

PRINCIPALS' AND TEACHERS' PERSPECTIVES
OF PROFESSIONAL DEVELOPMENT IN
SCHOOLS

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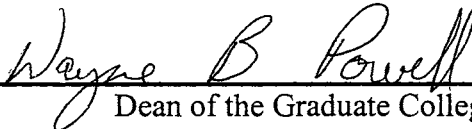
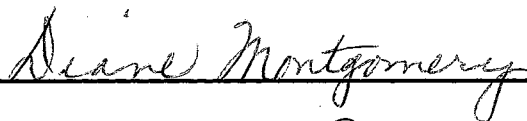
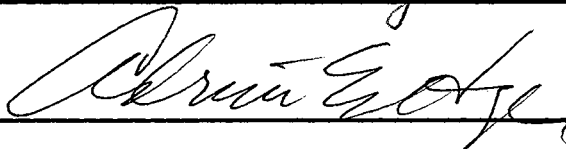
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CHAPTER I

INTRODUCTION

Professional development for teachers has been narrowly focused on isolated teaching strategies. Criticism of both schools and teachers have intensified, and the ways teachers continue their professional development have come under fire (Monahan, 1996). Adults bring their whole selves, not just their professional selves, when they arrive at school each day. "Responding to adults as the unique individuals they are--and recognizing that even when we respond similarly, they do not necessarily experience our responses as we mean them--may remind us of the importance of providing opportunities for individual and group learning to correspond more closely to the ways growth and learning are taking place" (Levine, 1989, p.117).

"Schools are appropriately designed around the developmental needs of children and adolescents. Most schools are not organized to facilitate the developmental work of adulthood. The way schools are built, the way they operate, and the way they are structured, more often deter than facilitate the development of the adults for whom the school is a workplace"(Levine, 1989, p.61).

This qualitative study examined the perceived influence of the principal on the professional growth of teachers from the perspectives of selected teachers and principals.

As Levine states,

The professionalization of teaching and administration will require that learning be an expectation and goal not only for students but also for adults. A profession is continually expanding and modifying its knowledge base; likewise, learning and growing are continuous. Not only is the ongoing learning and development of adults necessary for the growth and well-being of children, but growing and changing are part of a lifelong process to which both adults and children are entitled (Levine, 1989, p.31).

Using interview data and other data gained from four principals and fifth grade teachers (four in each school) from four K-5 elementary schools in a large, suburban school district in a Southwestern state, this study explored the principal's influence on the professional growth of teachers, from principals' and teachers' perspectives.

Background of the Study

Much of the research in the area of facilitating teachers' professional growth has focused on what makes a staff development program a success or failure (Joyce & Showers, 1988). The last two decades, however, have produced studies about the role of the principal in facilitating adult growth in schools and principals as educative leaders (Armstrong & Trueblood, 1985; Koll, 1988; Leithwood & Montgomery, 1982). It is clear principals may have little effect, no effect, or even a negative effect on teacher growth (Barth, 1990). It is also clear, however, that principals can have a positive impact on the professional growth of the staff (Armstrong & Trueblood, 1985; Koll, 1988; Leithwood & Montgomery, 1982).

As Burns (1978, p. 426) suggests, "The transforming [educative] leader recognizes an existing need or demand...looks for potential motives in followers, seeks to satisfy higher needs, and engages the full person." If on-going, meaningful professional growth is to occur, the decision-making process regarding professional development activities must involve both teachers and principals (Armstrong & Trueblood, 1985; Koll, 1988; Krupp, 1986; Leithwood & Montgomery, 1982; Macke, 1994).

Literature reveals several other key points relative to the focus of this study. First, knowledge about adult growth, development, and learning must be considered. Adults develop at their own individual rates, and each person passes through orderly growth stages or phases (Erikson, 1968; Gould, 1978; Kohlberg, 1981; Levinson, 1978). Adult learners use past experiences, both personal and professional, as a foundation for current and future learning (Butler, 1989; Howser, 1989; Krupp, 1989; Leithwood, Begley & Cousins, 1994; Levine, 1989). Butler (1989) found that adult learners are motivated to learn by changes in their situations and learn best when new learning applies in practical ways and/or is relevant to the changes in their situations.

Second, a professional development plan is needed for growth and cannot be written without first taking into consideration the life stages of each individual. Professional development addresses not only the individual needs of adults, but also the goals and needs of the school (Krupp, 1986).

Third, the principal creates a high degree of collaboration, meaning that the administrator helps create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment (Leithwood & Jantzi, 1990). The principal in a collegial environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991).

Therefore, teachers' personal and professional development needs seemingly cannot be separated. Professional development must address both the individual needs of the adults, as well as the goals and needs of the school (Krupp, 1986). This study focused

on the principals' perspectives about facilitating the professional growth of the staff, as well as the teachers' perspectives about the principals' facilitation.

Conceptual Framework

This research is built upon the following framework: (1) “deficit” orientations of professional development are based on the notion that something is lacking and needs correction, and, “growth” models consist of activities that accompany continuous inquiry and take into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995), and (2) knowledge about professional development, and how it is driven by principals' practice, from an educative leadership perspective. For this study, educative leadership is conceptually defined as “[the principal's] promotion of problem solving, and the growth of knowledge and learning” (Duignan & Macpherson, 1993, p.20).

Looking at adult growth, development, and learning through the lens of educative leadership reveals the adult learner is a person with past experiences, both personal and professional (Butler, 1989; Howser, 1989; Krupp, 1989; Leithwood, Begley, & Cousins, 1994; Levine, 1989). The learner uses these past experiences as a foundation for current and future learning, and learns best when new information is built upon these past experiences. Adult learners are motivated to learn by changes in their situations and learn best when new learnings apply in practical ways and/or are relevant to the changes in their situations (Butler, 1989).

Although the implications for professional development are clear within the adult development literature, it is not clear if current educational practices reflect these implications. Professional development plans must take into consideration the

information an adult brings to a new learning situation (Butler, 1989). For professional development to be successful, a climate should exist that encourages adult learners to grow (Levine, 1989). Educative leadership provides the climate conducive for adult learners engaging in continuous talk about teaching practices (Little, 1982).

Professional development, then, is driven by principals' practice. As educative leaders, principals work to create a collegial and collaborative climate (King, 1991; Leithwood & Jantzi, 1990; Rowan, 1991; Sagor, 1992). In a collegial and collaborative environment, learners have a "clear set of shared goals for school improvement" (Leithwood & Jantzi, 1990). Principals also serve as facilitators, providing teachers with resources needed, and fostering staff commitment (Leithwood & Jantzi, 1990).

Statement of the Problem

Principals play a critical role in establishing the expectations for professional growth, developing and maintaining the organizational structures that can support it, and providing multiple opportunities for professional motivation and learning (McLaughlin, 1991). When principals provide teachers with a stimulating and supportive climate, and serve as role models for professional growth, teachers grow in their own instructional leadership (Fullan, 1991). School effectiveness is directly related to the teachers' professional growth (Rosenholtz, 1989).

Two dominant orientations prevail in principals thinking about professional development--deficit and growth. "Deficit" orientations of professional development are based on the notion that something is lacking and needs correction and are, typically, determined by administrators. Teachers are objects, rather than subjects of professional growth (Guskey & Huberman, 1995). "Growth" models consist of activities that

accompany continuous inquiry and take into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995).

This study examined (a) selected principals' perspectives of professional development, (b) selected teachers' perspectives of the principal's role in professional development, and (c) the dominant orientations in these perspectives.

Research Questions

This study focused on principals' and teachers' perspectives of the principal's influence on professional growth of the faculty. More specifically, the study addressed the following research questions:

1. What are principals' notions about promoting adult learning and professional development of the faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of the faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

Methodology

This exploratory study used qualitative research methods (topical interviews) for several reasons. First of all, the intent was to gain understanding about others' perspectives, and how they make sense of the world around them (Rubin & Rubin, 1995). Next, the research questions lend themselves to descriptive research, meaning, the discovery of new relationships, concepts, and understandings. This study was concerned with the process, not just the outcomes (Merriam, 1988). Finally, qualitative research

methods are appropriate for this study because "...it is not possible to manipulate the potential causes of behavior...or, the variables are too embedded in the phenomenon to be extracted for study" (Merriam, 1988, p.7).

Participating teachers and principals were given the opportunity to review the interview transcriptions, therefore addressing the trustworthiness criteria of member checks.

During the spring of 1997, a large suburban school district was selected to participate in the study. Fifth grade teachers from four elementary schools were asked to participate. Fifth grade was selected as the target grade level because fifth grade is one of the grade levels whose test scores are published by the State Department of Education, so there is likely to be continuity in curriculum and professional development needs of the teachers.

One principal from each of the four K-5 schools was asked to participate. Selection was based on demographic information from the superintendent, including criteria that (1) the principal must have been at the school, in an administrative position, for at least three years, and (2) the teachers must have had at least three years experience at that same school with the same principal. Teachers who have taught at least three years seek out new training techniques to meet children's needs more capably (Guskey & Huberman, 1995, p. 175). When possible, male and female respondents were represented.

The selected teachers were interviewed first, and their responses used to form questions for principal interviews. Initial data analysis was concurrent with data collection.

Initial teacher interview questions were:

1. What does the principal do to help the faculty?
2. What does the principal do to help you?
3. What should be done to help the faculty?
4. What should be done to help you?
5. What else would you like to say?

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1. What do you do to help your faculty?
2. What should be done to help your faculty?
3. What should be done to help you?
4. What else would you like to say?

Researcher/Subject Relationship

From the beginning of this research, I continually attempted to be aware of my personal biases. I came into the research with several notions of what a facilitative or educative leader is like because of my past and current experiences as a building principal. I had my own interpretation of what principals do and should do to encourage and expect on-going professional growth of their staffs. Throughout my data collection and analysis, I revisited this and other potential biases.

The second bias was the possibility I might already know some of the subjects. Even though this study occurred outside my district, the possibility remained that I would

encounter friends I have made through my affiliation with state administrators associations.

Significance of the Study

The purpose of this study was to examine principals' influence on the professional growth of the staff, as perceived by the principals and by the teachers. The results contribute to educational practice by contributing to our understanding about professional development orientation. Although there is research in the area of professional growth, there is a knowledge void about the influence of the principal on the faculty's professional growth. Professional development theories and concepts will be strengthened by the addition of the research on the principals' and teachers' perspectives about the principals' influence on the staff's professional development. Principals' perceptions of their influence on teachers' professional growth, and teachers' perceptions of the principals' influence on their professional growth is an area needing further study.

Summary

Professional development must address both the individual needs of the adults, as well as the goals and needs of the school. Principals play a critical role in establishing the expectations for professional growth, developing and maintaining the organizational structures that can support it, and providing multiple opportunities for professional motivation and learning. This study examined principals' and teachers' notions about how principals promote adult learning and professional development within the faculty.

The second chapter of this study presents a review of the related literature and research on (1) adult growth, development and learning, (2) professional development in education, and, (3) principals' practice and professional development.

The third chapter discusses the rationale for the study; explains the rationale for the method chosen; the researcher's potential for bias; selection of sites; selection of respondents; method of data collection; data analysis procedures, and the trustworthiness criteria of the study.

The fourth chapter presents the data gathered through the research . This study was guided by the following research questions:

1. What are principals' notions about promoting adult learning and professional development of the faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of the faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

The fifth chapter includes analysis and findings gathered from the data while the final chapter discusses conclusions, implications, and presents suggestions for further research.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents a review of the literature pertaining to professional growth. More specifically, the purpose of the review is to present a synthesis of research and literature on (1) adult growth, development and learning, (2) professional development in education, and, (3) principals' practice and professional development.

Adult Growth, Development and Learning

According to Erikson (1968), Gould (1978), Kohlberg (1981), and Levinson (1978), adults develop at their own individual rates, and each person passes through orderly growth stages.

Exploring the nature of adult development, more specifically, the early adulthood years age 17-45, and the middle adulthood years age 40-65, Levinson (1978) used a sample of forty men, ages 35 to 45, and divided them into four occupational subgroups, each containing ten men. The groups represented different segments of society: hourly workers in industry, business executives, university biologists, and novelists. Through interviews, observations, and home visits, Levinson was able to recreate each man's life story. After completing the life stories Levinson noticed certain patterns seemed to emerge. Consequently, he viewed his theory of adult learning as a continuous life cycle (Levinson, 1978). At each "stage" in the life cycle, adults confront different issues, and may also experience a stable or transitional period (Levinson, 1978).

During the early adult years, individuals have many initial experiences such as: leaving parents and establishing their own home, beginning a career, and forming new relationships (Levinson, 1978). The responsibility the young adults begin to feel as a

good father and employee, carries over into the middle adulthood years. It is in this time period that the individual may undergo a change in his style of living and in his career (Levinson, 1978). He also develops wisdom and compassion for those around him. This time period is the greatest time of achieving personal fulfillment and societal contributions (Levinson, 1978).

The foundation of our theory of developmental periods is the concept of the individual life structure. The life structure evolves through a sequence of alternating periods. A relatively stable, structure-building period is followed by a transitional, structure-changing period. The major developmental tasks of a structure-building period are to make crucial choices, to create a structure around them, to enrich the structure and pursue one's goals within it...The concept of life structure is centered more directly on the boundary between self and world (Levinson, pp. 319, 323).

Finally, Levinson concluded the late adulthood period is a time during which adults review their lives, undergo health changes, and consider retirement.

Another adult development theorist, Gould (1978) viewed adult development in six stages: (1) "I'll always belong to my parents and believe in their world," (2) "Doing things my parents' way, with willpower and perseverance, will bring results. But if I become too frustrated, confused or tired or am simply unable to cope, they will step in and show me the right way," (3) "My loved ones can do for me what I haven't been able to do for myself," (4) "Life is simple and controllable. There are no significant coexisting contradictory forces within me," (5) "There is no evil or death in the world. The sinister has been destroyed," and (6) "The life of inner-directedness finally prevails: I own myself."

By striving for a fuller, more independent adult consciousness, we trigger the angry demons of childhood consciousness. Growing and reformulating our self-definition becomes a dangerous act. It is the act of transformation. Adult consciousness progresses between ages 16 and 50 by our mastering childhood fear, by learning to leash and modulate the childhood anger released by change.

As we strive to live up to our full adult potential, we confront layer after layer of buried childhood pain. Adult consciousness, then, evolves through a series of confrontations with our own primitive past. Finally, as adults we can begin to master...reality and rework the irrationalities of childhood (Gould, 1978, p.25).

Gould's research led him to conclude that for "transformations" to occur from one stage to another within an adult's life, he must confront the childhood "baggage" that reappears in that stage. He also concluded that all adults needed the right amount of security [structure] and freedom to grow as adults.

...this need for structure tells us that there is a rhythm to growth that must be heeded...Growth is not one long, uninterrupted climb up a hill; there must be time out for "just living" (Gould, 1978, p.329).

...it is all the more important that we truly commit ourselves to the idea of nurturing our own growth. It is a lifetime process. We must learn to recognize and root out the forces that stop us from growing or lead us into dead ends (Gould, 1978, p.334).

Therefore, adults develop at their own individual learning rates, and each person passes through orderly growth stages (Erikson, 1968; Gould, 1978; Kohlberg, 1981; Levinson, 1978). Research also tells us that adults must confront the irrationalities of their childhood (Gould, 1978).

A third phase theorist, Erikson (1968), also viewed adult development as a series of stages of conflicts an individual moves through, one building on top of the previous stage. Without discussing the childhood stages, the final stages of adult development, according to Erikson, will be further explained. Stage Six, "Intimacy vs. Isolation" is not resolved as a young adult, can cause a beginning teacher continued conflict. Feeling isolated from his/her peers during the teenage years, the isolation could carry over into the first several years of his/her teaching career. Teachers, surrounded by students, continued to feel isolated because they are shut off from their peers. Stage Seven,

“Generativity vs. Self-Absorption” could be met by career teachers feeling they are helping the “good of society” (Erikson, 1968).

On the other hand, Kohlberg (1981) viewed adult development from the perspective of moral development. Building on his 1958 dissertation of a rating system for assessing developmental ideal types, Kohlberg developed a reliable and valid method of assigning individuals to a specific stage (Kohlberg, 1981). After spending over ten years of research using case study methods to observe individuals progressing through the sequence of moral stages, Kohlberg concluded that progressions from one stage of moral development to the next is dependent on completing the former stage.

Kohlberg’s moral stage development theory focuses on six stages but because most adults are functioning at stages 2, 3, or 4, this chapter focuses on just three of them: (1) stage 2: no clear sense of community apart from exchanges among group members; community is valued for meeting the concrete needs of its members, (2) stage 3: community is a set of relationships and sharings among group members; members care for each other, and (3) stage 4: school is the community, a separate entity from the individual members; members act out of concern for the group, not just the individual (Kohlberg, 1981).

Finally, Heckhausen and others (1989) concluded in their research of adults of varying ages that at all developmental stages adults would expect to find desirable changes, as well as undesirable changes. In the same study, Heckhausen and others (1989) agreed there is an implied increasing risk of decline and decreasing potential for growth across the adult life span.

