CAREER DIRECTIONS OF ACTIVE OKLAHOMA

STATE UNIVERSITY WRITING PROJECT

TEACHER CONSULTANTS

By

TRACY ANN HUDGINS FREDMAN

Bachelor of Arts
Southwestern Oklahoma State University
Weatherford, Oklahoma
1986

Master of Arts
Southwestern Oklahoma State University
Weatherford, Oklahoma
1990

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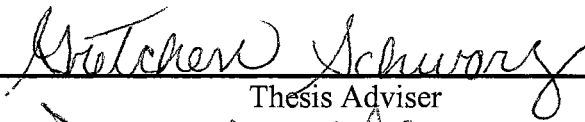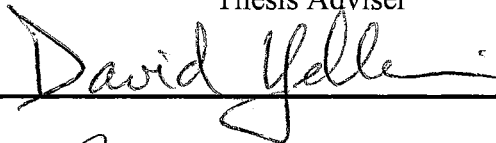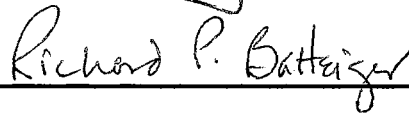the Degree of
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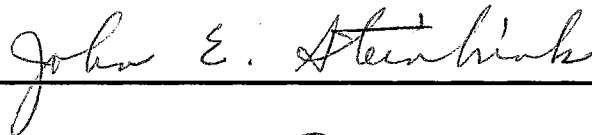
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Thesis Approved:

Gretchen Schwarz
Thesis Adviser

David Yellen

Richard P. Batteiger

John E. Steinbrink
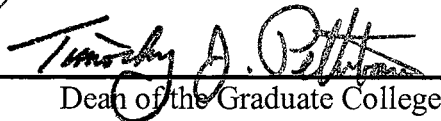
Timothy A. Pettibone
Dean of the Graduate College

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CHAPTER ONE

Career Directions of Active Oklahoma State University Writing Project

Teacher Consultants

The National Writing Project (NWP) professional development model has been successful in providing professional experiences that trigger sustained professional growth in its Teacher Consultants (TC's). Models of the NWP exist at universities in forty-nine states and Washington D.C. and Puerto Rico and provide professional development to 100,000 teachers each year. To discover why this educational community is so successful and how its brand of professional development impacts its participants in such a powerful way is important if we are to keep our teachers teaching and provide them with rewarding career opportunities. Therefore, this research looks to understand and gain knowledge about the Oklahoma State Writing Project (OSUWP) and its Teacher Consultants in order to find these answers.

Teachers have long entered the teaching profession because of their desire to work with people, more specifically young people; to contribute some moral service to society; to continue their connections with school; to achieve secure material benefits; and to work within a time compatible schedule that meets their family needs (Lortie, 1975). Little thought is given by the beginning teacher to what a "teaching career" means. Many beginning teachers believe that the classroom is the only career opportunity available to them in education unless they decide to advance into an administrative position such as principal, superintendent, or counselor. Therefore, classroom teachers see career advancement in a school system as a reward given based upon the type of

degree and years of experience an educator possesses or as moving up the hierarchy and out of the classroom. In addition to salary, the most experienced teachers are usually given the "better" courses and "better" students. Many times, less experienced teachers "pay their dues" with less motivated students and time consuming sponsorships, such as the speech and debate club, pep club, or student council.

Unfortunately, this arrangement promotes job dissatisfaction in teachers which may lead to burn-out and eventual job apathy or attrition in the profession. According to Farber (1991), "30-35 percent [of all teachers in this country] are strongly dissatisfied with the teaching profession, …[and] 5- 20 percent of teachers…are burned out" (p. 42). Many contributing factors cause teachers to undergo stress and lose satisfaction in themselves as teachers, their students, colleagues, administrators, and the school system itself.

To counter this dissatisfaction, teachers seek praise from their administrators and colleagues in the form of verbal compliments and look forward to possible appointments to leadership positions, such as department head or committee chairman, that will generate some type of monetary reward from the school system. These teachers hope students will work hard and enjoy the classroom, and parents will reach out to them—as their children's teachers—and praise them. Unfortunately, teachers are often answered with classroom violence, student apathy, administrative insensitivity, professional isolation, overcrowded classrooms, involuntary transfers, unsupportive parents, and depleting classroom supplies (Farber, 1991). Under these conditions, teachers continue to battle against feelings of anger, frustration, and hopelessness. Teachers not willing to give in to their own despair, however, continue to seek avenues and opportunities to

develop their self-esteem and teaching careers through their classrooms, colleagues, and school systems.

Administrative positions have traditionally been the most visible avenues beginning teachers felt they could take to advance their teaching career and/or make significant educational reform. Over time, however, many teachers who work to improve their teaching, their classrooms, their profession, and the educational system itself find themselves extended beyond their classrooms and involved in other educational areas which create a whole new realm within the traditional teaching career (Lieberman & Miller, 1984; Lortie, 1975; Bullough & Baughman, 1997; Goodson, 1992). Other roles— such as professional development leaders, educational consultants, curriculum developers, or published writers—may become available to classroom educators who learn more about their profession and their pedagogy. These opportunities can counteract burnout or job dissatisfaction.

These positions and many others have fallen under the term teacher leadership. Burke (1994) discusses the various roles in which teachers can develop their careers so they can continue to exist as classroom teachers but can also expand into roles that allow them more authority and possible monetary incentives. Partnerships with universities allow teachers to take on the position of preservice teacher educator, mentor of new teachers, or teacher researcher. The preservice teacher and mentor teacher each work with the university in improving teacher education and also work with the university's future teachers. A mentor teacher could also work with teachers who have from one to three years teaching experience.

The teacher researcher initiates classroom research that helps educators learn more about teachers and students and their classrooms. Other positions that extend a teaching career include teacher as organizational leader, staff developer, and peer coach. Each of these positions exists to "identify school and individual teacher growth need, …provide assistance and resources to other teachers, …and deliver professional growth activities" when needed (Burke, 1994, p. 216). The teacher as curriculum developer brings teaching "expertise and experience during the process of developing new curriculum materials" (p. 217). An organizational leader in a professional organization grants teachers opportunities to use their expertise and leadership skills. This leader could be the classroom teachers' spokesperson on important educational issues, such as block versus a six or seven hour school day or the use of the Shurley Method (a repetitious sing- along to teach the parts of speech within a sentence form) in elementary classrooms, at the local level, and be the local representative at state conferences and meetings. The staff developer—position of teaching other teachers through presentations and workshops—and peer coach—a mentoring position that establishes a supportive and helpful relationship with teachers—provide not only leadership opportunities for teachers but also assist classroom teachers in individual teaching and classroom needs. These teacher leaders meet their need for recognition of professional knowledge and expertise and provide leadership skills that help develop a professional learning community within their own schools (Burke, 1994). The collegiality and teaching professionalism these leaders experience often carry over into the learning communities they develop in their own schools. Teacher leadership provides teachers with career opportunities in what used to be considered a "flat career."

According to Devaney and Sykes (1988), an extended benefit of using teacher leadership roles within a school system is the growth of a professional culture. A professional culture defines teaching professionalism as the need for all teachers to "strive toward standards of excellence and collaborative relationships, ...[and] participation in making the instructional decisions for their own classrooms and for their schools" (p. 8). A professional culture for all teachers is necessary for teacher professionalism to exist.

The NWP

One avenue towards a professional culture built upon teacher leadership is the National Writing Project (NWP). The NWP, grown from the Bay Area Writing Project, opened its doors in 1974 at the University of California in Berkeley under the leadership of James Gray. Since then, it has extended to include 167 sites at universities in 49 states and served over 1.5 million teachers, K-12 of varied subjects, through attendance in the program and by providing workshops for another 100,000 colleagues (Curtis & Cantrill, 2000, p. 2; Groves, 1999, p. 3). Richard Sterling has held the directorship since Gray's retirement and declares he still holds to the following overall philosophy of the NWP.

> [Teachers] meet in large and small groups to discuss their own writing, to analyze good pedagogy, and to ponder ways of strengthening their classroom practice and bringing everything back to colleagues in inservice settings. The summer institute is the heart of the NWP, the setting that "allows teachers to shape their ideas and think through the puzzles in their own practice" with help from other expert teachers. (Goldberg, 1998, p. 2)

The summer institute initially begins the Writing Project experience. A site director, typically a professor of English Education or English, and a co-director, a classroom teacher, will be the facilitators of the four-day, five-week long summer institute. Participants apply and are chosen based upon their "demonstrable success as writing teachers" and as an "equally successful teacher of teachers" (NWP, 1999, p. 1). Possible participants come from all levels and all subject areas of public, private, urban, suburban, and rural schools. Teachers learn how to incorporate writing into their curriculum and lead a workshop teaching other teachers. However, the participants are also writers themselves. They come together as a community of writers to learn about the writing process and themselves as learners. This writing is connected to educational research and theory that the institute hopes the teacher will continue throughout his or her career. Follow-up programs such as Saturday meetings, advanced summer institutes, teacher research groups, and local, regional, state, and national conferences are as important a part of the writing project as attending the summer institute and are used to regenerate teachers' attitudes about teaching and their desire to learn (NWP, 1999).

After the institute, teachers who demonstrate interest and ability in presenting workshops can work as paid teacher consultants to work with other teachers from their own schools and other schools around their state. Other teacher leadership positions that teachers can take advantage of include inservice coordinator, membership on advisory boards and steering committees, and writing project staff positions. These teacher leader opportunities exist at the national and state levels of the writing project.

The NWP has extended its learning community model at sites in forty-nine states and also has achieved national attention for its educational success and development of

excellent teachers, professional development programs, and its incessant commitment to students. Mark St. John of Inverness Research Associates has said, "Our evaluation has shown that the NWP model, implemented faithfully, produces a professional development system that meets the important criteria for any investment in education reform" (Goldberg, Jan. 1998, p. 5). The NAEP (Goldstein & Carr, April 1996) also states that most students using the writing process strategy, which Writing Projects advocate, perform better in their writing. After presenting a compilation of research regarding the effectiveness of four modes in the teaching of writing, Hillocks (1986) says "the participants [of the National Writing Project]...can provide leadership in moving others toward increasingly effective instruction" (p. 251).

This belief and success in teacher leadership stems from the NWP's Basic Beliefs (NWP-Basics, 1999, p.1) that what teachers know about teaching comes from not only research, but also practice. Teachers are the best teachers of teachers. According to the NWP executive director, the NWP model brings "expert teachers together for extended summer training...to demonstrate effective practice, discuss the research, and talk about why they do what they do as well as prepare to teach their colleagues back in the schools" (Goldberg, 1998. p. 395). Throughout the year, teachers may come back to practice workshop sessions, to attend roundtable discussions on educational and research issues, to attend reunions, or to visit the current summer institute. Not only is there the opportunity to have professional dialogue and to reflect about teaching with other concerned educators, but there are also the opportunities to lead other teachers, to learn from other teachers, and to teach other teachers.

OSUWP

The OSU Writing Project achieved its status as a NWP model site in 1992 and followed in 1994 with recognition from the NWP as an exemplary site. In one year the OSUWP presented professional development workshops in thirty different school districts in Oklahoma. Five hundred teachers have experienced the Writing Project's program and resources. Other professional organizations also enlist the help of the OSUWP: a) State Department of Education, b) Oklahoma Council of Teachers of English, c) Oklahoma Association of Social Studies Teacher, and d) Oklahoma Council of Teachers of Mathematics. The OSUWP does not limit itself to the language arts; it connects subject matter, teacher learning, student learning, and teacher pedagogy with the language arts. This learning community also believes in bringing university programs to teachers. Through the program of OSUWP Teacher Research program, a university professor, also a Writing Project consultant, works with classroom teachers in researching writing methods and assessing their value in the classroom. This information from Oklahoma classrooms is then taken to the NWP and discussed with other Writing Project teachers who have performed the same research in other states. Learning does not stay isolated; learning in the Writing Project is a shared commitment by educators from all over the United States (OSUWP, 2000).

I can attest to its commitment to educators. I applied and was accepted to the OSUWP and found it to be the most rewarding experience in my teaching career. The exposure the OSUWP provided to professional literature and discussions opened new avenues of learning for me as a teacher. Even though I had critically analyzed my own teaching, I had not really reflected on why I do what I do or why other teachers do what

they do. Writing an autobiography about my experiences with teachers and my career as

a teacher helped me to understand what I was missing in my praxis as a pedagogically

tactful teacher. The summer institute sessions also gave me the confidence and

knowledge I needed to restructure my classroom to meet my students' needs and my

goals as an educator. The OSUWP provided me with career opportunities to work as a

consultant to share my ideas and methods about writing and teacher practice with

teachers all over the state of Oklahoma. The OSU Writing Project continues its efforts to

help educators and students across the state of Oklahoma through its activities:

1. Summer institutes for teachers,

2. Summer writing camps for students,

3. Parent workshops,

4. Project Outreach for teachers of poor children,

5. Professional development workshops,

6. Professional research opportunities,

7. Teacher networking, and

8. Teacher and student publications. (OSUWP, 2000)

Perhaps the most important aspect of the OSUWP lies in its value as a community

of learners. Graves (1994) has written "The art of teaching is the art of continuing to

learn" (p. 361). Cutler and Ruopp discuss the importance of allowing teachers

"opportunities to become active learners in a supportive, collegial environment" (p. 135),

such as the OSUWP. Four components must exist for a community of learners to

succeed. Teachers must have scheduled time for learning and reflection during the school

day. Otherwise, they will not be able to focus on the discussion and reflection because

they are tired and resent spending their personal time at work. A strong collegiality must be formed within the group. Teachers will share with each other and give personal reflections on the events. They must be willing to deal with each other as colleagues looking for answers. The third component involves risk taking. One style of teaching does not fit each teacher. Teachers will experience various methods, philosophies, and styles of teaching and must be willing to learn from other teachers. The fourth component is professionalism. According to Talbert and McLaughlin (1994), "communities of teachers—based in collegial networks, departments, whole schools, or districts—constitute the meaningful unit and potential for teacher professionalism" (p. 130). A community of learners educates "teachers about new materials, approaches, and pedagogical strategies and encourages and supports teachers' use of them" (Cutler & Ruopp, p. 133). A learning community also initiates research for learning and reflection thus developing professionalism in its participating teachers. The OSUWP involves these four components and works on many levels within these to build its community of learners, learners who are "constructors of knowledge rather than purveyors of someone else's ready-made answers" (Jalongo & Isenberg, 1995, p. 17).

My summer with the OSU Writing Project taught me how to utilize personal reflection and professional resources and to apply the curriculum to students' lives. By observing other teachers teaching, I began to understand how to evolve my teaching style to meet the needs of my students. Through educational research, I developed the knowledge to, as Goodson calls it, "story the self…. [through] lived experience" (1998, p. 4). Using memory research and educational experiences helps teachers unlock and disclose deeper, committed beliefs about pedagogical praxis. A "philosophy of education

based upon a philosophy of experience" (Dewey, 1938, p. 29) allows teachers to draw

upon their early, educational experiences and reflect and analyze them according to what

they understand and know about teaching through their more current experiences as

teachers.

Professional, experienced educators who believe in teacher learning through

reflection (e.g., Nancie Atwell, Donald Graves, Tom Romano, and Lucy Calkins) have

emerged within the Writing Project demonstrations and discussions nationwide. The

influences of these reading and writing workshop innovators have also carried over into

the participants' lunches and informal discussions at OSU. We teachers exposed our

faults as shapers of children's lives and looked to our peers for insight, answers, and

pathways to change. We learned not only new methods to motivate student writing, but

we also learned to a) assess students' needs, b) devise a student-oriented classroom, and

c) facilitate students' learning processes. Without fully realizing the impact of the

summer institute, I began my new school year as a new, yet experienced teacher and

member of a community of learners.

Using the knowledge supplied by writing and reading workshop practitioners and

experienced colleagues provides a foundation for restructuring the teaching self. The

OSUWP provides opportunities for teachers to uncover their true teaching selves through

pedagogical research, reflection, analysis, and observation of other teachers. Moreover,

many OSUWP teachers have become active at the national level through participation in

national conferences and nation wide research studies. They have taken on the roles of

teacher researcher, mentor, and leader for teachers at all levels. This kind of community

of learners could indicate one of the most effective directions for teacher professionalism and career development.

The Purpose

Many teachers who have experienced the OSU Writing Project continue to persist in new roles as well as classroom teachers and to enjoy their profession. Even though I know my story, I continue to talk with other Writing Project teachers who tell stories of the same magnitude. The Writing Project helped them to develop themselves professionally into more demanding teachers and learners. Bullough and Baughman (1997) discuss teacher professionalism as involvement in a community of learners. They are so "heavily engaged in trying to make schools better places for children to learn, and they evidence a lively service ethic, read pertinent research, help other teachers improve their teaching and consistently seek to improve their practice" (p. 158).

Writing project teachers' knowledge base builds on thousands of teachers nationwide who continue to teach and thrive on their yearly learning expeditions. These teachers represent what a public school teacher should aspire to do.

This kind of researcher [Writing Project teacher] would be a teacher in the sense of caring about some part of the world and how it works enough to want to make it accessible to others; he or she would be fascinated by the questions of how to engage people in it and how people make sense of it; would have time and resources to pursue these questions to the depth of his or her interest, to write what he or she learned, and to contribute to the theoretical and pedagogical discussions on the nature and development of human learning. (Duckworth, 1987, p. 140)

When listening to and observing Writing Project teachers, I find my own confidence renewed, my will unshaken, and an eagerness to start a new day teaching. These experiences have also inspired me and, I believe, other OSUWP teachers to develop their career goals whether it be a higher degree, collegiate position, administrative position, teacher presenter, researcher, or published writer. These teachers' enthusiasm to continue their teaching career and also seek other educational-based career activities seems to stem from their positive experiences in the OSUWP.

If it is as successful and invigorating as some of its participants and proponents have declared, then this knowledge needs to be shared and used to develop and implement more professional development modeled after Writing Project programs. The impact of burnout and dissatisfaction on the teaching profession needs to be addressed and solutions found if it is to recruit and retain enthusiastic and successful teachers. It is time to find out just how powerful the impact of the NWP experience is on its teacher consultants, focusing on one site.

Significance of Study

This research seeks to understand the professional careers of OSUWP teachers in hope of learning more about their career evolution and professionalism. The nature of the teaching profession, as discussed by Lieberman and Miller (1984), is "riddled by vagueness and conflict" (p. 3). A plethora of necessary conflicts in teaching exist as a) teaching styles are personalized, b) rewards are from students, c) control norms are necessary, d) teaching and learning links are uncertain, e) knowledge base is weak, f) goals are vague and sometime opposing, g) professional support is lacking, h) and teaching is an art (Lieberman & Miller, 1984, pp. 2-4). Hopefully, a better understanding

of what it means to be a teacher, a professional educator who is not burned out, can be gained from this research.

Past research has shown that the NWP teacher development does work; however, do we truly understand the impact, one site the OSUWP has on its teachers' career directions and their concept of professionalism, and if so, how does the OSUWP in particular influence their teachers' careers? If the OSUWP is such a powerful force upon its teachers' professional development, then can teacher educators and other professional development groups learn from the OSUWP? Teachers have reported feeling isolated from other educators, over-burdened with paperwork, ineffectual in the classroom. Beginning teachers feel overwhelmed, frustrated, lost, and also isolated. These are the initial causes of dissatisfaction and attrition within the teaching profession. What can we learn about teacher education that will help future and practicing teachers to deal more effectively or possibly overcome the problems of this profession? Can the professional development the OSUWP offers help teachers break through the barriers they feel exists in their classrooms and school systems and provide them alternative routes in developing a better working environment for themselves and their students?

Finally, what does all this mean to the profession? This learning community, the OSUWP, continues to build its base of consultants on a yearly basis. This group sustains its commitment in providing educational opportunities for educators year around. Do these opportunities, for the consultants, of learning and sharing their professional knowledge provide a way for them to build professionalism into their working lives? Could the teaching profession derive from this learning community what teacher "professionalism" means?

Through studying OSUWP teachers since the site's inception in 1992 to 1999, this study will provide the educational profession with more understanding of the career directions of the OSUWP teacher consultants. It also reveals a more concrete definition of the OSUWP teacher's definition of professionalism in teaching which leads to understanding how to develop career opportunities and professional development that can promote teacher satisfaction and professionalism.

Research Questions

To begin this research process and need for answers, I must ask three specific questions:

- **What are the career directions of the OSUWP teachers?**

- **How do OSUWP teachers perceive the influence of the OSUWP on their careers?**

- **How do OSUWP career teachers define professionalism?**

Design of Study

The continuing success of the NWP model in developing satisfied, professional educators who continue to learn about themselves as teachers, their students, and their profession needs to be understood. A method that will allow for such understanding is the qualitative case study. Teachers who have experienced this learning community offer the educational profession a chance to learn what it is they experience which keeps them involved and excited about their work. Through observation and conversations with these consultants, maybe we can find possible solutions for teacher burnout and develop authentic professional development for more teachers. The case study is a method that gives the educational community the opportunity to "unpeel the layers of meaning"

(Salvio, 1998, p. 42) and understand the connection the NWP model makes with its consultants and teacher professionalism.

This study also uses a quantitative tool, the survey (see Appendix B), to gain initial information about its pool sample, the 148 OSUWP teacher consultants. The quantitative data was compiled and presented in an aggregated format to reveal these teachers' career directions and how these teachers relate their teaching careers to the OSUWP as a group and to their concepts of teacher professionalism.

Open-ended questions on the survey furnish consultants the opportunity to fully express their Writing Project experiences and their explanations of what a teaching career is. This Writing Project learning community includes all educators, classroom teachers and administrators from elementary, middle, and high school levels. From this pool sample, a purposive sample for the primary research method, the interview, was chosen. The information on the survey helped identify teacher consultants who are currently active in the Writing Project to form the interviewee group. Levels of activity in the OSUWP were formed based upon the information given by respondents on the surveys. Participation in OSUWP activities and attendance at OSUWP functions were the elements to designate a teacher as active. Critical cases or the individual interviewees were representative of the activity levels discovered during the survey analysis. Observations of the teachers at their school site and interacting with the OSUWP also provided more understanding into these teachers' professional lives, their careers, their professionalism, and these teachers' relationships with the OSUWP. Another source for this study is Project Outreach, compiled data from a 1997 survey of OSUWP teacher consultants.

Recognizing that I am the researcher in this study and also an OSUWP teacher consultant, I worked hard to present the reality and understandings of each of the interviewees as they, themselves, understand and live it. As the researcher, I was part of what Mooney (as cited in Bullough & Baughman, 1997) calls the "inner drama" of educational research. I was "inside the research, shaping its assumptions and outcomes; and the research is inside the researcher, changing the ways in which the world is understood and encountered" (p. 1). As an OSU teacher consultant, I participated in the survey portion to help provide as many respondents to the survey as possible. However, my beliefs and understandings have already been revealed; I set them aside to understand and relate other teacher consultants' realities. I am one of 148. The purpose of this research is to understand the perceptions and understandings of many other OSUWP teacher consultants. I do bring the knowledge and understanding of the OSUWP and the context within which it works. This benefit help provides the trustworthiness needed in a qualitative study, and the methods sustain the credibility of the study.

Limitations

The limitations of this study lie in the researcher's inability to generalize the findings to other educational learning community participants. In qualitative research, what is learned can only be transferred to similar situations. Therefore, the same research on other types of learning communities and their members would have to take place before any cross generalizations could take place. However, what is learned from these individual respondents and about the Writing Project will help educators learn more about the career needs of teachers and possibly provide solutions for teacher dissatisfaction and attrition from the education profession.

Definition of Terms

Autonomy: A teacher's ability to self-regulate his or her pedagogical practice through decisions made. Decisions should reflect a morally right and intellectual truth which serves students needs.

Community of learners: A group of educators who come together on a regular basis to "acquire new knowledge, to reflect on practice, and to share successes and failures with colleagues" in an effort to "develop a sense of professional control and responsibility" for their own professionalism (Talbert and McLaughlin, 1994, p. 130).

Pedagogical tact: vanManen explains this as "what one actually does in pedagogical understanding. A teacher acts and reacts according to his or her understanding of the child" (1991, p. 84).

Pedagogical understanding: This "embodied knowing" (vanManen, 1991, p. 85) comes from understanding the student either from intuition, reflection, or experience.

Pedagogical thoughtfulness: "A multifaceted and complex mindfulness toward children....[that] is unlearnable as mere behavioral principles, techniques, or methods" (vanManen, 1991, p. 8). Pedagogical thoughtfulness is experienced and developed through pedagogical understanding and pedagogical tact.

Praxis: The teaching practice of a teacher. This includes the methods, actions, and approaches used in the classroom as well as the relationships and communication established with students and parents by the teacher.

Professionalism: Using practical knowledge and judgement that teachers have of their own work to make decisions regarding their own classrooms and praxis. Continued learning and development as an educator and the sharing of teaching knowledge with others to promote a collegial and learning working environment and a pedagogical thoughtful and tactful classroom.

Progressive: This term here refers to teachers (and methods) who are willing to research their own teaching practices, whether through reflection or experimentation, in order to find methods which develop them as pedagogical thoughtful and tactful teachers.

Reflective practitioners: Teachers use reflection to examine the beliefs, behaviors, and insights of fellow teachers and themselves (Isenberg, 1995, p. 7) to develop into more experienced and pedagogical tactful teachers.

Self-empowerment professionalism: Teachers, who take responsibility for their own growth and development as educators and set the standards for other educators. Pedagogical thoughtful and tactful classroom teachers who view learning as continuous and involve it in their own classrooms through action research as well as attending conferences and reading professional literature.

Story of self: This ongoing reflexive and narrative project allows teachers to use their "personal stories and narratives in teacher education" to make sense of their pedagogy and themselves as teachers (Goodson, 1998, p. 4).

Teaching self: I am referring to not only my deep beliefs and philosophy about education, but also how I use this knowledge about myself to influence my pedagogy.

Teacher consultant: The National Writing Project uses this term to refer to educators who complete the Writing Project summer institute. They have the necessary skills and knowledge to become reflective practitioners, incorporate writing into their curriculum, and to work and guide other teachers towards these goals.

Unskinning: This is a process of "simultaneously removing and imposing boundaries" (Sumara & Davis, 1998, p. 76) of our existing and developed beliefs about ourselves as educators and individuals.

Writing process: Teachers use this five step process in conjunction with peer writing groups. The five steps include prewriting, drafting, revising, editing, and publishing, and students may revisit or skip any step at any point in the process.

CHAPTER TWO

Review of Literature

Research demonstrates that many factors influence a teacher's decision to continue in a teaching career, to leave it, or to alter its direction; consequently, reviewing these overall factors and relating them to teachers' careers have been imperative in understanding OSUWP teacher consultants' career directions. If an understanding of what it is that satisfies these consultants' desires to stay in the educational field and to take on other career opportunities in professional learning and teaching can be interpreted, then this understanding can be used to erase the "flat" career of a classroom teacher. As most teachers progress in their teaching life cycle, they search for more knowledge and understanding in their subject matter as well as their roles as professional teachers. Their search and development into experienced teachers allows them to be acknowledged as educational leaders in their subject matter area as well as the school, and these same leaders have a desire to share their knowledge and be rewarded for it. However, when the recognition and reward do not take place, teachers become dissatisfied and cease to grow as teacher learners or they leave teaching. To keep this from happening, the career opportunities for teachers as teachers understand them within teacher learning communities must be acknowledged, investigated, and understood. These opportunities offer the intrinsic and extrinsic rewards most teachers seek to feel successful in their profession. Therefore, it is relevant to explore the literature in these five themes involving teacher careers:

1. What a career in teaching means to classroom teachers and what career opportunities exist,

2. What teacher leadership roles exist in a teaching career,

3. What creates job dissatisfaction and satisfaction,

4. How the researchers define professionalism, and

5. What the NWP offers teachers.

Careers and Opportunities as Teachers Understand Them

Talbert (1986) explained the American culture's concept of advancement in a career as "upward job mobility signal[ing] competence and motivation to succeed" (p. 425). Previous research demonstrated that a career in teaching does not represent the traditional career model utilized by other professions (Goodlad, 1984; Lieberman & Miller, 1984: Lortie, 1975; Raphael, 1985; Su, 1998). Teachers initially possessed the desire to succeed but often lose this motivation because there is no real advancement within the teaching field. For example, moving from a middle school classroom level of teaching to a high school classroom level was often looked upon as an advancement or "promotion" by the teaching staff. However, no money was added to the teacher's salary because the teachers' pay scale was based upon years of experience. Therefore, this new, "advanced" position offered none of the financial rewards usually accompanying a "promotion." Common factors related to possible advancement in a career included salary, prestige, and position; according to these studies, small-scaled salary increments, a low social status profession, and titles without authority or monetary incentives have made teaching into a sub-profession without hope for true promotion until reforms can alter these conditions (Goodlad, 1984; Lieberman & Miller, 1984; Lortie, 1975; Raphael, 1985; Su, 1998).

Su's (1998) case studies used Goodlad's interview and survey instruments from the 1985-1990 Study of the Education of Educators to examine comparatively fifty-eight minority and ninety white/caucasian doctoral student viewpoints with regard to the issues in education. Only 33% of the minority students "were committed to teaching as a lifelong career" and only 35% of the white sample (p. 191). Minority career opportunities were viewed as working in "administration" (pp. 179-180). Teachers in the study used "policymakers," "principals," or "superintendents"—"a level where real change can occur" in reference to administration (p. 194). A definition of policymaker was not given but listed with education administrators. Minorities saw poor compensation and low status as reasons to leave teaching; white students were not as affected by these factors. Minority students enter the profession to "make a difference" in the "inequalities experienced by the poor and minorities" (p.195). White students primarily entered teaching "because they liked children and believed that they could have a positive impact on individual students' lives" (p.186).

Raphael (1985) and Huberman (1989) construed the teaching career as "flat." "There is no sense of movement, no distinction between apprentice, journeyman, and master craftsman. A teacher is simply a teacher, whether it's his fourth or fortieth year. His work profile, his responsibilities, remain virtually unchanged over time" (Raphael, p. 97). This description involved teaching at the classroom level. Raphael did not believe administration jobs should be categorized with classroom teachers and gave them a career ladder of their own. His distinction was that "none of them [administration] involves working with a room full of children. This one basic fact sets administrative jobs irretrievably apart from teaching jobs; …they can hardly even be classified as part of the

same profession" (p. 127). However, after analyzing the "self-portraits" of his picked sample, Raphael did show that a promotion structure does exist within his teacher participants' beliefs. He described a career ladder where the teacher resides at the bottom of the ladder with advancement opportunities being obtained through certain educational positions, such as "a counselor, supervisor, curriculum developer, program coordinator, vice-principal, principal, or superintendent" (p. 127). This description of a career in teaching fit with one of his research participant's discussions of her future in teaching. Lynda saw her job "as just another job" by choice (p. 30). She did not think of her job as a career because she was not "looking for something above what they're doing, a promotion" (p. 30). She had "no desire to be a principal, which is the next step up....I don't even have any desire to have my master's....I like teaching elementary school" (pp. 30-31).

Goodlad's (1984) study of thirteen schools--at the elementary, middle, and high school level—involving 8,624 parents, 1,350 teachers, and 17,163 students investigated the school's role in our society. He gave teachers' careers two levels of opportunity: a) teaching and b) supervision or administration. The only chance for career advancement was in administration unless one achieves a doctorate, but this achievement "invariably removes the individual from the central role of teaching in an elementary or secondary school" (p. 194).

A combined study of five different urban school systems, Five Towns, and a large school system in Dade County, Florida, made up Lortie's (1975) research. Lortie (1975) described the classroom teacher's career as "a gentle incline rather than a steep ascent" (p. 85) in comparison to other middle-class work careers. He also stated "teaching is

relatively 'career-less'"...with less opportunity for the movement upward which is the essence of career" (p. 84). Lortie, just as Raphael did, discussed the position of "an administrator or specialist (e.g. counselor)" as an upward opportunity, but it "blurs one's identity as a teacher and means abrupt discontinuity in tasks" (p. 84). Other upward advances that might provide financial incentives but still no increase in authority included "a lateral move to another school" which possesses better facilities, materials, and "clientele" (p. 84). Part-time duties classified as administrative, such as department chairman, with a financial benefit were sometimes awarded to teachers. Teachers also move to a prosperous school district offering more money. Seniority in school districts most often brought about "informal benefits" in the form of choice in students, classes, and facilities (p. 84).

Bureaucracy was the term Lieberman and Miller (1984) and Hargreaves (1994) chose to describe the organizational systems of today's schools. Findings in Leiberman and Miller's (1984) case studies involving one urban school and one rural school and its teachers, administration, and students indicated the power structure of a school was formed as a career ladder. According to the rungs they described, the structure referred to must be a building site, such as the elementary school building, middle school building, or high school building. The principal was "at the top rung, followed by the assistant principals, department heads, and, finally, by the teachers....[where] there is a pecking order of sorts" (p. 38). Those educators, usually administrators, on the top rungs received the better incentives, such as higher pay, more authority, and leadership positions. Those teachers in the middle of the ladder most likely received more authority, leadership positions, and choice assignments. Those on the bottom rungs were less

experienced teachers who were assigned time-consuming sponsorships and the less advanced classes. Rewards were associated with "those who make their way up the career ladder in the formal hierarchy of the school" (p. 39).

A study conducted by Hargreaves (1994) using interviews of principals and ninth grade teachers over a two year span from eight secondary schools in southern Ontario, Canada, researched teachers in their social context and used the term "balkanized" when referring to teacher culture. Using the analogy of the Yugoslavian civil war of Serbia and Croatia, he explained how teachers work within small sub-groups in the same school community, for example subject departments, grade level divisions, or special programs. These sub-groups collaborated with other teachers in their area but were isolated from other groups within the school. There was no integration of the sub-groups. These balkanized cultures had a political complexion which promoted self-interest of status and promotion through membership of teacher sub-cultures. Hargreaves (1994) reported that department leaderships in Canada carry "no permanence or institutional reward greater than you would for any other leadership role" (p. 237). They were temporary and promised no other career advancement.

Price (1992) used the term "lock-in" (p. 154) to describe teachers feeling trapped in their teaching career because of lack of mobility. Vertical career mobility to a position of counselor or administrator were taking place, but these positions took the teacher from the classroom; therefore, these researchers understood career teachers as those who continued teaching in the classroom.

