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GRADUATE COLLEGE

A STUDY OF PRACTICES THAT SUPPORT SCHOOL IMPROVEMENT THROUGH STAFF DEVELOPMENT IN DODDS-EUROPE SCHOOLS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF PHILOSOPHY

BY
RUSSELL S. CLAUS
Norman, Oklahoma
2001

A STUDY OF PRACTICES THAT SUPPORT SCHOOL IMPROVEMENT THROUGH STAFF DEVELOPMENT IN DODDS-EUROPE SCHOOLS

A Dissertation APPROVED FOR THE

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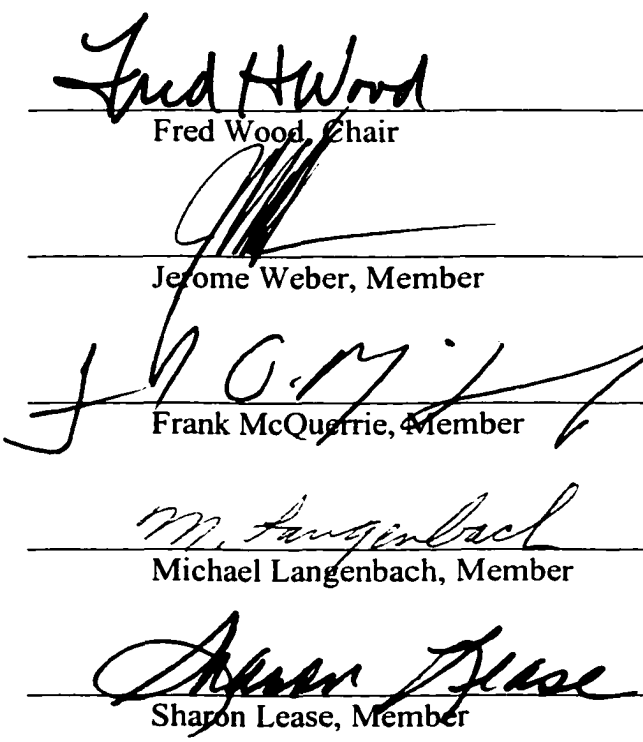

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ACKNOWLEDGEMENTS

This dissertation is dedicated to my mom, Anita Claus. Although she gave me the time to begin this thesis, she was not able to see its completion due to losing her battle with cancer. Thanks Dad for your continued support.

Heartfelt appreciation is also extended to Fred H. Wood for his continuous help, guidance and encouragement. Sincere thanks also to the other members of the committee, Sharon Lease, Michael Langenbach, Frank McQuarrie, and Jerome Weber, for their helpful perspectives.

A special thank you to my good friend, Peter Alt, whose computer skills and tenacity allowed for the completion of this project.

And finally thanks, of course, to my wife, Terry, and daughter, Kristen, for their understanding, patience and help throughout this endeavor.

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ABSTRACT

A STUDY OF PRACTICES THAT SUPPORT SCHOOL IMPROVEMENT THROUGH STAFF DEVELOPMENT IN DODDS-EUROPE (GERMANY) SCHOOLS

BY: RUSS CLAUS

MAJOR PROFESSOR: FRED H. WOOD

This study surveyed educators in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and analyzed their perceptions of staff development practices that support school improvement and identified the extent to which they should be and were practiced, and where changes might be made to bring current practice more in line with desired practice.

The population of this study was composed of teachers, principals and district office personnel responsible for staff development functions in all schools in the Hessen, Heidelberg, Kaiserslautern and Wuerzburg districts in DoDDS-Europe. Criteria for participating in the study was having been involved in the school improvement process and having held the position of principal, school-based staff developer, school-based school improvement leader or district office member for the previous nine months. Sixty-eight principals, 132 teachers and 32 members of the district office were surveyed.

The Modified Survey of School-based Staff Development Practices was used to collect the data and was distributed by military parcel service. The return rate was 78%. Data were analyzed using analysis of variance and Tukey statistics to determine pair-wise contrasts between role groups when statistical significance occurred. T tests were performed to determine level of significant difference between "what should be" and

"what exist" scores. Percentages, frequencies, means and standard deviations were used to report descriptive data.

The teachers, principals and members of the district offices in the DoDDS schools participating in the survey agreed that teachers, principals and members of the district office believed that the majority of the RPTIM practices should be used in DoDDS Germany schools. They also saw that although the great majority of the practices were used, almost all were under implemented. Furthermore, practices in the Planning, Implementation and Maintenance stages must receive more attention.

The study also revealed significant differences between the "what should be" and "what exist" mean scores among the teachers, principals and members of the district offices. These data also indicated that only one practice was implemented to a greater degree than was seen as ideal.

CHAPTER I

Introduction

The 1980's and 1990's were the decades of staff development and school improvement. During this 20 year time period, most schools in the United States became deeply involved in efforts to improve instructional practice and student learning through an emphasis on staff development. The focus on teaching and learning and on staff development was not new. What was new was the move to make decisions about improved practice and staff development to increase student learning from the district offices to the schools. It was during the 1980's and 1990's that educators began to realize that the school was the unit of change and that staff development was the key to changing instructional practices in ways that promoted student achievement (Wood and Mai 1997).

As in the continental United States, the Department of Defense Dependents Schools (DoDDS) also became involved in school improvement through staff development. This study examined the extent to which DoDDS schools actually used and valued effective practices which support school improvement through staff development. The first section of the chapter provides background information concerning the DoDDS school system and a brief history of their involvement in school improvement through staff development. The second section presents the need for the study. This is followed by a statement of purpose for the research and the research questions. Finally the limitations, assumptions and definitions of terms are reported.

Background

At the time of this study, the Department of Defense Education Activity (DoDEA) was a branch of the Department of Defense and administered schools both in

the continental United States and in designated overseas locations. DoDEA operated two main sections: the Department of Defense Elementary and Secondary Schools (DDESS) and the Department of Defense Dependents Schools (DoDDS). DDESS was the stateside organization of DoDEA while DoDDS was the overseas organization.

In the 2000-2001 school year, there were 165 DoDDS schools world-wide organized in ten districts in the Europe and Pacific Areas of DoDDS. Over 34,000 students in grades Kindergarten–12, along with selected pre-kindergarten students, were enrolled in DoDDS schools. Students served by DoDDS schools were the dependent children of military and civilian personnel working on overseas military installations. Ethnic group information, gleaned from enrollment data supplied by parents at the time of student registration, indicated that 47 % of DoDDS students were white, 17 % of the students were black, 15 % were multiracial, eight percent were Asian or Pacific Islander, and seven percent were Hispanic. Ethnic background was not reported for six percent of the students. Sixty-five percent of the students' parents were enlisted personnel, 30 % were officers and five percent were civilians. Due to the transfer of personnel, the system-wide mobility rate of the students was approximately 35 % per school year (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001).

All DoDDS teachers met certification requirements for their respective fields of instruction. Thirty-three percent of the workforce had a bachelors degree, and 67 % had a masters degree or higher. Twenty-two percent of the teachers had more than 20 years of teaching experience, 39 % had between ten and 20 years experience, and 40 % had fewer than ten years teaching experience (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001).

DoDDS schools had a long history of being engaged in staff development to support improved teaching and administrative practices. In 1989, DoDDS first unified staff development across the system through The Study of Teaching, based upon John Saphir's work with effective teaching practices (Saphir and Gower, 1987). Prior to this time, most staff development was organized through regional and district offices and through the Education Division in DoDDS Headquarters. Staff development typically involved contractual arrangements with guest speakers who presented information regarding the most recent educational practices and issues. The staff development opportunities were provided to teachers in the form of workshops and in-service sessions in an effort to keep educators at all levels of the system aware of current best practices and research. Typically, staff development in DoDDS was oriented around popular education practices and not linked to specific school improvement issues (M. Annen, Chief of the Professional Development and Education Equity Division, DoDEA, personal communication, November 20, 2000).

In 1993, with the involvement of parents, teachers, administrators and military representatives, the DoDEA Community Strategic Plan was developed. The plan was distributed to all DoDDS schools in 1994 by the parent agency DoDEA. The goal of this system-wide plan was to focus all schools on implementing school improvement practices aimed at increasing student achievement as measured by system-wide testing. The plan also resulted in the formation of the Professional Development and Education Equity Division in 1996 (Annen, 2000; Bullion, Caldwell and Bloom, 1998) and resulted in outlining a staff development process through school improvement.

The DoDEA Community Strategic Plan (DoDEA 1994; 2000) outlined ten goals and 42 benchmarks and was designed to assist schools in planning effective strategies to promote student achievement. The plan described growth requirements in terms of student achievement as measured by system-wide testing for four of these ten goals. This plan additionally provided provisions for implementing a staff development program in schools that was linked to the school's improvement plan.

The DoDEA Community Strategic Plan (DoDEA, 1994; 2000) also outlined a school improvement through staff development process that all DoDDS schools should use. Formats and implementation guides were developed and provided to schools to assist the schools in following this process. That process involved the following steps:

1. Developing a school vision that complemented the DoDEA vision. Schools were to engage in the process of vision building, examine the school culture, and develop a collaborative approach to writing goals for the school.
2. Developing a local plan that addressed the goals and benchmarks outlined in the DoDEA Community Strategic Plan. The local plan focused on strategies specific to the local school. Staff development plans were developed; both short- and long-term planning occurred in order to construct a comprehensive plan. The planning process was a collaborative effort shared by teachers and administrators.
3. Engaging in research and training in order to ensure that professional staff members have the information and skills necessary to achieve the desired goals. Staff members were encouraged to try new ideas and strategies as part

of the research process. Collaborative review of strategies and ideas occurred in order to select the most effective practices.

4. Implementing the plan by consistently using specific strategies. The use of the new strategies was reinforced by peers and administrators. Resources were provided so that the implementation of the strategies could occur, and/or support for the implementation of the strategies could occur.
5. Engaging in local and system-wide assessment in order to make adjustments and maintain progress. The way in which strategies were being implemented was reviewed in order to improve student performance as measured by this local and system-wide achievement data.

The DoDEA plan for school improvement through staff development was very similar to the conceptual framework for staff development that was developed by Killian, McQuarrie, Thompson and Wood in 1981 (Wood et al., 1982). Wood's framework, the RPTIM Model of Staff Development, provided for a five-stage structure that outlined a school-based staff development program. These stages included Readiness, Planning, Training, Implementation and Maintenance (Wood, et al., 1993). The structure used by DoDEA mirrored the RPTIM Model. The activities described in the DoDEA model for school improvement through staff development paralleled the activities in the RPTIM stages. The similarities in the structure of the DoDEA framework and the RPTIM Model have been noted by Bloom, Bullion and Caldwell (1998). For a more detailed description of the RPTIM Model and stages see Chapter 2, pp. 13-21.

The original DoDEA Community Strategic Plan was revised during SY 00–01. The revisions focused upon decreasing the number of goals upon which schools should

focus. The revised strategic plan developed for SY 01–06 required schools to focus on only four goals and eliminated the need to work on benchmarks. While what was required of schools changed, the framework for staff development and school improvement remained the same.

In order for members of the school improvement teams to become familiar with the new strategic plan and facilitate the school improvement process the schools had to address, DoDEA trained teams. The training included ensuring that school improvement team members understood and were familiar with the improvement process described earlier. The training also included helping the school improvement teams understand the changes in the paperwork process that was to occur during 2001-2002.

Need for the Study

Clearly, DoDDS schools, like most schools in the United States during the late 1980's and 1990's had made a commitment to school improvement through staff development. DoDDS had invested time, training and money to improve teaching and learning using a process that mirrored the RPTIM stages and practices. Yet, at the time of this study, there had been no systematic efforts to determine whether the desired school improvement and staff development practices were, in fact, being employed in DoDDS schools, even if they were viewed by administrators and teachers as appropriate to guide their improvement efforts. There was a need for these data.

The second need for this study was revealed as the result of a comprehensive review of research and staff development since 1981. This review disclosed that no studies had been conducted in DoDDS schools to determine current and desired practices related to staff development or school improvement. In fact only two major studies were

located that addressed the school improvement through staff development process similar to DoDDS in the literature since 1981. They were the Thompson study (1981) and the Sly study (1991). Again, there was a need for data related to DoDDS schools. There was also a need for data that might add to what limited information there was from all sources on the importance of the RPTIM practices in promoting school improvement through staff development.

In an interview on February 8, 2001 with Stephen Schrankel, Chief of the Research and Evaluation Branch of DoDEA, the need for this study was reinforced. During the interview,. Schrankel indicted that DoDDS needed information about current practices related to staff development and school improvement. Based upon the needs noted by Schrankel, the results of this review of research, and the commitment made by DoDDS to the improvement process, the study described in the following chapter was conducted.

Purpose of the Study

The purpose of this study was to survey and analyze the perceptions of staff development practices that support school improvement in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and to identify the extent to which they were practiced and should be practiced and where changes might be made to bring current practice more in line with desired practice.

Research Questions

This study addressed the following research questions regarding the perceptions of teachers, principals, and members of district offices related to the importance and

implementation of the RPTIM staff development practices to support school improvement through staff development.

1. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices as being important for guiding staff development for school improvement in the four DoDDS districts located in Europe?
2. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices actually being implemented in the four DoDDS districts in Europe?
3. Were there statistically significant differences in the extent to which the teachers, principals and members of district offices indicated the RPTIM practices should be used to guide staff development for school improvement in the four DoDDS districts located in Europe?
4. Were there statistically significant differences in the extent to which teachers, principals and members of district offices indicated the RPTIM practices were actually implemented to guide staff development for school improvement in the four DoDDS districts located in Europe?
5. Were there statistically significant differences between the extent to which teachers, principals and members of district offices indicated each RPTIM staff development practice should be and were implemented in the schools in the four DoDDS districts located in Europe?

Limitations and Delimitations

Limitations identified for this study are:

1. The study is delimited to schools in four districts in the Department of Defense Dependents Schools-Europe; therefore, the results of the study may not be generalizable to all DoDEA schools or to non-DoDEA schools.
2. The findings are descriptions of individuals' perceptions of staff development practices and are not based upon direct observations of practices.
3. The study included only those practices described in the RPTIM Model of Staff Development and those additional practices identified by Sly (Sly, 1992).

Assumptions

Assumptions for this study are:

1. Respondents answered the questions openly and accurately.
2. The results may be used to improve the school improvement process and staff development functions in DoDDS–Europe.
3. The practices outlined in the RPTIM Model of Staff Development provide the most comprehensive list of research-based staff development practices that support school-based school improvement available.

Definitions

Department of Defense Dependents Schools (DoDDS)–Europe: the public school system mandated by the United States Congress that provides education experiences to the dependent children of military personnel and civilians employed by the Department of Defense in locations in Europe.

Practices: activities and events received by the school's certified professional staff that serve to promote the improvement of instructional delivery to students (DoDEA Community Strategic Plan, 2000).

RPTIM Model of Staff Development: The RPTIM model of school-based staff development is a conceptual framework that describes five progressive stages of school improvement through staff development. These stages are defined by 38 practices identified by Thompson (1982). Those stages include: Readiness, Planning, Training, Implementation and Maintenance.

Role Group: a group of individuals employed in positions identified by a common name and similar situations (Thompson, 1982).

Staff development: any activity provided to teachers, principals and members of district offices that are intended to extend and promote the development of skills, attitudes or performance in present or future roles (DoDEA Community Strategic Plan, 2000).

Summary

This chapter served to provide a brief discussion on the history of staff development in the Department of Defense Education Activity. The chapter continued by presenting the need for the study, the problem, and research questions. This is followed by a list of limitations and assumptions for the study.

The remainder of this dissertation will be organized in four chapters. Chapter two will first describe the conceptual framework of the RPTIM Model of Staff Development and six studies that helped guide the methodological framework for this study. Chapter

three describes the research design. Chapter four presents the findings of the study. Chapter five provides a summary and conclusions for the study.

CHAPTER II

Review of the Literature

Introduction

The purpose of this chapter is to present a review of literature that will serve to inform and provide supporting information regarding this study. This literature review was conducted by consulting the existing literature reviews of Thompson, (1982) and Sly, (1992), Dissertation Abstracts (FirstSearch), and by conducting references searches using ERIC (FirstSearch). This review examined literature from 1981 through early 2001, focusing on studies using the RPTIM Model of Staff Development as their conceptual framework.

The first section of this literature review presents the RPTIM (Readiness, Planning, Training, Implementation and Maintenance) Model of Staff Development and the 38 practices which were originally used to define this model. The second section presents a review of two major research studies that have used the RPTIM Model and the 38 practices to assess current and desired practices for school improvement through staff development. The last section presents a review of four studies which have used the RPTIM Model of Staff Development as their conceptual framework.

Purpose of the Study

The purpose of this study was to survey and analyze the perceptions of staff development practices that support school improvement in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and to identify the extent to which they were practiced and should be practiced and where changes might be made to bring current practice more in line with desired practice.

RPTIM Model of Staff Development

This section describes the RPTIM Model of Staff Development which was selected as the conceptual framework for this study. In order to study the perceptions of teachers, principals and members of district offices toward staff development, it was necessary to select characteristics of effective staff development that members of the population believed were important. Effective, research-based staff development practices were described in the RPTIM Model of Staff Development (Killian, McQuarrie, Thompson and Wood, 1982). Comparisons of perceptions of the effectiveness of staff development practices can be based upon these identified practices (Thompson, 1982; Sly, 1992).

The RPTIM Model of School-based Staff Development was a conceptual framework that described five progressive stages of staff development. Those stages included Readiness, Planning, Training, Implementation and Maintenance. The following description of the RPTIM stages was based upon the book How to Organize a School-based Staff Development Program by Wood, et al., (1993) and the sources used in Thompson's (1982) and Sly's (1992) dissertations. For each of the five stages, the reader will find a brief description of what occurs in the stage followed by a summary of the outcomes for that stage.

Readiness

During the readiness stage, several key events occurred in the process of implementing school improvement through staff development. First, the school established a school improvement team of stakeholders. Next, the principal and other trained facilitators used team building and other activities to build a supportive climate

for change and improvement in the school. It is also during this stage that the faculty, with the help of the planning team, identified improvement goals and specific changes in professional practice and programs they wanted to make to achieve these goals. The district and school administrators played the major role in getting this started.

> At the end of the Readiness stage, the school has clearly articulated its improvement goals and programs. If this three to six month process has been conducted systematically, most staff members support the decisions that have been made and are eager to plan and then participate in in-service training to achieve their goals. Moreover, the entire school community has a new mindset. They are, as the name of this stage implies, ready for what lies ahead. They are ready to learn, to practice, to give their all in their commitment to achieving their goals. (Wood, et al., 1993, p 7)

Planning

The planning stage was characterized by the staff designing training opportunities that are specific for achieving desired change in instructional practice as defined by the school improvement goals. These training opportunities were appropriate for the members of the staff as adult learners. In order to plan effective training activities, the staff development design team first determined the needs of the school. This needs assessment included noting the differences between desired and actual instructional practices, determining the learning and leadership styles of the design team and staff members, and learning how resources were used and should be used to achieve the school's goals. During this stage, desired outcomes with regard to school improvement through staff development became more specific.

> At the end of this stage, the school has a written plan for achieving its improvement goals over a five-year period. The planning team has identified the in-service needs of teachers and administrators, selected specific in-service activities, allocated resources, and obtained support for implementation. The central office and board of education have approved and funded the plan and are ready to assist the school in carrying it out. Moreover, staff members are firmly committed to specific improvement goals for their school. Their

> ownership of the blueprint for school improvement is complete, and they have secured the resources to make their blueprint a reality. (Wood, et al., 1991, p 10)

Training

In the training stage, members of the staff were involved in in-service training activities. These activities were specific, appropriate and reflective of how adults learn. Training activities included building the learners' capacity with regard to knowledge and skill development. Activities varied with regard to area of focus, extent of the need for modification of the targeted instructional practice and learning style of the learner. It was also during this stage that staff members worked closely together in small groups to discuss the use of their new knowledge and related skills.

> At the end of Training, the school, with the assistance of district staff development and curriculum personnel, has access to effective in-service programs that reflect what is known about adult learners and address what the faculty need to learn to implement their improvement plans. Trainers are in place to support in-service training, and the faculty have participated in in-service learning experiences with the principal and have learned new professional behaviors that they plan to implement once they return to their instructional or administrative responsibilities. When this stage is completed, the teaching and learning program for adult learners is in place, the instruction has been completed, and now it is time to transfer the new learnings into daily practice. (Wood, et al., 1993, p 14)

Implementation

During the implementation stage, members of the faculty put into practice what they had learned in the training stage. Staff members assisted one another in this process by working together in support groups. In addition, teachers observed one another and discussed the use of new techniques they had recently learned. Support was also provided by the administrator, and those who provided the in-service training, so that the newly learned practices were effectively practiced and consistently used.

> By the end of the Implementation stage, staff members have transferred their learning from in-service training to professional practice. They have adapted new practices to the specific conditions of their work setting and are using them automatically in ways consistent with the intent of the school improvement plan. Part of the school improvement plan is in place. Staff members have achieved some of their improvement goals, and they feel comfortable with-and are proud of-what they have accomplished: renewal and lasting improvement. (Wood, et al., 1993, p 18)

Maintenance

The maintenance stage required a number of events to occur in order to sustain and institutionalize the use of newly learned practices and changes in behavior. This stage was the culmination of the other four stages that had promoted school improvement through staff development. It was during this stage that continual improvement was promoted in order to maintain effective teaching and learning.

> Teachers and administrators use systematic monitoring techniques to ensure that the changes they have made will continue over time. Maintenance preserves the school's original investment of time, energy, and money to implement improved practice and sustains the positive attitude of the people involved in the school improvement effort. Long-term commitment to time and resources during this final stage ensure that efforts at school-wide change will thrive well beyond the infancy of Training and Implementation. (Wood, et al., 1993, p 22)

The RPTIM Staff Development Practices

The RPTIM Model described above has been defined by 38 practices. Thompson (1981) first identified these 38 practices as he developed the Survey of School-based Staff Development Practices (SSSDP). Thompson used the SSSDP as the survey instrument to measure educators' perceptions of staff development practices. The 38 staff development practices, which define the RPTIM Model, are described below. Behind each practice is a list of the sources he used to serve as a justification for that practice. Wood, et al., (1993) conducted a similar review and found the research and best practices

since 1981 strongly supported these practices. Complete information for Thompson's sources are found in the bibliography.

Readiness

Practice 1 A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communication, trust, and supportive relationships.) (Berman & McLaughlin, 1978; Berman & McLaughlin, 1975; Halpin & Crost, 1963; Litwin & Stringer, 1968; Miles, 1965; and Parker, 1957)

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators. (Litwin & Stringer, 1968; Lawrence, 1974; Berman & McLaughlin; 1978; Miles, 1965; and Schmuck & Runkel, 1972)

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years. (Litwin & Stringer, 1968; Lawrence, 1975; Berman & McLaughlin; 1978; Miles, 1965; and Schmuck & Runkel, 1972)

Practice 4 The school staff adopts and supports goals for the improvement of school programs. (Litwin & Stringer, 1968; Lawrence, 1975; Berman & McLaughlin; 1978; Miles, 1965; and Schmuck & Runkel, 1972)

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (Houston, et al., 1978)

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (Caldwell & Wood, 1981; and Sarason, 1971)

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement. (Berman & McLaughlin, 1975)

Practice 8 Leadership and support during the initial stage of staff development activity are the responsibility of the principal and central office staff. (Goodlad, 1975, and Berman & McLaughlin, 1975)

Planning

Practice 9 Differences between desired and actual practices in the school, are examined to identify the in-service needs of the staff. (Houston, et al., 1978)

Practice 10 Planning of staff development activities relies, in part, upon information gathered directly from school staff members. (Rubin, 1978; Oja, 1980; Bents & Howey, 1981; and Dillon-Peterson & Hammer, 1980)

Practice 11 In-service planners use information about the learning styles of participants when planning staff development activities. (Rubin, 1978; Oja, 1980; Bents & Howey, 1981; and Dillon-Peterson & Hammer, 1980)

Practice 12 Staff development programs include objectives for in-service activities covering as much as five years. (Sarason, 1971; Rubin, 1978; and Dillon-Peterson & Greenawald, 1980)

Practice 13 The resources (time, money and materials) available for use in staff development are identified prior to planning in-service activities. (Sarason, 1971; Rubin, 1978; and Dillon-Peterson & Greenawald, 1980)

Practice 14 Staff development programs include plans for activities to be conducted during the following three to five years. (Sarason, 1971; Rubin, 1978; and Dillon-Peterson & Greenawald, 1980)

Practice 15 Specific objectives are written for staff development activities. (Tyler, 1949; Mager, 1962; Gagne & Briggs, 1976; Havelock & Havelock, 1973; and Sergiovanni, 1979)

Practice 16 Staff development objectives include objectives for attitude development (new outlooks and feelings). (Tyler, 1949; Mager, 1962; Gagne & Briggs, 1976; Havelock & Havelock, 1973; and Sergiovanni, 1979)

Practice 17 Staff development objectives include objectives for increased knowledge (new information and understanding). (Tyler, 1949; Mager, 1962; Gagne & Briggs, 1976; Havelock & Havelock, 1973; and Sergiovanni, 1979)

Practice 18 Staff development objectives include objectives for skill development (new work behaviors). (Tyler, 1949; Mager, 1962; Gagne & Briggs, 1976; Havelock & Havelock, 1973; and Sergiovanni, 1979)

Practice 19 Leadership during the planning of in-service programs is shared among teachers and administrators. (Berman & McLaughlin, 1975; Lawrence, 1974; and Myers, 1971)

Training

Practice 20 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences. (Pfeiffer

& Jones, 1979; Tough, 1967; and Institute for the Development of Educational Activities, 1971)

Practice 21 Individual school staff members choose objectives for their own professional learning. (Gibb, 1976; Miles, 1965; Massey, 1980; and Dillon-Peterson & Hammer, 1980)

Practice 22 Individual school staff members choose the staff development activities in which they participate. (Gibb, 1976; Miles, 1965; Massey, 1980; and Dillon-Peterson & Hammer, 1980)

Practice 23 Staff development activities include experiential activities in which participants try out new behaviors and techniques. (Lawrence, 1974; Arends, Hersh, & Turner, 1980; and Wood & Neil, 1976)

Practice 24 Peers help to teach one another by serving as in-service leaders. (Rubin, 1978; and Rogers & Shoemaker, 1971)

Practice 25 School principals participate in staff development activities with their staffs. (Chesler, Schmuck, & Lippitt, 1975; & Berman & McLaughlin, 1978)

Practice 26 Leaders of staff development activities are selected according to their expertise rather than their position. (Rubin, 1978; and Rogers & Shoemaker, 1971)

Practice 27 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-orientated. (Glickman, 1981; Oja, 1980; Bents & Howey, 1981; Oja, 1981; and Hershey & Blanchard, 1977)

Practice 28 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibilities to the participants. (Glickman, 1981; Oja, 1980; Bents & Howey, 1981; Oja, 1981; and Hershey & Blanchard, 1977)

Implementation

Practice 29 After participating in in-service activities, participants have access to support services to help implement new behaviors as part of their regular work. (Berman & McLaughlin, 1978)

Practice 30 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts. (Hammer, 1979; and Hammer & Hammer, 1980)

Practice 31 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning. (Berman & McLaughlin, 1978)

Practice 32 School staff members use peer supervision to assist one another in implementing new work behaviors. (Goldsberry, 1980; Lawrence & Brauch, 1978; Buckley, 1975; and Lawrence, 1974)

Practice 33 Resources (time , money and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.). (Sarason, 1971; Rubin, 1978; and Dillon-Peterson & Greenawald, 1980)

Practice 34 The school principal actively supports efforts to implement changes in professional behavior. (Chesler, Schmuck, & Lippitt, 1975; and Berman & McLaughlin, 1978)

Maintenance

Practice 35 A systematic program of instructional supervision is used to monitor new work behavior. (Sergiovanni, 1979; Berman & McLaughlin, 1978; and Witherell & Erikson, 1978)

Practice 36 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors. (Sergiovanni, 1979; Berman & McLaughlin, 1978; and Witherell & Erikson, 1978)

Practice 37 Student feedback is used to monitor new practices. (Sergiovanni, 1979; Berman & McLaughlin, 1978; and Witherell & Erikson, 1978)

Practice 38 Responsibility for the maintenance of new school practices is shared by both teachers and administrators. (Berman & McLaughlin, 1975; Berman & McLaughlin, 1978; and Joyce, 1981)

Major Research Studies

This section presents the findings of two large-scale research studies that have used the RPTIM Model of Staff Development as their conceptual framework. These studies surveyed teachers, principals, and members of district office staffs in an effort to examine educators' beliefs regarding the importance of certain staff development practices and their perceptions regarding whether these practices were being

implemented. In 1981, Thompson (1982) surveyed 267 educators concerning their perceptions of staff development practices in 80 schools in 80 school districts in Pennsylvania. Ten years later in 1991, Sly (1992) performed a modified replication of his study surveying 93 educators in 31 schools in 31 school districts in 16 states. All these districts employed the /I/D/E/A/ Model for School Improvement, and its training process, which was based on the 38 practices which defined the RPTIM Model. Below the reader will find a very detailed description of Thompson's and Sly's studies and findings. The researcher has provided this detailed review so that a comparison of their research findings with the research of this study can be readily made in Chapter V.

