conduct my research here. I will be spending about ten weeks
at Skinner as a participant observer talking to teachers about
the role inservice plays in their professional development. I am
interested in the teachers' definition of, experience with, and
plans for inservice and professional development. I will focus on
secondary English teachers in particular but would welcome input
for all staff members. And if I can answer any questions for you
concerning the university, please don't hesitate to ask. Thank
you.
APPENDIX E

INSERVICE RESPONSES
Inservice Responses

Question: How would you define inservice?

Carol I.

True inservice has content and the presenter must have enthusiasm and zest for life, like a missionary who believes in what s/he is doing.

Ann J.

Inservice to me, if they are going to spend the time and money, should at least be relevant. Something I can go away feeling I'm going to use and try. But to get a whole list of do's and don'ts and idealism is ridiculous. Teachers do not have that much time to waste it on things that are way out there.

Barbara P.

If you're talking about formal inservice and I can't think of any informal - it would be where teachers meet in large or small groups to deal with some problem or concern of educators - sometimes with an outside person.

Katherine S.

Inservice is someone from outside coming in to tell you how to do something.

Harriet G.

Inservice is interaction, formal and informal with both personal and professional goals. It can be working together with people you like and getting paid.

Gertrude G.

I suppose one day enrichment services thrown at teachers.
Sally G.

Something which is done outside of school time. People don't want to do it then. That may seem unprofessional but people get worn out. The need to get together while people are still fresh. Right now we're being drug abused to death - and what we'd really like is something to do with our own field of English.

Sandra P.

Inservice is to help teachers become better teachers - no matter whether it's in the subject area or in methods; possibly by trying an experience or listening to a lecture.

Pearl S.

Inservice is a means of providing for professional growth or knowledge or expertise or all three in a very short time - half a day, day, three days, a week maximum, for no college credit. The end result is just satisfaction and growth and not credits. Inservice in our district has as its purpose to approach us as teachers - not subject area specialists - and present topics of general interest.

I would rather have an extra day to teach Beowulf if I could - rather than go to the inservice - but only because I'm up and doing something and I can see some direct results. I'm certain I haven't suffered any because of these programs.

Pauline P.

Inservice is something rather formal, a short term, either for a department or district wide - but it's not a one day shot; its something that is on going. In our district for example we did learning styles for a whole year, meeting periodically, working on projects, and designing materials for our classrooms.
Question: How would you describe teachers' attitudes towards inservice?

Carol I.

Its poor.

Ann J.

Bored. I know from the comment I hear from them.

Barbara P.

They feel there's not much there for them.

Katherine S.

Real negative.

Harriet G.

Sometimes its not positive but usually teachers welcome a break in their routine. Our department looks forward to them. We get to go out to lunch that day. Its never too big a work day and its always nice to be here without the kids.

Gertrude G.

We hate it. I can only speak for my district and for them it is sort of a waste of time. They would rather have the kids. On inservice days the afternoon session is much smaller because teachers go out to eat and drink and don't come back. They say on an inservice day they want to go drinking.

Sally G.

Oh God is it going to be another drug abuse. I guess we've been battered with that over the last 10-11 years.

Sandra P.

I don't think a lot of them know the value of it. I started taking inservice courses before you ever got money for doing it because I like talking with other people.
Pearl S.

They're not negative in our district. The topics are not so deadly that you'll fall asleep and they're not wildly enthusiastic. I know this from their comments on inservice days.

Pauline P.

Positive, because our district demands (emphasis by respondent) few things and when they do you are given time to do them.

Question: How do you think inservice could be improved?

Carol I.

Teachers want inspirational inservice from somebody who is "gung ho" about the job, who is still dedicated and doesn't look at it as just a "job." It should have content and not gimmicks and be presented by someone with enthusiasm and a zeal for life, who likes what they're doing and wants others to feel the same - sort of like a missionary. If it's dry and the teachers feel they already know the content, they will do what students do - turn off.