Casey (1992) explored women's lives in education by conducting and analyzing thirty-three life history interviews from the feminist perspective. These women used

education as "a necessary path for career advancement" (p. 202). Five teachers utilized

vertical career movement into administration as a way to increase their "personal and

political power within the educational system" (p. 202). Seven other teachers also

assumed a vertical movement into higher levels of teaching "spanning elementary,

secondary, higher education and administrative posts" (p. 203). Of these thirty-three

women, twenty have studied for higher degrees. Five possess Ph.D.'s with five others in

the final stages of this degree, and nine hold Masters' degrees. These women believed

education to be necessary for career advancement into a higher classroom level or

administrative position.

Sikes (1985) brought into view the need for more research regarding women's

careers in teaching. She used Levinson's model and life history methodology to research

the careers of forty-eight male and female teachers ranging from twenty-five to seventy

years of age. She acknowledged Levinson's bias of not using females to test his life cycle

theory; however, since Levinson's model "encompasses all aspects of life…and has

indicated that women go through the same developmental periods as men, although some

of the particular incidents are different" (p. 27). Sikes (1985) did not discuss the

teachers' views of what a career in teaching means but did discuss teaching promotions.

England's school system was structured to incorporate promotional avenues for teachers;

therefore, a teacher's career in England was not considered "flat." Teachers who

displayed energy, involvement, ambition, self-confidence, and success in their teaching

obtained senior posts as Heads of House, "Heads of department, faculty, year, house, etc.,

common positions…for guiding and helping young staff" (p. 50). These positions were

not viewed as management (administrative) and did bring an increase in status, salary, and authority—rewards that American teachers did seek.

American teachers were usually assigned leadership positions, such as department head or mentor teacher; however, in many schools these positions were held for only a specific time frame and did not offer a monetary reward or increase in status. For example, a teacher held the position of professional development committee chairman. However, the teacher may or may not have received an increase in pay for holding this position and carrying out the responsibilities of the position, and the position may actually not have had any power to obtain the quality of professional development the teacher would like to bring to the school. If there were no authority or reward in the position, then teachers viewed the professional development position as "something every teacher has to do." Positions existing in these conditions were not true career opportunities or leadership positions.

Teacher Leadership Roles

The topic of teacher leadership roles have been separated from the topic of teacher careers because, at this time, teacher leadership roles are still viewed as experimental and slowly being implemented and analyzed in various schools. However, the success that leadership opportunities for teachers has with teachers and their students has gained the nation's attention. The Task Force on Teacher Leadership (2001, February) published a report calling for schools to begin making their choices on which leadership model best suits their school district and to begin implementation. "Teacher leadership….is about mobilizing the still largely untapped attributes of teachers to strengthen student performance at ground level and working toward real collaboration, a

locally tailored kind of shared leadership, in the daily life of school. Many researchers went so far as to suggest using teacher leadership roles to reform teacher career structures to allow promotion without taking the teacher away from the classroom (Bullough & Baughman, 1997; Fessler & Christensen, 1992; Goodlad, 1984; Hargreaves, 1994; Lieberman & Miller, 1984; Lortie, 1975; Raphael, 1985)

Teacher leadership roles needed to exist as "careers within teaching" that staged the teaching career without resulting in an administrative position. Suggestions included a teacher specialist who worked in training teachers or teaching classes of students (Bullough & Baughman, 1997; Lortie, 1975) or a team leader of an interdisciplinary team. Other roles were curriculum developer or supervisor (Raphael, 1985) or "headmaster or mistress" (similar to the position of principal) who still taught as Goodlad stated (1984, p. 305).

Using Allen Parker's five key ingredients (p. 9) for an educational reform network, Lieberman and Grolnick (1996) found in their study of sixteen reform networks that leadership was very important to the group's success. Their analysis of interviews, observations, and surveys showed leadership came in the form of teachers and other key personnel linked to or in the organizations. These teacher leaders were to take on a variety of responsibilities within these organizations: facilitator of learning, "site coordinators, regional directors, partnership associates, network coordinators, or teacher scholars" (p. 41).

Lieberman & Miller (1984) recognized the need for a teacher educator for each school district. This teacher was "released half time to administer an institute that provides for a variety of staff development opportunities run by teachers for teachers" (p.

136). A "teacher specialist" maintained a "teacher center" where this teacher was to "provide demonstrations in class, provide immediate help and feedback, and be counted on by teachers to give quality help in a teacher-oriented way" (p. 137).

Although Hargreaves (1994) acknowledged that "no single best [career] model" has emerged yet, the effort and will to find a model which works was in progress. He went into discussing a "four-step career ladder of intern, resident, career teacher and lead teacher, promotion through which is based upon a process of peer review," a system used in higher education institutions (p. 257). Lead teachers could have possessed as much or more authority than department heads.

Finding a career model that creates leadership positions and keeps the teacher in the classroom is a must if the teaching profession hopes to keep its teachers satisfied. Leadership, like teacher career, may need redefining. Researching the OSUWP could reveal a system that provides the leadership and career opportunities teachers need for professional growth and satisfaction.

Job Satisfaction and Dissatisfaction

Unfortunately, many teachers do not stay in the teaching profession until retirement. They become dissatisfied and frustrated at the lack of opportunities and rewards. Lortie (1975) made the distinction between teacher satisfaction and teacher rewards. Rewards involved monetary incentives and praise from colleagues, students, and the community. Satisfaction in teaching stemmed from the working environment. Large classes, disruptive students, and inadequate supplies created job dissatisfaction. A supportive working environment induced teacher satisfaction (pp. 179-180). His study revealed "strong leadership by the principal" along with "the degree of staff cohesiveness

and the nature of problem solving and decision-making climates at schools were factors also highly related to teacher's satisfaction" (179).

McLaughlin and Yee (1988) also made the distinction between satisfaction and reward in their study of "85 teachers in five diverse northern California school districts" (p. 24). According to McLaughlin and Yee (1988), teachers based their conception of both career and professional satisfaction as individually based and taking meaning from personal motivations and goals (p. 24). Factors that shape an effective, satisfied, and growing teaching practice was level of opportunity and level of capacity (p. 26). Satisfaction derived from the level of opportunity "means the chance to develop basic competence; the availability of stimulation, challenge, and feedback about performance; and the support for efforts to try new things and acquire new skills" (p. 26). Level of capacity "comprises teachers' access to resources and the ability to mobilize them, the availability of the tools to do their job, and the capability to influence the goals and direction of their institution" (p. 28). The five school environment qualities that create satisfaction for teachers included a) adequate resources, b) integrated school environment, c) collegial relationships, d) problem solving school, and e) an investment-centered school (p. 30).

McLaughlin and Yee's teachers defined career success as a "personal satisfaction derived from becoming 'great teachers' through achievements with students that does not hinge on vertical mobility" (p.25). This intrinsic motivation or psychic reward of "I know I have 'reached' a student or group of students, and they have learned" (Cohn & Kottkamp, 1993, p. 61) continued to be the number one reward for teachers (Casey, 1992; Cohn & Kottkamp, 1993; Sandholz, 1990; McLaughlin & Yee, 1988; Goodlad, 1984;

Lieberman & Miller, 1984; Lortie, 1975). Extrinsic rewards such as merit pay, summative evaluation, or bonuses as reward could have actually reduced teacher involvement and "remove[d] the spirit of volunteerism and the sense of self-efficacy that are important intrinsic motivators" (McLaughlin & Yee, 1988, p. 38).

Most of the research discussed teacher satisfaction synonymously with Lortie's (1975) three categories of rewards: extrinsic, ancillary, and psychic (Cohn & Kottkamp, 1993; Lieberman & Miller, 1984; Sandholtz, 1990; McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; Goodlad, 1984). Extrinsic rewards affecting teachers were salary, status, and power. According to Lortie's (1975) and Cohn & Kottkamp's (1993) research, salary was the least important reward with respect and authority both achieving high marks. Lortie also discussed the need for career staging as an extrinsic reward in the teaching profession. Lortie (1975) saw teaching as an "unstaged career," and "those who invest[ed] much of themselves in teaching...[were] associated with lower rewards" (p. 99). Those who leave and reenter lost nothing in comparison to those who stayed. A school district's salary schedule dictated that each teacher would be paid according to the number of years of experience the teacher had, not the amount of effort and talent in teaching. Percentage wise, beginning teachers started at a higher level than retiring teachers. According to Lortie (1975), staging allowed a district to offer higher salaries and leadership positions to teachers with more experience, who worked harder, and proved to be successful with their students.

Ancillary rewards came in the form of "work schedule, holidays, and summers off" and appealed to teachers with or without children (Cohn & Kottkamp, p. 58, 1993). Lortie's (1975) study showed "special appropriateness of teaching for people like me" to

be the top ancillary reward; however, later studies showed time schedule to be the number one choice (Cohn & Kottkamp, 1993).

Since psychic rewards were the most important factor in producing job satisfaction and effectiveness in teachers, McLaughlin, et al. (1986) specifically researched what affects teachers' psychic rewards. The following factors kept teachers from obtaining their psychic rewards:

    1. Class composition—particularly class size and the increased academic and emotional needs of students—heads the list,

    2. Work without tools—own classroom, clerical help, textbooks, and supplies for students,

    3. Administrative decisions—lack of clear and consistent policies undermine teachers professional feelings,

    4. Isolation—the absence of opportunities to reflect, discuss, and gain feedback from other professionals,

    5. Nobody says thanks—lack of respect demonstrated by school personnel, administration, and parents, and

    6. First years on the job—first year teachers are left to "survive." (McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986)

Sandholtz (1990) investigated the imbalance between demands and rewards of teaching and how this is connected to workplace conditions, teacher dissatisfaction, and career consequences. She also found, as the previous literature has shown, that teachers derived most of their satisfaction from the psychic reward of witnessing students actually learning (p. 21). Teacher dissatisfaction stemmed from a) heavy workload, b) large

classes, c) multiple preparations; d) inadequate resources, e) student apathy, and f) infrequent collegial sharing (p. 22). Career consequences "fell into four main categories: leaving the profession; exiting teaching on a temporary basis; negotiating changes in teaching assignments; and reducing effort" (p. 27; see also Cohn & Kottkamp, 1993).

Price (1992) only used the term reward to discuss the incentives needed to recognize exceptional teachers. They "are looking for rewards...that recognize them individually for their abilities and their work" (p. 169). Their participants' dissatisfaction stemmed from classroom interruptions, paperwork, little prep time, low salary, extra-duties, and leadership roles that put them as administrators. The most important reward these teachers were looking for was psychic rewards; however, they were also searching for something more tangible, such as teacher leadership roles.

Hargreaves's (1994) study showed the dissatisfaction that teachers experience culminates from the "social and behavioral problems that are sitting in [their] classroom[s] that have to be dealt with before [they] can ever attempt to start teaching" (p. 123). Other areas of concern involved the problems of classroom discipline, restraints on teacher's time, and accountability for all students that special education legislation and the mainstreaming of students produced. Large class sizes, form-filling paperwork, and reduced support all combined increased the "sense of pressure for a number of teachers" (p. 124). In one particular school, the caliber of students was the most reported satisfaction of teachers, and characteristics and relationships of staff were also highly valued (p. 217).

In Sikes's (1985) English study, teachers "are likely to become disillusioned and to become dissatisfied when they find that few pupils are not as responsive and

cooperative as they were…and career prospects, working conditions or wages are not to be as good as they had initially appeared" (p. 46).

Research showed that many factors caused tremendous dissatisfaction in teaching and influenced teachers to leave the profession. As discussed earlier, psychic rewards were the number one source of satisfaction and reward for teaching; therefore, when these rewards began to diminish or disappeared because of the loss of extrinsic or ancillary rewards, teachers left the profession (Bullough & Baughman, 1997; Cohn & Kottkamp, 1993; Goodlad, 1990; Goodson, 1984, Lieberman & Miller, 1984; Lortie, 1975; McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; McLaughlin & Yee, 1988; Raphael, 1985; Sandholtz, 1990; Su, 1998).

In Lortie's (1975) study, "ancillary rewards affect[ed] entry to a given line of work more than the effort of those in it" (p. 103); however, Cohn and Kottkamp's more recent study (1993) demonstrated that ancillary rewards were "…objective, [but] each teacher applies a different subjective meaning to it" (p. 58). Teachers sensed "failure and frustration and lower self-esteem" when students became unmotivated, parents were uncooperative, faculty-principal tension existed, or district guidelines were too controlling or demanding (Cohn & Kottkamp, 1993, p. 181); thus, attrition occurred. Cohn & Kottkamp's more recent 1993 study refuted Lortie's 1975 study by demonstrating that low salaries were the number one reason teachers are leaving the classroom (p. 68; see also Su, 1998).

Goodlad's 1984 report showed teachers' dissatisfaction in their salaries becoming an issue of importance to them as salary was cited as the number two reason teachers left teaching (p. 172). He also went on to cite the number one reason for teacher attrition as

personal frustration or disappointment in their own performances as teachers.

Interpersonal faculty conflicts and poor resources "were chosen infrequently at all levels"

(p. 172).

Other research reported a much different perspective (Bullough & Baughman, 1997; Lieberman & Miller 1985; McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; Raphael, 1985; Sandholtz, 1990; Su, 1998). The following were factors influencing teacher attrition:

1. Incessant pressures of the school environment,

2. Heavy workloads,

3. Overcrowded classes,

4. Excessive paperwork,

5. Administrative intrusions and budgetary cutbacks, and

6. Lack of collegial interaction or professional growth or resources.

The absence of rewards in school environments worked against the psychic rewards needed by teachers to feel enough success and satisfaction in their professional teaching careers to not leave them. (Bullough & Baughman, 1997; Lieberman & Miller 1985; McLaughlin, Pfeifer, Swanson-Owens, & Yee, 1986; Raphael, 1985; Sandholtz, 1990; Su, 1998).

Price (1992a) stated many of the factors already given as leading to attrition, but he categorized these factors according to demands, conflicts, and ambiguities in the teaching role. These categories caused stress which lead to the "burnout...[of] individuals who become inoperative due to excessive demands on energy, strength, and resources"

and leave teaching (p. 156). Hargreaves (1994) also addressed burnout in the form of "guilt traps" which caused teachers to leave teaching. He gave four paths to burnout:

1. Commitment to care: The more important care is to a teacher, the more emotionally devastating it is in failing to provide it for students.

2. Open-endedness of teaching: Teaching is a job that never ends because there is always more to learn and more care to provide.

3. Accountability and intensification: The demands of external expectations from society and the educational system itself places extreme pressures on teachers.

4. Persona of perfectionism: So many models expressing expertise about teaching have produced a fear or anxiety in teachers that prevents them from sharing their practices with colleagues. (pp. 145-152)

Casey's (1992) feminist research recognized career conflict between spouses as legitimate reasons for leaving teaching, but did not recognize them as major causes in attrition of the profession. "Administrators are the source of the most persistent and profound school problems" (p. 195). The "systematic suppression of children" and teachers by administrators was considered by these teachers as a major disregard of them as worthwhile human beings, and "administrative manipulation of teacher's time" was also seen as a "chronic irritation" (pp. 195-196). These working conditions built teachers' frustrations to such high levels that they eventually gave up and only "[went] through the motions" of teaching or left the classroom completely.

Teachers did begin their teaching careers for the intrinsic reward of "reaching" students and the ancillary rewards of holidays and summers off and the time schedule. However, once teachers began to consistently experience overcrowded classrooms,

underfunded materials, little or no resources, and no professional or administrative support, then these now experienced teachers leave the classroom. Providing professional support to teaching professionals can keep these teachers in the classroom working to solve the problems that plague their daily teaching practices instead of them becoming frustrated and overwhelmed because of the problems.

Professionalism Defined by Researchers

Teachers struggling to survive in frustrating working conditions usually are not being treated as professionals. This is partly due to the lack of understanding of what teacher professionalism is. The Random House College Dictionary (1980, p. 1057) defines professionalism as "the standing, practice, or methods of a professional, as distinguished from an amateur." The education profession itself still has not clearly defined what standards it expects from its own professionals and provides no guidance in what it means to be a teaching professional; therefore, the interpretation of a teaching professional is developed by individual teachers working in isolation from other teachers, and their own interpretation is internalized to be true. These teachers then gauge what a teaching professional is according to their individualized beliefs of teacher professionalism. The profession has no recognized standards for its teachers.

This lack of professional standards was supported by Clandinin and Connelly's (1996) research into how teachers' knowledge is shaped by the professional knowledge landscape or context in which they work. Focusing upon three different teachers in three different settings, they discovered the stories teachers tell and believe to be true about themselves as teachers, another teacher, classroom, or school eventually became not only their perceived truth, but also that of the community and its educational leaders. Policies

and rule changes were made because of the stories told. These stories, however, were changed through professional dialogue with colleagues. Through collegial interaction, teachers began to understand each other's practices and philosophy of teaching. Knowledge was shared and gained, and new stories were developed to take the place of the old. Through the study of teachers' stories, Clandinin and Connelly found that teachers sharing "professional knowledge context shapes effective teaching, what teachers know, what knowledge is seen as essential for teaching, and who is warranted to produce knowledge about teaching" (p. 24).

In two other studies, researchers gathered the understandings career teachers have regarding teacher professionalism. They interpreted teacher professionalism as something that is acted out for the good of the profession, service oriented with ethical boundaries. Bullough & Baughman (1997) began by giving Kerrie's, a first-year teacher case study, initial impression of professionalism: "Involvement in the larger educational community in order to strengthen it" (p. 158). This concept grew by adding to the definition: a) engaged in making schools better, b) exhibit a lively service ethic, c) reads pertinent research, d) helps other teachers improve, and e) seeks to improve their own practices (p, 158). After Kerrie's eighth year and decision to quite teaching, Bullough and Baughman (1997) finally defined professionalism as being understood as a form of ethical citizenship within a specific educational community" (p. 154). D. Hargreaves (1994) and Shacklock (1998) also included this individual commitment but the larger educational professional community was a necessity in "doing a good job and providing effective care…according to the kinds of meanings and purposes that teachers attach to their work" (Hargreaves, D., 1994, p. 127).

According to Burke and McDonnell (1992b) and Helsby and McCulloch (1996), professionalism dealt with the roles teachers model. Professionalism was based upon an active role in curriculum and instructional leadership the teacher participates in with special attention given to the school climate and working towards professional growth in specific professional organizations. Taking the active role of the teacher in curriculum a bit further, teacher professionalism also could have involved the teachers' autonomy and obligations to determine their own tasks in the classroom and the methods teachers learned and used to stimulate student and teacher learning.

Hoyle (1980) and Hoyle and John (1995) discussed this same basic concept but used the synonymous term "professionality" for the word professionalism because they felt many writers have overused the term in discussion of teaching rhetoric, ideology, and strategy. Hoyle and John (1995) saw professionality as "improving the skills and knowledge of practitioners" to provide better quality service (p. 16). Better service could have been delivered through teachers improving knowledge, practicing teacher autonomy, and instilling value and positive attitudes towards their professional responsibilities (p. 18).

Another concept of earned professionalism was one guided by standards of excellence set and monitored by the practitioners of the profession. Licensing and credentialing to be a member of the profession and promotional avenues for reward to those who attain higher levels of skill were examples. Another important element was "a sense of mission and meaning in one's work that goes beyond the doing of mere tasks but a fiduciary relationship with the student built on mutual trust and the personal virtue of

the professional" (Morocco & Solomon, 1999, p. 247; Darling-Hammond, 1988;

Devaney & Sykes, 1988; Sockett, 1993; and Tanck, 1994).

Based upon their research involving 800 teachers in sixteen California and

Michigan high schools, Talbert and McLaughlin (1994) believed school climate dictated

the level of professionalism at the particular school site. Teacher professionalism was

based upon "a common knowledge base or technical culture, commitment to meeting the

needs of all students, and durable professional identities and commitments" (p. 130).

However, these factors were controlled by the teacher communities of each site. If a weak

teacher community existed, then professional characteristics were not valued; however, if

the teacher community placed value on its knowledge, students, and professional identity,

then teacher professionalism flourished.

Fullan and Hargreaves (1991) used the term "interactive professionalism" to

describe how the individual and teacher community must work together. The community

and individual teacher should have used discretionary judgement, collaborative work

cultures, norms of continuous improvement where new ideas were to be sought,

reflection about one's teaching practice along with "collective development and

assessment, and greater mastery, efficacy and satisfaction in the profession of teaching"

(p. 63).

Goodson and Hargreaves (1996) recognized that their postmodern

professionalism began with Fullan and Hargreaves's (1991) "interactive

professionalism," but they extended their concept to include more complex tasks and an

ethic of care in teachers' work. Teachers' work depended upon discretionary judgement,

moral and social purposes, cultures of collaboration and "self-directed commitments to

continuous improvement," and "heteronomy, complexity, and commitment to care" (p. 21; and Lieberman & Miller, 1984). Hargreaves and Goodson (1996) continued to recognize the different interpretations of teacher professionalism and chose to classify them into five different categories:

1. Classical professionalism was modeled after law and medicine and has "been characterized as having a specialized knowledge base or shared technical culture; a strong service ethic with a commitment to meeting clients' needs; and self-regulated, collegial control rather than external bureaucratic control over recruitment and training, codes of ethics and standards of practice" (p. 5).

2. Flexible professionalism developed a sense of shared professional community through teacher collaboration. Groups of teachers in particular schools or subjects were to meet and share 'through dialogue about teaching and its improvement' (p. 10).

3. Practical professionalism, reflecting Clandinin and Connelly's (1996) research, used teachers' experiences and "personal practical knowledge" to develop valid theory about the practice of teachers. This knowledge was conveyed through "metaphors and stories which teachers routinely use to represent their work to themselves and others" (p. 12).

4. Extended professionalism placed emphasis on the skills teachers learn from experience and theory. Teachers embraced the "broader social context of education; classroom events are perceived in relations to other aspects of school; teachers develop their teaching methodology by comparing it to others; high value is placed on professional activities, reading of professional literature, and theoretical as well as

practical in service education experiences, and teaching is seen as a rational rather than an intuitive activity" (p. 15).

     5. Complex professionalism added complex tasks to what had already been given as teachers work. These complex tasks involved "creating mentor roles for teachers, implementing site-based management and changing school organization to allow teachers to have more personalized relationships with students" (p. 18).

The variations of and categorization of teacher professionalism existed because teaching was such an individualized profession. Teaching was separated first by levels such as elementary, middle, secondary, and higher education. It was then broken into subject matter specialties like English, mathematics, history, reading specialist, and science. Teachers first perceived themselves as part of these two levels and working alone in their classrooms to promote their subject area knowledge before they considered themselves part of the larger teaching community. However, one common element of all the definitions of teacher professionalism was collaboration. Collaboration could have been in the form of small, subject area teacher communities or could have involved the entire district of teachers as a teacher community. The importance of these groups in supporting and developing teacher knowledge, skills, and care cannot be dismissed. Teacher communities seem to be the essence of teacher professionalism.

National Writing Project (NWP)

The NWP is a learning community whose foundation is built upon the belief that teachers learn and grow professionally when they work and learn together. A major component of this learning process is reflective writing. As they learn new methods or educational theories, these teachers dialogue with other teachers and then write

reflections on what they have just learned infusing their own teaching practice into their reflective analysis.

A case study of an NWP model conducted by Wilson (1994) revealed the professional essence of the Writing Project community when encouraging its participants to implement newly acquired educational beliefs into classroom practice. Wilson interviewed twenty Iowa Writing Project participants, ten from 1982 and ten from 1985, to describe what happened to teachers' practices and beliefs when they attempted to change their teaching approaches to writing. Teachers expressed they "must be supported in their risk taking and…given opportunities to reflect on and talk about their experiences and articulate and revise their assumptions" (p. 105). Participants of the study stated a need for collegial support "as they attempted to put their new beliefs into practice" (p. 44), a need for reinforcement. Otherwise, these teachers felt isolated and under attack from colleagues who practiced a more traditional pedagogy.

Jaeger's (1998) research of the 1993 OSUWP reported similar needs from her ten interviewees. These summer institute participants responded to the need for continued participation in writing project activities as a way to "renew [rather than] break new ground with" their beliefs on teaching (p. 35). Professional contacts with other teachers were important to stave off professional isolation and to stay informed about "new ideas and avenues of inquiry" (p. 35). Two long-term effects of the writing project on these participants were the "possession of a wider knowledge base concerning writing…and the desire to continue one's professional growth" (p. 36). All participants believed the community of the writing project promoted professional growth and personal inner strength to do what they believed was pedagogically right in the classroom. The writing

project believed teachers teaching teachers fosters a collegiality of "like-minded thinkers, people who will question…, challenge…, and encourage" teachers to grow (Jaeger, 1998, p. 42). Classroom teachers trusted and believed in other classroom practitioners because teachers who have experienced the classroom and the school system understood and knew their needs; therefore, teachers looked to learn from writing project teacher consultants by participating in their dialogue and presentations. These writing project teacher consultants became teacher leaders. They were viewed as being knowledgeable about current educational trends and professional theory. These consultants were also considered successful, practicing teachers who believed in serving the needs of the teachers and students. They were members of a teacher learning community and viewed as teacher leaders in demand to teach teachers.

Fischer (1997) offered research into a learning community that provided some career development. The long-term effects of the Metro Area Writing Project (MAWP), a model of the NWP summer institute, on teachers' classroom pedagogy offered some discussion of these consultants' career directions after the institute. This historical recreation of the 1991 MAWP summer institute of twenty-five teachers evaluated twenty participants' positive and negative responses of their MAWP experiences and how it affected their classrooms. Discussion of twelve teachers showed the development of these teachers' professional careers also. They pursued various career outlets, such as district, state, and national conference presenter, graduate school student, program developer, teacher researcher, and published writer for local, state, and national publications. Even though Fischer's focus was not on career development, the reporting of such a high

percentage of one group of MAWP teachers achieving career growth from outlets

generated and exposed by the summer institute does apply to this study.

In 1996 Hicks (1997) researched nineteen Midwestern Writing Project (MWP)

teacher consultants and their Writing Project community through observation and

interviews to understand how this group of people became a learning community and

how the Writing Project's professional development strategies adapted to more

widespread use to empower teachers and sustain change. Hicks found that when

compared with the National Institute of Education's criteria for a learning community,

the MWP contained necessary criteria to function as a valued learning community. The

MWP program and teachers worked under the following key elements to build a

professional community: a) common sense of purpose, b) extended time periods for

social construction of knowledge, c) a nurturing environment, and c) attention to group

identity and cohesion (p. 33-34).

The implications being made for change in teacher professional development

stems from the naturalistic learning structure of the National Writing Project model.

Teachers learned from their own teaching and from other teachers. They also learned

with their students. This constructivist approach to teacher development could have been

implemented into other professional development programs to stimulate "intellectual

interaction which moves teacher' thinking and potentially leads them to improve their

practices" (p. 35). The "ethic of care" or what van Manen called "pedagogical

thoughtfulness" was essential to the building of community, "to making teachers feel

comfortable, welcome, professional, valued, and supported" (p. 35). An extension of the

MWP is The Advantage Class. The Advantage Class consisted of MWP teacher

consultants who went to school sites and worked with and present to other teachers. It was an outreach "for teachers to share their best practices and developing knowledge base with other teachers" (p. 35). This was an opportunity for the MWP consultants to become teacher leaders. As presenters, they became teachers of teachers. They were able to move from one group of teachers to another to talk about teaching, to learn about teaching, and to share teaching ideas. They extended their teacher career and developed it into a teacher leadership role while remaining in the classroom.

Also researching the professional growth of Writing Project teachers was Braswell and Berman (1993). Utilizing forty-nine surveys from a mailout of eighty-nine to Winthrop Writing Institutes (summer institute based on the NWP model) and interviews of five participants from five different years between 1981 to 1989, Braswell and Berman were surprised to find that "former participants were not more active in seek in additional training through professional groups and inservice" (p. 15); however, "respondents who marked 'no' were already active in professional organizations and those who marked 'yes' reported high levels of participation" (p. 15). One interviewee commented, "All those things I feel I have been involved in because of the WP" (p. 15). Other comments made supporting the Writing Project's positive effects on teacher satisfaction and leadership include "I give the Winthrop Writing Project credit for keeping me in the classroom as an effective teacher" and "WWP fostered leadership skills in me that have proven beneficial to myself, my school and school district" (p. 17). These teachers' verbal expressions regarding the powerful influence of the NWP model strengthen the importance for more research into NWP teacher careers and the professional and leadership development the NWP model generates.

A study by Pennell and Firestone (1996) analyzed two networks, the California Subject Matter Projects (CSMP's) and the Vermont Network (VN). The VN's structure was basically linear and was developed to expose and train teachers in using the state portfolio assessment. The CSMP's organizational and performance structure was modeled like the NWP's and formed "to develop the instructional and leadership capacities of California teachers across subject areas...and to broad[en] systemic reform" (p. 72). This research studied how four factors—teacher beliefs, teacher experiences, social influences, and practical circumstances—affect teachers' program experiences. Using multiple case studies from regional sites of participating teachers and their principals, Pennell and Firestone found that the programs were most effective when teacher beliefs did not conflict with the program's goals, social support existed for participants to enact change, and practical circumstances did not hinder participation or change. The CSMP was effective in "meeting the needs of teachers with different amounts of experience" (p. 72). Networks provided a variety of ways for teachers to change their classroom practices through "multiple program levels, follow-ups, and opportunities to work with expert teachers" (p. 73).

Why teachers have found value and true educational learning from Writing Project teachers can also be understood in Wood and Lieberman's (2000) case study research of two NWP sites, the OSUWP and UCLAWP, involving six teachers (three from each site) and the two site directors. Through observing these teachers' classroom environments and teaching and analyzing their interviews, Wood and Lieberman investigated "how these two regional teaching networks function as contexts for teacher learning" (p. 4) and found three learning principles governing these teachers' praxis:

authorship, authority, and authorization. These learning principles were the social practices of the NWP and "change[d] how teachers think about their professional identities and responsibilities and how they go about their work" (p. 4). The changes, however, could not have taken place without the writing. As one of the study's participants said, "the teachers who can learn to express themselves can then think about themselves and change their practices" (p. 7). The second priority of the NWP model was for teachers to teach teachers. The Writing Project believed teachers should "own their own...learning and take responsibility for it" (p. 16). The two Writing Projects' participants demonstrated common norms for practice and beliefs about their practices that carried over from their learning as professionals and into their classroom praxis; teachers learn about their own and others' pedagogical practices from each other and through writing, and students learn from each other and through their own writing. These shared norms of student-centered pedagogy and student exercise of voice and choice prevailed across the two Writing Projects.

Bratcher and Stroble performed a three year longitudinal follow-up study of a northern Arizona Writing Project site using questionnaires, interviews, essays, and observations to research the impact the summer institute had on its teachers and what shape implementation would take in their classrooms. The study began with the first year's teachers in 1988 and continued with the third year's teachers of 1991. The patterns found in the data indicate that teachers teaching teachers have an impact on teachers' thinking. The next step showed teachers teaching themselves. Classroom practice did change, but it was a slow change. These teachers continued to grow each year they taught, and the analysis indicated that their growth had not stopped. The researchers

"speculate that the next stage of growth has something to do with mentoring other teachers and with moving into larger classrooms of teachers who are looking for new answers" (p. 16). Again sustaining the previous research of Writing Projects, this study indicated that Writing Project teachers grow as professionals and become leaders and mentors of other teachers.

Conclusion

The research on teachers' professional careers reveals that the common teacher career structure contributes to dissatisfaction and attrition in the teaching profession. However, how to effectively restructure this profession to encourage professional growth, career opportunities, leadership roles, and rewards that will increase teacher satisfaction and retention has still not been answered. One source of possible progress lies in the teacher community model of the NWP. The continued success of the NWP as a teacher community and its professional support and influence upon teachers cannot be disregarded. Writing project teachers need to be researched to help other educators learn more about career development and professionalism in teacher education. What research has not addressed and what this study intends to do is to understand how the NWP summer institute model influences many of its teacher consultants' careers and how their experiences have shaped their perceptions of professionalism.

CHAPTER 3

Methodology

"Rather than rendering a cultural identity that presents a seamless totality, we work to render complex portraits that capture the fluid, protean properties of identity and culture." (Salvio, P. M., 1998, p. 54)

<u>Qualitative Research</u>

Understanding of the experiences of the active OSUWP teacher consultants and how these experiences have influenced these teachers' perceptions must be done through an interpretive theoretical framework--qualitative research. "Education is considered to be a process and school is a lived experience" (Merriam, 1998, p. 4); therefore, learning can only take place if understanding of the process or experience is achieved. Qualitative research is based upon the view that "reality is constructed by individuals interacting with their social worlds" (Merriam, 1998, p. 6). This research approach helped in understanding the OSUWP teachers' worlds and their constructed meanings from the experiences in their worlds. Close-ended, quantitative questions cannot fully relate how teachers understand and how they go about their work. To see beyond teachers' actions and work, instead, into understanding why these actions take place means conversing with these teachers about their work. It means asking questions and listening to what these teachers have to say about their feelings and thoughts regarding their OSUWP experiences and why and how they have chosen their career directions. As Rubin and Rubin (1995) state, "...understanding is achieved by encouraging people to describe their worlds in their own terms" (p. 2).

Therefore, the case study method steeped in heuristic-phenomenological grounded theory was used. Merriam (1998) says the philosophy of phenomenology places "emphasis on experience and interpretation...the essence or structure of an experience" (p. 15). The data gathered is phenomenological in nature. It is composed of the experiences of teacher consultants and how they view the career of teaching and teacher professionalism. Grounded theory allows the researcher to be the primary instrument of data collection. The researcher then analyzes the data inductively to derive meaning from the data (Merriam, 1998, p. 17). The case study provides a "boundedness" (p. 27) for the researcher to use as a guide while exploring individual OSUWP teacher consultants' writing project experiences and how these experiences have permeated their professional beliefs and work. This case study "can...extend the reader's experience, or confirm what is known" (p.30). Merriam (1998) calls this type of case study heuristic and uses Stake's (1981) words to describe it as being able to present "unknown relationships and variables...leading to a rethinking of the phenomenon being studied [and providing] insights into how things get to be the way they are (p. 47).