Thompson's Research

In 1981, Steven Thompson conducted his study and identified the 38 research-based staff development practices that define the RPTIM Model of Staff Development. In order to identify these practices, he first reviewed the literature to determine which research-based practices support school improvement through staff development. Thompson's literature search supported a list of 55 research-based staff development practices. He then submitted these practices for review by a jury of experts. The jury, comprised of twenty national experts from the fields of staff development and school improvement, were asked to judge the face validity of the 55 staff development practices. Those practices judged to be valid by 80% of the jury were determined to meet the criteria of face validity for his study. From this rating procedure, 38 of the original list of 55 staff development practices were identified as valid.

Thompson then used these practices to design an instrument to survey central office, principals, teachers and intermediate unit personnel in 80 school districts in

Pennsylvania in order to determine their perceptions of the extent to which these 38 practices existed or should have existed in schools. The 38 RPTIM staff development practices made up the first part of the Survey of School-based Staff Development Practices (SSSDP). Respondents were asked again to report on two four-point scales "what exist" and what they believe "should exist" in the school with regard to the 38 staff development practices. The response options included: 1) almost never, 2) sometimes, 3) often, and 4) almost always.

Part two of the survey listed ten belief statements which served as the foundation of the RPTIM Model. Respondents were requested to indicate the extent to which they agreed with the belief statements based on a four point scale. Here the response options included: 4) strongly agree, 3) agree, 2) disagree, and 1) strongly disagree.

Thompson received a 77 % response rate to the survey. Data were analyzed using descriptive statistics including frequency of response, percentage, mean scores and standard deviations. Analysis of variance (ANOVA) was used to test differences among and between groups. Tukey follow-up statistics were performed when pair-wise differences were indicated among the four role groups due to a p-value less than .05 as revealed by the analysis of variance.

"What Should Be" Findings

Thompson found strong support for the 38 RPTIM practices that define what should be occurring in schools. Eleven practices were found to be the most desired with total mean scores ranging between 3.50 and 3.80 thus indicating that these practices should occur "almost always" in planning and implementing staff development. These

11 practices are listed below in rank order by total mean scores. The total mean scores from Thompson's study are noted at the end of each practice.

Practice 1 A positive school climate is developed before other staff development efforts are attempted (A positive climate is characterized by open communications, trust, and supportive relationships). (3.80)

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years. (3.75)

Practice 4 The school staff adopts and supports goals for the improvement of school programs. (3.71)

Practice 34 The school principal actively supports efforts to implement changes in professional behavior. (3.67)

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (3.66)

Practice 13 The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities. (3.64)

Practice 9 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff. (3.61)

Practice 26 Leaders of staff development activities are selected according to their expertise rather than their position. (3.56)

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement. (3.55)

Practice 30 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts. (3.54)

Practice 38 Responsibility for the maintenance of new school practices is shared by both teachers and administrators. (3.54)

Significant Differences Between Role Groups on "What Should Be"

Analysis of variance for the "what should be" responses of the central office, principal, and teacher role groups revealed significant differences at the .05 level for four of the 38 practices. The Tukey follow-up analysis showed that:

Members of the central office and principals were significantly more likely than teachers to support school principals participating in staff development activities with their staffs (Practice 25) and, a systematic program of instructional supervision being used to monitor new work behavior (Practice 35).

Principals were significantly more likely than teachers to support the concept that leadership during the initial stage of staff development activities being the responsibility of the principal and central office staff (Practice 8).

Teachers were significantly more likely than principals to support staff members choosing objectives for their own professional learning (practice 22).

Although these differences in role group mean scores were statistically significant, all three of these groups believed these practices should occur "almost always" to "often" when staff development was planned and implemented.

"What Exist Findings"

Thompson reported 18 practices to be at the highest level of implementation with total mean scores ranging between 2.50 and 3.15. These total mean scores indicated that the use and implementation of these practices was occurring "often." These practices are listed below in rank order with accompanying total mean scores noted:

> Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff. (3.15)
>
> Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years. (3.04)
>
> Practice 34 The school principal actively supports efforts to implement changes in professional behavior. (3.04)
>
> Practice 1 A positive school climate is developed before other staff development efforts are attempted (A positive climate is characterized by open communications, trust, and supportive relationships). (2.94)

Practice 25 School principals participate in staff development activities with their staffs. (2.89)

Practice 4 The school staff adopts and supports goals for the improvement of school programs. (2.84)

Practice 13 The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities. (2.82)

Practice 26 Leaders of staff development activities are selected according to their expertise rather than their position. (2.82)

Practice 17 Staff development objectives include objectives for increased knowledge (new information and understanding). (2.73)

Practice 10 Planning of staff development activities relies, in part, upon information gathered directly from school staff members. (2.70)

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators. (2.69)

Practice 38 Responsibility for the maintenance of new school practices is shared by both teachers and administrators. (2.69)

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (2.68)

Practice 19 Leadership during the planning of in-service programs is shared among teachers and administrators. (2.60)

Practice 9 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff. (2.58)

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement. (2.54)

Practice 18 Staff development objectives include objectives for skill development (new work behaviors). (2.52)

Practice 28 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibilities to the participants. (2.50)

None of the role groups' mean scores for "what exist" were within the "almost always" range, 3.50-4.00.

Thompson's study also revealed 20 RPTIM practices that were implemented only "sometimes" with mean scores ranging from 1.50-2.47. They included:

> Practice 6 Current educational practices are not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (2.47)
>
> Practice 27 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-orientated. (2.42)
>
> Practice 22 Individual school staff members choose the staff development activities in which they participate. (2.35)
>
> Practice 33 Resources (time , money and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.). (2.35)
>
> Practice 29 After participating in in-service activities, participants have access to support services to help implement new behaviors as past of their regular work. (2.30)
>
> Practice 35 A systematic program of instructional supervision is used to monitor new work behavior. (2.29)
>
> Practice 15 Specific objectives are written for staff development activities. (2.27)
>
> Practice 30 School staff members who attempt to implement new learning's are recognized and rewarded for their efforts. (2.24)
>
> Practice 16 Staff development objectives include objectives for attitude development (new outlooks and feelings). (2.21)
>
> Practice 21 Individual school staff members choose objectives for their own professional learning. (2.20)
>
> Practice 24 Peers help to teach one another by serving as in-service leaders. (2.16)
>
> Practice 31 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning. (2.11)

Practice 11 In-service planners use information about the learning styles of participants when planning staff development activities. (2.00)

Practice 23 Staff development activities include experiential activities in which participants try out new behaviors and techniques. (2.00)

Practice 14 Staff development programs include plans for activities to be conducted during the following three to five years. (1.98)

Practice 20 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.(1.97)

Practice 36 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors. (1.96)

Practice 37 Student feedback is used to monitor new practices. (1.86)

Practice 32 School staff members use peer supervision to assist one another in the implementation of new work behaviors. (1.85)

Practice 12 Staff development programs include objectives for in-service activities covering as significantly as five years. (1.73)

Significant Differences Among the Role Groups for "What Exist"

Thompson noted much more disagreement among the role groups concerning "what exist" than he had for "what should be" practiced in staff development. Analysis of variance disclosed that the role group mean scores for "what exist" differed significantly for 27 of the 38 practices. Differences are reported below for the central office, principals and teachers: first for central office, next for principals and finally for teachers.

Members of the central office were significantly more likely than teachers to perceive that resources were allocated to support new practices (Practice 3); that planning of staff development activities relied upon information gathered from staff members (Practice 10); that the resources available for use were identified prior to planning in-

services (Practice 13); that staff development included objectives for attitude development (Practice 16); that leadership was shared among teachers and administrators (Practice 19); that staff development activities included experimental activities (Practice 23); that peers helped to teach one another (Practice 24), and that the leaders of staff development activities visited the job setting to help refine learning (Practice 31).

Members of the central office and principals were significantly more likely than teachers to perceive that a positive school climate was developed before other staff development efforts were attempted (Practice 1); that current school practices were examined to determine which ones were congruent with the school's goals (Practice 5); that differences between desired and actual practices in the school were examined to identify the in-service needs (Practice 9), and that staff members who attempted to implement new learnings were rewarded for their efforts (Practice 30).

Principals were significantly more likely than teachers to perceive that leadership and support were the responsibility of the principal and central office staff (Practice 8); that principals participated in staff development activities with their staffs (Practice 25); that the principal supported efforts to implement changes in professional behavior (Practice 34), and that a program of instructional supervision was used (Practice 35).

Teachers were significantly more likely than principals, to perceive that student feedback was used to monitor new practices (Practice 37). This was the only practice where teachers' perceptions were significantly higher than members of the central office or principal role groups.

Role Membership Findings

Thompson also found that role group membership served as a reliable predictor of rank of scores when considering the "what exist" perceptions of staff development practices. His study revealed that central office staff members had the highest mean scores with a degree of implementation of the 38 practices followed by the principals then the teachers.

When Thompson had follow-up interviews with a small group of central office administrators, principals and teachers in the districts included in this study, he found that teachers were most accurate in their ratings regarding which practices were actively being implemented. Those in the central office were more likely to idealize what was happening than the higher mean scores reported by Thompson for them.

Differences Between "What Should Be" and "What Exist"

Using the work of Pol (1976) and Hatley (1978), Thompson identified 16 practices that had high "what should be" and low "what exist" scores. These practices were under implemented in light of the desired practice. These included practices 6, 7, 9, 11, 12, 14, 15, 16, 29, 30, 31, 32, 33, 35, 36, and 37.

Two of these practices are in readiness, six in planning, none in training, five in implementation and three in maintenance. This suggests that the practices that had the greatest discrepancy between "what should be" and "what exist" and were the most under implemented were in three stages: planning, implementation and maintenance.

Sly's Research

The second major study using the RPTIM Model as its conceptual framework was conducted ten years later by Sly (1991). This study used a 16 state population of 31

districts implementing the /I/D/E/A/ Model of School Improvement. The /I/D/E/A/ Model of School Improvement was based upon the RPTIM Model of School Improvement through staff development and used a training process that focused upon the 38 RPTIM staff development practices. She used the Survey of School-based Staff Development Practices (SSSDP) developed by Thompson and added two sections for her study. Her instrument was the Expanded Survey of School-based Staff Development Practices. Surveys were mailed to principals of the participating schools who were requested to distribute the surveys. A total of 93 surveys were mailed via first class mail. Thirty-one were mailed to members of the central office, 31 to principals, and 31 to teachers. A total of 72 or 77% of the surveys were returned.

The Expanded SSSDP consisted of three parts. Part one of the questionnaire was used to collect demographic data concerning the number of years and in what role the survey respondent had worked in the area of school improvement in the school or district. Part two of the questionnaire asked the respondents to indicate on the same four-point scale that Thompson used, "what exist" and what they believe "should exist" in the school with regard to the 38 RPTIM staff development practices to support school improvement. Part three of the questionnaire asked respondents to identify staff development practices not included in the 38 practices included in section two that they believed were important in staff development to support school improvement.

Data were analyzed using descriptive statistics including frequency of response, percentage, mean scores and standard deviations. Analysis of variance (ANOVA) was used to test differences among and between groups. The Ryan-Einot-Gabrid-Welsch Multiple Range statistics were performed when pair-wise differences were indicated

among the three role groups due to a p-value less than .05 as revealed by the analysis of variance.

"What Should Be" Findings

Sly, as did Thompson, found strong support for using the 38 staff development practices that defined what should be occurring in schools with regard to the RPTIM Model. Twenty-two practices were found to be the most desired with total mean scores ranging between 3.50 and 3.87. They indicated that these practices should occur "almost always" when planning and implementing staff development. Thompson only found 11 such practices that were reported that should occur "almost always." Sly's 22 practices are listed below in rank order with accompanying total mean scores noted:

> Practice 4 The school staff adopts and supports goals for the improvement of school programs. (3.87)
>
> Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years. (3.85)
>
> Practice 19 Leadership during the planning of in-service programs is shared among teachers and administrators. (3.82)
>
> Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement. (3.81)
>
> Practice 1 A positive school climate is developed before other staff development efforts are attempted (A positive climate is characterized by open communications, trust, and supportive relationships). (3.80)
>
> Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators. (3.75)
>
> Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (3.75)
>
> Practice 34 The school principal actively supports efforts to implement changes in professional behavior. (3.74)

Practice 10 Planning of staff development activities relies, in part, upon information gathered directly from school staff members. (3.73)

Practice 30 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts. (3.71)

Practice 15 Specific objectives are written for staff development activities. (3.68)

Practice 13 The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities. (3.67)

Practice 33 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.). (3.64)

Practice 26 Leaders of staff development activities are selected according to their expertise rather than their position. (3.60)

Practice 17 Staff development objectives include objectives for increased knowledge (new information and understanding). (3.59)

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. (3.59)

Practice 9 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff. (3.57)

Practice 25 School principals participate in staff development activities with their staffs. (3.56)

Practice 28 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants. (3.56)

Practice 38 Responsibility for the maintenance of new school practices is shared by both teachers and administrators. (3.56)

Practice 29 After participating in in-service activities, participants have access to support services to help implement new behaviors as part of their regular work. (3.54)

Practice 18 Staff development objectives include objectives for skill development (new work behaviors). (3.50)

Sly found no statistically significant differences between mean scores of any of the role groups regarding whether these practices "should be" used during the planning or implementation of staff development programs.

"What Exist" Findings

Strong support was additionally noted with regard to the implementation of the staff development practices as determined by an analysis of Sly's survey results. Sly reported 18 practices to be at the highest level of implementation with total mean scores ranging between 3.00 and 3.54. These total mean scores indicated that respondents believed that these 18 practices were implemented "often" to "almost always." These practices are listed below in rank order with accompanying total mean scores noted:

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years. (3.54)

Practice 19 Leadership during the planning of in-service programs is shared among teachers and administrators. (3.42)

Practice 34 The school principal actively supports efforts to implement changes in professional behavior. (3.38)

Practice 4 The school staff adopts and supports goals for the improvement of school programs. (3.36)

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement. (3.34)

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators. (3.27)

Practice 25 School principals participate in staff development activities with their staffs. (3.25)

Practice 10 Planning of staff development activities relies, in part, upon information gathered directly from school staff members. (3.23)

Practice 26 Leaders of staff development activities are selected according to their expertise rather than their position. (3.21)

Practice 17 Staff development objectives include objectives for increased knowledge (new information and understanding). (3.19)

Practice 1 A positive school climate is developed before other staff development efforts are attempted (A positive climate is characterized by open communications, trust, and supportive relationships). (3.17)

Practice 13 The resources (time, money, and materials) available four use in staff development are identified prior to planning in-service activities. (3.12)

Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff. (3.08)

Practice 15 Specific objectives are written for staff development activities. (3.06)

Practice 22 Individual school staff members choose objectives for their own professional learning. (3.06)

Practice 18 Staff development objectives include objectives for skill development (new work behaviors). (3.03)

Practice 28 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants. (3.01)

Practice 38 Responsibility for the maintenance of new school practices is shared by both teachers and administrators. (3.01)

In addition to these 18 practices between 3.00-3.54, Sly also found 11 between 2.50 and 2.97. Thompson however found only three practices between 3.04 and 3.15, and 15 between 2.50 and 2.94.

Sly's study also revealed nine RPTIM practices that were implemented only "sometimes" with mean scores ranging from 2.00 and 2.47. They included:

Practice 33 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.). (2.47)

Practice 11 In-service planners use information about the learning styles of participants when planning staff development activities. (2.46)

Practice 14 Staff development programs include plans for activities to be conducted during the following three to five years. (2.42)

Practice 31 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning (2.42)

Practice 35 A systematic program of instructional supervision is used to monitor new work behavior. (2.41)

Practice 12 Staff development programs include objectives for in-service activities covering as significantly as five years. (2.40)

Practice 32 School staff members use peer supervision to assist one another in the implementation of new work behaviors. (2.25)

Practice 36 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors. (2.20)

Practice 37 Student feedback is used to monitor new practices. (2.00)

Significant Differences Between Role Groups on "What Exists"

Sly noted some significant disagreement among the role groups concerning what existed. Analysis of variance disclosed that the role group mean scores for "what exist" differed significantly for five of the 38 practices. These significant differences are reported below:

Principals were significantly more likely than teachers to report that individual school staff members chose objectives for their own professional learning (practice 21), and that peers helped to teach one another by serving as in-service leaders (Practice 24).

Principals were significantly more likely than members of the central office and teachers to report that leadership and support during the initial stage of staff development activities were the responsibility of the principal and central office staff (Practice 8), and staff development objectives included objectives for increased knowledge (Practice 17).

Principals and members of the central office were significantly more likely than teachers to perceive that planning of staff development activities relied, in part, upon information gathered directly from school staff members (Practice 10).

Identification of Six Additional Practices

A unique feature of Sly's study was that after examining the 38 RPTIM practices, she asked the survey respondents if there were additional practices that should be included that were not part of the original 38. Six practices were identified. Those six practices were:

1. The school improvement team keeps the faculty informed of decisions and actions. (Readiness Stage)

2. School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors. (Training Stage)

3. The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program. (Readiness Stage)

4. A staff development design team is formed to develop the plan to implement goals and programs selected in Readiness. (Planning Stage)

5. The planning process should include a retreat when the school planning team develops their staff development plans. (Planning Stage)

6. School staff members participate in support groups that are formed to assist the members to implement new work behaviors. (Implementation Stage)

Additional Research Studies

In addition to Thompson and Sly's major research work that used the RPTIM Model of Staff Development as its conceptual framework, other studies have investigated the use of the 38 practices identified by the RPTIM Model. The results of these studies generally indicated that the survey respondents agreed that the 38 practices identified by

the RPTIM Model of Staff Development are important to consider when planning and implementing staff development in schools.

McQuarrie and Wood (1984) surveyed members of the Council of Professors of Instruction and Supervision (COPIS) and members of the National Staff Development Council (NSDC) using the Survey of School-based Staff development practices developed by Thompson. The members of COPIS were research professors who worked with schools in the area of supervision and staff development. Members of NSDC were practitioners who also worked in schools and school districts in the area of staff development.

Survey results indicated that the members of COPIS and NSDC who responded to the survey supported the RPTIM Model. Results further indicated that the respondents supported the 38 staff development practices identified in the model. Ninety percent of the COPIS and NSDC respondents indicated that 30 of the practices should be used "often" or "almost always." Of the remaining eight practices, between 70% and 90% of the COPIS and NSDC respondents indicated that these practices should be used "often" or "almost always."

Jerrick (1984) modified the SSSDP and surveyed 24 principals in Dupage County, Illinois to learn whether they believed the 38 staff development practices delineated in the SSSDP were important when planning staff development programs. The results of Jerrick's study also supported the practices noted in the SSSDP as important to consider when planning and implementing staff development in schools. Jerrick's modification of the SSSDP consisted of asking the principals to indicate whether or not the staff development practice was important by writing yes or no next to the practice.

Respondents were also requested to write comments to indicate the extent of the use of the practice in their schools. Of the 38 practices, 20 were reported as being important by at least 70 percent of the survey respondents. Of the remaining 18 practices, 11 received a yes response from at least 50 %.

Uhlich's (1985) research investigated teachers' perceptions of the extent to which staff development practices "exist" and to the extent they "should exist" in New York State's public schools. Results of his study indicated that the teachers supported the use of the 38 RPTIM practices in the planning and implementation of staff development. Uhlich surveyed 358 teachers and determined that the teachers perceived that of the 38 practices 17 should be implemented "almost always." Uhlich further determined that the teachers indicated that the remaining 21 practices should be implemented "often."

Sly et al., conducted a study in 1988 to note the level of use of the 38 research-based staff development in rural Oklahoma schools. The 38 practices were organized according to the RPTIM Model of Staff Development. Rural Oklahoma schools served as an ideal site for the survey because legislation directly supported staff development for schools. It was therefore appropriate to note the degree to which school personnel valued the practices and perceived these practices to be implemented.

The population of the study consisted of principals, staff development chairpersons and teachers of 537 rural Oklahoma school districts. Survey participants were asked to rate, on a four point scale, "what exists" and "what should exist," within the school with regard to the importance of staff development practices. Results of the study indicated general agreement between the role groups with regard to which practices

should be used and which practices are used when planning and implementing staff development practices in rural Oklahoma schools.

Summary

This chapter begins with a description of the literature that was reviewed and the conceptual model upon which this study was based. Next the 38 practices that define the RPTIM Model of Staff Development as this study's conceptual framework were presented. This was followed by an overview of staff development research related to the RPTIM Model. Then detailed descriptions of Thompson's 1981 and Sly's 1991 study were provided. Finally, a review of studies which had investigated the use of the RPTIM Model as a conceptual framework for staff development was reported. Chapter III describes how the study was conducted.

CHAPTER III

Study Design

Overview of the Study

This chapter describes how the study was conducted. This study is a modified replication of a dissertation conducted by Steven Thompson in 1981 (1982) that surveyed personnel perceptions of staff development practices in 80 school districts in Pennsylvania.

The purpose of this study was to survey and analyze the perceptions of staff development practices that support school improvement in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and to identify the extent to which they were practiced and should be practiced and where changes might be made to bring current practice more in line with desired practice.

The organization of the chapter is as follows. First, a description of the population and the selection procedures for determining the sample is provided. Then the survey instrument, a modified version of the Survey of School-based Staff Development Practices developed by Steven Thompson (1982), is described. The next section presents the data collection procedures. This is followed by a description of the research design. The procedures for an analysis of the data are provided in the final section.

Population and Sample

The population of this study consisted of educators directly involved in planning, conducting and evaluating staff development programs to support school improvement in four districts in DoDDS-Europe. Those educators included in this study were members of three distinct role groups: teachers, principals or members of district offices.

The four districts selected for this study included the Hessen, Heidelberg, Kaiserslautern and Wuerzburg districts. These four districts were located in central and southern Germany with three schools in the Kaiserslautern district being located in Belgium.

The four districts selected operated in very much the same way as districts did in the United States (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001). Members of the district offices provided education functions and supported continuous improvement initiatives in the schools. District office members included the superintendent, assistant superintendent, school improvement coordinator, staff developer, language arts liaison, math liaison, science liaison, early childhood liaison, and social studies liaison. These content area liaisons supported the teachers in each school who served as the school improvement coordinator and staff developer with activities aimed at promoting school improvement in their particular content areas. The superintendent and assistant superintendent served as the supervisor for the members of the district offices and for the school principals.

The district superintendents in the ten districts in DoDDS reported to one of two area superintendents. The two areas within the organizational structure of DoDDS were the European and the Pacific areas. The two area superintendents reported to the Director of the Department of Defense Education Activity (DoDEA) located in Washington, D.C. The superintendents in the four districts selected for this study reported to the European area superintendent.

There were 68 schools located in the Hessen, Heidelberg, Kaiserslautern and Wuerzburg districts. Schools were organized to provide a comprehensive educational

program to the dependent children of military and civilian personnel working on overseas military installations. The schools were organized in much the same fashion as they were in the United States. Elementary schools were generally configured with grades Kindergarten through five, middle schools were configured with grades six through eight and high schools were configured with grade levels seven through twelve, or nine through twelve. In the four districts that were involved in this study, there were a total of 42 elementary schools, 11 middle schools, and 15 high schools for a total of 68 schools.

The curriculum was very similar to that of school systems in the United States (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001). Schools received accreditation from the North Central Association Commission on Schools and were required to maintain annual certification and participate in site visits every five years (D. Markl, School Improvement Liaison, Hessen District, personal communication, February 5, 2001). Books, materials and supplies were the same as those used by comparable school systems in the U.S. with all instruction being provided in English. Schools did make use of activities available on the local economy; classes frequently took field trips geared at promoting awareness of the local culture.

Students served by DoDDS schools were the dependent children of military and civilian personnel working on overseas military installations. Student ethnic group information, gleaned from enrollment data supplied by parents at the time of student registration, indicated that 47 % of DoDDS students were white, 17 % of the students were black, 15 % were multiracial, eight percent were either Asian or Pacific Islander, and seven percent were Hispanic (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001). Performance on achievement tests was comparable

with that of higher performing school systems in the United States. DoDDS students scored eighth compared with the 50 States in the U.S. on system-wide assessments according to the DoDEA 2000 Accountability Report.

Sixty-five percent of the students' parents were enlisted personnel, 30 % were officers and five percent were civilians. At least one adult, the sponsor, in each household was employed. The socio-economic status of the sponsor varied with rank. Education levels of sponsors varied: 23 % having earned a college degree 20 % having had attended college for two years or more, and the remaining 57 % having earned a high school diploma or a GED. Either on-base housing or a housing allowance was provided for each family. Approximately 65 % of DoDDS students lived in housing located on military installations with the remaining 35 % living in housing located on the local economy. Students either walked to school or used school buses that were contracted by DoDDS. Due to the transfer of personnel, the system-wide mobility rate of the students was approximately 35 % per school year (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001).

All DoDDS teachers were certified within their respective fields of instruction according to DoDEA certification requirements as well as certification requirements prescribed by the North Central Association Commission on Schools. Thirty-three percent of the workforce had a B.A. or B.S. degree, and 67 % had a M.A. or M.S. or higher. Twenty-two percent of the teachers had more than 20 years of teaching experience, 39 % had between ten and 20 years experience and 40 % had fewer than ten years teaching experience (H. Gerry, Chief of Staff, DoDDS-Europe, personal communication, January 17, 2001).

The four districts selected for the survey were chosen for several reasons. The four districts represent the four most geographically cohesive districts in DoDDS-Europe. These four districts were also chosen because they were attempting to determine if effective practices for staff development to support school improvement were, in fact, being used. There had been a systematic process for supporting school improvement through staff development which used a process which mirrored that laid out in the RPTIM Model of Staff Development (see Chapter 1, p. 4- 6).

