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Asking School People:
How Secondary Teachers and Administrators
View Recommendations of National School Reports

A Dissertation Presented

By

JOHN CHRISTOPHER FISCHETTI

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May, 1986

School of Education

John Christopher Fischetti

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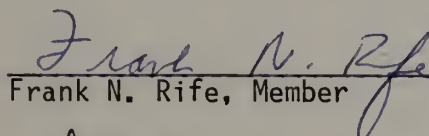
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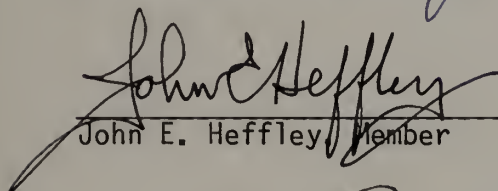
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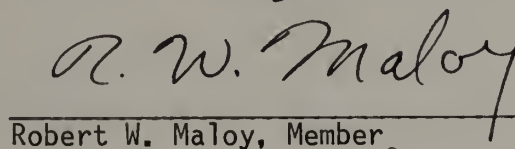
JOHN CHRISTOPHER FISCHETTI


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DEDICATION

For

Dwight W. Allen,

who gave me the opportunity to discover myself, and then
challenged me to grow.

ACKNOWLEDGEMENTS

We live in a society that too often allows us to shirk our responsibilities to one another. Individuals in helping professions are usually isolated from one another and feel disconnected from a collective effort at change. The nature of the work is lonely and frustrating.

I have had the privilege of working for and with individuals who have influenced my life and each day dedicate themselves to improving their work world and the world we serve. The University of Massachusetts/Amherst School of Education gave me the extraordinary opportunity to work and study in relevant academic experiences that challenged me to contribute and demanded inquiry. The strengths of this document are because of the individuals below and that process. The weaknesses are mine and will serve as the starting point of my continuing development.

I especially acknowledge:

Richard Clark, the Chair of this dissertation for giving me the opportunity to join the Boston Secondary Schools Project and for his expert guidance. His vision and reason help shape my thinking.

Robert Maloy, whose intelligence and adeptness challenge

and stretch my thinking every day.

Jack Heffley, whose ability to bridge the world of schools and the university serves as a role model for me.

Frank Rife, whose dedication and scholarship create a relevant new definition of "academic."

Cheryl Creighton, whose professionalism and productivity made the success of my work and this research possible.

I also thank for their personal interest, help, and influence on me, the following:

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In addition, I thank the individuals who are the Boston Secondary Schools Project. Their hard work and hope taught me more in my three year association than anything I attempted to contribute to them.

Finally, I thank Dana, my wife, whose spirit, desire, and intelligence guide my life.

ABSTRACT

Asking School People:
How Secondary Teachers and Administrators
View Recommendations of National School Reports

May, 1986

John Christopher Fischetti, B.A., University of Virginia
Ed.D., University of Massachusetts

Directed by: Professor Richard J. Clark, Jr.

Few studies have analyzed the perceptions experienced secondary school teachers and building administrators have about specific recommendations made in the current debate about how to improve schools. Sarason (1982) and Goodlad (1983) state that no significant school change can or will occur unless those in schools are part of the process of determining what the issues are and what improvement initiatives might be implemented. The Rand Change Agent Study (McLaughlin and Marsh, 1978) demonstrated that unless teachers "buy-in," change will not occur in the classroom.

This dissertation asks a sample of practicing secondary school teachers and building administrators for their views on recommendations being made about secondary schools and the people in them in selected national school reports, and assesses the implications of those views for individuals engaged in helping renew experienced secondary school people in staff development initiatives.

Results of the study indicate that participating secondary teachers/administrators support the attention brought to schools since 1982, but do not see significant change in their day-to-day practice as a result of this era. Participants responded strongly that the "outside" perspective of most of the reports leaves their input out of the current debate.

In the conclusions, the author compares the national reports with research on effective schools and suggests improvement strategies for staff developers.

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CHAPTER I
ASKING SCHOOL PEOPLE

Introduction

The view from the front door of Central High School is magnificent.* From its perch on a hill the large white stone structure overlooks the city and the river in the distance. Although weeds clutter the cracked cement walk and the shrubbery grows wild, the building is a fifty year old symbol of the special place of schools in our society. Its state of repair also symbolizes the current perception of troubled times in public education.

To get into Central High, visitors must ring a bell on the huge steel door and wait for the security officer to come let them in, sign the log book, and escort them to the office.

Once inside, the sights, smells, and sounds are those of any high school. Between classes there is the mad rush to the lockers, the shoving match to the cafeteria, and the general buzz of adolescence that makes high school such a visibly complex time of life for our school children and such a challenge for their teachers. During classes there is a sense of order and timeliness about where students should be, how they should

* Central High School is a pseudonym.

transport themselves when on approved building journeys, and a feeling of obvious consequences of being out of place.

The principal sees the university person entering the office, quickly straightens his tie, puts on his jacket, and rushes out to explain that his day is very hectic. Twelve teachers are out sick, one student's father died that morning, and budget reports are due later in the day to the central office. Despite the crisis inflection in the principal's voice, this is a normal hour in a normal day in a normal school, where most of the teachers are helping most of their students most of the time.

These teachers and building administrators and their colleagues have been written about, talked about, and researched extensively in the last three years. Yet they have not been directly included in the preparation of descriptions or recommendations that have been made about them in the recent education reports and related popular literature. This dissertation asks a sample of practicing secondary school teachers and building administrators for their views on recommendations being made about them in selected national school reports and assesses the findings for those individuals engaged in helping renew experienced secondary school people in staff development initiatives.

Context of the Study

Probably nothing within a school has more impact on children in terms of skill development, self confidence and classroom behavior than the personal and professional growth of teachers (Barth, 1980, p. 147).

Teachers have learned how to teach by teaching. They have learned techniques, sensitivities and insights from many trials and many more errors. Most have learned what they know in isolation from peers. As a result, they cling tightly to what has been forged in struggle. Complaining about the previous year's teacher is more common than being open, complaining in the teacher's room about a difficult group takes priority over collective group struggle. (They) will always be part of the teacher culture...but they give us a clue as to how to intervene and make possible ways to open up to new experience (Lieberman and Miller, 1984, p. 24).

In this century, our man-made world has changed more than at any time since its creation, and, in spite of several "crisis" decades, the structure of schooling has not changed in appropriate proportion.

The average American now spends as much time watching television and listening to the radio as he/she does at his/her vocation. Integration has changed the face of who goes to school with whom. Robots now can control automated electronics production. An economy of diverse services and information management has added to the menial job level and perpetuated the

divisions of class in our society. The availability of cobalt in South Africa, inexpensive labor in Korea, or oil in Saudi Arabia is as significant to our supply of goods as a strike at a machine tool plant in Gary, Indiana. Nuclear weapons stand poised to strike at the population centers of vast portions of the world while one half of the planet goes to sleep hungry. We have the talent to go to the moon and back, to vaccinate against disease, to rapidly analyze the square root of 2 to hundreds of digits. Today's immigrants are Vietnamese, Mexican, and Cambodian.

Yet all over the country our schools remain much the same as each other and as they were in 1920. Six periods. Five subjects. And bells. Our assembly-line schools manufacture assembly-line students for an assembly-line world that no longer exists.

Change, Flexibility, and Uncertainty

Change in our world in the next twenty years is as uncertain as it was in the last fifty. We know that most of our jobs and their related vocational skills will be greatly altered by new technologies. We know that as many as half of the jobs available in the next fifteen years have not yet been invented (Allen, 1986). The problem is that we do not know which jobs or which specific skills. We know that the options for our leisure time and the new implications of those choices will be enlarged with new technology. But we do not know how or to what degree. We know that "the promise of high technology is not a workforce filled with technicians and skilled operators; as a distinct sector high-tech production will account for only five to seven percent of job growth by 1990. A profile of the fastest growing occupations...shows us that they are overwhelmingly low-skill and/or low pay positions" (Bastian, 1985, p. 36). Yet we do not successfully prepare our young people for dealing with life expectations or help them to organize strategies to enable flexibility and well-roundedness.

Experienced Teachers Toward a New Century

The fact that our schools have too often reflected our shortcomings rather than our ideals is no justification for expecting little of them or doing away with them (Goodlad, 1979, p. 123).

Research confirms the faith of those who believe that no improvement in the quality of schooling is likely unless the people in individual schools, in concert with the parents and children they serve, agree on what they want to accomplish. They then must be given the freedom to orchestrate resources to accomplish it (Austin, 1979, p.14).

In the last fifty years, periods of crisis followed by reform have been the major motivators of change for our public schools (Sizer, 1984). During this latest reform era, foundations and commissions have documented the "rising tide of mediocrity" (National Commission on Excellence in Education, 1983, p. 5), argued that "we are all the victims of a school system that has gone halfway along the road to realize the promise of democracy" (Adler, 1982, p.4), and concluded that "there has never been a time in the life of the American public school when we have not known all we needed to in order to teach all those whom we chose to teach" (Edmonds, 1979, p. 16).

In each period of school crisis, teachers and building administrators, those who design and are closest to the day-to-day interactions with our students, have not been central

players in the creation of the change agenda for secondary schools. Rather, it has been the central office, national commissions, national associations, or university faculty who have initiated change recommendations. The school "expert" traditionally has been defined as the outsider, the researcher, or the evaluator.

How do school people react to the cries of "mediocrity" and the proposals to revise the school day, to re-think homework, incentives for teachers, evaluation, graduation requirements, fiscal allocation to school districts, and basic skill requirements? Broad surveys have revealed that a majority of teachers feel that reform recommendations "do not reflect their views" (Metropolitan Life, 1985). In the second "Metropolitan Life Survey of the American Teacher," results indicated that teachers have "had little impact in charting the direction of reform."

These issues are crucial to the discussion of real school change, made even more crucial by the recognition of the experienced status of most secondary teachers for the rest of this decade and the abrupt transition period we will face replacing staff in the early 1990's. If the "experts" continue to be perceived as those who are outside looking in at schools (Barth, 1985), then the implementation of current and new ideas that help our young people and the staff that serves them will

remain detached from the day-to-day reality of schools for the rest of this century.

Statement of the Problem

The nation's teaching force is changing dramatically. The current highly educated and experienced staff is dwindling as older teachers retire and many young teachers leave for other occupations. Recent evidence suggests that new recruits to teaching are less academically qualified than those who are leaving; moreover, the number of new entrants is insufficient to meet the coming demand (Darling-Hammond, 1984, p. 1).

For the rest of this century, most school systems are going to be served largely by those who are currently on the payrolls. It only makes sense to work assiduously at making them better teachers (Maeroff, 1982, p. 175).

There is great uncertainty about the specific skills that our current and future teachers and students will need to acquire in order to be successful in their work and leisure twenty years from now. During the 1970's and during the first half of the 1980's, school improvement "experts" outlined frameworks and proposals for change that currently impact on public opinion and legislative mandates. It is true that some secondary school people have indeed been included in thinking about what schools are. But not only have teachers and building administrators not been empowered to determine what their schools might be, they

also have not been asked what they think about others' views of how their schools can improve.

For staff developers, inservice professional development activity is largely based on the current literature and innovative practice in the field. There is an ongoing tension between those who believe we should build the world of practice into inservice and those who believe the outside expert knows best. Staff development, informed by clinical practice, is more successful at examining the culture and the practice of schools than theoretical constructs or laboratory results (Sarason, 1982). To date, few studies have examined the views of teachers and building administrators about the general questions of reform and the specific strategies of improvement.

Purpose of the Study

The purpose of this study is to investigate how experienced secondary school staff members perceive recommendations presented in current national education reports and accompanying discussions of change in the popular education literature about the day-to-day world of schools and the needs of staff and students. The reports used in this study include:

1. Mortimer Adler, The Paideia Proposal
2. Ernest Boyer, High School
3. Business-Higher Education Forum, America's Competitive Challenge
4. The College Board, Academic Preparation for College
5. Education Commission of the States, Action for Excellence
6. John Goodlad, A Place Called School
7. Sarah Lawrence Lightfoot, The Good High School
8. Gene Maeroff, Don't Blame the Kids
9. National Commission on Excellence, A Nation at Risk
10. The National Science Board, Educating Americans for the 21st Century
11. TheodoreSizer, Horace's Compromise
12. Twentieth Century Fund, Making the Grade

Data from the study will be used to analyze the implications of these perceptions for staff development.

Rationale and Significance

Like the professions of law and medicine, staff development and improvement initiatives for secondary schools are largely based on the agendas of the political and professional organizations that govern the field (National Education Association, American Federation of Teachers, Department of Education, National Association of Secondary School Principals, etc...). These interpretations shape the directions that new legislation or funded alternatives take in helping schools and school people do their jobs.

Few studies have analyzed the perceptions experienced secondary school teachers and building administrators have about specific recommendations made in the current debate about how to improve schools. Goodlad (1983) states that no significant school change can or will occur unless those in schools are part of the process of determining what the issues are and what improvement initiatives might be implemented. The Rand Change Agent Study (McLaughlin and Marsh, 1978) demonstrated that unless teachers "buy-in," change will not occur in the classroom. Sarason (1982) discusses this issue by emphasizing the tendency of reformers to use as their models examples of the past, reinforcing the isolated nature of the profession even more.

Change, therefore, reinforces the status quo.

For staff developers who work with experienced school people, success of their collaborations depends on how much of the skill development, training, or renewal translates into improved teaching and improved learning. For that to happen, the participating teachers and building administrators must be part of reacting to the latest research and recommendations of their field and encouraged to take a leadership role in shaping the dialogue of the future.

Limitations of the Study

Participants in this study are teachers and administrators who are active members of the Boston Secondary Schools Project (BSSP), a school improvement collaborative program of the University of Massachusetts at Amherst School of Education and the Boston Public Schools. This is a non-random population of individuals seeking graduate degrees and the results of this study may not be representative of all secondary school teachers and administrators. There are limitations in making broad generalizations from the sample used in this study.

In addition, the familiarity the researcher had with the sample in this study limits the researcher's objectivity.

Working as a University Research Assistant/Associate for three years created views and biases that are brought to this dissertation.

The qualitative methodologies employed in this study, a questionnaire and interviews informed by a pre-study, have limitations both in their applications and in the validity of drawing conclusions based upon them.

Assumptions

While there are limitations in generalizing beyond the sample used in this study, it is this researcher's assumption that because teachers and building administrators have had little input into the creation and feedback of current school report recommendations, studies are needed to assess the attitudes of school staff toward the recommendations.

The sample used in this study is a selected group of practicing secondary school educators who currently participate in the Boston Secondary Schools Project. This group, although non-random, is an important population to assess initially with regard to their views about school change recommendations. Each participant is actively pursuing a graduate degree with coursework in analyzing and implementing school change and school

improvement strategies as part of their programs of study. As other educators include teachers and building administrators in the change debate to a greater degree, it is important to consider the views of those who are currently participating in formal school-based change initiatives.

Results of this study, therefore, may provide a background for further surveys and assessments of broader groups of school staff.

Theoretical Position

The theoretical position of this dissertation is based upon qualitative research perspectives grounded in research and practice in effective schools literature. This position is centered on two propositions:

1) school change/improvement is dependent upon teacher participation, commitment, and action, and

2) teacher participation, commitment, and action is a function of increased opportunities to participate in decision making (Goodlad, 1983, Lieberman and Miller, 1984).

Further, this dissertation is rooted in the literature of staff development and research on teaching which provides a conceptual background for this study (Berman and McLaughlin, 1975, 1977; Brookover and Lezotte, 1977; Edmonds and Fredrickson, 1978; McLaughlin and Marsh, 1978; Rutter, et al., 1979; Comer, 1980; Lipsky, 1980; Bunker and Hruska, 1982; Boyer, 1983; Goodlad, 1983; Lightfoot, 1983; Lieberman and Miller, 1984; Sizer, 1984). The positions of this literature are summarized as follows:

- in knowledge about the practice of teaching, teachers often represent the best clinical expertise available.

- the individual school is the optimal unit for effecting positive change.
- any effective school improvement initiative requires the active support of the principal/headmaster.
- increased opportunity to participate in organizational decision making for teachers can lead to greater productivity and increased capacity for effective action.
- effective collaboration between schools and institutions of higher education requires voluntary participation, shared planning and decision-making, a joint problem solving approach, and recognition that both are complex organizations undergoing change.
- effective collaboration and school improvement efforts depend upon comprehensive and long-term commitments.
- effective inservice programs must be based upon research, theory, and the best education practice.