To achieve as much insight as possible, all critical cases, viewpoints of active OSUWP participants, revealing the many realities of the 148 OSUWP teacher consultants were investigated. The analysis of these realities also provided the information this study needed to pull the emerging purposive sample necessary for interviews. The purposive sample included only active OSUWP teacher consultants. "Active" in this study means teacher participation or attendance of OSUWP activities or in activities related to the OSUWP. The number of levels of activity used to categorize the interviewees and determine the final number of eight participants emerged from the survey data. The

interview permits the researcher to discover and conceptualize the essence of these participants and their experiences and the making meaning of their career experiences (Hutchinson, 1988). Another component of the qualitative framework is observation. Field observations set the researcher up in a position to "view [the] reality constructed by [teachers] interacting with their social worlds" (Merriam, 1998, p. 6).

Case Study. The case study mode permits the researcher to utilize the necessary qualitative, investigative forms (survey, interview, observation) needed to give voice to the participants' realities, to provide observation of participants' interactions with the OSUWP and their working environment, and for the findings or themes to emerge from the gathered data. Yin (1994) defines case study inquiry in two parts: a) "a case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident," and b) a case study "copes with the technically distinctive situation with many variables of interest and relies on multiple sources of evidence" with triangulated data that has benefited from prior studies and are used "to guide data collection and analysis" (p. 13). Stake (1995) goes on to explain case study as "the study of particularity and complexity of a single case coming to understand its activity within important circumstances" (p. xi). Merriam (1988) gives four essential properties of an educational qualitative case study that demonstrates the necessity in using the case study for this study:

1. Particularistic: This research focuses on the OSUWP as a community of learners and how it effects the careers of its involved teacher consultants.

2. Descriptive: A thick description of the phenomena under study, the

working environment and the realities of the OSUWP teachers while interacting with each other and colleagues, with the intent of interpreting data according to the cultural norms and the community's values, attitudes, and beliefs.

3. Heuristic: The research will bring the discovery of new meaning and understanding of the lived roles and teaching careers of the OSUWP teacher consultants and extend the reader's experience or confirm what is known.

4. Inductive: Generalizations, concepts, or theories will emerge from the data analysis that is grounded in the context of the OSUWP teachers' professional lived realities. (p. 13)

To include the eight cases needed to understand and investigate the guiding questions of this study, I used the following qualitative tools for case study research: purposive sampling, topical interviews, data analysis, and coding. According to Lincoln and Guba (1985), each of these tools is essential when undertaking a naturalistic inquiry.

The purposive sample for the interview is a smaller group of participants who have been chosen from a larger pool sample (148 OSUWP teacher consultants). Taking the interviewees from the larger pool increased the range of data exposed and the likelihood that the "full array of multiple realities will be uncovered," (Lincoln & Guba, 1985, p. 40) and all critical cases, professionally active teacher consultants, were heard. The initial survey was used to identify critical cases and designate the purposive sample. Key words, such as presenter, workshop, conference, mentor, etc., coupled with attend or participate or present were looked for in the surveys to help determine activity levels. The survey exposed the necessary statistical, background information and the individual teacher's concept of what a teaching career is and what teacher professionalism means.

The respondents in the purposive sample participated in a topical interview that asked them four specific questions about teacher careers, the OSUWP, and teacher professionalism. The semi-structured topical interview is a conversation with questions that are a mix of specific and open-ended questions that allow for flexibility (Merriam, 1998, p. 73). Follow-up and probe questions are utilized to explore the topic further.

Data analysis was performed inductively from the transcripts and fieldnotes to allow for the multiple realities of the participants to reveal themselves or emerge through the teacher consultant interviews and their actions. A step-by-step process for uncovering relevant information from transcripts and fieldnotes and then grouping this data into categories was used. During data analysis, coding needed to be used to identify respondents and themes. "Coding is nothing more than assigning some sort of shorthand description to various aspects of …data so that…[it is easy to] retrieve specific pieces of information" (Merriam, 1998, p. 164) from the research data. As the data analysis takes place, a combination of words will be used to code the themes found, and pseudonyms will code the respondents.

Information gained from respondents' conversations were "more likely to describe fully the setting and to make decisions about transferability to other settings easier" (p. 40). In qualitative research, generalizability to other communities of teachers or individual teachers cannot take place with such a small number of participants. It is hoped, however, that what is learned from this study can help educators and researchers understand more about the teaching profession and the needs of teachers in the context of a learning community.

This approach was used to understand how the OSUWP consultants believe the institute has influenced their careers and their concepts of professionalism. Utilizing the multiple realities of OSUWP educators have allowed me to "illuminate human experience in various ways that will add to the quality of that experience...[and] to have remarkable potential for altering the way researchers [I and other educators] encounter and make sense of the world" (Bullough & Baughman, 1997, p. 7).

<p align="center">Procedure</p>

The steps in this qualitative multi-case study involved surveying the 148 teacher consultants of the OSUWP and interviewing a purposive sample chosen from the returned surveys to learn more about these teachers' careers since their participation in the OSUWP summer institute. The number involved in the interview was eight teacher participants. The exact number of interviewees was determined by the critical cases or level and type of activity involvement in the OSUWP or other related professional activity revealed in the survey information (Criteria outlined on p. 71). Presenter, workshop, mentor, and conference are just a few of the key words to be used for determining activity levels. Finally, interviews of the teachers took place at their school site or at professional activities, and teachers were observed at their school site and at OSUWP activities when possible. Another set of interviews with the OSUWP Professional Development Coordinator and an OSU Co-Director will take place to gain more cultural insight and understanding of the Writing Project and the interviewees. Triangulation of data will occur through member checks, interviews, fieldnotes, archival data, audit trails, and peer debriefing. Through the data analysis, themes emerged to help understand the OSUWP teacher consultants' beliefs about teacher careers and the

influence of the OSUWP upon teacher careers and how the OSUWP experience has shaped the teachers' concepts of teacher professionalism.

Purposive Sampling

A combination survey of open and close-ended questions was used to gather consultants' professional background information and personal beliefs about their careers and development of professionalism. All 148 OSUWP participants from 1992 to 1999 were surveyed to obtain a purposive sample. Many methods of data collection may be used to generate a purposeful sampling. In this case a survey using quantitative and qualitative styled questions was used to choose the interviewees for case study research (Merriam, 1988, Fowler, 1993, Foddy, 1993). "In many instances, both forms of data [quantitative and qualitative] are necessary...as supplements, as mutual verification and, most important for us, as different forms of data on the same subject, which, when compared, will each generate theory" (Glaser & Strauss, 1967, p. 18). The survey (see Appendix B) has quantitative qualities that attracted limited professional background answers. Open-ended questions, a qualitative form, allowed for more developed answers to be given by the respondents so critical cases for interviews could be identified. Key words were used to determine activity levels. Some key words were predicted, such as conference, presenter, workshop, or mentor, but others were revealed during the survey analysis.

Information gained from the survey has been reported in a group data form. No individual's information has been revealed by itself, except for the interviewees. Statistical information was given using percentages based upon the return number of surveys. The open-ended questions provided professional background needed to

"maximize information" (Lincoln & Guba, 1985, p. 202) for the purpose of pulling the interview sample from the OSUWP population. The sample population was so large that time considerations would not allow all teachers to be interviewed; therefore, the survey allowed the population to answer the study's basic questions and the researcher to determine the possible themes and participants that needed to be explored. A purposive sampling of critical cases (activities in and level of involvement in the Writing Project) of the OSUWP consultants needed to be reported; therefore, no number of interviewees was set but revealed once "informational redundancy" (Lincoln & Guba, 1985, p. 202), the repeating of information, took place.

An introductory letter (see Appendix A) explaining who the researcher was and the purpose of the research and a survey (see Appendix B) was mailed to all OSUWP consultants who attended the OSUWP summer institute between the year of its inception 1992 and the year 1999. After a three-week waiting period, an identical questionnaire was mailed to those who did not respond to the first one. Two weeks after the second mailed survey, all questionnaires were analyzed with the data organized into group data according to categories to help understand the career lives of the respondents, to set boundaries for the study, and to allow for a purposive sampling to take place. Information gathered included teaching experience, teaching levels, career decisions, positions held, and a basic statement about the OSUWP effects on their careers and them as professionals. The purposive sample needed to be active OSUWP teacher consultants. To determine the different levels and types of active involvement in the OSUWP, the survey was analyzed to sort the respondents and to form the purposeful sample. Key words were used to set activity levels of individual teachers. This was essential in determining active

Writing Project consultants. The availability of the teachers and the answers given by the teachers on their questionnaire were also be used to help identify the purposive sample for interviews. The following guidelines also were used to guide interview participant choice: (a) provides understandable and readable answers to all questions (b) answers all questions (c), and fulfills the need of the researcher to report all critical cases.

To begin preparation for the interview, I asked teachers to mark on the survey if they would or would not be available for an interview in the near future. Before contacting interviewees, a verbal explanation and request was made by phone from the researcher to the school district's administrator. Before the interviews took place, the researcher then made a personal visit and obtained a signed permission form (see Appendix D) from the district's administrator allowing the teacher and district to participate in the research. Interviewees also signed a consent (see Appendix C) form that explained the taping of the interviews, the use of the data gathered, the use of pseudonyms for names and locations for confidentiality purposes, and the choice of participants to withdraw from the study at anytime.

The OSUWP Professional Development Coordinator and an OSUWP Co-Director were also interviewed. The purpose of these interviews was to gain more knowledge and understanding into the Writing Project culture.

Topical Interviews

Before beginning the interviews, I verbally explained the study and the content of the consent form (see Appendix C) to the participants. Before scheduling an interview date, the interview participants signed consent forms that explained the purpose of the study, their right to withdraw at any time during the study, the confidentiality of their

identity through name and location changes, and how the information they provide will be used. The consent form also explained how all data (surveys, interview tapes, transcripts, field notes, correspondence) during the study would be stored in a file cabinet which locked and accessible to only the researcher and that the researcher would transcribe all interview transcripts. Information linking the participant back to the research data was to be destroyed. The interviewees were to be interviewed once and not more than twice. Once these details were explained and in order, then the interviews began.

The topical interview "seeks out explanation of events and descriptions of processes" (Rubin & Rubin, 1995, p. 29). For this reason, topical interviews of eight OSUWP teacher consultants provided the primary data for analysis. These tape recorded conversations were guided by three guidelines given by Rubin and Rubin (1995):

1. Successful qualitative interviewing requires an understanding of culture. To understand the culture one is researching, the researcher must become immersed in it enough to become part of the culture. Being a consultant of the 1994 OSUWP, I have attended many of its conferences and workshops and participated in its student writing camps, email listserv, and teacher writing retreat. However, one can become a part of this community without knowing many of its members. Therefore, observation and fieldnotes of the teacher's school or working environment and interacting with the OSUWP will be taken to gain more understanding into the context, or environment, of the teacher.

2. Interviewers are not neutral actors, but participants in an interviewing relationship. Realizing my cultural ties with the OSUWP and my researcher role in this study, I must play out the dual role of participant researcher. I will conduct and report the

research and analyze the data. However, since I am a consultant of the community, I will have to work harder to overcome my preconceptions about the OSUWP and the biases I might have regarding the community to objectively analyze the data. To accomplish this, interviewees will read their transcripts and report to me any misinterpretations, and the information given in the interview will be member checked against the fieldnotes, archival data, and other interviews.

    3. The purpose of qualitative interviewing is to hear and understand what the interviewees think and to give them public voice. Naturalistic inquiry allows the researcher to reflect the beliefs of its participants. It allows them expression, empowerment, and participation in what is being reported about them. This interpretive inquiry reveals what we need to understand about the OSUWP's influences on teacher career development and their consultants' ideas on professionalism (p. 19). These interviewees will review their own transcripts so that if any misinterpretation of the interviewee's meaning was made by the researcher, it can be corrected before data analysis occurs. The final written document will also be shared with all participants.

    The following main questions provided the boundaries needed for the topical interview with the teachers, and probes and follow-ups were used as needed to adapt to the unpredictability of the interview information:

    1. Tell me about your experiences with the OSUWP?

    2. Has the OSUWP influenced your career as an educator in any way?

    3. How do you, as a teacher, define "professional."

    4. Has the OSUWP influenced your concept of what "professionalism" is?

One other set of interviews took place. An interview with the OSUWP

Professional Development Coordinator and an OSU Co-Director offered insight and

current information on the career opportunities available to OSUWP teachers and the

extent of involvement by teachers. An understanding of teacher professionalism and

stronger cultural understanding was gained from those involved on a daily basis with the

OSUWP. Questions asked of these Writing Project participants included the questions

given below; however, changes in the questions were made according to information

gained from previous interviews:

1.   What are the career opportunities of OSUWP teacher consultants?

2.   How do you define teacher professionalism?

3.   Does the OSUWP influence its teachers' careers in any way?

4.   What does the OSUWP offer in terms of teacher leadership to its teacher
        consultants?

<u>Observation</u>

Field notes of contextual observations made of the TC's during OSUWP activities

and at the school site were taken in a notebook along with any part of the interview that

did not get recorded. The interview transcripts, notebook, and journal all became a part of

a three-ring binder. These "slices of data" (Glaser & Strauss, 1967) helped produce the

transparency, consistency-coherence, and communicability, as discussed by Rubin &

Rubin (1995), needed for this study to be credible.

<u>Data Analysis</u>

<u>Background information</u>. Data gathered through the survey provided identifying

background information. The OSUWP involved a wide range of educators with varying

levels of education and teaching at various levels. This information was vital in

understanding the career development of that respondent. Therefore, it was important to

know what composed the representative community sample. The importance of this

strategy bases itself in Glaser and Strauss's (1967) discussion on generating theory from

any size of social unit through grounded theory. Since many different possibilities existed

and needed to be recognized and researched, the open-ended questions on the survey

allowed enough detailed response to determine who the interviewees were and if any of

the main interview questions needed to be changed.

Emerging themes. Once the interviews took place, "the boundaries separating

individuals are abandoned and interest is focused on the 'pool of meanings' discovered in

the data" (Marton, 1988, p. 155). Lincoln and Guba suggest inductive data analysis for

naturalistic inquiry because it is "aimed at uncovering embedded information and making

it explicit" (p. 203). The emerging themes discovered from inductive data analysis then

underwent the categorization process to "integrate the themes and concepts into a theory

that offers an accurate, detailed, yet subtle interpretation of [the] research arena" (Rubin

& Rubin, 1995, p. 227). Coding the transcripts according to categories allowed the

second process of category comparison to occur in the data analysis. The themes for

discussion emerged from this process.

Validity and Reliability

The trustworthiness and credibility of the data and analysis were offered by

the researcher through participation in the OSUWP and the triangulation of data: member

checks, interviews, fieldnotes, archival data, audit trails, and peer debriefing. The

researcher's participation in the OSUWP allowed understanding and acceptance into the

culture of the participants. Internal validity deals with the findings being congruent with reality. Eight interviewees helped to provide a realistic picture of OSUWP teacher careers and their understanding of teacher professionalism. Member checks of the interview transcripts, observations of educational and professional sites and interactions, and peer debriefing by the higher education faculty serving on my dissertation committee allowed the truth to come forward. The participants' feedback on transcripts and peer discussion helped keep biases from entering into the research. Archival data from the OSUWP office was used to learn more background information on the OSUWP program and its teacher consultants. Archival data in the form of a 1996 Project Outreach survey performed by the OSUWP teacher research facilitator was provided. The open-ended survey asked OSUWP TC's questions regarding the teacher consultant's professional development and growth experiences as well as their working environment.

External validity is the "extent to which the findings of one study can be applied to other situations" (Merriam, 1998, p. 207). Generalizability of these findings to other learning communities cannot take place; however, transferrability of the research to alike learning communities and their members can take place if thick description in the form of fieldnotes of the teacher's context or environment is done, if the learning community is typical or alike in comparison to the OSUWP, and if the research deals with multi-cases in multi-sites to allow a greater range of applicability (Merriam, 1998, p. 212). Dependability and confirmability of the data relies upon audit trails of the field notes, interview transcripts, surveys, and archival documents from the OSUWP office. (pp. 39-43)

<u>Ethical Issues</u>

As written by Rubin and Rubin (1995), "research ethics are about how to acquire and disseminate trustworthy information in ways that cause no harm to those being studied" (p. 93). Harm is not my intent. I hope that my participants benefited from this research experience as much as I. As I inquirde about their professional lives, it was my intent that they learn more about themselves as educators, about teachers, and about the profession. To shield my participants from harm, the interviewee's building principal was asked to sign a permission to participate form (see Appendix D). The initial contact with the district was made by the researcher by phone and then followed up with obtaining the signed permission form if needed.

The interviewees also were asked to sign a consent form (see Appendix C) before participating in the interview. The consent and permission forms explained the purpose and the methods to be used in the study. It also informed the school district and the interviewee of their rights as participants. The participants were free to withdraw from the interview and the study at any time. This consent form obligated me, the researcher, to change names and settings to protect their identities. The interviewees received only their individual transcripts to review and edit if they chose, and they did not have access to any other participant's information. I shared the study with all participants once it was completed. During and after this study, all data gathered was stored in a locked file cabinet. During this research study, ethical standards were practiced from the beginning of the investigation, and respect was given to the interviewees and their contributions in the final, written report.

<u>Time Line Summation</u>

The approximation of time involving research was nine months. November and December 2000 involved the distribution, receiving, and analyzing of the questionnaire. From January to February 2000, interviews were conducted; however, this was extended into April because one of the interviewees had surgery and could not be reached until April. Each interviewee was interviewed once. The time involvement for the participants was no more than three weeks. The remaining months from March to September included analysis of data, field notes, member checks, peer debriefing, and the writing of the final two chapters of the research, analysis and discussion. Peer debriefing is an important element of the research writing process. What has been learned from this study is being shared and discussed with the participants. Discussion of the data analysis and the written research took place during the final months with my advisor who is knowledgeable about the Writing Project and qualitative case study.

<u>Researcher as Participant</u>

In qualitative research, Lincoln and Guba (1985) discuss the need for a "sixth sense" (p. 43) for understanding and insight throughout the length of the study. I, as the researcher believe that my involvement as an OSUWP teacher consultant provided the insight and acceptance needed into the OSUWP and its teacher consultants' culture to adequately interpret and present their understandings and beliefs in written form. As a researcher I understand that the positive experiences and collegial relationships I have gleaned from OSUWP events had the potential to develop bias within this research study. To guard against bias, many forms of triangulation of data occurred during and after the study: a) archival documents, b) survey, c) teacher consultant interviews, d) member

checks, and e) peer debriefing. During the process, consultation with my doctoral committee periodically took place; however, these advisors were given only information that contained the pseudonyms of the participants and their locations. The purpose of these meetings were to help guard against bias and help the researcher to conduct a thorough, qualitative research study, a research study providing a clearer understanding of how OSUWP experiences have influenced active OSUWP TC careers and their perceptions of teacher careers and teacher professionalism.

CHAPTER FOUR

Analysis of Data

You can go in at any place you want or just get your toes wet.
(Sue, p. 2, lines 40-41)

According to Merriam (1998), reality is constructed by individuals interacting with their social worlds and the ways they view that reality. To understand the realities of the OSUWP Teacher Consultants's, conversations with the TC's must take place. To find the interview sample needed, all OSUWP TC's between the years 1992 and 2000 were mailed a survey. From the first mailed survey, fifty TC's responded, and the second mailing produced fourteen more, for a total of sixty-four returned surveys. Demographic data about the responding OSUWP TC's and valuable information about their individual participation and experiences in the OSUWP in the form of short answers provide the trustworthiness needed for a qualitative study.

Building Trustworthiness

Understanding is the primary purpose for conducting qualitative research. Valid understanding is only gained through a rigorous qualitative study, called trustworthiness, which involves triangulation of data. The trustworthiness in reliability of the data was provided through the audit trails of the surveys, interview transcripts, archival data, and the interview transcripts of one of the co-directors, Gretchen Schwarz, and the Professional Development Coordinator, Mary Jane Fahey.

Triangulation

Triangulation in the form of multiple sources of data and multiple methods have been used to establish trustworthiness. From the 148 mailed surveys, sixty-four were returned and used as a data source. From these returned surveys, eight OSUWP TC's

were selected to be interviewed. A co-director and professional development coordinator of the OSUWP were also interviewed. Archival data from a previous survey of OSUWP TC's conducted by the OSUWP was also gathered to provide more information and to compare against the data collected in this research. When possible, observations of the OSUWP TC's interacting with their peers at OSUWP activities and other professional activities as well as in their classrooms provided another source of data.

Peer Debriefing

Many hours over the course of this study were spent in dialogue with my dissertation committee chair. Discussion of the methods to be used and how the data should be presented to present trustworthy research took much of the time; however, conversations about the OSUWP also took place. Dissertation committee members also provided valuable insight into the process of acquiring the triangulation of data. These sessions helped me discover the most valuable methods for understanding OSUWP TC's and the impact of the OSUWP on their careers and concept of professionalism.

Member Checks

The transcribed interviews were mailed, with a return envelope, to the interviewees to read and make corrections. This took several months to complete, but all interviewees mailed the transcripts back. The completed analysis was also mailed to the interviewees for an interpretation check. The participants either mailed the pages back with written comments or called to discuss the analysis.

Archival Data

Data from the May 1997 OSUWP Project Outreach research has been compared with the collected data in this study. Project Outreach was a NWP research grant

opportunity for the OSUWP to learn more the professional growth of their TC's and why they attended the OSUWP. This information would hopefully help them uncover why more urban and minority teachers had not applied to attend the OSUWP and how the Writing Project could change this. All four themes discussed in this study were also discussed by the 1997 respondents in Project Outreach: validation of teaching and professional growth, professional opportunities, leadership, professionalism. This additional information from other OSUWP TC's supports these interviewees' discussions and the understandings the researcher has of them. This additional information helps to build a stronger, more trustworthy qualitative study.

Audit Trail

The audit trail of this research study begins with the returned surveys of the eight interviewees, the interview transcripts, and my recorded observations of these interviewees. The trail is strengthened through the themes that began to emerge in the surveys and then became clearer in the interview transcripts. The transcripts were color coded to section apart the different themes. These themes were recognizable by the repetitive use of specific words or phrases and by the stories the TC's told.

Interviewee selection

Interviewees were chosen from returned surveys. The chosen interviewee had to meet two criteria: (1) The TC must have been involved in at least six OSUWP functions each year and (2) be currently involved in OSUWP activities. A definite division of participation was drawn at nine; however, I chose to include a TC who listed six activities because this TC worked all year promoting the philosophy of the National Writing Project in her own school system by working with and training teachers to implement

writing into their curriculum in addition to attending six other Writing Project events. One other TC provided six activities; however, she does not consider herself an "active participant" because she is in the final year of her doctoral work and has spent much of her time conducting research and writing her dissertation. Therefore, eight OSUWP TC's fit the criteria established for interview participation. The interviewed OSUWP TC's reveal their beliefs and understanding of teacher careers, their work in the OSUWP, and the meaning of teacher professionalism from their lived experiences with the OSUWP and from their own teaching experiences. To discover the impact of the OSUWP on these interviewees' careers, each of the eight TC's was interviewed once, and when possible, classroom observations were made of them. Any questions concerning the information provided were clarified by e-mail or phone.

After analysis of the returned surveys to produce the interviewee group according to the established criteria for interviewees, eight TC's were selected. I will first present the interviewees and their environment in a group. Background information about their professional lives will be given. Next, the interviewees' profiles will be presented. Within this profile, how each of these TC's approach their teaching, why they do so, and what impact the OSUWP has had on their professional lives will be explained. Further discussion and more detailed accounts from these interviews will follow in the analysis of themes: professional growth/affirmation, professional opportunities, leadership, and professionalism.

Overview of Selected Interviewees

The selected interviewee group of OSUWP's have met the criteria of currently being active in the OSUWP by participating in a minimum of six OSUWP activities a

year and actively seeking other opportunities within the Writing Project to learn and teach. The eight interviewees are female and teach at different educational levels ranging from elementary to higher education: one higher education TC; three elementary TC's; and four secondary TC's. One of the elementary interviewees also serves as an adjunct instructor at a higher education institution. Their current teaching experience ranges from ten to thirty-one years, producing an average of twenty-one years of teaching experience. Years of experience when attending the OSUWP varied between seven and twenty-three, with an average of fifteen years. This data is representative of the sixty-four survey respondents. The differences between the interviewees and the remainder of TC's in the survey group are the level of activity and types of activities in which the interviewee sample is involved.

The selected interviewees actively participate in OSUWP activities at least six times a year. Even though there is a natural break from six to nine, I chose six as the cutoff because the one TC who marked six also has worked in a leadership position in the OSUWP, which requires much of her time. Her endeavor has been to establish an OSUWP extension site at a regional university. She has been required to meet with other teachers and OSUWP staff, which are not formal OSUWP events, but they are OSUWP activities that needed to take place for her to be successful in implementing the goals of the OSUWP. Therefore, her six represents much more activity than represented by the number. Other activities of these TC's include a combination of the following:

- Educational presentations,
- Training workshops,
- Special project leaders,

- Researcher/grant work,

- Editor/published writing,

- Writing teachers in residence, and

- Writing camp counselors and instructors.

These TC's have attended at least one National Writing Project national conference, and three have presented at NWP national conferences. In the following interviewee profiles, the level and types of activities these individuals undertake and their importance to the TC's are explained in greater detail. First, a description of the professional environment of the OSUWP and how OSUWP TC's react in this environment is given.

OSUWP Environment

When attending an OSUWP workshop, conference or summer institute, I saw people who act more like a family than professional educators. The TC's feel they have become a family, a professional family, because they have "grown up" together, professionally, in the OSUWP, beginning with the summer institute. Loud hellos from across the room are heard above the hugs and handshakes of teachers who are genuinely happy and excited to see each other. Their dialogue first opens with "How is your family?" Specific questions are asked regarding the well-being of their children or parents or other family members can be heard as one weaves through the teachers standing in clusters of two to four people. After these concerned friends are "caught up" on each others' lives, the conversations turn to school, education, students, professional opportunities and endeavors. Before the professional meeting starts, "everybody's talking about how to teach kids in a better way" (Terry, p. 4, lines 68-69). "Many of the OSUWP TC's drive long distances [to] be involved in an ongoing basis [with the OSUWP] in

ways that aren't necessarily going to change their pocket book, but it's going to change the way they work, the way they teach" (Mary, p. 8, lines 171-175). It is a "professional community, a network" (Sue, Terry, Kathy, Vickie, Mary, Joan).

This professional network provides teachers " exhilarating" opportunities to "surround [themselves] with professionals [and] rich dialogue and collaboration when [they] are not surrounded by them sometimes in [their] workforce" (Terry, p. 3-4, lines 65-73; Ann, p. 4). Teachers "sometimes need that reassurance that [they] are doing the right thing, and it's okay to be doing what you are doing" (Vicki, p. 9, lines 217-218). This "reassurance" is often provided by the teachers telling each other what a wonderful idea they have or asking if they did try the idea they talked about in a previous conversation and how it went. TC's who have visited other schools compliment the teachers about their students from that school and the educational program they have built. The positiveness of that program [OSUWP] and the people in it [keep teachers looking] forward to go[ing] back." It helps them "keep the real world with the negativity"out and vital to their professional outlook (Vicki, p. 9, lines 216-224; Terry, p. 4; Sue, p. 2; Mary, p. 6-7).

Keeping the "negativity out" is very important to these teachers. If they do have a non-supportive environment around them in the form of teachers or administrators at their school, they come to the OSUWP activities to share their struggles and then to hear the encouragement needed from the OSUWP TC's. Comments, such as "Stay with your plan, Vicki, it will work" or "Don't worry, they will soon see it the way you do, and call me anytime you need to, even if it is just to cry" are often made to provide support and comfort to TC's who are changing their classroom into a more student centered, inquiry

based learning environment. Students take more control of their learning and seek the answers to their questions working together instead of the methods traditional teachers generally use, providing the answers by presenting the content.

This positive encouragement is reinforced when teachers present their workshops for the first time. During the fall and spring, workshop practice sessions are held for TC's who have developed a workshop they would like to present for the OSUWP. Encouragement from the participating audience is given through teachers' verbal and written comments, such as "I really like this idea and can adapt it for my math classes," or "I like the way you presented the historical aspect of the assignment to give students a better feel or knowledge of the time period." Constructive criticism is also seen as invaluable when teachers provide other directions for the assignment to take or how to use the assignment across other disciplines. "Would it be possible to have the students maybe research the time period or specific events during that time and let them present what they have learned?" "Do students have to do that particular assignment or can they write in another genre?" "Great idea! That could work, try this" (Vicki, p. 6, lines 136-37). These teachers "have become the experts." "It's teachers teaching teachers. It's the affirmation that we are the experts…., and we can teach each other just as kids can teach each other" (Ann, p. 5, lines 100-103).

These OSUWP TC's are excited about teaching, about learning, because they are "involved…just the way [they] are suppose to do with their students." They work at the activities their presenter has provided for them. As they fulfill the requests of the presenting TC, the groups of teachers ask questions and discuss what else they can do with the activity, just as students will learn as they talk and discuss. These teachers

experience a professional collegiality that "empowered" (Vicki, p. 6, line 138; Mary, Sue, Joan) them to "focus in on student needs" and arrange their rooms differently with tables rather than the traditional rows of desks, to finally feel comfortable and "confident" with their teaching. "That it is okay to like what you did, and it was okay to like your kids and it was okay to care about what they did and how they did" (Vicki, p. 8, lines 814-186; Terry, Pat).

The evidence that these teachers do like what they do is apparent in the participation and contributions they make to the groups or activity. These teachers have come to learn, but most importantly, they have come to share their knowledge and experiences. Most of the teaching stories shared involve success with students through the use of a certain method or a teaching idea. However, these teachers are not afraid to share their failures.

I remember in the summer institute I attended, an early childhood teacher was presenting methods on developing young children's writing. A secondary teacher suddenly gasped, "Oh, my gosh. I just realized that I actually told my three-year old that she doesn't know how to write. She had asked me to buy her a small notebook to write in and I said no." The tears could be seen sliding down her cheeks. During a spring conference for beginner workshop presenters, Vicki uncovered why some of her students had rebelled against her choice for their reading assignments. She had always provided them with the titles of the books they were to read. They had no choice. They had no ownership in their learning. OSUWP teachers at these meetings did not "belittle" or provide "negative comments" or "child bash" to explain or excuse what the teacher had done. The TC's offered positive comments in the form of "Now you know and can do

things differently." "It's okay to be wrong. It's not okay to not change if you are." During the breaks between the presentations, different TC's would come up and hug the teacher and offer a "supportive" professional environment because, they as professional educators, know that mistakes will be made, that "sometimes they work and sometimes they don't, but you have to take a lot of risks if you are going to reach kids. Either way, you've learned" (Kathy, p. 3, lines 45-49).

The working environment of the OSUWP is difficult to understand for those who have not experienced it. From the following interviewee profiles and theme analysis, a better understanding of the OSUWP TC's experiences and the impact of these experiences on the TC's and their careers can be gained.

<u>Interviewee Profiles</u>

Terry has been a teacher for eighteen years. She has taught a variety of grades, fourth through ninth in seven different states during her first seven years of teaching. The last eleven years of her teaching have been in the same diverse, urban school district teaching first through sixth grade. The last eight have been a working combination of gifted and talented teacher, consultant, and resource teacher in the district's academic center. Terry applied to the doctoral program at OSU before attending the 1994 OSUWP summer institute, was accepted during the summer institute, and has since completed her doctorate. She attended the OSUWP after twelve years of teaching and, six years later, still believes the "rich dialogue and collaboration [she] gets with TC's" to be "exhilarating" and a "shot in the arm...that fix" that "professionals" need. She has served as a co-director for three summer institutes and made many visits to other summer institutes and reunions just to "see the magic work" (p. 2, line 2).

Terry provided me with her resume that lists the titles of her two teacher residencies and the twenty-five workshops she herself has presented or partnered with another presenter. Since participating in the OSUWP, she has published four articles and a chapter in Schwarz's and Alberts' book <u>Teacher Lore and Professional Development for School Reform</u> (1998). Terry has served as a member of many district professional committees ranging from textbook selection to Gifted Advisory Council and works as an adjunct professor at one of the state's largest universities. Since Terry began her doctorate when she attended the OSUWP summer institute and finished the degree five years later, she has questioned whether her degree or the Writing Project has provided her with more opportunities. For her, the OSUWP has "absolutely opened up a million doors that ...wouldn't have [otherwise] opened up. "...The Writing Project has opened up the most opportunities so far, but I think the two play hand in hand" (p. 3, line 53-58). The Writing Project "is like the domino effect. One thing connects with the next and suddenly [there are] five different things instead of just one" (p. 3, line 62-63).

Terry is quick to add that the OSUWP experience is about more than providing career opportunities for teachers. The Writing Project is about being professional. "It has also made me question myself more because I have surrounded myself with professionals. There's rich dialogue and collaboration that you get with TC's. Everybody's talking about how to teach kids in a better way. Surrounding yourself with professionals when you are not surrounded by them sometimes in your workforce is exhilarating" (p. 4, line 65-73). Professional teachers demonstrate "dedication" by "set[ting] appropriate examples (p. 6, line117-18). To be professional is to be the best example that we know how to be—to set examples for your kids—examples of how to

speak, dress, treat people, and react" (p. 6, lines 122-124). Professionals look for

opportunities to "educate" themselves and "doing something about problems instead of

griping about problems (p. 6, lines 131-136) by using positive energy instead of negative

energy." Professionals are "aware of the cutting edge and willing to take the energy to

try and make that happen" (p. 6, line 133-136).

Terry has found this kind of teacher professional in the OSUWP, "a group of

people who are willing to try to make a difference in self-improvement." OSUWP TC's

believe they "owe those kids, [their students]. You owe them choice, and you owe them

lots of different ways to learn things and to be themselves and to recognize what's good"

(p. 7, lines 154-158). The Writing Project has provided Terry the opportunity to go

"beyond the 'classroom' and still call [herself an] educator," but a professional educator

who knows "we must continue to educate ourselves about the subject matter [the

students] in a realistic way."