The sample was composed of the following role groups: teachers, principals and members of district offices responsible for staff development functions. A decision was made to include role group members from all 68 schools in the four districts in the survey. Sixty-eight principals, 136 teachers and 32 district staff members served as potential respondents in the study.

The principals who were surveyed were the leaders of the schools. Forty-two elementary school principals, 11 middle school principals, and 15 high school principals were surveyed in the study for a total of 68 principals. The principals had knowledge of the school improvement process and related staff development activities within their schools from the perspective of the designated leadership position. The criterion for their participation in the study was having been in their current position for at least nine months. All those surveyed met the criteria.

The two teachers from each school who were surveyed held the teacher leadership positions as either the chairperson of the school improvement team or the school-based staff developer. These teachers had knowledge of the school improvement process and staff development activities in their school from the perspective of a teacher leadership

position. One hundred thirty-six teachers were surveyed. The criterion for their participation in the study was having been in the teacher leader position for at least nine months. In the event one of the teacher leaders was new to the position, the person who held the position the previous year was requested to serve as the respondent to the survey. All those surveyed met the criteria.

Members of district offices selected for the study included the offices' curriculum coordinators, the school improvement liaison, the staff development specialist and the superintendent and assistant superintendent. These personnel were included as a role group because they work directly with the schools in promoting school improvement through staff development. They had knowledge of the school improvement process and staff development activities for schools from the perspective of the district superintendents' office. A total of 32 members of district offices were surveyed. Again, the criterion for their participation in the study was having been in their current position for at least nine months. All those surveyed met the criteria.

Instrumentation

Perceptions of teachers, principals and members of district offices regarding staff development practices to support school improvement were measured using a modified version of the Survey of School-based Staff Development Practices which was developed by Steven Thompson in 1981 (1982). Thompson's questionnaire was based upon the RPTIM model of school-based staff development.

Using the RPTIM Model as a conceptual framework of staff development, Thompson (1982) surveyed a panel of experts in the area of staff development and school improvement to identify 38 school-based staff development practices (see Chapter 2, pp.

17-21). These 38 practices were used to define what happens in the five stages of the RPTIM Model. Of the 38, eight described what occurred in the Readiness Stage; 11 in the Planning Stage; nine in the Training Stage; six in the Implementation Stage; and four in the Maintenance Stage. Thompson used these 38 practices to develop the Survey of School-based Staff Development Practices (SSSDP). The SSSDP has been used in several studies as a survey instrument to measure educators' perceptions of the extent to which staff development practices are present and/or and should be present in schools (Jerrick, 1984; McQuarrie, Wood & Thompson, 1984; Sly, Everett, McQuarrie & Wood, 1990; Sly, 1992; Thompson 1982; Uhlich, 1985).

The content validity of the SSSDP was indicated through an extensive review of research and literature; face validity of the SSSDP was judged by a jury of national experts. Reliability of the instrument was established using a the test-retest method (Thompson, 1982).

The instrument used for this study, the Modified Survey of School-based Staff Development Practices consisted of the 38 practices identified by Thompson plus the six practices identified by Sly in her study in 1991 (1992) for a total of 44 practices (see Appendix B). The six additional RPTIM practices Sly identified were:

1. The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program. (MSSDP, Readiness Stage, Practice 9)

2. The school improvement team keeps the faculty informed of decisions and actions. (MSSDP, Readiness Stage, Practice 10)

3. The planning process should include a retreat when the school planning team develops their staff development plans. (MSSDP, Planning Stage, Practice 22)

4. A staff development design team is formed to develop the plan to implement goals and programs selected in Readiness. (MSSDP, Planning Stage, Practice 23)

5. School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors. (MSSDP, Training Stage, Practice 25)

6. School staff members participate in support groups that are formed to assist the members to implement new work behaviors. (MSSDP, Implementation Stage, Practice 40)

By taking the Survey of School-based Staff Development Practices developed by Thompson and adding the six practices identified by Sly, this researcher created the Modified Survey of School-based Staff Development Practices (MSSSDP). The practices in Thompson's Survey of School-based Staff Development Practices were in a sequence according to the Readiness, Planning, Training, Implementation and Maintenance stages of the RPTIM Model. Sly's six additional practices were assigned to the stages noted in parentheses behind those practices presented immediately above.

The Modified Survey of School-based Staff Development Practices was organized into two parts. Part one of the survey requested demographic information regarding the number of years participants had been employed by the schools and been involved in staff development activities.

Part two measured role group members' perceptions of the value and importance of staff development practices using a four point Likert Scale. The 44 staff development practices were listed and each was followed by two four-choice response scales indicating "what exist" and "what should be" On the first scale, respondents were asked to indicate the extent to which they perceived the practice as existing in their schools by circling a number corresponding to one of the following choices: 1) almost never, 2) sometimes, 3)

often, and 4) almost always. The respondents were also asked to indicate the extent to which they believed each of the 44 practices should exist using the same four options on the second scale.

Data Collection

The Modified Survey of School-based Staff Development Practices was distributed by military parcel service. Survey packets were mailed to the principals of each of the schools and to the superintendents of the four districts

Packets sent to the superintendents contained surveys for the school improvement liaisons and curriculum coordinators of the districts. Superintendents were requested to distribute the survey packets to curriculum liaisons. Packets sent to the principals contained the survey for the principal plus the surveys for the two teachers in the school. Principals were requested to distribute the survey packets to two teachers in the school who served as: the school improvement team chairperson and as the school-based staff development teacher leader.

Each packet contained:

1. a letter explaining the study and giving directions for responding to the survey (see Appendix D).
2. a copy of the consent form (see Appendix D).
3. a copy of the Modified Survey of School-based Staff Development Practices (see Appendix C)
4. a return addressed envelope ready for mailing

Ten days after the distribution of the materials, a follow-up email was sent to those surveyed reminding them of the importance of the survey and requesting assistance

in completing and returning it. A second mailing of the survey was also completed 14 days after the first mailing to ensure that the instrument was available and could be completed and returned (see Appendix D).

The target response rate was 70% for each of the three groups. A total of 184 responses were received; this was a 78% response rate for all respondents. The response rates among the various role groups were: 56 principals, 82 %, 103 teachers, 76 %, and 25 district personnel, 78 %. Table 1 presents response rate information, p 59.

Data Analysis

This section describes how the responses from the teachers, principals and members of district offices were analyzed to provide answers to the five research questions. After the questions are presented, the statistical method of analysis for each question is described.

Research Questions

This study addresses the following research questions regarding the perceptions of teachers, principals and members of district offices related to the importance and implementation of the RPTIM practices to support school improvement through staff development. Data were analyzed in order to answer the five research questions.

1. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices as being important for guiding staff development for school improvement in the four DoDDS districts located in Europe?

2. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices actually being implemented in the four DoDDS districts in Europe?
3. Were there statistically significant differences in the extent to which the teachers, principals and members of district offices indicated the RPTIM practices should be used to guide staff development for school improvement in the four DoDDS districts located in Europe?
4. Were there statistically significant differences in the extent to which teachers, principals and members of district offices indicated the RPTIM practices were actually implemented to guide staff development for school improvement in the four DoDDS districts located in Europe?
5. Were there statistically significant differences between the extent to which teachers, principals and members of district offices indicated each RPTIM staff development practice should be and were implemented in the schools in the four DoDDS districts located in Europe?

For Question 1: Descriptive statistics were used to indicate the degree of importance accorded to each of the staff development practices by members of each role group. The descriptive statistics used included means, standard deviations, and percentages for perceptions of "what should be" for each practice.

For Question 2: Descriptive statistics were used to indicate the degree to which to each of the staff development practices was being implemented in schools as perceived by members of each role group. The descriptive statistics used included means, standard deviations, and percentages for perceptions of "what should be" for each practice.

For Question 3: An analysis of variance (ANOVA) was applied to the responses for the 44 practices from the Modified Survey of School-based Staff Development Practices to identify statistically significant differences between perception mean scores among the three role groups regarding what practices should be used to guide staff development in schools. An alpha level of .05 was selected to determine statistical significance.

For Question 4: An analysis of variance (ANOVA) was applied to the "what exist" responses for the 44 practices from the Modified Survey of School-based Staff Development Practices to identify statistically significant differences among perception mean scores between the three role groups. An alpha level of .05 was selected to determine statistical significance.

For Question 5: An analysis of variance (ANOVA) was applied to the "should be" and "what exist" responses for the 44 practices from the Modified Survey of School-based Staff Development Practices to identify statistically significant differences between perception mean scores among the three role groups. An alpha level of .05 was selected to determine statistical significance. T-scores were also computed to determine statistically significant differences between role group total mean scores.

For questions three, four and five, when analysis of variance revealed a p value less than .05, Tukey follow-up procedures were performed to identify where pair-wise differences existed. For part one of the Modified Survey of School-based Staff Development Practices, which addresses demographic information, frequencies, percentages and means were used to provide descriptive data.

Ethics and Human Relations

Information shared by respondents was kept confidential. Letters were provided to all respondents stating the procedures that would be followed to ensure this confidentiality. An Institutional Review Board application was submitted to the University of Oklahoma in order to ensure that agreement had been garnered regarding the processes used to ensure the protection of the subjects

Summary

This chapter described the procedures used to conduct the study. A description of the population and the sample was first presented. Next, the instrument was described with information regarding how the survey was adapted for this study. Data collection and data analysis procedures were then presented in the final section of this chapter. The next chapter, Chapter IV, will present the findings of the study.

CHAPTER IV

Findings of the Study

Introduction

This chapter presents the findings of this study. The first section provides demographic information regarding the teachers, principals and members of district offices who responded to the survey, the Modified Survey of School-based Staff Development Practices (MSSSDP). The second section presents information regarding the degree to which members of the three role groups believed the 44 RPTIM staff development practices for school improvement "should be" and "were being" practiced. This section also presents data indicating significant differences in perceptions among the three role groups' perceptions of "what should be" and "what exists" for each practice. The third section reports differences between "what should be" and "what exists" total mean scores, and identifies those practices which were statistically different.

Purpose of the Study

The purpose of this study was to survey and analyze the perceptions of staff development practices that support school improvement in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and to identify the extent to which they were practiced and should be practiced and where changes might be made to bring current practice more in line with desired practice.

Research Questions

The five research questions that served as the basis for the analysis were:

1. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices as being important for

guiding staff development for school improvement in the four DoDDS districts located in Europe?

2. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices actually being implemented in the four DoDDS districts in Europe?
3. Were there statistically significant differences in the extent to which the teachers, principals and members of district offices indicated the RPTIM practices should be used to guide staff development for school improvement in the four DoDDS districts located in Europe?
4. Were there statistically significant differences in the extent to which teachers, principals and members of district offices indicated the RPTIM practices were actually implemented to guide staff development for school improvement in the four DoDDS districts located in Europe?
5. Were there statistically significant differences between the extent to which teachers, principals and members of district offices indicated each RPTIM staff development practice should be and were implemented in the schools in the four DoDDS districts located in Europe?

Description of the Instrument

The instrument used to collect the data was the Modified Survey of School-based Staff Development Practices (MSSSDP). This survey was created by modifying the Expanded Survey of School-based Staff Development Practices used by Sly in her study. The MSSSDP consisted of two sections; part one, the demographic section and part two, the practices section. Part two consisted of the 44 RPTIM practices including six

practices identified in Sly's study which she indicated should be added to the RPTIM practices.

A total of 236 surveys were mailed to principals (68), teachers (136), and members of district offices (32) in the Heidelberg, Hessen, Kaiserslautern and Wuerzburg districts of DoDDS-Europe. The questionnaires were mailed in packets to the principals of the schools. Principals were asked to complete one survey and provide the other two surveys to the teachers who served as the school improvement chairperson and the school-based staff developer. Superintendents were provided with packets and were asked to complete one survey and provide the other surveys to the assistant superintendent, language arts/reading, math, social studies, science, early childhood, school improvement and staff development liaisons in these districts. A response rate goal of 70% for each role group was set.

Data were analyzed using descriptive statistics including frequency of response, percentage, mean scores and standard deviations. Analysis of variance (ANOVA) was used to test differences among and between groups Tukey follow-up statistics were performed when pair-wise differences were indicated among the three role groups due to a p-value less than .05 as revealed by the analysis of variance.

Table 1 provides survey response rate information. A total of 184 responses were received. This represented a total response rate of 78 %. Response rates among the various role groups were: teachers, 76 %; principals, 82 %; members of district offices, 78 %.

Table 1

Number and Percentages of Responses by Role Group

Role Group	Number of Surveys Distributed	Number of Surveys Returned	Percentages of Surveys Returned
Teachers	136	103	76
Principals	68	56	82
Members of district offices	32	25	78
Total	236	184	78

Demographic Data

This section provides descriptive data from the questions concerning the respondents. These data include the number of years the respondents had been involved in education, employed by DoDDS, employed by the current district, and involved in the school improvement process (SIP). It also provides information about whether the respondents had been employed by the school at the initiation of SIP, involved in receiving school improvement facilitator training, and involved in school improvement planning teams. Data were reported by frequency and percentage for all respondents and by role groups.

Table 2 provides information regarding the number of years of experience respondents indicated they had been involved in education. The majority of respondents had been involved in education for at least 20 years. More than one half of the principals (73 %), and members of district offices (56 %) had more than 20 years of experience. Almost half of the teachers (49 %) who responded to the survey indicated that they had

more than 20 years of experience in education. Eighty-seven percent of each group had more than 10 years of experience.

Table 2

Total Years of Experience in Education by Role Group

Role Group	Years 1-5 f %	6-10 f %	11-15 f %	16-20 f %	>20 f %
Teachers	1 1	9 9	18 18	24 24	50 49
Principals	3 5	4 7	5 9	3 5	41 73
Members of District Offices	0 0	2 8	2 8	7 28	14 56
Total	4 2	15 8	25 14	34 19	105 57

Table 3 reveals that most respondents had been employed by DoDDS for at least 11 years. Eighty-three percent of the principals, 70% of the teachers and all of the members of district offices had been employed by DoDDS for at least 11 years.

Table 3

Total Years Employed by the DoDDS by Role Group

Role Group	Years 1-5 f %	6-10 F %	11-15 f %	16-20 f %	>20 f %
Teachers	11 11	18 17	26 25	23 22	24 23
Principals	3 5	0 0	8 14	5 9	39 70
Members of District Offices	0 0	0 0	5 20	8 32	12 48
Total	14 8	18 10	39 21	36 20	75 41

Table 4 provides information regarding the total number of years respondents had been employed by their current district. The majority of respondents had been employed by their districts for less than 10 years. Almost one half of the principals (45 %), two-thirds of the teachers (65 %), and three-quarters of the members of district offices (74 %) had been employed by the districts for more than five years. Twenty-one percent of the principals had ten years in their current district.

Table 4

Total Years Employed by Current District by Role Group

Role Group	Years 1-5 f %	6-10 F %	11-15 f %	16-20 f %	>20 f %
Teachers	36 35	21 20	17 17	16 16	12 12
Principals	31 55	9 16	6 11	4 7	5 9
Members of District Offices	9 36	4 16	4 16	4 16	4 16
Total	76 41	34 19	27 15	24 13	21 11

Table 5 provides information regarding the total number of years respondents had been involved in the SIP process. A wide variation was reported with regard to the number of years the three role group members had been involved in the school improvement process. More than four-fifths of the principals (85 %) indicated that they had more than seven years experience with the SIP process. Nearly two-thirds of the members of district offices (64%) indicated that they had more than seven years experience with SIP while less than one half of the teachers (46%) had more than seven years experience with SIP.

Table 5

Total Years Involved in SIP by Role Group

Role Group	Years											
	0-2		3-4		5-6		7-8		9-10		>10	
	f	%	F	%	f	%	f	%	f	%	f	%
Teachers	18	17	23	22	15	15	11	11	13	13	23	22
Principals	2	4	4	7	2	4	8	14	7	12	33	59
Members of District Offices	1	4	3	12	5	20	4	16	5	20	7	28
Total	21	11	30	16	22	12	23	13	25	14	63	34

Table 6 provides information regarding the number and percentage of respondents who had been employed in their school at the initiation of the SIP process. The majority of the teacher respondents (54 %) had been employed by their school at the initiation of SIP, while slightly less than one half of the principals (48 %) had indicated such employment. More than three quarters of the members of the district offices (76 %) indicated employment at the initiation of the SIP process.

Table 6

Number and Percentage of Respondents Employed in the School at the Initiation of SIP by Role Group

Role Group	Number	Percent
Teachers	56	54
Principals	27	48
Members of District Offices	19	76
Total	102	55

Table 7 provides information regarding the number and percentage of respondents who had received facilitator training for school improvement. The great majority of respondents had received facilitator training for the school improvement process. More than four-fifths of the principals (84 %) and members of district offices (88 %) indicated they had received facilitator training while slightly less than three quarters of the teachers (72 %) indicated they had received this training.

Table 7

Number and Percentage of Respondents by Role Group
Who Had Received Facilitator Training

Role Group	Number	Percent
Teachers	74	72
Principals	47	84
Members of District Offices	22	88
Total	143	78

Table 8 provides information regarding the number and percentage of respondents who had participated on planning teams. Almost all respondents indicated that they had participated on a school improvement planning team. All of the principals indicated they had participated while nearly all teachers (97%) and members of district offices (96%) indicated such participation.

Table 8

Number and Percentage of Respondents
by Role Group Who Had Participated on Planning Teams

Role Group	Number	Percent
Teachers	100	97
Principals	56	100
Members of District Offices	24	96
Total	180	98

Summary of Demographic Data on Respondents

From the information provided by the survey respondents, the following descriptions of the role group members who responded to the survey can be made.

Teachers

Almost one half of the teachers had more than 20 years of experience in education. The majority of teachers reported that they had received school improvement facilitator training with almost all having served on a planning team. Slightly more than one half of the teachers indicated they had been employed by their school when the school initiated the school improvement process. Almost one half of the teachers reported that they had been employed by their districts for more than ten years.

Principals

Almost three quarters of the principals had more than 20 years of experience in education. More than four-fifths of principals reported that they had received school improvement facilitator training with all indicating they had served on a planning team. Slightly more than one quarter of the principals

indicated they had been employed by their school when their school had initiated the school improvement process. While almost three quarters of the principals indicated more than 20 years employment with DoDDS, more than one half indicated they had been with their districts less than five years.

Members of District Offices

Slightly more than one half of the members of district offices had more than 20 years of experience in education. More than four-fifths of the members of district offices reported that they had received school improvement facilitator training with almost all indicating they had served on a planning team. Slightly more than three quarters of the members of district offices indicated they had been employed by their school when their school had initiated the school improvement process. While almost one half of the members of district offices indicated more than 20 years employment with DoDDS, slightly more than one third indicated they had been with their districts less than five years.

School-based Staff Development Practices

To obtain data regarding the perceptions of staff development practices, the respondents were asked to indicate the extent to which the 44 identified staff development practices should be used and actually existed in their schools. In responding to each of the 44 RPTIM practices, the following response options were used: 4) almost always, 3) often, 2) sometimes, and 1) almost never.

In analyzing the data, frequency and percentages were recorded for each of the response options. In addition, mean and standard deviation were calculated for each practice. To determine which practices that were viewed as most important and least

important to use and most and least implemented, the combined percentage for "almost always" and "often" and the means were examined. A mean of 3.50–4.00 on total score was considered a practice that should be used or exist "almost always," 2.50–3.49 should be used or exist "often," 1.50–2.49 should be used or exist "sometimes," and 1.00–1.49 should be used or exist "almost never."

Analysis of variance was used to determine the F ratio and probability of significant difference among role groups. As noted earlier, a Tukey follow-up was used for those practices recording significant differences when analysis of variance was applied.

The findings are presented in three sections. The first section reports the extent to which the respondents in the three role groups perceived that the 44 practices should be used. The second section reports the extent to which the respondents perceived that the practices exist or were being used.

"What Should Be" Findings

This section serves as a summary of the responses regarding the extent to which the 44 practices identified in the Modified Survey of Staff Development Practices should be occurring in the schools surveyed. The reader will note that findings are reported by the stage of the RPTIM Model, i.e. Readiness, Planning, Training, Implementation and Maintenance.

Readiness Stage

Listed below are the ten practices in the Readiness Stage of the RPTIM Model of Staff Development:

Practice 1 A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years.

Practice 4 The school staff adopts and supports goals for the improvement of school programs.

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement.

Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.

Practice 9 The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.

Practice 10 The school planning team keeps the faculty informed of decisions and actions.

The Readiness Practices are presented in Table 9. For each practice the reader will find the practice number, a list of the role groups, the combined percentage scores for "almost always" and "often," the mean, standard deviation, F value for the ANOVA applied against these means and the probability. Those with significant p values are indicated with an asterisk.

Table 9

Combined Percentages, Means, Standard Deviations, F-ratios, and Probabilities of "What Should Be" Scores for the Three Role Groups Within the Readiness Stage

Practice	Role Group	**%	Mean	S.D.	F	p
1	Teachers	98	3.87	0.34		
	Principals	96	3.82	0.47		
	Members of District Offices	98	3.92	0.28		
	Total	98	3.86	0.38	0.652	0.522
2	Teachers	95	3.71	0.57		
	Principals	98	3.86	0.40		
	Members of District Offices	96	3.88	0.34		
	Total	96	3.77	0.50	2.215	0.112
3	Teachers	92	3.74	0.53		
	Principals	93	3.68	0.61		
	Members of District Offices	93	3.80	0.41		
	Total	93	3.73	0.54	0.492	0.613
4	Teachers	99	3.81	0.39		
	Principals	100	3.86	0.35		
	Members of District Offices	99	3.88	0.33		
	Total	99	3.84	0.37	0.447	0.640
5	Teachers	99	3.82	0.38		
	Principals	98	3.84	0.42		
	Members of District Offices	99	3.68	0.48		
	Total	99	3.81	0.41	1.476	0.231
6	Teachers	99	3.77	0.42		
	Principals	98	3.75	0.48		
	Members of District Offices	99	3.72	0.46		
	Total	99	3.76	0.44	0.171	0.843

Table 9 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
7	Teachers	100	3.91	0.28		
	Principals	100	3.88	0.33		
	Members of District Offices	100	3.88	0.33		
	Total	100	3.90	0.31	0.317	0.729
8	Teachers	80	3.34	0.94		
	Principals	82	3.41	0.83		
	Members of District Offices	81	3.56	0.77		
	Total	81	3.39	0.88	0.660	0.518
9	Teachers	99	3.86	0.35		
	Principals	98	3.73	0.49		
	Members of District Offices	99	3.80	0.41		
	Total	99	3.81	0.40	1.928	0.148
10	Teachers	98	3.83	0.42		
	Principals	100	3.96	0.19		
	Members of District Offices	99	3.84	0.37		
	Total	99	3.88	0.36	2.475	0.087

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 1 A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).

The mean score for all respondents for Practice 1 was 3.86 and indicated that Readiness activities should "almost always" include developing positive school climate before other staff development efforts are attempted. The mean scores for each role group were: teachers, 3.87; principals, 3.82; and members of district offices, 3.92. No

significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 37).

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.

The mean score for all respondents for Practice 2 was 3.77 and indicated that Readiness activities should "almost always" include goals for school improvement being written collaboratively by teachers, parents, building administrators, and central office administrators. The mean scores for each role group were: teachers, 3.71; principals, 3.86; and members of district offices, 3.88. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 38).

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years.

The mean score for all respondents for Practice 3 was 3.73 and indicated that Readiness activities should "almost always" include the school having a written list of goals for the improvement of school programs during the next three to five years. The mean scores for each role group were: teachers, 3.74; principals, 3.68; and members of district offices, 3.80. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 39).

Practice 4 The school staff adopts and supports goals for the improvement of school programs.

The mean score for all respondents for Practice 4 was 3.84 and indicated that Readiness activities should "almost always" include the school staff adopting and

supporting goals for the improvement of school programs. The mean scores for each role group were: teachers, 3.81; principals, 3.86; and members of district offices, 3.88. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 40).

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

The mean score for all respondents for Practice 5 was 3.81 and indicated that Readiness activities should "almost always" include current school practices being examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. The mean scores for each role group were: teachers, 3.82; principals, 3.84; and members of district offices, 3.68. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 41).

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

The mean score for all respondents for Practice 6 was 3.76 and indicated that Readiness activities should "almost always" include current educational practices not yet found in the school being examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned. The mean scores for each role group were: teachers, 3.77; principals, 3.75; and members of

district offices, 3.72. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 42).

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement.

The mean score for all respondents for Practice 7 was 3.90 and indicated that Readiness activities should "almost always" include the school staff identifying specific plans to achieve the school's goals for improvement. The mean scores for each role group were: teachers, 3.91; principals, 3.88; and members of district offices, 3.88. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 43).

Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.

The mean score for all respondents for Practice 8 was 3.39 and indicated that Readiness activities should "often" include leadership and support during the initial stage of staff development activities being the responsibility of the principal and central office staff. The mean scores for each role group were: teachers, 3.34; principals, 3.41; and members of district offices, 3.56. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 44).

Practice 9 The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.

The mean score for all respondents for Practice 9 was 3.81 and indicated that Readiness activities should "almost always" include the school preparing the planning team (administrators, faculty, and others) for leadership roles before initiating a school

improvement program. The mean scores for each role group were: teachers, 3.86; principals, 3.73; and members of district offices, 3.80. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 45).

Practice 10 The school planning team keeps the faculty informed of decisions and actions.

The mean score for all respondents for Practice 10 was 3.88 and indicated that Readiness activities should "almost always" include the school planning team keeping the faculty informed of decisions and actions. The mean scores for each role group were: teachers, 3.83; principals, 3.96; and members of district offices, 3.84. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 46).

Planning Stage

Listed below are the 13 practices in the Planning Stage of the RPTIM Model of Staff Development:

> Practice 11 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.
>
> Practice 12 Planning of staff development activities relies, in part, upon information gathered directly from school staff members.
>
> Practice 13 In-service planners use information about the learning styles of participants when planning staff development activities.
>
> Practice 14 Staff development programs include objectives for in-service activities covering as much as five years.
>
> Practice 15 The resources (time, money, and materials) available four use in staff development are identified prior to planning in-service activities.

Practice 16 Staff development programs include plans for activities to be conducted during the following three to five years.

Practice 17 Specific objectives are written for staff development activities.

Practice 18 Staff development objectives include objectives for attitude development (new outlooks and feelings).

Practice 19 Staff development objectives include objectives for increased knowledge (new information and understanding).

Practice 20 Staff development objectives include objectives for skill development (new work behaviors).

Practice 21 Leadership during the planning of in-service programs is shared among teachers and administrators.

Practice 22 The planning process should include a retreat when the school planning team develops their staff development plans.

Practice 23 A staff development design team is formed to develop the plan to implement goals and programs.