Up to this point the discussion has focused on adult development and growth. The next section will discuss the research and literature available on adult learning.

There is an abundance of research and literature on adult learning. Butler (1989), Howser (1989), Krupp (1989), Leithwood, Begley, & Cousins (1994), and Levine (1989) conclude that the adult learner is a person with past experiences, both personal and professional. The learner uses these past experiences as a foundation for current and future learning, and learns best when new information is built upon these past experiences. Adult learners are motivated to learn by changes in their situations and learn best when new learnings apply in practical ways and/or are relevant to the changes in their situations (Butler, 1989).

Andragogy assumes a continuum along which the learner moves from dependence to self-directedness. The theory assumes that adult learners bring with them a lifetime of experience which serves as a resource for learning. Adults are thought to deserve immediate application of learning. It is assumed they prefer a problem-centered approach to learning, a climate that is collaborative, informal, and supportive, and a mutuality in diagnosing learning needs, in setting learning objectives, and in evaluating what has been learned (Cross, 1981, p.224).

Howser (1989) and Reese (1994) added to adult learning research through their studies on middle-aged teachers and college teachers, respectively. Howser (1989) conducted a two-year quantitative and qualitative study, examining the usefulness of applying adult learning and adult development research to a professional development program. Teachers were identified as “growth-seeking” or “reluctant” by the principal. Through the use of long interviews and self-assessment tests, Howser (1989) made several conclusions. First of all, the “growth-seeking teachers” found it to be helpful to be aware of the adult developmental stages in understanding themselves better, and in working with their peers. The “reluctant” teachers did not find the information helpful.

The “growth-seeking” teachers displayed positive attitudes towards collegiality, curriculum changes, mandates, and personal growth, whereas, the “reluctant” teachers did not. Finally, the “growth-seeking” teachers believed they could grow as an adult learner, but the “reluctant” teachers believed they were unlikely to change.

Reese (1994) examined the usefulness of adult learning research for improving college teaching through the use of interviews, classroom observations, and assessment instruments. Four to six “effective teachers” were selected from a community college, a traditional university, and a non-traditional university. Three administrators and 279 students also participated. Reese’s (1994) results indicated that effective college teachers were interested in adult learning research and demonstrated a desire to become more learner-centered. However, disparities existed between the administrators’ perceptions of learner-centered teaching practices, faculty perceptions of learner-centered teaching practices, and students’ perceptions of learner-centered teaching practices. Finally, Reese (1994) concluded that learner-centered teaching and collaborative learning are the result of faculty who empower their learners to take responsibility for their own learning; and, where success in the classroom is perceived to be a mutual process of exploring relevant content.

The research and literature on adult growth, development, and learning allows several statements to be made. First of all, adults develop at their own individual rates, and each person passes through orderly growth stages Erikson (1968), Gould (1978), Kohlberg (1981), and Levinson (1978). At all developmental stages adults would expect to find desirable changes, as well as undesirable changes (Heckhausen & others, 1989). There is also an implied increasing risk of decline and decreasing potential for growth

across the adult life span (Heckhausen & others, 1989). Adult learners use past experiences, both personal and professional, as a foundation for current and future learning (Butler, 1989; Howser, 1989; Krupp, 1989; Leithwood, Begley, & Cousins, 1994; and Levine, 1989). Adult learners are motivated to learn by changes in their situations and learn best when new learnings apply in practical ways and/or are relevant to the changes in their situations (Butler, 1989). Finally, the teacher's attitude towards collegiality, change, mandates, and personal growth affects the successfulness of the adult learner (Howser, 1989).

Professional Development in Education

A review of literature on professional development reveals several categories. First, professional development takes into consideration the adult developmental stages of each individual (Erikson, 1968; Gould, 1978; Kohlberg, 1981; Krupp, 1986; Levinson, 1978). Second, professional development addresses not only the individual needs of adults, but the goals and needs of the school (Krupp, 1986). Third, a climate should exist within a school that encourages adults to grow professionally (Levine, 1989). The following paragraphs address each of the three categories in greater detail.

The life stages of each individual are taken into account when a professional development plan is created. Throughout a six-year period of time, Krupp (1986) interviewed teachers, principals, and workshop presenters representing over 500 school systems in the USA and Canada, and observed "innovative" staff development procedures. Her research focused on: "What are developmentally appropriate tasks for adults?" and "How have schools utilized these tasks to increase employee receptivity to staff development, productivity and enthusiasm?"

Despite the lack of details in her report concerning her research, Krupp's findings are useful when examining the professional development plans of a school district. Adults deal with varying developmental tasks at each stage of their lives, therefore, professional growth plans should reflect the appropriate developmental level of each adult (Krupp, 1986). A young adult staff member is focused on beginning a career, creating a dream, and then trying to fulfill that dream. Twenty years later, that same staff member, now in middle adulthood, has to decide whether or not to modify the dream and continue to pursue it, or let it die. Making his dream a reality is no longer his most important goal, but rather, taking time to enjoy the intrinsic benefits of his/her work (Levinson, 1978). Therefore, a staff development plan for a non-tenured teacher in his twenties should look very differently than a plan for a tenured teacher in his/her forties.

Haistead states:

The Institute of Personnel and Development's policy on continuing professional growth emphasizes each individual's responsibility for their own learning...Development should be continuous, that it should be owned and managed by the learner and begin from the individual's current state of learning (1995, p. 40).

Haistead's comment reiterates the notion that professional development should take into account the needs of each person, instead of the group as a whole (Levine, 1989).

However, Howser's two-year study of reluctant teacher learners found that even though the professional development plans took into consideration the individual needs of each teacher, some staff members failed to learn and grow. Thirty-two experienced, middle-aged teachers identified by their principal as either "growth-seeking" or "reluctant" participated in Howser's research. Elementary, middle school and high school were evenly represented in both "categories" of teachers. After using long

interview techniques, and administering four self-assessment tests to the teachers, Howser concluded that the “growth-seeking” teachers found it helpful to have an awareness of adult developmental learning stages. This group felt it was helpful both in understanding themselves, as well as those with whom they work. These same teachers also viewed interactions with their peers as a positive means of professional growth. The “reluctant” teachers, however, did not view the awareness of adult developmental learning stages as helpful. These teachers also demonstrated a low self-esteem, a rigidity to growth, and a distrustful attitude towards change (Howser, 1989).

While each adult expects a growth plan to reflect their individual needs, the school itself also has needs and goals (Krupp, 1986). This second category revealed in the professional development research suggests that a teacher’s personal needs and the goals of the school should be addressed together in a staff development plan (Krupp, 1986). Krupp concluded that when a teacher’s individual professional growth is linked to the school goals, the result is a more enthusiastic teacher with a greater level of productivity who is better able to meet the needs of students (Krupp, 1986).

A third category emerges from the literature review and it is research relating to the redesigning of the organizational structures within the school (Darling-Hammond & McLaughlin, 1995). Structures include, but are not limited to: faculty committees, study groups, assessment of students, collaboration, climate, teacher evaluation, and teacher as researcher (Darling-Hammond & McLaughlin, 1995).

For adults to learn, a climate should exist that encourages them to grow (Levine, 1989). Organizational characteristics conducive to continued learning on the job was the research problem Little (1982) explored in a one year qualitative study of six, urban,

desegregated schools. After interviews with central office administrators, teachers, and administrators, and observations in the halls, classrooms, and staff development meetings, Little concluded:

...continuous professional development [is] achieved when: Teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice. Teachers are frequently observed and provided with useful critiques of their teaching. Teachers plan, design, research, evaluate, and prepare teaching materials together. Teachers teach each other the practice of teaching [peer coaching] (1982, p.331).

Creating large blocks of uninterrupted time for teachers to work and learn together was also proposed by the research of Darling-Hammond & McLaughlin (1995). Through scheduling common blocks of time, teachers are also able to foster learning and collaboration about serious problems of their practice. The common time could also be organized around small groups of adults, such as teaching teams. This allows on-going collaboration among groups of adults and students (Darling-Hammond & McLaughlin, 1995).

The positive impact a climate conducive to professional growth has on the learning of both adults and students is supported through the research of Macke (1994), Norman (1989), and Shafer (1995). The results of these three studies led to the same conclusions: to promote professional growth teachers should work in small, collaborative groups; teachers felt hindered in a bureaucratic climate, one with rules, controls, and limited teacher authority; teachers wanted to be more involved in the school's problem-solving process; and, collegiality and professional respect increased when staff members were involved in study groups leading to problem-solving or new information being applied in the classroom.

Little's study (1982) on school climate conducive to on-going professional growth is the notion that the more involved the teacher is in the planning process as well as the learning process of staff development, the higher the success rate will be for implementing the new program aimed at school success. Little found that to be true in two of the six schools, and also found the opposite to be true in another two schools. The new program did not influence the school's success because the staff was not actively involved in the planning process, nor did they actively participate in the learning process. In these two schools collegiality and student success were absent.

Creating a climate conducive to learning is also accomplished through the use of study groups (Short, et. al., 1993). Nineteen teachers, along with an undefined number of principals in the Tucson School District, participated in study groups for one year. Short found the teachers and principals agreed the study groups provided them with a means to build community, encouraged development of the theory to practice connection, helped build a knowledge base about the change process and curriculum reform, and provided an innovative context for adult learning. The participants also found meaning within the study group, instead of trying to learn in isolation. However, they were frustrated because of the little time allowed for reflection (Short, et. al., 1993). Wiggins' research in this same area came to similar conclusions. Even though the qualitative study showed signs of intrusiveness due to the researcher being the principal, the information gained is still valuable. The teachers in this study also felt a frustration due to not enough time for reflection (Wiggins, 1994). Staff members were also more concerned with immediate classroom success, instead of personal professional growth. This was evident in their interview answers, too. The teachers liked the community-building the study groups

provided them, but when asked to plan an ideal staff development plan at the conclusion of the study, the staff reverted to familiar delivery models, such as guest speakers, staff development day, and formal observations by the principal (Wiggins, 1994).

Researcher/principal Wiggins explained the behavior like this:

We should avoid in-service [professional development] that is leader directed with the leader taking more control. Personal professional growth for teachers will only come from giving individual teachers more control of their learning...I did not give them enough credit for being willing and able to proceed unimpeded (1994, p.18).

For adults to learn, then, a climate should exist that encourages them to grow (Barth, 1990; Haistead, 1995; Krupp, 1986; Levine, 1989; Little, 1982; Short, et. al., 1993; Wiggins, 1994). Too often, the school environment is a place for teachers to teach and students to learn (Barth, 1990).

Time for reflection as a means of professional development is another important facet of a learning environment for staff members (Wiggins, 1994). Reflection on one's own teaching, either privately or through a study group, can provide insightful information to a teacher. As mentioned earlier through the research of Short and Wiggins, creating a climate for reflection is an essential element of an ideal professional growth plan. However, Wiggins also discovered teachers cannot be expected to know how to reflect, and then to reflect in isolation. Teachers need interaction with their peers to support their initial attempts at reflection (Wiggins, 1994). Study groups, mentorships, and action research projects are three means of providing a reflective environment for teachers (Wiggins, 1994). These methods provide an avenue for teachers to be in charge of inquiry about and analysis of their workplace (Darling-Hammond & McLaughlin, 1995).

Another aspect needing to be considered when the organizational structures of the school are redesigned is the process of teacher evaluation. Peer evaluation and peer coaching are two methods schools can use to promote teacher growth, along with “Professional Growth Option” plans (Darling-Hammond & McLaughlin, 1995; Cook, 1990; Duke, 1993; Egelson, 1994). Teachers are expected to be held accountable for their students’ learning, as well as their own (Cook, 1990). However, the traditional method of teacher evaluation, summative evaluation, usually does not lead to greater professional growth (Duke, 1993). It focuses on the “deficits” teachers may exhibit in their teaching and learning, and provides little emphasis on the whole view of teaching and teachers (Duke, 1993). Teachers should be able to discover their own ways of learning, and through the use of peer evaluation and peer coaching, teachers are more likely to be successful (Egelson, 1994).

In summary, adult learners desire more time for reflection, more opportunities for study groups, and professional development plans should take into consideration the developmental needs of each individual.

Teachers individually cannot reconceive their practice and the culture of their workplace. Yet almost everything about school is oriented toward going it alone professionally. While it may be possible for teachers to learn some things on their own, rethinking old norms requires a supportive community of practice...Few schools are structured to allow teachers to think in terms of shared problems or broader organizational goals. A collaborative culture of problem solving and learning must be created to challenge these norms and habits of mind; collegiality must be valued as a professional asset (Darling-Hammond & McLaughlin, 1995, p. 601).

Principals' Practice and Professional Development

A review of literature on principals' practice and professional development reveals several areas in which principals have enormous influence on the professional growth of teachers.

A principal's day is composed of numerous activities, such as positive visits with students, meetings with parents and/or teachers, meetings with central office personnel, discipline referrals, teacher observations, phone calls, paperwork, public relations, financial issues, physical plant concerns...the list is lengthy. A review of literature narrows the focus of the principals' practice and provides us with information concerning the practice as it relates to professional development.

In a traditional staff development program, the principal disseminates information to teachers of upcoming professional development events, provides leave time and funds for teachers to attend workshops, schedules workshops for the entire staff to attend, and encourages staff members to attend graduate school in the evenings (Monahan, 1996; McEvoy, 1987). Monahan's 1994 research project centered around the question "Do contemporary incentives and rewards perpetuate outdated forms of professional development?" Using a random sample of 100 teachers and 30 principals, Monahan posed survey questions to the sample regarding their perceptions of the best ways for teacher professional development and the types of incentives offered for teacher professional development. His evidence suggested that for most teachers professional growth and development meant going back to graduate school or attending in-service conferences. The most frequently reported incentives offered by a principal or school district were college tuition reimbursement, paid professional days, and on-site in-service

programs (Monahan, 1996). However, nearly two-thirds of the teachers and one-third of the principals said that colleague interaction and peer coaching were the best ways for professional development. Two-thirds of the teachers and over half of the principals reported additional graduate hours was the best way to develop professionally. Less than one-third of the respondents reported that they spent considerable time reading educational journals or other scholarly literature, sharing instructional planning with colleagues, or engaging in curricular design. Only 17% of the teachers reported engaging in peer coaching/feedback, and only 8% reported conducting any form of action research (Monahan, 1996).

Monahan changed his focus of the conclusions in his research report, and concentrated on the reasons why school districts and teachers resist comprehensive professional development strategies. According to Monahan, there are five reasons for the resistance from school districts and teachers:

First, there is a natural resistance to change among teachers, especially more seasoned and experienced teachers. Many teachers simply have no interest in engaging in peer collaboration or peer coaching and will actively resist changing the way they teach. They have found a comfort level in their jobs, and they would prefer not to have their comfort upset.

Second, some teachers believe that engaging in peer supervision, peer coaching, or even peer collaboration might somehow threaten their autonomy or leave them open to criticism about their knowledge or their methods.

Third, the school itself may serve as a barrier to these strategies. John Goodlad (1984) suggested that the typical structure of educational organizations serves to inhibit teachers' opportunities to work with and learn from each other through observation and feedback, to gain increased competence that improves students achievement, and to participate in training relevant to their needs...

Fourth, ...it may be difficult to change public perception that teachers should be in the classroom teaching. Providing time during the class day for peer supervision, peer collaboration, peer coaching, or action research may not be politically appealing to school boards, principals, or the public at large.

Finally, the role of teacher as educator has not really changed that much in the last five decades. There is still much confusion about what it means to be a professional educator in contemporary society. Given these obstacles, it may be easier to understand why school districts and teachers opt for the more traditional forms of professional development (1996, p. 46).

Monahan's conclusions easily lead to future research questions. How do school districts and staff members go about changing from a traditional professional development delivery model with traditional incentives, to a current professional development model with incentives if they are needed? What is the principal's role in this change process and how does the principal impact the ways comprehensive professional development techniques can become part of the daily lives of teachers?

There are other principal behaviors recognized as "contemporary" effective professional development practices. First of all, principals work to create a collegial and collaborative climate (King, 1991; Leithwood & Jantzi, 1990; Rowan, 1991; Sagor, 1992). Using twelve elementary and secondary schools in southern Ontario, Leithwood and Jantzi (1990) explored how collaborative school cultures develop and how school administrators facilitate that process. After spending two days at each site observing, and administering an instrument intended to identify the key elements in the change process, Leithwood and Jantzi (1990) found that all twelve schools demonstrated a high degree of collaboration, meaning a "clear set of shared goals for school improvement". The administrator helped create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment (Leithwood & Jantzi, 1990). Rowan (1991) discovered the same results in his study of six high schools in Michigan, in spite of giving a skeletal description of his research. He found that teachers share a common core of educational values, a strong commitment to

improving the work setting, a strong sense of collegiality and have intensive collaborative relationships. Rowan (1991) concluded that when teachers within a school form tightly knit professional communities, there are positive benefits for students such as experiencing a higher quality of teaching, becoming more engaged in schooling, and having higher academic achievement.