Terry's commitment to her students and to the learning process is evident in her

classroom. Upon entering Terry's classroom, I immediately felt comfortable. The room

is decorated much like that of someone's home. Framed artwork of famous artists, such

as da Vinci, Renoir, Degas hang from the walls. Artificial and real plants, personal

photos, student work, and knicknacks sit on shelves and the teacher's desk. The students

are engaged in a lesson that Terry is presenting on the overhead projector, so the lights

are off except for a lamp over in the corner. I later told Terry that her room exudes a

"Come on in, make yourself comfortable and stay awhile feeling." The students are

engaged in a math lesson working with Fibonacci numbers. They are seated with their

desks formed into groups comprised of four to six students. As Terry explains the process

on the overhead, students work through it on their papers, then she asks them to continue

looking for patterns in the numbers. They raise their hand to seek her help, but they,

without hesitation, also ask for the help of their group members. The table right in front

of me made the problem a group effort as they discussed amongst themselves why and

how the problem should be worked. Once they believed they had accomplished the task,

they called for Terry to come over and validate what they had done. Terry circulated in

the room answering questions, but not willing to give too much information to the

students. She wanted them to discover the answer, to be the learner and teacher.

Mary is a secondary English teacher who has taught for nineteen years. Her

present school district is considered a large, rural school with a diverse population. She

has a Masters and "live[s] too far away from OU [Oklahoma University] and OSU

[Oklahoma State University] to pursue a doctorate." Mary's teaching duties have evolved

from classroom to administrative. She presently teaches for one hour in a high school

English classroom and then fulfills her obligations as District-wide Writing Coordinator

and District Curriculum Director and Testing Coordinator.

After twelve years of experience, she attended the OSUWP summer institute.

Mary's writing project activities have included visiting OSUWP summer institutes,

acting as institute co-director, attending NWP national conventions, and giving

presentations. She views all these as career opportunities. To Mary, "any opportunity to

grow are career opportunities" (survey). These opportunities exist in many forms, from

freedom to teach what a teacher wants and how to teach it to sharing with other teachers

or taking an administrative position. The OSUWP "opened up all kinds of new horizons

of new things...career wise" (p. 5, lines103-5). Mary has made the transition from

classroom influence to "influenc[ing] teaching and learning beyond one classroom" and believes the OSUWP is responsible for her making that transition from classroom to outside educational projects.

One of these projects has been to establish a rural Writing Project site network at a regional university, which is now functioning. By establishing this rural Writing Project site, she believes herself to be "a professional…willing to invest …in what they [professional educators] do." However, her concept of professionalism has not changed since attending the OSUWP. "The Writing Project matched or meshed…what [she] felt all along what a teacher needed to be. Professionalism is demonstrated through commitment to the profession, commitment to kids, commitment to learning." TC's "drive long distances and [are] involved in an ongoing basis in ways that aren't necessarily going to change their pocket book, but it's going to change the way they work, the way they teach" (p. 8, lines155-176). "A professional is a teacher" (p. 6, line 125) when they are there "to make a difference in the lives of kids….to change the life of a child. [Professionals] look at things differently. [They] are willing to invest themselves in what they do on a daily basis" (p. 6, lines 130-134). Mary tells a story about a first year teacher who says, "I know now how to be a really good teacher." Mary asks her, "Okay, how do you go about becoming a really good teacher?" The first year teacher responds, "You get with teachers who are really good and teachers who really care." The point Mary makes is "that's Writing Project, and I mean, that's exactly what it's all about."

Patty is the one higher education faculty member interviewee. She possesses a tenure track professor position at one of the largest state universities. She attended the

OSUWP in 1996, the summer after completing her doctorate. The OSUWP was a "reward to [herself] after finishing [her] Ed.D." Patty spent seven years in the secondary public school systems, took six years off to spend with her children, and then entered a doctoral program as a teaching assistant. Her OSUWP activities began with her OSUWP Council membership and moved towards research based projects. Patty's current work is as Teacher Research Facilitator who functions as a site coordinator for the NWP Academy of Educational Development three year Project Outreach research study. Project Outreach is a NWP funded research grant for the OSUWP to find out why teachers applied and attended the OSUWP and to discover why more minority and urban teachers have not applied and participated in the OSUWP summer institutes and how to increase their interest in the Writing Project. Other opportunities are NWP "DC Days," meeting and lobbying in Washington for the NWP, and NWP research presentations, such as "Demystifying Research for New Sites" to help new research sites begin their own Project Outreach research. She has not "felt comfortable doing typical demonstrations because [she is] not in a typical K-12 classroom" since completing the OSUWP summer institute. She did not feel comfortable in the role as presenter. She "would always come up with these great ideas, but it was difficult to find a classroom to try them out in, so that didn't seem to fit for [her], but what did fit was, at first, in a research capacity" (p. 2 lines 40-44). Patty had just finished a qualitative dissertation. The OSUWP "came up with a need for doing a site self-study as part of the Project Outreach" NWP program. "So when Project Outreach started in 1997,....[the OSUWP Site Director] asked me if I would come and work with the Project Outreach team on research....I was a paid consultant...and chose to stay as a team member because it was

so wonderful. That really kicked off my extra involvement in the writing project, research" (p. 4, lines 74-80).

This involvement has presented Patty with opportunities to "go to national meetings and do presentations....and "believes" it "helped [her] get the job [she] has right now. "I believe that my involvement at the national level with the national writing project, not just the OSUWP, really convinced some search committee members...to offer me this position" (p. 7, lines 141-145). Working with the OSUWP and the NWP has furthered her professional goal of being a "spokesperson" for the profession of teaching. This professionalism "is, at its essence, seeking to let other people know that teaching is a real deal. There is ...a knowledge base to teaching (p.8, lines 161)....The writing project lives and breathes that. They just don't have the voice, they use the voice, and that is so powerful" (p. 9, lines 190-91). This professional presence of the teacher prevails in Patty's description of the teaching professional.

> It's writing articles, it's being present, it's working with teachers, it's doing
> everything we can to extend ourselves into places where maybe people haven't
> thought about teaching and professionalism (p. 9, lines 193-197). It's about the
> things that people do in order to gain that kind of credibility. It's not for personal
> gain....It's for the profession, and ultimately it's for the kids. If we can't be a
> spokesperson for what is good about teaching and what is bad out there in the
> name of education, then who can be? That is the ultimate meaning of
> professionalism. (p. 8, lines170-76)

Sue has taught secondary English for 21 years. She attended the OSUWP after completing her Master's and thirteen years of teaching. Sue described the OSUWP like a

"swimming pool with a narrow end and a deep end. You can go in at any place you want or just get your toes wet" (p.2, lines39-41). Many TC's have "started off with presentations," just like Sue. She has also functioned in a leadership capacity with the "youth writing camps," directing writing project activities, presenting for the state department of education, conducting research for the National Writing Project, or serving on the OSUWP Council, an executive committee that makes decisions regarding the activities and future development of the OSUWP. Other opportunities evolving from Sue's OSUWP involvement includes serving on state education committees. "And there's no question about it that [she] couldn't have gotten through National Board Certification, at least not in one cycle, had it not been for the Writing Project."

Sue describes her thirteen years before the OSUWP summer institute as one of questions. She experienced "political problems" from administrations within three different schools systems who did not understand her methodology or her classroom philosophy of a student centered classroom. The consequence was her self-doubt in her teaching abilities and work within her chosen profession; however, the OSUWP summer institute changed her perspective. It "validated so much for [her] as a teaching professional. It wasn't that there was something wrong with me" (p. 2, lines 22-24). Educating children takes a "team" effort. "It flows [from] student to student to teacher to administrator to custodian, and it's a team,...." (p. 9, lines 194-196) and the OSUWP "gave me the philosophy and the research to justify what I had been doing and to think further down that road of creativity, and it gave me that [professional] network" (p. 10, lines 224-226).

Sue's eagerness in serving the profession is evident in the number of career opportunities she has pursued within this professional network and outside it. She has taken something she learned from the OSUWP summer institute regarding classroom practice and uses it to guide her career. Sue's belief in "no limitations" upon herself has made her into an active OSUWP TC and a professional educator who constantly seeks professional growth. She has earned National Board Certification and mentors National Board candidates. This belief and practice of being a lifelong learner also mirrors her concept that professionalism is "a dichotomy." Teachers have the "intellectual content, skills-based approach that is objective and analytical, but professional to me as a teacher means there is this other component. You also have to model the skills. You have to be caring and warm....and have a relationship with everyone of your kids.... (p. 8-9, lines174-179, 186-190) and [guide] students along a long-term pathway to academic, professional, and personal fulfillment" (p. 11, lines 239-241).

Joan attended the OSUWP in 1994, after teaching for twenty-one years. At the time, she was working on her Masters, but six years later, this kindergarten through sixth grade teacher has also taken on the roles of mentor teacher and summer writing camp director within her school system. For the writing project, Joan has presented professional development workshops for other school districts and made presentations at the National Writing Project and National Council of Teachers of English conferences. Serving as a leader for the OSUWP, she also sits on the OSUWP Council. Joan is active in the Urban and Rural Conferences and renewal meetings of the writing project as well as participating in the Wednesday workshops. Joan was instrumental in getting her urban

school district to begin providing Writing Project workshops for teachers on Wednesdays after school.

Joan sees these career opportunities as part of the commitment to being a professional educator. "Professionals by nature are people who never quit learning" (p.3, line 62-63) and "never quit learning on a daily basis from other people" (p. 3, line 66-67). She believes that "putting [her]self around those in the writing project so [she has] those opportunities" (p. 3, lines 72-73) makes her a better professional educator and allows her to fulfill her "responsibilit[ies] to [her] profession to do the best job [she] can…and to function as a role model for those people coming after [her] to learn (p. 3, lines 55-58).

Functioning as a role model means instilling in teachers the belief that "kindergarten through university …[teachers have] something to offer [each other]" (p. 4, lines 97-99). The Writing Project offers this learning opportunity to teachers and "empowers" teachers to believe they have the knowledge to make a difference at a national, state, and local level regarding educational issues and policy instead of "always [feeling] like the low one on the ladder" (p. 4, lines 80-810). Joan now has the "confidence in [her]self and the belief in what [she is] doing that [she'll] just do" what is "important for the kids, for [her], to burst out and have that kind of permission to teach from [her] heart" (p. 2, lines 38-41).

Vicki, with the least amount of teaching experience when attending the 1998 OSUWP summer institute, has taught freshman and sophomore English, creative writing, advanced composition, journalism, and one year of seventh grade English. Her classroom is a pictorial of what her classes are learning. Magazine adds cover the walls with clipped messages. Posters of student collages hang as wallpaper on the concrete block walls.

Student writings and other pieces of work are displayed for visitors and students to admire and discuss. Vicki uses her wall to display not only student work from assignments done in class, but anything, that is appropriate, that students are proud to show other students. Vicki's classroom reminds me of a teenager's room at home, where they hang what they like on the walls and put objects out that relate their own, personal accomplishments. This classroom is a teenager's room. Vicki first apologized for the stacks of magazines and the classroom materials placed around the room in bunches and piles, but then she said, "but we've been working on our projects, and I want the students to like they do and be able to come back to their work." Her classroom is for her students and for their learning, not for entertaining visitors.

Vicki entered the teaching profession after working within "the business field, journalism," for a number of years. Her view of teaching as a profession has "changed...a lot....I don't think I would have agreed [before teaching] that there were people out there who thought that [teaching] was a serious business to them." However, Vicki goes on to say that attending the OSUWP "changed my opinion and how I looked at it [the teaching profession]" (p. 8, lines 182-187).

The importance of the professional support in the form of professional dialogue and collaboration "sustains" Vicki. She goes back for "doses" and "look[s] forward to participating in things where I know that writing project people are going to be in. I make it a point to do it" (p. 9, lines 215, 220-221). Vicki's OSUWP activities involve presentations for the state organization, Oklahoma Council for Teachers of English; the Oklahoma State Department of Education; and for the OSUWP. She is currently working as a pilot teacher in the Kennesaw Mountain Writing Project (KMWP) and Kennesaw

State University National Endowment for Humanities grant. "It is called, 'Keeping America's Communities.' It is fairly broad-based. Some of the things we've worked on deals with communities, how do we build them and how do we keep them" (p. 2, lines 28-32). Classrooms and their teachers are paired together to communicate via email to learn about each other and their communities. Vicki learned about this program from the National Writing Project Regional Director, Joye Alberts, when Joye posted the KMWP invitation to participate on the OSUWP listserv. Vicki "get[s] so excited [with the] thought of working with people from Georgia" (p. 2, lines 26-29). However, Vicki admits that she has not always been so enthused about teaching.

Before attending the OSUWP, "I was just literally at the point where I just didn't think [I could teach anymore] and literally, it has changed the way I do everything....It empowered me....I had all these ideas in my mind but didn't think I could do them because they were just too [non-traditional]. And when I went to the writing project, everyone was like 'Great idea!' That could work. Try this. Here, read this book" (p. 6, lines 133-138). Vicki admits the OSUWP is "vital" for her to continue in the teaching profession as a learning professional (p. 9, line 223) and "for the reassurance that [she is] doing the right thing and it's okay to be doing what [she is] doing."

According to Vicki, being a teaching professional means "constantly learning" (p. 7, line 164). Professional teachers "never say, 'I've been a teacher for twelve years now and there's nothing else I can learn. You do everything you can to make yourself better" (p. 7, lines 160-161,164-167). Being a professional means "being serious about what you are doing" and "you have to care about your kids...., and there is a certain amount of moral character that goes into that...It's not easy to be a professional." Through the

OSUWP, I met people that this [teaching] is serious business with them," and because of this commitment to education and teachers, "it's not a program that turns you loose and says goodbye, and we'll never see you again" (p. 7, lines 159-169).

Ann attended the OSUWP in 1994, after nineteen years of teaching experience. She has taught first through sixth and the eighth grade. For ten years Ann taught Title I Math, but since 1985 she has devoted herself to her first through fifth gifted classes at one of the three K-5 elementary schools in the large, rural, high middle income community. Ann admits she "went into this [OSUWP summer institute with the attitude] as help. I need your help as a writer and a teacher of writing." It has helped Ann get involved with her students "like...the way we are supposed to do with our students, whether it's writing or whatever subject it is" (p. 2-3, lines 42-43, p. 5, lines 107-109).

Within Ann's own school system, she has recruited other teachers to be a part of the OSUWP summer institutes and provided writing workshop activities for other students besides her own. The OSUWP has also provided her opportunities to work with other students and teachers outside her school district. Ann has presented workshops, co-directed the OSUWP summer youth writing camps, and has been a guest speaker in undergraduate education classes. Ann gives credit to the OSUWP for the "confidence" it has given her because "[she] did not go in [the OSUWP summer institute] as a writer or teacher of writing" (page 4, lines 89-90).

This "confidence" propelled her into the National Board Certification process during the 1999-2000 school year. "The Writing Project is all the way through my professional entry....The National Writing Project...is an affirmation that we [teachers]

are the experts; we are some of the experts, and we can teach each other just as kids can teach each other....it is so professional, and it is teachers teaching teachers."

Professionalism also extends to the students. Ann states her concept of professionalism and how teachers exhibit professionalism in their teaching careers:

A professional is someone who looks at the job not just as a job. It's first of all a career, meaning this is what I want to do for the rest of my life, either until I retire or until I find something else, but that something else needs to relate to what I'm doing....A professional is someone who does what they should do for the students, which means they are always learning, that they align themselves in professional communities, like-minded people in this field who talk about ideas and theories, and I think most professionals are life-long learners... (p.3-4, lines 58-66). For me, it has been the most influential, professional development opportunity that I have taken advantage of. (p. 6 lines 112-113)

Kathy is a secondary English teacher with thirty-one years of experience in the classroom. She had twenty-three years of experience when she attended the OSUWP. "I knew things weren't going in my classroom the way I wanted them to....When I got to the Writing Project, I found out my instincts were right. I just didn't have the techniques...to make my instincts work the way I wanted them to" (p.2, lines37-41). The Writing Project works as a "network..., a whole bunch of people who had done the same thing and who said try this and maybe it will work....and sometimes [it] doesn't. But you've learned either way" (p. 3, lines 45-49).

This desire to learn, to question, follows Kathy into her concept of professionalism. A professional is one who is "intellectually curious, inquisitive,...never

satisfied, always wanting to know more, always willing to try something a little bit different because it might work better" (p. 3, lines 53-56). Kathy sees herself as "[being] out in left field with [her] teaching practices for a very long time....The influences of the writing project [on her concept of professionalism] has made [her] more comfortable with that [being different] probably more than anything. Being an unconventional teacher is okay because I've got a whole cadre of them now" (p. 4, lines 68-70). Being a professional also means "treating kids with respect and dignity" (p. 3, lines 53-54). Kathy has many students who are second language learners, the Writing Project has helped her "[learn] a ton of stuff about how kids learn language, whether it's their first language English or their second language is English (p. 4-5, lines 89-91). A lot of what the writing project has given me is the how to teach" (p. 5, lines 95-96).

This "how to" has come from "stolen ideas from elementary teachers" and teachers "at any level" (p. 5, lines 93-94). This is evident when entering her classroom. When I first arrived at Kathy's school, I checked into the office, and the office assistant called and let Kathy know I had arrived. She came to the office and began to lead me to her classroom. The halls on the first floor are dark with walls of brick. With her elevator key, we rode up to her floor where we walked through a maze of white concrete blocks and hospital green lockers. Even though there are no windows, the halls are a stark, bare white. However, Kathy's room greets the students with color. Student artwork adorns the wall. The students had been working on visually displaying and analyzing a motif from The Rime of the Ancient Mariner. Books and literary magazines are stacked around the room, a room that, like Vicki's, is setup to be used by students engaged in learning. Students entering the classroom would first place their books on a desk and then walk

around the room looking at the work on the walls, as if this were the first time they had seen it. I had asked Kathy how long the work had been displayed, and she said for about a week, but some students were not quite finished with theirs, and pointed over in a corner where a poster was still under construction. Once Kathy had checked on students' journaling status, the class began discussion of their reading assignment over Mary Shelley's <u>Frankenstein</u>. Some students were reluctant to discuss their understanding of the book, which Kathy told me later that this class, even though not labeled remedial, had difficulty in reading and were not planning to attend college after high school. A few might attend a community college, but most would go straight into the work force. These students were struggling to find a relation between themselves and the literary work. One student even said, "I still don't see what this has to do with me." Kathy did not give up. She turned the discussion to present issues of social isolation and prejudice, something many of her students responded to with more interest. Eventually, the discussion came back to the reading for the day and the preview for future reading assignments from the book. Students felt comfortable and could discuss their feelings about what they were doing in the classroom with Kathy. Kathy had worked to make her classroom a challenging, yet safe environment for her students.

Kathy has shared her teaching ideas by presenting workshops and working as an OSUWP youth summer writing camp co-director. She currently edits the OSUWP biannual publication <u>Oklahoma Writers & Projects</u>. Kathy's current project is with the National Writing Project out of Berkeley. "The NWP is doing a series of monographs, professional development monographs. I'm writing about the Marshall plan, the professional development writing camp for kids..." (p. 6, line110-114). Publishing

professional articles is another medium Kathy uses to share her professional teaching expertise. Kathy sums up her OSUWP experiences by referencing an article she had written for National Geographic.

A guy had gone down to the rain forest, and he wanted to stop the deforestation, so he bought a plot of land, and he lived there and just let the rain forest grow up around him. His crops started getting better and better. People then came to ask, "How did you do it?" It's about risk taking....The Writing Project has taught me to say, "Okay, Faith, I give up control."

Themes

"The purpose of data analysis is to organize the interviews to...provide a description of the norms and values that underlie cultural behavior" (Rubin & Rubin, 1998, p. 229). These descriptions fall into themes which resonate from one interviewee to the other. The themes are recognizable from "nouns or noun phrases that are repeated frequently to be expressing an important idea" (Rubin & Rubin, 1998, p. 230) or through the description of a "core idea...[not labeled] with a single word or phrase," but by summarizing the idea "with a word or phrase that suggests the meaning of the underlying idea" (p. 231). Since the topical interview is used to discover specific information concerning the impact of the OSUWP on the teaching careers of the TC's and their concepts of teacher as professional, categories have emerged according to the topics discussed. However, these interviewees tell similar stories during our conversations using many of the same words to reveal their feelings and beliefs about the OSUWP. These stories about the OSUWP have different settings and plots but emerge expressing the same important idea that the OSUWP is a powerful, professional growth experience, and

from this professional experience, classroom teachers are provided career opportunities beyond the classroom, they gain the confidence and knowledge to establish themselves as educational leaders, and they have a solid belief in teacher professionalism and what it means to be a teaching professional. How the OSUWP has provided professional growth/validation and the extent of the growth of these eight teachers is first discussed. Next, the three remaining themes of professional opportunities, leadership, and professionalism that emerged are analyzed.

Professional Growth and Validation

From the sixty-four surveys, teachers revealed their thoughts and beliefs regarding their experiences during the OSUWP summer institute and sponsored activities (see Appendix C). The words "wonderful professional incentive" and "refreshing for my classroom" are the least descriptive phrases used by two different teachers but are representative of sixteen other respondents' expressions. Powerful phrases such as "life-changing experience," "unparalleled in networking and professional growth," "validation of my teaching," and "most valuable growth experience" consistently reflect the impact the Writing Project has had on the professional growth of the remaining forty-six surveyed.

When analyzing the specific growth experiences reported by the interviewees while attending the OSUWP summer institute and later OSUWP events, two words, validation and confidence, continued to be repeated from interviewee to interviewee, and if not the specific words, then the belief that that the teacher had been given "permission" or had been "accepted" by the education profession. Ann discusses how the OSUWP has been the "overarching influence" in her teaching "because I think I gained personal

confidence because I did not go in as a writer or teacher of writing" (p. 4-5, lines 88-89).

Mary believes the OSUWP has validated what she has professional grown and learned to

be true about teaching, which has now influenced her career directions:

> The OSUWP confirmed it [her philosophy of teaching] for me and opened up
>
> models and opportunities for me....it has taught me how to network with other
>
> teachers. I go into a meeting now and start asking people where are you from,
>
> what do you do, how do you do that?...I wouldn't be doing what I'm doing now. I
>
> certainly wouldn't have the know how. The Writing Project has taught me to be
>
> reflective about my own practice....I wouldn't have known what to do [had the
>
> confidence] without the Writing Project influence. (p. 6, lines 111-118).

Sue, who is a teacher of writing and had experienced teaching methodology

conflicts with different administrations, also attended the OSUWP with the hope of

"find[ing] someplace else where what I was doing made sense to the wider community. It

validated that [the methodology used in the classroom was effective teaching]. She

gained renewed confidence and began "to understand what [she] had been through....[she

had been focusing in on the students' needs, instead of political situations or teacher

personalities" (p. 2, lines 24-27). Sue could now go into her classroom well equipped

with "the philosophy and the research to justify what [she] had been doing and to think

further down the road of creativity, and it gave [her] that network" she needed for

professional and emotional support to accomplish her classroom goals.

Vicki was experiencing the same methodology conflict at her school, but the

friction was coming from her colleagues, not the administration. "I would come up with

some ideas, and they were like 'You can't do this' and acted just absolutely shocked, like

that can't happen" (p. 6, lines 128-130).

> I was at the point where I didn't know how much longer I would teach. I had hit
>
> so many walls, and I didn't think I could teach the way I wanted to teach because
>
> of the school. My department was even to the point of telling me how to teach
>
> writing, which was a formula. I couldn't do this because I'm a writer. I come from
>
> a writing background. I really didn't think I had another alternative. Since I had
>
> only been here at the time, I thought it must be like this everywhere. I just really
>
> didn't think I could do it much longer….I'm still teaching because of the Writing
>
> Project….When I went to the Writing Project, everyone was like 'Great idea!
>
> That could work. Try this. Here, read this book.' It [OSUWP summer institute]
>
> empowered me, and I didn't care what they [colleagues] said.

Vicki's belief that she must teach using the techniques and methodology best

suited for her students was validated at the OSUWP summer institute. The affirmation of

her teaching has increased each year since the summer institute. When she returned to

teach at her school in the fall, "it literally caused a divide in my department, me going to

the Writing Project. But now I think it is healing it because people have noticed. I've

been doing it [student-centered, writing workshop classroom] long enough, I have not

changed, it was not a fluke, my kids are talking about it, and other people are trying some

of the things I've done. People are coming back together. It's centered around all this

stuff I'm doing" (p. 6, lines 139-145). Joan's description of herself as a teacher resonates

with Vicki's:

I've always been kind of the teacher like a round peg in a square hole sort of

thing. I wanted to be creative, wanted to reach out, wanted to get out of the mold,

so to speak. It was like I got that permission when I went through the Writing

Project. Now I have the confidence in myself and the belief in what we're doing

[OSUWP] that I'll just do anything or try anything. But I think it's so important

for the kids, for me, to burst out and have that kind of permission to teach from

my heart. (p. 2, lines 31-41)

Mary Jane, the professional development director, reiterates this point when she says

"sometimes some of us in the Writing Project do things a little bit differently than other

teachers in the building, and so we don't always have the support we need from the

people we work with....we've developed a really strong support system...." (p. 3, lines

51-55).

Joan also uses the word "empowered" when describing her feelings of

professional confidence. Before, she had felt to be "the low one on the ladder" and the

"lowest form in the profession because you're an elementary teacher" (p. 4, lines 81, 92-

93). "But when I went through the Writing Project, the equality level of kindergarten

through university showed me I had something to offer other teachers at all levels and

they me....It empowered me to do that which I didn't before." Vicki also attributes her

OSUWP experiences in giving her "confidence" to "do any of the other things [she's]

done if not for the writing project" (p. 5, lines 114-118). "Before, I wouldn't have

thought I deserved to be in the same room as Donald Graves or someone like that [or

attend national conventions]. It's just that [through this] confidence and those

opportunities....I've been able to do so many of those things I've wanted to do all my life

but would never have attempted to ask for the funds or think me worthy" (p. 6, lines 133-134, 152-154).

Kathy's's view of herself as the "only weird teacher in the state" echoes that of Vicki and Joan's first perception about themselves as teachers. "I have always been kinda, well there is no kinda about it, I have been out in left field with my teaching practices for a very long time. I think that the influence of the Writing Project has made me comfortable with that, probably more than anything. Being an unconventional teacher is okay because I've got a whole cadre of them now" (p. 3-4, lines 65-70). Kathy had received the Tulsa Teacher of the Year award in 1991 but still "knew things weren't going in my classroom the way [she] wanted them to" (p. 2, lines 38-39).

> It just didn't seem to me like it was quite right. When I got to the Writing Project, I found out my instincts were right. I just didn't have the techniques to make my instincts work the way I wanted them to....A lot of what Writing Project has given me is the how to teach. I mean I'm pretty confident in my content area. I think that the uncomfortable feeling I had in '92 when I went is that I knew literature, and I knew English, and I knew composition, but the uncomfortable feeling was the how. At that point I was considered a good teacher, and I was, but just this nagging little feeling that my how just wasn't quite on target.

Kathy has used the OSUWP as a support base to finally break free and teach the way she feels most comfortable and believes to be most effective for her students. The confidence and support she receives from the OSUWP is "absolutely the most important part of the project....[It] is the network, because if you risked something and it didn't work, you had a whole bunch of people...who said try this and maybe it will work or try that and maybe

it will work....teaching isn't safe.. You have to take a lot of risks if you are going to reach kids" (p. 3, lines 47-50). The Writing Project allows "you the confidence to turn lose and give up control" and to have "faith" in what you do as a teacher (p. 5, lines 135-36).

Terry reiterates the "faith" that teaching professionals have in the OSUWP to provide teachers with professional growth experiences (p. 7, line 143). The OSUWP has given her confidence in herself as an educator. "I was afraid to be in front of people. Those experiences [presenting OSUWP workshops] helped me to teach at the college level later and work with adults in writing programs....I challenged myself....I think it has also made me question myself more." Terry's teaching experiences range from the elementary gifted classes she teaches to the OSUWP summer institutes she co-directs. When discussing the growth she sees in teachers at the summer institutes, Terry calls it "watching magic work" (p. 2, line 30). "They [OSUWP TC's] start reflecting and questioning themselves as teachers. If we can always questions ourselves, the opportunity for improved teaching will be available to students. Some of the people buy into the magic more quickly than others. But they all get reeled-in in the end to different degrees" (p.2, lines 32-38).

Patty explains the powerful professional growth experiences these TC's have during the OSUWP summer institute and on into their teaching careers as one that exists because the "culture is very much on of invitation" and an "outlet" (p. 12, line 264, 253).

...Teacher consultants need an outlet, and they need a place to share their voices as classroom teachers. It is what seems to keep us going. They [the OSUWP] will extend invitations and people can do with it what they will and take from it what

they will when they choose to take it. We're not out there to convert people to the 'right way' as if there were a 'right way,' but there's an invitation being extended to think differently about teaching, and that's what writing project teachers are about. (p. 12, lines 252-254, 263, 270)

Professional Opportunities

During the teaching careers of these eight interviewees, not one discussed venturing beyond the classroom to pursue an educational career opportunity in conjunction with their present teaching career until after attending the OSUWP summer institute. Three teachers explained what they were doing before teaching or how they pursued other career aspirations. Vicki discussed her previous career in journalism before teaching. Patty taught high school before deciding to stay home with her children and proceeding with her plans of entering a doctoral program. Kathy had published professional articles; however, none discussed adding to their career as a teacher, an educator, by extending their career opportunities outside the classroom door.

The OSUWP opened up many "doors of opportunity" these eight TC's had not thought of before the summer institute. These opportunities are divided into two categories: career teacher and career in education. A career in education allows a teacher to go beyond the classroom into educational areas of administration and higher education "to influence teaching and learning beyond one classroom" (Mary, p. 5, lines 105-6). Dr. Schwarz, OSUWP co-director, supports this view of the varying career opportunities for teachers as being "a career in education, but just not in the classroom" (p. 3, lines 64-65). Opportunities that exist within the school system and labeled as administrative positions by the interviewees include administrator, counselor, and curriculum development or

professional development coordinator. Mary, Joan, and Ann all work within their school districts to make changes in teachers' methodology, curriculum, or activities that will positively effect students and teachers as learners. Mary plays many roles within her school district by serving as curriculum director, professional development coordinator, and classroom teacher. She "[does]n't want to be just an administrator. Mary "want[s] to be able to make a difference for a lot of kids in lots of classrooms" (p. 5, line 6). Many positions that can advance a teaching career are considered non-teaching positions that take the person "far from the classroom" (Joan) and "away from the students." Teachers, like Patty, also move into higher education faculty positions after finishing a graduate program.

Patty was not "comfortable doing typical demonstrations because [she is] not in the K-12 classroom" (p. 2, lines 38-40). She "doesn't seem to fit" but would "come up with these great ideas" (p. 2, lines 40-43). "What did fit" for Patty was her ability and understanding of research. She was "pretty well grounded in qualitative research methods" and was asked to "come and work with the project outreach team on research" (p. 4, lines 74-76) as a "paid consultant" (p. 4, line 76) to help the classroom teachers with their Project Outreach research. Patty also attributes her work with the OSUWP and especially the NWP Project Outreach as what "convinced committee members [from the institution she graduated from] that it would be okay to offer [her] this position, tenure track assistant professor." These TC's acknowledge that administrative positions in a school district "advance one's career," (Patty, survey) and "are only there if one bothers to be aware of them" (Terry, survey). These three TC's take a broad view of what a

career opportunity is for a teacher and is best expressed by Mary: Any opportunities to grow are career opportunities (survey).

The remaining TC's offer a different viewpoint about career opportunities for the career teacher. Sue calls them "limited," and Joan uses the word "trapped," which also reflects Kathy's view of a teacher's career as one of "staying in the classroom unless you want to become an administrator or counselor or work at central office" (survey). However, Vicki describes the opportunities for teachers as "limitless." Other educational career opportunities include college adjunct work, writing, workshop presenter, and mentor teacher.

Terry has worked as an OSUWP summer institute co-director, workshop presenter, teacher in residence in other schools, and professional development presenter. "It has absolutely opened up a million doors that [she] wouldn't have opened up alone. The opportunities are out there....It is kind of like a domino effect, just one thing connects with the next an suddenly [she is] doing five different things instead of just one" (p. 3, lines 53-54, 60-664). Terry has "never really wanted to leave the classroom before," but because of those "open doors," she has "spent time thinking [about] options that [she] had never considered before. I think I would like to teach language arts at the college level and possibly co-direct the writing project at the same time someday. I don't really understand it, but that is what I've experienced this year" (p. 5, lines 99-107).

Joan has worked within her district by "presenting intern, or beginning, teacher workshops" and outside in other schools spreading her teaching knowledge as a "teacher in residence" helping teachers incorporate writing into their classrooms. Sue "started off with presentations. [A large suburban school] requested [one]...just immediately

after...the institute." She began "to make presentations across the state and at universities" (p. 2-3, lines 41-44). Sue's opportunities grew as she co-directed the "youth writing camps" at OSU and worked with Project Outreach for the National Writing Project. However, "there is a huge accountability level in a small system when you are teaching those kids for four years and their parents are your colleagues....[She] couldn't do that and spend the time with national writing project activities, so [she] gave over the site coordinator position" (p. 3, lines 57-64).

Leadership

The career opportunities of these OSUWP TC's have offered them a new avenue for being teacher leaders at the school, district, state, and national levels. They have not had to leave their classrooms to make a difference, to effect change in the existing educational system. "They do renewal meetings. They can help set up writing project consultants and in-service meetings all over the place. They present at conferences like NCTE, and particulary with the writing project, but also outside...those parameters. [These TC's] also do some interesting grant work, special projects" (Schwarz, p.1, lines 8-14, Mary Jane). The realm of influence expands from the teachers these TC's work with every school day to teachers nationwide.

On the national level, Joan and Mary Jane, together, have presented their Project Outreach information at three national conventions. "There are other teachers to connect with, from Alaska and Florida, and if you share ideas, it does help those children in that room" (p. 6, lines 144-147). Joan describes the work she does "on a daily basis" with "five teachers at Fenimore...[who] come to [her] and ask for her advice or help with something" (p. 1, lines 21-22, 172-174). "I'm editing papers for one of them for a

graduate class…, and I get phone calls. I've done intern teacher workshops." The intern workshops allow her to work directly with new teachers and mentor them through their first year of teaching. "It's like I'm in this role now of 'I will help you and I have the expertise to help you.' Whether I do or not, I don't know, but I know that's the role I'm in. The Writing Project is the building model. I think that is part of the responsibility once you've been through the writing project…you've got to give back, to be a leader and to help others" (p. 7, lines 165-180). Joan's school district does recognize the leadership she offers at the national level and district wide and has offered to pay for her to attend the International Reading Conference.