Definitions

Staff Development

For purposes of this study, "staff development" is considered to be those formal and informal efforts by individual school staff, school system personnel, or university collaborators, to provide:

1) specific pre and inservice skill training for practicing educators, and

2) experiences and incentives that broaden career renewal opportunities for staff to be part of an ongoing process of thinking about and acting upon alternative teaching and learning strategies.

Based on these perspectives, staff development for experienced secondary school teachers and administrators becomes finding the ways to kindle or rekindle within a staff member the enthusiasm, creativity, and desire to grow and develop as a professional.

National Report

In this dissertation, a "national report" is defined as a published document, released in the United States in 1982, 1983, or 1984 by an individual, organization, or group with an announced reform agenda for shaping American public education.

CHAPTER I I
REVIEW OF LITERATURE

Overview of Literature

American schools are in trouble (Goodlad, 1983. p.1).

There remains a large, even alarming gap between school achievement and the task to be accomplished (Boyer, 1983, p.6).

Schools have not fulfilled our great expectations (Lightfoot, 1983, p. 10).

The nation's public schools are in trouble. By almost every measure--the commitment and competency of teachers, student test scores, truancy and dropout rates, and crimes of violence--the performance of our schools falls far short of expectations (Twentieth Century Fund, 1983, p.1).

We are all sufferers from our continued failure to fulfill the educational obligations of a democracy (Adler, 1982, p.4).

Things remain the same because it is impossible to change very much without changing most of everything. The result is paralysis (Sizer, 1983, p. 680).

There is a rising tide of mediocrity in our schools (National Commission on Excellence, 1983, p. 5).

Education for progress demands progress on many fronts. Students need to improve their performance, particularly their mastery of higher order skills (Education Commission of the States, 1983, p. 8).

In Megatrends (1983), John Naisbitt identifies trends for the future by studying the increase or decrease of newspaper column inch coverage of issues over a given period of time. If Naisbitt's methodology is used to review popular and educational literature in 1982, 1983, and 1984, the attention drawn to our schools and the published suggestions made in debate about schools and the process of schooling comprise a major trend. As the quotes above indicate, much of the literature: a) begins with great criticism and negativism, b) uses few substantiating examples and, c) concludes with recommendations about what will need to change in order to save public education.

Yet for all the publicity and the attention given the national reports they are, for the most part, void of specific substantive recommendations about the most difficult aspect of contemplating school change--how to do it. Most reflect their sponsors' biases toward what to change and when to change it, but that which is the most imperative aspect in overcoming the current "paralysis of imagination" (Sizer, 1984), how to

implement it, is not a significant part of most reports. This top-down approach to change (Kanter, 1984) tends to ignore what we have learned since the last schools' crisis about teachers, administrators, and schools as institutions.

In the last ten years, extensive research has been undertaken in the three broad areas of:

- 1) school improvement and effectiveness,
- 2) the continuing professional development of experienced educators, and
- 3) school/university partnerships toward school improvement.

These efforts have contributed significantly to what we know and do not know about effective schools, what we know about the continuing professional needs of experienced educators, and the opportunity for schools and universities to work together toward positive change.

These critical tendencies stifle our ability to intersect the three areas (Barth, 1985). Problems or needs appear too large to solve. Definitions preclude an individual's sense of accountability or potency. A gap exists in the literature between the theory and reality of effective change endeavors (Sarason, 1982, Judge, 1982). The most cited literature criticizes schools and teachers, disagrees with typical "quick

fix" approaches to teacher crises, and cynically comments on the motivations and ability of the university to serve as an effective partner in the change process (Barth, 1985; Maloy and Scribner, 1985). In addition, much of the literature is written generically, describing issues of both elementary and secondary schools, urban and suburban schools, and formal and informal learning in broad statements. The issues facing secondary school staff developers are often distinct from those generalized in the popular educational literature (Heffley, 1985).

Legislation on school reform (for example; Alabama, Florida, Massachusetts, New Jersey, Tennessee, Texas), commission reports that determine a "nation at risk" (National Commission on Excellence in Education, 1983), or educational research studies that survey the field (Boyer, 1983), have little to no effect on students if the teachers and administrators who interact with them every day are not a part of the process of thinking about and acting out change, and are not helped with the process of investigating the "circumstances of teaching" (Goodlad, 1983).

Lieberman and Miller (1984) summarize how teachers judge change initiatives. "Do teachers feel supported in their work or do they feel undermined?" Barth (1985) notes that "we educators seem to be gifted and talented at finding reasons why practices that have proved effective in other places cannot be applied to our own school settings." Lipsky (1980) calls this tendency

"coping strategies," Lightfoot (1983) calls it "pet frameworks for viewing the world," Sizer (1984) observes "Horace's Compromise", and Lortie (1975) writes about "occupational ethos."

The national reports created a broad social dialogue on schools and schooling that built a political constituency crucial in affecting and effecting legislation and public willingness to increase the investment in schools. Yet few teachers and building administrators were involved in the creation or the analysis of the plethora of reports in the last three years and few took part in the public dissemination of commentary on what was published (Gross and Gross, 1985). The reports also conveyed an attitude that teachers' views are not scholarly, objective, or substantive, but the views of outsiders are (Bastian, et al., 1985). Sarason (1982) describes the importance of including and renewing experienced educators by asking school people to observe the way others in the profession have "invented their wheel," not to precisely replicate those ideas but allowing them to observe and study their practice in order that they might have an opportunity to "reinvent their own wheel." Too often change initiatives have contained relevant data but not an admission that teachers and building administrators might know best what is happening in their schools. Teachers and administrators, therefore, need assistance, not in determining what is occurring, but in creatively seeking alternatives to the assumed culture and

practice of the school (Jones and Emery, 1981). Sarason observes that those most immersed in a school setting individually have the least ability to see alternatives to what is happening.

With the uncertainty of what specific skills will be needed in the next twenty years and with an aging secondary teaching population for the second half of the 1980's leading toward a major transition in the first half of the 1990's, it is critical to seek the input of those who are in schools in order to advance school improvement efforts. The literature review for this dissertation is centered around:

- 1) reports published in the last three years on the state of American public schools and the condition of schooling,
- 2) a review of studies which have investigated and analyzed teacher perceptions of school reports and school improvement activities and,
- 3) related staff development literature.

School Change Reports

This section will summarize the national reports, provide abstracts of them, and review the recommendations made in them. In this study the researcher will consider twelve major school reports published in 1982, 1983, or 1984. Eleven of the documents are identified in at least three summaries of national education reports for the years 1982-1984 (Felt, 1985, Gross and Gross, 1985 and Griesman and Butler, 1983). In addition, the researcher has included Don't Blame the Kids (Maeroff, 1982). Maeroff's book is an educational journalist's account of many of the same issues studied by the other commissions and authors. Since his work is designed and written as several of the national reports, was one of the first released, and has received popular distribution, it is included here. The author has not included reports commissioned or released since 1984 since they, for the most part, are responses to or "coattails" of the early reports. Other, more recent reports, are reviewed in the "Related Literature" section of this chapter.

Mortimer Adler, The Paideia Proposal

Ernest Boyer, High School

Business-Higher Education Forum, America's Competitive

Challenge

- The College Board, Academic Preparation for College
 Education Commission of the States, Action for Excellence
 John Goodlad, A Place Called School
 Sara Lawrence Lightfoot, The Good High School
 Gene Maeroff, Don't Blame the Kids
 National Commission on Excellence, A Nation at Risk
 National Science Board, Educating Americans for the 21st
 Century
 TheodoreSizer, Horace's Compromise
 Twentieth Century Fund, Making the Grade

Abstracts of the Reports

The Paideia Proposal, 1982, is published by the Paideia group for an audience of those directly and indirectly involved with schools. It is really a treatise on the need for schools to commit themselves to serving all students with the emphasis of all school activity around the teaching and learning environment. The teaching model of Paideia is that of the "coach."

- Time frame of study: 1 year
- Representation of report members: 22 members, national, state and local educators, 1 current building

administrator, 0 classroom teachers

- Data base used: philosophical treatise based on expertise of Paideia group

High School, 1983, the Carnegie Foundation report chaired by Ernest Boyer, emphasizes school goals, core curriculum, financial support for schools and teacher growth opportunities. The data used to provide recommendations and reports about high schools is based on 2,000 hours of observation by 25 researchers in 15 public high schools. Boyer's focus is on the school as an institution and on the teacher as the vehicle through which learning is or is not fostered.

- Time frame of study: 3 years
- Representation of report members: 28 members, state, local, and university educators, 3 building administrators, 0 classroom teachers
- Data base used: field research, comparison of other school studies (Goodlad)

America's Competitive Challenge, 1982, the Business-Higher Education Forum report, was chaired by R. Anderson, Rockwell Industries Chairman of the Board and David Saxon, President of the University of California. The data base used for the study was a series of past surveys and member

expertise. The structures of schools have become "barriers to the flexible response which is the key to future prosperity" (p. 5). The main focus of the report is science and math instruction. With its private industry viewpoint the position of the report relates to the jobs of the next decade in which 15 million new workers will join the workforce and more than 100 million current workers will need retraining (pp. 4-5).

- Time frame of study: 1 year
- Representation of report members: 16 members, business and higher education, school staff
- Data base used: expertise of members and past research

Academic Preparation for College, 1983. The College Entrance Examination Board Educational Equality Project is a report based on a 10-year effort to "improve the quality of high school education overall" (pp. 33-34). The report documents the academic weaknesses of many high school students and focuses on major competencies needed for academic success after high school (reading, writing, speaking and listening, mathematics, reasoning, and studying).

- Time frame of study: 1 year
- Representation of report members: 200 high school and college teachers as members of various College Board committees

- Data base used: questionnaires, reports of members

Action for Excellence: A Comprehensive Plan to Improve Our Nation's Schools. This 1983 report developed by the Education Commission of the States emphasizes the importance of mathematics and science training, school-business partnerships, and a strong national economy, to the improvement of schools.

The Commission was made up of state governors, corporate executives, state and local school board members, and labor leaders. Its recommendations provide a list of "necessary" skills for productive employment.

- Time frame of study: 1 year
- Representation of report members: 41-member task force, 11 governors, 13 corporate executives, state and local school boards, labor leaders, 1 classroom teacher
- Data base used: committee member discussion and deliberation

A Place Called School: Prospects for the Future, 1982. John Goodlad's Study of Schooling was developed under the assumption that "significant educational improvement of schooling, not mere tinkering, requires that we focus on entire schools, not just teachers or principals or curricula or organization or

school-community relations, but all of these and more" (p. xvi).

Goodlad writes, "This is not a research report as such. It is a discussion of what appears to be the current state of schooling in our country, made real by the illustrative use of data carefully gathered from a small, diverse sample of schools" (p xviii).

- Time frame of study: 8 years
- Representation of report members: Study of Schooling--6 members, 1 superintendent, university and national educators
- Data base used: questionnaires, observations, and member experiences in 38 schools across the country

The Good High School: Portraits of Character and Culture.

Sara Lawrence Lightfoot's 1983 study is a portraiture of six high schools. The author uses ethnographic portraiture as her method of analyzing the school culture, drawing conclusions on the life of the school. Lightfoot says that the responses of those who were "painted" were "vividly reminiscent of my reactions to the painting done of me several years ago. I had been shocked by the artist's portrayal and at first denied its resemblance to me. I complained about the way I had been rendered--the details of my features, the weary stance, and the passivity in my eyes. But even as I denied the portrait's resemblance to my person, I

recognized the profound likenesses" (p. 372).

- Time frame of study: 3 years
- Representation of report members: author, Sara Lawrence Lightfoot
- Data base used: observation, interviewing, ethnographic description

Don't Blame the Kids: The Trouble with America's Public

Schools. Gene Maeroff's 1982 account of the state of schools is included in this review of major school reports because it was the first survey of schools in this era primarily written for a broad public audience. As education writer for The New York Times, Maeroff uses his reporter's knowledge about the problems of schools to outline an account which summarizes public schools' great tasks and the need for a change in the standard operating procedure of many in charge of schools and kids.

- Time frame of study: 10 years of reporting on public schools
- Representation of report members: author, Gene Maeroff
- Data base used: observations, journalistic research

A Nation At Risk: The Imperative for Educational Reform.

Created by former Secretary of Education, T.H. Bell, the National Commission on Excellence in Education spent 1 1/2 years

examining "the quality of education in the United States." Still referred to most frequently as the catalyst for the recent attention given to schools, A Nation at Risk boldly criticizes the current state of schooling and loudly calls for improvement. As a rhetorical document, A Nation At Risk reports on the accepted "mediocrity" of the times and of the drop in aptitudes of students and teachers. The Commission recommends a traditional "basics" curriculum with computer studies added, more time in school through a longer school day and year and improved methods of accountability for students and teachers. Background research papers were prepared by a diverse group of educators to advise the Commission in its deliberations. Much of the documentation in the final report contradicts what had been reported to it in the advisory papers (Gross and Gross, 1985).

- Time frame of study: 1 1/2 years
- Representation of report members: 18 members, politicians, state educators, university faculty, 3 current school administrators, 0 classroom teachers
- Data base used: member background, commissioned papers

Educating Americans for the 21st Century, 1983. Calling for "academic excellence by 1995," this report by the National Science Board Commission on Precollege Education in Mathematics, Science, and Technology, emphasizes the importance of math and

science related curriculum and teacher improvements. "Top priority must be placed on providing increased and more effective instruction in mathematics, science, and technology in grades K-6." The report emphasizes the integration of computers into the classroom and suggests rethinking the order of current typical secondary math and science curriculum.

- Time frame of study: 2 years
- Representation of report members: National Science Board Commission
- Data base used: Commission member expertise, surveys, school observations

Horace's Compromise: The Dilemma of the American High School, 1984. TheodoreSizer's volume is part of the larger "A Study of High Schools" completed for the National Association of Secondary School Principals and the Commission on Educational Issues of the National Association of Independent Schools. While most of the other reports recommend adding to the current school agenda (additional subjects, time, personnel, etc...), Sizer advocates the creation of "essential" schools which have a reduced curriculum designed to provide all students with a framework for learning. Specifically, Sizer recommends the elimination of physical education ("Much of what happens under that rubric is neither education nor very physical." p. 134), foreign languages,

music, arts, and reductions of most extra-curricular activities.

- Time frame for study: 3 years
- Representation of report members: study team of educational researchers and state and local educators
- Data base used: comparative school analysis and field research in 28 high schools, predominantly observation-based

Making the Grade, produced by the Twentieth Century Fund, emphasizes the importance of a strong Federal Government role in supporting public education. Based primarily on a paper by Paul Peterson of the University of Chicago, the task force places first priority for students on the mastery of English. The report also calls for extensive inservice training for teachers and building administrators. A statistical base is used to document the successful and unsuccessful aspects of federal involvement in schools.

- Time frame of study: 1 1/2 years
- Representation of report members: 11 members, higher education, state and local school staff
- Data base used: papers, commentary, and description of exemplary programs

Recommendations

The announced purpose of the national school reports is to make recommendations about alternative ways in which classrooms, schools, school systems, and their communities can be organized to improve learning opportunities of students. Most of the reports base their recommendations for change on their own research and perspective. Broad recommendations are the general rule in each report. Many recommendations are difficult to disagree with, but do not propose alternative methods for their implementation:

We recommend that fair and effective programs be established to monitor student progress through periodic testing of general achievement and specific skills (Education Commission of the States, p. 39).

Salary, promotion, tenure, and retention of teachers and administrators should be tied to an effective evaluation system (National Commission on Excellence in Education, p. 30).

Teachers should be exempt from routine monitoring of halls, lunchrooms, and recreation areas (Boyer, p. 307).

Most of the specific recommendations relate to "time"--time on task, time in school, length of years, hours of credit, etc... Using the traditional assumption equating quantity with the quality of teaching and learning, most recommendations do not propose alternatives that can be incorporated immediately into

the day-to-day structure of schools.

Sizer's "A Study of High Schools" comes closest to presenting a scheme for alternatives in the concept of "essential schools" with recommendations such as the elimination of curriculum topic areas of physical education, foreign languages, arts, and extra-curricular activities sponsored by the school.

Based on the pervasive recommendations involving time, the researcher has determined three classifications of the school reports:

1) those which generally recommend adding components to basic skill subjects and additional time to the school day and year to accomplish that goal.