Ann J.

By tapping the talent that we have right here at Ohio State. By having presenters that rejuvenate teachers so they can't wait to get back to their classrooms. The problem is not methods but enthusiasm. We have to keep teachers enthusiastic. I don't think teachers read enough. They don't seem to have a strong background in the classics. I would like to do a year long inservice on great writers.

Barbara P.

I don't know. I really don't.
Katherine S.

I don't know. I think it would be nice if they let us do something more subject oriented - maybe get us some help with our district curriculum work because we are doing it on our own like many other districts - We also need to know more about current research - what has happened since we left school. During my masters program I learned some things about spelling and reading that made me change my approach.

Harriet G.

The district should work more through the department heads. I don't think they realize you have to have the relationship of personal with the professional. They always define inservice on a professional level.

Gertrude G.

I don't know if it (inservice) is even needed. I think the best kind of enrichment, where the individual is totally motivated, has got to be chosen by him or herself. A mass program doesn't get into enough depth to interest people or else its repetitive.

Sally G.

I think time set aside in the school day has a big psychological effect on how teachers are going to react to inservice. Have lunch or breakfast to go along with it - and most of all, careful planning. If its done departmentally rather than for the whole district staff you can focus on a topic that will be of interest to all participants. Every English teacher might want to know a new technique of writing.

Sandra P.

Giving teachers credit for attending - like course credit which would allow them to go up the pay scale.

Pearl S.

It depends on your purpose. If you want inservice for English teachers you could divide us by department. I like to be up and doing something where I can see a direct result.
Pauline P.

Teachers want coffee and donuts, not too much inservice on one topic, renumeration and release time.

Question: Has inservice played a role in your professional development? How big of a role has it played? Explain.

Carol I.

Very, very small, and only at one point, because I worked as a teaching associate on a curriculum development project. But I don't think I learned anything particular from it other than more about how to work with people. I don't see inservice as ever having helped me because it hasn't given me enthusiasm or knowledge.

Ann J.

Inservice has not played a role "because there is so little of it and its so irrelevant."

Barbara P.

It has played a medium role. They really haven't had a lot of inservice in our system - we had an assertive discipline session which I found very enlightening but not very applicable for students above the ninth grade. Years ago we dismissed school early every other week or so and met - but it was a professional meeting rather than just a logistical one.

Katherine S.

Very minor. The inservices we get here tend to be so superficial in one hour they are going to try and teach us something and end up describing what it is and that's about all. I've never had a good inservice.

Harriet G.

I'm not sure how big of a role it has played. Its hard to separate personal and professional influences on my development.
Gertrude G.

No, they never really present anything that is totally new. A lot of the speakers are not interesting. Also the needs of the faculty are so diverse that what is good for one might not interest another.

Sally G.

Somewhat significant. I think it could be better. It could play a larger role. As a department head that is one of my goals to make it better not only for myself but for all the members of my department.

Sandra P.

Yes because I'm on the inservice committee and because its available in the district.

Pearl S.

Little. I teach in a small system that doesn't have much inservice and what we do have tends to be very general. Its something they try to get to appeal to everyone grades K-12.

Pauline P.

Bigger now than before as when I went to the university - and sometimes these two areas are the same. We are lucky in this district because university courses that the district feels would mesh with district-wide goals are brought here as an inservice program.

Question: Do you feel thats typical - teachers turn more to inservice as their career proceeds?

No, unless central administration has good inservice available, pays teachers to attend, and gives them release time during the day - not after school when they are just too tired.
APPENDIX F

PERSONAL/PROFESSIONAL DEVELOPMENT RESPONSES
Professional Development Responses

Question: How would you define professional development?

Carol I.

What which makes you grow ... reading, doing, implementing, experimenting ... as the kids say, "whatever turns you on".

Ann J.