Kathy was selected to serve on the Apple Grant Committee for her school and travel to California to learn more about how to implement technology into the curriculum and the district. She has served as a teacher leader by working as a teacher in residence in other school districts to teach other teachers how to incorporate writing into their class instruction.

Terry has also worked as a teacher in residence in schools other than her own and served as a teacher consultant on gifted and talented curriculum for her own district. Her influence as a classroom teacher leader has carried over into opportunities that could take her outside the public school classroom. Terry has worked as an adjunct professor at a state comprehensive university and as a co-director for the OSUWP summer institute. She admits to never really thinking about leadership and what it could mean for her and to other teachers, but these activities have "absolutely opened up a million doors" (p. 3, lines 53). "I had never thought about leadership before. I never really wanted to leave the classroom before. I've spent time thinking about it this year as an option that I had never

considered before" (p. 5, lines 99-101). By pursuing a higher education faculty position, she has the opportunity to influence teachers at a state and national level. Terry's reach as a teacher leader could possibly extend into hundreds of schools on a yearly basis instead of five or ten.

Mary also "want[s] to be able to make a difference for lots of kids in lots of classrooms" (p. 5, line 107-8). Since attending the OSUWP summer, she has worked within her school district to establish writing workshop activities to improve students' writing. From there, she was asked by her superintendent to be the professional development coordinator and devise a plan to improve the writing scores across the district. Her next leadership role came as curriculum coordinator. She continues to teach a high school English class, but she has moved into a new leadership role, working with teachers as a curriculum and professional development coordinator in an effort "to influence teaching and learning beyond one classroom" (p. 5, lines 105-6), a goal she had set for herself. She attributes her district leadership opportunity to what [she] learn[ed]…there from our OSUWP" (p. 1, line 20). "It's easy to see this is the direction I want to go and how to do that. And this has all come about because of the Writing Project" (p. 5, line 109).

Sue not only leads in the teaching profession by presenting and sharing teaching knowledge with other teachers, she has also responded to her call as a teacher leader by working on the "National Assessment of Education for Progress report that goes to Congress" and serving on the "OSUWP Council." The NAEP committee set the writing proficiency levels on a nationwide test, and the OSUWP Council is an executive planning group that coordinates and creates present and future activities for the OSUWP. Sue has

achieved National Board Certification that "could not have been possible without the

Writing Project (p. 5, lines 99-100). Now I'm called upon to help other teachers. People

I've never seen before call me and say 'I know you're busy, but could you look at my

papers?' and I say bring your stuff over to my house right now. It's [the OSUWP] a

network" of leaders. As Ann says, "The model of the National Writing Project is, in part,

teachers teaching teachers. And I think that is the best there is...it's an affirmation that

we are the experts, some of the experts," the leaders "that can teach each other..." (p. 5,

lines 99-103).

Professionalism

To these OSUWP teachers, a teacher cannot be professional without exhibiting

professional characteristics. Therefore, professionalism is used almost synonymously

with the term professional teacher. These TC's believe professionalism is who they are as

teaching professionals, yet they consistently list the same defining characteristics a

teaching professional must exhibit: dedication to the job, caring for students, advocate for

teaching and teachers, and a practice of lifelong learning, A teaching professional "is

someone who looks at the job as not just a job" (Ann, p.3, line 58; Mary p. 6, line 127;

Terry, p. 4, line 75). In their descriptions of professionalism in teaching, these OSUWP

expect professional teachers to approach their teaching in a very personal manner because

it should be part of who they are because they "love what they do" (Mary, p. 7, line 141;

Patty, p. 9; Joan, p. 2, line 145). Through their conversations, these teaching professionals

reveal how professionalism is demonstrated not just by how they "dress," but through

their own actions and teaching practice on a daily basis. This "commitment to the

profession, commitment to [the] kids, [and] commitment to learning" (Mary, p. 8, line

168-69; Terry, p. 7, lines 154-55; Patty, p. 9; Joan, p. 2, line 44; Mary Jane, p. 5, lines 97-119) must exist for successful and great teaching to occur.

Professional teachers are concerned about their students. They will do what they have to for their students to learn (Ann, p. 3, line 62; Kathy, p. 3; Mary Jane, p. 5, lines 97-102). These teachers will find the resources or create what is needed to help his or her students to learn. These teachers are "willing to invest themselves in what they do on a daily basis" (Mary , p. 6, line 133; Patty, p. 8, line 170; Joan, p. 2-3). They are willing to take a chance and be "warm and caring towards their students" and develop a positive "relationship with their students" (Sue, p. 9; Vicki, p. 7, line 159; Kathy p. 3, ; Joan, p. 2, line 46) to demonstrate to the children the worth they have in this world. Teachers are role models and must exhibit "moral character" (Vicki, p. 7, line 167) and be ready to play the part at all times. This is the kind of emotional and physical "investment" teaching professionals make "on a daily basis" (Mary, p. 6, line 133; Patty, p. 8, line 170; Joan, p. 2-3). They do it because they are "dedicated to what they are doing" (Joan, p. 2, line 44; Joan, p. 3) and are committed to their teaching selves and profession. "This [educating children] is serious business with them [OSUWP TCs]" (Vicki, p. 7, line 177).

This commitment must also exist in the teacher's contributions to the teaching profession. "Professionalism is seeking to let other people know that teaching is a real deal. That there is [a] knowledge...base to teaching" (Patty, p. 8, line 163). A professional teacher will step forward and become "the spokesperson for what is good about teaching and what is bad out there in the name of education" (Patty, p. 8, lines 176-77).

[OSUWP TC's] just do not have the voice, they use the voice, and that is so

powerful. It's writing articles, it's being present, it's working with teacher, it's

doing everything we can to extend ourselves into places where maybe people

haven't thought about teaching and professionalism in quite these ways, and it's

wonderful to watch writing project teachers at work and even more wonderful to

visit their classrooms. (Patty, p. 9, lines 190-99)

Within these classrooms are teaching professionals who know they "have a responsibility

to the profession to do the best job they can, and…as you advance your profession, you

function as a role model for those people coming after you to learn" (Joan, p. 3, lines 54-

59; Schwarz, p. 3, lines 69-76; Mary Jane, p. 5, 109-120).

"A professional is always learning" (Ann, p. 3; Vicki, p. 7, line 164; Patty, p. 9,

lines 183-88; Kathy, p. 3; Joan, p. 3, lines 69-73; Mary Jane, p. 5, lines 103-111;

Schwarz, p. 69-70). "You do everything you can to make yourself better. You don't walk

in this door at 7:30 and walk out at 3:15 and never go to anything the kids do or never go

to anything other than what you are absolutely required to do that has to do with the job

you do" (Vicki, p. 7, lines 160-164). OSUWP TC's seem to "never [be] in that comfort

zone" of knowing all they can for their jobs. They are teaching professionals, and

"professionals by nature are people who never quit learning or otherwise they would just

be workers" (Patty, p. 3, lines 62-64). If a teacher is committed to his or her profession,

then they "have that direction, that inner drive. [They] never quit learning on a daily basis

from other people" (Patty, p. 3, lines 65-67). OSUWP TC's have that "thirst" for

learning. Vicki asks a very interesting question about the OSUWP TCs' desires to learn.

"I've always had that question, do writing project teachers become thirsty because they

are in contact with each other and get so excited about the ideas and you want to keep learning....or do they come to the writing project because they are thirsty?" (Patty, p. 10, lines 225-226). This thirst at the OSUWP summer institute begins a learning process for these TC's. "They start reflecting and questioning themselves as teachers. If we [teachers] can always question ourselves, the opportunity for [learning and] improved teaching will be available to students" (Terry, p. 2, lines 35-38).

Conclusion

The data collected in this research provides the understanding needed of classroom teachers and their perceptions of what a teaching career is. The traditional belief that teachers' careers exist only in the classroom do persist, but this is changing. How teachers perceive their work and how they go about it now goes beyond the classroom. These teachers' firm beliefs in what it means to be a professional teacher are apparent in their daily lives as teachers and human beings. The implications on the teaching profession and the individual teacher of this new perception of the teacher career and this unshaken concept of teacher professionalism will be the discussion for Chapter Five.

CHAPTER 5

"There's an invitation being extended to think differently about teaching, and that's what the writing project teachers are about." (Patty, p. 12, lines 268-270)

As van Manen (1991) states, "education needs to turn back to the world of experience. Experience can open up understanding that restores a sense of embodied knowing" (p. 9). The OSUWP is a learning community that understands the need for teachers to work within a supportive environment, to share their teaching praxis, and to participate in professional dialogue that generates professional growth. Understanding and knowing the profession of teaching from the OSUWP TC perspective can help find solutions to teaching problems of burnout, flat careers, bad media, and low status. In this research, eight OSUWP TC's reflect on and discuss their answers to three questions:

- What are the career directions of the OSUWP teachers?

- How do OSUWP teachers perceive the influence of the OSUWP on their careers?

- How do OSUWP career teachers define professionalism?

The insights of these TC's are the basis for offering a model for change in making implications for change in school reform in the area of professional development.

The U.S. Department of Education's reform plan (Riley & Dozier, 1999, September) calls for restructuring teacher professional development to (a) prepare teachers for our changing world, (b) offer extended professional development opportunities, (c) provide time for professional collaboration and dialogue, (d) spend more resources on professional development, and (e) provide rewards to teachers for their knowledge and skills. Creating a professional development model based upon the framework of the NWP can produce a new model of professional development that

provides professional opportunities embedded in a learning community which promotes professional dialogue, growth, decision-making, and payment for teacher leadership roles in professional activities. Effective professional development that could impact an entire school system begins with an individual teacher; it does not begin with an administrative mandate. Each teacher must decide to grow professionally and to make a difference in his or her own classroom. School districts should bring together these like-minded teachers into learning communities and provide financially rewarding leadership opportunities for them to generate change in their school systems. Just like the NWP, school reform can begin with a few teacher leaders and grow to include the entire school district.

Community of Learners

Too often, support in resources and administration does not exist. Teacher leaders are not encouraged to step up and help teachers or to "step out of the box" and teach differently. Teachers feel and act in isolation from colleagues who could offer teaching ideas and support. They begin their days in the classroom or on duty, spend the day in the classroom, and at noon and after school are either in their classrooms or on duty. Very little or no time is given for teachers to have professional conversations. Little existence of professional idea sharing or problem solving collaboration will be found during the school day. Teachers need time to have professional discourse with one another and to share their concerns, failures, and successes. Without a learning community built upon collegiality and leadership, many teachers feel ineffective and powerless and do not exercise their classroom autonomy to build their own classrooms into what they believe to be successful, positive learning environments. Some teachers do not have the opportunity to experience a professional culture within their schools, and for others it is

only through experience and extended professional education that they learn how to surround themselves with a learning community.

This school environment of teachers working in isolation and in little dialogue with colleagues poses the greatest threat in keeping teachers from wanting to teach. These teachers' classrooms become their private learning labs. They work on a trial by error basis, changing what did not work last time to something that will hopefully work this time. The OSUWP offers teachers a chance to engage themselves in professional conversations and learning which develop the confidence teacher leaders need to be successful and make a difference in their school systems as well as their classrooms. Learning communities provide the encouragement and empowerment teachers need to break out of isolation and try new methods, materials, and ideas for their schools and classrooms. It also allows them the opportunity to share and discuss what they have learned and why it did or did not work without leaving them feeling as if they are "sinking" as teachers, which leads to burnout.

In some instances, the opportunity for collegial interaction exists, but the professional environment does not, as with Vicki. When Vicki first began to teach, she was not comfortable with traditional approaches and began to experiment on her own, much to the dislike of the teachers around her. Vicki experienced the isolation and negativity at her school when she was the only one who requested "tables instead of desks" and did not believe in teach "formula" writing. Even though this teacher did not have the confidence of her educator colleagues, she found the validation and professional collegiality she sought from the OSUWP. Not until Vicki became involved in the professional learning community of the OSUWP did she gain the confidence to take more

risks and proceed to build a more student-centered classroom, again to the dismay of her colleagues. However, she felt supported knowing other teachers were doing the same as she. Teachers in her building are now asking her advice.

For teachers to experiment and create innovative teaching methods that respond to their students' needs, they must have a support system and have the necessary resources to research what is needed in their own schools and classrooms. However, Terry and Vicki have told us, the administration and/or faculty can function as a barrier. Teachers burn out if they take on reform by themselves. It is easier, safer, and almost guarantees career satisfaction if a teacher becomes a classroom recluse (Huberman, 1984). Working for one's self for the benefit of one's own classroom and students does not cause problems, but extending this reform to other teachers, classrooms, and schools is exhausting and frustrating. Resistant attitudes or apathetic participation leaves the teacher leader hopeless and believing "I can't do this." Learning communities offer support and reform in strength and numbers. Successful and meaningful reform for teachers and educational practices cannot take place without a joint effort amongst its teachers. There is strength in numbers, and we need to encourage the educators willing to take on the challenge of making systemic changes in our educational system and professional development. To be successful, educators at all levels must make the commitment and act, not just participate. We need to help and support these pioneers of education in reaching teachers who see change as difficult, time-consuming, and more work. Learning communities can be a powerful voice and evoke change, a change that can enhance not only the school district, but the teaching profession, and this change can help

show doubtful teachers that change can be professionally rewarding for themselves and their students.

A professional, learning environment must exist to retain the kind of teachers desired in successful classrooms and as leaders in our schools. The absence of a professional culture can result in overwhelmed beginning teachers or burnt-out experienced teachers who revert to traditional teaching methods or quit teaching completely (Bullough & Baughman, 1997). Teachers who are experimenting with teaching methods in their classrooms, attending innovative professional development institutes, or attending graduate classes are teachers willing to "think differently" and need to be asked to take on a teacher leader role and/or lead a learning community within their own school district. To stop this exodus from teaching, the faculty must establish a professional culture in their school with support and participation of the administrators.

Role of Administrator

Teachers first relied on learning how to be a teacher from observing their one room schoolteacher while they themselves were students. Pedagogy was mimicked, and specific material was to be covered which left little room for the individual teacher to develop his or her own style of teaching or to question the curriculum. As time progressed, teachers took more control in their classrooms; however, school systems grew adding administrative interference along with the watchful eye of the school board and community (Lortie, 1975).

A little freedom for experimentation of alternative systems was granted in the 1960's, but in the 1970's the back to basics call was given to seize control of the educational systems from the teachers and students. The 1983 Nation at Risk report

stating the failure of American schools to produce students who could compete

internationally pushed the federal and state governments to grasp curriculum control and

mandate evaluations for teacher effectiveness. Educational reformers declared a need for

developing stronger collegiate teacher preparation and professional development

programs for teachers to learn how to become more structured, more authoritative, and

more demanding of their students so the subject matter could be delivered, processed, and

then produced on a test by the students. Administrators were expected to be responsible

for the results of their schools; therefore, administrators took more classroom control

from the teacher and placed it into the system with formal teacher evaluations and an

adopted curriculum.

Our educational systems today continue to process the curriculum and students in

this manner. The use of the Madeline Hunter teacher methodology and Tyler curriculum

model do help beginning teachers manage their time and lessons but restrict the

experienced teacher's time on task, creativity in the lesson, and focus on student interests.

Through these tools of classroom procedure and evaluation, the importance of teachers

passing on test-worthy information becomes the focus of good, effective teaching.

Students become the end products of our process, not individuals with specific needs and

emotions. Many experienced teachers who have worked under these expectations realize

that if the human element is taken out of education, then they do not want the job. They

entered the profession to work with young people (Lortie, 1975), but when they are

instructed to teach according to a specific formula, their classrooms become subject-

centered instead of student-centered. These teachers are working through the survival

stage of teaching settling into successful routines in the classroom, but they soon "get in a

rut" and become dissatisfied with their performance or position. They need help in learning how to bring more of the students' lives and/or creativity into the lesson. An administrator's job has not been to mentor teachers but to "run" the school site. Administrators need to restructure the role they act out in their schools and with their teachers. Administrators need to become an educator along with teachers, not strictly a manager. Their focus should be the needs of their students and teachers.

Teachers also have battled the compounding paperwork needed to demonstrate their accountability and served their endless hours of hall, lunch, or playground duties. Teachers work and plan lessons to include participation and involvement that will interest and inspire their students; however, many times this teacher autonomy must be laid aside because of district curriculum guidelines or lack of time or resources. These teachers are held accountable to state and national standards each time state and national test scores are published, but when is it time for the educational system to be held accountable? Who is going to be held accountable because students are failing because of the test? Who is going to be held accountable because teachers could not attend to individual students' learning needs because schools mandate teaching to the test? The number of teacher preparation programs meeting program standards required by the National Council for Accreditation of Teacher Education (NCATE) and the National Commission on Teaching & America's Future (INTASC) is growing. Teachers nationwide are also making gains in achieving certification by the National Board for Professional Teaching Standards. However, if systemic change is to occur in our educational system that will encourage teachers to grow and develop and to learn from their mistakes so they may become better teachers, then the first step is to offer them the freedom and time to grow and develop.

They must have the time and a secure environment, such as a professional learning community, in which to have professional dialogue and to experiment with their teaching. Teacher leaders who have acquired additional training and knowledge through professional institutes or graduate classes should lead these learning communities and be compensated for their time and expertise.

In this professional development model, many opportunities exist for teachers to become leaders and to achieve pay incentives. Teachers could earn a financial reward for successfully completing a specified amount of graduate hours and another incentive upon completion of a graduate program. Teachers using their own monetary resources and personal time for continuing their professional development and becoming a better educator should be rewarded by the school district because its students are the direct beneficiary of the teacher's new knowledge and skills. The school district could also employ this teacher leader as a professional development instructor for their district. The teacher could hold several different professional development seminars where he or she can share what was learned in the courses taken. This not only provides an opportunity to bring current research and professional discussion into the school, but it could spark the interest of other teachers in attending graduate classes.

Rewarding teachers is paying teachers for the jobs they perform. Teaching is a profession that people enter because they have a desire to help children and to make a difference in their lives; however, this leads to teachers performing duties and other jobs within the school system without being paid for it, and the absence of extrinsic rewards, such as pay, does cause teacher attrition (Goodlad, 1984). This attitude of work for no pay needs to stop if the concept of teaching as a profession is to be accepted. We need to

remember that professionals are paid for their work and the time given to the task. As teaching professionals, educators should be compensated for all the work they do. Until those involved in making educational policy choose to pay educators equitably for their work, then the progress the profession of teaching is making in teacher quality and in retaining teachers will be delayed. People enter a profession where they feel valued, and those intrinsic feelings that "get teachers through the bad times" will be overpowered by the lack of resources, support, and pay. Allowing time for professionals to meet and discuss their work and paying teachers in recognition of their value as a professional will lay a foundation for viewing teaching as a profession, and sustaining these activities will produce an environment of teacher professionalism that will cultivate teacher quality and retain teachers in the classroom. The NWP began as a few teachers helping and teaching other teachers at one site. Today, the NWP is spread across the United States and two of its territories with its TC's involved in mentoring, publishing, research, teacher residencies, and teacher training. These are the rewards that can help keep teachers in the classroom and satisfied in their job.

Teacher Leaders

Teacher leadership roles with compensation provide teachers with many career opportunities. Teaching is "limitless" and a model for professional development needs to provide teachers leadership roles that take on many different levels of responsibilities and opportunities to grow. These positions could exist in the form of acting department chair, committee chairman or member, mentor teacher, professional development teacher leader, or professional sponsorships or trainers.

The OSUWP offers motivated teachers career opportunities in a professional culture that fulfills their need for advancement while functioning as a classroom teacher. This chance to grow as a professional and to work within a supportive network has tremendously influenced many OSUWP TC's in their teaching careers. Just as Vicki has said, "Without them [OSUWP], I would not be here." Without the Writing Project, Vicki would have left teaching, and there are others who would stay in teaching but continue teaching the same way they had before with the same materials. The OSUWP has offered Mary a chance to keep teaching while developing curriculum, implementing effective professional development programs, and training teachers. Terry and Patty have served as teachers-in-residence to work and train other teachers while maintaining their own classrooms. Kathy has kept her classroom and continued to be professionally challenged in her writing as she works for the NWP. Patty has moved into a position of teacher educator at the higher education level, but she believes her challenge lies in the research she coordinates for the NWP. These are paying positions that recognize these teachers' leadership and mentoring abilities. Teachers come to the Writing Project for many reasons, but they find their professional needs met, whether it be to gain knowledge, professional opportunities, or confidence in themselves or their teaching.

Working in a "teaching career" speaks to the whole of teaching, those who influence the educational system that teaches children: the teachers, the counselors, the curriculum specialists, and the administrators. It takes a "community" to educate a child, and all educators, regardless of their role in the school, interact with children on a daily basis and are important in the process of educating children. Teachers "can follow careers beyond 'the classroom' and still [be called] educators" (Terry). Success in educating

children does not come from working in isolation but from working together, as Hargreaves (1994) suggests of educators. "Teacher" is just part of the educational community that interacts with children; this person will forever be an educator regardless of the role they play in the educational system. However, the most important opportunity the OSUWP model offers teachers is the chance to continue in their roles as classroom teachers while working in other leadership roles.

As teacher leaders, OSUWP TC's function as role models for educators. OSUWP TC's work as teacher leaders to promote better teaching and better teachers in their own and other school districts. Teacher leaders can help teachers see how they can bring about change in their own classrooms and in their own school districts and help them in making that change. Beginning with the teacher in school reform efforts is much different from a top down approach that begins with district mandates. If teachers are to be valued and retained in the profession of teaching, change must come through action initiated, lead, and carried out by teacher leaders, but it is essential that the process be supported and include all educators so systemic growth and change will take place across the educational system. This action comes in many forms, but it is essential that this action provide leadership roles and professional growth opportunities for all educators and payment for the work they do.

One such opportunity involves providing teachers a more active role in working to solve the problems in their school district. The OSUWP has established an action research group each year led by Patty. The teachers are OSUWP TC's and come from schools across the state, but they are researching a problem at their own school site to learn more about their school and to possible find solutions to problems. They meet

periodically during the year to discuss their research process and what they are learning.

Now, if each school site were able to produce a group of teachers willing to determine

one problem at their school site, research it during the year, and then propose solutions to

the problem, then more schools would find more success in understanding why their

school is having problems, what those problems are, and how to solve them. However,

teachers must volunteer and work together as a team is essential for this to take place.

Time must be scheduled during the school day for teachers to meet, research, and

collaborate, and cooperation from the whole administration must be given. This action

research provides schools with a more individualized approach to professional

development that also can involve all level and subject area educators.

Another opportunity for growth involves mentoring. Experienced teachers could

continue the mentoring process for beginning teachers and teachers who need more

support or help in their classrooms. As a teacher will discover when attending the

OSUWP summer institute, one method will not work for each teacher just as one

particular research process will not find the answers to effective teaching. Sometimes it

takes extra work and time with a teacher for that teacher to move beyond the survival

stage in teaching where traditional teaching methods are used for security in the

classroom. We need educators willing to help new and experienced teachers evolve into

the teachers we need them to become. Teachers who are not afraid to spend time with

their students learning, not afraid to allow students to work collaboratively, and not afraid

to let students make decisions about their own learning. How do we provide teachers

opportunities to gain the necessary insight, experience, and encouragement to continue

not only in the profession, but also in the pursuit to become better teachers? We use other teachers.

The NWP firmly plants its professional development philosophy into teachers teaching teachers. Teachers are finally looking to themselves for answers. Classroom teachers are trusting themselves and experimenting in their own classrooms to understand what teaching methods work with their students and to understand more about pedagogy and student learning. Through research, educational experts have found that teachers learn best by experience and learning from other teachers. Teachers who have experimented and used particular activities and methods that they believe work can explain and demonstrate how material can be taught most effectively to other educators. The experiences of classroom teachers are invaluable knowledge, and school administrations must realize this knowledge has to be shared for it to effect change. Administrators must utilize this resource and provide teachers the opportunities to become teacher mentors and trainers within their own districts. Mentors work with an individual teacher(s), and teacher trainers can work with groups of teachers and train them in innovative teaching methods, curriculum, or individualized professional development. However, for any success to take place, one thing must be remembered, "learning occurs only when change has occurred" (Hwu, 1998); thus teachers must take action to produce change, and the school administration must be supportive of the process so change can take place.

OSUWP TC's serve as leaders in their respective schools and do work under a code of professionalism, an attitude that should be aspired to in the teaching profession. This professionalism portrays educators who are knowledgeable about their subject, who

are serious about their work, who are lifelong learners, and who care about other teachers and their students' well-being. Teachers serious about their teaching do not show up and leave fifteen minutes before and after school. They do not refuse to talk with parents only at school or to acknowledge students only during school. How well they teach and how well the students do, whether on a state mandated test, the ACT or SAT, in another class, or in their own classrooms, is of importance to serious teachers. Knowing one's subject matter is of importance to the professional teacher as well, but it is not more important than the child. Professional teachers care about their students' well-being inside and outside the classroom. If students are worried about their homelife or if they are hungry, they will not perform well in class, nor will they consider what they are learning as important. OSUWP TC's believe that students respond when teachers demonstrate a true concern for them and help them understand that the future can be better and that we are willing to help them achieve a better future. We must as professional educators work with sincerity towards helping our students learn and to live a better life.

In order to become the kind of educator we need to be, we must also become learners, lifelong learners. In this new model of professional development, teachers would write their own professional development plans based upon their professional goals. Together, the teacher and principal would review the plan and structure an incentive pay plan to reward the teacher as designated goals are achieved. Goals are set by the teacher and the principal, which is different from the career ladders discussed by Raphael (1985) or the professional development presented by Burke and McDonnell (1992b) and Helsby and McCulloch (1996). This would not only reward teachers who are working to become more knowledgeable and skillful, but it also encourages teachers to

seek out professional growth opportunities and to be lifelong learners. Schools directly benefit in two ways when their teachers become learners: teachers are acting as role models in demonstrating the need for students and teachers alike to always be learners, and by learning, we as teachers keep ourselves abreast of new materials and how to apply this material to students' lives and the curriculum. The professional development model of the OSUWP does show teachers how to be lifelong learners and provide a caring, learning environment for their students in which the needs of students, be they physical, emotional, or educational, are met.

Teacher Professionalism

Learning communities generate professionalism in teachers. Teachers must tell their experiences, write their experiences, and publish their experiences if the educational profession is to gain any insight into the profession of teaching beyond a teacher's classroom. This outlet of professionalism can exist at the local district, county, regional, state, or national levels. Establishing learning communities at these different levels offer the publishing opportunities teachers need for reaching their professional audience.

Professionalism in education is demonstrated by presenting workshops, mentoring young teachers, speaking to future teachers, attending state and national conventions, being politically active, working with experienced teachers in one's own district as well as those in other districts, and publishing professional articles. A teaching professional believes in and works towards making the educational process and system the best it can be for all children, not just the children in their classroom. The process begins in the classroom and then spreads through the school building. After professional

educators learn the possibilities of "what could be," they are compelled to share. They

teach other teachers through observation, dialogue, and print.

Schwarz and Alberts (1998) discuss the use of teacher lore, stories about teaching

by classroom teachers, in professional development and teacher preparation programs.

"Teacher lore can lead to change and professional growth through teacher research,

teacher evaluation, and other means" (p. 8). To reach other teachers indirectly, teachers

can share their experience and knowledge in teaching through publishing in journals or

books. Teacher narratives allow teachers to experience other teachers' classrooms, to

experience the consequences of a decision without having to live the experience.

Teachers learn from the wisdom they have gained from past mistakes and successes of

professional teachers willing to share their successes and failures.

An example of one such professional publication is <u>Oklahoma Writers & Project</u>,

the OSUWP publication. This publication not only provides the OSUWP TC avenues for

publication, but it also keeps the learning community informed of current educational

topics and contains professional articles on pedagogy. Professional development seminars

sponsored by the State Departments of Education, various Writing Project sites, local

professional development organizations, or teacher resource centers create other avenues

for educational career opportunities while they continue their classroom teaching careers

and professional development. In fact, as this research was being conducted, one of the

OSUWP interviewees posted the questions I had asked her about what teacher

professionalism means on the OSUWP listserv. This set off a chain of professional

discussion on teacher professionalism and what it means to be a professional. The

feedback regarding this question generated on the listserv from OSUWP TC's was taken

and printed in <u>Oklahoma Writers & Projects.</u> These teachers understand that they are responsible to their profession and, therefore, must determine the definition of teacher professionalism.

Morocco & Solomon's (1999) concept of professionalism relates an ethical commitment to society: "Professionalism has also implied a sense of mission and meaning in one's work that goes beyond the doing of mere tasks and sometimes, as in the case of law and medicine, a fiduciary relationship with a client or patient built on mutual trust and the personal virtue of the professional" (p. 247). Educators must take control of and responsibility for the teaching profession. They must become politically active and use the "voice," as Patty calls it, to make the changes we as educators believe to be needed in our educational systems before those not working in the profession do it for us.

Even though each OSUWP interviewee was asked separately to provide their definition of teacher professional, the answers were basically the same: caring, lifelong learners serious about teaching. Teachers have an obligation to their students and parents to place caring, knowledgeable, and serious teachers into classrooms where the priority is the student and learning. This professionalism can be accomplished through teacher development and learning, but only through self-empowered professionalism. Fullan and Hargreaves (1991) outline in their work what teachers can do to become this type of professional, but teachers must take the initiative. Teachers must take control of and enforce what they believe to be teacher professionalism. We must demand the teachers we work with in our schools care about their students and are willing to be responsible for their professional growth. These professional expectations should expand to include the school district and, eventually, teachers statewide and, possibly, nationwide. Teacher

professionalism should not just exist where teachers want it to exist; it should be demanded by teachers of all teachers. To make this effective, educators at all levels must work together, together as a professional, learning community. Educators must become involved politically and exercise what Patty calls their "voice." Individually we can initiate change, but together we can make change occur. The invitation to think differently about teacher professional development has been extended; it is up to us, the teaching profession, to accept it and make it happen.

Recommendations for research

The information provided from this research has left more questions to be answered. We are left with not knowing the degree of impact the Writing Project has on teacher attrition. A comparative study of teachers' perceptions about teacher careers and professionalism needs to take place with non-Writing Project teachers and Writing Project teachers. A comparative study needs to be conducted to discover what differences there are, if any, in the two groups' beliefs and career decisions. A study of a school or schools where the Writing Project has had tremendous influence on teachers and their teaching should be done as well. What does this school environment look like? How well do their students perform on mandated tests? What are the children's perceptions of teachers they have had who have attended and not attended the Writing Project summer institute? Another interesting study would involve following Clandinin and Connelly's lead of our "lived stories" (1996, April). It would be interesting to know how these Writing Project and non-Writing Project teachers story themselves, each other, their students, and their school. Further research into the Writing Project and other learning

communities can provide valuable information in our nation's efforts to provide a

rewarding and professional environment for teachers to grow, learn, and teach.

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Appendix A

October 26, 2000

Dear Fellow OSUWP Teacher Consultants:
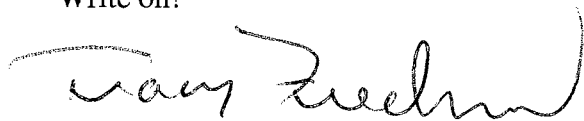
I am a 1994 OSUWP Teacher Consultant who is currently finishing my doctoral studies. My dissertation topic is titled "Career Directions of the OSUWP Teacher Consultants." Hopefully, this research will help the educational community to learn more about the career directions of writing project teachers and their concept of professionalism. In the process, maybe more information about learning communities, leadership positions, and successful professional development programs and their outcomes can also be developed.

My research depends upon you to fill out the survey and return it in the self-addressed envelope. I hope to include all views, negative and positive. Please be truthful The individual survey results will not be shown or discussed with anyone. I will abide by the ethical rules of research to keep the anonymity of my participants. Another use for the surveys is to gather my interview sample.

I will ask to interview all views and a variety of teachers given to obtain a representative sample of the OSUWP population. Not all teachers will be asked to interview, and you do not have to interview to fill out and return the survey. For those who choose to participate in the survey but not the interview, just mark the appropriate box at the end of the interview. For those interviewing, I would also like to interview your principal. The main reason is to offer validity to my research, but I would also gain more understanding of your working environment and the school's concept of professionalism , along with yours. The principal also offers another view into teacher careers and teachers' opportunities. A consent form will need to be signed by those who interview, and confidentiality will be kept by changing interviewee and school names. The information will also be kept under lock and key even after the study is complete. Again, you can still participate in the interview even if you ask me not to interview your principal. Mark the appropriate box at the end of the survey. An envelope has been provided for you to return the survey.

I am very excited about this research and to be working with the teachers of the OSUWP. I hope you will help me in this task. If you have any concerns or questions, please call me at work (405) 744-8017 or home (405) 356-2138 or email me TAHFRAM@aol.com. I am also in the OSUWP directory.

Write on!

Tracy Fredman

Appendix B

OSUWP SURVEY

Name_____Year attended OSUWP institute_____

Sex: M F   **Please circle teaching level:** Elem   Secondary   Higher Ed

Current years of teaching experience____

Years of experience when attended OSUWP summer institute____

Did you pursue any college degree after attending the OSUWP? Explain._____

_____

List the teaching or other educational positions you have held including grade levels

and the year(s) you held it. Use the letter P for present and the year you began

teaching to show your present position. Use as much space as necessary including

another sheet of paper.

_____

_____

_____

Using your beliefs about education and teaching, please answer the following

questions. If you need to use the back of this sheet or attach a sheet, please do so.

1. What do you see as career opportunities for teachers?_____

_____

_____

_____

2. How would you describe your experience at the OSUWP summer institute?

_____

_____

_____

_____

3. How would you describe its influence on your teaching career? _____

_____

_____

_____

4. Please circle the number that represents your average participation through the year in OSUWP sponsored activities. 0 1 2 3 4 5 6 7 8 9 10 11 12

5. Please describe your participation in these activities.

_____

_____

_____

6. Please check either the yes or no blank below.

_____Yes, I am willing to be interviewed.   _____No, I do not want to be interviewed.

Appendix C

CONSENT FORM

A. AUTHORIZATION

      I, _____, hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

      You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

      You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

      It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

      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 participants cannot be identified directly or through identifiers linked to respondents/interviewees.