Table 10 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups' responses to the 13 practices in the Planning stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 10

Combined Percentages, Means, Standard Deviations, F-ratios, and Probabilities of "What Should Be" Scores for the Three Role Groups Within the Planning Stage

Practice	Role Group	**%	Mean	S.D.	F	p
11	Teachers	99	3.76	0.45		
	Principals	98	3.79	0.46		
	Members of District Offices	99	3.80	0.41		
	Total	99	3.77	0.45	0.131	0.878

Table 10 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
12	Teachers	99	3.83	0.41		
	Principals	98	3.79	0.46		
	Members of District Offices	99	3.68	0.48		
	Total	99	3.79	0.43	1.152	0.318
13	Teachers	92	3.55	0.64		
	Principals	88	3.36	0.70		
	Members of District Offices	91	3.68	0.63		
	Total	91	3.51	0.66	2.590	0.078
14	Teachers	76	3.16	0.80		
	Principals	86	3.34	0.82		
	Members of District Offices	81	3.64	0.64		
	Total	81	3.28	0.80	4.019	0.020*
15	Teachers	93	3.62	0.60		
	Principals	100	3.68	0.47		
	Members of District Offices	96	3.76	0.52		
	Total	96	3.66	0.55	0.736	0.480
16	Teachers	82	3.33	0.74		
	Principals	86	3.38	0.78		
	Members of District Offices	85	3.76	0.44		
	Total	85	3.40	0.73	3.648	0.028*
17	Teachers	95	3.60	0.57		
	Principals	100	3.71	0.46		
	Members of District Offices	97	3.84	0.47		
	Total	97	3.67	0.53	2.480	0.087
18	Teachers	86	3.37	0.76		
	Principals	86	3.49	0.72		
	Members of District Offices	88	3.60	0.58		
	Total	88	3.44	0.72	1.192	0.306

Table 10 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
19	Teachers	99	3.73	0.45		
	Principals	100	3.86	0.35		
	Members of District Offices	99	3.80	0.41		
	Total	99	3.78	0.42	1.858	0.159
20	Teachers	99	3.73	0.47		
	Principals	100	3.82	0.39		
	Members of District Offices	99	3.76	0.44		
	Total	99	3.76	0.44	0.812	0.445
21	Teachers	99	3.76	0.45		
	Principals	96	3.77	0.50		
	Members of District Offices	98	3.92	0.28		
	Total	98	3.78	0.45	1.355	0.261
22	Teachers	61	2.87	1.06		
	Principals	54	2.73	1.08		
	Members of District Offices	62	3.48	0.87		
	Total	62	2.91	1.06	4.653	0.011*
23	Teachers	93	3.58	0.64		
	Principals	88	3.45	0.79		
	Members of District Offices	96	3.68	0.56		
	Total	92	3.55	0.68	1.094	0.337

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 11 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.

The mean score for all respondents for Practice 11 was 3.77 and indicated that Planning activities should "almost always" include differences between desired and actual practices in the school being examined to identify the in-service needs of the staff.

The mean scores for each role group were: teachers, 3.76; principals, 3.79; and members of district offices, 3.80. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 47).

Practice 12 Planning of staff development activities relies, in part, upon information gathered directly from school staff members.

The mean score for all respondents for Practice 12 was 3.79 and indicated that Planning activities should "almost always" rely, in part, upon information gathered directly from school staff members. The mean scores for each role group were: teachers, 3.83; principals, 3.79; and members of district offices, 3.68. No significant differences among mean scores were revealed by analysis of variance (Appendix E, Table 48).

Practice 13 In-service planners use information about the learning styles of participants when planning staff development activities.

The mean score for all respondents for Practice 13 was 3.51 and indicated that Planning activities should "almost always" include in-service planners using information about the learning styles of participants when planning staff development activities. The mean scores for each role group were: teachers, 3.55; principals, 3.36; and members of district offices, 3.68. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 49).

Practice 14 Staff development programs include objectives for in-service activities covering as much as five years.

The mean score for all respondents for Practice 14 was 3.28 and indicated that Planning activities should "often" include objectives for in-service activities covering as much as five years. The mean scores for each role group were: teachers, 3.16; principals,

3.34; and members of district offices, 3.64. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 11). A Tukey follow-up analysis indicated that the members of the district office were significantly more likely than teachers to indicate that Planning activities should include objectives for in-service activities covering as much as five years (Appendix G, Table 108).

Table 11

Analysis of Variance Summary Table for "What Should Be" for Practice 14 Staff Development Programs Include Objectives for In-Service Activities Covering as Much as Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	4.930	2.465	4.019*
Error	179	109.779	0.613	

*p<.05 level of significance

Practice 15 The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities.

The mean score for all respondents for Practice 15 was 3.66 and indicated that the teachers, principals and members of the district office reported that Planning activities should "almost always" include the identification of resources (time, money, and materials) available for use in staff development being identified prior to planning in-service activities. The mean scores for each role group were: teachers, 3.62; principals, 3.68; and members of district offices, 3.76. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 50).

Practice 16 Staff development programs include plans for activities to be conducted during the following three to five years.

The mean score for all respondents for Practice 16 was 3.40 and indicated that Planning activities should "often" include staff development program plans for activities to be conducted during the following three to five years. The mean scores for each role group were: teachers, 3.33; principals, 3.38; and members of district offices, 3.76. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 12). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than principals and teachers to indicate that improvement plans should include activities through five years (Appendix G, Table 109).

Table 12

Analysis of Variance Summary Table for "What Should Be" for Practice 16 Staff Development Program Include Plans for Activities to Be Conducted During the Following Three to Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.763	1.882	3.648*
Error	178	91.795	0.516	

*p<.05 level of significance

Practice 17 Specific objectives are written for staff development activities.

The mean score for all respondents for Practice 17 was 3.67 and indicated that Planning activities should "almost always" include specific objectives being written for staff development activities. The mean scores for each role group were: teachers, 3.60; principals, 3.71; and members of district offices, 3.84. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 51).

Practice 18 Staff development objectives include objectives for attitude development (new outlooks and feelings).

The mean score for all respondents for Practice 18 was 3.44 and indicated that Planning activities should "often" include objectives for attitude development (new outlooks and feelings). The mean scores for each role group were: teachers, 3.37; principals, 3.49; and members of district offices, 3.60. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 52).

Practice 19 Staff development objectives include objectives for increased knowledge (new information and understanding).

The mean score for all respondents for Practice 19 was 3.78 and indicated that Planning activities should "almost always" include objectives for increased knowledge (new information and understanding). The mean scores for each role group were: teachers, 3.73; principals, 3.86; and members of district offices, 3.80. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 53).

Practice 20 Staff development objectives include objectives for skill development (new work behaviors).

The mean score for all respondents for Practice 20 was 3.76 and indicated reported that Planning activities should "almost always" include objectives for skill development (new work behaviors). The mean scores for each role group were: teachers, 3.73; principals, 3.82; and members of district offices, 3.76. No significant differences

among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 54).

Practice 21 Leadership during the planning of in-service programs is shared among teachers and administrators.

The mean score for all respondents for Practice 21 was 3.78 and means reported that Readiness activities should "almost always" include leadership during the planning of in-service programs being shared among teachers and administrators. The mean scores for each role group were: teachers, 3.76; principals, 3.77; and members of district offices, 3.92. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 55).

Practice 22 The planning process should include a retreat when the school planning team develops their staff development plans.

The mean score for all respondents for Practice 22 was 2.91 and indicated that Planning activities should "often" include a retreat when the school planning team develops their staff development plans. The mean scores for each role group were: teachers, 2.87; principals, 2.73; and members of district offices, 3.48. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 13). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than teachers or principals to indicate that the planning process should include a retreat (Appendix G, Table 110).

Table 13

Analysis of Variance Summary Table for "What Should Be" for Practice 22 The Planning Process Should Include a Retreat When the School Planning Team Develops Their Staff Development Plans

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	10.117	5.059	4.653*
Error	177	192.459	1.087	

*p<.05 level of significance

Practice 23 A staff development design team is formed to develop the plan to implement goals and programs.

The mean score for all respondents for Practice 23 was 3.55 and indicated that Planning activities should "almost always" include the formation of a staff development design team to develop the plan to implement goals and programs. The mean scores for each role group were: teachers, 3.58; principals, 3.45; and members of district offices, 3.68. No significant differences among mean scores were revealed by analysis of variance (Appendix E, Table 56).

Training Stage

Listed below are the 10 practices in the Training Stage of the RPTIM Model of Staff Development:

> Practice 24 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.
>
> Practice 25 School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors.
>
> Practice 26 Individual school staff members choose objectives for their own professional learning.

Practice 27 Individual school staff members choose the staff development activities in which they participate.

Practice 28 Staff development activities include experimental activities in which participants try out new behaviors and techniques.

Practice 29 Peers help to teach one another by serving as in-service leaders.

Practice 30 School principals participate in staff development activities with their staffs.

Practice 31 Leaders of staff development activities are selected according to their expertise rather than their position.

Practice 32 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.

Practice 33 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.

Table 14 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups in the Training Stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 14

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Should Be" Scores for Three Role Groups Within the Training Stage

Practice	Role Group	**%	Mean	S.D.	F	p
24	Teachers	93	3.58	0.60		
	Principals	88	3.38	0.68		
	Members of District Offices	91	3.64	0.64		
	Total	91	3.53	0.64	2.185	0.115

Table 14 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
25	Teachers	90	3.44	0.64		
	Principals	93	3.55	0.60		
	Members of District Offices	92	3.76	0.52		
	Total	92	3.51	0.62	2.904	0.057
26	Teachers	90	3.56	0.67		
	Principals	88	3.52	0.67		
	Members of District Offices	96	3.68	0.56		
	Total	90	3.57	0.65	0.525	0.592
27	Teachers	88	3.40	0.69		
	Principals	82	3.33	0.75		
	Members of District Offices	92	3.60	0.65		
	Total	87	3.40	0.70	1.305	0.274
28	Teachers	92	3.41	0.63		
	Principals	86	3.38	0.71		
	Members of District Offices	92	3.64	0.64		
	Total	90	3.43	0.66	0.049	0.952
29	Teachers	94	3.57	0.60		
	Principals	93	3.51	0.66		
	Members of District Offices	92	3.64	0.64		
	Total	93	3.56	0.62	0.405	0.668
30	Teachers	100	3.04	1.10		
	Principals	98	3.65	0.38		
	Members of District Offices	100	3.16	0.39		
	Total	99	3.16	0.92	8.756	0.000*
31	Teachers	97	3.71	0.50		
	Principals	96	3.80	0.45		
	Members of District Offices	100	3.84	0.37		
	Total	97	3.75	0.47	1.222	0.297

Table 14 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
32	Teachers	95	3.60	0.55		
	Principals	93	3.58	0.66		
	Members of District Offices	96	3.71	0.46		
	Total	95	3.61	0.57	0.422	0.656
33	Teachers	95	3.62	0.58		
	Principals	98	3.75	0.44		
	Members of District Offices	100	3.84	0.37		
	Total	97	3.69	0.52	2.280	0.105

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 24 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.

The mean score for all respondents for Practice 24 was 3.53 and indicated that Training activities should "almost always" include use of learning teams in which two to seven participants share and discuss learning experiences. The mean scores for each role group were: teachers, 3.58; principals, 3.38; and members of district offices, 3.64. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 57).

Practice 25 School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors.

The mean score for all respondents for Practice 25 was 3.51 and indicated that Training activities should "almost always" include school improvement facilitators participating in support groups that are formed to assist them to implement new work behaviors. The mean scores for each role group were: teachers, 3.44; principals, 3.55;

and members of district offices, 3.76. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 58).

Practice 26 Individual school staff members choose objectives for their own professional learning.

The mean score for all respondents for Practice 26 was 3.57 and indicated that Training activities should "almost always" include provisions for individual school staff members choosing objectives for their own professional learning. The mean scores for each role group were: teachers, 3.56; principals, 3.52; and members of district offices, 3.68. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 59).

Practice 27 Individual school staff members choose the staff development activities in which they participate.

The mean score for all respondents for Practice 27 was 3.40 and indicated that Training activities should "often" include provisions for individual school staff members choosing the staff development activities in which they participate. The mean scores for each role group were: teachers, 3.40; principals, 3.33; and members of district offices, 3.60. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 60).

Practice 28 Staff development activities include experimental activities in which participants try out new behaviors and techniques.

The mean score for all respondents for Practice 28 was 3.43 and indicated that Training activities should "often" include experimental activities in which participants try

out new behaviors and techniques. The mean scores for each role group were: teachers, 3.41; principals, 3.38; and members of district offices, 3.64. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 61).

Practice 29 Peers help to teach one another by serving as in-service leaders.

The mean score for all respondents for Practice 29 was 3.56 and indicated that Training activities should "almost always" include peers helping to teach one another by serving as in-service leaders. The mean scores for each role group were: teachers, 3.57; principals, 3.51; and members of district offices, 3.64. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 62).

Practice 30 School principals participate in staff development activities with their staffs.

The mean score for all respondents for Practice 30 was 3.16 and indicated that Training activities should "often" include school principals participating in staff development activities with their staffs. The mean scores for each role group were: teachers, 3.04; principals, 3.65; and members of district offices, 3.16. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 15). A Tukey follow-up analysis indicated that the principals were significantly more likely than teachers and members of the district offices to indicate that principals should participate in training activities with their staffs (Appendix G, Table 111).

Table 15

Analysis of Variance Summary Table for "What Should Be" for Practice 30 School Principals Should Participate in Staff Development Activities With Their Staffs.

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	13.780	6.890	8.7557*
Error	180	141.641	0.787	

*p<.05 level of significance

Practice 31 Leaders of staff development activities are selected according to their expertise rather than their position.

The mean score for all respondents for Practice 31 was 3.75 and indicated that Training activities should "almost always" include leaders of staff development activities being selected according to their expertise rather than their position. The mean scores for each role group were: teachers, 3.71; principals, 3.80; and members of district offices, 3.84. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 63).

Practice 32 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.

The mean score for all respondents for Practice 32 was 3.61 and indicated that Training activities should "almost always" include leadership behavior becoming less directive or task-oriented as participants in staff development activities become increasingly competent. The mean scores for each role group were: teachers, 3.60; principals, 3.58; and members of district offices, 3.71. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 64).

Practice 33 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.

The mean score for all respondents for Practice 33 was 3.69 and indicated that Training activities should "almost always" include the leader transferring increasing responsibility to the participants as participants in staff development activities become increasingly confident in their abilities. The mean scores for each role group were: teachers, 3.62; principals, 3.75; and members of district offices, 3.84. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 65).

Implementation Stage

Listed below are the seven practices in the Implementation Stage of the RPTIM Model of Staff Development:

Practice 34 After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.

Practice 35 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.

Practice 36 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.

Practice 37 School staff members use peer supervision to assist one another in the implementation of new work behaviors.

Practice 38 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).

Practice 39 The school principal actively supports efforts to implement changes in professional behavior.

Practice 40 School staff members participate in support groups that are formed to assist the members to implement new work behaviors.

Table 16 presents the combined percentages, means, standard deviations, F-ratios, and probabilities of "what should be" scores for the three role groups in the Implementation Stage. The organization of the table is identical to the all other tables that display role group data throughout this study.

Table 16

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Should Be" Scores for Three Role Groups Within the Implementation Stage

Practice	Role Group	**%	Mean	S.D.	F	p
34	Teachers	99	3.67	0.49		
	Principals	98	3.75	0.48		
	Members of District Offices	100	3.80	0.41		
	Total	99	3.71	0.48	1.002	0.369
35	Teachers	99	3.72	0.45		
	Principals	98	3.78	0.42		
	Members of District Offices	100	3.84	0.37		
	Total	99	3.75	0.43	1.007	0.367
36	Teachers	91	3.49	0.64		
	Principals	98	3.75	0.44		
	Members of District Offices	100	3.76	0.44		
	Total	95	3.60	0.57	4.801	0.009*
37	Teachers	86	3.31	0.74		
	Principals	91	3.41	0.76		
	Members of District Offices	96	3.64	0.57		
	Total	89	3.39	0.73	2.059	0.131

Table 16 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
38	Teachers	93	3.67	0.57		
	Principals	96	3.71	0.50		
	Members of District Offices	96	3.72	0.54		
	Total	95	3.69	0.54	0.120	0.887
39	Teachers	100	3.86	0.34		
	Principals	100	3.95	0.23		
	Members of District Offices	96	3.84	0.47		
	Total	99	3.89	0.34	1.368	0.257
40	Teachers	88	3.48	0.69		
	Principals	93	3.57	0.63		
	Members of District Offices	96	3.56	0.58		
	Total	91	3.52	0.65	0.405	0.668

$p<.05$ level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 34 After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.

The mean score for all respondents for Practice 34 was 3.71 and indicated that Implementation activities should "almost always" include participants having access to support services to help implement new behaviors as part of their regular work after participating in in-service activities. The mean scores for each role group were: teachers, 3.67; principals, 3.75; and members of district offices, 3.80. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 66).

Practice 35 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.

The mean score for all respondents for Practice 35 was 3.75 and indicated that Implementation activities should "almost always" include school staff members who attempt to implement new learnings being recognized and rewarded for their efforts. The mean scores for each role group were: teachers, 3.72; principals, 3.78; and members of district offices, 3.84. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 67).

Practice 36 The leaders of staff development activities visit the job setting, when needed to help the in-service participants refine or review previous learning.

The mean score for all respondents for Practice 36 was 3.60 and indicated that Implementation activities should "almost always" include the leaders of staff development activities visiting the job setting, when needed, to help the in-service participants refine or review previous learning. The mean scores for each role group were: teachers, 3.49; principals, 3.75; and members of district offices, 3.76. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 17). A Tukey follow-up analysis indicated that principals and members of the district offices' were significantly more likely than teachers to indicate that Implementation activities should "almost always" include the leaders of staff development activities visiting the job setting, when needed, to help the in-service participants refine or review previous learning (Appendix G, Table 112).

Table 17

Analysis of Variance Summary Table for "What Should Be" for Practice 36 The Leaders of Staff Development Activities Visit the Job Setting. When Needed to Help the In-Service Participants Refine or Review Previous Learning

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.030	1.515	4.801*
Error	179	56.487	0.316	

*<.05 level of significance

Practice 37 School staff members use peer supervision to assist one another in implementation new work behaviors.

The mean score for all respondents for Practice 37 was 3.39 and that Implementation activities should "often" include school staff members using peer supervision to assist one another in implementation new work behaviors. The mean scores for each role group were: teachers, 3.31; principals, 3.41; and members of district offices, 3.64. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 68).

Practice 38 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).

The mean score for all respondents for Practice 38 was 3.69 and indicated that Implementation activities should "almost always" include resources (time, money, and materials) being allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.). The mean scores for each role group were: teachers, 3.67; principals, 3.71; and

members of district offices, 3.72. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 69).

Practice 39 The school principal actively supports efforts to implement changes in professional behavior.

The mean score for all respondents for Practice 39 was 3.89 and indicated that Implementation activities should "almost always" include having the principal support change efforts on the part of teachers. The mean scores for each role group were: teachers, 3.86; principals, 3.95; and members of district offices, 3.84. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 70).

Practice 40 School staff members participate in support groups that are formed to assist the members to implement new work behaviors.

The mean score for all respondents for Practice 40 was 3.52 and indicated that Implementation activities should "almost always" include school staff members participating in support groups that are formed to assist the members to implement new work behaviors. The mean scores for each role group were: teachers, 3.48; principals, 3.57; and members of district offices, 3.56. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix E, Table 71).

Maintenance Stage

Listed below are the four practices in the Maintenance Stage of the RPTIM Model of Staff Development:

Practice 41 A systematic program of instructional supervision is used to monitor new work behavior.

Practice 42 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.

Practice 43 Student feedback is used to monitor new practices.

Practice 44 Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

Table 18 presents the combined percentages, means, standard deviations, F-ratios, and probabilities of "what should be" scores for the three role groups in the Maintenance Stage. Again, the organization of the table is identical to all other tables that display role group data throughout this study.

Table 18

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Should Be" Scores for Three Role Groups Within the Maintenance Stage

Practice	Role Group	**%	Mean	S.D.	F	p
41	Teachers	85	3.32	0.79		
	Principals	96	3.59	0.63		
	Members of District Offices	96	3.76	0.52		
	Total	90	3.46	0.72	5.057	0.007*
42	Teachers	87	3.40	0.77		
	Principals	95	3.55	0.66		
	Members of District Offices	96	3.72	0.54		
	Total	91	3.49	0.72	2.303	0.103
43	Teachers	85	3.40	0.75		
	Principals	82	3.36	0.82		
	Members of District Offices	92	3.76	0.60		
	Total	85	3.44	0.76	2.729	0.068

Table 18 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
44	Teachers	94	3.72	0.51		
	Principals	98	3.85	0.36		
	Members of District Offices	96	3.84	0.47		
	Total	96	3.78	0.47	2.729	0.068

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 41 A systematic program of instructional supervision is used to monitor new work behavior.

The mean score for all respondents for Practice 41 was 3.46 and indicated that Maintenance activities should "almost always" include a systematic program of instructional supervision being used to monitor new work behavior. The mean scores for each role group were: teachers, 3.32; principals, 3.59; and members of district offices, 3.76. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 19). A Tukey follow-up analysis indicated that members of the district offices were significantly more likely than principals and teachers, and that principals were significantly more likely than teachers to indicate that Maintenance activities should include a systematic program of instructional supervision being used to monitor new work behavior (Appendix G, Table 113).

Table 19

Analysis of Variance Summary Table for "What Should Be" for Practice 41
A Systematic Program of Instructional Supervision is Used to Monitor New Work Behavior

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	5.082	2.541	5.057*
Error	180	90.437	0.502	

*p<.05 level of significance

Practice 42 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.

The mean score for all respondents for Practice 42 was 3.49 and indicated that Maintenance activities should "often" include school staff members utilizing systematic techniques of self-monitoring to maintain new work behaviors. The mean scores for each role group were: teachers, 3.40; principals, 3.55; and members of district offices, 3.72. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 72).

Practice 43 Student feedback is used to monitor new practices.

The perceived mean score for all respondents for Practice 43 was 3.44 and indicated that Maintenance activities should "often" include student feedback being used to monitor new practices. The mean scores for each role group were: teachers, 3.40; principals, 3.36; and members of district offices, 3.76. No significant differences among perceived mean scores were revealed by analysis of variance (Appendix E, Table 73).

Practice 44 Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

The mean score for all respondents for Practice 44 was 3.78 and indicated that Maintenance activities should "almost always" include responsibility for the maintenance of new school practices is shared by both teachers and administrators. The mean scores for each role group were: teachers, 3.72; principals, 3.85; and members of district offices, 3.84. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix E, Table 74).

Most Desired Practices

Based on these findings, there are 31practices that were viewed as those which should "almost always" be practiced. Of the 31 nine were in Readiness, seven were in Planning, eight in Training, six were in Implementation and one was in Maintenance. The following is a brief description of those practices that were viewed as practices which should "almost always" be used when planning and implementing staff development to support school improvement. These most desired practices are reported by stage.

In Readiness, those reported which should be used "almost always" included: developing a positive school climate (Practice 1), having written goals collaboratively (Practice 2), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), examining current practices in the school (Practice 6), identifying specific plans for improvement (Practice 7), establishing a planning team (Practice 9), and having the planning team keep the faculty informed (Practice 10).

In Planning, those reported which should be used "almost always" included: examining practices to identify the in-service needs of the staff (Practice 11), using information from school staff in development of the plan (Practice 12), using information

regarding the participants' learning style information when planning (Practice 13), including objectives for increased knowledge in the plan (Practice 19), including objectives for skill development in the plan (Practice 20), sharing leadership among teachers and administrators when planning (Practice 21), and, establishing a design team (Practice 23).

In Training, those reported which should be used "almost always" included: using learning teams (Practice 24), having facilitators participate in support groups (Practice 25), having staff members choose objectives for their own learning (Practice 26), having staff members choose activities in which they participate (Practice 27), having peers serve as in-service leaders (Practice 29), selecting in-service leaders according to their expertise (Practice 31), becoming less directive as participants become more competent (Practice 32), and, transferring leadership responsibility as participants become more confident (Practice 33).

In Implementation, those reported which should be used "almost always" included: providing participants access to support (Practice 34), recognizing and rewarding staff who implement new learnings (Practice 35), having leaders of staff development activities to visit the job setting (Practice 36), allocating resources (Practice 38), having the principal support change efforts on the part of teachers (Practice 39), and, having staff members participate in support groups (Practice 40).

In Maintenance, those reported which should be used "almost always" included: sharing the responsibility for the maintenance of practices (Practice 44).

"What Exist" Findings

This section serves as a summary of the responses regarding the extent to which the 44 practices identified in the Modified Survey of Staff Development Practices existed or were implemented in the schools surveyed. The reader will note that findings are again reported by stage as defined by the RPTIM Model. The following terms were used to indicate the extent to which the respondents believed each RPTIM practice was currently implemented in staff development to support school improvement in their schools: 4) almost always, 3.50 to 4.0, 3) often, 2.50 to 3.49, 2) sometimes, 1.50 to 2.49, and 1) almost never, 1.0 to 1.49.

Readiness Stage

Listed below are the ten practices in the Readiness Stage of the RPTIM Model of Staff Development:

Practice 1 A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years.

Practice 4 The school staff adopts and supports goals for the improvement of school programs.

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement.

Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.

Practice 9 The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.

Practice 10 The school planning team keeps the faculty informed of decisions and actions.

Table 20 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups in the Readiness Stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 20

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Exist" Scores for Three Role Groups Within the Readiness Stage

Practice	Role Group	**%	Mean	S.D.	F	p
1	Teachers	64	2.76	0.90		
	Principals	68	3.07	0.93		
	Members of District Offices	68	3.04	0.61		
	Total	68	2.90	0.88	2.643	0.074
2	Teachers	68	2.86	0.84		
	Principals	73	3.09	0.92		
	Members of District Offices	71	3.00	0.91		
	Total	71	2.95	0.88	1.250	0.289
3	Teachers	67	2.99	0.97		
	Principals	63	2.88	1.03		
	Members of District Offices	67	3.00	0.82		
	Total	67	2.96	0.97	0.279	0.757

Table 20 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
4	Teachers	71	3.05	0.81		
	Principals	79	3.14	0.84		
	Members of District Offices	74	3.00	0.71		
	Total	74	3.07	0.81	0.355	0.701
5	Teachers	69	2.91	0.89		
	Principals	70	2.89	0.85		
	Members of District Offices	64	2.44	0.82		
	Total	64	2.84	0.88	3.104	0.047*
6	Teachers	50	2.57	0.90		
	Principals	48	2.52	0.79		
	Members of District Offices	49	2.56	0.87		
	Total	49	2.55	0.86	0.064	0.938
7	Teachers	90	3.34	0.65		
	Principals	84	3.43	0.76		
	Members of District Offices	88	3.20	0.65		
	Total	88	3.35	0.68	0.980	0.377
8	Teachers	55	2.55	0.93		
	Principals	79	3.20	0.82		
	Members of District Offices	66	3.20	0.71		
	Total	66	2.84	0.92	12.252	0.000*
9	Teachers		2.75	0.94		
	Principals	64	2.84	0.91		
	Members of District Offices	65	3.04	0.89		
	Total	65	2.82	0.92	0.976	0.379

Table 20 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
10	Teachers	85	3.28	0.76		
	Principals	89	3.50	0.69		
	Members of District Offices	86	3.20	0.82		
	Total	86	3.34	0.75	2.041	0.133

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 1 A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).

The mean score for all respondents for Practice 1 was 2.90 and indicated that Readiness activities "often" included a positive school climate being developed before other staff development efforts were attempted. The mean scores for each role group were: teachers, 2.76; principals, 3.07; and members of district offices, 3.04. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 75).

Practice 2 Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.

The mean score for all respondents for Practice 2 was 2.95 and indicated that Readiness activities "often" included goals for school improvement being written collaboratively by teachers, parents, building administrators, and central office administrators. The mean scores for each role group were: teachers, 2.86; principals, 3.09; and members of district offices, 3.00. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 76).

Practice 3 The school has a written list of goals for the improvement of school programs during the next three to five years.