In traditional staff development programs, teachers attend a one-day “awareness” in-service, or an “in-depth” workshop, then immediately return to their classrooms. Time to reflect upon their practice with their peers to discuss how the new knowledge can impact their classrooms is not part of the professional development plan. Therefore, the teachers return to the isolation of their individual rooms to continue teaching as before (King, 1991). In a collegial culture, study groups are an on-going part of the growth plan. Teachers are encouraged to break the isolation and work in small groups to expand their knowledge of a topic (Rowan, 1991). However, at the initial use of study groups within the school building, it is necessary for the principal to begin to create a collegial climate that will be a positive environment in which teachers can learn.

Through collegial relationships, teachers create their own insights about their teaching and potential growth areas. The principal in this type of environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991). Sixteen high schools in the Midwest were involved in King’s 1991 study of the ways principals and department chairmen influence the teaching of higher order thinking skills in social studies. After analyzing thirteen different survey scales as a result of classroom observations, King concluded that the top three schools had a common vision and the principal and department chairperson kept the vision at the

forefront without a mandate (King, 1991). The teachers planned as teams, supported their peers through peer observation and coaching, and the leadership tied a common vision to professional development and collaborative work among teachers. The four lowest-scoring high schools exhibited little team planning, lack of vision, professional development was infrequent, conducted building-wide regardless of teachers' needs, led by outsiders, and the leadership was inactive in initiating change (King, 1991).

King reaffirmed the concept of the principal serving as a facilitator for the staff, to support them as they learn to work together in a collegial environment for the benefit of their students (King, 1991). Leithwood and Jantzi (1990) and King (1991) both support the notion that the principal can facilitate the process of creating a collaborative school culture, an environment of shared beliefs.

Purcell (1987), Ellis (1986), March (1991), and Regan (1989) provide additional support for the concept of the principal facilitating the process of creating a collaborative school culture. Purcell's (1987) research clarified the importance of the principal in the development of a positive school climate. According to Purcell (1987), principals set the norms of collegiality. A positive school climate should be created before staff development plans are made, and, a supportive climate is influenced by the administrator's behavior (Purcell, 1987).

They also found that with a high degree of collaboration in a school other characteristics were also present, such as meaningful professional development in which the teachers were actively involved in the planning, greater staff commitment to the collaborative school culture, and teacher empowerment (Ellis, 1986; King, 1991; Leithwood & Jantzi, 1990; March, 1991; Purcell, 1987; Regan, 1989). After reviewing

these research articles, I thought about the ability of the studies to be replicated only at the elementary level, with the purpose of examining more closely Leithwood and Jantzi's conclusion that actions by principals to foster early enthusiasm for the school improvement effort may contribute significantly to the staff's positive predispositions toward collaboration. These several articles eluded to the behaviors principals exhibit when striving towards a collaborative culture, but what do principals view as their role in the development of adult learners, and how do they achieve that role?

Action research is another component principals provide in an effective professional development program. Schools involving teachers as participant researchers work in conjunction with a university liaison to further teachers' knowledge of their practice (Brookhart & Loadman, 1992; Button, Ponticell, & Johnson, 1996; Duke, 1994; McGowan, 1993; McGrevin, 1990; SooHoo, 1989). Over a three-year period of time spent in six schools representing elementary and secondary levels, as well as urban and rural communities, Button, Ponticell and Johnson (1996) investigated the problem of what factors contribute to a successful initiation and support of collaborative research in school settings. The case study used action research teams at each school, with a university liaison working with each team. The liaison participated in the team's research activities, encouraged the teachers to ask questions, and worked with study groups reading research in their areas of concern, such as at-risk students or alternative assessment (Button, Ponticell & Johnson, 1996). The study concluded that the action research process helped break down the "barrier" between higher education and public school.

According to the researchers:

Schools tend to jump to solutions and applications without always working from a strong conceptual base; universities, in contrast, tend to jump to theoretical perspectives without always relating research questions to actual contexts (p.17).

The Professional Development School (PDS) collaborative has helped break down some of the isolation that existed between schools and districts. As faculty members from different PDS sites [within the same district] served on committees together and engaged in school to school visits, they found areas of mutual interest and forged links across school sites (p.19).

Button, Ponticell and Johnson (1996) presented a good “introductory” research project in the area of action research, in my opinion. However, the logic of analysis revealed several areas in the report that were vague. Intrusiveness also appeared to be a problem, with the researchers perhaps “going native”, therefore demonstrating a bias in their report. Despite the weaknesses of the report, though, the study presents a believable argument for principals to take the initiative and work towards their schools becoming professional development schools.

Sagor (1992) also examined the issue of collaborative action research schools, but from the perspective of the principal. He concluded that in action research schools the leaders emphasized questions instead of lectures, principals created a partnership with the teachers in the learning process by admitting they didn’t know it all, and mentorships were created between the teacher and principal.

Finally, Watt and Watt (1991) looked at action research schools from the perspective of the teacher. They found that when teachers learned about, and carried out action research practices, classroom practices changed, and most of the teachers wanted to continue to participate. Watt and Watt concluded that teachers who participated in action research became more flexible, more effective teachers.

Through direct involvement in research...teachers gained insights about learning and teaching in their classrooms; they came to recognize and respect their own and their colleagues' ideas, experience and expertise. From ideas shared by colleagues and/or modeled by teachers, they acquired a greater variety of pedagogical strategies (Watt & Watt, 1991, p.14).

Teachers working as researchers gives educators a first hand opportunity to see how research and practice fit together. Action research enables experienced teachers to continue to grow in their practice, and to give them new roles as researchers and leaders (Watt & Watt, 1991).

Brookhart and Loadman (1992) looked at school-university partnerships from a rewards point of view. Teachers interested in the school-university collaboration have more interest in the intrinsic rewards, and there is greater interest in the rewards of "colleagueship", one of the hallmarks of a professional (Brookhart & Loadman, 1992). The study's results also demonstrated a relationship between collaboration and intrinsic and collegial rewards. However, the authors' conclusions recommend further study on this relationship.

Principals weave andragogical practices into an effective professional development program. These principals recognize each teacher's individual needs, not only through professional development, but also during supervision (Ellis & Bernhardt, 1988). A random sample of 207 teachers from 24 school districts participated in a study by Ellis and Bernhardt (1988) to see what administrators needed to know about the work motivation of adults to adjust their supervisory styles to meet the growth and achievement of teachers. Each teacher completed the Job Diagnostic Survey, with the results dividing the teachers into two groups, one group had a high androgical quotient, and the other group of teachers had a low androgical quotient. The findings showed that

teachers' perceptions of their job tend to be more positive if they perceive their supervisor to be using andragogical behaviors (Ellis & Bernhardt, 1988). The study also concluded that teachers need encouragement to rely on their own self-direction and autonomy; need encouragement and recommendation of the teacher's growth and accomplishments; provide clear, direct and constructive feedback on teacher performance; and, the establishment of a supportive, non-threatening supervisory environment (Ellis & Bernhardt, 1988). The study's report was unclear as to internal validity issues: there was a good sampling of teachers, but the study did not provide information about the grade levels taught, the ethnicity, age or experience level of the teachers. More information is needed before deciding if this study could be replicated in other parts of the country.

However, the weaknesses in the reporting of the study should not overshadow the bottom line of the research: teachers will perform better in the classroom if they perceive their principal to be using adult learning practices not only through professional development, but also during the supervision process (Ellis & Bernhardt, 1988). By acknowledging the developmental differences in each teacher, and structuring supervision practices to be mindful of those differences, principals have the opportunity to make a positive impact on the quality of instruction given by each teacher (Wood & Thompson, 1980).

Finally, principals impact professional growth through informal means. For example, raising a teacher's self-esteem by providing informal feedback to the teacher concerning the progress he/she is making as a peer coach will encourage that teacher to continue trying to develop into an effective peer coach (Koll, 1988). Koll also concluded

in her 1988 study of teachers and principals in Wisconsin that principals have a great effect on teachers' desire for continuing professional development. If the principal provides a climate conducive to adult learning, then the teachers will be more likely to have a desire for on-going professional development in the areas of peer coaching, study groups, and skill-building workshops, to name a few examples (Koll, 1988).

Therefore, we know in a traditional professional development program the principal disseminates information to teachers of upcoming professional development events, provides leave time and funds for teachers to attend workshops, schedules workshops for the entire staff to attend, and encourages staff members to attend graduate school in the evenings (Monahan, 1996; McEvoy, 1987).

In a contemporary professional development program the principal has a much greater impact on the professional growth of the staff. Monahan (1996) reported that the majority of teachers and one-third of the principals said that colleague interaction and peer coaching were the best ways for professional development. Leithwood and Jantzi (1990) found that administrators helped create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive, collegial environment (Leithwood & Jantzi, 1990).

We also know that when teachers within a school form tightly knit professional communities, there are positive benefits for students such as experiencing a higher quality of teaching, becoming more engaged in schooling, and having higher academic achievement (Rowan, 1991).

The principal can serve as a facilitator to teachers involved in action research projects (Watt & Watt, 1991). Teachers learned and carried out action research practices, changed classroom practices, and developed into flexible, more effective teachers.

Lastly, principals recognize each teacher's individual needs through appropriate professional development and also during supervision (Ellis & Berhardt, 1988). Ellis and Bernhardt (1988) concluded that teachers' perceptions of their job will be more positive if they perceive their supervisor to be using andragogical behaviors.

A principal needs to choose when to be a cheerleader, who encourages, motivates and builds enthusiasm; a coach, who facilitates growth through questioning, advising, or suggesting; an expert, who directs and sets standards; or a resource who provides access to information, people, budget, time, or space (Killion, Huddleston & Claspell, 1989, p.3).

Summary

This chapter has presented a review of the literature pertaining to professional growth. More specifically, the review presented a synthesis of research and literature on (1) adult growth, development and learning, (2) professional development in education, and (3) principals' practice and professional development.

Through the research and literature several commonalities emerged in each of the three categories. In the area of adult growth, development and learning, we know the following: adults develop at their own individual rates, and each person passes through orderly growth stages (Erikson, 1968; Gould, 1978; Kohlberg, 1981; & Levinson, 1978). We also know there is an implied risk of decline and decreasing potential for growth across the adult life span (Heckausen & others, 1989). Butler (1989) found that adult learners are motivated to learn by changes in their situations and learn best when

new learnings apply in practical ways and/or are relevant to the changes in their situations. Learner-centered teaching and collaborative learning are the result of faculty who empower their learners to take responsibility for their own learning; and, where success in the classroom is perceived to be a mutual process of exploring relevant content (Reese, 1994).

Adult learners use past experiences, both personal and professional, as a foundation for current and future learning (Butler, 1989; Howser, 1989; Krupp, 1986; Leithwood, Begley, & Cousins, 1994; & Levine, 1989). Finally, the teacher's attitude towards collegiality, change, mandates, and personal growth affects the successfulness of the adult learner (Howser, 1989).

The second category, professional development in education, also has several commonalities. First of all, a professional development plan cannot be written without first taking into consideration the life stages of each individual (Erikson, 1968; Gould, 1978; Kohlberg, 1981; Krupp, 1986; Levinson, 1978). Second, professional development addresses not only the individual needs of adults, but the goals and needs of the school (Krupp, 1986). Third, Darling-Hammond and McLaughlin (1995) propose the redesigning of the organizational structures within the school. Structures include, but are not limited to: faculty committees, study groups, peer evaluation and peer coaching, time for reflection, assessment of students, collaboration, climate, teacher evaluation, and teacher as researcher (Darling-Hammond & McLaughlin, 1995).

The third category, principals' practice and professional development has several common themes running through the research and literature. First of all, the principal creates a high degree of collaboration, meaning, the administrator helps create

meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment (Leithwood & Jantzi, 1990). Rowan (1991) discovered the same results in his study. He found that teachers share a common core of educational values, a strong commitment to improving the work setting, a strong sense of collegiality and have intensive collaborative relationships.

The principal in a collegial environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991). A school with a high degree of collaboration exhibits other behaviors, such as meaningful professional development in which the teachers were actively involved in the planning, greater staff commitment to the collaborative school culture, and teacher empowerment (Ellis, 1986; King, 1991; Leithwood & Jantzi, 1990; March, 1991; Purcell, 1987; Regan, 1989).

Finally, there was very little literature available on the principal and his/her perceptions of their role in the professional development plan. Many references are available on what the principal should be doing: providing resources, restructuring the school day, and serving as an adult growth facilitator. This qualitative study focused on the question: How does the principal influence the growth of the staff?

CHAPTER III

METHODOLOGY

Chapter I explained the purpose of this study was to examine the perceived influence of the principal on the professional growth of teachers from the perspectives of selected teachers and principals. Chapter II provided an in-depth review of the literature pertaining to professional growth. More specifically, the review presented a synthesis of research and literature on (1) adult growth, development and learning, (2) professional development in education, and, (3) principals' practice and professional development. The research review revealed several commonalities. First, adults develop at their own individual rates, and each person passes through orderly growth stages (Erikson, 1968; Gould, 1978; Kohlberg, 1981; Levinson, 1978). Butler (1989) found that adult learners are motivated to learn by changes in their situations and learn best when new learnings apply in practical ways and/or are relevant to the changes in their situations. Learner-centered teaching and collaborative learning are the result of faculty who empower their learners to take responsibility for their own learning; and, where success in the classroom is perceived to be a mutual process of exploring relevant content (Reese, 1994).

Second, the review also showed that adult learners use past experiences, both personal and professional, as a foundation for current and future learning (Butler, 1989; Howser, 1989; Krupp, 1989; Leithwood, Begley, & Cousins, 1994; Levine, 1989). Finally, the principal creates a high degree of collaboration, meaning, the administrator helps create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment (Leithwood & Jantzi,

1990). In this chapter the research methodology is presented, a description of the participants is given, and the methods of data collection and analysis are described. The trustworthiness criteria of this study are also addressed.

Rationale for the Method

Merriam (1988) states there are three points to consider when deciding whether a research problem should be investigated using qualitative or quantitative research methods. First of all, the nature of the research question must be considered. “How” and “why” questions are best answered using qualitative research. Next, the researcher must consider the amount of control he/she has over the research. The least amount of control characterizes qualitative research because no observations are made and no treatment is manipulated by the researcher. The third point to consider is the desired end product.

Rubin and Rubin (1995, p.5) state: “Qualitative interviewing is both an academic and a practical tool. It allows us to share the world of others to find out what is going on, why people do what they do, and how they understand their worlds.”

This study examined the impact the principal had on the professional growth of the staff, meaning “how” and “why”. The intent of the study was to provide a holistic, intensive description of what occurs in a school as a result of the principal’s influence. Collegiality was also examined as a by-product of the time spent at each school site. Qualitative research methods were deemed the most appropriate for this study because the intent was to provide a rich description of what was occurring within a school in regards to professional development.

In this study, the research was guided by these questions:

1. What are principals' notions about promoting adult learning and professional development of the faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of the faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

Based on the research problem and questions, qualitative topical interview research methods were used to collect and analyze data.

Selection of Sites

Site selection affects the successfulness of the study (Merriam, 1988). A site must be selected that provides the greatest opportunity for collecting data pertinent to the research problem. Marshall and Rossman (1989) suggest several other considerations to keep in mind when selecting a research site: (1) entry is possible, (2) high probability that a rich mix of the processes, people, programs, interactions, and/or structures will be present, (3) researcher can remain at the site as long as necessary, and, (4) data quality and credibility of the study are reasonably assured.

The sites used in this study are four elementary schools in a school district of approximately 14,000 students in the central part of a southwestern state. They were selected because entry was possible, and there was a high probability that a rich mix of processes, people, and interactions would be present. The researcher was also permitted to stay at each site as long as needed. The schools ranged in size from 250 students to 700 students. They were selected for the study based on the recommendation of the school district's superintendent. While visiting with Dr. Smith, Superintendent, the researcher explained the criteria for participating in the research. First, the principal must have been

at the school, in an administrative position, for at least the last three years. This was important so that the principal would have been at the school long enough to have begun to influence, or not influence, the professional growth of the staff. Six principals were contacted by phone to see who would be able to participate in the research. Four agreed to be involved in the project. Each principal was asked about the length of his/her tenure at the school, their interest in participating in the study, and accessibility of the school.

To protect the identity of the sites and respondents, pseudonyms were used. Consent Forms were given to each respondent for their review and signature(Appendix A).

Selection of Respondents

The respondents were fifth grade teachers at each of the sites and their respective principals. The teachers must have taught at least three years at that same school with the same principal. According to Guskey and Huberman (1995, p.175), "Teachers who have taught at least three years seek out new training techniques to meet children's needs more capably." Fifth grade was selected as the targeted grade because their test scores are published by the State Department of Education, so there is likely to be consistency among the teachers and between the schools in the curriculum they teach. The principals also had to have served as the site administrator for the past three years.

Data Collection

The researcher was the primary instrument in the collection of the data. Long interviews and document reviews were the primary methods of collecting the data.