Knowing your job and doing it and not stopping, finding out what's new ... We don't have to accept what's new but we should be aware of it, developing ourselves for our own satisfaction in a job.

Barbara P.

What occurred mainly outside the classroom that broadens a person, not only educationally but as a leader, as a co-operative group worker, anything in that area.

Katherine S.

Began by saying "making myself a better teacher, that's all ... not in terms of promotions or getting on some of the committees I've read about that sound so good - especially university oriented things," but concluded by saying "anything that influences me as a person is probably going to influence my teaching."

Harriet G.

Any kind of happening or interchange between 2, 10, or 20 people that results in your seeing your job better ... one reason I can do my job well as English department head is because I truly love those people and I don't think any job can be done well unless that love prevails.
Gertrude G.

Anything that would make her a better teacher and a more understanding person in getting along with the kids.

Sally G.

Trying to do the best job you can do ... finding resources, teaching different subjects at different levels, putting variety in your life.

Sandra P.

A progression which begins first as imitation of other good teachers, a feeling of being good, and then a desire to be better, not than another teacher, but better than you were yesterday - you begin competing with yourself.

Pearl S.

Keeping up with current thoughts and practices and ideas that are espoused and bandied about by the profession - knowing what the current topics of interest are and having an opinion about them ... to stay current you have to keep working at it.

Pauline P.

Gathering materials, seeing films, reading books which will help in the classroom and which could be recommended to staff to help them with their teaching assignments.

Question: Did you consciously plan your professional development? Why or why not? How? Did you do it alone or with help?

Carol I.

Often it came because of a job situation, a need. More recently as a result of boredom. In order not to be bored a teacher has to do something about it. I don't believe in teaching the same plans this year that I taught 13 years ago.
Ann J.

No, I didn't see any reason to plan. One doesn't know what the needs of the students would be until you got there. To actually say I'm going to get a masters, I am going to get a doctorate - I don't do that.

Barbara P.

I don't know how many people consciously plan their professional development - really consciously plan it. I think professional development is anything you get involved in that broadens you as a person. I don't think you can plan everything you get involved in.

Katherine S.

I consciously planned to be an English teacher and planned to get a masters as soon as we were close enough to a university.

Harriet G.

No, I never consciously planned anything. Things just happened. Maybe that's a shortcoming on my part. Many times I have my whole day planned and something happened and then there is no way I can stick to what I've decided to do.

Gertrude G.

I always wanted to be a teacher but everything else sort of flopped in place. I am not a great planner.

Sally G.

My parents influenced me - they encouraged me to go to graduate school by saying if I paid for my husband's education, they would pay for mine - otherwise I might not have ever gotten my masters. Since I've become department head, I just grab every piece of information I can and I try to go to as many meetings as the district will permit. I am very conscious now, of trying to become the best that I can be.
Sandra P.

Yes I do plan. I decided to take all the inservice courses that my district offered because it means getting a pay raise and it is just fun talking with other teachers at the programs.

Pearl S.

Yes, because my principal feels department chairpersons should be role models and our job is to help the teachers in our department be better teachers, and therefore we need to learn how to do that. My advisor at the university suggested I do things other than take courses. She got me to write a column, takes me to conventions and sends me things in the mail about what is available. She is a very ambitious woman and she would like me to be more ambitious but I'm not. She's very conscious of your background and how it looks on paper ... but she is not a mentor.

Pauline P.

At first no. At first I went into teaching mainly to put my husband through school because both of us were finishing degrees and it was like I could teach for a while to get him through school and then do something else I wanted to do. And then I did take some breaks. I worked in a bank and I traveled with him. When I came back to teaching I found I really wanted it and there was a great deal of satisfaction. Then in order to be a better teacher I felt additional college work would benefit me. Thats when I made definite plans about going for my masters. Then later I began making some plans as far as: do I want to teach English? be department chair? be a principal? personal goals of that nature.

Question: What are your professional development plans for the future?

Carol I.