The mean score for all respondents for Practice 3 was 2.96 and indicated that Readiness activities "often" included the school having a written list of goals for the improvement of school programs during the next three to five years. The mean scores for each role group were: teachers, 2.99; principals, 2.88; and members of district offices, 3.00. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 77).

Practice 4 The school staff adopts and supports goals for the improvement of school programs.

The mean score for all respondents for Practice 4 was 3.07 and indicated that Readiness activities "often" included the school staff adopting and supporting goals for the improvement of school programs. The mean scores for each role group were: teachers, 3.05; principals, 3.14; and members of district offices, 3.00. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 78).

Practice 5 Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

The mean score for all respondents for Practice 5 was 2.84 and indicated that Readiness activities "often" included current school practices being examined to determine which ones were congruent with the school's goals for improvement before staff development activities were planned. The mean scores for each role group were:

teachers, 2.91; principals, 2.89; and members of district offices, 2.44. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 21). A Tukey follow-up analysis indicated that teachers and principals were significantly more likely than members of the district offices to indicate that current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned (Appendix G, Table 114).

Table 21

Analysis of Variance Summary Table for "What Exist" for Practice 5 Current School Practices are Examined for Congruency With Goals Before Staff Development Activities are Planned

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	4.681	2.341	3.104*
Error	180	135.723	0.754	

*p<.05 level of significance

Practice 6 Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.

The mean score for all respondents for Practice 6 was 2.55 and indicated that Readiness activities "often" included that current educational practices not yet found in the school being examined to determine which ones were congruent with the school's goals for improvement before staff development activities were planned. The mean scores for each role group were: teachers, 2.57; principals, 2.52; and members of district offices, 2.56. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 79).

Practice 7 The school staff identifies specific plans to achieve the school's goals for improvement.

The mean score for all respondents for Practice 7 was 3.35 and indicated that Readiness activities "often" included the school staff identifying specific plans to achieve the school's goals for improvement. The mean scores for each role group were: teachers, 3.34; principals, 3.43; and members of district offices, 3.20. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 80).

Practice 8 Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.

The mean score for all respondents for Practice 8 was 2.84 and indicated that Readiness activities "often" included leadership and support during the initial stage of staff development activities being the responsibility of the principal and central office staff. The mean scores for each role group were: teachers, 2.55; principals, 3.20; and members of district offices, 3.20. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 22). A Tukey follow-up analysis indicated that principals and members of the district offices were significantly more likely than teachers to report that Readiness activities "often" included leadership and support during the initial stage of staff development activities being the responsibility of the principal and central office (Appendix G, Table 115).

Table 22

Analysis of Variance Summary Table for "What Exist" for Practice 8 Leadership and Support During the Initial Phase of School Improvement are the Responsibility of the Principals and District Office Staff

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	18.589	9.294	12.252*
Error	179	135.790	0.760	

*p<.05 level of significance

Practice 9 The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.

The mean score for all respondents for Practice 9 was 2.82 and indicated that Readiness activities "often" included the school preparing the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program. The mean scores for each role group were: teachers, 2.75; principals, 2.84; and members of district offices, 3.04. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 81).

Practice 10 The school planning team keeps the faculty informed of decisions and actions.

The mean score for all respondents for Practice 10 was 3.34 and indicated that Readiness activities "often" included the school planning team keeping the faculty informed of decisions and actions. The mean scores for each role group were: teachers, 3.28; principals, 3.50; and members of district offices, 3.20. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 82).

Planning Stage

Listed below are the 13 practices in the Planning Stage of the RPTIM Model of Staff Development:

Practice 11 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.

Practice 12 Planning of staff development activities relies, in part, upon information gathered directly from school staff members.

Practice 13 In-service planners use information about the learning styles of participants when planning staff development activities.

Practice 14 Staff development programs include objectives for in-service activities covering as much as five years.

Practice 15 The resources (time, money, and materials) available four use in staff development are identified prior to planning in-service activities.

Practice 16 Staff development programs include plans for activities to be conducted during the following three to five years.

Practice 17 Specific objectives are written for staff development activities.

Practice 18 Staff development objectives include objectives for attitude development (new outlooks and feelings).

Practice 19 Staff development objectives include objectives for increased knowledge (new information and understanding).

Practice 20 Staff development objectives include objectives for skill development (new work behaviors).

Practice 21 Leadership during the planning of in-service programs is shared among teachers and administrators.

Practice 22 The planning process include a retreat when the school planning team develops their staff development plans.

Practice 23 A staff development design team is formed to develop the plan to implement goals and programs.

Table 23 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups' responses to the 13 practices in the Planning stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 23

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Exist" Scores for Three Role Groups Within the Planning Stage

Practice	Role Group	**%	Mean	S.D.	F	p
11	Teachers	67	2.89	0.86		
	Principals	75	2.96	0.91		
	Members of District Offices	68	2.72	0.79		
	Total	68	2.89	0.87	0.683	0.506
12	Teachers	73	3.09	0.84		
	Principals	91	3.41	0.71		
	Members of District Offices	79	3.04	0.79		
	Total	79	3.18	0.81	3.435	0.034*
13	Teachers	42	2.23	0.97		
	Principals	32	2.02	0.96		
	Members of District Offices	39	2.44	0.96		
	Total	39	2.20	0.97	1.818	0.165
14	Teachers	35	2.11	1.02		
	Principals	29	1.95	0.88		
	Members of District Offices	34	2.32	1.03		
	Total	34	2.09	0.98	1.307	0.273

Table 23 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
15	Teachers	47	2.41	1.00		
	Principals	45	2.55	1.09		
	Members of District Offices	50	2.84	0.80		
	Total	50	2.51	1.01	1.885	0.155
16	Teachers	37	2.23	0.98		
	Principals	32	2.18	0.81		
	Members of District Offices	40	2.84	0.90		
	Total	40	2.30	0.94	5.062	0.007*
17	Teachers	64	2.83	0.97		
	Principals	55	2.66	0.98		
	Members of District Offices	63	3.12	0.83		
	Total	63	2.82	0.96	2.000	0.138
18	Teachers	95	2.21	0.89		
	Principals	100	2.07	0.86		
	Members of District Offices	97	2.40	0.96		
	Total	97	2.19	0.89	1.184	0.308
19	Teachers	78	3.03	0.79		
	Principals	77	3.07	0.78		
	Members of District Offices	78	3.16	0.75		
	Total	78	3.06	0.78	0.289	0.750
20	Teachers	74	2.93	0.83		
	Principals	80	3.02	0.80		
	Members of District Offices	77	3.12	0.73		
	Total	77	2.98	0.81	0.616	0.541
21	Teachers	71	2.94	0.96		
	Principals	84	3.39	0.76		
	Members of District Offices	76	3.08	0.70		
	Total	76	3.10	0.89	4.888	0.009*

Table 23 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
22	Teachers	10	1.46	0.73		
	Principals	11	1.48	0.79		
	Members of District Offices	11	1.68	0.75		
	Total	11	1.50	0.75	0.876	0.418
23	Teachers	55	2.69	1.07		
	Principals	48	2.35	1.13		
	Members of District Offices	72	2.92	1.08		
	Total	55	2.62	1.10	2.884	0.058

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 11 Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.

The mean score for all respondents for Practice 11 was 2.89 and indicated that Planning activities "often" included differences between desired and actual practices in the school being examined to identify the in-service needs of the staff. The mean scores for each role group were: teachers, 2.89; principals, 2.96; and members of district offices, 2.72. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 83).

Practice 12 Planning of staff development activities relies, in part, upon information gathered directly from school staff members.

The mean score for all respondents for Practice 12 was 3.18 and indicated that Planning activities "often" relied, in part, upon information gathered directly from school staff members. The mean scores for each role group were: teachers, 3.09; principals, 3.41; and members of district offices, 3.04. Analysis of variance indicated that there was

a significant difference among mean scores for the three role groups (Table 24). A Tukey follow-up analysis indicated that principals were significantly more likely than teachers and members of the districts office to report that this practice was implemented in their schools (Appendix G, Table 116).

Table 24

Analysis of Variance Summary Table for "What Exist" for Practice 12
Planning of Staff Development Activities Relies in Part Upon Information Gathered Directly from School Staff Members

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	4.354	2.177	3.435*
Error	181	114.727	0.634	

*p<.05 level of significance

Practice 13 In-service planners use information about the learning styles of participants when planning staff development activities.

The mean score for all respondents for Practice 13 was 2.20 and indicated that Planning activities "sometimes" included in-service planners using information about the learning styles of participants when planning staff development activities. The mean scores for each role group were: teachers, 2.23; principals, 2.02; and members of district offices, 2.44. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 84).

Practice 14 Staff development programs include objectives for in-service activities covering as much as five years.

The mean score for all respondents for Practice 14 was 2.09 and indicated that the respondents in all three role groups reported that Planning activities "sometimes" included objectives for in-service activities covering as much as five years. The mean

scores for each role group were: teachers, 2.11; principals, 1.95; and members of district offices, 2.32. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 85).

Practice 15 The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities.

The mean score for all respondents for Practice 15 was 2.51 and indicated that Planning activities "often" included the resources (time, money, and materials) available for use in staff development being identified prior to planning in-service activities. The mean scores for each role group were: teachers, 2.41; principals, 2.55; and members of district offices, 2.84. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 86).

Practice 16 Staff development programs include plans for activities to be conducted during the following three to five years.

The mean score for all respondents for Practice 16 was 2.30 and indicated that Planning activities "sometimes" included staff development programs plans for activities to be conducted during the following three to five years. The mean scores for each role group were: teachers, 2.23; principals, 2.18; and members of district offices, 2.84. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 25). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than teachers or principals to indicate that the planning process included staff development program plans for the following three to five years (Appendix G, Table 117).

Table 25

Analysis of Variance Summary Table for "What Exist" for Practice 16 Staff Development Program Include Plans for Activities to be Conducted During the Following Three to Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	8.605	4.302	5.062*
Error	178	151.284	0.850	

*p<.05 level of significance

Practice 17 Specific objectives are written for staff development activities.

The mean score for all respondents for Practice 17 was 2.82 and indicated that Planning activities "often" included specific objectives being written for staff development activities. The mean scores for each role group were: teachers, 2.83; principals, 2.66; and members of district offices, 3.12. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 87).

Practice 18 Staff development objectives include objectives for attitude development (new outlooks and feelings).

The mean score for all respondents for Practice 18 was 2.19 and indicated that Planning activities "sometimes" included objectives for attitude development. The mean scores for each role group were: teachers, 2.21; principals, 2.07; and members of district offices, 2.40. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 88).

Practice 19 Staff development objectives include objectives for increased knowledge (new information and understanding).

The mean score for all respondents for Practice 19 was 3.06 and indicated that Planning activities "often" included objectives for increased knowledge. The mean scores for each role group were: teachers, 3.03; principals, 3.07; and members of district offices, 3.16. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 89).

Practice 20 Staff development objectives include objectives for skill development (new work behaviors).

The mean score for all respondents for Practice 20 was 2.98 and indicated that Planning activities "often" included objectives for skill development (new work behaviors). The mean scores for each role group were: teachers, 2.93; principals, 3.02; and members of district offices, 3.12. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 90).

Practice 21 Leadership during the planning of in-service programs is shared among teachers and administrators.

The mean score for all respondents for Practice 21 was 3.10 and indicated that Readiness activities "often" included the sharing of leadership among teachers and administrators during the planning of in-service programs. The mean scores for each role group were: teachers, 2.94; principals, 3.39; and members of district offices, 3.08. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 26). A Tukey follow-up analysis indicated that principals were significantly more likely than teachers and members of the district offices to

indicate Planning activities "often" included the sharing of leadership among teachers and administrators during the planning of in-service programs (Appendix G, Table 118).

Table 26

Analysis of Variance Summary Table for "What Exist" for Practice 21 Leadership During the Planning of In-Service Programs is Shared Among Teachers and Administrators

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	7.392	3.696	4.888*
Error	181	136.848	0.756	

*p<.05 level of significance

Practice 22 The planning process include a retreat when the school planning team develops their staff development plans.

The mean score for all respondents for Practice 22 was 1.50 and indicated that Planning activities "almost never" included a retreat when the school planning team develop their staff development plans. The mean scores for each role group were: teachers, 1.46; principals, 1.48, and members of district offices, 1.68. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 91).

Practice 23 A staff development design team is formed to develop the plan to implement goals and programs.

The mean score for all respondents for Practice 23 was 2.62 and indicated that Planning activities "often" included the formation of a staff development design team to develop the plan to implement goals and programs. The mean scores for each role group were: teachers, 2.69; principals, 2.35; and members of district offices, 2.92. Analysis of

variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 92).

Training Stage

Listed below are the 10 practices in the Training Stage of the RPTIM Model of Staff Development:

> Practice 24 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.
>
> Practice 25 School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors.
>
> Practice 26 Individual school staff members choose objectives for their own professional learning.
>
> Practice 27 Individual school staff members choose the staff development activities in which they participate.
>
> Practice 28 Staff development activities include experimental activities in which participants try out new behaviors and techniques.
>
> Practice 29 Peers help to teach one another by serving as in-service leaders.
>
> Practice 30 School principals participate in staff development activities with their staffs.
>
> Practice 31 Leaders of staff development activities are selected according to their expertise rather than their position.
>
> Practice 32 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.
>
> Practice 33 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.

Table 27 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups' responses to the 10 practices in the Training

stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 27

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Exist" Scores for Three Role Groups Within the Training Stage

Practice	Role Group	**%	Mean	S.D.	F	p
24	Teachers	61	2.69	0.99		
	Principals	48	2.47	1.05		
	Members of District Offices	56	2.68	0.85		
	Total	56	2.62	0.99	0.875	0.419
25	Teachers	40	2.29	0.96		
	Principals	48	2.44	1.01		
	Members of District Offices	45	2.60	0.91		
	Total	45	2.38	0.97	1.192	0.306
26	Teachers	48	2.50	1.06		
	Principals	45	2.52	1.02		
	Members of District Offices	64	2.76	0.97		
	Total	49	2.54	1.03	0.673	0.512
27	Teachers	50	2.52	0.93		
	Principals	52	2.62	0.89		
	Members of District Offices	76	2.80	0.76		
	Total	54	2.59	0.90	0.990	0.374
28	Teachers	50	2.48	0.83		
	Principals	57	2.60	0.89		
	Members of District Offices	68	2.76	0.83		
	Total	54	2.55	0.85	1.257	0.287

Table 27 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
29	Teachers	64	2.86	0.90		
	Principals	68	2.89	0.81		
	Members of District Offices	72	2.92	0.81		
	Total	66	2.88	0.86	0.049	0.952
30	Teachers	71	3.57	0.36		
	Principals	91	3.51	0.44		
	Members of District Offices	88	3.64	0.41		
	Total	79	3.56	0.40	0.405	0.668
31	Teachers	75	2.96	0.92		
	Principals	82	3.22	0.81		
	Members of District Offices	76	3.04	0.73		
	Total	77	3.05	0.87	23.833	0.000*
32	Teachers	63	2.75	0.83		
	Principals	75	2.96	0.72		
	Members of District Offices	72	3.00	0.72		
	Total	68	2.85	0.79	1.799	0.168
33	Teachers	66	2.83	0.82		
	Principals	82	3.11	0.76		
	Members of District Offices	72	2.92	0.80		
	Total	72	2.92	0.79	2.321	0.101

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 24 Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.

The mean score for all respondents for Practice 24 was 2.62 and indicated that Training activities "often" included the use of learning teams in which two to seven participants shared and discussed learning experiences. The mean scores for each role

group were: teachers, 2.69; principals, 2.47; and members of district offices, 2.68. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 93).

Practice 25 School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors.

The mean score for all respondents for Practice 25 was 2.38 and indicated that Training activities "sometimes" included school improvement facilitators participating in support groups that were formed to assist them to implement new work behaviors. The mean scores for each role group were: teachers, 2.29; principals, 2.44; and members of district offices, 2.60. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 94).

Practice 26 Individual school staff members choose objectives for their own professional learning.

The mean score for all respondents for Practice 26 was 2.54 and indicated that Training activities "often" included provisions for individual school staff members choosing objectives for their own professional learning. The mean scores for each role group were: teachers, 2.50; principals, 2.52; and members of district offices, 2.76. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 95).

Practice 27 Individual school staff members choose the staff development activities in which they participate.

The mean score for all respondents for Practice 27 was 2.59 and indicated that Training activities "often" included provisions for individual school staff members

choosing the staff development activities in which they participated. The mean scores for each role group were: teachers, 2.52; principals, 2.52; and members of district offices, 2.76. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 96).

Practice 28 Staff development activities include experimental activities in which participants try out new behaviors and techniques.

The mean score for all respondents for Practice 28 was 2.55 and indicated that Training activities "often" included experimental activities in which participants tried out new behaviors and techniques. The mean scores for each role group were: teachers, 2.48; principals, 2.60; and members of district offices, 2.76. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 97).

Practice 29 Peers help to teach one another by serving as in-service leaders.

The mean score for all respondents for Practice 29 was 2.88 and indicated that Training activities "often" included peers helping to teach one another by serving as in-service leaders. The mean scores for each role group were: teachers, 2.86; principals, 2.89; and members of district offices, 2.92. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 98).

Practice 30 School principals participate in staff development activities with their staffs.

The mean score for all respondents for Practice 30 was 3.56 and indicated that Training activities "almost always" included school principals participating in staff development activities with their staffs. The mean scores for each role group were:

teachers, 3.57; principals, 3.51; and members of district offices, 3.64. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 99).

Practice 31 Leaders of staff development activities are selected according to their expertise rather than their position.

The mean score for all respondents for Practice 31 was 3.05 and indicated that Training activities "often" included leaders of staff development activities being selected according to their expertise rather than their position. The mean scores for each role group were: teachers, 2.96; principals, 3.22; and members of district offices, 3.04. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 28). A Tukey follow-up analysis indicated that principals were significantly more likely than teachers and members of the district offices to indicate Training activities "often" included leaders of staff development activities being selected according to their expertise rather than their position (Appendix G, Table 119).

Table 28

Analysis of Variance Summary Table for "What Exist" for Practice 31 Leaders of Staff Development are Selected According to Their Expertise Rather Than Their Position

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	17.532	8.766	23.833*
Error	180	66.206	0.368	

*p<.05 level of significance

Practice 32 As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.

The mean score for all respondents for Practice 32 was 2.85 and indicated that Training activities "often" included leadership behavior becoming less directive or task-oriented as participants in staff development activities become increasingly competent. The mean scores for each role group were: teachers, 2.75; principals, 2.96; and members of district offices, 3.00. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 100).

Practice 33 As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.

The mean score for all respondents for Practice 33 was 2.92 and indicated that Training activities "often" included the leader transferring increasing responsibility to the participants as participants in staff development activities become increasingly confident in their abilities. The mean scores for each role group were: teachers, 2.83; principals, 3.11; and members of district offices, 2.92. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 101)

Implementation Stage

Listed below are the seven practices in the Implementation Stage of the RPTIM Model of Staff Development:

Practice 34 After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.

Practice 35 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.

Practice 36 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.

Practice 37 School staff members use peer supervision to assist one another in the implementation of new work behaviors.

Practice 38 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).

Practice 39 The school principal actively supports efforts to implement changes in professional behavior.

Practice 40 School staff members participate in support groups that are formed to assist the members to implement new work behaviors.

Table 29 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups' responses to the seven practices in the Implementation stage. The organization of the table is identical to all other tables that display role group data throughout this study.

Table 29

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Exist" Scores for Three Role Groups Within the Implementation Stage

Practice	Role Group	**%	Mean	S.D.	F	p
34	Teachers	50	2.52	0.93		
	Principals	48	2.41	0.91		
	Members of District Offices	60	2.60	0.87		
	Total	51	2.50	0.91	0.453	0.636

Table 29 (cont.)

Practice	Role Group	**%	Mean	S.D.	F	p
35	Teachers	48	2.47	0.99		
	Principals	68	2.89	0.76		
	Members of District Offices	60	2.72	0.89		
	Total	55	2.63	0.93	3.906	0.022*
36	Teachers	40	2.24	0.98		
	Principals	52	2.47	0.98		
	Members of District Offices	60	2.92	0.95		
	Total	46	2.40	1.00	5.172	0.007*
37	Teachers	31	2.04	0.97		
	Principals	32	2.11	0.95		
	Members of District Offices	56	2.72	0.84		
	Total	35	2.15	0.97	5.256	0.006*
38	Teachers	35	2.16	0.97		
	Principals	39	2.38	0.89		
	Members of District Offices	68	2.84	0.69		
	Total	41	2.32	0.94	5.785	0.004*
39	Teachers	72	3.06	0.99		
	Principals	86	3.45	0.74		
	Members of District Offices	72	3.00	0.76		
	Total	76	3.17	0.90	3.966	0.021*
40	Teachers	38	2.25	1.00		
	Principals	38	2.29	0.91		
	Members of District Offices	56	2.76	0.88		
	Total	40	2.33	0.97	2.888	0.058

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 34 After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.

The mean score for all respondents for Practice 34 was 2.50 and indicated that Implementation activities "often" included participants having access to support services to help implement new behaviors as part of their regular work after participating in in-service activities. The mean scores for each role group were: teachers, 2.52; principals, 2.41; and members of district offices, 2.60. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 102).

Practice 35 School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.

The mean score for all respondents for Practice 35 was 2.63 and indicated that Implementation activities "often" included the recognition of school staff members who attempted to implement new learnings. The mean scores for each role group were: teachers, 2.47; principals, 2.89; and members of district offices, 2.72. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 30). A Tukey follow-up analysis indicated that the principals and members of the district offices were significantly more likely than teachers to indicate that school staff members who attempted to implement new learnings were recognized and rewarded for their efforts (Appendix G, Table 120).

Table 30

Analysis of Variance Summary Table for "What Exist" for Practice 35
School Staff Members Who Attempt to Implement New Learnings are Recognized and Rewarded for Their Efforts

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	6.538	3.269	3.906*
Error	179	149.797	0.837	

*p<.05 level of significance

Practice 36 The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.

The mean score for all respondents for Practice 36 was 2.40 and indicated that Implementation activities "sometimes" included the leaders of staff development activities visiting the job setting to help the in-service participants refine or review previous learning. The mean scores for each role group were: teachers, 2.24; principals, 2.47; and members of district offices, 2.92. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 31). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than teachers and principals, and principals were significantly more likely than teachers to indicate that the leaders of staff development activities visited the job setting to help the in-service participants refine or review previous learning (Appendix G, Table 121).

Table 31

Analysis of Variance Summary Table for "What Exist" for Practice 36
The Leaders of Staff Development Activities Visit the Job Setting. When Needed to Help the In-Service Participants Refine or Review Previous Learning

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	9.818	4.909	5.172*
Error	179	169.902	0.949	

*p<.05 level of significance

Practice 37 School staff members use peer supervision to assist one another in the implementation of new work behaviors.

The mean score for all respondents for Practice 37 was 2.15 and indicated that Implementation activities "sometimes" included school staff members using peer supervision to assist one another in the implementation of new work behaviors. The mean scores for each role group were: teachers, 2.04; principals, 2.11; and members of district offices, 2.72. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 32). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than teachers and principals to indicate that school staff members used peer supervision to assist one another in the implementation of new work behaviors (Appendix G, Table 122).

Table 32

Analysis of Variance Summary Table for "What Exist" for Practice 37
School Staff Members Use Peer Supervision to Assist One Another in Implementation of New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	9.476	4.738	5.256*
Error	180	162.240	0.901	

*p<.05 level of significance

Practice 38 Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).

The mean score for all respondents for Practice 38 was 2.32 and indicated that Implementation activities "sometimes" included resources (time, money, and materials) being allocated to support the implementation of new practices following staff development activities. The mean scores for each role group were: teachers, 2.16; principals, 2.38; and members of district offices, 2.84. Analysis of variance indicated that there was a significant difference among mean scores for the three role groups (Table 33). A Tukey follow-up analysis indicated that the members of the district offices were significantly more likely than teachers and principals, and that principals were significantly more likely than teachers to indicate that resources (time, money, and materials) were allocated to support the implementation of new practices following staff development activities (Appendix G, Table 123).

Table 33

Analysis of Variance Summary Table for "What Exist" for Practice 38 Resources are Allocated to Support the Implementation of New Practices Following Staff Development Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	9.607	4.804	5.785*
Error	178	147.807	0.830	

*p<.05 level of significance

Practice 39 The school principal actively supports efforts to implement changes in professional behavior.

The mean score for all respondents for Practice 39 was 3.17 and indicated that Implementation activities "often" included having the principal support change efforts on the part of teachers. The mean scores for each role group were: teachers, 3.06; principals, 3.45; and members of district offices, 3.00. Analysis of variance indicated that there was a significant difference between mean scores among the three role groups (Table 34). A Tukey follow-up analysis indicated that principals were significantly more likely than teachers and members of the district offices to report that the school principal actively supported efforts to implement changes in professional behavior (Appendix G, Table 124).

Table 34

Analysis of Variance Summary Table for "What Exist" for Practice 39
The School Principal Actively Supports Efforts to Implement Changes in Professional Behavior

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	6.287	3.144	3.966*
Error	181	143.490	0.793	

*p<.05 level of significance

Practice 40 School staff members participate in support groups that are formed to assist the members to implement new work behaviors.

The mean score for all respondents for Practice 40 was 2.33 and indicated that Implementation activities "sometimes" included school staff members participating in support groups that were formed to assist the members to implement new work behaviors. The mean scores for each role group were: teachers, 2.25; principals, 2.29; and members of district offices, 2.76. No significant differences among perceived mean scores were revealed by analysis of variance (Appendix F, Table 103).

Maintenance Stage

Listed below are the four practices in the Maintenance Stage of the RPTIM Model of Staff Development:

Practice 41 A systematic program of instructional supervision is used to monitor new work behavior.

Practice 42 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.

Practice 43 Student feedback is used to monitor new practices.

Practice 44 Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

Table 35 presents the combined percentages, means, standard deviations, F-ratios, and probabilities for the three role groups' responses to the four practices in the Maintenance stage. The organization of the table is identical to the other tables that display role group data throughout this study.

Table 35

Combined Percentages, Means, Standard Deviations, F-Ratios, and Probabilities of "What Exist" Scores for Three Role Groups Within the Maintenance Stage

Practice	Role Group	**%	Mean	S.D.	F	p
41	Teachers	26	1.94	0.95		
	Principals	34	2.18	0.88		
	Members of District Offices	52	2.40	1.00		
	Total	32	2.08	0.95	2.889	0.058
42	Teachers	38	2.16	0.95		
	Principals	30	2.09	0.82		
	Members of District Offices	48	2.44	1.00		
	Total	37	2.17	0.92	1.312	0.272
43	Teachers	32	2.16	0.91		
	Principals	21	1.89	0.91		
	Members of District Offices	28	2.08	0.81		
	Total	28	2.07	0.90	1.571	0.211
44	Teachers	50	2.53	0.97		
	Principals	71	2.84	0.90		
	Members of District Offices	64	2.80	0.82		
	Total	59	2.66	0.93	2.207	0.113

*p<.05 level of significance
**indicates "almost always" and "often" combined percentage responses

Practice 41 A systematic program of instructional supervision is used to monitor new work behavior.

The mean score for all respondents for Practice 41 was 2.08 and indicated that Maintenance activities "sometimes" included a systematic program of instructional supervision being used to monitor new work behavior. The mean scores for each role group were: teachers, 1.94; principals, 2.18; and members of district offices, 2.40. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 104).