2) those which propose the reconceptualization of schools using inside school commentaries, these "portraits" recommend understanding better what is currently going on in schools, and rethinking the current structure.

3) those which suggest an alternative school model, reducing the number of learning responsibilities within the curriculum.

Those reports which are best described by category 1 are:

1. Business-Higher Education Forum, America's Competitive Challenge

2. College Board, Academic Preparation for College
3. Education Commission of the States, Action for Excellence
4. National Commission on Excellence, A Nation at Risk
5. National Science Board, Educating Americans for the 21st Century
6. Twentieth Century Fund, Making the Grade

Those reports which best fit in category 2 are:

1. Adler, Paideia Proposal
2. Boyer, High School
3. Goodlad, A Place Called School
4. Lightfoot, The Good High School
5. Maeroff, Don't Blame the Kids

The report that best fits in category 3 is:

1. Sizer, Horace's Compromise

The reports make recommendations regarding the following components of schools:

- use of time
- use of other resources

- appropriate curriculum
- expectations/requirements
- organization
- training/staff development
- research

The recommendations effect:

- students
- teachers/building administrators
- central office administrators
- parents/community
- businesses
- state school boards/legislatures
- universities/colleges

The author summarizes the recommendations in the Tables below. Table 1 summarizes Category 1, 2, and 3 Reports respectively. A "+" indicates that the reports generally recommend adding components to the current structure, such as more homework or a longer school day for students. A "-" indicates that the reports recommend eliminating certain aspects of the current structure, such as foreign languages or vocational education.

TABLE 1
Summary of Report Recommendations

Category 1
reports which recommend adding components

	<u>TIME</u>	<u>RESOURCES</u>	<u>CURRIC</u>	<u>REQU</u>	<u>ORGAN</u>	<u>TRAIN</u>	<u>RESCH</u>
students	+	+	+	+			
teachers	+	+	+	+	+	+	+
administrators	+		+	+	+	+	+
parents	+	+	+			+	+
state		+	+	+	+	+	+
universities	+	+	+	+	+	+	+

Category 2
reports which recommend understanding better the current structure

	<u>TIME</u>	<u>RESOURCES</u>	<u>CURRIC</u>	<u>REQU</u>	<u>ORGAN</u>	<u>TRAIN</u>	<u>RESCH</u>
students		+	+				
teachers		+	+		+	+	+
administrators		+	+		+	+	+
parents	+	+	+			+	+
state		+	+		+	+	+
universities	+	+	+	+	+	+	+

Category 3
reports which suggest reducing certain school components

	<u>TIME</u>	<u>RESOURCES</u>	<u>CURRIC</u>	<u>REQU</u>	<u>ORGAN</u>	<u>TRAIN</u>	<u>RESCH</u>
students	-		-	-	-		+
teachers	-	-	-	-	-	+	+
administrators	-	-	-	-	-	+	+
parents	+	+	+			+	+
state		+	-	+	+	+	+
universities	+	+	+	+	+	+	+

Overview of Recommendations

Time: As the major change variable used in the report recommendations, the manipulation of time is mentioned most frequently as an improvement strategy. The reports in Category 1 recommend lengthening school days for teachers and students, lengthening the school year, increasing instructional time, adding homework, and increasing the units of time requirements for critical subject areas.

Using the existing school year and existing school day to the fullest must be emphasized. But the states and local school systems should also consider lengthening the school year and school day [for teachers] and extending teachers' contracts. Learning time should be increased, moreover, by establishing a wider range of learning opportunities beyond the normal school day and school year (Task Force on Education for Economic Growth, Education Commission of the States, 1983, p. 38).

School districts and state legislatures should strongly consider seven hour school days, as well as two hundred and twenty day school years (National Commission on Excellence, p. 29).

Reports in Category 2 recommend rearranging the current use of time.

The class schedule should be more flexibly arranged to permit larger blocks of instructional time, especially in courses such as a laboratory science, foreign language, and creative writing (Boyer, 1983, p. 314).

Sizer (1983) recommends eliminating certain subject areas and staff positions to reshape the diverse use of time.

The frenetic quality of many high schools needs to be eased, the pace slowed and larger blocks of time made available for the kind of dialectical teaching that is a necessary part of helping adolescents learn to think clearly and constructively (Sizer, 1983, p. 136).

Resources: Recommendations made in each of the reports encourage partnerships with colleges/universities, businesses, the community, and other schools to use available external resources more adequately. "Small high schools should expand their educational offerings by using off-campus sites or mobile classrooms or part-time professionals to provide a richer education for all students" (Boyer, 1983, p. 305).

High schools should also establish connections with learning places beyond the schools (Boyer, 1983, p. 306).

They should also encourage business and other institutions not primarily involved in education to become active participants and lend fiscal, political, and other support to the local education system (National Science Board, p. 11).

The reports do not make specific recommendations about financial resource alternatives or how evaluation of the effectiveness of outside resources might be carried out. The assumption that outside resources will improve instruction and learning, especially in Category 1 reports, is linked with an

attitude that teachers and building administrators need outside help to solve the complex problems inside their schools.

Curriculum: Reports in Category 1 recommend additions and variations to the current curriculum. A Nation At Risk proposes "new basics," today's traditional curriculum with an increased emphasis on computers and more time devoted to math, science, and language. The Science reports emphasize deficiencies in math and science instruction and recommend enhancing the requirements for students at all levels.

Reports in Categories 2 and 3 organize their curriculum recommendations around rewritten goals for schools.

Every high school should establish clearly stated goals--purposes that are widely shared by teachers, students, administrators, and parents (Boyer, 1983, p. 301).

In most high schools a shorter, simpler, better defined list of goals is necessary; this will involve shelving the long-standing claims of certain subject areas (Sizer, 1984, p. 81).

In addition, most of the reports recommend a one-track system for students regardless of academic aspirations, but few give concrete examples of how to combine a uniform curriculum with varied academic goals and capabilities.

Requirements: Category 1 reports recommend increasing

standards within schools and within universities. Increasing homework, enforcing strict attendance policies, toughening graduation requirements, more stringent grading, more rigorous university admission guidelines, and expanding the emphasis on testing are among the frequent recommendations.

Nearly all the reports condemn "social promotion" of students, recommending an enhanced core curriculum for all students.

Most reports do not discuss research on which they base the equation of increased time with improved learning. Instead, most reports make broad recommendations about the ideal learning environment.

Students learn best when excellence is expected of them and when they are encouraged to achieve it. They need incentives and stimulation to learning (College Board, 1983, p. 12).

Grades should be indicators of academic achievement so they can be relied on as evidence of a student's readiness for further study (National Commission on Excellence, 1983, p. 27).

Organization: Reports that deal with school organization for the most part recommend organizing the curriculum and delivery of curriculum around the needs of individual students and their performance rather than assumed age-level equivalents and the related measures. Category 1 reports propose this new organization based on increasing units and time in certain subject areas. The Category 3 report suggests eliminating aspects of the school curriculum in order to increase the expectations for all students around "essential" learning areas. The school organization is then a function of these new objectives.

None of the reports use the expanding literature in Management and Organizational Development to propose alternative organizational structures (Kanter, 1984).

Training/Staff Development: Most reports discuss the work and the world of teachers and administrators and propose alternatives to the current process of training and retraining teachers and building administrators.

Category 1 reports recommend "tightening" the standards of entry into the profession and improving the evaluation of teachers. Differentiated staffing, merit pay, and new teacher incentives are among the concepts this literature supports. The staff training sections of the recommendations question the

academic caliber of both current and future teachers.

Category 2 and 3 reports describe the world of teachers and the disincentives of the profession. These reports also call for increasing pay, improving evaluation, experimenting with alternative staffing concepts and encouraging more talented people to consider teaching.

Unlike Category 1 reports, these recommendations tend to emphasize the difficulty of teaching and administering by describing schools and school life (Boyer, Goodlad, Lightfoot, Sizer). These recommendations differentiate between teaching and managing responsibilities and monitoring and clerical duties. The reports recommend more specific training and research opportunities for practitioners in the study of teaching and school administration.

None of the reports discuss an evaluation mechanism that can be employed to begin the process of defining more accurately for school constituents the success of teaching or administering. Ongoing staff training is recommended in most reports, yet there is little mention of the expanding teacher shortage, the aging of our current secondary teachers, and the disenchantment of school people with Schools of Education. Few reports asked school people their impressions of the training and renewing they experienced.

Research: The national reports indirectly comment on the research into school improvement initiatives. Category 1 reports recommend increased testing and larger units of school time, basing their recommendations on implied assumptions that equate quantity with improved learning.

Category 2 and 3 reports use school observations and other qualitative data as the basis for most of their conclusions on the status of schools.

The recommendations do not include a systematic evaluation system to determine if the implementation of their proposals will improve learning opportunities for students. No one is given the responsibility for investigating the short and long-term implications of this change. By employing few teachers and building administrators in the change process, the authors miss the opportunity for significant school staff involvement.

Sizer's Horace' Compromise is the major exception. Proposing a network of "essential" schools, Sizer's research agenda takes recommendations made in the study and implements them within individual schools which agree to participate in his network. As the network has developed, these schools are typically those which have strong, successful leadership, willing and able to attempt the substantive changes in their schools.

A Review of Other Studies Which Have Investigated and Analyzed
Teacher/Administrator Perceptions of Schools, School Reports,
and School Improvement Activities

This dissertation is an attempt to analyze the perceptions of experienced secondary school teachers and administrators about recommendations made in the current national education reports. The methodology of the study includes a questionnaire and interviews of a sample of secondary school teachers and building administrators, and observations and analysis of that sample in school and academic settings. Findings of the study are used to derive implications for staff development.

The purpose of this section is to report methodologies and findings of other studies that have asked school people their opinions of schools, school reports, or school improvement activities. What studies have asked teachers and building administrators their opinions of change and change strategies? What research methodologies have been used to make reliable and valid recommendations and conclusions?

A document search process using the University of Massachusetts library and the Educational Resources Information Center (ERIC), revealed nearly one hundred studies in the last

ten years that assessed secondary school teachers' and administrators' opinions or attitudes. Descriptors used in the document search are reported in Table 2.

TABLE 2
Descriptors Used in Document Search

SECONDARY SCHOOLS
SECONDARY SCHOOL TEACHERS
/
OPINIONS
ATTITUDES
TEACHER ATTITUDES
TEACHER RESPONSE
/
ATTITUDE MEASURES
QUESTIONING TECHNIQUES
/
EDUCATIONAL CHANGE
EDUCATIONAL ENVIRONMENT
ORGANIZATIONAL CHANGE
/
RESEARCH METHODOLOGY
RESEARCH DESIGN

Only one of the studies researched asked teachers and administrators their impressions of local or national school agendas or sought their opinions of recommendations made to improve secondary education. In the "Metropolitan Life Survey of the American Teacher (Metropolitan Life, 1985), conducted by Louis Harris, 64% of a nationwide sample of teachers said school reforms in their states do not reflect the views of teachers. Nearly two thousand teachers were polled by telephone about their views of school reform efforts and their impressions of the profession. In each category, teachers felt underrepresented in the recent debate.

Many of the studies asked teachers about their school experiences or asked them to rate experiences they have been a part of, such as inservice training, team teaching, hall duty, etc..., but no study had as its purpose determining the perceptions of teachers and building administrators about change proposals and the impact for staff development.

The following summary includes studies whose methodologies are relevant to this study or whose results are important to consider in the analysis presented here.

1. The Teacher Beliefs Study: An Interim Report. Research on the Social Context of Teaching and Learning (Nespor, 1984).

This study is a multiple-method study of junior high school

teachers' beliefs and classroom behavior focused on teachers' perceptions of teaching tasks. Eight teachers in three schools were observed, videotaped, and interviewed over a twelve-week period. Results of the study show that the influences on the context of teaching include the school organization, the community, the students, and the classroom organization.

2. Tapping Teacher Thinking Through Triangulation of Data Sets (Morine-Dashimer 1983).

This study uses "triangulation," or multiple data techniques, for the investigation of teacher thinking. Data techniques used include: 1) recall interviews, 2) Kelly Repertory Grid interviews, and 3) ethnographic observation of classroom interaction. The use of a variety of research methods is suggested as increasing the validity of similar qualitative studies. Results present comparative case studies of two junior high school teachers emphasizing the need to understand a teacher's belief system to understand how a teacher thinks.

3. Analysis of Attitudes Toward Reading Among Secondary Context Area Teachers (Usova, 1978).

This study's premise is that if content area teachers are to be effective in the teaching of reading skills, they must possess sound and positive attitudes toward reading instruction.

Using qualitative attitude surveys, results of the study indicate there are significant attitude differences toward reading among teachers in math, English, and history.

4. Teacher Careers and Career Perceptions in the Secondary Comprehensive School (Lyons, 1981).

One hundred and twenty-two teachers from five comprehensive secondary schools in England and Wales were interviewed to find out how a teacher seeks a career within a school, teachers perceptions of what is occurring within their school, and how this relates to school change. The author discusses his results using theoretical models to describe the career stages and "gate-keeping" that occur within a building and often inhibit change.

5. Staff, School and Workshop Characteristics Affecting Continued Use and Adoption of Knowledge: A Follow-Up Study (Rappa, 1983).

This study assesses the impact of staff development efforts on school improvement and knowledge use. Two hundred and thirty-five people, 94% teachers, who had participated in 1982 inservice workshops, were asked in post-workshop questionnaires to what degree the information gained from workshops became knowledge used. This paper suggests little adaptation of

workshops takes place in day-to-day practice. The author presents other factors, such as staff personalities, school environment, and workshop features, as critical for workshop knowledge adaptation.

6. Using Research to Enhance Staff Development: A Collaboration Between a State Department of Education Agency and an Independent Research Organization (Rappa and Brown, 1983).

This study proposes that the assessment of participant needs and an engaging workshop process are important for staff development, but other factors, including school climate, peer support, student needs, and job satisfaction, are equally important in planning staff development. The research was conducted using questionnaires and rating scales and observations of participants.

7. Staff, School, and Workshop Influences on Knowledge Use in Educational Improvement Efforts (Walberg and Genova, 1983).

This study attempted to discover why knowledge available to improve staff and schools is often diffused and not adopted. Using questionnaires, participants reported the impact of staff development workshops. The researchers then correlated the results with teachers' backgrounds, psychological characteristics, climate, and the alterable features of

workshops.

In their conclusions, the authors indicate that successful workshops had job relevance, were teacher initiated, were scheduled conveniently, and treated staff equally.

8. The Knowledge Use Process and Staff In-service Efforts in Education (Rappa and Genova, 1983).

This study proposes a staff development model with multi-stages and an iterative process that develops over time. The authors suggest that school context is the most pervasive and stable element in the knowledge use process. Results are based on analysis of a fifteen page questionnaire submitted by a sample of teachers who participated in fourteen separate teacher workshops.

9. Characteristics of Successful Staff Inservice Training (Rappa, 1983).

This study sought to determine factors and conditions which distinguish effective and less effective staff inservice training. The subjects, one thousand teachers and administrators, participated in one hundred and twelve staff inservice projects. Using pre- and post-questionnaires, the conclusions point out that integral factors in successful staff training include workshop quality, administrative support and

involvement, and the school context as an open place to try alternatives.

10. Report on the Results of a Survey of Northwestern High School Staff, High School Improvement Project (Stavros, 1982).

A survey in Detroit conducted to measure staff perceptions of school and instructional effectiveness was part of the evaluation of the High School Improvement Project. The questionnaire asked participants to rate their perceptions of their school in seven categories. Results showed that most teachers thought of their school positively, felt low achieving students were tougher discipline problems and felt a need for improving parent participation.

11. Commitment to Teaching: Teachers' Responses to Organizational Incentives (Fruth, 1982).

Interviews were used as the primary research base for this study of the degree to which organizational incentives result in the "profession committed" teacher. The study defines such a teacher as one whose "reasons for persistence are related to students, curriculum, and classroom procedures."

The researcher found that there were few extrinsic incentives--those within the control of the organization that can be altered to impact on individual performance. Intrinsic

motivation was found to be most crucial in affecting teacher performance.

12. When Dogs Sing: The Prospect for Change in American High Schools (Ducharme, 1982).

This paper reports on four elements in secondary schools that make educational change difficult:

- 1) the presence of a unified faculty representing academic disciplines
- 2) the students in the college-bound track for whom the curriculum is designed
- 3) "delinquents" in the general track, and
- 4) parents who want to maintain their children in a safe environment.