I'm not sure at this point. I'm at a crossroads. I want to write. I have a book half done. My dissertation has to be finished. I have much to say. My plans are people oriented. I prefer to say people oriented because it is what people do to people. The subject matter is only the vehicle.
Ann J.

Jean wanted to see long range goals for any courses offered by the English department and a feeling of camaraderie among her staff but she did not specify any personal plans for the future.

Barbara P.

I intend to apply for the next open administrative position ... and I have to take more coursework to keep my administrative certificate active (Spring, 1982).

There are more things in the building I want to do next year. I don't want to be the principal but there are more curriculum related areas I would like to get into. I am one of 3 assistant principals and although we have some specific responsibilities we try to do a little of everything. I'll also continue as an advisor to O.C.T.E.L.A. next year. (Summer, 1983 - after being assistant principal for a year.)

Katherine S.

I've been depressed lately because I may be sent down to teach in junior high next year which I don't want to do. When I feel disappointed in that regard, I start thinking I've got to get out of this but I really do enjoy teaching so I'm in a state of flux right now. If I'm put in the junior high I'm going to do something about it but I don't know what. Eventually I'll take more courses. I think about allied fields like administration or curriculum because the pay is better and the status is higher but I don't really feel interested in those areas. I enjoy teaching and I love English so I don't know what else to do with the combination of teaching and English - besides teach it.

Harriet G.

I hope to get a job at a community college or at the National Council of Teachers of English head quarters. When the kids are through with college I would go to N.C.T.E. again if there are no openings now or possibly get a Ph.D. in linguistics. There may also be a department head job in one of the big high schools in the town where we will live.
Gertrude G.

I don't know at this stage. Eventually I want to get my doctorate but I want to see my son through college first and I can't find anything that I want to get it in. This is THE problem because I could dig up the money if I had to.

Sally G.

I will keep attending professional meetings. And our teaching team has found a school system that has team teaching the way we do it and we plan to go there and observe. I plan no future coursework at this time because of the age of my children and because my household is like Grand Central Station. I really don't have time to do it.

Sandra P.

I think I would like to do something else like curriculum or supervision whereby I could help other teachers. I like that. That would mean more university coursework but in a different area than English. Thats just an idea. I'm not even sure I'll do that.

Pearl S.

One of these days I'd like to be as far as you are (referring to the researcher's completion of her dissertation) although I'm becoming less interested in that as the years go by. I'll probably always take a course or two, we'll always travel, go to the symphony and plays and I'll always read a great deal but I probably won't do anything much different than I'm doing now.

Pauline P.

I have seriously considered if I would like administration, working with this large a department. About the only thing I do not do that a principal would do in a small school would be discipline. I have considered that and I don't think I really like that. I would enjoy, I think, someday working in another capacity - like assistant superintendent for curriculum. I don't know that I'm willing to give up the personal time and make all the sacrifices in getting a doctorate or going on and doing some other training. I don't know that the joys are worth it for me. I'm very happy where I am.
Question: If you had to choose one experience or series of experiences which contributed most to your professional development what would it or they be?

Carol I. - 50 years experience, 15 as chairperson

The research that I did in order to do inservice. I received more from that than I have from anything that anybody has ever given me.

Ann J.- 17 years experience, 10 as chairperson

The experience Ann J. said contributed most to her professional development was also the personal experience which influenced her most as a professional. It is explained in detail in the prologue to Chapter Six.

Barbara P. - 25 years experience, 20 as chairperson

My early involvement in the English Association of Ohio which is now called O.C.T.E.L.A. ... becoming a part of the working nucleus of that group taught me that I could be something other than just a classroom teacher. I could have influence over other teachers. Being acquainted with other people and going to their schools allowed me to broaden myself and our curriculum. I've also been on six North Central Committees and that was an extremely valuable experience for me.