Practice 42 School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.

The mean score for all respondents for Practice 42 was 2.17 and indicated that Maintenance activities "sometimes" included school staff members utilizing systematic techniques of self-monitoring to maintain new work behaviors. The mean scores for each role group were: teachers, 2.16; principals, 2.09; and members of district offices, 2.44. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 105).

Practice 43 Student feedback is used to monitor new practices.

The mean score for all respondents for Practice 43 was 2.07 and indicated that Maintenance activities "sometimes" included student feedback being used to monitor new practices. The mean scores for each role group were: teachers, 2.16; principals, 1.89; and members of district offices, 2.08. Analysis of variance revealed no significant differences among mean scores for teachers, principals and district office members (Appendix F, Table 106).

Practice 44 Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

The mean score for all respondents for Practice 44 was 2.66 and indicated that Maintenance activities "often" included responsibility for the maintenance of new school practices was shared by both teachers and administrators. The mean scores for each role group were: teachers, 2.53; principals, 2.84; and members of district offices, 2.80. No significant differences among mean scores of the role groups were revealed by analysis of variance (Appendix F, Table 107).

Most Implemented Practices

Based on these findings, there was only one practice which was reported as being practiced "almost always" and 30 practices which were reported as being practiced "often." The following is a brief description of those practices which were most implemented.

The one practice reported as being implemented "almost always" was in the Training stage: having principals participate in activities with their staffs (Practice 30). Of the 30 practices reported as being implemented "often," ten were in Readiness, eight were in Planning, eight were in Training, three were in Implementation and one was in Maintenance.

In Readiness, those reported which were used "often" included: developing a positive school climate (Practice 1), having written goals collaboratively (Practice 2), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), examining current practices in the school (Practice 6), identifying specific

plans for improvement (Practice 7), providing leadership and support by the principal and central office staff (Practice 8), establishing a planning team (Practice 9), and, having the planning team keep the faculty informed (Practice 10).

In Planning, those reported which were used "often" included: examining practices to identify the in-service needs of the staff (Practice 11), using information from school staff in development of the plan (Practice 12), identifying resources prior to planning staff development activities (Practice 15), writing specific objectives (Practice 17), including objectives for increased knowledge in the plan (Practice 19), including objectives for skill development in the plan (Practice 20), sharing leadership among teachers and administrators when planning (Practice 21), and establishing a design team (Practice 23).

In Training, those reported which were used "often" included: using learning teams (Practice 24), having staff members choose objectives for their own learning, (Practice 26), having staff members choose activities in which they participate (Practice 27), trying out new behaviors and techniques (Practice 28), having peers serve as in-service leaders (Practice 29), selecting leaders according to their expertise (Practice 31), having leadership become less directive as participants become more competent (Practice 32) and, transferring leadership responsibility as participants become more confident (Practice 33).

In Implementation, those reported which were used "often" included: providing participants access to support (Practice 34), recognizing and rewarding staff who implement new learnings (Practice 35), and, supporting change efforts on the part of the teachers (Practice 39).

In Maintenance, those reported which were used "often" included: sharing the responsibility for the maintenance of practices (Practice 44).

Total Mean Score Differences

This section reports differences between "what should be" and "what exist" total mean scores. Total mean score differences were calculated by taking the "what should be" total score for each practice and subtracting the "what exist" total mean score for that same practice. This difference yielded the total mean score difference for each practice.

First, those practices where the greatest difference in total mean score are reported. Next, those practices with the smallest difference in total mean score are presented. Finally, those differences which were statistically different are identified. Those differences that were statistically different as a result of applying a two-tailed t-test are identified. Table 36 presents the findings for this section. For each practice the reader will find the practice number, the "what should be" total mean score for that practice followed by its standard deviation, the "what exists" total mean score for that practice followed by its standard deviation, the difference between the total mean scores, the rank order number of the practice, the t-score and the probability. Those with significant p values of $<.05$ are indicated with an asterisk.

Table 36

Mean Score Differences and T-Scores Between "What Should Be" and "What Exist" Summary Table

Practice	What Should Be		What Exist					
	Mean	SD	Mean	SD	Mean Diff	Rank	t-Score	p-Value
1	3.86	0.38	2.90	0.88	0.96	22	-27.239	0.000*
2	3.77	0.50	2.95	0.88	0.82	28	-27.592	0.000*
3	3.73	0.54	2.96	0.97	0.77	31	-24.305	0.000*
4	3.84	0.37	3.07	0.81	0.77	32	-27.353	0.000*
5	3.81	0.41	2.84	0.88	0.97	21	-28.494	0.000*
7	3.90	0.31	3.35	0.68	0.55	41	-22.607	0.000*
8	3.39	0.88	2.84	0.92	0.55	42	-15.823	0.000*
9	3.81	0.40	2.82	0.92	0.99	20	-22.789	0.000*
10	3.88	0.36	3.34	0.75	0.54	43	-20.846	0.000*
11	3.77	0.45	2.89	0.87	0.88	25	-23.826	0.000*
12	3.79	0.43	3.18	0.81	0.61	40	-21.193	0.000*
13	3.51	0.66	2.20	0.97	1.31	6	-38.263	0.000*
14	3.28	0.80	2.09	0.98	1.19	12	-34.589	0.000*
15	3.66	0.55	2.51	1.01	1.15	14	-32.894	0.000*
16	3.40	0.73	2.30	0.94	1.10	18	-33.281	0.000*
17	3.67	0.53	2.82	0.96	0.85	27	-27.192	0.000*
18	3.44	0.72	2.19	0.89	1.25	7	-38.053	0.000*
19	3.78	0.42	3.06	0.78	0.72	36	-26.306	0.000*
20	3.76	0.44	2.98	0.81	0.78	30	-25.281	0.000*
21	3.78	0.45	3.10	0.89	0.68	38	-22.336	0.000*
22	2.91	1.06	1.50	0.75	1.41	1	-23.975	0.000*
23	3.55	0.68	2.62	1.10	0.93	23	-21.718	0.000*
24	3.53	0.64	2.62	0.99	0.91	24	-26.476	0.000*
25	3.51	0.62	2.38	0.97	1.13	15	-24.229	0.000*
26	3.57	0.65	2.54	1.03	1.03	19	-22.729	0.000*

Table 36 (cont.)

Practice	What Should Be		What Exist					
	Mean	SD	Mean	SD	Mean Diff	Rank	t-Score	p-Value
27	3.40	0.70	2.59	0.90	0.81	29	-19.281	0.000*
28	3.43	0.66	2.55	0.85	0.88	26	-22.154	0.000*
29	3.56	0.62	2.88	0.86	0.68	39	-17.400	0.000*
30	3.16	0.92	3.56	0.40	-0.40	44	-8.090	0.000*
31	3.75	0.47	3.05	0.87	0.70	37	-19.175	0.000*
32	3.61	0.57	2.85	0.79	0.76	34	-20.958	0.000*
33	3.69	0.52	2.92	0.79	0.77	33	-21.864	0.000*
34	3.71	0.48	2.50	0.91	1.21	9	-31.930	0.000*
35	3.75	0.43	2.63	0.93	1.12	16	-29.490	0.000*
36	3.60	0.57	2.40	1.00	1.20	11	-28.201	0.000*
37	3.39	0.73	2.15	0.97	1.24	8	-27.420	0.000*
38	3.69	0.54	2.32	0.94	1.37	4	-34.123	0.000*
39	3.89	0.34	3.17	0.90	0.72	35	-20.207	0.000*
40	3.52	0.65	2.33	0.97	1.19	13	-27.513	0.000*
41	3.46	0.72	2.08	0.95	1.38	2	-31.536	0.000*
42	3.49	0.72	2.17	0.92	1.32	5	-30.663	0.000*
43	3.44	0.76	2.07	0.90	1.37	3	-31.503	0.000*
44	3.78	0.47	2.66	0.93	1.12	17	-28.684	0.000*

* p-Value < .05

Greatest Total Mean Score Differences

These findings revealed 24 practices where noteworthy differences existed between "what should be" and "what exist" total mean scores. The researcher set differences of >.90 as the criteria for those practices indicating the greatest or noteworthy

difference in total mean scores. This criterion was selected based on a natural break which existed in scores and due to the practical significance of the differences noted.

In Readiness, those practices with the greatest total mean score difference included: developing a positive school climate, difference of .97, (Practice 1); examining practices for congruency with current practice, difference of .97, (Practice 5); examining current practices in the school, with a difference of 1.21 (Practice 6); and, establishing a planning team, with a difference of .99, (Practice 9).

In Planning, those practices with the greatest total mean score difference included: using information regarding the participants' learning style information when planning, difference of 1.32, (Practice 13); having objectives for in-service activities for five years, difference of 1.19, (Practice 14); identifying resources prior to planning staff development activities, difference of 1.14, (Practice 15); having plans for activities for five years, difference of 1.10, (Practice 16); having objectives address attitude development, difference of 1.25, (Practice 18); having the planning team participate in a retreat, difference of 1.41, (Practice 22); and, establishing a design team, difference of 0.94, (Practice 23).

In Training, those practices with the greatest total mean score difference included: using learning teams, difference of 0.91, (Practice 24); having facilitators participate in support groups, difference of 1.13(Practice 25); and, having staff members choose objectives for their own learning, difference of 1.03, (Practice 26).

In Implementation, those practices with the greatest total mean score difference included: providing participants access to support, difference of 1.21, (Practice 34); recognizing and rewarding staff who implement new learnings, difference of 1.12

(Practice 35); having leaders of staff development activities to visit the job setting, difference of, 1.20, (Practice 36); using peer supervision, difference of 1.23, (Practice 37); allocating resources, difference of 1.37, (Practice 38); and, having staff members participate in support groups, difference of 1.19, (Practice 40).

In Maintenance, those practices with the greatest total mean score difference included: using a systematic program of instructional supervision, difference of 1.39, (Practice 41); using systematic techniques of self-monitoring, difference of 1.32, (Practice 42); using student feedback for monitoring, difference of 1.37, (Practice 43); and, sharing the responsibility for the maintenance of practices, difference of 1.11, (Practice 44).

Smallest Total Mean Score Differences

These findings revealed ten practices where smallest mean differences existed between "what should be" and "what exist" total mean scores. The researcher set differences of <.75 as the criteria for those practices indicating the lowest difference in total mean scores.

In Readiness, those practices with the smallest total mean score difference included: identifying specific plans for improvement, difference of 0.55, (Practice 7); providing leadership and support by the principal and central office staff, difference of 0.55, (Practice 8); and, having the planning team keep the faculty informed, difference of 0.54, (Practice 10).

In Planning, those practices with the smallest total mean score difference included: using information from school staff in development of the plan, difference of 0.61, (Practice 12); including objectives for increased knowledge in the plan, difference

of 0.72, (Practice 19); and, sharing leadership among teachers and administrators when planning, difference of 0.68, (Practice 21).

In Training, those practices with the smallest total mean score difference included: having peers serve as in-service leaders, difference of 0.68, (Practice 29), having principals participate in activities with their staffs, difference of -0.40, (Practice 30), and, selecting leaders according to their expertise, difference of 0.70, (Practice 31). Noteworthy is that the total mean difference score between "what should be" and "what exist" for Practice 30 is -.40 indicating that the practice was seen as being implemented to a greater degree than should be implemented.

In Implementation, those practices with the smallest total mean score difference included having the principal support change efforts on the part of teachers, difference of 0.72, (Practice 39).

In Maintenance, there were no practices where total mean score differences were <.75.

Significant Differences Between "What Should Be" vs. "What Exist"

Clearly, these findings show there were differences throughout between "what should be" and "what exist" based on responses of the total group. When the t-tests were conducted to determine whether the differences were significant on any or all of the 44 practices (Table 36), all were significantly different. In fact, while the .05 level of significance was set, these results showed significance well beyond the .01 level. For Practice 30, however, although a significant difference existed, the difference indicated that the practice was implemented to a greater degree than was expected. Thus, while respondents strongly supported the 44 practices, they saw 43 of the practices as being

significantly under-implemented and one practice as being significantly over implemented.

Summary

This chapter presented the results of this study. First a brief overview of the study was provided. Next response data for "what should be" in current practice when planning and implementing staff development was reported. A listing of most desired practices was then presented. Next, response data of "what exists" was reported followed by a listing of the most highly implemented practices. Total mean differences between "what should be" total scores and "what exist" total scores were also presented. Finally the results of t-test statistics to determine significant differences between "what should be" and "what exist" mean scores were reported. Chapter V will present a summary of the design of the study, major findings, and recommendations based on this research.

CHAPTER V

Summary, Conclusions, Implications, and Recommendations

Overview

This chapter presents a summary of the design of the study, major findings, and recommendations based upon this research.

Review of the Study

The purpose of this study was to survey and analyze the perceptions of staff development practices that support school improvement in four districts in the Department of Defense Dependents Schools (DoDDS)–Europe and to identify the extent to which they are practiced and should be practiced and where changes might be made to bring current practice more in line with desired practice.

Research Questions

This study addressed the following research questions regarding the perceptions of teachers, principals, and members of district offices related to the importance and implementation of staff development practices in the school districts. The five research questions for this study were:

1. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices as being important for guiding staff development for school improvement in the four DoDDS districts located in Europe?
2. To what extent were the RPTIM staff development practices reported by teachers, principals and members of district offices actually being implemented in the four DoDDS districts in Europe?

3. Were there statistically significant differences in the extent to which the teachers, principals and members of district offices indicated the RPTIM practices should be used to guide staff development for school improvement in the four DoDDS districts located in Europe?
4. Were there statistically significant differences in the extent to which teachers, principals and members of district offices indicated the RPTIM practices were actually implemented to guide staff development for school improvement in the four DoDDS districts located in Europe?
5. Were there statistically significant differences between the extent to which teachers, principals and members of district offices indicated each RPTIM staff development practice should be and were implemented in the schools in the four DoDDS districts located in Europe?

The study built on previous research relating to perceptions of effective staff development training to support school improvement received by a) teachers, b) principals, and c) members of district offices. The study was a modified replication of a dissertation prepared by Steven Thompson in 1982 that surveyed perceptions of the RPTIM Model of Staff Development practices in 80 school districts in Pennsylvania. In 1992, ten years later, Gloria Sly replicated Thompson's study with a population of educators in 31 school districts who had received intensive training and were implementing the /I/D/E/A/ Model of School Improvement which was based on the RPTIM practices. Ten years after Sly's study this researcher's study focused on the schools in the Heidelberg, Hessen, Kaiserslautern and Wuerzburg districts of the Department of Defense Dependents Schools (DoDDS)-Europe who were trained and

were implementing a school improvement process based to a substantial degree upon the RPTIM practices.

Population

The population of this study consisted of educators directly involved in planning, conducting and evaluating staff development programs to support school improvement in four districts in DoDDS-Europe. Those educators included in this study were members of three distinct role groups: teachers, principals or members of district offices. Sixty-eight principals, 136 teachers and 32 district staff members served as potential respondents in the study.

The principals who were surveyed were the leaders of the schools. Forty-two elementary school principals, 11 middle school principals, and 15 high school principals were surveyed in the study for a total of 68 principals. The principals had knowledge of the school improvement process and related staff development activities within their schools from the perspective of the designated leadership position. The criterion for their participation in the study was having been in their current position for at least nine months.

The two teachers from each school who were surveyed held the teacher leadership positions as either the chairperson of the school improvement team or the school-based staff developer. These teachers had knowledge of the school improvement process and staff development activities in their school from the perspective of a teacher leadership position. One hundred thirty-six teachers were surveyed. Criterion for their participation in the study was having been in the teacher leader position for at least nine months.

Members of district offices selected for the study included the offices' curriculum coordinators, the school improvement liaison, the staff development specialist and the superintendent and assistant superintendent. These personnel were included as a role group because they work directly with the schools in promoting school improvement through staff development. They had knowledge of the school improvement process and staff development activities for schools from the perspective of the district superintendents' office. A total of 32 members of district offices were surveyed. Again, the criterion for their participation in the study was having been in their current position for at least nine months.

Instrumentation

The instrument used to collect the data was the Modified Survey of School-based Staff Development Practices (MSSSDP). This survey was created by modifying the Expanded Survey of School-based Staff Development Practices used by Sly. The MSSSDP consisted of two sections; part one, the demographic section and part two, the practices section. The demographic section requested information regarding the number of years participants had been involved in school improvement and staff development activities. This section of the survey also asked the participants to indicate the extent to which they have been involved in school improvement training.

Part two consisted of the original 38 RPTIM practices plus six additional practices originally identified by Thompson (1981). Sly (1992) recommended, based on her research, that these six practices be added to the original 38 RPTIM practices. In this section of the MSSSDP, the 44 staff development practices were listed followed by two four-choice response scales. This first response scale asked the respondents to report the

degree to which each practice existed or was being implemented. The second asked the respondents to report to which each practice should be used. The response options for both were as follows: almost always, often, sometimes, and almost never.

A total of 236 surveys were mailed to teachers, principals and members of district offices in the Heidelberg, Hessen, Kaiserslautern and Wuerzburg districts of DoDDS-Europe. The first set of questionnaires was mailed in packets to the principals of the schools. Principals were asked to complete one survey and provide the other two surveys to the teachers who served as the school improvement chairperson and the school-based staff developer. Superintendents were provided the second set of packets and were asked to complete one survey and provide the other packets to the assistant superintendent, language arts/reading, math, social studies, science, early childhood, school improvement and staff development liaisons in these districts.

The Modified Survey of School-based Staff Development Practices was distributed by military parcel service.

Each packet contained:

1. a letter/consent form explaining the study and giving directions for responding to the survey
2. a copy of the Modified Survey of School-based Staff Development Practices (see Appendix C)
3. a return addressed envelope ready for mailing

Ten days after the distribution of the materials, a follow-up e-mail and a phone call were made to each of the schools and each of the district offices to ensure that the materials had arrived and were available for completion. To ensure availability of the

survey, additional copies of the instrument were mailed to the principals and district offices 14 days after the first mailing.

The target response rate was 70% for each of the three role groups. A total of 184 responses or 78% were received. The response rates for the various role groups were: 103 teachers, or 76 %, 56 principals, or 82 %, 25 district personnel, or 78 %.

In examining the respondents, the data showed the following regarding the three role groups:

Teachers indicated that almost one half of them had more than 20 years of experience in education. The majority of teachers reported that they had received school improvement facilitator training with almost all having served on a planning team. Slightly more than one half of the teachers indicated they had been employed by their school when the school initiated the school improvement process. Almost one half of the teachers reported that they had been employed by their districts for more than ten years.

Principals reported that more than one half of them had more than 20 years of experience in education. More than four-fifths of principals reported that they had received school improvement facilitator training with all indicating they had served on a planning team. Slightly more than one quarter of the principals indicated they had been employed by their school when their school had initiated the school improvement process. While almost three quarters of the principals indicated more than 20 years employment with DoDDS, more than one half indicated they had been with their current districts less than five years.

Members of district offices indicated that slightly more than one half of them had more than 20 years of experience in education. More than four-fifths of the members of

district offices reported that they had received school improvement facilitator training with almost all indicating they had served on a planning team. Slightly more than three quarters of the members of district offices indicated they had been employed by their school when their school had initiated the school improvement process. While almost one half of the members of district offices indicated more than 20 years employment with DoDDS, slightly more than one third indicated they had been with their current districts less than five years.

Data were analyzed using descriptive statistics including frequency of response, percentage, mean scores and standard deviations. Analysis of variance (ANOVA) was used to test differences among role group responses to "what should be" and also to "what existed." A Tukey follow-up was performed when pair-wise differences were indicated among the three role groups due to a p-value less than .05 as revealed by the analysis of variance. A two-tailed t-test was applied to determine significant differences between total means for "what should be" and "what existed" in each of the 44 practices.

Major Findings

This section presents findings for each of the research questions. The reader will find that the questions are answered within the context of the five stages of the RPTIM Model.

Question one of this study dealt with the level of support for the 44 RPTIM practices that "should be" occurring when planning and implementing school improvement through staff development. There was very strong support for the 44 practices with 32 being seen as those which "should be" occurring in schools "almost

always" and 13 being seen as those which "should be" occurring "often" when planning and implementing school improvement through staff development.

Of those 32 practices nine were in the Readiness stage, seven were in the Planning stage, nine were in the Training stage, six were in the Implementation stage and one was in the Maintenance stage. In Readiness, those reported which "should be" used "almost always" included: developing a positive school climate (Practice 1), having written goals collaboratively (Practice 2), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), examining current practices in the school (Practice 6), identifying specific plans for improvement (Practice 7), establishing a planning team (Practice 9), and having the planning team keep the faculty informed (Practice 10).

In Planning, those reported which "should be" used "almost always" included: examining practices to identify the in-service needs of the staff (Practice 11), using information from school staff in development of the plan (Practice 12), using information regarding the participants' learning style information when planning (Practice 13), including objectives for increased knowledge in the plan (Practice 19), including objectives for skill development in the plan (Practice 20), sharing leadership among teachers and administrators when planning (Practice 21), and establishing a design team (Practice 23).

In Training, those reported which "should be" used "almost always" included: using learning teams (Practice 24), having facilitators participate in support groups (Practice 25), having staff members choose objectives for their own learning (Practice

26), having staff members choose activities in which they participate (Practice 27), having peers serve as in-service leaders (Practice 29), having principals participate in activities with their staffs (Practice 30), selecting in-service leaders according to their expertise (Practice 31), becoming less directive as participants become more competent (Practice 32), and transferring leadership responsibility as participants become more confident (Practice 33).

In Implementation, those reported which "should be" used "almost always" included: providing participants access to support (Practice 34), recognizing and rewarding staff who implement new learnings (Practice 35), having leaders of staff development activities to visit the job setting (Practice 36), allocating resources (Practice 38), supporting change efforts on the part of the principal (Practice 39), and having staff members participate in support groups (Practice 40).

In Maintenance, those reported which "should be" used "almost always" included: sharing the responsibility for the maintenance of practices (Practice 44).

Question two dealt with the extent to which the 44 RPTIM practices were actually being implemented when planning and implementing school improvement through staff development. There were 31 practices which were reported as being implemented to the greatest degree. One practice in the Training stage, having principals participate in activities staff development with their staffs (Practice 30), was viewed as being implemented "almost always." The other 30 were viewed as those which were "often" practiced. Thirteen of the practices were seen as being implemented "sometimes." Of the 30 practices reported as being implemented "often," ten were in Readiness, eight were in Planning, eight were in Training, three were in Implementation and one was in

Maintenance. The following is a brief description of those practices that were viewed as practices, which were "often" used when planning, and implementing staff development to support school improvement.

In Readiness, those reported which were used "often" included: developing a positive school climate (Practice 1), having written goals collaboratively (Practice 2), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), examining current practices in the school (Practice 6), identifying specific plans for improvement (Practice 7), providing leadership and support by the principal and central office staff (Practice 8), establishing a planning team (Practice 9), and having the planning team keep the faculty informed (Practice 10).

In Planning, those reported which were used "often" included: examining practices to identify the in-service needs of the staff (Practice 11), using information from school staff in development of the plan (Practice 12), identifying resources prior to planning staff development activities (Practice 15), writing specific objectives (Practice 17), including objectives for increased knowledge in the plan (Practice 19), including objectives for skill development in the plan (Practice 20), sharing leadership among teachers and administrators when planning (Practice 21), and establishing a design team (Practice 23).

In Training, those reported which were used "often" included: using learning teams (Practice 24), having staff members choose objectives for their own learning (Practice 26), having staff members choose activities in which they participate (Practice 27), trying out new behaviors and techniques (Practice 28), having peers serve as in-service leaders (Practice 29), selecting leaders according to their expertise (Practice 31),

having leadership become less directive as participants become more competent (Practice 32), and transferring leadership responsibility as participants become more confident (Practice 33).

In Implementation, those reported which were used "often" included: providing participants access to support (Practice 34), recognizing and rewarding staff who implement new learnings (Practice 35), and supporting change efforts on the part of the principal (Practice 39).

In Maintenance, the one practice reported which was used "often" included: sharing the responsibility for the maintenance of practices (Practice 44).

Those practices indicated as being implemented "sometimes" were also those which were least implemented as indicated by the three role groups. Thirteen practices were reported as being implemented "sometimes," with none in Readiness, five in Planning, one in Training, four in Implementation and three in Maintenance. In Planning, those reported that were implemented "sometimes" included: using information regarding the participants' learning style information when planning (Practice 13), having objectives for in-service activities for five years (Practice 14), having plans for activities for five years (Practice 16), having objectives address attitude development (Practice 18), and having the planning team participate in a retreat (Practice 22). In Training the one practice reported as being implemented "sometimes" included having facilitators participate in support groups (Practice 25). In Implementation, those indicated as being implemented "sometimes" included: having leaders of staff development activities to visit the job setting (Practice 36), using peer supervision (Practice 37), allocating resources (Practice 38), and having staff members participate in support groups (Practice

40). In Maintenance, those practices reported as being implemented "sometimes" included: using a systematic program of instructional supervision (Practice 41), using systematic techniques of self-monitoring (Practice 42), and using student feedback for monitoring (Practice 43).

Noteworthy, for Practice 30, principals participate in staff development activities with their staffs, was that the "what exist" score was greater than the "what should be score" indicating that the practice was being implemented to a greater degree than what was perceived as desirable.

Question three of this study dealt with the existence of statistical differences in the extent to which the members of the three role groups indicated the RPTIM practices "should be" used when planning and implementing school improvement through staff development.

Six practices were identified where a significant difference existed among the three role groups in reporting the degree to which a practice "should be" occurring. With three of these practices members of the district offices indicated they "should be" occurring to a greater degree than teachers and principals. These practices included: having objectives for in-service activities for five years (Practice 14), having plans for activities for five years (Practice 16), and having the planning team participate in a retreat (Practice 22). There were two of the practices that principals and members of the district office indicated the practices "should be" occurring to a slightly greater degree than teachers. These included having leaders of staff development activities to visit the job setting (Practice 36) and that using a systematic program of instructional supervision should be occurring (Practice 41). For one practice, principals indicated the practice

"should be" occurring to a slightly greater degree than teachers and members of the district office. They were more likely to indicate that principals participate in staff development activities with their staffs (Practice 30). When viewing these differences, one is reminded that all role groups indicated that these practices should happen "almost always" to "often" when planning and implementing school improvement through staff development.

Question four asked if there were significant differences in the extent to which teachers, principals and members of district offices indicated the RPTIM practices were actually being implemented to guide staff development for school improvement. There were 11 practices where significant differences existed among the three role groups in reporting the degree to which a practice was occurring. These practices included: examining practices for congruency with current practices (Practice 5), providing leadership and support by the principal and central office staff (Practice 8), having objectives for in-service activities for five years (Practice 12), having plans for activities for five years (Practice 16), sharing leadership among teachers and administrators when planning (Practice 21), selecting leaders according to their expertise (Practice 31), recognizing and rewarding staff who implement new learnings (Practice 35), having leaders of staff development activities visit the job setting (Practice 36), using peer supervision (Practice 37), allocating resources (Practice 38), and supporting change efforts on the part of the principal (Practice 39). An analysis of the differences indicated that members of the district office were significantly more likely than teachers or principals to indicate that the following two practices occur: 16 and 36. Members of the district office and principals were significantly more likely than teachers to indicate that

the following four practices occur: 8, 35, 37 and 38. Principals were significantly more likely than teachers and members of the district offices to indicate that the following four practices occur: 12, 21, 31 and 39. Teachers and principals were significantly more likely than members of the district offices to indicate that Practice 5 occur.