13. Social Settings in Educational Organizations: An Exploratory Study of Deliberate Segregation and Change in Schools (Burlingame, 1981).

This study focused on the observations and effect of the isolation of the individual teacher upon the school as an organization and upon attempts to bring about change. "The efforts of teachers to clarify their individuality suggested that those who propose changes at the school level must understand the world of teachers. Teachers will resist change they feel has no

clear value for their students or themselves. Observations of teachers were the source of data.

14. Stress Producing Conditions in the Secondary Classroom (Bruner, 1982).

A questionnaire was given to secondary school teachers in Houston asking for their perceptions of what makes teaching difficult. Findings emphasized the burden of administrative paperwork, interruptions, and increased assistance by administrators in dealing with parents, school security, and order outside the classroom as the major concerns.

15. Teachers' Attitudes and the School Context: The Case of Upper Secondary Schools in Norway (Lauglo, 1976).

This Norwegian study of upper-secondary teachers investigates the effects of certain aspects of the school context upon the attitudes of teachers. Results of a questionnaire showed that the roles of the principal and other school staff, school size, and the background of students are critical factors in maintaining positive teacher attitudes.

16. Inside the Organization Teacher--The Relationship Between Selected Characteristics of Teachers and Their Membership in Teacher Organizations (Brinkmeier, 1967).

This three-part study used questionnaires of a sample of teachers in the Minneapolis area to ascertain that most teachers who were members of teachers' organizations supported that group's position on controversial issues.

17. Secondary School Teachers' Knowledge of and Attitudes Toward Educational Research (Short and Szabo, 1974).

Using a sample of public school teachers, this study proposes that increased knowledge of existing educational research improves the attitudes of teachers toward that research.

Related National Report and Staff Development Literature

Recent Reports

In this study, the author defines the reports of 1982, 1983, and 1984 as critical in focusing the recent school debate. In the wake of these reports, hundreds of articles have been published. State legislatures in thirty-two states have considered new legislation relating to school change. Additional reports have been issued that follow the pattern of their predecessors. The purpose of this section is to review selected recent school reports and related staff development literature.

In the Spring of 1985, the National Education Association released An Open Letter to America on Schools, Students, and Tomorrow. Representing the school people who make up the NEA, Mary Hatwood Futrell "carefully studied the research and literature on educational reform." Protesting the lack of input by teachers in the other reports, the NEA's statement is designed to fill that gap. However, the Open Letter is written in the style and format of A Nation At Risk. Its impact as a report is minimal because it is mostly rebuttal and reiteration of the conclusions of other reports.

Representing two hundred and twenty-five corporations and institutions of higher education, the Committee for Economic

Development released Investing in Our Children in 1985. This three-year study was based on a nationwide survey of employers' needs and research papers commissioned by the CED. The premise of the report is based on the perception that many students cannot hold jobs because vocational education programs "wholesale low achievers." The recommendations of the report emphasize upgrading the teaching profession through bottom-up change in schools. The report mentions literacy, problem-solving, and adaptability to change as areas of importance for students entering the job market.

The Shopping Mall High School: Winners and Losers in the Educational Marketplace (Powell, 1985) criticizes the critics of schools and those who emphasize helping exclusively those students who the authors feel are already getting the best choice in school—college track students, special needs, sports stars, and some troublemakers. Average students are shortchanged according to this follow-up to the "A Study of High Schools," Horace's Compromise. Recommendations include expanding team-teaching, schools-within-schools, and magnet schools.

Staff Development

The Rand Change Agent Study (McLaughlin and Marsh, 1978), serves as a hallmark of research in school change and staff development. Results of the study included:

- Successful change projects need the support of building administrators as a signal to teachers of school priorities.
- Collaborative planning is crucial to gain school-wide support to make a program work.
- Complex projects can only work when teachers believe they can work.
- Skill specific inservice experiences for teachers have a short-term impact on day-to-day teaching.
- The more experienced teachers are, the less likely it is that they will support change efforts but, without their support, projects are less likely to succeed.
- No consultants are worse than ineffective outside consultants.

These research findings reflect and summarize an area of change that is not included in most of the school reports. This section will describe related staff development and schools literature.

Lortie (1975) reviews the institutional barriers to change. "Some consider resistance a basis for despair and conclude that the occupation can never change. Pessimism of this sort rests on the assumption that the structure of teaching and its task organization are immutable...The assumption that change is

impossible, since it discourages effort, tends to be self-confirming. The challenge lies in finding points where intelligent intervention can make a difference" (p. 229). The quotes which lead this chapter reflect the school reports without exception, including the NEA rebuttal, purporting that nothing much can change without changing everything. Yet, the Rand Change Agent Study (McLaughlin and Marsh, 1978) concludes that complex change efforts are more effective than simpler projects.

Lipsky (1980) comments on people who work in complex people-serving bureaucracies:

They create routines to make tasks manageable. They mentally simplify the objects of perception to reduce the complexity of evaluation. They structure their environments to make tasks and perceptions more familiar, less unique (p. 83).

Rutter (1980) writes about the "greater effect of schools on children than of children on schools...school processes do influence pupil outcome" (p. 181). To Rutter, the term "processes" is used "to refer to those features of school life which create the context for teaching and learning, and which seem likely to affect the nature of the school experience for both staff and pupils" (p. 181).

The role of teachers in the process of school change is described by Austin (1979):

No improvement in the quality of schooling is likely unless the people in individual schools, in concert with the parents and children they serve, agree on what they want to accomplish. They then must be given the freedom to orchestrate resources to accomplish it (p. 14).

Edmonds (1979) provides a context for staff development in reinforcing the imperative to better educate the children of the poor:

There has never been a time in the life of the American public school when we have not known all we needed to in order to teach all those whom we chose to teach (p. 16).

Purkey and Smith (1985) synthesize the "effective schools movement" literature defining thirteen factors of effective schools:

- 1) school-site management and democratic decision making
- 2) strong leadership from administration, teachers or teams of both
- 3) staff stability
- 4) a planned, coordinated curriculum with in-depth study
- 5) school-wide staff development
- 6) parental involvement and support
- 7) school-wide recognition of academic success
- 8) maximized active learning time in academic areas
- 9) district support for local efforts

- 10) collaborative planning and collegial relationships
- 11) sense of community
- 12) clear goals and high expectations commonly shared
- 13) order and discipline established through consensus

Corey (1953), prior to another school crisis era, revealed the need to impact on the culture of a school through the school staff:

Most of the study of what should be kept in schools and what should be added must be done in hundreds of thousands of classrooms and thousands of American communities. The studies must be undertaken by those who may have to change the way they do things as a result of the studies. Our schools cannot keep up with the life they are supposed to sustain and improve unless teachers, pupils, supervisors, and school patrons continuously examine what they are doing (p. viii).

Brookover and Lezotte (1979) clarify the central role of the principal in orchestrating management and instructional roles and responsibilities. Effective schools, according to Brookover and Lezotte, have principals who assume responsibility but share access to power with their staff.

Lieberman and Miller (1984) summarize school effectiveness studies from teachers' perspectives, describing: "1) teachers as adult learners, 2) strategies and substance for organizing, and 3) realities of the teacher" (p. 109). Graduate work undertaken in programs such as the University of Massachusetts' Boston

Secondary Schools Project applies the works cited above, asking school people to examine for themselves innovative school practice, alternative curricula, or successful teaching models to present to the field a viable school-centered product for other school people to use in reinventing their own wheel.

Bunker and Hruska (1982) summarize major studies from the literature about effective secondary school staff development programs:

Programs prosper when they:

- are site based;
- provide for both individual and building needs;
- use needs assessments;
- encourage participant decision making;
- have focus;
- include a "team" approach;
- operate with observable, measurable and responsive communication;
- begin where people are and move them toward their potential;
- are viewed as developmental, not remedial;
- build on strengths;
- allow time for growth;
- help participants identify and solve their own problems;

- utilize what is known about adult learning;
- have mutually agreed upon goals;
- provide for concerns of equity;
- create linkages;
- are voluntary;
- offer rewards for all participants;
- provide a rich resource bank;
- offer on-site support (pp. 5-6).

Hruska (1978) reviews from the literature the characteristics of adult learners that shape any staff renewal:

- Participants must be actively involved in solving real problems.
- Participants respond positively when working from their strengths.
- Participants need ongoing feedback and support from others.
- Participants need to have access to shared decision making.
- Participants' needs must be met in order to deal with more collective needs.
- Participants benefit most from those projects that they have initiated--they will not sabotage their own projects (Bunker and Hruska 1982, p. 17).

Staff Development for Experienced Educators

The preceding literature review was designed to serve three purposes in the context of the present study. First, it summarized the national school reports; second, it provided a summary of selected other studies; and, third, it reviewed related staff development and school improvement literature.

As the Harris poll reveals (Metropolitan Life, 1985) and this review supports, school people have been traditionally left out of the process of thinking about and acting out school change. This reality is contrary to all we know about effective school change theory and practice and substantiates Edmonds (1979) when he comments:

Whether or not we do it [utilize all that we already know about helping all students and teachers] must finally depend on how we feel about the fact that we haven't so far (p. 23).

C H A P T E R I I I
RESEARCH DESIGN AND PROCEDURES

Background of Design

But we feel that both theory and practice of education have suffered in the past from an overattention to what ought to be and its correlative tendency to disregard what is. When theory is not based upon existing practice, a great hiatus appears between theory and practice, and the consequence is that the progressiveness of theory does not affect the conservatism of practice (Waller, 1967, in Lieberman and Miller, 1984, p. 109).

How can one investigate and then analyze experienced secondary school staff members' perceptions of recommendations made in current national education commission reports and accompanying discussions of change?

Kanter (1984) utilizes multiple qualitative methods for her study inside corporate institutions. Kanter's research uses these five research methods:

- 1) field notes and the notes of colleagues
- 2) internal memos and minutes of meetings
- 3) surveys of the employees involved at various points in the project's history
- 4) informal conversations with participants and others in companies
- 5) any documents or publications from the companies

relating to the project.

Cross (1981) and Knowles (1979) document the need to design programs for adults to meet their educational needs based on understanding the motivations and attitudes of adult learners. Cross and Knowles state that researchers should attempt to use methodologies that seek that understanding.

Lightfoot (1983) discusses the delicate balance between appropriate personal contact and interest and dangerous research biases:

I was concerned about the personal aspects of this work. It is not only that qualitative research uses "the person" as the research tool, the perceiver, the selector, the interpreter, and that one must always guard against the distortions of bias and prejudice; it is also that one's personal style, temperament, and modes of interaction are central ingredients of successful work...The researcher must relate to a person before she collects the data (p. 370).

Smircich (1983) proposes that:

The researcher can use several kinds of evidence to piece together a multifaceted and complex picture of the meaning system in use. In general, three forms of evidence may be used: observation, reports from informants, and the researcher's participation in the setting. The analysis may proceed through the activities of observing and listening, and the making and testing of inferences, which, over time, can lead to an appraisal of the meaning existing for the people involved in the situation, including the researcher (pp. 162-163).

Bogden and Taylor (1975) comment that, although researchers

can never "know" in the same way they know their own thoughts and feelings what another person's experience is, the intent is to get as close to that "knowing" as possible (p. 1).

Design and Procedures

This dissertation is an investigation and analysis of experienced secondary school staff members' perceptions of recommendations made in current national education commission reports and accompanying discussions of change in the popular education literature about the day-to-day world of schools and the needs of staff and students.

The author uses a combination of qualitative research methods to describe the perceptions of secondary school teachers and administrators about current educational reform concepts and to assess the implications of those descriptions for staff development. The study's design is rooted in the literature described in the preceding section.

As a research procedure, the author; 1) used informal observations and analysis of written academic materials to, 2) design a questionnaire, and 3) develop follow-up interviews.

1) The researcher used three years of informal observations and analysis of written academic work of the study sample outside the school setting as a background for this dissertation. The

purpose of the observations was to gain a better understanding of participant attitudes toward change and willingness to implement change recommendations. The purpose of the analysis of academic work was to ascertain from written documentation the arguments and attitudes in praise of or in rebuttal to specific and general recommendations made in the national reports.

2) The researcher designed an original questionnaire on educational reform concepts and administered the questionnaire to a sample of experienced secondary school teachers and administrators. The purpose of the questionnaire was to ask participants for agreement or disagreement regarding specific recommendations from current commission reports and accompanying discussions of schools and schooling in popular educational literature.

3) The researcher conducted in-depth interviews of a selected group of twenty respondents who completed the questionnaire and agreed to be interviewed. The purpose of the interviews was to gain a more in-depth understanding through asking participants specific questions about the change process at their school in the last three years and broad questions about their opinions regarding the current educational debate and the role of school staff members in that debate.

The sample used in this study was the one hundred and forty active participants in the Boston Secondary Schools Project. Few

studies have asked school teachers and administrators their impressions of the recent reports and the impact of recommendations. This group of teachers and administrators is designing and implementing school improvement efforts as part of their graduate study and is a relevant population to assess as to the attitudes and impressions of the reports.

Informal Observations

Two major research conditions helped improve validity: spending extensive time in sites and establishing favorable relationships with informants. The researchers were able to collect more data to inform their opinions (Greene and David, 1981), to test their interpretations in many ways (Becker, 1970), and to become sufficiently acquainted with people to interpret their comments accurately (Bruyn, 1966, and Corbett, Dawson, and Firestone, 1984, p. 176).

Prior to the development of this study, in the Fall 1983 semester, the researcher observed and participated in Education I 625--Staff Development Plans and Procedures and, in the Spring 1984, Fall 1984, and Spring 1985 semesters, observed and participated in Education I692B--Seminar: Sociology of Urban Schools. These three-credit University graduate courses were taken by an average of fifteen students in the Boston Secondary Schools Project. The purpose of each course was to utilize the

then emerging national school reports as a vehicle to analyze and comment on the innovative practice of each class member.

Observations in these classes were made utilizing notes, informal conversations, and review of course papers submitted reacting to the school reports.

The experience of the author in observing and participating in three years of university facilitated change initiatives served as a background leading to this study. Specifically, it assisted in determining one appropriate methodological approach to asking school people for their impressions of school change and in informing the literature base important when studying experienced secondary school staff. In addition, the background served to familiarize the researcher with the participants in order to more accurately reflect their impressions. Analysis of the written papers assigned as part of the requirement of the courses and observations of those courses informed the design of the questionnaire, interviews, and their analysis.

Questionnaire

On July 7, 1985, the researcher mailed the questionnaire, attached in Appendix A, to one hundred and forty participants in the Boston Secondary Schools Project. It asked for their

reactions to the national school reports and for feedback to specific recommendations made in those reports. Self-addressed stamped envelopes were included in the first-class mailing sent to each participant. Each questionnaire was numerically coded to protect the anonymity of participants outside of the researcher.

The instrument was field tested in May 1985 with fifteen individuals invited to participate. This pilot group of fifteen recommended a summer mailing based on their impressions that school staff have more time in the summer to complete and return such a survey. The pilot group reviewed broad areas of inquiry and discussed questions with the researcher which they felt better measured the reactions of school staff to the report recommendations. Items in the questionnaire were arranged according to the recommendation areas outlined in Table 1 to allow respondents the opportunity to answer based on their expertise. The pilot group identified questions which they felt were vague or ambiguous.

The researcher used a "0-5" scale for responses based on feedback from the initial study group that indicated appropriate differentiation of opinion on the report recommendations. Since results of this study are used to analyze broadly the views of teachers and administrators toward the report recommendations, the researcher determined a two-thirds response rate as minimally satisfactory to draw initial conclusions and to inform the

interview process.

After establishing a respondent's age, sex, and school experiences, the questionnaire was designed to seek feedback about the broad issues raised in the national reports and specific recommendations made in them. The first four items allowed participants to use their own experience and recollection of the reports to connect them with change projects they have observed or been part of. This section also introduced the issues and themes of the remaining sections of the questionnaire. Items five through forty are recommendations selected from the national reports. In an effort to gain feedback on a cross-section of the reports, attempts were made to include recommendations from across the reports, especially between categories 1, 2, and 3 as described in Chapter II.

In the pilot study, participants recommended additional space for individual comments on each item, requesting the opportunity to further clarify their numeric ranking of a particular item.

To improve the validity of the questionnaire, each recommendation area is reflected at least twice.