During the spring and summer of 1997, the data collection began. Interviews were scheduled at each of the sites with each building administrator. The principals

arranged the interview schedules with the teachers. The length of time of the interviews was determined when the data began to repeat.

Interviews

The interviews were tape recorded with the respondents' knowledge. The questions were open-ended, to gain information about the role the principal plays in the professional growth of the staff. Probes were used during the topical interviews such as a clarification probe: "What are you talking about when you say if there's something they need?" Elaboration probes were also used, such as: "Give me an example of what you would say [to your teachers]." Thank you notes were sent to each of the respondents at the conclusion of the interview.

The tapes were transcribed verbatim, with the length of the interviews ranging from twenty-five minutes to one hour, ten minutes. The tapes were stored in a locked, filing cabinet in my house.

Member checks were initiated to ensure credibility of the study. Each respondent was provided a transcript of the interview and given the opportunity to review the data. According to Lincoln and Guba (1985) member checks are the most important technique in establishing the credibility of a study.

Document Reviews

Documents were reviewed to see what types of professional development plans were offered at the sites. The individual school sites did not have formal professional development plans for the researcher to review, but they did have copies of the school district's professional development plan for the researcher to use. The district plan

showed each site received \$700 per year for professional development. It also provided sample copies of a staff development needs assessment tool, staff development program evaluation form, and it listed the areas of focus for the district. The areas of focus were: introduce and review discipline alternatives and strategies, methods to increase student self-esteem, motivation of students, improved levels of use of technology by teaching staff, and, methods to work with slow learners/high challenge students. Documents are defined as public records, personal papers, physical traces, and artifacts (Merriam, 1988).

Data Analysis

Data analysis began after the first interview and continued through the final interview. According to Rubin and Rubin (1995, p. 226), "Data analysis is the final stage of listening to hear the meaning of what is said."

During the final data analysis, the first step was to review the research questions:

1. What are principals' notions about promoting adult learning and professional development of faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

During the data analysis, the conceptual framework developed for this study was used. There are two major categories within the framework: (1) knowledge about adult growth, development, and learning, and the implications for professional development, and, (2) knowledge about professional development, and how it is driven by principals' practice, from an educative leadership perspective.

The next step in analyzing the data was the actual reviewing of the collected data. Common themes and concepts were noted in the margins of the transcripts. Questions presented by the researcher were used to develop the categories for the common themes and concepts.

Researcher Bias

For the past nine years, I have served as a site administrator. During this tenure, I have had the opportunity to serve as my school district's professional development chairperson, responsible for designing, implementing, and overseeing the professional development of 2,000 certified staff members. As the building administrator, I have had the responsibility of promoting professional growth of my thirty-five certified staff members. According to Rubin and Rubin (1995),

Interviewers are not neutral actors, but participants in an interviewing relationship. Their emotions and cultural understandings have an impact on the interview. The purpose of qualitative interviewing is to hear and understand what the interviewees think and to give them public voice. Qualitative interviewers try to avoid dominating the interview relationship, so the voice and thoughts of the conversational partner can come through (p.19). Strong positive and negative biases can create interviewing problems (p.54).

During these nine years I have acquired extensive knowledge of professional development programs, both successful and unsuccessful. This has led to some researcher bias such as:

1. Principals should be involved in the professional growth of their staffs.
2. Some principals appear to be more involved in professional development than other principals.

3. Some principals appear to have a negative impact on the professional growth of their staffs.

Trustworthiness Criteria

According to Erlandson, Harris, Skipper, and Allen (1993, p.131), “Establishing trustworthiness enables a naturalistic study to make a reasonable claim to methodological soundness.” Credibility needs to be established with the respondents from the study (Erlandson, Harris, Skipper, & Allen). Rubin and Rubin (1995) state that transparency is one indicator of credibility, meaning, the reader is able to see the basic processes of data collection. “The researcher maintains careful records of what they saw, did, and felt to make their research transparent to others and to themselves” (Rubin & Rubin, 1995, p.86). In this research, careful notes were taken throughout the field work, and interviews were transcribed. Credibility is also established by coherence of themes (Rubin & Rubin, 1995). Explanations are offered for apparent contradictions in the themes. Chapter V will explain the inconsistencies found in the interviews. Communicability is the third indicator of credibility, according to Rubin and Rubin (1995). The experiences of the interviewees give legitimacy to the accounts, instead of having experiences reported third hand.

Research is judged in terms of the extent to which its findings can be applied in other contexts or with other respondents, otherwise known as transferability (Lincoln & Guba, 1985). Also, research must provide evidence that if it were replicated with the same or similar respondents in the same, or similar context, the findings would be repeated (Erlandson, Harris, Skipper, & Allen, 1993). However, it is the responsibility of the researcher to decide if the findings will transfer to a new population (Erlandson,

Harris, Skipper, & Allen, 1993). Thick description in the report recreates the scene in the reader's mind. If the researcher has written effective thick description, the reader actually relives the research through the description. The thick description also provides purposive sampling about the data, providing insights into the data that are relevant to the study.

Finally, research is judged in terms of the degree to which its findings are the product of the focus of its inquiry and not of the biases of the researcher (Lincoln & Guba, 1985). This is known as confirmability. In this study, the data can be tracked to its' sources, and the interpretations are explicit and implicit.

The impact principals have on the professional growth of teachers can be transferred to the impact other leaders have on the professional growth of those they supervise. The research findings can also be transferred to the impact secondary principals have on the professional growth of teachers.

Summary

Qualitative topical interview methods were used to collect and analyze data. Rubin and Rubin (1995, p.5) state: "Qualitative interviewing is both an academic and a practical tool. It allows us to share the world of others to find out what is going on, why people do what they do, and how they understand their worlds."

Sites used in this study were four elementary schools in a school district of approximately 14,000 students in the central part of a southwestern state. They were selected for the study based on the recommendation of the school district's superintendent.

The respondents were fifth grade teachers at each of the sites and their respective principals. The teachers must have taught at least three years at that same school with the same principal. Fifth grade was selected as the targeted grade because their test scores are published by the State Department of Education, so there is likely to be consistency among the teachers and between the schools in the curriculum they teach.

Interviews were conducted during the spring and summer of 1997, and the researcher was the primary instrument in the collection of data. The interviews were tape recorded and then transcribed. Documents were reviewed to see what types of professional development plans were offered at the sites.

Data analysis began after the first interview and continued through the final interview. Researcher bias was addressed in the study. Trustworthiness criteria were discussed.

Chapter IV presents the data gathered through long interviews conducted by the researcher.

CHAPTER IV

RESPONDENTS' VOICES

The previous chapters explained the purpose of the study, provided an in-depth review of the related research and literature, and described the methodology that guided this study. This chapter will present the data gathered through long interviews conducted by the researcher and guided by the following research questions:

1. What are principal's notions about promoting adult learning and professional development of faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

Preliminary Steps and Site Entry

Initially, I listed all of the school districts within thirty minutes driving time from my house. The districts had to be considered large school districts, meaning larger than 10,000 students. I wanted to be able to visit many schools, which would not have been possible in smaller districts. Then, I narrowed the field to the one school district I used in this study, based on several factors. First, one district was too large, having over fifty elementary schools and 45,000 students. Another district was viewed by previous researchers as being hard to gain entry, and another district was the school district in which I work. I then spoke with the superintendent of the district I had selected, and described my research proposal, asking permission to use those schools in my study. The superintendent was very supportive, and provided me with several names of principals to

visit. Three of the names were principals considered to be “strong” in the area of professional development, and the other three names were not considered by the superintendent to be leaders in professional development. I asked Dr. Smith her rationale for selecting each group of principals:

The strong principals are interested in professional development for themselves and their staffs. They are aggressive in soliciting opportunities for staff development instead of waiting for the central office to dictate what staff development ought to occur. They have an “attitude”, meaning they know how to sift through all of the staff development offerings and find what will be relevant to the staff. The strong principals are able to set goals and they have the ability to work towards those goals with their staffs.

While visiting with Dr. Smith, I gave her the criteria for selecting principals to participate in the study. First, the principal must have been at the school, in an administrative position, for at least the last three years. The time factor is important because the principal had to have been at the school long enough to influence the professional growth of the staff. The teachers must have had at least three years experience at that same school with the same principal. According to Guskey and Huberman (1995, p.175), “Teachers who have taught at least three years seek out new training techniques to meet children’s needs more capably.”

Next, I contacted each of the six principals to see who would be able to participate in the research. Four principals agreed to participate in the study. While talking to the principals and setting up appointments to interview them and their teachers, I explained the criteria for selecting teachers. I wanted to visit with the fifth grade teachers. Fifth grade is one of the grade levels whose test scores are published by the State Department of Education, so there is likely to be continuity in the curriculum between the teachers.

Also, the teachers must have had at least three years experience at that same school with the same principal.

Pseudonyms have been given to the school district, the individual schools, the principals, and the teachers, in order to protect the identity of the participants.

Eagle Ridge Elementary

The first thing I noticed as I drove into the parking lot of Eagle Ridge Elementary was the eight foot sign thanking the local businesses for their support. Over twenty names were listed on the plywood sign, thanking the businesses for their donations of time, money, and supplies in landscaping the front of the school. The building was a brick, one-story, flat-roof structure built in the late 1950's. Shrubs, trees, and flowers had been planted along the entire length of the building, dramatically changing the appearance of the school.

As I walked into the building early one morning, several students were already inside and said "hello" to me. I easily located the office and greeted the secretary. I was impressed that the office had desks for three secretaries! I asked the one secretary if there were indeed three secretaries. She seemed surprised by the question, but said "Yes, there were three." Cecilia Combs, the principal, then walked into the outer office from her office located at the rear of the outer office and led me to her room where we were going to have the interview. I was astonished to see how quickly the first fifteen minutes passed, and told Cecilia we had better "start" or I would be late getting to my interview with one of her teachers. Cecilia had asked one of her two physical education teachers to cover the fifth grade teachers' classes for them, so that they could visit with me. She was very accommodating!

Cecilia Combs, Principal

Eagle Ridge Elementary School is located next to a large Air Force base. The K-6 school has 640 students from lower to middle class backgrounds. Seventy-one percent of the students are white, sixteen percent are African-American, and thirteen percent are Hispanic, Native American, or Asian. There are four to five classrooms of each grade level, as well as deaf education, learning disabled, and speech classes. Thirty-six percent of the students are enrolled in the free or reduced lunch program. Cecilia described her student population as fairly stable and said the staff is also stable. In fact, she is only the third principal the school has had in its' forty-five years of existence. Seven years ago, Cecilia, a white female in her mid-40's, arrived at Eagle Ridge, replacing a principal who had been there for thirty-eight years. She has been in education for twenty years.

I asked Cecilia what she does to help the faculty. She was able to articulate easily some of the things she does for them:

Once I get settled in the morning I go door to door and say "hi" to the teachers. It gives them a chance to say, "Hey, I need to talk to you about something" and it's my chance to say something to them. I don't use it as a time to check up on them. I have an open-door policy; I want them to come in and see me. The other thing is that if there is something they need, I try to get it if I can with the school's money. I learned from the previous principal that if there's something they need and I can get it, it makes them a lot happier in doing their job.

I believe in giving out notes and things. I believe its' really important to have a sense of humor. I try to not ask the teachers to do anything I wouldn't do myself, and I try to model that myself. I don't mind mopping up the cafeteria, cleaning off the tables, picking up the trash...I try to do nice things for them, like a treat at the beginning of the year, put a note in their [mail]box. Lots of times I'll send a note to the superintendent to say this teacher did this, just wanted you to know. Our superintendent will make a note and call them and say I heard you did this. I also pat them on the back and brag about them on the intercom.

Cecilia continued to talk about some of the things she does for her staff, but did not feel they were special things, or very significant. I then asked her what ought to be done to help the faculty. She said:

If I had my wish, I wish we had more time to talk about curriculum. You can't do it in a thirty minute time slot, you can't do it in the morning, you can't do it at the end of the day because so many teachers are doing other things. We've done it some, but what little we've done just shows us how much we need to do, especially across grade levels. The teachers are real open to that. We've done it some this year with K-3 teachers, talking about curriculum, reading, what kinds of things are we not doing that we wish we were doing, and if we wish we were doing them, how come we're not doing them? And, also a chance for me to say don't beat yourself up. Many times teachers say, "This kid hasn't gotten this [sic], what's the matter? Many times there's nothing the matter, the kid's just not ready, and if I had more time, that's what I wish we could do more of. I think teachers need more teaching time. Teachers need to talk more, examine what each other is doing, because when they do, it encourages them they are on the right track and it shows them how much more there is out there to do. Lots of sharing needs to go on.

Cecilia's comments support the research of Macke (1994), Norman (1989), and Shafer (1995). The results of these three studies led to the same conclusions: to promote professional growth teachers should work in small, collaborative groups, and, collegiality and professional respect increased when staff members were involved in study groups leading to problem-solving or new information being applied in the classroom. Short, et. al (1993) and Wiggins (1994) found teachers were frustrated because of the little time allowed for reflection. Time for reflection as a means of professional development is another important facet of a learning environment for staff members (Wiggins, 1994). Reflection on one's own teaching, either privately or through a study group, can prove insightful to a teacher. However, Wiggins also discovered teachers cannot be expected to know how to reflect, and then to reflect in isolation. Teachers need interaction with their peers to support their initial attempts at reflection (Wiggins, 1994).

When I asked Cecilia what ought to be done to help her, she commented that central office administration could be more helpful to the elementary schools, that they seemed to focus more on the secondary schools. She also felt their director of elementary schools could be more supportive of the elementary principals as a group. According to Cecilia, he gave the impressions of feeling intimidated by the principals and discouraged discussion time among them in their monthly meetings. Cecilia said the superintendent is very good in giving “pats on the back” but she wished the director would do more of it, since he is her immediate supervisor.

Cecilia expanded on her views of her school by stating they have 100% PTA membership. The new landscaping I had noticed as I pulled into the parking lot had been done in one day because there were so many people involved! She concluded our interview by saying she loved what she did and she couldn't see herself doing anything else. I then asked Cecilia if we had time to tour the building, and she eagerly agreed to show me the campus. As we walked through the halls, she pointed out the renovations that were going to be made during the summer months. The hall walls, made of glazed brick, were going to be painted, bathrooms updated, a new computer lab installed, the teachers workroom would be renovated...Eagle Ridge Elementary School was going to benefit greatly from the recent bond election.

The school is basically in the shape of a square, with the halls easy to walk. Cecilia was quick to introduce me to the teachers we met in the hall and they did not seem surprised to see their principal “roaming” the building. I was very impressed to see a class of sixth graders walking quietly from their classroom on the far side of the building to the gym, located towards the front of the school. I was impressed because the

students were by themselves, not a teacher in sight! Sharing my impressions with Cecilia led her to tell me that was how Eagle Ridge students behave. They are expected to walk quietly wherever they go.

Betsy King, Teacher

My first interview with one of the fifth grade teachers was with Betsy King, a forty-year-old teacher who had taught at Eagle Ridge Elementary for seven years. The teacher interviews took place in the conference room. Cecilia felt the conference room would be a location with few interruptions, for which I was grateful. I asked Betsy what the principal did to help the faculty, and she said,

She has regular [faculty] meetings. She goes to the board meetings and informs us of what went on...sets up workshops, stuff like that. She also puts staff development fliers in our boxes. Sometimes she'd even suggest one she thought we should go to. She would set it up for us and it's like, you're going. She doesn't put it like that, but, basically, you go.

Betsy also mentioned the support Cecilia gives her teachers in discipline. Betsy said, "She backs the teachers" and has confidence in them that they will perform the way they should. Betsy talked about how Cecilia motivates the staff by dropping in their classrooms to say "hi" every day, smiling at them when she sees them. Betsy commented, "We do this [smile] to kids every day to build their self-esteem, but teachers need it too.

When I asked Betsy what ought to be done to help the faculty, she said she feels the district and the state do not listen to the teachers. The teachers are expected to make sure their students perform well on the state-mandated tests, but then the results are not returned to the schools until after the start of the new year. Betsy was also frustrated with the district's policy on qualifying students for special education. She gave an example of one students she referred who came within one point of qualifying for services. The

school psychologist did not override the score, so the child was not admitted into the program, and, according to Betsy, really needed the extra help. One of the comments the psychologist made to Betsy angered her: “Oh, some teachers do that [refer students for testing] just to get them out of the classroom.”

Betsy also wished the central office administration was more visible in the schools. She expressed a concern that they are not “current” with reality in today’s classrooms. Betsy talked about the professional development workshops the district offers for parents, such as one given by Diana Day. Betsy attended the training and noticed that there were not very many parents in attendance, and the ones who really needed to hear the presenter were not there.

Mable Shirey, Teacher

At the end of our interview, Betsy introduced me to Mable Shirey, another fifth grade teacher. Mable, forty-eight years old, had taught at Eagle Ridge for twenty-three years, and the last twelve years had been in the fifth grade. She was very confident in her interactions with me and appeared to be poised and calm. Mable’s comments about Cecilia, when I asked her what the principal does for the staff, were similar to Betsy’s.