Question five dealt with the statistically significant differences between the extent to which teachers, principals and members of district offices indicated each RPTIM staff development practice "should be" and were being implemented. Statistically significant differences existed for all 44 practices between the extent to which the members of the three role groups indicated practices should be and were being implemented. Findings indicated that significance was well beyond the .01 level for all 44 practices. Respondents saw 43 of the practices as being significantly under implemented and one practice as being significantly over implemented. This practice was seen as one that should be implemented "often" yet it was in fact seen as being implemented "almost always." However while a significant difference existed for practice 30, having principals participate in activities staff development with their staffs, the difference indicated that the practice was implemented to a greater degree than was expected.

Noteworthy also was that there were a total of five practices that the respondents identified as those which should be implemented "almost always" yet were being implemented only "sometimes." Those practices included: one practice in the Planning stage, one in the Training stage and three in the Implementation stage. The practice in the Planning stage included: using information regarding the participants' learning style information when planning (Practice 13). The practice in the Training stage included having facilitators participate in support groups (Practice 25). Those practices in the

Implementation stage included: having leaders of staff development activities visit the job setting (Practice 36), allocating resources (Practice 38), and having staff members participate in support groups (Practice 40).

Conclusions

The following are the conclusions based upon the findings of this study:

1. Teachers, principals and members of the district office believed that the RPTIM practices, with the exception of practice 22, should be used to guide the planning and implementation of school improvement through staff development in DoDDS Germany schools.
2. The great majority of the RPTIM practices were used (frequently, often) when planning and implementing school improvement through staff development in DoDDS Germany schools.
3. The practices in the Readiness and Training stages received adequate attention in DoDDS Germany schools.
4. The RPTIM stages receiving the least attention were Planning, Implementation and Maintenance.
5. All of the RPTIM practices were significantly under implemented in DoDDS Germany schools with the exception of Practice 30 in that schools were doing more than what was seen as being deliverable.
6. The practices that Sly had suggested be added to the RPTIM Model appear to be appropriate additions with the exception of Practice 22, having the planning team participate in a retreat.

7. Perception scores varied with role groups. While teachers' and principals' mean scores generally agreed with one another regarding "what should be" and "what exist" when planning and implementing school improvement through staff development, members of the district offices were consistently higher than the other two role groups.
8. The seven most desirable practices included: developing a positive school climate (Practice 1), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), identifying specific plans for improvement (Practice 7), establishing a planning team (Practice 9), having the planning team keep the faculty informed (Practice 10), and supporting change efforts on the part of the principal (Practice 39).
9. The seven most implemented practices included: having the staff adopt improvement goals (Practice 4), identifying specific plans for improvement (Practice 7), having the planning team keep the faculty informed (Practice 10), using information from school staff in development of the plan (Practice 12), including objectives for increased knowledge in the plan (Practice 19), sharing leadership among teachers and administrators when planning (Practice 21), and having principals participate in activities with their staffs (Practice 30).
10. The seven most under-implemented practices included: using information regarding the participants' learning style information when planning (Practice 13), having objectives address attitude development (Practice 18), having the

planning team participate in a retreat (Practice 22), allocating resources (Practice 38), using a systematic program of instructional supervision (Practice 41), using systematic techniques of self-monitoring (Practice 42), and using student feedback for monitoring (Practice 43).

Comparisons with the Previous Research Findings

This section presents the similarities and differences in findings noted between this study and previous research studies which have examined the RPTIM practices. This section is arranged in the following manner. First a comparison of "what should be" findings of this study and Thompson's (1982) research and Sly's (1992) research will be reported. The reader will find that "most desired" practices and statistically significant differences common to all three studies will be presented. Next a report of "what exist" comparisons will be reported. The reader will note that most implemented, least implemented, role group significant differences, and greatest total mean score differences, common to all three studies, will be presented. Finally, findings from this study which are supported by the findings of four other research studies will be provided.

"What Should Be" Findings

Thompson, Sly and this researcher found that members of all three role groups reported that all 38 of the original RPTIM practices should be used "almost always" to "often" when planning and implementing school improvement through staff development.

Thompson, Sly and this researcher identified ten of the original 38 RPTIM practices as being "most desired" practices that should be used "almost always" when planning and implementing school improvement. These "most desired" practices had

total mean scores ranging between 3.50 and 4.00. These practices included: developing a positive school climate (Practice 1), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), examining practices for congruency with current practice (Practice 5), identifying specific plans for improvement (Practice 7), examining practices to identify the in-service needs of the staff (Practice 9), selecting leaders according to their expertise (Practice 26), recognizing and rewarding staff who implement new learnings (Practice 30), supporting change efforts on the part of the principal (Practice 34), and, sharing the responsibility for the maintenance of practices (Practice 38).

Thompson and this researcher reported statistically significant differences in the extent to which the members of the three role groups indicated the RPTIM practices "should be" used when planning and implementing school improvement through staff development. Thompson reported four statistically significant differences attributable to the mean score differences of the teachers, principals and members of the central offices. This researcher reported six practices where statistically significant differences existed. Of those identified by Thompson and this researcher, two practices, having principals participate in staff development activities (Practice 25), and using a systematic program to monitor new work behaviors (Practice 35), were identified as practices common to both studies where statistically significant differences in role group mean scores were noted. Sly reported no statistically significant differences in "what should be" mean scores among the three role groups. The /I/D/E/A/ school improvement training process employed by the schools which participated in Sly's study may account for the lack of statistically significant differences in "what should be" mean scores among role groups.

"What Exist" Findings

Thompson, Sly and this researcher found that all 38 RPTIM practices were implemented at or above the "sometimes" range. All three researchers additionally reported the following 16 practices to be "most implemented" practices with total mean scores ranging between 2.50 and 4.00. These "most implemented" practices were in the "often" to "almost always" range and included: developing a positive school climate (Practice 1), having written goals collaboratively (Practice 2), having goals for the next three to five years (Practice 3), having the staff adopt improvement goals (Practice 4), identifying specific plans for improvement (Practice 7), providing leadership and support by the principal and central office staff (Practice 8), using information from school staff in development of the plan (Practice 10), identifying resources prior to planning staff development activities (Practice 13), including objectives for increased knowledge in the plan (Practice 17), including objectives for skill development in the plan (Practice 18), sharing leadership among teachers and administrators when planning (Practice 19), having principals participate in activities with their staffs (Practice 25), selecting leaders according to their expertise (Practice 26), establishing a design team (Practice 28), supporting change efforts on the part of the principal (Practice 34), and sharing the responsibility for the maintenance of practices (Practice 38).

Thompson, Sly and this researcher all found consistency in those practices which were least implemented. Thompson reported that 20 of the practices were found to be implemented in the "sometimes" range with total mean scores ranging between 1.50 and 2.49. Sly found that nine practices were lowest implemented with scores ranging between 2.00 and 2.49. This researcher reported that ten of the original 38 RPTIM

practices were noted as being least implemented. All of the practices reported by Sly as being least implemented were also reported by Thompson and this researcher as being between the 1.50 and 2.49 range. These practices included: using information regarding the participants' learning styles when planning (Practice 11), having objectives for in-service activities for five years (Practice 12), having plans for activities for five years (Practice 14), having leaders of staff development activities to visit the job setting (Practice 31), using peer supervision (Practice 32), allocating resources (Practice 33), using a program of instructional supervision (Practice 35), using systematic techniques of self-monitoring (Practice 36) and, using student feedback was used to monitor new practices (Practice 37).

Thompson, Sly and this researcher all found significant differences for "what exist" among role group mean scores. Thompson found significant differences among role group scores for 27 of the 38 practices. Sly found significant differences among role group scores for 5 of the 38 practices. This researcher found significant differences among role groups for 11 of the 38 practices. Two practices were identified by all three of the researchers as being practices where a significant difference was noted for all of the role groups. These practices included: providing leadership and support by the principal and central office staff (Practice 8), and using information regarding the participants' learning styles when planning (Practice 11). Additionally, Thompson and this researcher reported significant differences among role groups for the following practices: examining practices for congruency with current practice (Practice 5), sharing leadership among teachers and administrators when planning (Practice 21), recognizing and rewarding staff who implement new learnings (Practice 30), having leaders of staff development

activities to visit the job setting (Practice 31), and supporting change efforts on the part of the principal (Practice 34). Noteworthy was that both Thompson and this researcher found that the members of the district office were more likely than teachers to indicate that a practice was occurring.

Thompson and this researcher additionally reported similarities in the greatest total mean score differences which existed. Thompson identified 16 practices that had high "what should be" and low "what exist" scores. This researcher identified 17 of the original 38 RPTIM practices that also revealed scores that were noteworthy because they had the largest difference between what should be happening and what was happening. The following practices were those identified by both Thompson and this researcher as having high "what should be" and low "what exist" total mean scores: using information regarding the participants' learning style information when planning (Practice 11), having objectives for in-service activities for five years (Practice 12), having plans for activities for five years (Practice 14) and, staff development included objectives for attitude development (Practice 16), providing participants access to support Practice 29), recognizing and rewarding staff who implement new learnings (Practice 30), having leaders of staff development activities to visit the job setting (Practice 31), using peer supervision (Practice 32), allocating resources (Practice 33), a program of instructional supervision was used (Practice 35), using systematic techniques of self-monitoring (Practice 36) and, using student feedback was used to monitor new practices (Practice 37).

Both Thompson and this researcher identified the majority of those practices where greater mean differences in total mean scores were indicated as being in the

Planning, Implementation and Maintenance stages. This researcher indicated that teachers, principals and members of the district offices reported that the practices in the Readiness and Training stages were implemented to a greater degree than those practices in the Planning, Implementation and Maintenance stages. Sly did not compute an analysis of the greatest mean differences. Results of her findings agreed with those of Thompson's which indicated that the practices in the Readiness, Planning and Training stages were implemented to a greater degree than those practices in the Implementation and Maintenance stages.

An important difference in the "what exist" findings of Thompson, Sly and this researcher was that respondents in this researcher's study reported that one practice was being implemented to a greater degree than was reported that it should be implemented. Results of both Thompson's and Sly's research indicated that respondents reported that principals "often" participate in staff development activities with their staffs (SSSP 25, MSSSP Practice 30) while respondents in this study reported that the implementation of this practice was occurring "almost always." The difference between the "what should be" and "what exist" score in this study also indicated that the practice was being over implemented. Furthermore, this difference was also seen as being statistically significant. This indicates that those surveyed reported that principals participate in staff development activities with their staffs to a significantly greater degree than was expected.

Trends

Over the last 20 years since Sly and Thompson performed their research regarding the perception of the importance and use of the RPTIM practices, trends have emerged. In reviewing these trends, the reader is reminded that the populations of Thompson's,

Sly's and this researcher's studies were different. The reader should also be aware that the extent to which the training programs were provided to staffs varied in the three studies.

There are five major trends that can be reported:

1. Commitment to the RPTIM staff development practices has increased over the past 20 years.
2. Implementation of the RPTIM staff development practices appears to have increased over the last 20 years.
3. The implementation of the RPTIM practices appears to have increased but continues to be less than seen as desirable.
4. While there has been a decrease in the number of significant differences among teachers, principals and members of the district offices perceptions between "what should be" and "what exist" in school improvement through staff development, differences in perceptions among groups continues to exist.
5. There has been an increase in principals' involvement in school improvement through staff development over the last 20 years.

Comparisons with the Results of Other Research Studies

The findings of this researcher were supported by the results of other studies that have used the RPTIM Model of Staff Development as their conceptual framework and should be used. For example:

1. The belief that the RPTIM practices should be used often to almost always when planning and implementing school improvement through staff

development was supported by Jerrick (1984), McQuarrie, Wood, and Thompson (1984), Uhlich (1985); and Sly, Everett, McQuarrie, and Wood (1990).

2. The belief that the RPTIM practices were implemented sometimes to often when planning and implementing school improvement through staff development was supported by Jerrick (1984), McQuarrie, Wood, and Thompson (1984), Uhlich (1985); and Sly, Everett, McQuarrie, and Wood (1990).
3. The belief that the practices in the Readiness and Training stages were implemented to a higher degree than practices in the Implementation and Maintenance stages of the RPTIM Model was supported by McQuarrie, Wood, and Thompson (1984), Uhlich (1985); and Sly, Everett, McQuarrie, and Wood (1990).
4. Those significant differences found among perception scores of the members of the three role groups concerning the degree to which the practices were implemented was supported by McQuarrie, Wood, and Thompson (1984) and Sly, Everett, McQuarrie, and Wood (1990).

Recommendations for the Four Districts in DoDDS

Based on these findings and the conclusions of the study, this researcher recommends that DoDDS schools consider the following:

1. Establish the RPTIM practices as the research-based practices which should guide school improvement through staff development in DoDDS schools.

2. Re-examine the model for the school improvement program used in DoDDS-Europe schools to see if it is consistent with the research-based practices of the RPTIM model. Where differences exist between the practices being implemented and the research-based practices of the RPTIM model, adjustments should be made so that alignment exists.
3. Provide training for teachers, principals, and members of the district offices on specific skills for implementing the results of in-service training. This would include using coaching, action research, study groups and various job-embedded learning activities.
4. Re-examine the role of the district offices to see how they can be more involved in supporting the school improvement process.
5. Establish an evaluation and monitoring system for use by the district offices to determine what programs and practices identified by schools are actually being implemented to improve teaching and learning. This program should focus on helping schools gather and use data to increase implementation and continuously improve their practice.
6. Establish a monitoring program for school improvement that would involve the district offices providing helpful feedback to schools regarding their school improvement program and the use of specific strategies. Arrange for members of the district offices to work directly with teachers in planning and implementing the specific strategies of the school improvement plan. Provide for opportunities for practicing, observing, and evaluating these strategies, on a routine basis. This will show commitment of the district office to the

school improvement process and to the importance of bringing about real change. It will make the district offices aware of the resource needs of the school so that teaching and learning can occur.

7. Design and implement a program to support new practices that are part of the school improvement plan used in specific schools.
8. Implement an induction program for teachers new to the system and to the local school that would focus on the school improvement process and the specific strategies being implemented. This will assist in maintaining the effective implementation of these strategies so that the desired outcomes of teaching and learning can occur.
9. Arrange for school improvement training sessions that involve teachers, principals and members of the district office receiving joint training as part of an in-service experience. This would allow teachers, principals, and members of the district office to have a common understanding of the process and begin to recognize their role in supporting school improvement through staff development.
10. Perform a needs assessment to determine what the perceived needs of the teachers and principals are regarding school improvement through staff development at the local school level. Use the results of this needs assessment to design training opportunities for the school. The planning of the in-services could involve a joint effort involving school and district office representatives.

11. Align the principals' performance standards so that they directly reflect, as one of their primary roles, the facilitation and successful implementation of the school improvement process. The principals' performance standards should also be aligned to focus on the instructional differences that are identified by the teachers as part of the school's school improvement plan.
12. Align the evaluation standards of the members of the district office so that they directly support the implementation of the school improvement process in the district schools.
13. The supervision instrument used with teachers should be aligned to focus on the instructional differences that are identified in the school improvement process. The standard form of evaluation would be used for teachers new in the system.

Suggestions for Further Research

Based on the results of this study, the following suggestions for further research could increase the understanding of school improvement through staff development:

1. Conduct a study to determine what specific RPTIM practices have supported the process of school improvement through staff development.
2. Compare differences in schools that are successful in implementing school improvement with schools that are not as successful in implementing school improvement to determine differences in the use of the RPTIM practices.
3. Conduct a five year qualitative study to determine the actual process of successful school improvement through staff development. The focus of the study would be on what works and makes a difference.

4. Conduct a qualitative study to determine the barriers to implementing school improvement. This might be done as part of the study noted above.
5. Conduct a study to determine whether direct involvement of the district office in the process of planning school improvement activities in a school results in better communication with the district office. This study could also determine whether direct involvement of the district office in the process of planning school improvement activities in a school results in a more accurate understanding on the part of the district office of what is actually occurring.

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APPENDICES

APPENDIX A

APPENDIX A

Organization of Steps and Practices of the Modified Survey of School-Based Staff Development Practices (Consisting of the 44 RPTIM Practices)

Step	Practice
1. Readiness	1. A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).
	2. Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.
	3. The school has a written list of goals for the improvement of school programs during the next three to five years.
	4. The school staff adopts and supports goals for the improvement of school programs
	5. Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
	6. Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
	7. The school staff identifies specific plans to achieve the school's goals for improvement.
	8. Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.
	9. The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.

	10. The school planning team keeps the faculty informed of decisions and actions.
2. Planning	11. Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.
	12. Planning of staff development activities relies, in part, upon information gathered directly from school staff members.
	13. In-service planners use information about the learning styles of participants when planning staff development activities.
	14. Staff development programs include objectives for in-service activities covering as much as five years.
	15. The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities.
	16. Staff development programs include plans for activities to be conducted during the following three to five years.
	17. Specific objectives are written for staff development activities.
	18. Staff development objectives include objectives for attitude development (new outlooks and feelings).
	19. Staff development objectives include objectives for increased knowledge (new information and understanding).
	20. Staff development objectives include objectives for skill development (new work behaviors).
	21. Leadership during the planning of in-service programs is shared among teachers and administrators.
	22. The planning process should include a retreat when the school planning team develops their staff development plans.

3. Training	23. A staff development design team is formed to develop the plan to implement goals and programs. 24. Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences. 25. School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors. 26. Individual school staff members choose objectives for their own professional learning. 27. Individual school staff members choose the staff development activities in which they participate. 28. Staff development activities include experimental activities in which participants try out new behaviors and techniques. 29. Peers help to teach one another by serving as in-service leaders. 30. School principals participate in staff development activities with their staffs. 31. Leaders of staff development activities are selected according to their expertise rather than their position. 32. As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented 33. As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.
4. Implementation	34. After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work. 35. School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.

	36. The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.
	37. School staff members use peer supervision to assist one another in the implementation new work behaviors.
	38. Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).
	39. The school principal actively supports efforts to implement changes in professional behavior.
	40. School staff members participate in support groups that are formed to assist the members to implement new work behaviors.
5. Maintenance	41. A systematic program of instruction is used to monitor new work behavior.
	42. School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.
	43. Student feedback is used to monitor new practices.
	44. Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

Organization of Steps and Practices
of the Survey of School-Based Staff Development Practices
(Consisting of the 38 RPTIM Practices)

Step	Practice
1. Readiness	1. A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).

	2. Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.
	3. The school has a written list of goals for the improvement of school programs during the next three to five years.
	4. The school staff adopts and supports goals for the improvement of school programs
	5. Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
	6. Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.
	7. The school staff identifies specific plans to achieve the school's goals for improvement.
	8. Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.
2. Planning	9. Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.
	10. Planning of staff development activities relies, in part, upon information gathered directly from school staff members.
	11. In-service planners use information about the learning styles of participants when planning staff development activities.
	12. Staff development programs include objectives for in-service activities covering as much as five years.
	13. The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities.

14. Staff development programs include plans for activities to be conducted during the following three to five years.

15. Specific objectives are written for staff development activities.

16. Staff development objectives include objectives for attitude development (new outlooks and feelings).

17. Staff development objectives include objectives for increased knowledge (new information and understanding).

18. Staff development objectives include objectives for skill development (new work behaviors).

19. Leadership during the planning of in-service programs is shared among teachers and administrators.

3. Training

20. Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.

21. Individual school staff members choose objectives for their own professional learning.

22. Individual school staff members choose the staff development activities in which they participate.

23. Staff development activities include experimental activities in which participants try out new behaviors and techniques.

24. Peers help to teach one another by serving as in-service leaders.

25. School principals participate in staff development activities with their staffs.

26. Leaders of staff development activities are selected according to their expertise rather than their position.

	27. As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented
	28. As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.
4. Implementation	29. After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.
	30. School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.
	31. The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.
	32. School staff members use peer supervision to assist one another in the implementation new work behaviors.
	33. Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).
	34. The school principal actively supports efforts to implement changes in professional behavior.
5. Maintenance	35. A systematic program of instruction is used to monitor new work behavior.
	36. School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.
	37. Student feedback is used to monitor new practices.
	38. Responsibility for the maintenance of new school practices is shared by both teachers and administrators.

APPENDIX B

APPENDIX B

Address List of Participating Schools and District Offices

Hessen District
DoDDS, Hessen District
Unit 7565, Box 29
APO AE 09050-0029

Argonner Elementary School
Unit 20193, Box 0015
APO AE 09165-0015

Aukamm Elementary School
Unit 29647
APO AE 09096

Babenhausen Elementary School
Unit 29500, Box 0114
APO AE 09089-0114

Bad Nauheim Elementary School
Unit 21104
APO AE 09074

Butzbach ES
CMR 452, Box 5500
APO AE 09045

Darmstadt Elementary School
Unit 29500 Box 33
APO AE 09175-0033

Darmstadt Middle School
Unit 29500 Box 34
APO AE 09175

Gelnhausen Elementary School
CMR 401
APO AE 09076

Giessen Elementary School
Unit 20911
APO AE 09169

Giessen Middle/High School
Unit 20911
APO AE 09169

Hainerberg Elementary School

Unit 29647
APO AE 09096

Halvorsen Tunner Elementary/Middle School
Unit 7565 APO AE 09050
APO AE 09050

Hanau High School
Unit 20193 Box 0017
APO AE 09165-0017

Hanau Middle School
Unit 20193, Box 0016
APO AE 09165-0016

Sportfield Elementary School
Unit 20193, Box 0014
APO AE 09165-0014

Wiesbaden/ H. H. Arnold High School
Unit 29647
APO AE 09096

Wiesbaden Middle School
Unit 29647
APO AE 09096

Heidelberg District
DoDDS, Heidelberg District
Unit 29237
APO AE 09102

Bad Aibling Elementary/High School
CMR 407
APO AE 09098

Boeblingen Elementary School
BES CMR 445
APO AE 09046

Garmisch Elementary School
Unit 24511
APO AE 09053

Heidelberg High School
Unit 29237
APO AE 09102

Heidelberg Middle School
Unit 29237
APO AE 09102

Larissa Elementary School
PSC 844, Box 1
APO AE 09844-0001

Mannheim Elementary School
Unit 29938
APO AE 09086

Mannheim High School
Unit 29939
APO AE 09086

Mannheim Middle School
Unit 29937
APO AE 09086

Mark Twain Elementary School
Unit 29237
APO AE 09102

Patch Elementary School
Unit 30401, Box 4003
APO AE 09131

Patch High School
Unit 30401
APO AE 09131

Patrick Henry Village Elementary School
Unit 29237
APO AE 09102

Robinson Barracks Elementary School

CMR 447, Box 2231
APO AE 09154

Kaiserslautern District
DoDDS, Kaiserslautern District
Unit 3405
APO AE 09094

Bad Kreuznach Elementary School
CMR 441
APO AE 09252

Bad Kreuznach High School
Unit 24324
APO AE 09252

Baumholder High School
Unit 23746
APO AE 09034

Dexheim Elementary School
CMR 406
APO AE 09110

Kaiserslautern Elementary School
Unit 3240, Box 425
APO AE 09094

Kaiserslautern High School
Unit 3240, Box 440
APO AE 09094

Kaiserslautern Middle School
Unit 3240, Box 450
APO AE 09094

Landstuhl Elementary/Middle School
CMR 402
APO AE 09180

Neubruecke Elementary School
Unit 23825
APO AE 09034

Ramstein Elementary School
Unit 3240, Box 430
APO AE 09094

Ramstein High School
Unit 3240, Box 445
APO AE 09094

Ramstein Intermediate School
Unit 3240, Box 600
APO AE 09094-0600

Ramstein Middle School
Unit 3240, Box 455
APO AE 09094

Sembach Elementary School
Unit 4240, Box 325
APO AE 09136

Sembach Middle School
Unit 4240, Box 320
APO AE 09136

Smith Elementary School
Unit 23814
APO AE 09034

Vogelweh Elementary School
Unit 3240, Box 435
APO AE 09094

Wetzel Elementary School
Unit 23815
APO AE 09034

District Wuerzburg
DoDDS, Wuerzburg District
417th BSB, CMR 449
APO AE 09031

Amberg Elementary School
Unit 28218
APO AE 09173

Ansbach Elementary School
Unit 28614
APO AE 09177

Ansbach Middle/High School
Unit 28614
APO AE 09177

Bad Kissingen Elementary School
CMR 464
APO AE 09226

Bamberg Elementary School
Unit 27539
APO AE 09139

Bamberg High School
Unit 27539
APO AE 09139

Grafenwoehr Elementary School
Unit 28127
APO AE 09114

Hohenfels Elementary School
Unit 28214
APO AE 09173

Hohenfels High School
Unit 28214
APO AE 09173

Illesheim Elementary School
CMR 416, Box J
APO AE 09140

Kitzingen Elementary School
CMR 449
APO AE 09031

Rainbow Elementary School
Unit 28614, Box 0040
APO AE 09177

Schweinfurt Elementary School
CMR 457
APO AE 09033

Schweinfurt Middle School
CMR 457
APO AE 09033

Vilseck Elementary School
Unit 28040
APO AE 09112

Vilseck High School
Unit 28041
APO AE 09112-0005

Wuerzburg Elementary School
CMR 475, Box 6
APO AE 09036

Wuerzburg High School
CMR 475, Box 8
APO AE 09036

APPENDIX C

APPENDIX C

MODIFIED SURVEY OF SCHOOL-BASED STAFF DEVELOPMENT PRACTICES

Demographic Information Survey

Instructions: Listed below are eight items which request information about you. Please check the answer that is most correct for you.

1. Prior to this year (2000 - 2001) how many years have you taught?

1-5	6-10	11-15	16-20	More than 20
__ Years	__ Years	__ Years	__ Years	__ Years

1. Prior to this year (2000 - 2001) how many years have you been employed by DoDDS?

1-5	6-10	11-15	16-20	More than 20
__ Years	__ Years	__ Years	__ Years	__ Years

1. Prior to this year (2000 - 2001) how many years have you been employed by this school district?

1-5	6-10	11-15	16-20	More than 20
__ Years	__ Years	__ Years	__ Years	__ Years

1. Prior to this year (2000 - 2001) how many years have you been involved in the school improvement process as an administrator, teacher or member of the district office?

   __ Years

2. Were you employed by this school when they initiated the school improvement process?

   __ Yes __ No

3. Have you received facilitator training for the school improvement process?

   __ Yes __ No

4. Have you participated as a planning team member for your school's school improvement team?

   __ Yes __No

Please check one: I am a ___ principal, ___ teacher, ___ member of the district office.

Practices Survey

Instructions: Listed below are a number of statements used to describe various practices in school-based staff development programs.

In the first column, please indicate the degree to which each statement describes existing practices in the school or system. In the second column, indicate the degree to which each statement describes what should be practiced.