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

      If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017

Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

      I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE_____

DATE_____ TIME_____ (A.M./P.M.)

      I have personally explained all elements of this form to the respondent before requesting the participant to sign.

SIGNATURE OF INTERVIEWER_____

DATE_____ TIME_____(A.M./P.M.)

Appendix D

SCHOOL DISTRICT PERMISSION FORM

A. AUTHORIZATION

I, _____, hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to interview a teacher or administrator from one of your school sites and observe the school site. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

The teacher or administrator participant will be interviewed not more than two times for no longer than one and one half hours each time. Observations of the working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Only Tracy Fredman will view original data and conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants and teaching profession will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. UNDERSTANDING

I understand that participation in this study is voluntary, that there is no penalty for refusal to participate, and that the school district and its participant (s) are free to withdraw consent and participation in this project at any time without penalty.

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

I understand the research will not cover topics that could reasonably place school district or participants at risk of criminal or civil liability, damaging to their financial standing or employability or deal with sensitive aspects of behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017

Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF SCHOOL DISTRICT REPRESENTATIVE_____
DATE_____TIME_____(A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER_____
DATE_____   TIME_____(A.M./P.M.)

Appendix E

Me   **1.**   **Why don't you tell me a little bit about your experiences**

2.   **with the OSUWP?**

Terry   3.   Starting with the summer institute?

4.   Well, what you've done with your career , or

5.   in your career with the writing project.

6.   Well, the first thing I started out with after the summer

7.   Institute was doing professional development in-

8.   service at different elementary schools. That was a big

9.   step for me because I was afraid to be in front of people.

10.   Those experiences helped me to teach at the college level

11.   later and to work with adults in writing programs because I

12.   don't feel as nervous in front of them now. I challenged

13.   myself to do that. I have presented three different

14.   workshops throughout the state, especially lately. I've also

15.   done quite a bit as a writing teacher in residence at Pat

16.   Henry Elementary in Lawton, and two schools in

17.   Oklahoma City. It's fun to go back and work with the

18.   same kids a few times during the school year; although

19.   some of their writing skills are really pitiful and I'm not

20.   with them enough to feel I'm really making a big

21.   difference, but they enjoy doing it, and I hope the teachers

22. benefit from the modeling. I've done a lot of professional

23. development with Moon Academy here in Oklahoma City

24. in the past since they are trying to raise their test scores by

25. challenging their kids in different ways. I don't work

26. directly with the kids there, and I don't see the impact

27. directly on the kids there. I've just got to believe that it's

28. there, and that's what keeps me going. My favorite

29. experience is with the OSUWP summer institute. I really

30. enjoyed co-directing it, and seeing the magic work. You

31. see another side of it, from being a summer scholar. The

32. model is so simple, it's so but it really makes sense. Some

33. of the people buy into the magic more quickly than others.

34. But they all get reeled in in the end to different degrees.

35. They start reflecting and questioning themselves as

36. teachers. If we can always questions ourselves, the

37. opportunity for improved teaching will be available to

38. students.

Me   39.   Well, now with this work with the schools, is this

40.   contracted through you or through the writing project?

Terry 41. Most of the time it is contracted through the writing

42. project. Every so often I will have someone call me and

43. say "Well, I heard and so… (interruption of secretary)

44. Sometimes people have heard me in some other setting and

45. have called and said can you come and present. I keep

46. it on the same professional level and charge what the

47. writing project normally pay me. I don't charge

48. more because I think it is a little out of hand to do that.

49. It is normally contracted out of the writing project office

50. and scheduled and paid by that office.

51. **So, do you feel that the OSUWP has had an influence on**

52. **your career in any way?**

53. It's absolutely opened up a million doors that I wouldn't

54. have opened up alone. In fact I've questioned did OSUWP

55. open up more or did my seeking higher education open up

56. more opportunities. I think the two played hand in hand,

57. but I think the WP has opened up the most opportunities so

58. far. And you know, sometimes it's not a matter that you

59. aren't happy with where you are, but you are just

60. experiencing other things and realize that there are a lot of

61. opportunities out there that you haven't even considered. It

62. is kind of like the domino effect, or just one thing connects

63. with the next and suddenly I'm doing five different things

64. instead of just one. I can be as busy or unbusy as you

65. choose to be. I think it has also made me question myself

66. more because I have surrounded myself with professionals.

67. There's rich dialogue and collaboration that you get with

68. TC's. Everybody's talking about how to teach kids in a

69. better way. It's talk about the kids, but it's not child

70. bashing. That impressed me so much from the very, very

71. beginning. But just surrounding yourself with professionals

72. when you are not surrounded by them sometimes in your

73. workforce is exhilarating! You know, I like to think that

74. many teachers are professional, but there are always those

75. who don't have their heart in it; it's just a job. Those

76. people wear me out to work with them. It's just a shot in

77. the arm every time I put myself around TC's, even if

78. it's the listseve. That's a shot in the arm sometimes, and

79. you don't have to get in your car and drive somewhere to

80. get that fix.

81. **Now you said new opportunities. Do you see yourself**

82. **going out of the classroom to go on and meet some of**

83. **these opportunities?**

84. I think I've played with that already. In my case if I'd

85. stayed in the regular classroom—rather than in gifted

86. education--I feel certain that I would be doing something

87. solely writing project connected or with my degree at the

88. university level. I've got so much freedom and choice in

89. the job that I have that its really hard to go off and leave it.

90. I know I could make more money somewhere else possibly,

91. but money is not always the end of everything. The

92. freedom to do what you believe in with your kids is really

93. hard to walk away from, and I have that freedom in this

94. job. But I do see myself not as patient as I used to be

95. as I grow older, and I've questioned my restlessness this

96. year. Maybe it stems from all the work I've done with

97. OSUWP this school year and the changes our project is

98. presently experiencing with leaderhsip. I had never

99. thought about leadership before. I've spent time thinking

100.   about it this year as an option that I had never considered

101.   before. I think I would like to teach language arts at the

102.   college level and possibly co-direct the writing project at

103.   the same time someday. Those are the two things I think I

104.   would really like to do. I never really wanted to

105.   leave the classroom before. But those open doors have

106.   made me antsy a little bit. I don't really understand it, but

107.   that is what I've experienced this year. Moving our

108.   school to this site om the summer was hard. It has a lot of

109.   good, but we lost like a wonderful outdoor classroom, and

110.   we started the year unsettled and worn out. That was hard.

111.   But it is really difficult to say what has made

112.   me restless for sure. I don't know if my heart has been in

113.   day time teaching this year. Because of the rough start,

114. this isn't a good year to make that judgement on why.

115. How do you define, as a teacher, a professional?

116. Oh, that's a hard one. I never thought about an exact

117. definition for it. I guess I would have to say dedication.

118. You also have to set appropriate examples. For instance,

119. when you speak, you can say what you think to make

120. things happen, but you can say it in a way to, well, it's like

121. you can choose to cuss or not cuss. I think to be

122. professional is to be the best example that we know how to

123. be—to set examples for your kids—examples of how to

124. speak, dress, treat people, and react. I could be in blue

125. jeans and a t-shirt all the time, which I do on occasions,

126. or I could dress like I've come to a job that is important. I

127. think your demeanor and your dress and what you do to

128. continually educate yourself. I graduated from college in

129. 1970. If I had never taken any courses since then, what

130. kind of thinking and educating would I be capable of now.

131. Being a professional is doing something about problems

132. instead of griping about problems. It's using positive

133. energy instead of negative energy. Being aware of the

134. cutting edge and being willing to take the energy to try and

135. make that happen: finding the energy on your own to make

136. that happen. Define professional, that's a good question.

137. I'll have to think about that one some more. We throw the

138. word out there all the time, but to have to define it isn't

139. easy. It's very big! I probably missed some things. I'll

140. think about it some more.

141. **Has the OSUWP influenced your concept of what**

142. **professionalism is.**

143. It has given me faith in it. I think I was in a period

144. where I wondered if all there was to teaching was people

145. griping about not making enough money and griping

146. about the kids and griping about the test scores we have to

147. be connected to. The writing project is, I've realized, a

148. group of people who are willing to try to make a difference

149. in self-improvement instead of being sucked in by the

150. undertow. So, yes, absolutely. Please repeat your question.

151. **Has the OSUWP influenced your concept of what**

152. **professionalism is?**

153. Yes, definitely. OSUWP has taught me that

154. professionalism. You owe those kids. You owe

155. them choice and you owe them lots of different ways to

156. learn things and to be themselves and to recognize what's

157. good. Yes, I think the writing project has enriched my

158. personal definition of professionalism a lot. As I have had

159. the opportunity to listen to professionals talk about what is

160. important to them.

161. **You talked about classroom opportunities and**

162. **classroom teachers and being involved in teaching. Do**

163. **you think that there are careers for teachers beyond the**

164. **classroom and where they could still call themselves**

165. **teachers or educators?**

166. When I got my doctorate, I said I didn't get it to leave the

167. Classroom. I got it to know as much as I could about

168. teaching. Then I realized that I did like teaching at the

169. university level. What bothers me is people at the

170. university level telling others how to teach when they

171. haven't been with kids or have been away from them long

172. enough that they aren't really in touch with them. I'm

173. really opposed to that. Personally, I'm really afraid that if I

174. leave the classroom , that I'll follow suit. Once you leave,

175. how can you tell an upcoming teacher that this is the way

176. kids are today, and this is the way it works if we aren't in

177. there and we don't know from experience? For instance,

178. sixth graders are a lot different than they were ten or

179. twenty years ago when I taught them. If I was

180. going to teach teachers about teaching kids, I would need

181. to be connected to the kids someway for my comments and

182. ideas to be useful and current. Yes. We can follow careers

183. beyond the "classroom" and still call ourselves educators.

184. But we must continue to educate ourselves about the

185. subject matter in a realistic way.

Appendix C

CONSENT FORM

A. AUTHORIZATION .

     I, _Toni Pantier_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

     You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

     You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

     It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

     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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

     If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
     University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.
     I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Toni Pantier_
DATE _1/29/01_   TIME _2:40_   (A.M./P.M.)

     I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _1-29-01_   TIME _2:45_   (A.M./P.M.)

Appendix D

SCHOOL DISTRICT PERMISSION FORM

A. AUTHORIZATION

I, _Marti Corder_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to interview a teacher or administrator from one of your school sites and observe the school site. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

The teacher or administrator participant will be interviewed not more than two times for no longer than one and one half hours each time. Observations of the working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Only Tracy Fredman will view original data and conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants and teaching profession will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. UNDERSTANDING

I understand that participation in this study is voluntary, that there is no penalty for refusal to participate, and that the school district and its participant (s) are free to withdraw consent and participation in this project at any time without penalty.

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

I understand the research will not cover topics that could reasonably place school district or participants at risk of criminal or civil liability, damaging to their financial standing or employability or deal with sensitive aspects of behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017

Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF SCHOOL DISTRICT REPRESENTATIVE _Marti Corder_

DATE _1/29/01_   TIME _1:45_   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.

SIGNATURE OF INTERVIEWER _Tracy Fredman_

DATE _1-29-01_   TIME _1:45_   (A.M./P.M.)

Appendix F

WP2   Mary

Me   1.   Tell me about your experineces with the OSUWP.

Mary   2.   With the institute and the kinds of things I've been

3.   involved in?

Me   4.   Yes.

Mary   5.   I've done several workshops or sections with teachers as

6.   professional development for them through the years. I

7.   was a consultant on a set of workshops with a school

8.   district in western Oklahoma where I went back and

9.   worked with a set of teachers on a long term basis. I also

10.   co-directed the institute one summer. It was interesting

11.   work. I have also worked on other projects that the

12.   OSUWP had going. There is always some new research or

13.   topic coming up. I'm thinking about portfolios where I

14.   worked with that and then took that back to my school and

15.   developed that further. Now, I'm getting into the rural

16.   sites network now and what's going on there. It is hard for

17.   me to sort out what I do with OSU and what I do

18.   anywhere else because it all flows into those other areas.

19.   Our local district, I've been working with our own writing

20.   project. And I learn everything there from our OSUWP.

Me   21. Now you mentioned the rural district. I know that you

22. have done some work with trying to get a writing

23. project started out in southwestern Oklahoma.

Mary 24. Yes, that's right. Of course it's kind of the new thing for

25. us. Of course it's not new to my mind, but I've known

26. since I went to that first institute back in '94 that we

27. needed those opportunities for western Oklahoma

28. teachers. So I've kind of had it in my mind, but in the last

29. few years Susan Al Jarrah and I have worked on what we

30. actually have to do to get one in western Oklahoma. So,

31. yeah, we're really up and running with that.

32. You have mentioned you have done some things in your

33. school district. And I have visited with you about some

34. of the things you do in your district. Tell me more

35. about these things.

36. Well, it started from the curriculum director at the time was

37. saying we need to do something about our writing. Our

38. community was saying that our students were coming out

39. of Eldorado Schools and can't write, can't spell correctly,

40. can't punctuate and those kinds of things. On the other

41. side, she knew test scores were not what we'd like, she

42. knew how important writing is to all other learning. So

43. she said we've got to do something about this, and she

44. said, Here, Linda, you take care of this. And so, it was like

45. Oh my goodness, what are we going to do. So, we hooked

46. up with writing project people I knew at the time and

47. designed a system for our school district where every

48. teacher K-12 was required to do writing in their classroom.

49. In the beginning it was required, but now we've loosened

50. that up now and the teachers who bought in and actually

51. made it work for them, they are actually continuing it and

52. so now it is a grass roots kind of thing. We mandated it for

53. awhile, but now we've backed off and let teachers find it

54. for themselves. You know, their next door teacher is using

55. it and so they begin to use it. So, we've done a lot of

56. work. That has been in place for a long time. We do

57. assessment of all students writing in the spring, and this is

58. a good day for us to get together and say this is what

59. we've done, this is what we've accomplished.

60. Now, with what you've done with this writing in Clinton

61. schools and I know your schedule has changed. How

62. has this evolved?

63. Right, for several years, maybe six or seven years, I've

64. taught half a day for my district and as writing project

65. coordinator the other half of the day. So, I would teach in

66. my own classroom in the morning and use good writing

67. practice and then I would go out and work with other

68. teachers of all grade levels and I would go into their

69. classroom and work for a day or two or week and we

70. would do writing activities with their students, kind of

71. team teaching, and then I would do all the paperwork of

72. keeping up with who was doing writing in their classroom

73. and who wasn't, and then go to them and say How can I

74. help you and that kind of thing, So I did that for several

75. years, and now this year, I have moved out of the

76. classroom almost entirely, I still teach one English class

77. but I'm doing our district's curriculum director, and when

78. our superintendent hired me for that position, he said, Oh,

79. you can keep doing that writing project stuff too. And I

80. said, Okay, I will. So I've just hung on to that part and

81. although it's difficult to keep all these new things on my

82. plate going, but I'm so committed to the writing project

83. that I'm not going to let that go.

84. So, you have your fun in the classroom and out.

85. Yes, and that's good. I'm glad to get that opportunity. It's

86. really hectic but it's really good for me because I'm still

87. that classroom teacher. My building principal has laughed

88. with me all year about which hat I have on, whether I'm

89. his teacher in his building teaching writing and all these

90. other things or whether I'm the administrator on the other

91. side working with his curriculum and what's going to

92. happen in his building. So, it's been an interesting,

93. complicated kind of life for awhile, but it is a good

94. transition. It's easy to see this is the direction I want to go

95. and how to do that.

96. **Now, how has the OSUWP influenced your career in**

97. **any way?**

98. It has really been, more than anything else, pushed me

99. beyond my own teaching in my own classroom. And in a

100. way, that is kind of sad. I mean, I love the classroom, I

101. love teaching kids, I love seeing that learning happen for

102. kids, so in a way I regret being nudged out of that, but yet

103. in another way it has opened up all kinds of new horizons

104. of new things for me, career wise. I mean I wouldn't have

105. made the transition into what I hope can be a way to

106. influence teaching and learning beyond one classroom. I

107. don't want to be just an administrator. I want to be able to

108. make a difference for lots of kids in lots of classrooms.

109. And this has all come about because of the writing project.

110. If I hadn't made that move to a leadership role with our

111. local writing project, I wouldn't be doing what I'm doing

112. now. I certainly wouldn't have the know how. The

113. writing project has taught me to be reflective about my

114. own practice, it has taught me how to network with other

115. teachers, I go into a meeting now and start asking people

116. where are you from, what do you do, how do you do that?

117. I wouldn't have known to do that without the writing

118. project influence. So, yea, it has definitely shaped the way

119. my career has moved, definitely.

120. **Let's shift gears for a moment. How do you, as a**

121. **teacher, define professional?**

122. Ooh. How do I as a teacher define professional. What is a

123. professional teacher or...

124. **Uh, huh.**

125. A professional is a teacher. I mean it is a lot of things to

126. me. I hate to start with this, but I know it's not for the

127. paycheck. If you are teaching for the paycheck, you are not

128. a professional. While we have to have the paycheck, if

129. that's your goal then ...I quess if you are teaching...it is

130. what you want out of it more than the dollars. It's to make

131. a difference in the lives of kids. You are there to change

132. the life of a child. So you look at things differently. You

133. are willing to invest, a professional is willing to invest

134. themselves in what they do on a daily basis. I go to work

135. because I love it. My husband and I have this running joke

136. because he teaches but he loves summers, so he can't wait

137. to get out of the classroom and into scuba diving or onto

138. the trail in the mountains. So he gets up in the morning

139. and says, "Well, we're one day closer to the summer and

140. I'm like don't do that to me. Don't wish away, I love what

141. I do. So I think professionals have to love what they do.

142. I'm not sure I am hitting all what it takes to be a

143. professional. I think I have always aligned it with other

144. professions. If you are a professional in other fields, what

145. does that make you look like: you take pride in what you

146. do, you believe in your worth, you have a great worth—

147. -I'm not saying teachers don't deserve a good paycheck.

148. I'm saying we're professionals enough to command great

149. worth and respect from other people. I think that's

150. important to be a professional. It's not just loyalty to the

151. group, although that's part of it, but it's bigger than that.

152. So, how has the OSUWP influenced your concept of

153. professionalism?

154. It has certainly been a match for me. It hasn't changed my

155. view of what a professional teacher was. But it is certainly

156. what I found what the writing project matched, or meshed

157. for me, what I felt all along what a teacher needed to be.

158. And in the writing project I found a way to build that

159. professionalism that you don't always find in the local

160.	school, with your peers at a local level, you don't always

161.	have people who are willing to step up to the plate and be

162.	that kind of professional. And I found that level of

163.	performance of philosophy in the writing project.

164.	What are some of the things you've seen or experienced

165.	with Oklahoma State writing project teacher consultants

166.	about professionalism, that you see them doing that says

167.	that is what professionalism is.

168.	Commitment to the profession, commitment to kids,

169.	commitment to learning. I mean the time you see people

170.	invest in the writing project is a key for me that they are

171.	that professional. They are willing to drive long distances

172.	and be involved in an ongoing basis in ways that aren't

173.	necessarily going change their pocket book, but it's going

174.	to change the way they work, the way they teach. So,

175.	that's been part of it. I've seen people model that kind of

176.	commitment. Ask me that question again.

**177.	Has the OSUWP influenced your concept of what**

**178.	professionalism is.**

179.	Yes, it hasn't changed it, but it certainly has been a mesh

180.	for what I was looking for. And of course, I say it hasn't

181.	changed it, it has confirmed it for me and opened up

182.	models and opportunities for me, but I don't think it has

183.   really changed it for me. It has broadened it maybe.

184.   **Is there anything else you would like to share that I**

185.   **haven't asked you?**

186.   No, it's just that the OSUWP for me is definitely something

187.   I want my co-workers to be a part of. It's not for

188.   everybody in the classroom, but it's for those people that

189.   want to grow as professionals. The writing project is

190.   where they need to be. I have a young teacher who has

191.   been teaching maybe three years, and she was working on

192.   a project with other teachers. She said, "I know now how

193.   to be a really good teacher." And I said, "Okay, how do

194.   you go about becoming a really good teacher?" She said,

195.   "You get with teachers who are really good, and teachers

196.   who really care." And that's Writing Project. And I mean,

197.   that's exactly what it's all about.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, _Linda Thomas_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
                 University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.
I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Linda Thomas_
DATE_ 1-26-01 _   TIME_ 12:00 _   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE_ 1-26-01 _   TIME_ 12:00 _   (A.M./P.M.)

Appendix G

Me   **1.   Tell me about your experiences with the OSUWP.**

Patty   2.   I knew about the writing project before there was a writing

3.   project. Because Joye Alberts is one of my best friends and

4.   has been since she moved to Stillwater. And I watched Joye

5.   go through the process of deciding about the writing project

6.   and finding support for the writing project and was convinced

7.   that this place needed a writing project. And she made it

8.   happen. She had support of course from Dr. Batteiger and

9.   others in doing it, but if it hadn't been for Joye, I don't think

10.   it would have started. So I knew her while she was going

11.   through that whole process. And I was actually at the first

12.   reception in the French lounge over here in the student union

13.   when Jim Grey came to Stillwater to start the OSUWP

14.   before the first summer institute started. And they just

15.   invited a bunch of community people who were supportive,

16.   retired English educators. All kinds of people were there, and

17.   I got to be there, and it was exciting to be part of that. And I

18.   got to visit a couple of time that first summer. I remember

19.   when we had some cool quest speakers coming in or some

20.   exciting things going on, and I visited, of course, many of the

21.   first people attending the summer institute were people I

22.   knew so it was like old homeweek. In fact, one person I

23. knew that Joye didn't even know that I knew that I use to

24. teach school with somewhere else was like "hello, how are

25. you?" They never could figure out how we knew each other,

26. but we were on faculty together at a high school years ago.

27. So that was exciting to be part of that a little bit. I couldn't

28. go to the writing project for several years because, you can

29. relate to this. I was working on my own doctorate and had

30. small children. I wanted to get to a point where that wasn't

31. such an issue to take off the five weeks in the summer. It was

32. my reward to myself to attend the summer institute the

33. summer after I finished my doctorate. So I finished my

34. doctorate in '95 and attended the summer institute in summer

35. of '96. Now that is how I started with the writing project,

36. now as far as what I do with the writing project, a little of this

37. and a little of that. Because since I started the writing project,

38. my teaching has been at the university level. I haven't felt

39. very comfortable doing typical demonstrations because I'm

40. not in a K-12 classroom , and it doesn't seem to fit or be there

41. to me. And I would always come up with these great ideas

42. but it was difficult to find a classroom to try them out in, so

43. that didn't seem to fit for me, but what did fit was, at first in

44. a research capacity. Joye was a person who read my

45. dissertation on going, and she didn't have a whole lot of time

46. to deal with it, but she did what she could. And she watched

47. me go through for about two years a really painful process of

48. teaching myself about qualitative research because back then

49. the courses weren't there that are there now. There were two

50. seminar courses; I took everything I could take, but there just

51. wasn't much to take at that point and time. There was a

52. sociology methodology course that we were encouraged to

53. take at that time. The professor would only let his course

54. have twelve students, and only three of those could be

55. education majors, and things like that. So it was really

56. difficult to get in. I finally did get in one time, but my four

57. -year-old got a severe concussion the day before school

58. started and I ended up dropping that class because he was

59. sick for a little while, but it wasn't terrible and it didn't last

60. long. God, I almost panicked and I dropped that class. I

61. never got back in it. So there you go. I went through a self

63. -education process. And I read everything I could get my

64. hands on and studied and talked with people. Dr. Restine

65. wasn't teaching a research class at that time, but I took

66. another class with her and at break when she went out to have

67. a cigarette I would go out and sit with her, even though I

68. don't like that, and pick her brain about some ideas I was

69. having about my potential research methodology. So Joye

70. knew I was pretty well grounded in qualitative research

71. methods because she knew I had tried on several different

72. possibilities for doing my dissertation research and I was

73. really particular. So when project outreach started in 1997

74. and they came up with a need for doing a site self study as

75. part of the project outreach involvement. She asked me if I

76. would come and work with the project outreach team on

77. research. So the first time I did that, I was a paid consultant

78. and got paid my half day to come in and work with them and

79. then I chose to stay on as a team member because it was so

80. wonderful. So that really kicked off my extra involvement in

81. the writing project, was through research.

82. **Now project research, explain that just a little bit.**

83. Project Outreach was a national writing project grant they

84. received through the Dewitt Wallace Readers Digest

85. Foundation. And the ideas was to extend the benefits of good

86. teaching to children of poverty and to children of teachers

87. who wouldn't otherwise have access to that sort of thing.

88. There are three prongs to project outreach, which is equity,

89. access, and a third prong which escapes me right now, sorry.

90. So when the writing project got that grant, it was a big deal.

91. It was a huge grant, millions of dollars. So they selected

92. eighteen sites that applied for project outreach funds through

93. the national writing project to do an extended three year self

94. -examination and look how we can extend the benefits of the

96. writing project to teachers and students who are not being

97. reached. So you had to study your own site to look at those

98. kinds of diversity issues at our own site. And let's face it,

99. who comes to the summer institute at our site, and that is

100. changing somewhat, and the changes are project outreach

101. changes. And to me, project outreach is so embedded in our

102. site even though the funding has stopped and the official

103. project is finished, it isn't finished at all. Because the people

104. who participated in it, and we had a lot of people in this

105. writing project who participated in it and became so involved,

106. it became so much a part of who we are as a writing project

107. that it truly lives on. It has a life of its own now as we all

108. consider and wrestle with those issues all the time as we try

109. to invite people and encourage people and cajole and nudge

110. people to come all the time.

111. Has the OSUWP influenced your career as an educator in

112. any way?

113. I think it has. Because through project outreach, I was able to

114. get involved at a national level. I was asked to go to a

115. national meeting for project outreach. One national meeting

116. that was held in New Jersey with the entire project outreach

117. cadre from all over the writing project. I was asked to a

118. presentation on how we did our research, because we did it

119. very differently from other sites. We were very thoughtful

120. about how we began. And we began with our questions and

121. let our questions drive the kind of research we did. Instead of

122. just assuming like many sites did that you were to give out

123. surveys and then the sites didn't know what to do with them

124. once they had them back and really couldn't figure out what

125. to do with them. We were really a little more intentional

126. about our research than that. So because of that, I was asked

127. to present. And in doing so, I got acquainted with a lot of the

128. national project folks, Alisa Ibenadol, Donna Muncy who was

129. an outside research who came with the national writing

130. project at that time and some of the project outreach, I think

131. they were called the directors, there were five at the time, and

132. Joye was one of those five for the project outreach strand. In

133. doing that, I got enough of involvement at the national level

134. that is ongoing, I still get asked to go to the national meetings

135. and do presentations, almost always research based. That

136. really helped me get the job I have right now, I believe.

137. Because I moved from being an adjunct or visiting professor

138. to a tenure track assistant professor position here, and one of

139. my recommendation letters came from Alisa Nadol, and I

140. never read it, but I heard from some of the committee search

141. members that it was a very powerful letter, and just knowing

142. Alisa, for her to be willing to write it, I would think it would

143. have to be for her to even write it. And I believe that my

144. involvement at the national level with the national writing

145. project, not just the OSUWP, really convinced some search

146. committee members that even though I graduated from this

147. institution that it would be Okay to offer me this position,

148. when it just isn't done.

149. Okay, let's switch gears for a minute. How do you as a

150. teacher define professional?

151. Professional has to do with relationships I believe. It has to

152. do with teachers relationships to administrators, to parents, to

153. students, to one another, and to the public. It also has to do

154. with the teachers relationships to lifelong learning, and that

155. thirst for knowledge. That, I believe good teachers have. I

156. think all those are pieces of professionalism. My husband

157. laughs at me because he says I can still put on my teacher

158. voice or face, and he usually means it when we have

159. teenagers in our pool going nuts and I can with just a few

160. words settle them down and not yelling at them. And usually

161. even laughing with them, but he laughs at that because he

162. says its my teacher voice that did it. But I don't see that as

163. being professional. I think professionalism is, at its essence,

164. is seeking to let other people know that teaching is a real deal.

165. That there is knowledge, there is a knowledge base to

166. teaching. That good teachers who studied hard have that in

167. their back pocket, and that teaching isn't for every one. And

168. that just because someone went to school, doesn't mean that

169. they understand the profession of teaching and it certainly

170. doesn't mean they understand the actions involved in

171. learning. And for me, that is what professionalism is all

172. about. It's about the things that people do in order to gain that

173. kind of credibility with others. And it's not for personal gain

174. for teachers to me, it's for the profession, and ultimately it's

175. for the kids. Because if we can't be spokespersons for what

176. is good about teaching and what is bad out there in the name

177. of education, then who can be? To me, that is the ultimate

178. meaning of professionalism, the ultimate meaning of

179. professionalism.

180. So, has the OSUWP influenced your concept of what

181. professionalism is?

182. Oh, yes. I just got goosebumps when you asked me that

183. question. Because of the teachers I've gotten to know in the

184. writing project. There is one thing about saying that teachers

185. are professional and that teachers have a knowledge base and

186. that teachers know things about teaching and learning that the

187. average in the public does not know and shouldn't expect to

188. know without careful study and ongoing study and in the

189. writing project, I mean the writing project lives and breaths

190. that. Because of the amazing professional voice individually

191. and collectively that the teacher consultants have and use.

192. They just don't have the voice, they use the voice, and that is

193. so powerful. And they use it in interesting ways. It is not

194. picketing at the capitol building, although we would if we

195. thought we needed too. I don't question that. It's writing

196. articles, it's being present, it's working with teachers, its'

197. doing everything we can to extend ourselves into places

198. where maybe people haven't thought about teaching and

199. professionalism in quite these ways, and it's wonderful to

200. watch writing project teachers at work and even more

201. wonderful to visit their classrooms. I've never been to a

202. writing project teacher's classroom without being excited

203. about what was going on there. And talk about consummate

204. professionals, to me that's what the writing project is. And I

205. tell my pre-service teachers that I work with here at the

206. university, if you ever in your school or during your student

207. teaching or during entry year, or following, and there is going

208. to be some professional development opportunities offered by

209. the OSUWP, I promise you won't be disappointed, and I can

210. say that and mean it. And what's exciting is a couple of my

211. former students now have been through the writing project

212. and that's really exciting. I can just think of two offhand, that

213. have been through and are teacher consultants themselves.

214. And have they expressed to you what their thoughts are

215. about their experiences?

216. Oh, yes, I think they feel very positively about, one in

217. particular feels that it has been just a wonderful experience.

218. Have you experienced growth in them?

219. Oh, yes, but you see growth in pre-service teachers, but yes I

220. can see particular evidence in their professional growth. And

221. there's that thirst. I don't know. I've always had that

222. question, do writing project teachers become thirsty because

223. they are in contact with each other and get so excited about

224. the ideas and you want to keep learning. It's so wonderful to

225. see high school teachers learning from kindergarten and first

226. grade teachers at the writing project. I love the cross age and

227. those kinds of things that happen. Or, do they come to the

228. writing project because they are thirsty? I don't know the

229. answer to that, and I don't know if there is an answer to that?

230. That is a good question to ask.

231. But I think that there are thirsty teachers at the writing

232. project. Whatever that means.

233. That is really interesting. Now, is there anything else that

234. you feel you need to share with me that I haven't asked?

235. Let me think a minute...... I heard a teacher say recently, that

236. she wanted to move on beyond doing just workshops for

237. people. That it was time to come up with some other ideas.

238. She couldn't decide if just coming up with some new

239. workshops was going to take care of it, or if she needed to do

240. something else. I thought it to be very interesting, and this is

241. a writing project teacher who is very active person who goes

242. out into the field a great deal. I thought that was interesting.

243. And I don't know the answer to that. So, I hope that

244. Over time, the writing project itself, whatever it is, and it is

245. the teachers isn't it, that it continues to expand and be flexible

246. in ideas and what we can do, and I went to the council

247. meeting last weekend and it sounds like things are going well

248. along those lines. There are some exciting ideas about some

249. new projects for the writing project. I know this last year we

250. were not asked to do as many field kinds of professional

251. development deals, we weren't asked into as many districts as

252. we are usually. That's a little scary. So I hope we are able to

253. reconfigure ourselves as needed. Because, this is

254. going to sound funny, because teacher consultants need an

255. outlet and they need a place to share their voices as classroom

256. teachers. It is what seems to keep us going.

257. Correct me if I am wrong, but it sounds like you are

258. saying that these writing project teacher consultants need

259. an outlet for their professional growth as much as they

260. feel like they are servicing the school's needs. So, it is a

261. reciprocal relationship.

262. Definitely, I don't think the teacher consultants necessarily

263. view themselves as missionaries at all. I think that within

264. our writing project at least, and I don't know if this is true in

265. all writing projects, but within our writing project, our culture

266. is very much one of invitation. They will extend invitations

267. and people can do with it what they will and take from it what

268. they will when they choose to take it. That we're not out

269. there to convert people to the "right way" as if there were a

270. "right way." But there's an invitation being extended to think

271. differently about teaching, and that's what writing project

272. teachers are about.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, _PAMELA BROWN_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.
I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Pamela O. Bro_
DATE _1/31/01_   TIME _8:45_   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _1-31-01_   TIME _8:45_   (A.M./P.M.)

Appendix H

WP5   Sue

1

1   **First of all, just tell me about your experience, work experiences**

2   **with the Oklahoma Writing Project.**

3   Well, it's a network and that's how it began. Diana Purser, a long

4   time friend of mine I taught with at Putnam City West in Oklahoma

5   City said OSU is starting a writing project. I said what it is one, and

6   she said, it doesn't make any difference just, I'm having them send

7   you the forms, just fill them out and do it. So I said okay. She's a

8   little like a steamroller with a big smile. So that's how I got started.