She’s an excellent principal, comes to school every day with a positive attitude. She’s friendly, but the students know she stands for discipline. I think she’s a wonderful principal, always here, always working, knows the kids’ names. Knows how the kids are doing in the classroom. She’s not dominating, but she’s a leader. She’s a pleasant leader. We know what she expects from us. I would say the faculty gives her respect because she earns it.

Mable talked about how Cecilia shares information with the staff when she returns from a conference, by telling a story someone told, sharing an article she read, or an idea she picked up. Mable commented that the staff gets along well, and she couldn’t

think of anything that should be done to help the faculty. She felt the workshops they had at school were helpful because they were taught by a peer, or were workshops some of the teachers had heard about and were meaningful to the staff.

Most everything we've had has been helpful. I like having it [the workshops] here at the building. I feel like I don't know if it's more personal, or you have more interaction, but I think I get more out of what we do here in the building than I do district-wide.

Everybody's on a committee in our school, and one of them is the staff development committee. They poll the staff and ask what are the areas we'd like help in. We did it for the district, too. Then our staff development committee looks them over and finds workshops that our teachers are interested in. Like if they wanted more training in computers or something.

We have input into about everything that goes on because of all the committees. That's from our former principal. He was very good about the organization. When Cecilia came, she just said, "Don't switch, I want you to stay on the same committee you've been on. She just fit right in with the committees that were already formed.

Mable could not think of anything that ought to be done to help the faculty. She liked the way the principal ran the school and liked the way Cecilia treated them like professionals. "The way we teach in our classroom is our business and she wants to support us in that. Every teacher has different ways of doing things and I feel that doesn't bother her, that what I want to do in my classroom is my business, and she's not micromanaging."

Mable was very complimentary of the computer training she took at the administration building the summer before. It was offered free to employees. She also said,

...anytime teachers have a chance to get together and air difficulties, you benefit. I was lucky this year, our science coordinator selected me to attend the science convention in New Orleans. I got a lot of useful information, and feel that was great. If any teacher got the opportunity to go to any convention, that would be good.

Alice Cook, Teacher

At the conclusion of our interview, Mable introduced me to fifty-four year old Alice Cook, who had taught at Eagle Ridge for seven years. Alice, too, was very complimentary of Cecilia as a principal and as a person.

She is a wonderful person. She lifts us up all the time. We have weekly meetings...she keeps us informed. She brags on us just like we brag on our children. She stands behind us, she lifts us up. She just keeps us in a good mood. If we need to be reprimanded, she does that, too, but she really is good to lift us up.

Alice was very easy to talk to, just like her fellow team members. She smiled throughout our entire interview, and gave me the impression she viewed life as wonderful. I asked Alice to talk more about what they do in their faculty meetings. She said each week one of the teachers receives the “golden apple” from his/her peers. Alice was excited because she had been awarded the golden apple several weeks earlier, and her students were so proud of her. She thought teachers needed recognition, too.

As she thought about what ought to be done to help the faculty, Alice mentioned they needed help in Spanish. The fifth grade teachers were expected to teach it to their students, and Alice had only had one year of Spanish [while in college] and felt she needed more training. She really wished they had a Spanish teacher. Alice felt everything was wonderful and did not see a need for anything except hiring a Spanish teacher.

Sudbury Elementary

My drive to Sudbury Elementary provided me with forty-five minutes of “think” time. The small school was located in the most southern portion of the district. The closest school to Sudbury is fifteen minutes away. I had never been to Sudbury before, and was slightly envious of how peaceful the campus was as I parked my car along the

road. Coming from a suburban school with heavy traffic passing daily in front of my building, this was a new experience. I entered the building and was immediately greeted by two parents who were enrolling kindergarteners for the fall. The school secretary greeted me with a “Hi, honey, what can I do for you?” as I opened the office door. She quickly made me feel at home, getting me a Diet Coke to drink, and leading me to the principal’s office. Ruth talked the entire time. I felt like I had known her forever. I wanted to steal her and take her to my school, because it was so apparent she loved her job and working with people. I was introduced to the principal, Jason Jackson, and we proceeded to talk for almost forty-five minutes, before the “interview” began!

Jason Jackson, Principal

Jason desperately needed to talk to another principal. When I asked him what ought to be done to help him, he said,

That’s a hard question. Support from my peers, parents, I need to be encouraged. I need to be told “this is a good thing” or “have you thought about this in a different way?” I like to have people like you come in and then we talk. We don’t get a lot of that in our district. I don’t like to talk about “dirty laundry” because you just don’t know. You don’t want to talk to your boss. It’s a very lonely job. You’ve listened, and given me good feedback. You don’t want to mislead someone. Hard to trust others. Some people will give you an answer but then you hear that that’s not what they’d really do back at their place. Just more of those things. Start to doubt yourself, feel lonely.

Jason, forty-five years old, had been principal at Sudbury Elementary for four years, and it was his first assignment. When he first arrived at Sudbury, the school had just been annexed into the school district after being a dependent school for twenty years. The faculty was divided, “us versus them”, and Jason spent the first two years working on building a cohesive team, trying to blend the staff. After four years, he said the staff

was finally acting like a unified group, but that it had been a lengthy process getting the “old guard” to accept the newly-hired teachers.

Sudbury’s enrollment is approximately 250 students who usually begin in kindergarten and finish sixth grade at the same school. Jason described the population as conservative, stable, and supportive. Seventy-five percent of the population is white, twenty-three percent is Native American, and three students are African-American, Hispanic, or Asian. There were two classes of every grade level, along with special education, physical education, English as a Second Language, and a computer technologist. He said the parents are very supportive and involved. One reason for that was that the superintendent allocated money from the bond issue to renovate the thirty year old building and to build additional classrooms. The campus is large, with enough land to have football field, and outdoor classroom, a ROPES course, and a large playground. The main building housed the majority of the staff and students. One thousand yards up a steep hill is another building that housed the fifth and sixth graders, along with the gym. Eventually, the building will be large enough to have all of the classes under one roof.

I asked Jason what he did to help the faculty. He replied,

I view my role as a servant; I’m here to serve parents, teachers, students. I bend over backwards to get them what they need if they show me they need it for the kids. I encourage them, help them when they need help. I try to listen, and that’s something I’ve gotten better at. Now I try to listen for what’s not being said, look at the body language, then act on that. I was told I needed to learn to listen. I always have these ideas and get too talkative. Told I would learn it but it would take practice. And it has.

Jason felt the staff needed more encouragement and they needed him to be an advocate for them. He tries to find information for them to read and usually locates it on

the Internet. If the teachers want to attend a workshop, he tries to send them. The staff development money from the district is very minimal, so he usually uses activity funds to pay for professional development. Jason's philosophy is that it is important to train the teachers because if it helps them to grow, it's going to help the kids. He looks at areas they need growth in, and sends them to training in those areas. Jason talked more about his professional development philosophy:

If I had six teachers come in with different things they wanted to go to, I'd send them. The district's going to have areas for us to focus on, and that's going to be good. We're going to do a ROPES course as a faculty. That will be tough but we're going to do it. Some people go to a workshop and then come back and tell about it. That works for that one person, but I think you have to experience it. Go and see. It's hard to bring back the excitement...have to be there. Let the excitement spread from person to person. Start planting the seeds, and let it spread from person to person.

Jason wishes there were more opportunities to talk to his peers and not just "air dirty laundry". He views the principalship as a lonely job, and that sometimes you start to doubt yourself. He also stated, though, that he loves his job and does well when he remembers the servant role.

When I suspend a student I tell them I love them and this is going to make them a better person. When you go into work in the morning with the attitude of love you're going to be OK. I make a lot of mistakes, but I believe in life-long learning. Keep improving myself every day. I'm a lot better principal now than when I first started. I would be a much better teacher now than when I first started.

Jason was a very easy person to visit with. My time with him passed so quickly and I found myself feeling "happy" as I left his office.

Before I met the first teacher I was going to interview, Jason toured the campus with me. The building was clean and was in the process of being renovated. I was not greeted by any of the students, but Jason was. It was evident he loved his job and his

students. As we returned to his office [he gave me his office to use for the interviews] I jotted down the saying he had posted on his office door:

If you want to feel secure, do what you already know how to do. If you want to be a true professional and continue to grow...go to the cutting edge of your competence, which means a temporary loss of security. So whenever you don't quite know what you're doing, know you're growing.

Madeline Hunter's (1987) saying describes Jason perfectly. He's a principal who truly believes in professional growth, and isn't afraid to admit when he's made a mistake.

Barbara White, Teacher

I interviewed five fifth grade teachers at Sudbury Elementary. The teachers came to the office during their planning time. Jason had set up the interview schedule for me, as well as talked to the teachers prior to my visits (it took two trips to the school to complete the interviews). Barbara White, forty-nine years old, had taught at Sudbury for over twenty years. When I asked her how the principal helped her, she said Jason helps in any way he can, especially with stresses at home. Barbara also said that she can talk to him about anything, that he was very easy to talk with. She sees him as the authority figure, but also as the leader. Barbara felt like Jason leaned on her a lot because she had been there so long. She said she had "trained" a lot of principals, and felt he was "one of the best".

According to Barbara, Jason also helps the staff by being supportive during parent conflicts. She never feels pressured or defensive. When I asked Barbara how Jason had helped her personally, she said he had helped her attitude. She felt he was fair to both the students and the teachers.

He's fair to both of us [students and teachers]. He's a good role model in his work with the parents and the students...good attitude. He doesn't let other things affect

the way he reacts to other people. He tends to overcome all that...steady every day.

Jason helps you attend staff development workshops. He'll find money so you can attend, and you don't feel like you can't take off for a workshop. He's looking for things for you.

Finally, Barbara felt that her vision was narrow-focused because she had been at Sudbury for so long, but she didn't want to be anywhere else. She concluded our interview by stating that Jason went to her room one day to see if she was all right because he hadn't seen her in several days. "I thought, Gosh, he missed me," was Barbara's response to the unexpected visit.

Rhonda Howard, Teacher

As Barbara left Jason's office, she used the intercom to let Rhonda Howard know I was ready to meet with her. Before Rhonda entered Jason's office, she stopped to visit with him by the secretary's desk. She was going to be the summer school principal for the first time and needed his help with some of the incoming paperwork. I asked Rhonda about her career goals during our informal visit before the interview, and she said Jason was grooming her to get a principal's position within the district. Serving as the summer school principal was something he had helped her get.

Rhonda, thirty years old, had taught at Sudbury for seven years and liked Jason's leadership style. According to Rhonda, Jason was a problem-solver, but delegates most of that to the teachers. He likes to ask her, "How would you handle this?" One of the lighter moments during our interview came when Jason popped his head in the door to remind Rhonda he was going to do her duty for her. I must have looked curious, because she then explained Jason had lost a bet with Rhonda last year. She had told him her students

would have the best math criterion-referenced test scores in the district. Jason told her if they were in the top three, he would do her recess duty all year. So, he's done duty all year! She also pointed out that Jason bought phones for every classroom this year. Rhonda said the staff loves them because now it was so much easier to contact parents and for parents to contact teachers.

Rhonda's advanced degree was in math. This was an area in which she believed she was weak and wanted to grow. I asked her how the advanced degree had impacted her in the classroom and she felt it had made her a better teacher because she teaches math to the fourth through sixth graders. The college coursework allowed her to see why the students need to learn certain concepts, and what concepts they would learn in future math classes.

When I asked Rhonda what should be done to help the faculty she commented that the staff was a little factional. She felt that once the entire school was under one roof, situations would improve and the faculty would not be so divided and competitive. Rhonda said that Jason had done many things over the past four years to try to improve the relationship between the classroom teachers and the "specials" teachers. She thought the teachers were working together better, but did not know what else could be done to improve the atmosphere. At the conclusion of our interview, Rhonda called for Shelby Sudbury to come to the office to meet with me.

Shelby Sudbury, Teacher

After Shelby Sudbury introduced herself to me, I commented on the coincidence that her last name was the same as her school's name. It was no coincidence she told me; the school was named after her husband's family because his family had been

instrumental in starting the school and providing financial help to the school. Shelby, fifty-eight years old, had taught for over twenty-eight years, most of them at Sudbury. She was a former high school home economics teacher but really liked teaching fifth grade.

When I asked Shelby how the principal helped the staff and herself, she said,

He's always willing to help get whatever we need if there's any possible way he can...like globes, maps...he's lenient, easy to get along with. If you have problems he understands things like that. I know there's a lot of times I've asked him to take my recess duty because I need to be late. You're not afraid to ask him things like that, he's easy to talk to personally.

He tries to get things [professional development] that are interesting and will help us and things that we would like to do, that are along the lines of our work...whatever's going on at school at that time. Last year we had a workshop on wildlife. We were working on the outdoor classroom so that timed with it.

He's a good listener, very helpful in wanting to do as much as possible for us...supply us with what we need if there's money. He puts his teachers first, like a mother would.

Shelby, too, felt that the staff was divided and hoped that once the entire school was under one roof things would be better. She described the relationship as "lower grades say upper grades get what they want and vice-versa". Shelby said Jason puts notes in the teachers' mailboxes to show his appreciation, to thank them when appropriate. She had been acting principal until Jason arrived:

...When he came out here I had already been here filling in as principal until he got here. He told me he depended on me to help him. There's a big difference in being a dependent district and going to an independent district. I tried to help him as much as I could.

Penny Thomas, Teacher

Shelby introduced me to Penny Thomas, thirty-three years old, who had taught at Sudbury Elementary for seven years. As Penny started visiting with me, I could tell she

was more apprehensive about our visit than the other teachers. Several times during our informal chat she asked me if Jason was going to be told what she said. I reassured her that this was a confidential interview and that she did not have to say anything she did not feel comfortable saying.

As we started the interview, I learned that Penny had been on a Plan of Improvement for things like not being prepared for class. She felt she had been discriminated against because she said some of the other teachers were doing some of the things she got in trouble for, but they weren't put on a Plan of Improvement. She couldn't think of anything he had done to help the faculty. When I asked Penny what Jason had done to help her specifically, she said,

What I think he's done is I think he has a good heart and likes children. I don't think he's had a lot of experience in managerial...how to handle people and, sometimes, the things he says put people off, makes them feel like maybe they don't have as much input as someone else's is valued and that's very polarizing in a faculty...even in a faculty as small as this one [20]. It's been hard. You have to think "there's nothing I can do about it". I just have to do the best I can. I think he could be a much better principal if he took more courses. We're taught as teachers there are things you do that can ostracize children and I think that can happen to adults.

Penny felt that it would be good to have the faculty sit down together when discussing an issue so that they all felt they had the same degree of input. Our interview did not last more than twenty minutes and it wasn't until towards the end of the interview I felt Penny start to relax. She introduced me to the last fifth grade teacher, Barbara Fisher.

Barbara Fisher, Teacher

Barbara walked into Jason's office with a frown on her face. I asked if everything was all right, and was told "yes". Barbara, forty years old, had taught at Sudbury for

fourteen years and had taught every grade except third. As I tried to get to know her, she interrupted and asked if we could get down to business. I thought, "Oh, no, this is going to be a disaster." I asked Barbara how the principal helps the staff and she agreed with the rest of the fifth grade team that Jason listened to what you had to say but he may not "take" your opinion. She felt the principal ought to be the leader, set a good example for the staff, and handle discipline.

I felt there was more going on than what I was hearing, and I did not know if she felt pressured to do the interview, if she had a conflict with the principal or if it was just a bad day. Out of the sixteen teachers I interviewed for this study, this was the only one I truly felt was a waste of the teacher's time and mine. I am not sure what I could have done differently other than to not have conducted the interview once I saw how it started.

Even though my last two interviews at Sudbury Elementary did not go as well as the other interviews, I drove back into town feeling very positive about my visit to the rural school

Hadley Way Elementary

Hadley Way Elementary was located three miles away from Eagle Ridge Elementary and, yet, the two schools and their communities were very different. Hadly Way had approximately 700 students with fifty percent of the students enrolled in the free and reduced lunch program. Fifty-two percent of the students are white, thirty-seven percent are African-American, five percent are Native American, three percent are Hispanic, and three percent are Asian. This school also had a pre-kindergarten program as well as one class for the Educable Mentally Handicapped. I found the school easily using the directions Cecilia Combs from Eagle Ridge Elementary had given to me.

As I entered the building, the office was packed with students waiting to be seen by the principal or assistant principal due to discipline problems. Two parents were trying to pre-enroll their children in kindergarten, three teachers were asking two of the three secretaries for help with certain matters, and the phone was ringing. One of the secretaries greeted me, looking slightly harried, and said the principal would be right with me. Unable to find a place to sit down, I tried to make myself blend into the wall. After eight minutes, the principal, Harvey Townsend, greeted me from across the counter. He asked me if I could visit with his assistant principal, Margaret Peterson, she “she was the one in charge of professional development”. I said, “sure” since I got the impression this was not a good time for him to talk to me or he did not want to talk to me.