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
1. A positive school climate is developed before other staff development efforts are attempted. (A positive climate is characterized by open communications, trust, and supportive relationships).	1	2	3	4	1	2	3	4
2. Goals for school improvement are written collaboratively by teachers, parents, building administrators, and central office administrators.	1	2	3	4	1	2	3	4
3. The school has a written list of goals for the improvement of school programs during the next three to five years.	1	2	3	4	1	2	3	4
4. The school staff adopts and supports goals for the improvement of school programs.	1	2	3	4	1	2	3	4
5. Current school practices are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.	1	2	3	4	1	2	3	4

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
6. Current educational practices not yet found in the school are examined to determine which ones are congruent with the school's goals for improvement before staff development activities are planned.	1	2	3	4	1	2	3	4
7. The school staff identifies specific plans to achieve the school's goals for improvement.	1	2	3	4	1	2	3	4
8. Leadership and support during the initial stage of staff development activities are the responsibility of the principal and central office staff.	1	2	3	4	1	2	3	4
9. The school prepares the planning team (administrators, faculty, and others) for leadership roles before initiating a school improvement program.	1	2	3	4	1	2	3	4
10. The school planning team keeps the faculty informed of decisions and actions.	1	2	3	4	1	2	3	4
11. Differences between desired and actual practices in the school are examined to identify the in-service needs of the staff.	1	2	3	4	1	2	3	4
12. Planning of staff development activities relies, in part, upon information gathered directly from school staff members.	1	2	3	4	1	2	3	4
13. In-service planners use information about the learning styles of participants when planning staff development activities.	1	2	3	4	1	2	3	4

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
14. Staff development programs include objectives for in-service activities covering as much as five years.	1	2	3	4	1	2	3	4
15. The resources (time, money, and materials) available for use in staff development are identified prior to planning in-service activities.	1	2	3	4	1	2	3	4
16. Staff development programs include plans for activities to be conducted during the following three to five years.	1	2	3	4	1	2	3	4
17. Specific objectives are written for staff development activities.	1	2	3	4	1	2	3	4
18. Staff development objectives include objectives for attitude development (new outlooks and feelings).	1	2	3	4	1	2	3	4
19. Staff development objectives include objectives for increased knowledge (new information and understanding).	1	2	3	4	1	2	3	4
20. Staff development objectives include objectives for skill development (new work behaviors).	1	2	3	4	1	2	3	4
21. Leadership during the planning of in-service programs is shared among teachers and administrators.	1	2	3	4	1	2	3	4

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
22. Staff development activities include the use of learning teams in which two to seven participants share and discuss learning experiences.	1	2	3	4	1	2	3	4
23. School improvement facilitators participate in support groups that are formed to assist them to implement new work behaviors.	1	2	3	4	1	2	3	4
24. The planning process should include a retreat when the school planning team develops their staff development plans.	1	2	3	4	1	2	3	4
25. A staff development design team is formed to develop the plan to implement goals and programs.	1	2	3	4	1	2	3	4
26. Individual school staff members choose objectives for their own professional learning.	1	2	3	4	1	2	3	4
27. Individual school staff members choose the staff development activities in which they participate.	1	2	3	4	1	2	3	4
28. Staff development activities include experimental activities in which participants try out new behaviors and techniques.	1	2	3	4	1	2	3	4
29. Peers help to teach one another by serving as in-service leaders.	1	2	3	4	1	2	3	4

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
30. School principals participate in staff development activities with their staffs.	1	2	3	4	1	2	3	4
31. Leaders of staff development activities are selected according to their expertise rather than their position.	1	2	3	4	1	2	3	4
32. As participants in staff development activities become increasingly competent, leadership behavior becomes less directive or task-oriented.	1	2	3	4	1	2	3	4
33. As participants in staff development activities become increasingly confident in their abilities, the leader transfers increasing responsibility to the participants.	1	2	3	4	1	2	3	4
34. After participating in in-services activities, participants have access to support services to help implement new behaviors as part of their regular work.	1	2	3	4	1	2	3	4
35. School staff members who attempt to implement new learnings are recognized and rewarded for their efforts.	1	2	3	4	1	2	3	4
36. The leaders of staff development activities visit the job setting, when needed, to help the in-service participants refine or review previous learning.	1	2	3	4	1	2	3	4
37. School staff members use peer supervision to assist one another in implementation new work behaviors.	1	2	3	4	1	2	3	4

	WHAT EXIST				WHAT SHOULD BE			
	Almost never	Sometimes	Often	Almost Always	Almost never	Sometimes	Often	Almost Always
38. Resources (time, money, and materials) are allocated to support the implementation of new practices following staff development activities (funds to purchase new instructional materials, time for planning, etc.).	1	2	3	4	1	2	3	4
39. The school principal actively supports efforts to implement changes in professional behavior.	1	2	3	4	1	2	3	4
40. School staff members participate in support groups that are formed to assist the members to implement new work behaviors.	1	2	3	4	1	2	3	4
41. A systematic program of instructional supervision is used to monitor new work behavior.	1	2	3	4	1	2	3	4
42. School staff members utilize systematic techniques of self-monitoring to maintain new work behaviors.	1	2	3	4	1	2	3	4
43. Student feedback is used to monitor new practices.	1	2	3	4	1	2	3	4
44. Responsibility for the maintenance of new school practices is shared by both teachers and administrators.	1	2	3	4	1	2	3	4

APPENDIX D

Letter to Principal

Hi ___,

I am in the process of collecting data in order to complete my Ph.D. and am in need of your professional and personal help!

The Research and Evaluation Branch of DoDEA as well as the University of Oklahoma have approved of my study and the enclosed surveys. Within your busy schedule, I would sincerely appreciate it if you were to take the time complete the yellow survey and return it to me. Also, could you please pass on the blue surveys to the SIP Chair and the School-based Staff Developer and encourage them to complete the surveys and return them to me as well? A letter explaining the entire survey and the return envelopes are enclosed.

I don't know if you've heard, but I will be back in the role of principal at Darmstadt Elementary for SY 2001 – 02. I'm really exited about it!

Thanks again ___ ! Your support is sincerely appreciated!

With best regards,

Russ

Letter to Survey Participant

Informed Consent Form For Research Being Conducted

Under the Auspices of the University of Oklahoma-Norman Campus

Survey Participation Request

Dear Colleague,

You have been selected to participate in a survey dealing with staff development practices in DoDDS - Europe (Germany) Schools. This study includes responses from principals, teachers and district office personnel. Your response will be reported in a doctoral dissertation being conducted by Russell Claus in conjunction with the University of Oklahoma-Norman campus. The title of the dissertation is: A Study of Practices that Support School Improvement Through Staff Development in DoDDS - Europe (Germany) Schools.

The purpose of the study is to determine the extent to which selected staff development practices exist and the degree to which educators believe they should exist in DoDDS-Europe (Germany) schools. It is hoped that the result of this study will help to shape recommendations for improving in-service education and staff development programs in our schools. Permission to conduct this study has been authorized by DoDDS.

Your help is very important. The number of people receiving questionnaires is relatively small. To ensure valid results and to be certain that the perception of each group are accurately represented, it is important that your survey be returned within the next ten days. Please take the time to complete the enclosed questionnaire and return it to me in the addressed envelope.

Because the study is being conducted under guidelines for the protection of human subjects at the University of Oklahoma. I am including a Statement of Informed Consent, located at the bottom of this letter, for your review. Be assured that the confidentiality of your responses will be respected. No foreseeable risks beyond those present in normal everyday life are anticipated. Regulations require that you must be at least 18 years of age in order to participate in this study.

The study will examine only statistical relationships and will under no circumstances report results on an individual basis. If you wish to receive an e-mailed copy of the results of the survey, please provide your e-mail address and the results will be sent to you. If you have any questions, please feel free to contact me at the above address, phone number or e-mail at any time. If you have questions regarding rights as a research participant, you may contact the Office of Research Administration at the University of Oklahoma at (405) 325 - 4747.

Please take the time to complete this survey. It will take approximately twenty minutes to complete. Thank you very much in advance for your help.

Best regards,

Russell S. Claus

Enclosed: Modified Survey of School Staff Development Practices

Statement of Informed Consent

I hereby agree to participate in the above-described research. I understand my participation is voluntary and that I may withdraw at any time without penalty or loss of benefits. By completing this survey and returning it, you are agreeing to participate in this study. Please retain this cover letter for future reference.

DoDDS Approval Letter

Mr. Russel Claus
District Mathematics Coordinator
Hessen/Heidelberg District
DoDDS Europe

Dear Mr. Claus:

The DoDEA research committee has reviewed your research proposal for the doctoral degree at the University of Oklahoma, Educational Leadership and Policy Studies Program. I am pleased to inform you that the committee has approved your study, entitled *"A Study Of Practices That Support School Improvement through Staff Development in DoDDS Europe (Germany) Schools"*.

Please be advised that the research must adhere to DoDEA policies of conducting research. Participation in the study is voluntary and the participants' privacy must be protected. Consent of school and district administrators has been documented. Please share this letter of approval with your University Dissertation Committee.
I extend my best wishes for the success of your research and look forward to reading a draft of your findings after completion. Let me know if I can be of any further assistance.

Sincerely,

Steve Schrankel
Chief, DoDEA Research and Evaluation Branch

Follow -Up Letter

Dear Colleague,

Enclosed is another packet of surveys for your school in the event the first was not received, or inadvertently found its way to the bottom of "the stack" due to end-of-year overload.

While this is a voluntary survey, I am appealing to you for your help in assisting me in collecting the final pieces of data needed for this study. To date I have approximately 50% of the return rate needed in order for this project to be successful. The return of *your* survey is very important to the results of the study.

In the event that you or the teachers in your school have not had the time to fill out the survey, here are extra copies for your convenience. If it has been sent in, I extend my sincere thanks.

Best wishes for a restful summer break, and again, heartfelt thanks for your assistance in making this project successful.

Russell S. Claus

APPENDIX E

APPENDIX E

Analysis of Variance
For "What Should Be" Scores Among Three Role Groups

Table 37
Analysis of Variance Summary Table for "What Should Be" for Practice 1
A Positive School Climate is Developed Before Other Staff Development Efforts Are Attempted

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.185	0.093	0.652
Error	179	25.381	0.142	

Table 38
Analysis of Variance Summary Table for "What Should Be" for Practice 2
Goals for Staff Development Efforts Are Written Collaboratively

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.105	0.553	2.215
Error	179	44.659	0.250	

Table 39
Analysis of Variance Summary Table for "What Should Be" for Practice 3
The School Has a List of SIP Goals for the Next Three to Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.285	0.143	0.492
Error	175	50.771	0.290	

Table 40
Analysis of Variance Summary Table for "What Should Be" for Practice 4
The School Adopts and Supports Goals for the Improvement of School Programs

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.124	0.062	0.447
Error	180	24.958	0.139	

Table 41
Analysis of Variance Summary Table for "What Should Be" for Practice 5
Current School Practices are Examined for Congruency with Goals Before Staff Development Activities Are Planned

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.489	0.2445	1.476
Error	180	29.817	0.166	

Table 42
Analysis of Variance Summary Table for "What Should Be" for Practice 6
Current Practices Not Yet Found in the School Are Determined Before Staff Development Activities Are Planned

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.067	0.034	0.171
Error	180	35.354	0.196	

Table 43
Analysis of Variance Summary Table for "What Should Be" for Practice 7
The School Identified Specific Plans to Achieve the School's Goals for Improvement

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.060	0.030	0.317
Error	181	16.979	0.094	

Table 44
Analysis of Variance Summary Table for "What Should Be" for Practice 8
Leadership and Support During the Initial Phase of School Improvement are the Responsibility of the Principals and District Office Staff

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.034	0.517	0.660
Error	179	140.268	0.784	

Table 45
Analysis of Variance Summary Table for "What Should Be" for Practice 9
The School Prepares the Planning Team for Leadership Roles Before Initiating a School Improvement Program

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.623	0.311	1.928
Error	180	29.061	0.162	

Table 46
Analysis of Variance Summary Table for "What Should Be" for Practice 10
The School Planning Team Keeps the Faculty Informed of Decisions and Actions

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.642	0.321	2.475
Error	181	23.483	0.130	

Table 47
Analysis of Variance Summary Table for "What Should Be" for Practice 11
Differences Between Desired and Actual Practices in the School Are Examined to Identify the In-service Needs of the Staff

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.052	0.026	0.131
Error	181	36.360	0.201	

Table 48
Analysis of Variance Summary Table for "What Should Be" for Practice 12
Planning of Staff Development Activities Relies in Part Upon Information Gathered Directly From School Staff Members

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.429	0.215	1.152
Error	181	33.723	0.186	

Table 49
Analysis of Variance Summary Table for "What Should Be" for Practice 13
In-service Planners Use Information About the Learning Styles of Participants When Planning Staff Development Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.225	1.112	2.590
Error	181	77.753	0.430	

Table 50
Analysis of Variance Summary Table for "What Should Be" for Practice 15
The Resources Available for Use in Staff Development Are Identified Prior to Planning In-service Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.449	0.225	0.736
Error	180	54.863	0.305	

Table 51
Analysis of Variance Summary Table for "What Should Be" for Practice 17
Specific Objectives Are Written for Staff Development Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.359	0.679	2.480
Error	180	49.308	0.274	

Table 52
Analysis of Variance Summary Table for "What Should Be" for Practice 18
Staff Development Objectives Include Objectives for Attitude Development

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.247	0.623	1.192
Error	179	93.589	0.523	

Table 53
Analysis of Variance Summary Table for "What Should Be" for Practice 19
Staff Development Objectives Include Objectives for Increased Knowledge

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.643	0.322	1.858
Error	180	31.171	0.173	

Table 54
Analysis of Variance Summary Table for "What Should Be" for Practice 20
Staff Development Objectives Include Objectives for Skill Development

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.316	0.158	0.812
Error	181	35.163	0.194	

Table 55
Analysis of Variance Summary Table for "What Should Be" Practice 21
Leadership During the Planning of In-service Programs is Shared Among Teachers and Administrators

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.550	0.275	1.355
Error	181	36.754	0.203	

Table 56
Analysis of Variance Summary Table for "What Should Be" for Practice 23
A Staff Development Design Team is Formed to Develop the Plan to Implement Goals and Programs

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.002	0.501	1.094
Error	179	81.949	0.458	

Table 57
Analysis of Variance Summary Table for "What Should Be" for Practice 24
Staff Development Activities Include the Use of Learning Teams in Which Two to Seven Participants Share and Discuss Learning Experiences

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.748	0.874	2.185
Error	179	71.614	0.400	

Table 58
Analysis of Variance Summary Table for "What Should Be" for Practice 25
School Improvement Facilitators Participate in Support Groups That Are Formed to Assist Them to Implement New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.187	1.094	2.904
Error	178	67.028	0.377	

Table 59
Analysis of Variance Summary Table for "What Should Be" Practice 26
Individual School Staff Members Choose Objectives for Their Own Professional Learning

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.448	0.224	0.525
Error	179	76.261	0.426	

Table 60
Analysis of Variance Summary Table for "What Should Be" Practice 27
Individual School Staff Members Choose the Staff Development Activities in Which They Participate

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.288	0.644	1.305
Error	180	88.789	0.493	

Table 61
Analysis of Variance Summary Table for "What Should Be" Practice 28
Staff Development Activities Include Experimental Activities in Which Participants Try Out New Behaviors and Techniques

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.073	0.036	0.049
Error	180	133.283	0.740	

Table 62
Analysis of Variance Summary Table for "What Should Be" Practice 29
Peers Help to Teach One Another by Serving as In-service Leaders

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.318	0.159	0.405
Error	180	70.709	0.393	

Table 63
Analysis of Variance Summary Table for "What Should Be" Practice 31
Leaders of Staff Development Are Selected According to Their Expertise Rather Than Their Position

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.537	0.269	1.222
Error	179	39.336	0.220	

Table 64

Analysis of Variance Summary Table for "What Should Be" Practice 32 As Participants in Staff Development Activities Become Increasingly Competent. Leadership Behavior Becomes Less Directive or Task-oriented

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.279	0.140	0.422
Error	177	58.499	0.331	

Table 65

Analysis of Variance Summary Table for "What Should Be" Practice 33 As Participants in Staff Development Activities Become Increasingly Confident in Their Abilities the Leader Transfers Increasing Responsibility to the Participants

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.217	0.608	2.280
Error	180	48.029	0.267	

Table 66

Analysis of Variance Summary Table for "What Should Be" Practice 34 After Participating in In-service Activities. Participants Have Access to Support Services to Help Implement New Behaviors as Part of Their Regular Work

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.457	0.229	1.00
Error	181	41.277	0.228	

Table 67

Analysis of Variance Summary Table for "What Should Be" Practice 35 School Staff Members Who Attempt to Implement New Learnings Are Recognized and Rewarded for Their Efforts

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.377	0.188	1.007
Error	179	33.497	0.187	

Table 68
Analysis of Variance Summary Table for "What Should Be" Practice 37
School Staff Members Use Peer Supervision to Assist One Another in Implementation of New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.179	1.090	2.059
Error	180	95.274	0.529	

Table 69
Analysis of Variance Summary Table for "What Should Be" Practice 38
Resources Are Allocated to Support the Implementation of New Practices Following Staff Development Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.071	0.035	0.120
Error	178	52.603	0.296	

Table 70
Analysis of Variance Summary Table for "What Should Be" Practice 39
The School Principal Actively Supports Efforts to Implement Changes in Professional Behavior

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.307	0.153	1.368
Error	181	20.296	0.112	

Table 71
Analysis of Variance Summary Table for "What Should Be" Practice 40
School Staff Members Participate in Support Groups That Are Formed to Assist the Members to Implement New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.348	0.174	0.405
Error	180	77.335	0.430	

Table 72
Analysis of Variance Summary Table for "What Should Be" Practice 42
School Staff Members Utilize Systematic Techniques of Self-monitoring to Maintain New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.339	1.169	2.303
Error	180	91.399	0.508	

Table 73
Analysis of Variance Summary Table for "What Should Be" Practice 43
Student Feedback is Used to Monitor New Practices

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.091	1.545	2.729
Error	180	101.937	0.566	

Table 74
Analysis of Variance Summary Table for "What Should Be" Practice 44
Responsibility For the Maintenance of New School Practices is Shared by Both Teachers and Administrators

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.755	0.377	1.741
Error	177	38.356	0.217	

APPENDIX F

APPENDIX F

Analysis of Variance
For "What Exist" Scores Among Three Role Groups

Table 75
Analysis of Variance Summary Table for "What Exist" for Practice 1
A Positive School Climate is Developed Before Other Staff Development Efforts Are Attempted

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	4.045	2.023	2.643
Error	179	136.971	0.765	

Table 76
Analysis of Variance Summary Table for "What Exist" for Practice 2
Goals for Staff Development Efforts Are Written Collaboratively

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.925	0.963	1.249
Error	180	138.632	0.770	

Table 77
Analysis of Variance Summary Table for "What Exist" for Practice 3
The School Has a List of SIP Goals for the Next Three to Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.526	0.263	0.279
Error	175	165.115	0.944	

Table 78
Analysis of Variance Summary Table for "What Exist" for Practice 4
The School Adopts and Supports Goals for the Improvement of School Programs

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.464	0.232	0.355
Error	180	117.612	0.653	

Table 79
Analysis of Variance Summary Table for "What Exist" for Practice 6
Current Practices Not Yet Found in the School Are Determined Before Staff Development Activities Are Planned

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.095	0.048	0.064
Error	180	133.162	0.740	

Table 80
Analysis of Variance Summary Table for "What Exist" for Practice 7
The School Identified Specific Plans to Achieve the School's Goals for Improvement

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.918	0.459	0.980
Error	181	84.821	0.470	

Table 81
Analysis of Variance Summary Table for "What Exist" for Practice 9
The School Prepares the Planning Team for Leadership Roles Before Initiating a School Improvement Program

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.663	0.832	0.976
Error	180	153.386	0.852	

Table 82
Analysis of Variance Summary Table for "What Exist" for Practice 10
The School Planning Team Keeps the Faculty Informed of Decisions and Actions

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.274	1.137	2.041
Error	181	100.835	0.557	

Table 83
Analysis of Variance Summary Table for "What Exist" for Practice 11
Differences Between Desired and Actual Practices in the School Are Examined to Identify the In-service Needs of the Staff

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.032	0.516	0.683
Error	181	136.794	0.756	

Table 84
Analysis of Variance Summary Table for "What Exist" for Practice 13
In-service planners use information about the learning styles of participants when planning staff development activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.407	1.703	1.818
Error	181	169.550	0.937	

Table 85
Analysis of Variance Summary Table for "What Exist" for Practice 14
Staff Development Programs Include Objectives for In-service Activities Covering as Much as Five Years

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.512	1.256	1.307
Error	179	172.081	0.961	

Table 86
Analysis of Variance Summary Table for "What Exist" for Practice 15
The Resources Available for Use in Staff Development Are Identified Prior to Planning In-service Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.811	1.905	1.885
Error	180	181.905	1.011	

Table 87
Analysis of Variance Summary Table for "What Exist" for Practice 17
Specific Objectives Are Written for Staff Development Activities

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.670	1.835	2.000
Error	181	166.048	0.917	

Table 88
Analysis of Variance Summary Table for "What Exist" for Practice 18
Staff development objectives include objectives for attitude development

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.884	0.942	1.184
Error	179	142.386	0.795	

Table 89
Analysis of Variance Summary Table for "What Exist" for Practice 19
Staff Development Objectives Include Objectives for Increased Knowledge

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.353	0.176	0.289
Error	180	109.986	0.611	

Table 90
Analysis of Variance Summary Table for "What Exist" for Practice 20
Staff Development Objectives Include Objectives for Skill Development

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.805	0.402	0.616
Error	181	118.146	0.653	

Table 91
Analysis of Variance Summary Table for "What Exist" for Practice 22
The Planning Process Should Include a Retreat When the School Planning Team Develops Their Staff Development Plans

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.986	0.493	0.876
Error	178	100.262	0.563	

Table 92
Analysis of Variance Summary Table for "What Exist" for Practice 23
A Staff Development Design Team is Formed to Develop the Plan to Implement Goals and Programs

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	6.840	3.420	2.884
Error	179	212.237	1.186	

Table 93
Analysis of Variance Summary Table for "What Exist" for Practice 24
Staff Development Activities Include the Use of Learning Teams in Which Two to Seven Participants Share and Discuss Learning Experiences

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.731	0.865	0.875
Error	179	177.110	0.989	

Table 94
Analysis of Variance Summary Table for "What Exist" for Practice 25
School Improvement Facilitators Participate in Support Groups That Are Formed to Assist Them to Implement New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.252	1.126	1.192
Error	178	168.200	0.945	

Table 95
Analysis of Variance Summary Table for "What Exist" for Practice 26
Individual School Staff Members Choose Objectives for Their Own Professional Learning

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.442	0.721	0.673
Error	179	191.789	1.071	

Table 96
Analysis of Variance Summary Table for "What Exist" for Practice 27
Individual School Staff Members Choose the Staff Development Activities in Which They Participate

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.591	0.796	0.990
Error	180	144.671	0.804	

Table 97
Analysis of Variance Summary Table for "What Exist" for Practice 28
Staff Development Activities Include Experimental Activities in Which Participants Try Out New Behaviors and Techniques

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	1.808	0.904	1.257
Error	180	129.449	0.719	

Table 98
Analysis of Variance Summary Table for "What Exist" for Practice 29
Peers Help to Teach One Another by Serving as In-service Leaders

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.073	0.036	0.049
Error	180	133.283	0.740	

Table 99
Analysis of Variance Summary Table for "What Exist" for Practice 30
School Principals Participate in Staff Development Activities With Their Staffs

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.318	0.159	0.405
Error	180	70.709	0.393	

Table 100
Analysis of Variance Summary Table for "What Exist" for Practice 32
As Participants in Staff Development Activities Become Increasingly Competent.
Leadership Behavior Becomes Less Directive or Task-oriented

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.211	1.105	1.799
Error	177	108.739	0.614	

Table 101
Analysis of Variance Summary Table for "What Exist" for Practice 33
As Participants in Staff Development Activities Become Increasingly Confident in Their Abilities the Leader Transfers Increasing Responsibility to the Participants

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.889	1.445	2.321
Error	180	112.040	0.622	

Table 102
Analysis of Variance Summary Table for "What Exist" for Practice 34
After Participating in In-service Activities. Participants Have Access to Support Services to Help Implement New Behaviors as Part of Their Regular Work

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	0.757	0.379	0.453
Error	181	151.243	0.836	

Table 103
Analysis of Variance Summary Table for "What Exist" for Practice 40
School Staff Members Participate in Support Groups That Are Formed to Assist the Members to Implement New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	5.306	2.653	2.888
Error	180	165.361	0.919	

Table 104
Analysis of Variance Summary Table for "What Exist" for Practice 41
A Systematic Program of Instructional Supervision is Used to Monitor New Work Behavior

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	5.068	2.534	2.889
Error	180	157.861	0.877	

Table 105
Analysis of Variance Summary Table for "What Exist" for Practice 42
School Staff Members Utilize Systematic Techniques of Self-monitoring to Maintain New Work Behaviors

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.207	1.103	1.312
Error	181	152.228	0.841	

Table 106
Analysis of Variance Summary Table for "What Exist" for Practice 43
Student Feedback is Used to Monitor New Practices

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	2.526	1.263	1.571
Error	180	144.687	0.804	

Table 107
Analysis of Variance Summary Table for "What Exist" for Practice 44
Responsibility For the Maintenance of New School Practices is Shared by Both Teachers and Administrators

Source of Variation	df	Sum of Squares	Mean Squares	F-ratio
Among Three Role Groups	2	3.786	1.893	2.207
Error	178	152.656	0.858	

APPENDIX G

APPENDIX G

Tukey Statistic Summary Tables

Table 108
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 14, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	3.16		
Principals	3.34	3.075*	
Members of District Offices	3.28	8.201*	5.126*

*p<.05

Table109
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 16, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	3.33		
Principals	3.38	0.909	
Members of District Offices	3.76	7.986*	7.058*

*p<.05

Table 110
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 22, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	2.87		
Principals	2.73	1.786	
Members of District Offices	3.48	7.784*	9.570*

*p<.05

Table111
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 30, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	3.04		
Principals	3.65	9.225*	
Members of District Offices	3.16	1.815	7.410*

*p<.05

Table 112
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 36, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	3.49		
Principals	3.75	6.188*	
Members of District Offices	3.76	6.426*	0.238

*p<.05

Table 113
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 41, "What Should Be"

Role Group	Mean	Teacher	Principals
Teachers	3.32		
Principals	3.59	5.111*	
Members of District Offices	3.76	8.328*	3.218*

*p<.05

Table 114
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 5, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.91		
Principals	2.89	0.309	
Members of District Offices	2.44	7.262*	6.953*

*p<.05

Table 115
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 8, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.55		
Principals	3.20	9.985*	
Members of District Offices	3.20	9.985*	0.000

*p<.05

Table 116
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 12, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	3.09		
Principals	3.41	5.477*	
Members of District Offices	3.04	0.845	6.253*

*p<.05

Table117
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice16, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.23		
Principals	2.18	0.724	
Members of District Offices	2.84	8.828*	9.552*

*p<.05

Table 118
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 21, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.94		
Principals	3.39	6.963*	
Members of District Offices	3.08	2.166	4.796*

*p<.05

Table 119
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 31, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.96		
Principals	3.22	5.718*	
Members of District Offices	3.04	1.770	3.982*

*p<.05

Table 120
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 35, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.47		
Principals	2.89	6.142*	
Members of District Offices	2.72	3.656*	2.486

*p<.05

Table 121
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 36, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.24		
Principals	2.47	3.159*	
Members of District Offices	2.92	9.338*	6.180*

*p<.05

Table 122
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 37, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.04		
Principals	2.11	0.089	
Members of District Offices	2.72	9.610*	8.621*

*p<.05

Table 123
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 38, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	2.16		
Principals	2.38	3.221*	
Members of District Offices	2.84	9.956*	6.735*

*p<.05

Table 124
T Statistics Summary Table Indicating Pair-Wise
Contrasts Among Three Role Groups for Practice 39, "What Exists"

Role Group	Mean	Teacher	Principals
Teachers	3.06		
Principals	3.45	5.589*	
Members of District Offices	3.00	0.907	6.799*

*p<.05