Interviews

Upon return of the questionnaires, twenty respondents were invited and agreed to participate in one-hour audiotaped interviews conducted in August, 1985, during which each was asked to elaborate on the comments made in the questionnaire with particular emphasis on a) their impressions of the impact of the reports in their school and b) the implications for staff development of the recommendations made in the reports.

Decisions on who to interview were based on:

- a) attempts to reflect the questionnaire ratios of middle/high school, urban/suburban, minority/non-minority,
- b) willingness to be interviewed as indicated on the questionnaire,
- c) availability of interviewees.

The ideal is to negotiate and adopt that degree of participation which will yield the most meaningful data about the program given the characteristics of the participants, the nature of staff-participant interactions, and the socio-political context of the program (Patton, 1980, p. 130).

Fourteen of those interviewed are currently full-time classroom teachers, four are school building administrators and two are subject area department heads. Eighty percent of the participants work in urban schools, twenty percent in suburban

schools. Sixty-five percent are male, thirty-five percent are female. Sixty-five percent are high school staff, thirty-five percent work in middle schools. Thirty percent of the sample are minorities.

Attached in Appendix B are the written consent form approved by each person interviewed and a broad interview guide used to help this researcher consistently shape each interview.

Summary of Methods

As a pre-study, the researcher observed and participated in coursework in the Boston Secondary School Project. Each course used as supporting documents some of the emerging national reports. From this experience, and a content analysis of the actual reports, a questionnaire was designed, piloted, revised, and distributed to members of the BSSP in June, 1985. Following return of the completed questionnaires, the researcher contacted and then interviewed twenty voluntary participants in one-hour structured interviews in August, 1985.

C H A P T E R I V

FINDINGS OF STUDY

It is my impression that these reports and current debates have as proponents and participants people who, if they ever taught at a high school level, have not been in a high school for many years, except, perhaps, as a one day "tour" participant or casual visitor (19 year classroom teacher).

We have not always been asked, but, then again, we have sat back silently far too long and allowed others to determine our ills and prescribe the remedies (16 year secondary educator, current building administrator).

Teachers are seldom asked about anything (28 year classroom teacher).

This chapter will present the results of the study.

Section A will report the results of the questionnaire. Section

B will assess the interviews conducted with twenty participants.

Section C will review the results of the methodologies.

A. Results of Questionnaire

Participants returned one hundred and four questionnaires of the one hundred and forty mailed. Two were not used in these results because they were submitted by elementary teachers who are enrolled in courses with the Boston Secondary Schools Project. Therefore, one hundred and two of one hundred and forty, or seventy-three percent, of the original questionnaires were acceptable for analysis. Seventy percent of this sample indicated their willingness to participate in a follow-up interview. Sixty-two men and forty women responded. Twenty-seven of the respondents were minority. The mode age of the participants was in the "40-49" range, and the mean years in secondary education was fourteen.

Appendix C lists the results of the questionnaire.

Ninety-eight of the one hundred and two respondents indicated that they do not feel secondary school teachers and building administrators have been appropriately included in the reports and debate about schools. Ninety-five of the one hundred and two had read at least abstracts of several of the school reports. The most frequently read were, A Nation At Risk, Horace's Compromise, and A Place Called School. Table 3 summarizes the backgrounds of the participants.

More than seventy-five percent of those who returned questionnaires elaborated on their responses in the "Comments" section.

To determine which recommendations experienced secondary teachers and building administrators shared agreement about, in items five through forty, an item analysis was performed. Table 4 reports the mean and standard deviation of those items with most agreement, a mean greater than 3.8 or less than 1.2. Table 5 lists the mean and standard deviation of those items with least consensus, a mean greater than 1.8 and less than 3.2.

Table 3
Backgrounds of Questionnaire Participants

Age		
	under 30	Male
	<u>0</u>	<u>62</u>
	30-39	Female
	<u>31</u>	<u>40</u>
	40-49	
	<u>44</u>	
	50-59	
	<u>18</u>	
	over 59	
	<u>9</u>	

Current Position

●	Classroom Teachers	
	middle school	<u>27</u>
	high school	<u>60</u>
●	Building Administrators	
	middle school	<u>0</u>
	high school	<u>11</u>
●	Central Office Coord.	
	central-based	<u>1</u>
	school-based	<u>2</u>

Mean Years in Current Position	<u>9</u>
Mean Years in Secondary Education	<u>14</u>
Mean Years as Classroom Teacher	<u>13</u>

Table 4
 Questionnaire Recommendations with Most Agreement
 (mean greater than 3.8 or less than 1.2)

<u>item #</u>	<u>recommendation</u>	<u>mean</u>	<u>std. deviation</u>
19	school improvement requires support of the principal	4.79	.256
24	school personnel need inservice	4.51	.53
38	strengthen state and local high school grad. requirements	4.14	.73
6	high schools need better defined goals	3.9	.86
34	high schools should have a service requirement for grad.	3.9	.91
9	expand use of primary sources	3.87	.63

Table 5
 Questionnaire Recommendations with Least Agreement
 (mean greater than 1.8 and less than 3.2)

<u>item #</u>	<u>recommendation</u>	<u>mean</u>	<u>std. deviation</u>
36	colleges should raise admission requirements	2.4	2.72
13	last 2 years of high school should be a transition school	2.84	1.87
12	school boards should adopt 11 month contracts for teachers	2.21	3.75
31	eliminate guidance counselor positions	2.14	2.94
40	eliminate the last 2 years of high school	2.09	1.96
20	comprehensive high schools should be dismantled	1.98	1.86
35	evaluation of teachers should be conducted by other teachers	3.14	2.24
26	additional time in the day is needed for teachers	3.17	2.56

The areas of most agreement in the survey were:

1) School improvement efforts require the support and participation of the principal (item #19). The following comments from the questionnaire elaborate participants' thinking:

No improvement can be implemented without the active support of the headmaster. Without it, one's efforts are not only frustrated but may be deeply resented as well (19 year teacher).

No general, no troops (15 year teacher/counselor).

There is no substitute for strong administrative leadership (17 year teacher).

If the principal doesn't cooperate, it won't work (11 year teacher).

We all must work together (12 year teacher).

The principal must provide the interest and support, but the improvement plans are usually "grass roots" originated (15 year teacher).

2) School personnel need ongoing inservice (item #24).

Teachers should be given the opportunity to expand their horizons (15 year teacher).

Inservice is needed to rejuvenate and make staff feel worthwhile and needed (14 year teacher).

This is necessary to insure against "burn-out" and keep up with current issues, ideas, materials, etc... in our field (8 year teacher).

That such be appropriate is most important (12 year teacher).

High agreement was found in the areas of 1) clarifying and emphasizing goals and requirements (#38), and 2) increasing salaries (#30).

1) Clarifying Goals.

Students graduating within the same state should have equal requirements, exposure, etc... and be able to compete with one another (8 year teacher).

I agree, as long as the people who determine these requirements consider the full spectrum of activity levels of students (17 year teacher/administrator).

I think this is being taken care of slowly, across the state with minimum competency testing. We are not doing students any favors by graduating functional illiterates from our high schools. Those who are not going to college should have necessary tools for employment--above garbage collector level--from high school (19 year teacher).

The variability of kids requires a flexibility that state requirements cannot deal with (13 year teacher).

Requirements can always be changed, but quality teaching is the key to an educated society (8 year teacher).

2) Increasing Salaries.

Teachers are the only professional group that starts out at a salary level sometimes below that of maintenance crews and custodians. In addition, they are required to pay out money for tuition and class materials. Let's be realistic (19 year teacher).

This will motivate current teachers and attract a more selective group [to teaching] (19 year teacher/administrator).

I strongly agree, but it won't happen (12 year teacher).

Teachers' salaries should increase, but only proportional to their output (15 year teacher/administrator).

This has to happen in order for salaries to be equal to those of other professions (12 year teacher).

Least consensus was indicated in 1) raising college admissions requirements (#36), 2) altering the last two years of high school (#13), and 3) establishing eleven month contracts for teachers (#12).

1) College Admissions Requirements.

College should not be a means unto itself, but part of the life process to expand a student's experience, to become a positive force in our society (15 year teacher/administrator).

I agree, but what do we do with those who cannot fulfill the requirements (16 year teacher/administrator)?

Raising standards is designed to maintain elitist positions (30 year teacher/administrator).

It is not a favor to a student who does not have the capability to hack a regular routine, to admit him/her only to have the student flunk out. Most people get discouraged by too many failures. Get them into some program where they can have success (19 year teacher).

2) Changing last two years of high school.

Perhaps all four years should be a "transition school." But we have the continuing problem of stratification (12 year teacher).

Some students need electives (9 year teacher).

I am not opposed as long as such electives fulfill the goals and objectives of the school program (12 year teacher).

Students should have some choices, but the choices should be carefully monitored. A Nation At Risk reflects the educational demise of too many student choices (17 year teacher).

As college becomes less and less attainable for the majority of students, we must be sure we are supplying students with applicable survival skills for a highly competitive future (9 year teacher).

3) Eleven month teacher contracts.

This would increase teacher "burn-out" and would only increase the teacher shortage (15 year teacher).

Why (9 year teacher)?

I support a ten month teaching period and a one month preparation period and peer teaching time (8 year teacher).

When teachers end their school year simultaneous with their students, there is lost opportunity for evaluation and planning and growth (12 year teacher).

More nonsense. Schooling is stressful business (12 year teacher).

From the ordering of the questionnaire responses, the following topics emerged to further describe the results of the questionnaire:

1. restructuring time
2. eliminating subject areas

3. refining school goals
4. reducing electives
5. changing age-grading
6. obstacles to improving evaluation
7. renewing teachers
8. recalling report recommendations
9. teaching opportunities
10. increasing salaries

1. Recommendations regarding time were not approved when the recommendation involved lengthening the day or year for students or teachers. Respondents agreed with those recommendations that suggested re-ordered priorities for existing time (Items 5, 10, 11, 12, 13, 26, 27, 32, 33). "For too many students the day is already too long" (16 year teacher).

2. Participants did not agree with recommendations which proposed eliminating entire subject areas--Vocational Education, Physical Education, Foreign Languages (Items 18, 23, 29).

Comments on the recommendation regarding guidance counselors (#31) indicated that most respondents feel the role of the guidance person must be more teacher centered, but to simply add it to a teacher's job is not appropriate.

We must expose students to other cultures through language. The days of isolation are over. We cannot be that self-centered (18 year teacher).

There is a definite need for vocational skills (22 year classroom teacher).

Participants who teach in those subject areas recommended for elimination by the reports were the strongest opponents of those recommendations.

Bull. Need I explain. I am a foreign language coordinator (17 year teacher/department head).

I refuse to respond (11 year physical education instructor).

3. Most participants agreed that there is a need to "come to a consensus, especially involving the school community" in the process of goal setting for high schools and the use of the day (Items 6-10).

4. Participants agreed that reading and writing skills are fundamental to a student's success and that there are "too many electives." Most responded that employing more required courses was an immediate way to enable coverage of important material and less individualizing of options would mean more measurable standards. (Items 7, 8, 13, 39)

5. Most respondents agreed that "age-grading" should be

eliminated (#14) in spite of the difficulty of working with the high school drop-out age of 16 or the need for the policy to be fully implemented in the first school years.

6. Improving the salary and creating an effective evaluation system (#30, #35, #37) were broadly approved. Participants mentioned the political obstacles to designing and implementing an effective evaluation scheme as deterrents for acceptance by teachers and building administrators.

7. Most participants felt that issues of teacher renewal and, as importantly, parent renewal, are crucial to improving teaching and learning.

8. More than fifty percent of the respondents that answered the question asking them to recall recommendations were unable to remember specific recommendations made in reports they had read. Although they recalled generalities about the report they listed, the most frequent response was, "agreed with Boyer," or "A Nation At Risk--important."

9. Respondents supported proposals for alternative roles for teachers when they recommended "freeing" teachers to teach. (Items 17, 22, 28, 31, 33).

Eliminate some of the non-productive staff meetings (22 year teacher/administrator).

Teachers on hall duty and lunchroom monitoring are the highest paid, [most] inefficient clerks and policemen in the country (16 year teacher).

10. Most respondents agreed with recommendations to increase teachers' salaries to make them competitive with other people serving professions.

With an average of fourteen years in secondary education and nine years in their current positions, the population surveyed in this study reflects a broad base of experience. It is evident from their comments that these teachers and building administrators have thought about, discussed, planned, and been part of programs and change ideas very similar to those which recommended in the national reports. While supportive of efforts to bring attention to the school building, they are reluctant to give credit to and backing for recommendations that affect their worklives without their input being formally assessed and applied.

B. Results of Interviews

The purpose of interviewing is to find out what is in and on someone else's mind. We interview people to find out things we cannot directly observe (Patton, 1980, p. 196).

The evaluator/analyst begins by looking for "recurring regularities" in the data. The naturalistic evaluator then works back and forth between the data and the classification system to verify the meaningfulness and accuracy of the categories and the placement of data in categories (Patton, 1980, pp. 311-312).

On five dates in August, 1985, the researcher interviewed twenty participants described in Chapter III. Eighteen of the interviews were held at the downtown Boston campus of the University of Massachusetts and two were conducted on the University's Amherst campus. Each participant indicated in his/her submitted questionnaire that he/she was willing to be interviewed and was asked in advance by telephone of his/her availability on the interview days. Each interviewee approved the written consent form immediately prior to the interview and the audiotaping commenced when each appeared comfortable with the conditions and the surroundings of the interview.

The interviews were designed to probe more closely the issues raised in the questionnaire, to gain impressions of the school reports, and to gather feedback relating to the

significance of the reports for staff development.

The data from the twenty interviews gave the researcher broad feedback that; a) the school reports did not include enough of the practitioners' viewpoints, b) it was difficult for teachers to distinguish among or remember most of the specific recommendations, and c) participants generally could not name specific changes in their school that were a direct result of the reports. Yet, all twenty concluded in their own words that the "opening up" of dialogue--creating an atmosphere in which change might be contemplated and schools might be improved--was a worthwhile by-product of the reports of 1982, 1983, and 1984.

Using Jackson's (1968) model, findings of the interviews will be described using the following categories to organize the data:

- impressions of report recommendations
- perceptions of school change
- accounts of change in participant teaching/administering
- observations of change efforts and the
role of teachers and building administrators
- descriptions of business/university/community
partnerships and school improvement
- opinions of staff development initiatives

impressions of report recommendations

I don't think a majority of staff people in my school would be familiar with the titles, never mind the reports themselves (13 year teacher/administrator).

In their own words and with their own school perspectives as the center of their reactions, participants commented on the reports in relation to how they might improve their classroom teaching and learning environment. Two participants apologized for not recalling the specifics of the reports:

I wish I could remember them. I can't recall reports or recommendations that fit that question. I know there must be some (15 year teacher/counselor).

Most participants responded that the reports have had little obvious direct impact on them or their schools. But most added that the creation of an environment for thinking about and helping schools has generated much greater opportunity for the public and the legislatures that govern schools to gain insight into the complex issues of helping our students and their teachers. Most saw this in positive terms.

In terms of change, [the reports] are a preliminary step, an awareness (15 year teacher).

I think [the reports] have been positive in that they focused attention on schools. I think it has loosened-up people who have the decision-making authority to be less reluctant to devote some money to education--not enough to cure the ills--but to heighten public awareness. [The

reports] have given ammunition to school committees to take action (15 year teacher).

Every once in a while we're forgotten. With the reports there is always the negative side whereby they exaggerate things more than they need to. So in the eye of the public they say, "Oh, this isn't being done in the public school system," and in that way we lose a great deal. We gain more just in the attention itself (18 year teacher/administrator).

Whether you agree with what everyone says, it's out there, it's food for thought. It's a catalyst if nothing else (12 year teacher).

Teachers are becoming important again as a result of the reports. There was a time when almost anyone, without much training, was allowed to teach and that had an adverse reaction on the system. It has brought the teaching situation to the attention of governments and legislatures. Teaching is a noble profession (30 year teacher/administrator).

The change era can't be all negative. When you open a can of worms, people have to deal with them, where before people were not as in tune to them (15 year teacher).

Others discussed limitations in the reports:

The reports have made education an issue, but as far as specifically the impact--it has been slight (16 year teacher).

My concern is what happens after the reports. More attention is brought to education, but what is going to happen? As Goodlad says, there is danger that people think there are quick fixes. Yes, you have to look at basics, but you have to look at social conditions, personal issues. We have to prepare students to be good citizens. So we can't use schools as a narrow place where students come for reading, writing, and arithmetic. The reports are too simplistic (9 year teacher).