Margaret Peterson, Assistant Principal

Margaret Peterson was called out of her office and Harvey introduced us. He then left and took two of the discipline problem boys to his office. Margaret, appearing insecure, led me to her office located next door to Harvey’s. As soon as we sat down, her phone rang. Apologizing for the interruption, she answered it and spent several minutes talking to someone from the district maintenance office concerning cleaning supplies.

Margaret, fifty years old, had been an assistant principal for four years and was ready for her own school she said. Through our talk we learned we were both former special education teachers so we shared a few “war stories”. She spoke in a soft, calm voice. Once I started the tape recorder, though, her voice and demeanor changed.

The interview did not last more than twenty minutes and a large portion of that time was “dead” time, meaning silence. I asked Margaret what she and the principal do to help the staff and after a long pause she said,

Try to get materials they ask for. Personally, when they're having conferences they're worried about I try to be there.

She then paused again, and I told her I knew she would think of some more ideas later although she never did. When I asked Margaret what should be done to help the faculty she said,

Providing the materials they need is real important. Some schools are amore able to even though the schools get the same amount of money and are close in proximity, the needs aren't the same and the fund-raising amounts aren't the same. More time is needed for planning. I think the principal does a good job of giving the teachers time. The only duties the classroom teachers have are recess duties; specials teachers do the rest, and I do bus duty. He's tried real hard to help the teachers.

Building collegiality was important to Margaret and she tried to put "happy grams" in the teachers' mailboxes.

Once our brief interview was finished, Margaret started talking again, asking me questions about my research and what it was like to be enrolled in a doctoral program. She then said Harvey would take me to the fifth grade hall to meet the teachers. As Harvey and I walked down the hall, students and teachers looked at us, but no one said a word. Hadley Way was a large building in the shape of a "C". There was very little student work on display in the halls of this twenty-five year old school. We walked out a side exit door, crossed a patchy piece of lawn, and entered the annex, which housed the fifth graders. Harvey introduced me to my first interviewee, Sally Dennis and said, "Good luck" and headed back to the building.

Sally Dennis, Teacher

Sally was very friendly and led me to the faculty lounge where we were going to do the interview. The urge to clean hit me when I viewed the condition of the lounge. A

six-foot table barely fit in the room because there were science supplies stacked in boxes along two walls. Dirty dishes were on the counter by the sink on the third wall. Sally showed me where to sit so that I could plug my tape recorder into the electrical outlet. We began talking immediately. She was so friendly and did not seem nervous at all about the interview. Sally, forty-five years old, had taught at Hadley Way her entire teaching career of fourteen years. All but one of those years were in fifth grade. I asked Sally what the principal does to help the faculty and she said,

He tries his best to keep our classrooms under control. He intervenes when we've done all we can. Curriculum...he tries to make sure we have what we need, and gets it if we need it. We've talked to him about hands-on materials and he tries to get things for us like in geography. He's very open to new ideas for materials. We're a large school and we have an assistant principal so discipline overlaps. So, I see him in those two roles. He trusts us and allows us to manage our classrooms as we see fit which makes for a nice working relationship. He doesn't intervene a lot but I'm speaking from my perspective. He trusts us so it makes for a very calm atmosphere. He's very big in community relations. During a bond election we send postcards to people we know in our area. He's worked with us on dealing with people and how to handle school issues without imposing.

He's very good at patting you on the back and saying he knows we're doing all that we can do. This room is filled with things he's managed to get for us to teach our kids.

I asked Sally to talk more about any training she had received in how to use hands-on materials. She said she didn't have any idea what training she had received other than a presentation that three of her peers did for the staff after they attended a summer workshop. Sally also mentioned she attends a district science meeting every other month and receives ideas there.

Sally was not very complimentary of the district-wide workshops:

I don't get a lot out of those because frankly, they're from people who haven't been in the classroom. It sounds wonderful on paper and is going to work, but it doesn't. Everything has to be adjusted from school to school. I leave very discouraged. I think that's a societal thing.

Sally also mentioned that Harvey meets with each grade level to discuss curriculum issues and uses the faculty meetings for “stuff” he needs to talk about.

Finally, Sally felt the only need the faculty had was help with discipline. She thought the students’ behavior was becoming more and more unacceptable and harder to deal with. Just in the past five years, Sally had noticed a large increase in the amount of discipline she was handling. She sounded frustrated that she was having to spend so much class time dealing with behavior problems and could “ignore the ten good students for two hours”. “It’s been a hard year for me so I’m more cynical than I would be. Kids blame others, and Mom and Dad believe their kids...becomes all consuming...”

During our interview three different teachers entered the lounge and felt badly when they saw they were interrupting us. This did not faze Sally. She just smiled and kept talking. At the end of our time together, she introduced me to Jennifer Wilson, a veteran teacher of twenty-four years.

Jennifer Wilson, Teacher

Jennifer Wilson, forty-nine years old, was friendly, but direct. When I asked her what the principal and assistant principal do to help the staff she said,

He [principal] tries to help us as much as possible with parents like getting them to help us in the classroom. He got us in-house suspension. Our principal and assistant principal help us with staff development. The assistant works with us the most, deciding how to spend the money, who should talk...We tell her some ideas, things we’ve heard of. We survey the faculty, things they want to learn about more. It usually goes by money-how much people cost, how much we have to spend.

The principal helps with discipline...letting parents know what’s going on. He helps you learn about the family, what’s going on with them. The assistant is very cooperative. She’s the head of the staff development committee. She was very cooperative, and asked what fifth grade needed, as well as overall.

Jennifer also stated that the faculty needed help with discipline and in working with parents. As we concluded our brief time together, Jennifer mentioned some courses she had taken and really liked because they were weekend courses. She felt she learned a lot in a two-day workshop. Jennifer then introduced me to Jane Koch, who had taught five years.

Jane Koch, Teacher

Jane, twenty-eight years old, appeared tired when she entered the lounge, but was friendly toward me. Her answers were brief. She felt the same as her team members with respect that the principal finds materials for them and that more help was needed with discipline.

The discipline workshops aren't very good. They say all of the problems but don't give a solution. They're not realistic.

I know we have a discipline outline for the district and we need to follow it more. The whole fifth grade has had a hard year with discipline. If this was my first year I'd wonder if this was what I wanted to do.

Jennifer could not think of anything else to add so she introduced me to the fourth member of the fifth grade team, Candy Denton.

Candy Denton, Teacher

Candy, twenty-seven years old, was a bubbly person who did not appear to be pressed for time nor nervous about the interview. She had taught six years and had worked at Hadley Way her entire career.

I asked Candy to talk about what the principal and the assistant principal do to help the faculty and she said,

Well, we'll start with discipline. He allows a lot of freedom, he trusts you to do your job. He works with you in family emergencies...let's you leave early if you can work it out. I appreciate that.

The assistant [principal] handles most of the discipline. There's a staff development committee and decisions are made through the committee, but she's in charge, making sure things get turned in on time. They'll [the committee] do a survey [of the faculty] then there are times when it's informal [deciding what professional development is needed] like teacher lounge talk, talking about what's needed. Teachers sometimes sit around at lunch, talking about things that are difficult, like discipline, low achievers, then we talk about people we could bring in to help us, and that's nice.

It's not a planned thing [informal talking], it just happens. But that's where your best ideas come from. We don't have enough time, because you get fifteen minutes to eat lunch. But I think that's an interesting way to get ideas.

When I asked Candy to talk more about what the principal does to help her she said,

He's very good about trying to get us materials we feel we need to meet the objectives. In-school suspension is an option for us. It's very hard for me to think because we very rarely talk [she and the principal]. We do our job and go home. We make our own decisions in the classroom, and he supports most of our decisions.

I don't really know what ought to be done with discipline. There are policies in place and they ought to be used. There are suspension policies and I don't know they always get used...more parental contacts. Transfers [students] that are discipline problems shouldn't be allowed. I feel a transfer is a privilege and if you abuse it you shouldn't be allowed to transfer. Please don't think this is administrator bashing, I just feel these are things that could be done.

I asked Candy to talk about any successful or unsuccessful workshops she had attended on discipline and she replied,

Not lately. I feel like when we go to workshops on discipline you get refreshed, get some new ideas. We had a workshop together with another school on test scores, and they showed us some ways to motivate students. I feel like sometimes we have discipline problems because of motivational problems. I wasn't planning on learning something...it just happened. Sometimes that's the best way to learn...just talking informally we get our best ideas. But it's nice to go and get refreshed, and find out you're not the only one having a problem with a student.

As I left Hadley Way, I stopped by the office to thank the principal for allowing me to visit. He relayed a message through one of the three secretaries, "You're welcome to come back again."

Prairie Lee

Prairie Lee Elementary was located approximately fifteen minutes away from Hadley Way Elementary. The grounds surrounding the twenty-five year old brick building were nicely landscaped. It was originally designed as an open-concept school and then, in 1992, walls were added to the classrooms. Prairie Lee had 650 students in grades K-6. The population is very diverse with fifty percent of the students representing ethnic backgrounds other than Caucasian. Over twelve different foreign languages are spoken by the students and the traveling English as a Second Language teacher spends the majority of her time at Prairie Lee. Spanish, French, and Korean are the primary foreign languages. The population is fairly stable with very little turnover. The school is not a Title I school.

My first impression of the school, as I entered the front door, was how spacious the interior seemed. The office was directly in front of me and was glassed in. When I entered the office, the secretary suggested I go to the gym because the entire school was there for the school's talent show. As I entered the gym, Dennis Robinson, the principal, walked over to me and introduced himself. He then said he would get Roberta Eisenhower, the first teacher I was to interview. I went back to the office and sat down in the conference room, the room Dennis wanted me to use for the interviews.

Roberta Eisenhower, Teacher

Roberta entered looking slightly harried and frustrated. I asked her if this was a bad time and she said, "Well, I'm part of the teacher act and we're supposed to go on stage next. But, Mr. Robinson wants me to do your interview so that you don't have to wait." I said I had plenty of time and that we'd do the interview after her act was finished. She looked so much happier and ran back to the stage. I found Dennis and explained that I could begin the interviews once the teacher act was over. He looked surprised I would wait; I wanted to see the act, too! I knew the teachers had probably worked a long time preparing for the show and the students would be disappointed if their teacher did not appear on stage. It was great!

As soon as the talent show was over, Roberta met me in the conference room and thanked me several times for delaying the start of our interview. She said Mr. Robinson was not a big supporter of the talent show much less of having teachers in it. In fact, this was the first time the teachers had participated in the talent show. I complimented Roberta on how well she and the rest of her team did with their teacher act. It was very easy to talk to Roberta. She was a "go-getter" type of person. Roberta was a young teacher, having taught only eight years.

I asked Roberta what the principal does to help the staff and she said,

Our principal strongly supports our staff. When we get a complaint he backs us. He comes to us personally instead of putting us on the spot and asks us if there's a problem. He then gets back to the parent. Our vice-principal is kid-centered and roams among the kids. He socializes with us, too, so that we see him in jeans and not someone above us. I think teachers are scared of that...our principal gives that impression to some of the teachers new to our building. But I think they quickly learn that he wants you to be honest and tell him.

When I asked Roberta what should be done to help the faculty she said,

I think teachers are still afraid to express their opinion. If we had more activities to help them express their ideas. We have committees, but maybe if we did more things as a whole instead of being told what we're going to do...be a part of the voting process...more teacher input.

Roberta commented when I asked her what should be done to help her personally,

I didn't get any help from them [administrators] when I was thinking about graduate school. It would have been helpful to have input from them. It's like they step aside when it's staff development...it's a teacher thing. Maybe if they became more involved it would be better.

As we ended our time together, Roberta said,

I know our principal is close to retirement and I know parents and teachers think he's on his way out. I know he's still trying even though he changes his mind a lot. He'll say we're going to do one thing and then it'll change. I don't know why. I just wish he'd make a decision and then stick with it. I don't know if that will change.

Jackie Bennigan, Teacher

Roberta introduced me to Jackie Bennigan, forty years old, who had taught fifteen years. She was also the chairperson of the school's staff development committee. Her thoughts on what the principal does to help the staff,

Principal is a good listener. We can go in and talk to him when we've got a problem. He doesn't always agree with us but he gives us ideas to make it better. This year he's loosened up and allowed us to do some fun things so that's made it better. The vice principal gets our discipline problems and sometimes the communication gets crossed...we don't always know what he's done.

Jackie described the process she and the staff development committee use to decide what training will be offered the next year. They survey the staff, review information that comes in the mail, and then decide what "everyone" needs. When I asked Jackie what should be done to help the faculty she said,

If you've got a happy faculty, you've got a good school. If there's a lot of dissension, it's going to show in the kids. The principal needs to listen to the faculty and their needs and not just what he wants to implement. We've got

problems...morale...lot of changes. We were going to make some of the changes last year and then at the last minute didn't. He has been real good to me...whatever I need. I've taught fifth grade forever...eight years here. We were going to do some looping this year...went through training some, and then when sixth grade didn't want to switch we were told to forget it. So that wasn't good because we got our hopes up.

He's been good to me. He called me in and said he's seen signs of stress...do I want to move? I decided to not move because I have a great team. I'm with them more than my family so it's important that I get along with them.

Jackie then introduced me to Linda Eastman, a young teacher with a brand-new baby boy. She had taught at Prairie Lee for three years.

Linda Eastman, Teacher

Linda Eastman, twenty-six years old, was very friendly and easy to talk to. She was curious about my research and asked a lot of questions. We seemed to "click" and our time together passed quickly.

I asked Linda what the principal and the assistant principal do to help the faculty and she said,

Well, they're always there for us if we need something. We have a committee for staff development...I'm on that. We decide what we want, so I don't know the principals really [do anything]...they let us decide.

If I'm not strong in an area, like gangs, then I decide I need help in it. I use my classroom and my own feelings [to make staff development decisions].

Linda also agreed with her team members about the faculty needing more consistency in decision-making from the administrators.

Linda apologized for not being very "coherent" in her answers. She had been up all night with her baby and really wasn't "thinking school" the day we visited. I assured her she was doing fine and that I remembered what those sleepless nights were like.

Linda then introduced me to the only male teacher on the fifth grade team, Matt Krause.

Matt Krause, Teacher

Matt, forty-nine years old, began his second career [teaching] nine years ago after deciding the postal service wasn't for him after completing fourteen years with the agency. He said he was now making half as much money but was having twice the fun so he felt the job change was worth it.

Matt's answers were in line with the rest of his team. He said,

Most of the time he's [principal] very supportive...he supports the teachers. The principal allows us to have fun days, like volleyball days, talent shows...he brings in the community where we all come together...not just paper, pencil, and textbook. So that's good for morale, too.

They pretty much let us determine what we want to work on as far as teaching methods, discipline...we choose the workshops and they do their best to bring in the people.

I don't always handle a situation correctly, but they [administrators] are supportive. They tell me maybe it would be better if I handled a problem this way. I need help with discipline. Just being able to function in the classroom is hard. Kids aren't removed from the classroom. As far as helping me, I'm pretty old-fashioned. I have to work on not being so structured with some of the young-time methods. I don't know. I guess if I'd started teaching fifteen years ago...

Dennis Robinson, Principal

After I completed my interviews with the fifth grade team, I interviewed Dennis Robinson, principal. His office was so spacious he had room for a six-foot conference table. We sat down and started sharing "war stories" from our school year. We both agreed discipline seemed to be even tougher this year. I complimented him on what a neat fifth grade team of teachers he had and he looked surprised. Dennis, fifty-four years old, said, "This is my thirty-second year in education and I don't know how many years I have left."

In response to my question concerning how he helps the faculty, Dennis said,

I think I try to help them with materials...socially, emotionally, developmentally...anything they need...then that's what I do. I like to first of all employ people who are confident, out-going, self-reliant, self-starters. They don't need a lot. It makes my job easier. My job is to give them support and correction at times, pick them up when they have hard days and applaud them when they have great days. I think that's basically my priority.

Teachers are human beings and have a lot of emotions...a lot of good things happen to them, more good than bad. When things happen that interfere in the classroom, then they need to know you'll be there to help.

When I asked Dennis what should be done for teachers he said,

There's a lot to be done to help them. I think they need more planning time...we've worked on that...really tough to get enough time. It boils down to money and we don't have either one. I think we need probably to give teachers as many effective teaching instructional techniques as we can. I think you have to do it with in-service, but you've got to have time to do that, and you only have so many days to do it. I would lengthen the school year...having a lot of four-five day vacation/weekends for kids. I think teachers have a lot of needs that we could handle with in-service...they get caught up in...The more effective teachers are in their instruction the more effective they are in their discipline. They want more in-service on discipline, and I understand that. But, I say take care of the instructional focus first, and then see how much we need in discipline.

Finally, Dennis said the faculty has birthday parties and donuts on Fridays to help build collegiality. At the end of our interview, Dennis said I could roam the building if I wanted. I walked around the building by myself and noticed how many teachers had student work on display in the halls. I met several of the teachers I had interviewed in the hall. They were on their way to lunch.