9   I had been through four school systems in one school year. I had not

10   been happy the whole time I had been at Chisholm High School and I

11   finally found what I thought was a good opportunity with an at-risk

12   situation at a junior high school in Enid. It would have been a good

13   situation except for political problems in the system, not with the

14   kids. After eleven weeks, I had to leave. And the very day that that

15   resignation took effect, on December 20, I got a call from Alva High

16   School saying I had been hired for a teacher on sick leave for the rest

17   of the year. Then at the end of the year, I was hired by Helena-

18   Goltry. So I went from Chisholm to Enid to Alva to Helena-Goltry

19   in one school year. And I thought, okay this is my summer to take it

20   easy because I had finished my Masters degree the summer before in

21   '91 and this is the summer of '92. And then Diana calls with this and

22   says just do it. So I did it. And that validated so much for me. It

23   wasn't that there was something wrong with me that I had gone

24   through all these school systems. It was that I saw that I was

25   focusing in on student needs, instead of political situations or teacher

26   personalities. So it helped me a lot to understand what I had been

27   through. Then at Helena-Goltry, a small school system, I was the

28   English department. So I could do all those wonderful writing

29   project activities. You know how pumped you are at the end of that

30   summer, and I thought man I can just go in there and do all that stuff,

31   not just with one class, but I could implement it in increments over a

32   four year period. And that's what I've been able to do for nine years

33   now.

34   **Now what about your work with extensions of the writing**

35   **project. I know you've done some work with the summer**

36   **institutes and student summer camps. Tell me a little bit about**

37   **that.**

38   That goes back to the idea of network. Dianna got me started, and

39   then....It's like a swimming pool with a narrow end and a deep end.

40   I mean, it's up to you. You can go in at any place you want or just

41   get your toes wet. I started off with presentations. Edmond schools

42   requested we do that just immediately after we finished the institute.

43   Talk about scary. But we did that. And I have done so many

44   presentations across the state and at universities, Panhandle State,

45   OSU, Phillips University in Enid. So many for different reasons. So

46   many different presentations. The youth writing camps, I've done

47   that at the elementary, the middle school, and the high school levels.

48   Back when they were more integrated and the numbers were smaller,

49   and then one summer Mary Jane couldn't be the director and I was

50   the director at the elementary, can you get that? I use so many things

51   at the high school level that I learned from the elementary and the

52   middle school sessions. That's here in this state. And the State

53   Department of Education had me present at one of their summer

54   inservices that Claudette had organized, then at the national level I

55   worked with project outreach for the national writing project. And at

56   then end of the first year I saw that I did not have the time it needed.

57   There is such a huge accountability level in a small system when you

58   are teaching those kids for four years and their parents are your

59   colleagues: the janitor, the superintendent's secretary, the

60   superintendent, the principal, the math teacher, the computer teacher,

61   the elementary custodian. I mean, all those people. You just have to

62   knock yourself out for those kids, and I couldn't do that and spend

63   the time with national writing project activities, so I gave over the

64   site coordinator position, you know, I just couldn't do that. But I was

65   on the traveling team for the next year. The national assessment of

66   education for progress report that goes to congress, I was one of

67   those chosen for the 12th grade level setting panel. This is hard to

68   explain, should I go ahead and try to explain all of it.

69   **Well, just go through and give an overall, general...**

70   Okay, A simplistic way of looking at it is that a numeric rubric had

71   already been formulated for looking at these papers, then there was

72   the narrative rubric. We had to put the two of them together and then

73   decide what are the criteria for deciding what is the lowest possible

74   advanced, the lowest possible proficient, the lowest possible basic, to

75   the cut points. So, we were the level setting panel.

76   **Yes, quite a process.**

77   Yes, it was and I learned an awful lot.

78   **What else have you done, anything else with the writing project.**

79   Well, I was on the council. I just about need my resume here. I was

80   on the council.

81   **Council?**

82   The Oklahoma State University Writing Project Council. I've been

83   on the council It's kind of a long-term, thinking ahead, I hate to say

84   decision-making or policy thinking,...

85   **Think tank.**

86   Kinda think tank. We thought about having the summer institute at

87   Tulsa, if we should try that. And now we are thinking about, having

88   had the summer institute at Tulsa, and not seeing those summer

89   institute fellows at other meetings, does that mean that home is where

90   you have the summer institute. We are also thinking about the

91   research findings from project outreach research about implementing

92   those in different ways. Because we learned so much from that in

93   interviewing teachers at our own sites and putting that information

94   together in a report.

95   **Wow, busy, busy person.**

96   And there's no question about it that I couldn't have gotten through

97   National Board certification at least not in one cycle had it not been

98   for the writing project. I got a 4 on professional community and I got

99   a 4 in student writing. That could not have been possible without the

100   writing project. And now I'm called upon to help other teachers.

101   People I've never seen before call me and say I'm working on

102   National Board Certification. I know you're busy; I know it's a

103   weekend, but eventually could you look, and I say bring your stuff

104   over to my house right now, I've got some time right now, it's

105   Sunday afternoon. Let's just do it because I know what it's like to be

106   that desperate to have somebody read over your work and that you're

107   not working in a vacuum or you've gone a hundred miles down the

108   wrong road and it's February. You've got to pack it up and mail it in

109   April. I want to be useful.

110   **So, you serve as a teacher mentor in that capacity.**

111   In an informal way, yes, I think so. And then the 23rd of this month,

112   the principal asked me to do an inservice on the National Board

113   Certification. It's funny how it turned out because not many of our

114   people from our district go to the larger meetings, so we have an

115   alternative meeting at our site. It's so informal but so effective. We

116   don't have committees that study things. We were walking down the

117   hallway, and he says "Oh, Judy," and I stop and talk to him, and

118   then Donna's walking by, and he says, "Oh, Donna, you too." She's

119   working on her certification this year. We just need something for

120   about an hour. We just sort of look at each other and say how can we

121   do this in just an hour on National Board Certification. So, I'm

122   headed to the auditorium where my humanities students are

123   practicing for a mock trial. So I'm standing there like I'm taking

124   notes on what they are doing. And this one kid says what is that? I

125   say Well, Mr. Chapman just asked me to plan this workshop. And

126   so, man, I had it lined out and typed up by the end of day. So, I have

127   a student aide, so the next day she ran off all the copies and stapled

128   them together. Because I'm going to be gone. I get back Wednesday,

129   and have one day of school on Thursday and the workshop is on

130   Friday. So, it's nailed and ready to go, collecting dust.

131   **Well, you've mentioned this a little bit before. Has the OSUWP**

132   **influenced your career as an educator in any way?**

133   Absolutely. Let me count the ways. Well, I'll start now and work

134   backwards. Right now, I'm looking at teaching overseas, because

135   when you look analytically at Oklahoma it doesn't make any sense

136   for me because I'm single, my kids are grown, I don't have family

137   obligations anymore, and I'm looking at teaching for ten or twelve

138   more years. So I have to get serious about retirement unless I just

139   want to grub for the rest of my life, and that doesn't seem particularly

140   attractive. So, last spring when one member of the school board

141   decided to vote against rehiring the entire district faculty because he

142   was tiffed with two coaches because although they got in the state

143   football playoffs, they didn't win that last game. Against a team that

144   had never been defeated that year, the players were much larger.

145   Nobody had even stayed in the game past half, and we did. That was

146   in March. The previous February, we had been to the capitol rallying

147   so we could get a $3,000 raise. And you divide that over the years

148   when we didn't get a raise, and you factor in how insurance has gone

149   up, you start thinking, Okay, I'm trained to think analytically and

150   reflectively now. Does this make any sense? No. What is the

151   alternative? You start looking for options. And so I thought, if I'm

152   going to move, you have to pick everything up if you move across

153   the street. You have to pick everything up if you move across the

154   ocean. I want to see the world. My mother had died in July. I didn't

155   want to go to my deathbed and go why did I not do this. Why didn't

156   I look for the possibilities? You start thinking about the OSU t-shirt,

157   and it says. No limitations. So, I've interviewed with the

158   Department of Defense Dependent schools in San Antonio a week or

159   so ago. In another week, well a week from today, the 17th, I go to

160   Cambridge, Massachusetts, and interview there with other

161   International school systems. But what I might find out at the end of

162   all this is that I don't want to go any place. But I want to make a

163   well-informed decision. If I decide to stay here where my house is

164   almost paid off, I'm really comfortable at my school except for my

165   jackass school board members. You know they tried to fire my

166   superintendent this year and they wanted to get rid of the principals.

167   But, you know, you have to bless ignorance. They weren't smart

168   enough to do it right, so they've gotten a legal foundation to proceed.

169   **Wow, alright, we are going to switch gears here a little bit. How**

170   **do you as a teacher define professionalism?**

171   Well, because of this topic on the listserv, I've been kind of thinking

172   about that ahead of time. Again it validated a couple of things that I

173   have noticed. I started thinking about when Toni Pantier first posted

174   her message. I kept thinking about two aspects. It's a dichotomy.

175   You have the intellectual content, skills-based approach that is

176   objective and analytical, but professional to me as a teacher means

177   there is this other component. All of that is not going to be any good

178   if you don't connect with your kids. So you also have to model the

179   skills. For example, when we started doing poetry, hink-pinks. They

180   started going, "This is crazy. This is stupid. I don't get it." And I

181   said, "Two syllables, finger, okay. What's a word that goes with

182   finger? We are going to work backwards on this." And finally we

183   got to the funniest things like "big bug," "wider, spider." And they

184   go all goofy, but in the end they said, "You know, Ms. Jenlink, you

185   enjoyed that way too much because it wasn't that neat." I thought,

186   "Okay, I thought so." Okay. You have to model the skills; you have

187   to be caring, and warm, but you have to, with the students, but at the

188   end of the day, you have to back up from that and analyze it.

189   Because you know today you have to have a relationship with

190   everyone of your kids. You have to have that warm and caring side

191   for them to cross over to the knowledge, content, practice the skills,

192   graduate from high school to go on to college. And to top it off, it

193   has to seem effortless. It is a seamless, flowing, enjoyable work of

194   art. Not that the teacher's up there as a performing artist, but it's that

195   flow goes from student to student to teacher to administrator to

196   custodian, and it's a team, and it seems easy because it's natural.

197   **Has the OSUWP influenced your concept of what**

198   **professionalism is?**

199   Yes, it has. Before I knew I was unhappy, I knew I was in a rut, I

200   knew there had to be more to it, and I knew I was doing things that

201   were getting me in trouble. I didn't realize that getting in trouble was

202   a good thing when you were in a bad school district. It was just

203   uncomfortable. So, I had to find someplace else where what I was

204   doing made sense to the wider community. It validated that.

205   It...repeat the question again.

206   **Has the OSU writing project influenced your concept of what**

207   **professionalism is?**

208   Yes, I learned I had to integrate those two things about, If I'm stuck

209   in here for all these years and so are those kids, then there's got to be

210   a way that's more fun than diagramming sentences and learning parts

211   of speech. I would get in trouble with this one principal--I saw him

212   at a funeral yesterday, by the way. I tried to avoid him but he

213   wouldn't let me, and I had to shake the man's hand--but anyway, I

214   had a guest speaker who was a marine recruiter, and he didn't see

215   the marine recruiter. I was across from his office, and I had a

216   window in my door. All he saw were that the kids were divided up

217   into teams throwing paper wads at each other. He came storming

218   over and opened the door as if he were really going to do something,

219   and then he saw the marine recruiter in his dress uniform, and he

220   said, "We're practicing morale building, sir." And we use to do

221   weird things like study adjectives by bringing in food and tasting

222   them and then talking about adjectives and how you describe those

223   things. So, I was in trouble over there on a daily basis. But, in the

224   war of wits, he was not well equipped. So, it gave me the philosophy

225   and the research to justify what I had been doing and to think further

226   down that road of creativity, and it gave me that network. Like when

227   you bring in Dr. Richard Batteiger, who is head of the freshman

228   English program from OSU says, Constance Weaver says, then we

229   don't have to do the vocabulary worksheets. We can show that an

230   integrated approach works. There is a rationale, there are those big

231   names. Then over a period of time, when those older brothers and

232   sisters make A's in college English when they made B's in high

233   school, it is established. I think I talked way around this question. I

234   hope I answered your question.

235   **No, I think you did just fine. Is there anything else that you**

236   **might want to add that I haven't asked you? That you think I**

237   **need to know about teacher careers or professionalism or the**

238   **writing project.**

239   When you think about teacher careers and professionalism, being a

240   professional your self and acting in a professional manner and

241   guiding students along a long-term pathway to academic,

242   professional, and personal fulfillment are all good things, but in order

243   for that to continue, outside forces like the legislature, the parents,

244   the administrators, they have to value that level of professionalism,

245   because today, people have so many more choices. It's not just I'm a

246   girl I have to be a nurse or teacher or homemaker, there are so many

247   other competing forces. Seventy-five percent of all teachers in the

248   United States are white, middle-aged females. We're retiring, and

249   we are all going to do it in a short span of years. Who's going to take

250 our places? It's not selfish to think you should be suitably rewarded

251 for your time, effort, and expertise. And it's selfish if you don't

252 work for those. Because you have to think, when I leave, who's

253 going to take my place? Is it going to be someone who thinks he or

254 she is lucky to get a job that pays $25,000 a year to be worked like

255 dog. or is it going to be someone who is more rewarded in a variety

256 of ways, stays in the profession, and continues to make sure it grows.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, _Judy Jenlink_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017

Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Judy Jenlink_
DATE _2-10-01_   TIME _12:00_   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _2-10-01_   TIME _12:00_   (A.M./P.M.)

Appendix I

WP7   Joan

1.	**Tell me about your experiences with the**
2.	**OSUWP.**
3.	Boy, where does that begin. I've done
4.	everything from coordinate workshops. I do
5.	workshops extensively. That's probably the
6.	first role I took on. And then I coordinated for a
7.	few schools. I've gone to Berkeley to work with
8.	the National Writing Project on three different
9.	projects. I've worked extensively with project
10.	outreach. Gosh, you know, it's been eight years
11.	and it's all starting to go whew—you know?
12.	**What are you currently doing?**
13.	Currently I'm going to take on the
14.	role of council coordinator, and I'm still doing
15.	workshops for out CSRD grant in Lawton and
16.	Oklahoma City. I still serve on the council and
17.	have since we formed the council. I work through
18.	my school, and with my principal. My principal
19.	went through the writing project this last
20.	summer as did two teachers, and now we've got
21.	about five teachers at Cooper. So just on a daily
22.	basis, I work with all them. For example, I'm editing

23. papers for one of them a paper for a graduate class.

24. So things like that, and I get phone calls. Through

25. our district, I've done the intern teacher workshops.

26. So, currently, I do whatever the writing project asks

27. me to do.

28. **So has the writing project influenced your**

29. **career as an educator in any way?**

30. Oh, yea. Definitely. I think it confirmed what I

31. already knew. I've always been kind of the

32. teacher like a round peg in a square hole sort of

33. thing. I wanted to be creative, wanted to reach

34. out, wanted to get out of the mold, so to speak.

35. It was like I got that permission when I went

36. through the writing project. And so now I have

37. the confidence in myself and the belief in what

38. we're doing that I'll just do anything or try

39. anything. But I think it's so important for the

40. kids, for me, to burst out and have that kind of

41. permission to teach from my heart.

42. **Okay, we're going to switch gears now. How**

43. **do you as a teacher define professional?**

44. I think someone dedicated to what they're doing.

45. I think it's people who have a passion for what

46.   they're doing, that care about the children. I

47.   don't look at it in the sense so much that you are

48.   wearing the right clothes or belong to the right

49.   organizations because I think so much of that is

50.   political. I think it's just having your heart in the

51.   right place for the children is what's important

52.   in being a professional. Knowing that this is how

53.   you've chosen to spend your life and stay the

54.   course is being a professional to me. Having a

55.   responsibility to your profession to do the best

56.   job you can, and in that light as you advance in

57.   your profession and to function as a role model

58.   for those people coming after you to learn. And

59.   that's how I define it.

60.   How do you see professionals continuing that

61.   learning that you were talking about?

62.   Well, I think professionals by nature are people who

63.   never quit learning or otherwise they would just

64.   be workers. When you choose a profession,

65.   something you are interested in, or have that

66.   direction, that inner drive, you never quit

67.   learning on a daily basis from other people. I

68.   think I'm in a whole building of professionals

69.   and we learn from each other constantly. But, as

70.   far as my inner self. I have that little edge; I'm never

71.   in that comfort zone. I have to reach a little more,

72.   and that's taking classes and putting myself around

73.   those in the writing project so I have those

74.   opportunities.

75.   So has the OSUWP influenced your concept of

76.   what professionalism is?

77.   I think it's, to use an overused word, I think it's

78.   really empowered me. I don't think I truly felt

79.   professional until the writing project. I was

80.   dedicated to my profession, but I always felt like

81.   the low one on the ladder. Being an elementary

82.   teacher, we are treated that way constantly. I've

83.   been in schools where principals took that little

84.   black book at 8:01 am and locked it up, and you

85.   were late, you were admonished for it. And

86.   principals that have told me I couldn't have that

87.   cup of coffee on my desk. And the expectations

88.   of elementary teachers. We know you will show

89.   up two or three weeks in the summer to fix up

90.   your room because we know you are dedicated

91.   and you will do it. I mean, it's kind of like being

92.   the lowest form in the profession because you're

93.   an elementary teacher. People tease you and

94.   say, Oh, well, you couldn't teach any higher

95.   because you don't know anymore. These sort of

96.   things. But when I went through the writing

97.   project, the equality level of kindergarten

98.   through university showed me I had something to

99.   offer other teachers at all levels and they me. I

100.   guess that really helped me feel more

101.   professional and not let that "elementary"

102.   perception come into view. I'm not going to let

103.   anyone treat me like an elementary teacher

104.   who is the lowest rung on the ladder. And it

105.   empowered me to do that which I didn't

106.   before. There was time when I would go,

107.   "What am I doing as an elementary teacher.

108.   It doesn't get any lower that this?" So I

109.   think it has really helped a lot, and that's

110.   good.

111.   We know the work experiences, but

112.   in what other ways has it helped you

113.   develop as a professional?

114.   Well, the confidence issue is huge. I don't

115.   think I would have done any, I can't even say a

116.   few, I don't think I would have done any

117.   of the other things I've done if not for the

118.   writing project. You know, Mary Jane and

119.   I have presented for project outreach at

120.   three of the national conventions. I've

121.   gone to Berkeley and sat there beside

122.   Kopac and Elyse. And gone like, oh,

123.   wow, I deserve to be here. Before, I

124.   wouldn't have thought I deserved to be in

125.   the same room as Donald Graves or

126.   someone like that. I don't know. It's just

127.   that confidence and those opportunities. I

128.   mean, I went twenty-five years in the

129.   teaching profession and didn't even go to a

130.   national convention. I didn't even know

131.   that opportunity was available to me. But

132.   through the writing project and funding

133.   and the desire, I've been able to do so

134.   many of those things now. So now I've

135.   forgotten the question. What was the

136.   question?

137.   **Has the OSUWP influenced your concept**

138.   **of what professionalism is?**

139.   Oh, yea. Because it's taken it out of that

140.   classroom, those four walls, and those

141.   children, which are the most important, but

142.   still I helped me see my responsibility

143.   beyond that, and that there is something

144.   beyond that. There are other teachers to

145.   connect with, from Alaska and Florida, and

146.   if you share ideas, it does help those

147.   children in that room. I wouldn't have

148.   had the opportunity or even thought

149.   about the possibility. This year my school,

150.   district, is paying for me to go to the

151.   International Reading Conference which

152.   I've wanted to do all my life but would

153.   never have attempted to ask for the funds

154.   or think me worthy.

155.   **So proving yourself and others**

156.   **acknowledging that. So, how do you see**

157.   **the leadership positions offered by the**

158.   **writing project besides just working as**

159.   **consultants. Do you see the opportunity**

160.   **to provide development for leadership**

161.   within schools and what are those

162.   leadership positions in schools, in your

163.   own school?

164.   Well, I think it has definitely.

165.   I think that is part of the responsibility once

166.   you've been through the writing project to

167.   me is something you've got to give back,

168.   to be a leader and to help others. One

169.   thing is to help others get to the writing project

170.   to have that experience. But in my school,

171.   with my intern teachers, I don't have a day

172.   now, I would say a minimum of three

173.   teachers come to me and ask for my advice

174.   or help with something. It is like that

175.   every day. It's like I'm in this role now of

176.   I will help you and I have expertise to help

177.   you. Now whether I do or not I don't

178.   know, but I know that's the role I'm in.

179.   But the writing project is the building

180.   model. To me that would be the minimum

181.   a teacher would achieve. But then, it's not

182.   just coordinators or presenters, you could

183.   go lobby in D.C. or just be in our

184.   individual writing project and do research.

185.   Just the connection with each other. I

186.   don't know how many times I've picked

187.   up the phone and opened my writing

188.   project directory and called somebody else

189.   for the connection to ask a question and

190.   find out something, to get their opinion.

191.   The listserv. Just being on the listserv. I

192.   mean anybody lurking in you're being a

193.   leader for. We were just chatting away and

194.   I don't even know what I said and Eileen

195.   used it for part of her English journal

196.   article. To this day I still don't know what I

197.   said in there. You know, it is this

198.   underlying and this overlying, this very,

199.   subconscious level and conscious level. I

200.   keep rambling on.

201.   Is there anything else you would like to

202.   tell me about the writing project and

203.   teacher careers?

204.   No, I just think it's changed my life and I

205.   think it can change anyone's" life, their

206.   professional life, and in ways their

207. personal life because I think it goes clear

208. through you. I will stay in it until probably

209. death. I have always thought that if I came

210. into money or something, I would leave an

211. endowment to the writing project. That's

212. how much I believe in it and what's it's

213. doing. I don't think there's enough

214. organizations out there that even value

215. teachers much less empower them, so to

216. me that makes it twice as important.

Appendix C

CONSENT FORM

A. AUTHORIZATION
    I, _Pat Mumford_____, hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees.

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

If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Pat Mumford_____
DATE _2/19/01_____   TIME _11:20_____ (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_____
DATE _2/19/01_____   TIME _11:15_____ (A.M./P.M.)

Appendix D

SCHOOL DISTRICT PERMISSION FORM

A. AUTHORIZATION

I, ___Janet Bassett___, hereby authorize or direct __Tracy Fredman__ to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS.

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to interview a teacher or administrator from one of your school sites and observe the school site. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

The teacher or administrator participant will be interviewed not more than two times for no longer than one and one half hours each time. Observations of the working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Only Tracy Fredman will view original data and conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants and teaching profession will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. UNDERSTANDING

I understand that participation in this study is voluntary, that there is no penalty for refusal to participate, and that the school district and its participant (s) are free to withdraw consent and participation in this project at any time without penalty.

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

I understand the research will not cover topics that could reasonably place school district or participants at risk of criminal or civil liability, damaging to their financial standing or employability or deal with sensitive aspects of behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
                    University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF SCHOOL DISTRICT REPRESENTATIVE _Janet M. Bassett_
DATE _2-23-01_   TIME _9-10:30_   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _____
DATE _2/13/01_   TIME _8:30_   (A.M./P.M.)

Appendix J

WP10   Ann

1   **Tell me about your experiences with the Oklahoma Writing**

2   **project.**

3   Since the summer institute?

4   **Yes.**

5   Well, certainly, going to the summer institute affected the way I

6   teach. I teach in the gifted program, so I'm not responsible for

7   teaching particular subject matter, so I get to choose. After the

8   summer institute, I incorporated many more things in my classes. I

9   go into classes and do writing workshops. I've done writing

10 workshop where I've invited gifted writers, teachers choose gifted

11 writers from their classes, to come in and join my kids, which is

12 interesting because some of them are better writers than mine. So it

13 has certainly changed this particular job that I have, and the other

14 thing it has done is that I've had the opportunity to go out and do

15 workshops on related issues and to co-direct the elementary level

16 writing camp in the summers. And the model for giving workshops

17 that I learned in the summer institute, I've instituted in my

18 workshops, in directing meetings and in my classroom. You know,

19 one third me, one third write or whatever the activity, and one third

20 share, and that's just really stuck with me. So, even in meetings I've

21 tried to use that also.

22 **What is involved in your co-directing?**

23   That is, there are two of us and we set the date, and we recruit

24   teachers to work with us, and then we plan the curriculum with those

25   teachers, and we use last years, or any year's evaluation that the kids

26   do, plus our own input, plus our own ideas, plus thinking that it's

27   time to change that particular format or idea. So it's curriculum

28   planning and a little bit of doing lunches, although somebody else

29   really does that so we help with it when they want it. So, it's

30   basically recruiting teachers, doing the up-front, organizational work,

31   planning the curriculum and carrying it out. It's fun.

32   **Now, how long have you been doing that?**

33   Since I started in the writing camp probably in '95 so probably co-

34   directing since '96, two of us did it.

35   **How has the OSUWP influenced your career or has it influenced**

36   **your career in any way?**

37   Well, as far as my career, it hasn't influenced me to change my

38   careers for instance, but it has led me in other directions like giving

39   workshops, which I had done some before, but not with the same

40   polish like maybe I do it now because of what I've learned, and

41   really opened me up to teaching writing because I didn't go into this

42   as a writer. I went into this as help, I need your help as a writer and

43   teacher of writing. So, it made me think a little, but only a little bit,

44   about going back to the regular classroom where I knew I could do

45   more writing, but there are many other factors that dictate that I

46   won't go back to the regular classroom. So...

47   **Clarify what your classroom is.**

48   I teach kids who have been identified as being intellectually gifted.

49   Since this is an elementary school and we have self contained

50   classrooms. I pull them out to come into my class at least once or

51   twice a week, depending upon their age. So they have a regular

52   teacher, a fourth grade teacher, or fifth grade teacher, and the whole

53   class might go out to the music teacher, to librarian, to the counselor,

54   and only those identified as LD go to that class, and those identified

55   as gifted come to me, according to the schedule, so I work with the

56   regular teachers because I pull their kids out.

57   **How do you as a teacher define professional?**

58   A professional is someone who looks at the job not just a job. It's

59   first of all a career, meaning this is what I want to do for the rest of

60   my life, either until I retire or until I find something else, but that

61   something else needs to be related to what I'm doing. And a

62   professional is someone who does what they should do for the

63   students, which means they are always learning, that they align

64   themselves in professional communities, like-minded people in this

65   field who talk about ideas and theories and so on, and I think most

66   professionals are life-long learners. I don't think it is just coming in

67   the day before the kids show up and doing your job and leaving.

68   There is a lot more involved. You talk to people, You read and you

69   go to conferences and you get to know your students well and you do

70   your best to meet their needs, which is what we're here for. And so

71   it's someone who considers this is not just a job but an opportunity.

72   **Would you consider the writing project one of these**

73   **communities?**

74   Absolutely, yes. There is no doubt about that. Because most of the

75   people at the writing project is what I would consider professional

76   and there is a lot of professional conversation, professional discourse.

77   You are not sitting around talking about what you are going to do

78   this weekend like you did in college. It is people who are interested

79   in being better and doing better in their profession and they want to

80   be with like-minded people.

81   **So, has the writing project influenced your concept of what**

82   **professionalism is?**

83   Yes. It was not the first sort of seminar, that's not the right word.

84   That wasn't the first program I had attended, but it was up until then

85   and still is the most extensive, I don't know of another word besides

86   program, it isn't an event. But it is a program. It is the most

87   extensive program I have attended. It has been the overarching

88   influence in my teaching. Partially because I think I gained personal

89   confidence because I did not go in as a writer or teacher of writing,

90   so I gained a lot of confidence there, but also just all of the

91   professional conversation. And when I went through the National

92   Board process, the writing project is all the through my professional

93   entry. I realized when I was writing that that everything started from

94   the writing project, and all these other things I had done, like doing

95   workshops out in the regular classroom and doing it in here and

96   having gifted writers come in and publishing things., and inviting

97   writers in. It all kinda came from that.

98   **Is there anything else you would like to add?**

99   The model of the National Writing Project,, is in part, teachers

100 teaching teachers.. And I think that is the best there is, not that you

101 don't want to bring experts in sometimes, but it's an affirmation that

102 we are the experts; we are some of the experts And we can teach

103 each other just as kids can teach each other. I think that model, in

104 fact other groups have used that model, and you hear people say,

105 "Oh, the writing project. I have always heard good things about

106 that." I think that it's because it is so professional, and it is teachers

107 teaching teachers, and it does get you involved, like I said just the

108 way we are suppose to do with our students, whether it's writing or

109 whatever subject it is. So, I feel very fortunate to be a part of it, and

110 it has certainly affected my teaching. It's not for everybody, not

111 everybody has gotten the same amount of goodness out of it, but I

112 think it depends on where you are in the head and all. But, for me, it

113   has been the most influential, professional development opportunity

114   that I have taken advantage of.

115   **What do you mean by "in the head"?**

116   Well, I think that some people go and either, there are other things

117   going on in their lives interfere. So four days a week all day long

118   gets bombarded by a lot of other things. No one is assigned to go to

119   these, so you have to want to go, but sometimes other things get in

120   the way. Or, it also depends on how intimidated you are as a writer,

121   if you're not such a writer, which is how I came in. And I'm

122   energized by a group, and we're certainly a group, and I'm such an

123   extrovert, but I suppose if you're not, you may not take to it. And it

124   also depends on who else is in a group. So, I think it is actually other

125   things besides the writing project that get in the way.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, _Beverly C. Riggs_, hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

If I need further information, I understand that I may contact the following people:
Researcher Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
      University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.
     I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Beverly C. Riggs_
DATE _2-28-01_   TIME _4:30_ (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _2-28-01_   TIME _4:30_ (A.M./P.M.)

Appendix K

WP4   Kathy

1   **First of all, tell me about your experiences with the Oklahoma**

2   **State Writing project, your working experiences with them.**

3   You mean what I do with them?

4   **Yes, what you do, what you've done.**

5   Edit the newsletter, I worked with project outreach, teacher

6   research, there's not much they've done that I haven't been

7   involved with in some way.

8   **How did you start out, what did you start out doing?**

9   I started out presenting. I was in the first class in '92. I wanted to

10   do writing project. In 1987, I applied to the OU writing project and

11   was turned down, which kills Claudette Goss. I found out what

12   happened. There were two applicants, one male, one female, me.

13   The male was Dale Watts, a dear friend to me. And Dale would

14   called me every weekend to tell me all about this fantastic

15   experience. And he called me in '91 and told me there was going to

16   be a writing project in Stillwater and maybe I should look into it,

17   and I just didn't. But in '91 I was the Tulsa teacher of the year and

18   went over to attend the Celebration of Teaching and they were

19   recruiting for writing project then. Kelly Ford asked me and told

20   me I should apply. And I said well the deadline is not very far

21   away, and he said they would hold it for me, and I just sweat bullets

22 because I was really worried about being accepted. And I got into

23 it. I did a lot of presenting that first year because the TC base

24 wasn't very big. So, there were very few of us, and I did a lot of

25 presenting, which I still really enjoy doing. Kelly was going to do

26 the newsletter, and that fell through. When that didn't work out, I

27 asked Joye if she wanted me to do it. So, I believe that has been my

28 major contribution. Mary Jane and I worked very hard to get the

29 writing project into Tulsa public schools. And we finally succeeded

30 through the classroom teachers association. We provided, Mary

31 Jane more than I did, persuaded the Tulsa Education fund to

32 underwrite a workshop, but our presence is still not real strong, but

33 at the elementary level it is really getting stronger.

34 **So, has the OSUWP influenced your career in any way?**

35 Oh, yes. I can't think of any way it hasn't. I went into the project

36 in '92 because I didn't, well I knew it was a neat experience from

37 Dale's accounting, but I knew things weren't going in my

38 classroom the way I wanted them to. It just didn't seem to me like

39 it was quite right. And when I got to the writing project, I found

40 out my instincts were right. I just didn't have the techniques I

41 guess to make my instincts work the way I wanted them to. So, I

42 came out with an arsenal of ideas in the, well absolutely the most

43 important part of the project is the network, because if you risked

44 something and it didn't work, you had a whole bunch of people

45 who had done the same thing and who said try this and maybe it

46 will work or try that and maybe it will work. And, coming out is

47 that teaching isn't safe, you have to take a lot of risks if you are

48 going to reach kids. And sometimes they work and sometimes they

49 don't, but you've learned either way, but in particular you've

50 learned when it doesn't work.

51 **I'm going to switch gears a little bit. How do you as a teacher**

52 **define professional?**

53 Intellectually curious, inquisitive, treating kids with respect and

54 dignity, never satisfied, always wanting to know more, always

55 willing to try something a little bit different because it might work

56 better. I guess that's pretty much it.

57 Has the OSUWP influenced your concept of what professionalism

58 is?

59 Oh, yes, very much. Well, the guy that was princpal of East Central

60 the year I was in the writing project, this gets to this question. I

61 came back and told James that he needed to visit the writing

62 project. And he happened to be on the OSU campus and so he

63 came. He only planned to stay an hour or two, and he stayed the

64 whole morning, and when he left, he said something to the effect

65 that you're not the only weird teacher in the state. I have always

66 been kinda, well there is no kinda about it, I have been out in left

67 field with my teaching practices for a very long time. I think that

68 the influence of the writing project has made me comfortable with

69 that, probably more than anything. Being an unconventional teacher

70 is okay because I've got a whole cadre of them now.

71 Going back to being that unconventional and everything and

72 working that in, do you see the writing project, I am stumbling

73 around here because I have an idea of what I want to ask you, but I

74 think back and you've answered that. About them promoting you

75 professionally, about developing what it is that you were looking

76 for, and you did that through curiosity and research. How did they

77 provide avenues for you to find that growth?

78 Just by being there, and by being part of it. Well, project outreach

79 came and I was curious about it. Well, for one thing, I just like

80 being around writing project and writing project teachers. So

81 whatever comes down the pike, I'm going to sign up for it because I

82 know it is going to make me grow as a professional, like English

83 language learners. You saw my sixth hour class, it looks like the

84 United Nations. I've got Pon from Thailand, although he was born

85 here. I've got Matt who is Mexican, and Si who is Mong, and

86 Rebecca who is Mong, but she isn't here anymore. Anyway,

87 English language learners, the sixth hour class is pretty proficient in

88 English, but I've got some other kids in other classes who aren't,

89 but language acquisition is language acquisition, and I've learned a

90 ton of stuff about how kids learn language, whether it's their first

91 language English or their second language is English. That's been

92 a real eye opener for me.   And then there's elementary teachers.

93 Gosh, I've stolen so many ideas from elementary teachers that I've

94 lost count. There isn't very much at any level that one teacher can't

95 take and adjust and make it work at the second level. A lot of what

96 writing project has given me is the how to teach. I mean I'm pretty

97 confident in my content area. I think that the uncomfortable feeling

98 I had in '92 when I went is that I knew literature, and I knew

99 English, and I knew composition, but the uncomfortable feeling

100 was the how. And at that point, I was considered a good teacher,

101 and I was. But just this nagging little feeling that my how just

102 wasn't quite on target.