Three participants were concerned about the substance of the reports:

I see very little in what the [report] authors have been writing. They are all writing to prove what they already thought (16 year teacher).

I remember reading in a report about a school I knew something about. All the things I thought were worthwhile [to that point] immediately lost their importance. There's been a lot written and it's interesting to see people's ideas, but I would prefer to read information that would help me directly. Writing about resolving the problems is more important than writing about the problems (18 year teacher).

I think that the impact has been very little because we're in a transient period now. I don't know if teachers know where they're going to be. The teachers that do their job continue to do their job, regardless of any reports. In every school, however, there are only [about] four of these teachers. And that's the problem (16 year teacher/counselor).

None of the participants were aware that any of their colleagues had been part of a study that asked school people for their input into the change recommendations.

Most of those interviewed linked the reports with a perceived cynical notion of schools and blamed the continued use of "outsiders" as the basis for "too distant" a commentary.

Each had read all of or abstracts of at least two reports. Most frequently mentioned during the interviews were A Nation At Risk, Horace's Compromise, A Place Called School, Don't Blame the Kids, and Educating Americans for the Twenty-First

Century.

Each participant had difficulty recalling specific report recommendations, but when the interviewer asked them to react to recommendations that were read to them, each responded with clear, specific reactions based on their perspectives and clinical expertise. There was broad agreement among all interviewees, even when initial answers seemed to signal disagreement. Five of the teachers agreed with suggestions that the school day or year be lengthened for students and teachers. Further elaboration revealed that they agreed that the extra time was time they already spent and that it should be formalized. Four other participants disagreed, but added that they thought the reordering of current time for teachers was very important, with additional time added only with additional compensation.

Our teachers leave on time. Their students' last day is their last day of school. As for evaluation and assessment, forget it. Except for the ten-twelve who are there, but we need others. I'd love to see a system where there was more official time for teachers. We need a day of better quality and a longer year with additional compensation for teachers (14 year teacher/administrator).

Teachers need more time for renewal than many other workers (13 year teacher).

Attendance has always been a problem, making them stay longer is not the issue. Getting them to come is (12 year teacher).

Pay us more (12 year teacher).

Quantity does not necessarily insure quality. It's

better to make more productive the time we have (14 year teacher/administrator).

Although I disagree with lengthening the year for students, I favor such an increase for teachers (30 year teacher).

We need time for meaningful planning or training (12 year teacher).

perceptions of school change

No participant identified a direct impact from a report recommendation at their school, but each stated that the change environment fostered by the reports had most likely contributed to the climate which led the Massachusetts State Legislature to pass Chapter 188, the Massachusetts School Improvement Act. They also pointed to an increased interest on the part of their central administration in specific curriculum changes, testing improvements, and school building accountability for school affairs. Two Boston teachers mentioned the difficult task secondary school staff are faced with when students arrive in middle and high school grades testing below the standards set by new guidelines, and that there is a lapse of several grade levels between those students who are currently in elementary school under the new requirements and those who entered school prior to the new standards.

Two participants mentioned that they felt the reports did

not deal with the tough issues of the politics of teacher evaluation, or of "the reality that half of our current ninth graders will drop out."

Five interviewees discussed perceptions of recent school change in the context of social confusion as to the role of schools.

Schools have become a dumping ground for almost everything. We are getting into areas that years ago were not dealt with in the schools (9 year teacher).

I can't see too much change. Change is slow (12 year teacher).

I'd say issues like violence [in schools] have stabilized, but the drain of competent people has affected us much more readily. The instructional quality has declined in the last five years (12 year teacher).

I'm concerned that just by raising standards people think things will automatically happen. It's like crime. It's easy to determine we need fewer muggings and murders, but then what happens? This is when the real work must start happening. Our nation has lost an opportunity to seriously look at developing significant strategies for improvement (13 year teacher).

I've seen very little change in school in the last eighteen years. There is little knowledge about what is written and little implementation. Change comes about because of politics. Educational philosophies are made to fit the political situation (18 year teacher).

Most respondents indicated their school had "gotten better" in the last three years. But when asked to specifically respond to their perception of the correlation between the reports and that school improvement all indicated that most of the school

change was undertaken in the planning sense before the first wave of reports in 1982.

We have always had curriculum development. We were working on attendance long before the reports. We have been trying to involve parents and the community in new ways all along (15 year teacher/administrator).

Change began in my school long before the reports (12 year teacher).

The changes would have happened anyway. We've come up with a curriculum that only our exam schools can live up to (30 year teacher/administrator).

accounts of change in participant teaching/administering

If anything, the reports support my view that things can be different, that I can make a change (15 year teacher/administrator).

I see changes, but I don't so much tie them to the reports except in the generic sense that education has become a central issue (16 year teacher).

Most of those interviewed sensed an improvement not only in their school but in their own work day-to-day. Four mentioned that their own teaching philosophies have been altered by their investigation of the issues of teaching middle school.

My professional opportunities have improved in the last three years (16 year teacher).

I think that my orientation toward my job is changing. My focus as an instructional leader has helped me. It gives me support to what I'm doing (15 year

teacher/administrator).

I have become more personally conscious of how I succeed and don't succeed as a teacher. Things that I used to think were important are less important. I will not tolerate mediocrity and lack of commitment to education even with the problems [students] must endure (16 year teacher).

I feel there is more of a hope, that there is a feeling that there are significant problems but kids can learn. And, yes, we can do things and solicit the advice of experts to help us do better (9 year teacher).

Most participants responded that they saw a correlation between the reports and change in their own teaching, but they did not see the reports as the motivation for their personal change. One has seen a reluctant attitude toward change outside of his classroom:

I don't know. I used to help out the administration. I still do anything for my kids. But I'm just trying to survive (30 year teacher/administrator).

observations of change efforts and the role of teachers

We never make changes saying this is "it." We're always aware this is a trial and error and let's assess it. This is always going on in my school (15 year teacher/administrator).

Most participants indicated that when they have been part of successful change initiatives at their school several factors were involved:

- typically those changes were school created, not central office agendas.

We need to talk openly about what we do (18 year teacher).

- all successful projects had the support and participation of the principal.

Change can't be demanded, but must be supported (18 year teacher).

As an educational leader, the principal is crucial (16 year teacher).

- when projects involved curriculum change or schedule changes--those things which directly impact on teachers--staff had a leading role in their creation.

Staff have to be involved in planning, whether it's freeing them up from class or whatever. I look to teachers for leadership in creating change (16 year teacher).

- sufficient time was given to allow a project to succeed.

You have to have a timetable that is long enough to see it through (9 year teacher).

Two participants talked about their school's change more broadly:

Most of us left want a part in the process and have taken the steps necessary to avoid burning out. Some of us can remember good teachers and good teaching and a commitment to education--spotty as it was and connected to defense--but a national level of commitment to education (16 year teacher).

Change efforts I've observed have worked for awhile, but over time there is less impact (9 year teacher).

descriptions of business/university/community partnerships and school improvement

Partnerships with area businesses, colleges/universities, and the school community were perceived as excellent complements for schools provided that the school remains in charge of its access to the resources of the partnership. Three interviewees commented:

Collaborations are excellent if they are done right. I'm thinking of a company coming in and sponsoring interns, donating equipment (9 year teacher).

Schools have to be linked to what is happening in the community. Students need to see what the world of work is like and the use of resources that are there. I encourage these linkages. Universities should be paired so that teachers have opportunities for professional development but also for university people to see what is happening and become more relevant. There is unusual potential (9 year teacher).

The literature has had very little to do with partnerships that exist (12 year teacher).

One interviewee mentioned a business partner as an

important "back-up--providing additional resources without being the outside expert. They took the time to know the school (15 year teacher)." One talked about his opinions that middle schools have not been part of most collaborations:

Middle schools have been left out of the partnerships, for the most part. Businesses are more concerned with high schools (12 year teacher).

Most respondents talked about the importance of parents.

One nine year teacher reflected the opinions of the majority:

I'm biased. I think that parent involvement at any level is vital and will make a real difference in schools. School site planning provides an outlet for parental involvement. Schools need to be more creative in how they involve parents.

When asked to elaborate, many participants described parental involvement in traditional terms, visiting on parent night, chaperoning, and PTA.

Parents have always been asked to night conferences and other standard things. Parents are interested, but not involved and I don't know how important that is. I look at a parent's involvement as, "are you aware of the quality of education your child is getting (18 year teacher)?"

One participant discussed his lack of interest in parental involvement, "I don't know how parents might be more involved. I don't know if parents should be more involved (12 year teacher)."

Interviewees talked about the community immediately surrounding the school as being critically important to the

vitality of the school and the environment in which it can successfully operate.

We have to have the community in the schools. It forces us to stay relevant (16 year teacher).

opinions of staff development initiatives

Over the years you go about things in a routine way—in a rut. When I've attended workshops that cause me to look at things in a different light, I get excited and change my style (12 year teacher).

Participants were asked to discuss staff development initiatives that they had been a part of and the kinds of details they would pay attention to if they were in charge of implementing staff development agendas in their schools. They most frequently mentioned the following as requirements for making successful staff development initiatives:

- teacher input shapes the workshop/course/change plan
- parts of a schoolday are used for planning and implementing
- building centered issues are emphasized
- school people are major facilitators and leaders; outside people are brought in only in minor roles and for specific purposes
- time is built in for an exchange of ideas among teachers, and between teachers and administrators
- materials and information about additional resources are provided
- resource people are available in the weeks following the

workshop/change plan implementation to assist as issues arise day-to-day.

When asked to describe those factors which made staff development experiences worthwhile for them, interviewees most frequently cited the imperative of administrative support and participant input in the decision making process.

The success of staff development is similar to those things which make an effective school. The building administrator has a tremendous impact, not only to help determine what kinds of staff development priorities there are, but to make sure the best possible workshop is scheduled (9 year teacher).

Administrative cooperation and support is essential. When they feel threatened, it all goes down the drain, no matter how good the idea is (18 year teacher).

When changes have not been mandated, there has been a much higher degree of success (12 year teacher).

When staff development or change projects have been successful, teachers have been involved. When administrative decisions are made, teachers resent it (12 year teacher).

Teachers who have been in their positions for awhile feel that administrators shouldn't be in their positions. When administrative decisions are made, teachers resent it, unless they have been involved (9 year teacher).

Teachers have a hard time realizing they have a boss (9 year teacher).

Teachers are human. Kids think we're robots. Administrators think we're robots. That polarizes administrators from teachers. There are human problems in the learning experience. You have to close the gaps

between students and teachers in order to be an effective teacher. That's what makes an effective staff development experience (12 year teacher).

When asked to describe what first steps they would take if they were organizing staff development opportunities for teachers, participants responded:

The first thing I'd do is sit down and find out, how does what you do with students correspond with the teacher from the previous class? What suggestions do you have to make them mesh? What kids do you have bad relations with? What do you think the problem is? What do you believe the best class size is for you? Do you think you can teach your subject well? Show me (18 year teacher).

We need to be "shook-up." We've been teaching for years and think we know how to help all kids (30 year teacher/administrator).

First, I'd assess the needs of the participants, what they need and what they want (15 year teacher).

Teachers need to feel the session is going to give them something concrete. How can the information be applied (9 year teacher)?

One nine year teacher discussed the need for flexibility and planning for unintended outcomes to make staff development more meaningful:

I was part of a staff development workshop where we rented a nice place, took the whole school there, and thought we were going to talk about how to improve reading scores. We found out the major thing everyone wanted to talk about was the crazy cafeteria setting. Now that doesn't sound educational, but the craziness in that cafeteria was affecting the school climate so much that it precluded academic growth. That's the feedback you need. What are the pressing issues and what are your resources?

D. Summary of the Results

This Chapter reviewed the results of the questionnaire and the interviews.

The questionnaire documented impressions of the reports and report recommendations. The researcher used the interviews to ask more specific questions about the participants' perceptions of the reports, the applications of the recommendations in their schools, and the reports' implications for staff development.

C H A P T E R V

SUMMARY AND CONCLUSIONS: IMPLICATIONS FOR STAFF DEVELOPMENT

Summary

I don't believe that it is possible in the broadness of these studies to take any one of them to describe the remedies. Maybe that's where schools can take over. Maybe that's the point for research (15 year teacher/administrator).

It was during the last interview that the focus of this dissertation came full circle for this researcher. After an hour of intense conversation about the reports, the participant's school, and the ways in which the reports could facilitate school improvement through staff development, the interviewee--a high school department head--related the story of his troubles with the principal, the disincentives he saw for doing a good job, and how his two dozen years in public education were not being rewarded by the school, the academic world preparing the reports, or by society. "I'm tired of all this. Tell me where any of this is going to help me or my colleagues to help kids."

Lightfoot (1983) discusses the researcher's dilemma in opening the opportunity for participants to discuss their views when they have not been asked before. For Lightfoot, getting to know the participants enabled her judgment about their feelings to be more accurate, but detaching from people you grow to care

about challenges the root of validity of the methods used to gain data. How much familiarity is too much familiarity?

For the first time, many of [the subjects] were being asked to reflect upon and think critically about their work, their values and their goals; and as they talked out loud, they discovered how they felt (Lightfoot, 1983, p. 373).

If we decide to include more experienced school teachers and building administrators in the process of thinking about schools and empower that expertise, we must anticipate a necessary process by which school staff are able to put their responses in a context of thinking about their experiences, often for the first time. Then we can ask them to discuss their expertise in relation to the critical issues of broader school improvement. That process can be facilitated by frequent dialogue with colleagues in informal settings, but must be enhanced by inclusion at a policy making level. Too often researchers or consultants assume they are fulfilling their obligation by completing a "needs assessment."

The study

For this study, the researcher had to take into consideration a working relationship with the members of the

Boston Secondary Schools Project and attempt to assess whether the judgments were valid given a relative closeness with his subjects. Although the limitations were real, the opportunity to get beyond the simplistic, anonymous interviewer/observer relationship enables the conclusions to reflect more closely the attitudes of the participants toward the questions asked them. It is an important issue for "outsiders" to consider whether they are able to develop a trust relationship that breaks down the barrier of insecurity and skepticism built-up toward academia and educational researchers. The questions the researcher asked required open, candid responses about many issues the participants had not been asked about before. This research, particularly the interviews, challenges the researcher to take the information presented in this dissertation and help secondary school teachers and building administrators organize school-centered responses to the critical issues of secondary education.

The seeds of this dissertation began in the Fall of 1983 assisting Dr. Robert Maloy in the instruction of courses in the Boston Secondary Schools Project. It was our contention that the then-emerging plethora of reports and articles lacked the input and feedback of school teachers and building administrators and could be used as a resource base from which teachers might react to and develop Project-facilitated change initiatives in their

school. In the two years following, class observations and analysis of the written work submitted for the courses provided insight into how school people felt about the recommendations being made and how change was helped and hindered by those perceptions. This access to and familiarity with the responses of school people to the reports posed major questions for the success of significant change at the classroom level. This familiarity also reiterated a direct relation to the growing body of literature of school improvement and staff development. With this broad base of literature in school improvement and staff development indicating that real change must include teachers and building administrators, and a new body of literature in the reports only minimally including the former but recommending change, the blending of the two appeared imperative to the success of long-term change initiatives.

To get further research data to investigate this position, an original questionnaire was designed and implemented asking respondents to react to the reports and specific recommendations made in them. One hundred and two of one hundred and forty questionnaires were returned and used in this study. Following the questionnaire, further clarification was sought by interviewing twenty questionnaire respondents. The interviews asked more specific questions about the reports and their relationship to staff development, probing further the responses

given in the questionnaire. Thus, the research methods of this study complement the process of initial broad inquiry followed by systematic study addressing specific aspects of the identified research questions.

Conclusions: The Reports

Changes were put in the works as a response to things other than the reports. Local factors were the impetus, not the reports (15 year teacher/administrator).

Which came first, the reports or the change initiatives? Does it matter? The chicken and egg analogy interpreted by many participants in this study provides substantial support to say that the reports mimicked a change era that was already happening in schools, only the school people were too busy examining and implementing change to write about it. The reports were then published and received public acclaim for motivating change in education. In the use of time, other resources, appropriate curriculum, expectations and requirements, organization, and training/staff development, most school systems are engaged in an ongoing change process as needs arise.