Summary

Eagle Ridge, Sudbury, Hadley Way, and Prairie Lee Elementary Schools provided me with four different perspectives of the influence principals have on the professional growth of their faculties. The principals at Eagle Ridge and Sudbury had a very hands-on approach to professional development, collegiality, and climate. Their teachers' comments corresponded with the principals' comments concerning professional

development and collegiality. It was evident from the atmosphere in the buildings that these principals practiced what they believed.

The principals at Hadley Way and Prairie Lee took a more laid-back approach to professional growth and let the teachers plan the training. The teachers in these two schools did not feel their principals impacted their professional growth. The climate in each of the four schools was a direct reflection of the influence each of the principals had on the school.

Chapter V presents the findings as they relate to professional development, the perceptions principals and teachers have of the impact the principal has on professional development, and the relationship between the literature, the conceptual framework and the research.

CHAPTER V

ANALYSIS AND FINDINGS

The previous chapters explained the purpose of this study, provided an in-depth review of the literature, discussed the methodology used in this study, and presented the research data. This chapter is an analysis of the data in relation to the conceptual framework and research questions, and discusses the common themes and findings.

The analysis shows the consistencies and inconsistencies in the respondents' perceptions of professional development in schools. Common themes among the four schools will be discussed. The chapter concludes with an analysis of the data as it relates to the conceptual framework.

Research Question #1: What are principals' notions about promoting adult learning and professional development of the faculty?

The research is very clear concerning the impact the principal has on the professional development of the staff. Principals work to create a collegial and collaborative climate (King, 1991; Leithwood & Jantzi, 1990; Rowan, 1991; Sagor, 1992). There are shared goals for school improvement, a common core of educational values, a strong commitment to improving the work setting, and a strong sense of collegiality and intensive, collaborative relationships (Rowan, 1991). In a "growth" model of professional development, the principal encourages continuous inquiry and takes into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995). "Deficit" orientations of professional development are

based on the notion that something is lacking and needs correction (Guskey & Huberman, 1995).

Through collegial relationships, teachers create their own insights about their teaching and potential growth areas. The principal in this type of environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991). This type of environment is considered a “contemporary” professional development environment. In traditional professional development programs, teachers attend a one-day “awareness” in-service, or an “in-depth” workshop, then return to their classrooms. Time to reflect upon their practice with their peers to discuss how the new knowledge can impact their classrooms is not part of the professional development plan. If a school environment has a high degree of collaboration, other characteristics are present, such as meaningful professional development in which the teachers are actively involved in the planning, greater staff commitment to the collaborative school culture, and teacher empowerment (Ellis, 1986; King, 1991; Leithwood & Jantzi, 1990; March, 1991; Purcell, 1987; Regan, 1989).

The principals at Eagle Ridge Elementary and Sudbury Elementary viewed themselves as doing everything they could to encourage the professional development of their teachers. They found the finances necessary to send teachers to workshops the teachers felt they needed to attend, even though the allocated professional development funds had been spent. As Jason Jackson, Sudbury principal stated, “There’s not a lot of staff development money, so I use my activity money to send them to workshops. It’s important to send teachers because if it helps them to grow, it’s going to help the kids.”

Jason's school was formally a dependent school and then annexed into the school district. He had a difficult task of blending the old and new teachers into one, cohesive staff. For the past four years he has done team-building activities to help reach his goal. He has delegated a lot of the decision-making to the teachers, forcing them to work together, to make decisions, to make mistakes. He compliments them, challenges them, makes them "step out on that limb". Jason said some of the teachers get frustrated with him because he will not tell them what to do. He feels they learn to work together because they are on the limb together. In building collegiality, Jason includes the certified staff, support staff, students, and parents. He believes in "life-long learning" and tries to improve himself every day. "I make a lot of mistakes, but I believe in life-long learning. I keep improving myself every day. I'm a lot better principal now than when I first started."

Cecilia Combs, Eagle Ridge principal, views teachers as professionals and asks them to serve on building committees. The committees make the majority of the decisions for the building. The teachers are given the freedom to make choices concerning curriculum issues and discipline concerns. Teachers are encouraged to continually grow in their field of expertise and receive support and encouragement from Cecilia to do so. Professional talk between teachers is supported and Cecilia wished there were more time for professional talk. Haistead (1995, p.40) states:

The Institute of Personnel and Development's policy on continuing professional growth emphasizes each individual's responsibility for their own learning...Development should be continuous, that it should be owned and managed by the learner and begin from the individual's current state of learning.

The principals at Eagle Ridge Elementary and Sudbury Elementary operate from a growth model of professional development. Teachers are encouraged to decide for

themselves what area of their profession they wish to pursue continued growth, and then the resources are provided to make that training happen. Teachers are encouraged to share with each other, through formal and informal means, new learnings gained from additional training, as well as information they have learned from their daily experiences in the classrooms. These are examples of schools operating from a growth model of professional development.

In contrast to the professional development models used at Eagle Ridge and Sudbury, the model used at Hadley Way and Prairie Lee is a deficit model of professional development. The needs of the teachers are the deciding factors when planning the year's professional development. At Hadley Way, Margaret Peterson, assistant principal, disseminates information to teachers of upcoming professional development events, and schedules workshops for the entire staff to attend. All teachers attend all of the workshops whether it is an area they wish continued growth in or not. The principal's comment when I scheduled my visit was interesting: "The assistant principal does staff development." During my site visit, there was a lack of evidence of any process of creating a collaborative school culture, an environment of shared beliefs. Purcell's (1987) research clarified the importance of the principal in the development of a positive school climate. According to Purcell (1987), principals set the norms of collegiality. A positive school climate should be created before staff development plans are made, and, a supportive climate is influenced by the administrators' behavior (Purcell, 1987).

Dennis Robinson, Prairie Lee principal, likes to hire teachers who are "self-starters" and who will not require a lot of his attention. Workshops are selected based on the "needs" of the staff. Collegiality is not stressed at Prairie Lee and the principal

discourages fun activities, such as a talent show. He does, however, serve donuts to the staff on Fridays to “build collegiality”.

The professional development model used at Hadley Way and Prairie Lee is a deficit model of professional development. Plans are made based on the deficit needs of all of the teachers. Individualized plans and needs are not taken into consideration when the professional development plan is written.

Common Themes: Principals' Perceptions About Professional Development

Several common themes appeared in the data. First, the four administrators felt they provided whatever materials were needed by the teachers. For the assistant principal at Hadley Way, this meant teaching materials. For the other three administrators, this meant teaching materials as well as professional development needs and emotional needs, such as understanding when teachers were late for work due to personal reasons, leaving positive notes in their mailboxes, covering their duties when needed, and checking on them to see if everything was fine.

Another common theme was the importance of collegiality. The principals at Eagle Ridge and Sudbury both felt collegiality was extremely important to the mission of their schools, and constantly worked on building a strong, collegial staff. Decisions were made in committees, with very few decisions made by the principal. Teachers found positive notes in their mailboxes, and were given pats on the back.

Collegiality was not a high priority at Hadley Way and Prairie Lee. At those two schools teachers were left to themselves. The positive impact a climate conducive to professional growth has on the learning of both adults and students is supported through the research of Macke (1994), Norman (1989), and Shafer (1995). The results of these

three studies led to the same conclusions: to promote professional growth teachers should work in small, collaborative groups; teachers felt hindered in a bureaucratic climate, one with rules, controls, and limited teacher authority; teachers wanted to be more involved in the school's problem-solving process; and, collegiality and professional respect increased when staff members were involved in study groups leading to problem-solving or new information being applied in the classroom.

A third common theme was the practice of allowing teachers time to reflect on their practice and to visit with other teachers about their practice. This was evident in Eagle Ridge and Sudbury, but not in Hadley Way and Prairie Lee. Little (1982) concluded in his research that continuous professional development is achieved when teachers engage in frequent, continuous and precise talk about teaching. Wiggins (1994) also found that time for reflection as a means of professional development is important in the learning environment for teachers. Teachers need interaction with their peers to support their attempts at reflection (Wiggins, 1994). According to Darling-Hammond and McLaughlin (1995):

Few schools are structured to allow teachers to think in terms of shared problems or broader organizational goals. A collaborative culture of problem solving and learning must be created to challenge these norms and habits of mind; collegiality must be valued as a professional asset.

The fourth theme that emerged from the data involved the way professional development decisions were made. Eagle Ridge and Sudbury operated from a "growth" perspective. Prairie Lee and Hadley Way operated from a "deficit" model. Usually the principal decided what was "needed" in the area of professional development. If the teachers decided, their decisions were based on what was needed for continued growth. For teachers to grow in their profession, they must be actively involved in the decision-

making process (Leithwood & Jantzi, 1990). In a “deficit” professional development program, teachers are objects, rather than subjects of professional growth (Guskey & Huberman, 1995).

This study found there were four themes surrounding the principals’ perceptions of professional development of teachers. First, all of the principals provided whatever materials teachers needed to do their jobs. Second, the principals at Eagle Ridge and Sudbury felt collegiality was important to the professional development of the staff. Third, teachers were encouraged to talk among themselves about their practice at Eagle Ridge and Sudbury. Fourth, teachers were involved in the decision-making process at Eagle Ridge and Sudbury.

Research Question #2: What are teachers’ notions about how principals promote adult learning and professional development of the faculty?

The teachers at the four elementary schools in this study had definite opinions about the impact of the principal on adult learning and professional development of the faculty. The next section of this chapter will analyze their opinions as they relate to the literature on adult learning and professional growth.

Staff members at Eagle Ridge Elementary and Sudbury Elementary perceived their principals to be promoters of professional development. The Eagle Ridge teachers commented that their principal, Cecilia Combs, shares research articles and other professional development information with the teachers. She encourages staff members to share newly-gained information with their peers in staff meetings. Teachers serve on

building-wide committees, and it is these committees that make the majority of the decisions. One teacher stated:

She treats us like professionals. The way we teach in the classroom is our business and she wants to support us in that. Every teacher has different ways of doing things and I feel that doesn't bother her, that what I want to do in my classroom is my business and she's not micromanaging.

The teachers at Sudbury were equally positive about their principal, Jason Jackson. Barbara White described him like this:

He puts [staff development fliers] in your mailboxes. If you say you want to go to this, he'll look for money. You don't feel like you can't take off for a workshop. He's looking for things for you.

Teachers were involved in the decision-making process at Sudbury. Sometimes teachers became disgruntled because Jason expected them to make the decisions when the teachers felt it would have been easier if he had made them. Professional development decisions were made by the teachers, with Jason providing financial support of their plans.

The data presented by the teachers demonstrates that Eagle Ridge Elementary and Sudbury Elementary use a "growth" model of professional development. Their perceptions are congruent with the perceptions of their principals.

Teachers at Hadley Way and Prairie Lee felt their principals helped them with discipline and not professional development. The assistant principal at Hadley Way helps the teachers schedule workshops, but the workshops are based on what the assistant principal views as the needs of the staff. One teacher stated that informal professional development takes place in the teachers lounge. She said once in awhile the teachers will talk about an area of the curriculum they need help with, and others will give advice. She found these types of talks helpful and wished they happened more often.

Teachers at Prairie Lee were unsure how their principal helped them with professional growth. Only one teacher felt the principal, Dennis Robinson, helped with professional development planning and implementation.

Common Themes: Teachers' Perceptions About How Principals Promote Adult Learning and Professional Development

There were several common themes throughout the data from the interviews with the teachers from the four elementary schools. First, the teachers at all four of the schools believed their principals were supportive in finding them the materials they needed for teaching. In two of the schools, Eagle Ridge and Sudbury, "getting us what we need" went beyond classroom materials and included emotional needs and professional development needs, such as positive notes in mailboxes, allowances made for teachers being late, and words of encouragement when needed.

A second theme that emerged was the importance of collegiality. At Eagle Ridge and Sudbury, teachers were encouraged to talk to each other about their practice. This also occurred at Hadley Way in an informal manner and was initiated by the teachers. The perception of the teachers at Eagle Ridge and Sudbury was that their principals did many things to improve collegiality in their buildings. The perception of the teachers at Hadley Way and Prairie Lee was that the principals left them alone to do their jobs. In fact, one teacher at Hadley Way had difficulty answering questions about her principal because she very rarely saw him.

Contemporary effective professional development practices are found in collegial and collaborative climates (King, 1991; Leithwood & Jantzi, 1990; Rowan, 1991; Sagor, 1992). Leithwood and Jantzi (1990) explored how administrators facilitate a

collaborative school culture. They found that administrators helped create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment. The principals at Eagle Ridge and Sudbury are examples of principals using contemporary effective professional development practices. They encourage their staffs to talk with each other about their practice, and professional development training is planned according to the teachers' goals as well as the school's goals.

A third theme to emerge was the notion of how professional development activities were selected. Teachers at Hadley Way and Prairie Lee referred to the decision-making process as "finding areas we are weak in" and then finding workshops to remediate those deficits. Guskey and Huberman (1995) characterize this philosophy as the "deficit" model of professional development and said usually the decisions are made by the principal. The teachers at these two schools made their own professional development decisions, but, they were trained to make them using a "deficit" mode of thinking. The teachers at Eagle Ridge and Sudbury had the perception that their professional development was on-going and that the principal was always looking for ways to help them in their growth.

King (1991) found that through collegial relationships, teachers create their own insights about their teaching and potential growth areas. The principal in this type of environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991). King also found that these schools had a common vision and the principal kept the vision at the forefront without a mandate. The leadership tied a common vision to professional development and collaborative work

among teachers (King, 1991). The leadership at Hadley Way and Prairie Lee did not operate under this model. Teachers were left to make professional development plans on their own, without a common vision or plan. Teachers at Eagle Ridge and Sudbury were guided by a common vision.

Research Question #3: What are the dominant orientations in teachers' and principals' perspectives?

The teachers and principals at Eagle Ridge Elementary and Sudbury Elementary both perceive the principals to be operating from a “growth” model of professional development.

The teachers and principals at Prairie Lee and Hadley Way both perceive the principals to be operating from a “traditional” model of professional development, otherwise known as a “deficit” model of professional development.

Summary

The research on adult learning and professional development is quite clear about the impact the principal has on the growth of the staff. For adults to learn, a climate should exist that encourages them to grow (Barth, 1990; Haistead, 1995; Krupp, 1986; Levine, 1989; Little, 1982; Short, et. al., 1993; Wiggins, 1994). Too often, the school environment is a place for teachers to teach and students to learn (Barth, 1990). In a “contemporary” effective professional development program principals work to create a collegial and collaborative climate (King, 1991; Leithwood & Jantzi, 1990; Rowan, 1991; Sagor, 1992).

The climates in Eagle Ridge Elementary and Sudbury Elementary reflect the positive impact the principal has on the climate of a school. Teachers are given the freedom and the responsibility for decision-making within the school. The principal in each of the two schools treated the teachers with respect and as professionals. Activities were on-going throughout the year to promote collegiality.

The data revealed that both the teachers' and the principals' perceptions of what the principal does to promote adult learning and professional development among teachers were congruent at Eagle Ridge and Sudbury. The teachers felt the principals did whatever they could to help the teachers be successful in their job, supported them, and made themselves available to the staff whenever they were needed. The data also revealed that the teachers in these two buildings felt safe in talking to the principals about personal matters and career goals. Professional development decisions were made from a "growth" perspective, focusing on acquiring new knowledge to use in the classroom. Money was not a factor in deciding future professional development training. The principal at Sudbury used his activity fund to supplement the \$700 he was given by the school district to use for professional development.

Teachers at Eagle Ridge and Sudbury were encouraged to talk to each other about their practice. Principals expressed frustration with the lack of time available for more discussions between staff members and felt that was an area they needed help with. The teachers at both sites supported comments made by the principals about the helpfulness of talking with their peers. In some cases the teachers felt the informal talks were more helpful than the organized workshops they attended.

The professional development programs at Hadley Way and Prairie Lee reflect a “deficit” model. Collegiality is not the focus for either of the principals. One teacher at Hadley Way had difficulty answering my questions because she very rarely saw her principal. Teachers in both of these schools felt their principals were very helpful in securing classroom materials and handling discipline. They did not feel they were helpful in professional development. One teacher wished her principal had advised her on what type of graduate program she should begin. Teachers at Prairie Lee felt their principal discouraged them from participating in fun activities, such as the talent show, and other faculty activities. The feeling from them was that he was having a difficult time deciding whether or not he should retire. Teachers at Hadley Way felt the assistant principal was helpful to them in securing materials and handling discipline. She is the chairperson of the professional development committee for the school, but the teachers did not feel she had a strong impact on their professional growth.

Chapter VI of this study will provide conclusions and implications of this study and recommendations for future research.

CHAPTER VI

CONCLUSIONS, IMPLICATIONS, RECOMMENDATIONS

This qualitative study was designed to examine the perceived influence of the principal on the professional growth of teachers from the perspectives of selected teachers and principals. Specifically, this study proposed that principals play a critical role in establishing the expectations for professional growth, developing and maintaining the organizational structures that can support it, and providing multiple opportunities for professional motivation and learning. It also proposed that there are two dominant orientations in principals' thinking about professional development: deficit and growth. "Deficit" orientations of professional development are based on the notion that something is lacking and needs correction and are, typically, determined by administrators. Teachers are objects, rather than subjects of professional growth (Guskey & Huberman, 1995). "Growth" models consist of activities that accompany continuous inquiry and take into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995).