103 **So, what have you done with project outreach?**

104 I worked with seven Tulsa teachers for the information gathering,

105 and I helped to sort out and categorize the information. I wasn't on

106 the traveling team. That was the year that East Central got the

107 Apple grant and I was in California at the same time. Right now, I

108 guess you would call me the scribe more than anything else. I did

109 some presentations in Weeletka, and some of that, but now in

110 Berkeley, what the National Writing Project is doing a series of

111 monographs, professional development monographs. And I'm

112 writing about the Marshall plan, the professional development

113 writing camp for kids model that developed out of Marshall and

114   gone to Cooper, and Pat Henry in Lawton's done it, and that's why

115   I was in Berkeley.

116   So that's an extension of project outreach, what you learned from

117   this and what you are writing on now. So, it's ongoing and you've

118   done consulting, but you've really gotten it in print for others to

119   learn and read from. That's your contribution now, isn't it?

120   Yea.

121   Is there anything else that you would like to add?

122   Sometimes in this building it's isolating, because I am so far out

123   and so far away it's like a prophet in his own country. Most of my

124   English colleagues have no clue about what I do on the state or

125   national level. They kind of know what is going on in my

126   classroom and they think it is really strange. But I knew, we had a

127   long talk about this when we came out of the summer institute. At

128   that time I had just written a National Geographic article about a

129   guy who had gone down to the rain forest and he wanted to stop the

130   deforestation, so he bought a plot of land and he lived there and just

131   let the rain forest grow up around him. And his crops started

132   getting better and better. Then people will come to me and ask,

133   "How did you do it?" It's about risk taking. OSUWP gives you

134   confidence to take risks and provides a support system out there to

135   do it with. It gives you the confidence to turn lose and give up

136   control. The writing project has taught me to say, "OK, Faith, give

137   up control." It is really hard to separate the writing project from my

138   teaching career or my professional development. Project outreach

139   made me aware of professional development and teachers taking

140   control of their professional development. Every piece of the

141   writing project has affected me directly.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, ___Eileen Simmons___, hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places to assure confidentiality, and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees, therefore assuring confidentiality.

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

If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.
I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Eileen Simmons_
DATE ___1-31-01___ TIME ___11:40___ (A.M(P.M.))

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE ___1-31-01___ TIME ___11:40___ (A.M/P.M.)

Appendix D

SCHOOL DISTRICT PERMISSION FORM

A. AUTHORIZATION

I, __Geoffrey Wilbur__ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to interview a teacher or administrator from one of your school sites and observe the school site. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

The teacher or administrator participant will be interviewed not more than two times for no longer than one and one half hours each time. Observations of the working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Only Tracy Fredman will view original data and conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants and teaching profession will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. UNDERSTANDING

I understand that participation in this study is voluntary, that there is no penalty for refusal to participate, and that the school district and its participant (s) are free to withdraw consent and participation in this project at any time without penalty.

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

I understand the research will not cover topics that could reasonably place school district or participants at risk of criminal or civil liability, damaging to their financial standing or employability or deal with sensitive aspects of behavior such as illegal conduct, drug use, sexual behavior, or use of alcohol.

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
                  University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF SCHOOL DISTRICT REPRESENTATIVE _____
DATE __1/31/01__   TIME __12:20__   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _____
DATE __1-31-00__   TIME _____   (A.M./P.M.)

Appendix L

WP10   Vicki

1   **Why don't you tell me about your work experiences with the OSUWP.**

2   You mean since I've finished?

3   **Yes, since the institute.**

4   I've done quite a few presentations at OCTE. I did a three day institute at

5   Lake Murray that the State Department put on. That was very interesting.

6   I've gone to a few schools. I've gone to Clinton for Linda and did a couple

7   of deals on writing, my writers workbook and portfolio and one evening

8   about writing workshop. Then I went back because they wanted to do

9   portfolios, so I went back later and just concentrated on portfolios. I've

10   done things for the writing projects, some of their events.

11   Now I know you are working on this grant. Tell me a little bit about that.

12   It is funded by the National Endowment for Humanities and the Kinesaw

13   Mountain Writing Project and the Kinesaw State University actually got the

14   grant, and according to the lady in charge of it they had submitted this grant

15   and the National Endowment of Humanities actually got back with them

16   and said we have this concept we would like to try with a grant sometime

17   we would call the pilot teachers. You will include other teachers around

18   the country to work with you, and we believe that you're grant is one that it

19   might would work with. Something we would like to try out. Susan's

20   grant had not been funded yet, so she said, Yea, sure we'll do it. They

21   picked up some teachers around the country. But it has changed because

22   there is one in California, one back East somewhere, and one in Nebraska.

23   I think there is four or five of us, but it has changed some because some had

24   to back out of it. And she knows Joye and contacted Joye about it, and she

25   put out an email out to us and I get so excited about Southern literature. I

26   just thought working with people from Georgia, wow, and I didn't even

27   know if it included southern literature. I just wanted to do it. She asked me

28   if I would actually want to be one of the pilot teachers, they needed a

29   group, and of course I said yes. It is called, "Keeping America's

30   Communities." It is fairly broad-based. Some of the things we've worked

31   on deals with communities, how do we build them and how do we keep

32   them. Of course they wanted a group from Oklahoma involved because

33   they looked at the Cherokee removal because such a large part of the

34   Cherokees from Georgia wound up here in Oklahoma. So, since they

35   started there and ended here, they did want to include somebody. So we've

36   spent some time looking at that. When I visited there, we went to one of

37   their history museums, and they had a Native American exhibit we looked

38   at. They have five, and I don't know the five names, but one was

39   misplaced communities and rebuilding. They've got one group looking at

40   suburbia and what that has done and cultivating homelands and the

41   farmland. They tried to pick people with a rural area and would be around

42   that. We've talked a lot about place and community, and I've noticed with

43   my kids, since we started talking about it, that most Oklahoman's don't

44   have a good image of Oklahoma, and my kids didn't either. Who are we?

45   When I'd ask that. Texans are always proud to be Texans. You don't see

46   that just a whole lot in Oklahoma. That has always fascinated me. I would

47   then say, "Where are we?" Are we North, South, Southwest, and I would

48   have all kinds of answers. I would get the answer, "We're in the

49   heartland." I would have all kinds of answers. We don't even know where

50   we are. I got tickled over the holidays when we had an all-star football

51   game and we were on the north side. So, they put us wherever we fit their

52   need. Southern Living calls us southern because they want to sell us a

53   subscription. In a footballl game, it's wherever they need some players.

54   I've just always been interested in looking at that. One of the poems I've

55   put up over there is "Where am I from?" We read it and it talks not just

56   about being from Oklahoma, but who you're family is and from braces and

57   sleepovers. My kids have had so much fun doing this. So they've really

58   looked into investigating. We've also hooked up with a teacher from

59   Georgia and my kids emailed them. That was very interesting. She wanted

60   us to do stereotype essays to begin with, but my kids said they couldn't

61   think of anything to write about Georgia. They would say, "They're just

62   like us." I literally could not, "Well, what about southerners?" "Well, they

63   are just like us." Well, they had no problem writing stereotype essays, and

64   my kids were very angry. Because we didn't know these people. They

65   came over with, you know, everybody drives a truck, you probably have to

66   get up and do your chores before you come to school in the pickup, and

67   everybody drives a tractor. They had all these ideas about us that were so

68   off base because most of these kids haven't been out of Oklahoma City.

69   Some of them didn't like doing it. They said I'm only turning this in

70   because I have to and it has to be stereotype, and some did enjoy it and

71   probably went to far in it. It was interesting to see my kids reaction

72   because they did get very angry. We were talking about building

73   communities via email, which is where we were headed doing human

74   interaction. In the beginning, some them were saying no, I'm not getting on

75   that thing, we don't need human interaction to be a community. But in the

76   end, they said, Oh, I don't know. They realized what they did. They didn't

77   understand each other. They wound up getting into some verbal wars over

78   the internet, and some of it got kind of ugly, but there were no faces or

79   anything. So that has been very interesting part of it. I'm going back this

80   summer. They've asked the pilot teachers to come back. I thought it would

81   be just a one trip thing. But they're going back. They've asked us back.

82   They wanted me to come back because I've done more than any of the

83   other pilot teachers. It's really taken a lot of time in my classroom, but it

84   has been an amazing thing for these kids to think about, who they are and

85   where they come from and their community. And after first semester, I saw

86   what happened this semester or this term, because we are on block. I

87   wanted these kids to connect with the small town, and that's when I put out

88   the deal (the request on the listserv for a small rural classroom to partner

89   with) because they had no idea about how most of the people in their state

90   lived. So, for them to talk with these kids who had 125 in their whole

91   school and some of their activities. They said, "Gah, it's like they're in

92   everything." And I said, "You guys, they have to be. It's not unusual in

93   small schools to see the quarterback go over and take his pads off and strap

94   on a drum and play in the band at halftime because they need everybody

95   and everybody pitches in." So that part of it was very interesting. Just them

96   learning about their own states.

97   **Now what's the name of this grant?**

98   Keeping and Creating America's Communities.

99   **And it's linked through the writing project?**

100   They, she is using, Sara is using people in Georgia who haven't necessarily

101   gone through the writing project, but she found her pilot teachers going

102   through the people she knew in the writing project. So most all the pilot

103   people are writing project, and it is based upon writing.

104   **So, it's a kind of network?**

105   Yes, and it's based upon writing project principles. If you want me to I will

106   send you an overview of it. And it does tie in, even though some of the

107   people involved haven't been to the writing project, most have, but she

108   wanted some history people and they didn't have enough, and she went out

109   and found some people she had had in class there at Kinesaw. So, it's

110   (Writing Project) in everything we do.

111   **So this Susan has been through this Georgia Writing Project?**

112   Sara is the director of the Kinesaw Mountain Writing Project at Kinesaw

113   State University. She's the director of that writing project. I don't know if

114   she's chair of that department, but she teaches there and she has her Ph.D.

115   and all that. So she set it up. Everything we do is reminiscent of the

116   writing project. That's pretty much how she's got it based.

117   **Neat. Now, has the writing project influenced your career as an**

118   **educator in any way?**

119   Yes, I'm still teaching because of the writing project.

120   **Why do you say "still teaching"?**

121   Because I was at the point where I didn't know how much longer I would

122   teach. I had hit so many walls, and I didn't think I could teach the way I

123   wanted to teach because of the school. My department was even to the

124   point of telling me how to teach writing, which was a formula. And I

125   couldn't do this because I'm a writer, I come from a writing background.

126   And I really didn't think I had another alternative. And since I had only

127   been here at the time, I thought it must be like this everywhere. I hadn't

128 really investigated to check at other schools, and I just really didn't think I

129 could do it much longer. I would come up with some ideas and they were

130 like "you can't do this" and acted just absolutely shocked, like that can't

131 happen.

132 **How long ago was that? When you went to the writing project?**

133 In '98. So I was just literally at the point where I just, I just didn't think,

134 and literally it has changed the way I do everything. I had all these ideas in

135 my mind but didn't think I could do them because they were just too...

136 And when I went to the writing project, everyone was like "Great idea!

137 That could work, try this. Here, read this book." It was like, "Oh my gosh."

138 It empowered me, and I didn't care what they said. And believe me they

139 are still talking and some that still think I'm crazy. It literally caused a

140 divide in my department, me going to the writing project. But now I think

141 it is healing it. Because people have noticed. I've been doing it long

142 enough, I have not changed, it was not a fluke, my kids are talking about,

143 and other people are trying it and some of the things I've done. So it's like

144 now people are coming back together. So, it's centered around all this stuff

145 I'm doing. So, I was kind of like a pariah that first year. When I added

146 these tables? Oh, my gosh. I got them right before school started, and when

147 we were up here on one of our work days, one of the older teachers who

148 was kind of a thorn in my side, came to my door and literally screamed,

149 "Where are your desks? They're gone!" I mean they could all hear, the

150 lady next door came over laughing and said, "Barbara, where are your

151 desks?" So, just even to this, let alone the way I taught, the way I had

152 things arranged literally blew their mind. But, I don't think I do anything

153 the same anymore.

154   **How do you as a teacher define professional?**

155   Wow……..I think the word, I hate the word serious, but the people who

156   have taught a while and are serious about what they are doing. To me, first

157   of all, I believe teaching is a calling. And to me, I would say to good

158   teachers it is a calling. To me also, teaching is not a job. So you have to be

159   serious about what you are doing. What I mean about that, to be

160   professional, first of all, you have to care about your kids. You do

161   everything you can to make yourself better. You don't walk in this door at

162   7:30 and walk out at 3:15 and never go to anything the kids do or never go

163   to anything other than what you are absolutely required to do, that has to do

164   with the job you do. A professional teacher is constantly learning. They

165   never say, "I've been a teacher for twelve years now and there's nothing

166   else I can learn." So, there's a seriousness about your job if you are a

167   professional. There is also a certain amount of moral character that goes

168   into that. I know there are people who would debate me about that, but I

169   know how kids look up to teachers. I know what we mean to them.

170   Teachers who aren't professional about it, they don't care. I could just go

171   on and on. It isn't easy for me to define. And I'm kind of opionated about

172   it as you can see. And it's not easy to be a professional, I don't think. You

173   have to work at it in this particular profession.

174   **Has the writing project influenced your concept of professionalism?**

175   Yes.

176   **In what ways?**

177   Because I met people that this is serious business with them. And up until

178   then, I had been around a lot of people who thought of it as just a job. Even

179   though I would get angry when people would refer to us as blue collar or

180   something, and not that we weren't professional, I don't know if someone

181   would have pushed me on it, that I would have agreed because I didn't see.

182   I came from the business world, journalism. I don't think I would have

183   agreed that there were people out there who thought that this (teaching) was

184   a serious business to them. That is was okay to like what you did, and it

185   was okay to like your kids and it was okay to care about what they did and

186   how they did. So, yea, it changed it a lot, so far as the teaching, it changed

187   my opinion and how I looked at it. I met people who were professional. It

188   was their life's work.

189   **You said there were "obstacles out there" for people who wanted to be**

190   **professional and "people had to work at it." What are some of those**

191   **obstacles?**

192   Opinion, the naysayers, the ones who say you can't do that. The people

193   who want everything to be done the same old way whether it works with

194   today's kids or not. Sometimes there are administrative obstacles that you

195   have to convince and work around. I haven't, there might even, with the

196   way that I do things, be problems with funding. To do reading workshop,

197   to do it right, you have to have a wide selection of books. I 'm very

198   fortunate at this school, because we have tons of paperbacks for kids to

199   choose from. I know at some schools, kids don't have that choice. I think

200   that would an obstacle in some cases. Thank goodness I don't have to face

201   that one. And around every corner there are people who don't want you to

202   succeed in anything you do. I am a little bit surprised about how

203   competitive teachers can be sometimes. They don't want the kids to like

204   you better than them, you still have all that. I am still a little surprised. I

205   haven't really had too many parental conflicts. I have had some people,

206   and I don't mind questions. They can come question me all they want. At

207   these schools, a lot of people are here because the schools are good. So if

208   their kids are liking it and going for it, I've had more parents come to me

209   and say they like English, they love your class, and they haven't ever liked

210   it before. I've heard that more often than not. So, I really haven't had

211   problems with parents. I haven't had parents as an obstacle, but I'm sure in

212   some communities it might be.

213   **Is there anything else you would like to tell me about the writing**

214   **project or teachers or you?**

215   It sustains me. The continued, having been there, for me to go back for

216   doses because when you get out in the real world with the negativity and

217   some of the things, and you just some times need that reassurance that you

218   are doing the right thing and it's okay to be doing what you are doing. The

219   positiveness of that program and the people in it. I look forward to

220   participating in things where I know that writing project people are going to

221   be in. I make it a point to do it. I don't do everything, but a couple of

222   times a year I really feel I have to go and do some writing project stuff

223   because it is really what keeps me going. It's vital to me to keep going

224   with it. I'm glad it's not a program that turns you loose and says goodbye

225   and we'll never see you again.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, _Barbara Houry_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees.

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

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State
                  University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Barbara Houry_
DATE _4-26-01_   TIME _1:00_   (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _4-26-01_   TIME _12:55_   (A.M./P.M.)

Appendix M

WP6   Mary Jane
        Fahey
                                                          OSUWP Co-director &
In-service director

1   **What are the career opportunities of OSUWP teacher**

2   **consultants?**

3   That we can provide them through the writing project?

4   **Yes.**

5   We are trying to find more and more different ways to involve

6   teachers in different things. But part of it would be for them to go out

7   and do presentations at schools across the state. And with the State

8   Department. We also provide teachers to work with the State

9   Department of Education. We are currently doing work with a school

10   in Lawton which has a CSRD grant, Pat Henry. So, we have teachers

11   there working as writing teachers in residence. This is a new

12   experience. We are working with two elementary schools in

13   Oklahoma City, Martin Luther King and Longfellow. We have just

14   started doing the same thing there too. It is more of a longterm

15   relationship. I think our teachers tend to see the benefit to going back

16   to someplace again and working with the same teachers and that it can

17   have more of an impact on those teachers or those kids than if we just

18   send them to one place one time. That is part of what we can do for

19   them. A lot of our teachers have worked with the national writing

20   project on different studies and different grants. We've done

21 everything from project outreach to the study we're doing now on

22 third grade writing assessment. And they just seem to pop up and

23 come along. We've two groups working on books right now. Eileen

24 Simmons is working on a piece, and Pat Mumford and I are working

25 on a chapter for another book on community involvement. So, we are

26 using the Kamper and Price model for that. What we try and do is try

27 and find as many ways to keep people involved professionally and

28 give them lots of different chances to try different things. Some

29 people don't really want to go out and do presentations. That's just

30 not really their thing. We try using them as mentors sometimes

31 through the summer institute. Usually one of our co-directors is in a

32 position that we just bring someone new in to give that chance to be

33 in a role of leadership to see what that is like. We use mentors with

34 the summer institute. Again, these are paid positions. Oh, the council

35 is another way that we involve people professionally. We have

36 people who serve on that; it is a decision making group. We have

37 people who go to writing retreats across the nation. We just have

38 them doing a lot of different things, as well as research. We are doing

39 a lot of research right now.

40 **Now, these are all classroom teachers? They are able to do all**

41 **that without leaving their teaching?**

42 Well, the same person is not doing the same thing. We have a large

43 group of people working on a lot of different things, but I have a

44   really large group of people working this year on a lot of different

45   things, so we're giving lots of people a chances to try these things.

46   It's really exciting. It's fun to do.

47   **Does the OSUWP influence its teacher's careers in any way?**

48   I think it does. I think it gives them a sense of being more

49   professional than what they were because of who they are working

50   with in the writing project with what they are doing. But I think it

51   builds their self-esteem as teachers. Sometimes some of us in the

52   writing project do things a little bit differently than other teachers in

53   the building, and so we don't always have the support we need from

54   the people we work with. But yet we've developed a really strong

55   support system for everyone who teaches pretty much the way we do

56   and teaches with pretty much the same philosophy in education that

57   we have. I can't remember the rest of the question.

58   **Oh, I asked if the writing project influenced the teachers' careers.**

59   Oh, I think it does. I think it leads them into leadership in their

60   buildings, maybe to start with. Mary Lasoncy and Pat Mumford have

61   really worked hard with the camps in their buildings, and that has

62   been a role of leadership with them. A lot of the different things, with

63   the summer institute, we develop leadership in a lot of different ways

64   that it does do that. I was trying to think of some more specific

65   examples. …Several years ago I was in the first group of exchange

66   teacher consultants. I went to Michigan State, and I look back at that

67   point in time, and I was co-director at that time, but I was presenting.

68   And I think that was a turning point and it was an opportunity

69   provided by the writing project. And after that, I felt more capable of

70   taking on different roles of leadership. And finally doing what I'm

71   doing now. And it's done that with me, and with other people in

72   different ways. Maybe not so much that they're working for the

73   writing project, but yet we are building leaders. I think that's a real

74   good thing.

75   **What do you see as leadership roles in the schools?**

76   I think sometimes when they take on different jobs that they may not

77   have done before in the school. Such as, up at Cooper we have Ron

78   Brown who just this last summer was a summer scholar and he's now

79   in charge of staff development at Cooper and is working with the

80   other teachers in the building now. I truly think that that was

81   leadership growth on his part because he's been in the building for

82   five or six years and would not have done that before. So I think it

83   gave him the self-confidence to go ahead and do some of these things

84   that he would not have otherwise. Again, writing grants, trying for

85   different things, and trying to get camps in their buildings, and then

86   sometimes it's just being the teacher next door and helping somebody

87   you teach with who is really struggling. They come to you and you

88   then become their metor. Just, you know, helping. And then again

89   that is another leadership role, not one that is specifically defined but

90   yet one that that person possibly see; I see it as a role; I don't know if

91   other people would see it as one.

92   **We are going to switch gears a little bit. How do you define**

93   **teacher professionalism?**

94   …..I think a teacher who exhibits professionalism. I am going to go

95   through that way, to give specific examples rather than just a

96   definition of teacher professionalism. I think a professional teacher is

97   a very caring teacher, no matter what grade you teach you care that

98   your students learn. And in elementary schools, we care that they are

99   fed and that they have clothes and all of those things have to happen

100   because before the kids can learn, they have to have certain basic

101   needs met, and I've always taught in low income schools, and

102   something I think very important to a teacher. I think it's a person

103   who stays up with research and with what is happening in

104   professional development and is reflective about what they try that is

105   new and doesn't just go in and try the newest thing because it's the

106   newest thing, but thinks about it beforehand and then reflects about it

107   afterwards if they did try it because some of it is very good and some

108   of the types of stuff you can get aren't very good. And you need to be

109   reflective to think about that, to be a professional, you need to do that.

110   You need to belong to your organizations. You need to be an active

111   participant in your building and your district. You need to be

112   responsible for your teaching, your children's learning, and your

113   growth as a teacher........Let's see what else I can think of......It's such

114   a broad subject. I think you need to be willing to help other teachers,

115   to do a lot of the things that just need to be done in a school building

116   or a school. You need to go to the school board meetings if you can..

117   so you'll know what is going on in your district because your voice

118   can be heard, and if you don't keep up with that, things can happen

119   sometimes that you could keep from happening.

120   **Let's go back to teacher leadership. You told me the**

121   **opportunities these teacher consultants have to lead. How does**

122   **the OSUWP offer them the opportunities to do that? How do**

123   **they develop that?**

124   Well, I think it starts out kind of small. It's just like we start other

125   things out. The people who stay active are usually in a group or doing

126   research or present for us, there are many different ways to stay

127   active. And the ones who really want to be involved tend to be the

128   ones that we look at to start in leadership roles, and we try to start

129   them in something small. Like maybe you would be in charge of a

130   small project and then give them all the support we can and help from

131   those of us in the office or from those of us who have done it before.

132   And if they enjoy that and like that, usually if you are successful at

133   that and you've had good support, you tend to want to do something

134   else as well. We do a lot of inviting. We invite people to take part.

135   Sometimes we invite them to be part of a group or committee, and

136   then from there we invite them to chair the committee. I think that is

137   something we do well, to give people a lot of chances to be start being

138   leaders. Sometimes people are already leaders when they come to us,

139   very much so. It just depends on that person. Some people are just

140   thrilled when you ask them, and they say, "Oh, yes, I'd like to do

141   that." And sometimes it takes a leap of faith on that person's part. I

142   know when I went to Michigan State, and that was really a big thing

143   because I was gone for two weeks at their summer institute. But I

144   trusted Joye completely and I knew she wouldn't put me in a position

145   unless she felt like I could do it and that would be a safe place for me

146   to be and I could learn. And I think that's part of what we (OSUWP)

147   build into this, that people trust us because we are supportive. We try

148   not to put people into positions where we think they are going to have

149   problems or fail. It's just, part of it's nurturing along, everyone needs

150   a little bit of support and nurturing when they are trying new things.

151   When you are expanding what you do or capable of doing. Ten years

152   ago I would never have thought I would have this job. I mean, I have

153   always thought I was a good teacher, and I thought I would always

154   teach and not do anything else. So by going to the writing project and

155   very slowly doing different things, being in charge of workshops and

156   then series of workshops. Gradually, then I built up to this.

157   **Well is there anything else you could add that I haven't asked**

158   **that you think would be important to know?**

159   I think one of the things that we have to look at with the writing

160   project is that it is all of us as a group and not any one or two people.

161   We've gotten big enough now that we have so many very capable and

162   dedicated teachers that are TC's (teacher consultants) and we are

163   trying to look at new ways to share the leadership, even more so than

164   we have in the past. And with me going back to the classroom, even

165   though I'll still be doing in-service, I'll be setting it up and visiting

166   the districts and stuff. We'll still need other people to do other things.

167   And so I think we will start to expand things even more, the

168   leadership roles. And I think that is one of the big things with the

169   national writing project. That's the whole goal is to expand and give

170   more people the opportunities, because that goes back to showing

171   professionalism in teaching is when you begin to expand your

172   horizons and see different things and do different things.

Appendix C

CONSENT FORM

A. AUTHORIZATION
    I, _Mary Jane Fahey_ , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS
    You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers; if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

    You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

    It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

    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 participants cannot be identified directly or through identifiers linked to respondents/interviewees.

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

    If I need further information, I understand that I may contact the following people:
Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042, telephone (405) 744-8017
Research office Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

    I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE _Mary Jane Fahey_
DATE _2/19/01_   TIME _10:00_   (A.M./P.M.)

    I have personally explained all elements of this form to the respondent before requesting the participant to sign.
SIGNATURE OF INTERVIEWER _Tracy Fredman_
DATE _2-19-01_   TIME _10:00_   (A.M./P.M.)

Appendix N

WP8   Dr. Gretchen Schwarz
                                                 OSUWP Co-Director

1   **What are the career opportunities of writing project**

2   **teachers, Oklahoma State Writing Project teachers?**

3   Through the writing project?

4   **Yes.**

5   Through the writing project, things that I know of, include

6   the summer writing camps for kids, they have really taken

7   over being directors of the summer institutes. That is

8   pretty much entirely theirs now. They do renewal

9   meetings. They can help setup writing project consultants

10   and in-service meetings all over the place. They do in-

11   service meetings, or staff development. They present at

12   conferences like NCTE, and particulary with the writing

13   project, but also outside that, those perameters. They also

14   do some interesting grant work, special projects. So, they

15   have become very proficient with grants.

16   **Now you said, "they" have taken over the summer**

17   **institutes, in relation to who use to do that.**

18   Well, there use to be a more active role for university

19   people in it. But now, somebody like me might hang

20   around the edges, but they really run it.

21   **Does the OSUWP influence its teachers' careers in**

22   **anyway?**

23   Definitely. We certainly have a lot of people who have

24   gone on for graduate work. Many have gone on and

25   finished their doctorate for example. People have done all

26   kinds of things. Diana Buck has gone on to be a

27   curriculum consultant here in Tulsa. They have gone on to

28   publish things. They do presentations. They have become

29   active in other presentations. And I think a lot of them

30   have reported improvement in their own classrooms, which

31   is certainly worthwhile.

32   **Do you see a difference in teaching as a career or**

33   **teaching as a job? Do you think there is a difference or**

34   **that teaching is one or the other?**

35   Yes, it can be a job. But if it is just a job, then you don't

36   probably get the highest quality commitment to that.

37   People who think of it as a career, profession, a calling, or

38   vocation, sort of into it more heart and soul and are more

39   likely to advance in self-reflection and constantly trying to

40   improve their practice and so forth.

41   **What do you see as leadership roles in schools for**

42   **classroom teachers?**

43   Well, there is a department head, at the secondary level.

44   At the elementary level, they probably have people who

45   head up groups of grade level people. There are also all

46   sorts of committees. One of my students is going to take

47   over being the professional development person in her

48   district, and that is in addition to her classroom duties.

49	There are improvement committees, curriculum
50	committees, leadership in curriculum development,
51	leadership in self-improvement of various kinds, and of
52	course there are administrative jobs of different kinds.
53	People can become assistant principals, principals, assistant
54	superintendents, and superintendents, and so forth.
55	**Do you still see that as a career in education? Some**
56	**people don't.**
57	Yes, but it is different. It's a good thing that good people
58	do it, but it isn't the same as staying in the classroom. So
59	leaderhship roles in the classroom would be mentor
60	teachers, cooperating teachers for students teachers are
61	important roles and these kinds of roles are emerging more.
62	**Do you still see the administrator role as a career in**
63	**education?**
64	Yes, it is still a career in education, but just not in the
65	classroom.
66	**How do you define teacher professionalism?**
67	It's part of that sense of calling or vocation, but it doesn't
68	have to be a spiritual thing. It's more of a commitment.
69	It's a sense that you have to be a lifelong learner, that you
70	never arrive; you are always working to learn and improve.
71	There is an ethical sense if you are really a professional.
72	You know that what you do affects people's lives. There is
73	a moral dimension to it as well, more than just fulfilling a
74	job. There is also a sense of responsibility to students,

75   parents, the public, to the ongoing work of democracy in

76   America. It is really a pretty heady position when you

77   think about it.

78   **Is there anything else you would like to share about the**

79   **writing project, teaching or teachers?**

80   I am trying to think if I missed anything that teachers do?

81   There are so many things, and there are new roles

82   emerging so that teachers who like working with kids don't

83   have to leave the classroom. I think that's important. The

84   writing project should probably put more political pressure

85   on schools to think of ways to use time and resources so

86   that more teachers can do those kinds of things, like teach

87   half a day and work on curriculum, or even take a

88   sabbatical. Those kinds of things we have at the university

89   don't really exist in the public school and they should.

Appendix C

CONSENT FORM

A. AUTHORIZATION

I, *Kretchen Achuma* , hereby authorize or direct <u>Tracy Fredman</u> to perform the following treatment or procedure.

B. DESCRIPTION OF RESEARCH AND ASSOCIATED RISKS/BENEFITS

You are being asked by Tracy Fredman, an Oklahoma State University doctoral student who is working on her qualitative research dissertation—Career Directions of Oklahoma State University Writing Project (OSUWP) Teacher Consultants—to be interviewed about your role. The purpose of this research is to understand the beliefs that OSUWP teacher consultants have about teacher careers, if the OSUWP has had any influence upon the careers of these teachers, and what OSUWP teachers' concept of professionalism is.

You, the participant, will be interviewed not more than two times for no longer than one and one half hours each time. Observations of your working environment will also be written down. Grand tour or main questions asked have been formulated according to the needs of the study. Followup or additional questions will be asked according to the information revealed in the interview. Tracy Fredman will transcribe the interviews verbatim using pseudonyms for proper names and places and interviewees will view their own transcripts and approve them. These pseudonyms will be used in all discussions and in all written materials dealing with the interviews and observation notes. Tracy Fredman will conduct the interview analysis. All transcripts, tapes, and observation field notes will be treated as confidential materials and kept secured during and after the research study is complete.

It is the plan of the research that the participants will benefit from this interview process by learning more about themselves as educators and/or OSUWP participants. Lastly, no interview will take place unless this signed consent form has been completed.

C. 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 project at any time without penalty.

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 participants cannot be identified directly or through identifiers linked to respondents/interviewees.

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

If I need further information, I understand that I may contact the following people:

Researcher   Tracy Fredman, 255 Willard Hall, College of Education, Oklahoma State University, Stillwater, Oklahoma, 74078-4042; telephone (405) 744-8017

Research office   Sharon Bacher, IRB Executive Secretary, 203 Whitehurst, telephone (405) 744-5700.

I have read and fully understand this consent form and sign it freely and voluntarily.

SIGNATURE OF INTERVIEWEE *Kretchen Achuma*

DATE 2/19/01   TIME 2:00 (A.M./P.M.)

I have personally explained all elements of this form to the respondent before requesting the participant to sign.

SIGNATURE OF INTERVIEWER *Tracy Fredman*

DATE 2/19/01   TIME 1:55 (A.M./P.M.)

Appendix O

Oklahoma State University
Institutional Review Board

Protocol Expires: 12/4/2001

Date : Tuesday, December 05, 2000   IRB Application No   ED0155

Proposal Title: CAREER DIRECTIONS OF ACTIVE OKLAHOMA STATE WRITING PROJECT
TEACHER CONSULTANTS

Principal
Investigator(s) :

Tracy Fredman   Gretchen Schwarz
255 Willard   255 Willard
Stillwater, OK 74078   Stillwater, OK 74078

Reviewed and
Processed as: Expedited

Approval Status Recommended by Reviewer(s) : Approved

Signature : *Carol Olson*

Tuesday, December 05, 2000

Carol Olson, Director of University Research Compliance   Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications
to the research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office
MUST be notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited
and exempt projects may be reviewed by the full Institutional Review Board.

VITA

Tracy Ann Hudgins Fredman

Candidate for the Degree of

Doctor of Education

Thesis: CAREER DIRECTIONS OF ACTIVE OKLAHOMA STATE UNIVERSITY WRITING PROJECT TEACHER CONSULTANTS

Major Field: Curriculum and Instruction

Biographical:

Personal Data: Born in Amarillo, Texas, On February 27, 1964, the daughter of Gary Don Hudgins and Betty Ann Driver Hudgins.

Education: Graduated from Burns Flat High School, Burns Flat, Oklahoma in May 1982; received Bachelor of Arts in English Education from Southwestern Oklahoma State University, Weatherford, Oklahoma in May 1986; received a Master of Arts with a major in English Education at Southwestern Oklahoma State University in July 1990. Completed the requirements for the Doctor of Education degree with a major in Curriculum and Instruction at Oklahoma State University in December, 2001.

Experience: Taught public school junior high language arts for one year in Elk City, Oklahoma; contracted as substitute teacher for one year; taught secondary English for nine years in Wellston, Oklahoma; taught three years of junior and senior honor and advanced placement English at Chandler, Oklahoma; employed by Oklahoma State University as a graduate teaching assistant in the School of Curriculum and Educational Leadership, 2000; presently employed by the Oklahoma State Regents for Higher Education as the Title II Oklahoma Teacher Enhancement Program Coordinator.

Professional Memberships: American Association for Teaching and Curriculum, Oklahoma Association for Teacher Educators; Oklahoma English Council for Teachers of English, National Council for Teachers of English, Oklahoma State University Writing Project, Phi Delta Kappa International.