This generalized view has partial validity. However, the public attention brought to schools by the reports and the issues of helping schools raised in them cannot be understated. It has given educators a three-to-five year window in which to suggest,

lobby for, and implement change. The reports, taken together, form a platform on which to take action.

In Chapter II, the researcher reviewed the national reports and proposed categories under which the recommendations might be organized. The following is a summary of the results of this study as they relate to those categories.

Time. Participants in this study showed a high level of agreement that the use of time should be reconsidered at the same time as a clarified set of goals is established. Most did not favor longer days and years for students and teachers until that clarification takes place.

Other resources. Teachers and building administrators strongly support partnerships with universities, businesses, and the community, but tend to see those in traditional terms, such as grants and inservice programs, not as new opportunities to think about significant change in the process of schooling.

Appropriate curriculum. Participants disagreed with recommendations to eliminate physical education, arts, and foreign languages, but had strong differences about what to emphasize most in a secondary curriculum.

Expectations and requirements. Improving teachers' abilities to determine student performance was a high area of agreement. The use of a standard curriculum was supported, given flexibility to meet individual student needs. Broad responses about the role of colleges/universities and the central administration showed differing opinions on how to increase the expectations for all students.

Organization. The highest area of agreement in this study reflected teachers' attitudes of the essential role of the principal in the success of their school. Most respondents favor a structure that allows them the individual freedom to determine what best meets their students' needs.

Training/staff development. Many participants believe that increasing academic standards for new teachers is important to the profession and that alternative evaluation is imperative to rewarding the best teachers. Disagreement as to how that evaluation might be administered leads most participants to think that significant change in how we reward our best teachers will not happen quickly. Most participants do not feel that school people have been included in the debate that shapes educational research.

Conclusions: Staff Development

Standard practice is, in essence, malpractice. The need for diagnosis of individual situations and for judgments about appropriate strategies and tactics is what defines a profession (Darling-Hammond, 1984, p. 16).

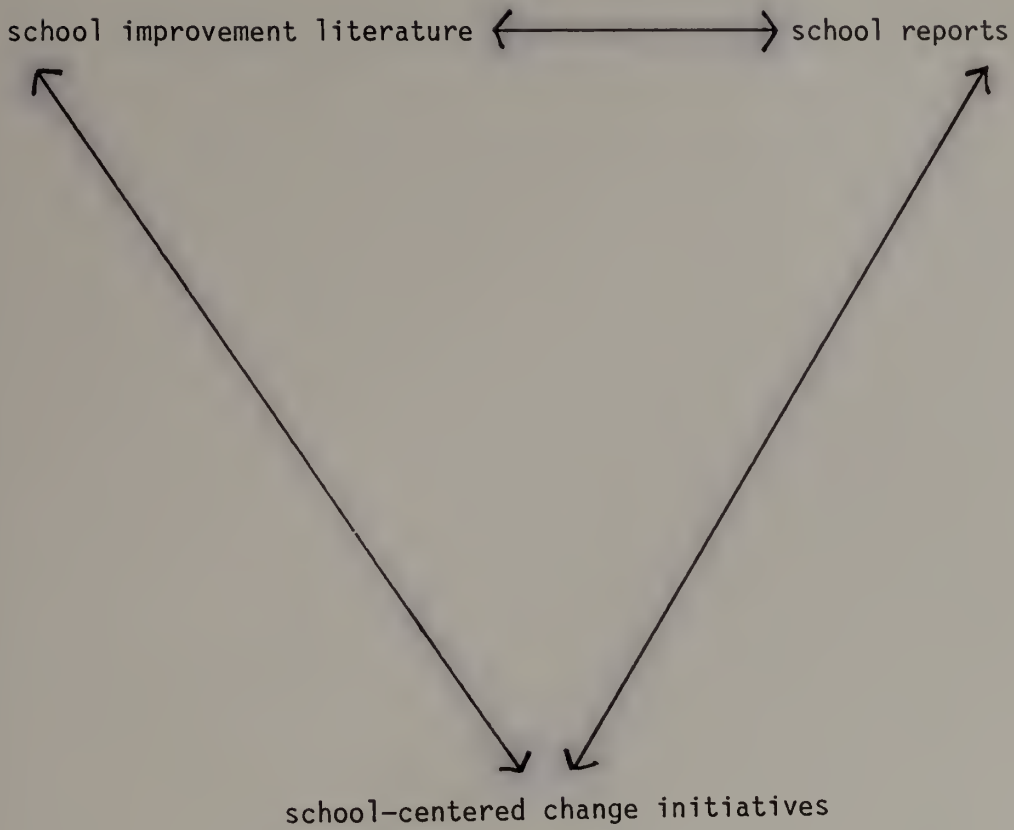
In many respects, this era of school reform is over. New legislative action and new policy will still be implemented and evaluated, but the opportunity to merge what we know about how schools work and the reports about schools will wait for another "crisis" unless linking occurs in school-centered activities such as staff development, connecting the bodies of research and commentary and enabling school people to be more active partners in the popular school dialogue. Many such projects have a long history at the University of Massachusetts and have little correlation with the national reports. The Boston Secondary Schools Project and the Roosevelt Staff Development Project are school/university collaborations that center around including staff in reflecting on and studying their schools as part of their academic programs. The Math English Science Technology Education Project employs more experienced teachers as Master Teachers and Mentors than teachers it is training in its program to train new teachers. The lack of institutionalization of these programs further suggests the failure to incorporate what we know

with what we do.

Short-term efforts are more closely linked to this change era. The Board of Regents of Higher Education in Massachusetts funded three one-year projects that foster school/university collaboration. The long-term impact of these efforts is directly tied to the public attention given them through funding by the legislatures. Figure 1 illustrates the divergent tendencies of the literature of school improvement and the national reports and suggests a linkage of the two.

Figure 1

Merging the Improvement Literature and the National Reports



Summary of staff development conclusions

The following summary of conclusions as they relate to staff development is based on pre-study observations and the analysis of the questionnaires and interviews:

- Academic "time-out" through coursework allowed participants opportunities to investigate their teaching and learning hunches with peers and to review the educational literature directly targeted at schools. This introspection challenged teachers and administrators to document those things that they do everyday in order to substantiate or refute the report recommendations.
- Teachers are provided with few opportunities to demonstrate their expertise in writing, in intra-school committees, or on policy-level decision-making boards. When asked to compare their perceptions of reports as they relate to their schools, many had difficulty seeing themselves as credible references next to the report authors. Informally, however, they often articulated their displeasure with the outside experts' lack of knowledge of what was "really going on" in schools and spoke openly

about criticisms of the reports.

- Few participants, when asked to elaborate their positions, went beyond the assignment of the class to add references or research citations to support their positions on a report recommendation question. Few participants recalled recommendations made in the literature they read for assignments beyond those which directly affected their discipline or their teaching style.
- Many teachers had difficulty relating to problems outside their own school, either mentioned in the reports or discussed with peers in the class setting. Teachers relating stories of textbook shortages at their middle school had difficulty convincing colleagues in a neighboring district that the problem was real and not exaggerated. Others did not feel comfortable responding to broad statements about schools from any outsider. "I will not wear a cloak of blame," said one experienced high school teacher.
- Most participants did not consider themselves "academic." In fact, they added daily to a repertoire of significant learning skills and resources worth sharing with others.

This created a barrier to overcome in attempting to share success and failure in informal discussions or formal class presentations.

- Many participants felt the primary problem areas addressed by the reports fell outside the teacher/building administrator role. Frequently mentioned as major contributors to the school staff's inability to better meet student needs were the students themselves, their parents, and the surrounding community. Less frequently mentioned was the school system's central office.

- Teachers and building administrators feel the reports are significant only to the point that they raise awareness and serve as a catalyst for change.

- The current school change era is now in its final stages, but the consequences of little substantive change are greater than in 1982. These factors support that statement:
 - The public is not likely to support alternative change proposals while the current debate is still given credibility.
 - Teachers are in demand in many states and in many

disciplines and the demand for teachers through the 1990's will exceed the supply, undoing many of the legislated changes that rely on a "qualified" population of new teachers (Boyer, 1985).

--In the next five years, one-half of our current teachers will be leaving the profession (Boyer, 1985).

--The critical issues of career ladders, differentiated staffing, merit pay, and alternative evaluation as implemented have met strong resistance and programs attempting alternatives have so far failed to become widely-replicated national models.

Figure 2 below suggests the time frame of the current crisis period and the leading edge of the next.

The Next Crisis Era

We have already created the environment for the next school crisis era. Although recommendations are still being implemented and sufficient time is needed to evaluate their outcomes, substantial change in the way we think about, and act on, including school people in the process of change is not part of this period.

Teachers must be included in the conceptualization, design, implementation, and evaluation of educational alternatives. Projects that are currently doing so and have done so tend to employ those teachers who are already successful in thinking about and acting out change. All school people, not just those who are judged "excellent," need to be included in an ongoing reassessment of the mission of their schools and in the documentation of what they do that works and does not. The professionalization of teaching can be facilitated by blending what we know about schools that work with the forum of educational literature.

The next crisis era will likely emerge sooner than the last. Societal factors will precipitate emergency remedies just to get teachers in the classroom. Many communities face this reality today. The reports and the reaction that has followed have done little to ease the impending shortage of teachers or to

better the conditions in which new teachers and their experienced colleagues will work.

Staff development programs that go beyond the traditional one-day series of workshops and invest themselves in a more thorough examination of the practices and culture of a school give teachers the opportunity to examine their successes and failures and to investigate what others in their school and around the country are doing on the same topic.

Any attempt to advance an important change in the school culture requires changing existing regularities to produce new intended outcomes. In practice, the regularities tend not to be changes and the intended outcomes, therefore, cannot occur; that is, the more things change the more they stay the same (Sarason, 1982, p. 116).

Teachers do not feel that they are "academic." This irony reinforces the outside tendency to take the study of change away from teachers, as opposed to centering it with them. "One of the consequences is that teachers are psychologically alone even though they are in a densely populated setting" (Sarason, 1982, p. 134). The study of day-to-day practice must be an active part of the job of teachers and their building administrators, not exclusively as traditional devices to mobilize themselves out of the classroom, but as the most important resource for school-centered proposals that use the resources of the university, the community, and the private sector. Anticipating the next crisis

era will involve making the following available for all teachers and school administrators:

--"time-out" in the school day for dialogue around the study of current practice.

--expanded use of the summer for paid experiences in developing curricula, working in subject-area-related jobs in private industry, consulting for other educational organizations, and pursuing graduate study.

--long-term school-based improvement partnerships that involve the community, universities, and the private sector.

--publishing opportunities for all school people to share teaching and learning models with colleagues.

--regular publication of teacher-centered reports on the current strengths and areas for improvement in individual schools and districts and within discipline areas.

--use of clinical professors to bring day-to-day perspectives to the academic resources of colleges and universities.

--new roles and responsibilities for teachers' unions and professional organizations.

The professionalization of teaching involves a two-way emphasis: change discussions must include teachers more and

teachers must include themselves more in that discussion. The political reality of schools means the entire community must also be part of thinking about what schools are and might be. Results of this study indicate that secondary school teachers and administrators feel left out of this current debate and do not see significant change as a result of it. When we develop models for change that merge the knowledge we have begun to accumulate about schools and the criteria for successful staff development that involves school people in the process, then the next change era may have more of a chance to affect teaching and learning. A Nation At Risk reported a "rising tide of mediocrity" (National Commission on Excellence, 1982, p. 5). Critics typically responded that the report authors tend to be "blamers" rather than "enablers" (Scribner and Maloy, 1985).

Most of the teachers and administrators interviewed in this study felt positive about the increased discussion level facilitated by the national reports. But very few saw a translation of that discussion into significant change at the classroom level. Teachers have not been given the opportunity to put their recommendations alongside the others, as the experts who are of and in the field.

For the next reform era to result in real change in the structure and substance of teaching and learning, we must open a concrete dialogue on what we would like from our schools,

research what has happened when that has gone on, and then propose alternatives for allowing schools to help all students.

We can start by asking school people.

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APPENDIX A
QUESTIONNAIRE

WRITTEN CONSENT FORM--QUESTIONNAIRE

How Secondary School Teachers and Administrators
View School Improvement Research and Recommendations:
Implications for Staff Development

research conducted by John C. Fischetti

As a doctoral student of the School of Education at the University of Massachusetts at Amherst, my individual research is focused on staff development for experienced secondary school teachers and administrators. My work during the last three years, most recently as On-Site Director of the Boston Secondary Schools Project (BSSP), has given me the unique opportunity to work closely with the 140 participants in the program—gaining insight into the diverse issues and needs secondary school staff members describe for their schools and themselves. The experience has also given me expertise in the role universities and colleges can play in facilitating staff development.

One major component of the research for my study is a questionnaire distributed to all BSSP participants. I ask for your voluntary written consent below to participate in the questionnaire.

The questionnaire will center around your perceptions of the recommendations made in recent school related reports and research. Questions will include specific information about the kinds of improvement efforts you have observed or been part of. The intent of the instrument will be not only to document your perceptions of the recommendations made but of the appropriate role practitioners should play in debating and implementing change. Results of my research will be available for review by February, 1986, in the BSSP Boston office, Room 1104, 250 Stuart St., Boston, MA 02116.

Any questions you have concerning the research can be addressed to me at any time at: 41 Mill Hollow Apts., Amherst, MA 01002, (413) 549-5904.

The questionnaire will take approximately 20 minutes to complete. Each questionnaire and subsequent documentation will be coded in order to maintain full anonymity. In all the documentation that may result from your questionnaire I will not use your name, the name of your school, or the specific names of others you identify within the survey. I will use the results of

the questionnaire in my dissertation, subsequent journal articles, presentations, and related academic work.

Within thirty days of completing the questionnaire, you may freely elect to withdraw from participating and request that the questionnaire not be used in my research. Please notify me in writing.

In addition, you may withdraw your consent to have specific excerpts from your questionnaire used in any documentation by notifying me in writing within thirty days of completing the survey.

In signing this form, you agree to the use of the materials from your questionnaire as indicated above. If I desire to use the materials from the questionnaire in any way not consistent with what is stated above, I will contact you to obtain your additional written consent.

In signing this form, you are also assuring me that you will make no financial claims on me for the use of the material in your questionnaire.

Finally, in signing this form, you are stating that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in completing the questionnaire.

I, _____ have read the above statement and agree to participate in completing the attached questionnaire under the conditions stated above.

(signature of participant)

(date)

(signature of researcher)

School Report Recommendations
Questionnaire

your age: under 30 _____ male _____ female _____
 30-39 _____
 40-49 _____
 50-59 _____
 over 59 _____

Are you a:

classroom teacher? _____
 middle school _____ high school _____
 reg ed _____ bilingual _____ SPED _____ other _____

building administrator? _____
 middle school _____ high school _____
 title _____

central office coordinator? _____
 central office-based _____ school/district-based _____
 title _____

How many years have you been in your current position? _____
 How many years have you been employed in secondary education? _____
 How many years of classroom teaching experience do you have? _____
 What are your areas of specialization in teaching?

1. Do you feel that secondary school teachers and building administrators have been appropriately included in the current reports and debate about public schools?

yes _____ no _____

Why?

2. Have you read any of the school related reports published in the last three years?

yes _____ no _____

If so, please check which ones?

	<u>read</u>	<u>read abstracts of</u>
Adler, <u>Paideia Proposal</u>	_____	_____
Boyer, <u>High School</u>	_____	_____
Business-Higher Ed Forum, <u>America's Competitive Challenge</u>	_____	_____
	<u>read</u>	<u>read abstracts of</u>
College Board, <u>Academic Preparation for College</u>	_____	_____
Ed Commission of the States, <u>Action for Excellence</u>	_____	_____
Goodlad, <u>A Place Called School</u>	_____	_____
Lightfoot, <u>The Good High School</u>	_____	_____
Maeroff, <u>Don't Blame the Kids</u>	_____	_____
National Comm on Excellence in Education, <u>A Nation at Risk</u>	_____	_____
National Science Board Commission, <u>Educating Americans for the 21st Century</u>	_____	_____
Sizer, <u>Horace's Compromise</u>	_____	_____
Twentieth Century Fund, <u>Making the Grade</u>	_____	_____

other:

3. Please list specific recommendations made in these or other school reports that you are familiar with and rate your opinion of the recommendation. 0-5 (0 is strongly disagree-5 is strongly agree).