Chapter I presented an introduction to the study along with the conceptual framework which proposed (1) knowledge about adult growth, development, and learning, and the implications for professional development; and, (2) knowledge about professional development, and how it is driven by principals' practice, from an educative leadership perspective. Educative leadership was defined as the principal's promotion of problem solving, and the growth of knowledge and learning.

Chapter II provided an in-depth review of the literature relevant to adult learning, professional development, and the principal's impact on professional growth. The review

of literature revealed that adults develop at their own individual rates and each person passes through orderly growth stages. Adult learners use past experiences, both personal and professional, as a foundation for current and future learning. The review also showed that professional development plans must take into consideration not only the needs of the adults, but the goals and needs of the school. Finally, the review showed the principal creates a high degree of collaboration, meaning, the principal helps create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment.

Chapter III presented the methodology for this study. The chapter described the rationale for the chosen method of study; the selection of sites; the selection of respondents; the method of data collection; data analysis procedures; and the trustworthiness criteria of the study.

Chapter IV presented the data gathered by the researcher and guided by these questions:

1. What are principals' notions about promoting adult learning and professional development of the faculty?
2. What are teachers' notions about how principals promote adult learning and professional development of the faculty?
3. What are the dominant orientations in teachers' and principals' perspectives?

Chapter V analyzed the data from each of the four schools and concluded several things. First, principals have a direct impact on the professional growth of teachers. Second, schools with a positive, collegial environment operated from a "growth" perspective in regard to professional development. Schools lacking a collegial

environment operated from a “deficit” professional development perspective. Third, teachers must be involved in the decision-making process.

This chapter presents the conclusions from the data, implications for professional development, and recommendations for further research.

Conclusions

The analysis of data provided the following conclusions: (1) principals have an influence on the professional development of the staff, (2) principals have an influence on the collegiality of the staff, (3) teachers desire to be involved in the decision-making process, (4) professional development models operate from a “growth” perspective or a “deficit” perspective, (5) teachers need time to talk about their profession.

The problem addressed by this study described two dominant orientations in principals’ thinking about professional development--deficit and growth. Growth models consist of activities that accompany continuous inquiry and take into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995). Deficit orientations of professional development are based on the notion that something is lacking and needs correction and are, typically, determined by administrators.

From this study it can be concluded that principals have an influence on the professional development of the staff. The data revealed that principals who valued on-going professional development and adult learning shared that value with the teachers. They provided materials, time and money for professional development activities, time for teachers to reflect on their practice, and the expectation that professional growth would be on-going. It was also the perception of the principals at Eagle Ridge and

Sudbury that these were activities that should occur within a school operating from a growth model of professional development. The perceptions of the principals at Hadley Way and Prairie Lee revealed they did not see these activities as important to professional development.

Leithwood and Jantzi (1990) found that principals help create meaningful professional development by providing resources, fostering staff commitment, and developing a supportive collegial environment. Rowan (1991) discovered the same results in his study of six high schools in Michigan. He found that teachers share a common core of educational values, a strong commitment to improving the work setting, a strong sense of collegiality and have intensive collaborative relationships.

The second conclusion derived from this study was that principals have a direct influence on the collegiality of the staff. Through collegial relationships, teachers create their own insights about their teaching and potential growth areas. According to Guskey and Huberman (1995) this is an example of a growth model of professional development. The principals at Eagle Ridge and Sudbury viewed this as important to the growth of their staffs. The principals at Hadley Way and Prairie Lee viewed their teachers as “self-starters” who did not need to focus on collegiality. The principal in this type of environment serves as a facilitator, providing teachers with resources needed, as well as support of their learning structure (King, 1991). In a collegial culture, study groups are an on-going part of the growth plan. Teachers are encouraged to break the isolation and work in small groups to expand their knowledge of a topic (Rowan, 1991). However, at the initial use of study groups within the school building, it is necessary for the principal to begin to create a collegial climate that will be a positive environment in which teachers

can learn. Sagor (1992) found that principals work to create a collegial and collaborative climate. A positive school climate should be created before staff development plans are made, and, a supportive climate is influenced by the administrator's behavior (Purcell, 1987).

The third conclusion derived from this study was that the teachers must be involved in the decision-making process. Meaningful professional development occurred in schools in which teachers were actively involved in the planning, greater staff commitment to the collaborative school culture was present, and teachers were empowered (Ellis, 1986; King, 1991; Leithwood & Jantzi, 1990; March, 1991; Purcell, 1987; Regan, 1989). According to Guskey and Huberman (1995) this is an example of what should occur in a growth model of professional development. The principals at Eagle Ridge and Sudbury perceived this to be important. The principals at Hadley Way and Prairie Lee did not talk about the decision-making process within their schools.

Little's study (1982) on school climate conducive to on-going professional growth is the notion that the more involved the teacher is in the planning process as well as the learning process of professional development, the higher the success rate will be for implementing the new program aimed at school success. He also found that in schools where teachers were not actively involved in the planning, the new professional development program did not influence the school's success. Macke (1994), Norman (1989), and Shafer (1995) found that teachers wanted to be involved in the problem-solving process and they felt hindered in a bureaucratic climate, one with rules, controls, and limited teacher authority.

The fourth conclusion was that the professional development models operate from a “growth” perspective or a “deficit” perspective. A teacher’s personal needs and the needs of the school should be addressed together in a staff development plan (Krupp, 1986). Krupp concluded that when a teacher’s individual professional growth is linked to the school goals, the result is a more enthusiastic teacher with a greater level of productivity who is better able to meet the needs of students. “Growth-seeking” teachers found it helpful to have an awareness of adult developmental learning stages (Howser, 1989). The teachers also viewed interactions with their peers as a positive means of professional growth and had a positive attitude towards change (Howser, 1989). The teachers in the “deficit” perspective did not view the awareness of adult developmental learning stages as helpful, demonstrated a low self-esteem, a rigidity to growth, and a distrustful attitude towards change (Howser, 1989). “Deficit” orientations of professional development are based on the notion that something is lacking and needs correction and are, typically, determined by administrators. Teachers are objects, rather than subjects of professional growth (Guskey & Huberman, 1995). “Growth” models consist of activities that accompany continuous inquiry and take into consideration the professional and personal experiences of individual teachers (Guskey & Huberman, 1995).

The fifth conclusion was that teachers must have time to reflect on their practice. Howser (1989) found that teachers valued time to talk with each other about their profession, if they were teachers who valued on-going professional development. Little (1982) concluded that continuous professional development is achieved when teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice. Teachers teach each other the practice of teaching (Little, 1982, p. 331).

Darling-Hammond and McLaughlin (1995) proposed creating large blocks of uninterrupted time for teachers to work and learn together. Through scheduling common blocks of time, teachers were also able to foster learning and collaboration about serious problems of their practice (Darling-Hammond & McLaughlin, 1995). Short, et.al (1993) found that study groups provided teachers with a means to build community, encouraged development of the theory to practice connection, helped build a knowledge base about the change process and curriculum reform, and provided an innovative context for adult learning. The participants also found meaning within the study group, instead of trying to learn in isolation. However, they were frustrated because of the little time allowed for reflection (Short, et. al, 1993). Wiggins (1994) found that time for reflection as a means of professional development is an important facet of a learning environment for staff members. Reflection on one's own teaching, either privately or through a study group, can provide insightful information to a teacher.

Implications

As schools continue to come under fire from the public for low test scores, inability of high school graduates to read, discipline problems, and the amount of tax dollars being spent on public education, professional development for teachers will be mentioned more and more. This is a time for school districts to develop a vision for the future and incorporate into that vision a professional development plan. Sites within the district should be encouraged to create their own professional development plans. The site plan would take into consideration not only the teachers' goals, but also the building's goals. The teachers should be involved in the planning process, along with the

principal. The principal should work to build a collegial environment so that teachers feel safe to grow as professionals. Adequate time could be provided for teachers to talk with each other about their practice, to observe one another and provide feedback, and to practice what they are learning while receiving immediate feedback.

Study groups should be a common practice within a school so that teachers and administrators can stay current in their practice. Partnerships can be formed with local universities to conduct action research within the schools, another aspect of a “growth” model of professional development. Action research enables experienced teachers to continue to grow in their practice, and to give them new roles as researchers and leaders (Watt & Watt, 1991).

A common theme emerging from the four sites was the influence, good or bad, the principal has on the school. Principals can be encouraged to develop their own professional development plan and to model a “growth” philosophy. If principals need help learning how to develop a collegial atmosphere, then their peers and supervisors should be willing to help them, just as teachers must be willing to help each other. On-going professional development for principals should be considered a priority if they are to facilitate the professional development of the staff.

Finally, teachers in a collegial atmosphere and with a principal who believed in adult learning and professional development, appeared to be happy with their job. Teachers in a deficit model professional development school with a lack of collegiality liked their jobs but knew things could be better.

Recommendations for Further Research

Based on the findings and conclusions reached by this study, recommendations for further research regarding the influence the principal has on the professional development of the staff and the perceptions of that influence by the principals and the teachers can be made. These recommendations are:

1. A study should be conducted to find out how school districts go about changing from “deficit” professional development delivery model to a “growth” professional development delivery model. Many districts are still operating under the “deficit” model. What is keeping them from progressing?
2. This study could be replicated at the secondary level to see if principals’ perceptions of the impact they have on professional development are congruent with the elementary principals’ perceptions. Using another qualitative research method, case study, to examine this question would be another suggestion. Would it make a difference in the perceptions of the teachers and principals if the researcher spent a longer period of time in the field?
3. Finally, a study could be conducted within the business world at the middle management level. Interviews conducted with middle management personnel as well as the employees who report directly to those managers might reveal the same conclusions as in this study.

Summary

This chapter presented the conclusions, implications, and recommendations derived from a study on the principals’ and teachers’ notions about how principals promote adult learning and professional growth. The data analysis led to three findings:

(1) the principal influences the professional growth of the staff, (2) the principal influences the collegial environment, and (3) teachers must be provided time to talk with peers about their practice. The findings led to five conclusions discussed in this chapter which were: (1) principals have an influence on the professional growth of the staff; (2) principals have an influence on the collegiality of the staff; (3) teachers must be involved in the decision-making process; (4) professional development models operate from a “growth” perspective or a “deficit” perspective; and, (5) teachers must have time to talk about their practice.

The implications drawn from these conclusions have added to the body of knowledge about the role of the principal in promoting adult learning and professional development of the teachers. We know that continuous professional development is achieved when teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice (Little, 1982). This is also congruent with what we know about the importance of the principal as the facilitator of professional growth. Purcell (1987), Ellis (1986), March (1991), and Regan (1989) provided additional support for the concept of the principal facilitating the process of creating a collaborative school culture. King (1991) reaffirmed the concept of the principal serving as a facilitator for the staff, to support them as they learn to work together in a collegial environment for the benefit of their students. Leithwood and Jantzi (1990) and King (1991) both support the notion that the principal can facilitate the process of creating an environment of shared beliefs.

This study supported the problem statement that there are two models of professional development: “growth” and “deficit” (Guskey & Huberman, 1995). Schools

with leaders who perceived professional development as on-going and essential to teaching operated from a “growth” model. Schools with leaders who perceived professional development as something we “do” to teachers operated from a “deficit” model.

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APPENDIXES

APPENDIX A

Consent Form

TEACHERS' AND PRINCIPALS' PERSPECTIVES OF PROFESSIONAL DEVELOPMENT IN SCHOOLS CONSENT FORM

SPRING 1997

You have been asked by Ann Caine, graduate student of OSU working on her dissertation, to be interviewed about your perspective concerning professional development. This study will involve interviews with 5th grade teachers from four schools in your school district, as well as interviews with the four principals. The questions will focus on professional development in the schools as seen by the teachers and the principals.

The interview will last approximately forty-five minutes and will be recorded. All subjects in the study will be asked the same questions initially, and the graduate student will type transcripts of the interviews for analysis. The dissertation adviser may review these transcripts. You will be given the opportunity to review the transcript of your interview. All tapes and transcripts are treated as confidential materials.

Each respondent will be assigned a pseudonym for confidentiality reasons. The pseudonym will be used in all discussions and in all written materials dealing with the interviews.

No interview will be accepted or used by the graduate student unless this consent form has been signed by all parties. The form will be filed and retained for at least two years by the dissertation adviser.

Subject Understanding

I understand that participation in this interview is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this study at any time without penalty after notifying the graduate student.

I understand that the interview will be conducted according to commonly accepted research procedures and that information taken from the interview will be recorded in such a manner that respondents cannot be identified directly or through identifiers linked to the respondents.

I understand the interview will not cover topics that could reasonably place the subject at risk of criminal or civil liability or be damaging to the subject's financial standing or employability or deal with sensitive aspects of the subject's own behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

I may contact the dissertation adviser, Dr. Nan Restine, Department of Educational Administration and Higher Education, College of Education, Oklahoma State University, Stillwater, OK; telephone: (405)744-7244, should I wish further information about the research. I also may contact Gay Clarkson, Institutional Review Board Secretary, 305 Whitehurst, Stillwater, OK, 74078; telephone: (405) 744-6451.

I have read and fully understand this consent form. I sign it freely and voluntarily.
A copy has been given to me.

DATE: _____ TIME: _____ (am/pm)

SIGNED: _____
(Signature of Subject)

I certify that I have personally explained all elements of this form to the subject
before requesting the subject to sign it and provided the subject with a copy of this form.

DATE: _____ TIME: _____ (am/pm)

SIGNED: _____
(Signature of Graduate Student)

In case I need to contact you this summer for additional information, would you please
write your name, address, and phone number:

NAME _____

ADDRESS _____

PHONE _____

APPENDIX B

Letters

May 12, 1997

Dear

Thank you so much for taking time out of your hectic, end of the year schedule to meet with me. I really appreciated your willingness to participate in my dissertation.

As soon as I have transcribed the information on the tape into written form, I will be sending you a copy to proofread to make sure it is what you said.

Have a great week, and thanks, again!

Sincerely,

Ann Caine

September 4, 1997

Dear

I hope you had a restful summer! As you can see, I spent my summer turning my research tapes into written scripts.

I have enclosed a copy of your interview. Please look it over and make sure it is accurate. If you need to make changes, please call me at 721-2013 or fax your reply to me at 728-5637. If I have not heard from you by September 15, I'll assume the transcript looked fine to you. Just ignore my typing errors!

Have a great year!

Sincerely,

Ann Caine

APPENDIX C

Institutional Review Board
Human Subjects Review

**OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW**

Date: 03-06-97

IRB#: ED-97-075

Proposal Title: PRINCIPALS' AND TEACHERS' PERSPECTIVES OF PROFESSIONAL DEVELOPMENT IN SCHOOLS

Principal Investigator(s): L. Nan Restine, Ann Caine

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

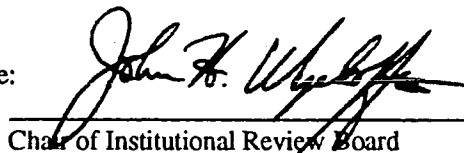
ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD AT NEXT MEETING, AS WELL AS ARE SUBJECT TO MONITORING AT ANY TIME DURING THE APPROVAL PERIOD.

APPROVAL STATUS PERIOD VALID FOR DATA COLLECTION FOR A ONE CALENDAR YEAR PERIOD AFTER WHICH A CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR APPROVAL.

Comments, Modifications/Conditions for Approval or Disapproval are as follows:

Signature:



Chair of Institutional Review Board

cc: Ann Caine

Date: April 16, 1997

VITA

Ann Peterson Caine

Candidate for the Degree of

Doctor of Education

Thesis: PRINCIPALS' AND TEACHERS' PERSPECTIVES OF PROFESSIONAL
DEVELOPMENT IN SCHOOLS

Major Field: Educational Administration

Biographical:

Personal Data: Born in Enid, Oklahoma, on March 16, 1957, the daughter of
Don and Caroline Peterson.

Education: Graduated from Hillcrest High School, Dalzell, South Carolina in
May, 1975; received Bachelor of Science degree in Elementary Education
from Kansas State University in May, 1979; received Master of Science
degree in Special Education from Kansas State University in May, 1981.
Completed the requirements for the Doctor of Education degree with a
major in Educational Administration at Oklahoma State University in
May, 1998.

Experience: Traveled extensively in the United States and England as the
daughter of an Air Force pilot; taught Emotionally Disturbed elementary
students in Junction City, Kansas and Moore, Oklahoma; taught fifth
grade students in the Putnam City School District, Oklahoma City,
Oklahoma; employed as the Arts Coordinator for Putnam City Schools,
Oklahoma City, Oklahoma; employed as assistant principal and currently
principal for Putnam City Schools, Oklahoma City, Oklahoma.

Professional Memberships: Association for Supervision and Curriculum
Development; Oklahoma Association for Supervision and Curriculum
Development; National Association for Elementary Principals; Oklahoma
Association for Elementary Principals; Phi Delta Kappa.