Katherine S. - 11 years experience, 4 as "acting" chairperson

Getting my masters improved my teaching - it improved my thinking about my teaching. I don't know how much attending conferences really influences me. Other than that, I think its basically that my personality is conducive to teaching and I don't know that that has been influenced by anything else.

Harriet G. - 12 years experience, 4 as chairperson

My having to leave this building - giving up my job here. For the first time I started to do my job as I thought it should be done. I'm being more assertive.
Gertrude G. - 13 years experience, 5 as chairperson

My years in college and two professors I had there. I go back and take courses with them every summer. They really gave me an interest in and an understanding of literature - how it could be applied psychologically to your life and that of your students. It was their personalities and the way they taught us - making even the driest material lively and interesting. I could have been a good student if I had tried a little harder.

Sally G. - 12 years experience, 2 as chairperson

I guess being in the classroom. I think that is the most important thing, practical experience with the students. Then in graduate school it was the English courses that I took - and now its the people I teach with.

Sandra P. - 21 years experience, 8 as chairperson

I would say the inservice courses that I have taken. I like talking with other teachers.

Pearl S. - 18 years experience, 11 as chairperson

Going to conferences, seminars, conventions and talking to other people because I learn most from other teachers.

Pauline P. - 18 years experience, 3 as chairperson

One of my college professors, an electrical engineer who gave it all up and went to Italy and got a doctorate in Romantic Literature got me a little pharmacy student, to love literature and turned me around - and there was my divorce.

Question: What personally growing experiences have you had that you feel also influenced you as a professional?

Carol I.

My travel as much as anything. My interest in the fine arts - those things. My church.
Ann J.

Ann’s complete response is given in the prologue to Chapter Six.

Barbara P.

Since I’m a single person, I’ve never been married, my personal and professional life are one in the same ... But I can remember a decision I made in 1964 to teach all English classes rather than Speech and Drama because I wanted more control of my personal time in the evenings which probably has made a difference in where I am today. I wasn't that great a play director anyway.

I came here to teach because I was dating a boy at Ohio State at the time but we broke up the summer before I started teaching. I never planned to teach all of my life - although two people I admired, the Latin teacher and the home economics teacher, were both older teachers who had families but continued to teach.

Now I would not want to leave here. I'm a security minded person - maybe because I'm single. The school district is like my family and I wouldn't want to leave it.

Katherine S.

We've done quite a bit of traveling. I think that helps a lot because it broadens. And I read a lot, and I've made some good friendships with people who like to read and talk books. That helps me. My husband is getting his masters has been helpful because we talk about things... I think having my children has helped me too... I'm so much more conscious of how important these children are to their parents. I've always tried to treat them with care but I think I do so more now.

Harriet G.

My husband getting this fantastic job. That job just means everything to me and I hope it does to him. It made me realize that I was free to do my job as I finally wanted to do it here. It's like if you have alternatives, you are freer to do what you want to do in the job you're in.
Gertrude G.

Going to Europe twice I think gave me a broader concept of the importance of education as well as appreciation for America - what we have as well as an understanding of the problems of the world so that I can see things in a far broader scope ... giving me the ability to see both sides of every issue before I become judgmental about them.

Sally G.

Having children of my own.

Sandra P.

Having my son and just getting older. Talking to my son about his teachers gives me an idea of how my students feel about me.

Pearl S.

I don't know. We go to the symphony plays, the travel films; we travel. I read a great deal. All those things make you a better teacher, a more mature person. The more I hire people the more I think that the more mature you are the better chance you have of being a good teacher.

Pauline P.

An occurrence that was a big turning point to me and I have had people tell me that it caused a radical change in my personality and that really changed a lot of priorities - and I really just became a different person - that was my divorce. It made me more able to deal with people and help them in a genuine caring way. I just don't think I had suffered enough to make me realize that other people couldn't always do everything I wanted them to do.

Even though I don't go to church every Sunday, religion has been a humanitarian and profound influence on me.
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