<u>REPORT</u>	<u>RECOMMENDATION</u>	<u>YOUR OPINION</u>					
a)		0	1	2	3	4	5
		strongly disagree			strongly agree		
b)		0	1	2	3	4	5
		strongly disagree			strongly agree		
c)		0	1	2	3	4	5
		strongly disagree			strongly agree		
d)		0	1	2	3	4	5
		strongly disagree			strongly agree		

4. Please rate 0-5 (0 is not very important, 5 is very important) the following school improvement areas needing attention in your school.

a) teacher renewal	0	1	2	3	4	5
b) school organization	0	1	2	3	4	5
c) student discipline	0	1	2	3	4	5
d) administrator training	0	1	2	3	4	5
e) parent involvement	0	1	2	3	4	5
f) business/community partnerships	0	1	2	3	4	5
g) curriculum change	0	1	2	3	4	5
h) physical plant	0	1	2	3	4	5

- i) school resources 0 1 2 3 4 5
- j) other 0 1 2 3 4 5
-

Please respond to the following quotations from school reports, giving your response within a range of 0-5 (0 is strongly disagree, 1 is disagree, 2 is slightly disagree, 3 is slightly agree, 4 is agree, and 5 is strongly agree). Please add comments where you wish to clarify or elaborate your position.

5. "The school day, week, and year for students must be substantially lengthened."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

6. "In most high schools, a shorter, simpler, better-defined list of goals is necessary."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

7. "The most important objective of elementary and secondary education in the United States is the development of literacy in the English language."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

8. "The number of required courses in the core curriculum should be expanded from 1/2 to 2/3 of the total units required for high school graduation."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

9. "The classroom use of primary source materials should be expanded."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

10. "The frenetic quality of many high schools needs to be eased, the pace slowed and larger blocks of time made available for the kind of dialectical teaching that is necessary."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

11. "A seven hour day and a 200-220 day year should be considered for students and teachers."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

12. "School boards should adopt 11 month contracts for teachers."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

13. "The last two years of high school should be considered a 'transition school' a program which about half the time is devoted to 'elective clusters.'"

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

14. "Age-grading must cease."

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

15. "Students in high school should be assigned far more homework than now is the case."

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

16. "Students entering high school unable to read, write, and cipher adequately will have to concentrate exclusively on these subjects."

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

17. "The most expert teacher is foremost a 'coach.'"

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

18. "Foreign languages should be eliminated from the curriculum."

0 1 2 3 4 5 comments:
 strongly strongly
 disagree agree

19. "Any effective school improvement effort requires the active support of the principal/headmaster."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

20. "The comprehensive high school should be dismantled."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

21. "The individual school is the optimal unit for change."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

22. "Teachers and building administrators have been appropriately included in the recent school reform reports and recommendations."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

23. "Vocational education should be eliminated from the curriculum."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

24. "All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

25. "The school program should offer a single-track for all students."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

26. "Additional time for teachers should be added to the day to develop alternative curricula."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

27. "Considerably more time should be devoted to math and science in secondary schools?"

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

28. "Differentiated staffing of classroom teachers is necessary."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

29. "Physical education should be eliminated from the curriculum."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

30. "The salary of teachers should be increased by 25% beyond the rate of inflation over the next three years."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

31. "Guidance counselor positions should be eliminated and become a direct part of the teacher's job."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

32. "All high schools should require two years of foreign language study for all students."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

33. "Teachers should be exempt from routine monitoring of halls, lunchrooms, and recreation areas."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

34. "All high school students should complete a service requirement that would involve them in the community or at school."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

35. "The evaluation of teacher performance should be largely controlled by other teachers who themselves have been judged to be outstanding in the classroom."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

36. "Colleges should raise their requirements for admission."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

37. "Salary, promotion, tenure, and retention of teachers and administrators should be tied to an effective evaluation system."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

38. "State and local high school graduation requirements should be strengthened."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

39. "Electives should be eliminated from the secondary curriculum."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

40. "The last two years of high school, in their current form, should be eliminated."

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

APPENDIX B
INTERVIEW

WRITTEN CONSENT FORM--INTERVIEW

How Secondary School Teachers and Administrators
View School Improvement Research and Recommendations:
Implications for Staff Development

research conducted by John C. Fischetti

As a doctoral student of the School of Education at the University of Massachusetts at Amherst, my individual research is focused on staff development for experienced secondary school teachers and administrators. My work during the last three years, most recently as On-Site Director of the Boston Secondary Schools Project (BSSP), has given me the unique opportunity to work closely with the 140 participants in the program--gaining insight into the diverse issues and needs secondary school staff members describe for their schools and themselves. The experience has also given me expertise in the role universities and colleges can play in facilitating staff development.

One major component of the research for my study is in-depth interviews with 20 BSSP participants. I ask for your voluntary written consent below to participate in one 60 minute interview.

The interview will center around your perceptions of the recommendations made in recent school related reports and research. Questions will include specific information about the kinds of improvement efforts you have observed or been part of. The intent of the interview will be not only to document your perceptions of the recommendations made but of the appropriate role practitioners should play in debating and implementing change. Results of my research will be available for review by February, 1986, in the BSSP Boston office, Room 1104, 250 Stuart St., Boston, MA 02116.

Any questions you have concerning the research can be addressed to me at any time at: 41 Mill Hollow Apts., Amherst, MA 01002, (413) 549-5904.

The 60 minute interview will be taped and transcribed by me. Each interview and subsequent documentation will be coded in order to maintain full anonymity. In all the documentation that may result from your interview I will not use your name, the name

of your school, or the specific names of others you identify during the course of the interview. I will use the results of the interviews in my dissertation, subsequent journal articles, presentations, and related academic work.

At any time during the interview you may freely elect to withdraw from participating and request that the interview not be used in my research.

In addition, you may withdraw your consent to have specific excerpts from your interview used in any documentation by notifying me in writing within thirty days of the interview.

In signing this form, you agree to the use of the materials from your interview as indicated above. If I desire to use the materials from the interview in any way not consistent with what is stated above, I will contact you to obtain your additional written consent.

In signing this form, you are also assuring me that you will make no financial claims on me for the use of the material in your interview.

Finally, in signing this form, you are stating that no medical treatment will be required by you from the University of Massachusetts should any physical injury result from participating in or traveling to or from the interview.

I, _____ have read the above statement and agree to participate as an interviewee under the conditions stated above.

(signature of participant)

(date)

(signature of interviewer)

interview code _____
 date _____
 special note _____
 tape # _____

INTERVIEW GUIDE

Explanation of Interview Process

Consent Form Reviewed and Signed

Interview Begins:

Impressions of school reports and implications for staff development...

In the last three years there have been at least 12 major reports on public schools/schooling and thousands of pages written about what is going on in schools. (give interviewee list of school reports)

What do you think has been the impact of these reports?
 (overall)

(at your school)

Why?

...(If negative) What do you think are the major positive contributions the school report recommendations have made?

What recommendations do you feel are important for consideration or implementation?

I would like to follow-up on the questionnaire you completed for me...

Do you think that the recommendations made in the school reports have made a specific impact on your teaching/administering?...

How?...

Have you thought about your work differently as a result of the school reports? How? Which reports, subsequent workshops, etc...have facilitated your thinking?

I would like to go through the following school related areas and ask you to tell me how significant you feel the reports have been? (very significant, significant, not significant, not at all significant, do not know/not sufficiently aware of that area)

- school organization and management
- curriculum
- students and learning
- role of parents
- quality and equality
- teachers and teaching
- postsecondary education
- leadership
local, state, federal, business and industry, university

In your school specifically, are there activities that have been (recently) or are going to be implemented in the areas above? (probe--for example: curriculum change, attendance, school-based management...)

When improvement projects in your school have been successful, what are the major reasons for that success?

When they have been unsuccessful, what are the major reasons for the lack of success?

What roles have teachers played in these efforts/or lack of efforts?

What role has the University or business played in those efforts?

Do you think that the opportunities for teaching and learning have improved in your school in the last three years? Why?

(follow-up) Do you see any correlation between the school related reports and the attention they have drawn to public schools?

I'd like to ask you some questions about your school life and change in general...

Some teachers say that they prize their "autonomy." Is this something that is important to you? In what ways?

Some of the reports say that all members of a teaching staff should be equals. Others say there should be ranks (beginning--master). How do you feel about this?

Do you think that individual or TEAM approaches to change are more effective (in your school)?

Some school reports have recommended longer school days or years for students and teachers? What do you think about this?

Others talk about longer instructional days (increasing the quantity of teaching versus discipline in each class and eliminating outside of the classroom activities for students and teachers). What do you think?

What experiences do you think have been most influential in teaching you how to teach or administer?

What do you see as the role of teachers in improving schools? ...building administrators?... What do you see as the role of the central office?

When you have been a part of staff development initiatives, what have your impressions been of those efforts..how have they helped you?

What would you suggest to someone organizing a staff development program for teachers and administrators in your school?...in your district?

APPENDIX C
RESULTS OF QUESTIONNAIRE

Background of Participants

your age: under 30 0 male 62 female 40
 30-39 31
 40-49 44
 50-59 18
 over 59 9

Are you a:

classroom teacher?
 middle school 27 high school 60

building administrator?
 middle school 0 high school 11

central office coordinator?
 central office-based 1 school/district-based 2

How many years have you been in your current position? 9
 How many years have you been employed in secondary education? 14
 How many years of classroom teaching experience do you have? 13

General Impressions of Reports

1. Do you feel that secondary school teachers and building administrators have been appropriately included in the current reports and debate about public schools?
 yes 4 no 98

2. Have you read any of the school related reports published in the last three years?
 yes 95 no 7

The most frequently mentioned reports were:

- * A Nation At Risk
- * A Place Called School
- * High School
- * Don't Blame the Kids--a BSSP requirement in 1983.

* Horace's Compromise

3. Please list specific recommendations made in these or other school reports that you are familiar with and rate your opinion of the recommendation. 0-5 (0 is strongly disagree-5 is strongly agree).

More than 50% of the respondents who answered this question were unable to recall specific recommendations from the reports. The most frequently cited reports were, A Nation At Risk, Horace' Compromise, and A Place Called School.

4. Please rate 0-5 (0 is not very important, 5 is very important) the following school improvement areas needing attention in your school.

Below each area are the percentages of responses.

a) teacher renewal	0	1	2	3	4	5
	% 0	2	0	26	25	45
b) school organization	0	1	2	3	4	5
	% 2	4	9	30	23	32
c) student discipline	0	1	2	3	4	5
	% 0	6	8	30	18	38
d) administrator training	0	1	2	3	4	5
	% 4	4	6	27	20	39
e) parent involvement	0	1	2	3	4	5
	% 0	4	2	14	20	60
f) business/community partnerships	0	1	2	3	4	5
	% 1	4	9	28	19	39
g) curriculum change	0	1	2	3	4	5
	% 2	4	9	29	33	33
h) physical plant	0	1	2	3	4	5
	% 7	6	4	33	19	31
i) school resources	0	1	2	3	4	5
	% 2	0	10	25	30	33

j) Other areas mentioned by participants included teacher morale, empowering teachers, young teachers, school-based management, communication, promotion policy, district office mandates, and air/ventilation problems.

Specific Response to Recommendations

Please respond to the following quotations from school reports, giving your response within a range of 0-5 (0 is strongly disagree, 1 is disagree, 2 is slightly disagree, 3 is slightly agree, 4 is agree, and 5 is strongly agree). Please add comments where you wish to clarify or elaborate your position.

Below each question are the percentages of respondents who answered in that category.

5. "The school day, week, and year for students must be substantially lengthened."

% 35 24 9 16 9 7

0 1 2 3 4 5

comments:

strongly disagree strongly agree

6. "In most high schools, a shorter, simpler, better-defined list of goals is necessary."

% 2 2 6 20 34 36

0 1 2 3 4 5

comments:

strongly disagree strongly agree

7. "The most important objective of elementary and secondary education in the United States is the development of literacy in the English language."

% 4 7 5 25 20 38

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

8. "The number of required courses in the core curriculum should be expanded from 1/2 to 2/3 of the total units required for high school graduation."

% 3 6 6 20 40 25

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

9. "The classroom use of primary source materials should be expanded."

% 0 0 4 27 47 22

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

10. "The frenetic quality of many high schools needs to be eased, the pace slowed and larger blocks of time made available for the kind of dialectical teaching that is necessary."

% 4 2 17 20 35 22

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

11. "A seven hour day and a 200-220 day year should be considered for students and teachers."

% 34 23 7 20 12 4

0 1 2 3 4 5 comments:

strongly
disagree strongly
agree

12. "School boards should adopt 11 month contracts for teachers."

% 30 18 4 17 11 20

0 1 2 3 4 5 comments:

strongly
disagree strongly
agree

13. "The last two years of high school should be considered a 'transition school' a program which about half the time is devoted to 'elective clusters.'"

% 10 5 18 35 22 10

0 1 2 3 4 5 comments:

strongly
disagree strongly
agree

14. "Age-grading must cease."

% 4 4 8 26 30 28

0 1 2 3 4 5 comments:

strongly
disagree strongly
agree

15. "Students in high school should be assigned far more homework than now is the case."

% 2 2 5 29 27 35

0	1	2	3	4	5	comments:
strongly		strongly				
disagree		agree				

16. "Students entering high school unable to read, write, and cipher adequately will have to concentrate exclusively on these subjects."

% 2 4 13 17 15 49

0	1	2	3	4	5	comments:
strongly		strongly				
disagree		agree				

17. "The most expert teacher is foremost a 'coach.'"

% 6 4 6 23 28 33

0	1	2	3	4	5	comments:
strongly		strongly				
disagree		agree				

18. "Foreign languages should be eliminated from the curriculum."

% 35 13 40 7 3 2

0	1	2	3	4	5	comments:
strongly		strongly				
disagree		agree				

19. "Any effective school improvement effort requires the active support of the principal/headmaster."

% 0 0 0 4 13 83

0 1 2 3 4 5 comments:
strongly strongly
disagree agree

20. "The comprehensive high school should be dismantled."

% 17 19 25 30 6 3

0 1 2 3 4 5 comments:
strongly strongly
disagree agree

21. "The individual school is the optimal unit for change."

% 2 6 9 29 25 29

0 1 2 3 4 5 comments:
strongly strongly
disagree agree

22. "Teachers and building administrators have been appropriately included in the recent school reform reports and recommendations."

% 15 23 38 23 1 0

0 1 2 3 4 5 comments:
strongly strongly
disagree agree

23. "Vocational education should be eliminated from the curriculum."

% 37 29 19 6 6 3

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

24. "All personnel in schools, to stay current and effective, need and should be involved in inservice throughout their careers."

% 0 0 2 8 27 63

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

25. "The school program should offer a single-track for all students."

% 27 33 12 18 4 6

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

26. "Additional time for teachers should be added to the day to develop alternative curricula."

% 7 13 9 19 21 29

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

27. "Considerably more time should be devoted to math and science in secondary schools?"

% 3 3 5 38 30 21

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

28. "Differentiated staffing of classroom teachers is necessary."

% 0 0 18 36 33 13

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

29. "Physical education should be eliminated from the curriculum."

% 49 21 16 8 4 2

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

30. "The salary of teachers should be increased by 25% beyond the rate of inflation over the next three years."

% 4 2 6 18 18 52

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

31. "Guidance counselor positions should be eliminated and become a direct part of the teacher's job."

% 21 31 2 17 17 12

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

32. "All high schools should require two years of foreign language study for all students."

% 4 17 6 23 27 23

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

33. "Teachers should be exempt from routine monitoring of halls, lunchrooms, and recreation areas."

% 6 15 9 15 19 36

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

34. "All high school students should complete a service requirement that would involve them in the community or at school."

% 2 2 4 22 36 34

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

35. "The evaluation of teacher performance should be largely controlled by other teachers who themselves have been judged to be outstanding in the classroom."

% 6 11 15 21 25 22

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

36. "Colleges should raise their requirements for admission."

% 12 17 9 32 11 19

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

37. "Salary, promotion, tenure, and retention of teachers and administrators should be tied to an effective evaluation system."

% 6 3 6 21 32 32

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

38. "State and local high school graduation requirements should be strengthened."

% 0 0 4 18 36 42

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

39. "Electives should be eliminated from the secondary curriculum."

% 36 13 28 11 8 4

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

40. "The last two years of high school, in their current form, should be eliminated."

% 18 14 25 35 0 8

0 1 2 3 4 5 comments:

strongly strongly
disagree agree

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