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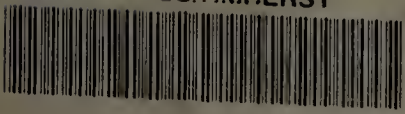*University of Massachusetts Amherst*

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May, 1990

School of Education

THE RELATIONSHIP BETWEEN A STAFF DEVELOPMENT PROGRAM
FOR MATURE INSERVICE TEACHERS
AND TEACHER EMPOWERMENT EFFORTS

A Dissertation Presented

by

VIRGINIA A. KING

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

DOCTOR OF EDUCATION

May, 1990

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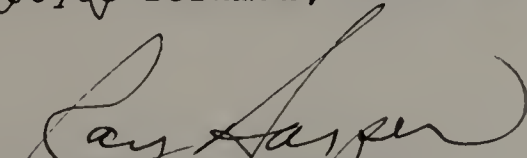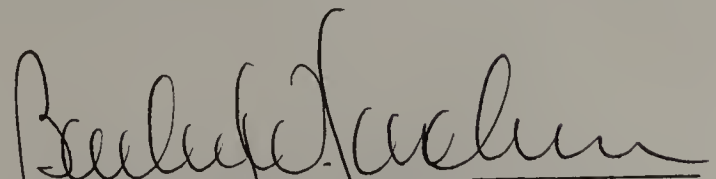Approved as to style and content by:

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Finally, I would like to acknowledge the important roles played by my daughter and son-in-law, Rita and Rick; my son, Douglas; my sisters, and my parents. Their constant encouragement and faith in my determination to finish the program kept me from giving up on many occasions.

ABSTRACT

THE RELATIONSHIP BETWEEN A STAFF DEVELOPMENT PROGRAM

FOR MATURE INSERVICE TEACHERS

AND TEACHER EMPOWERMENT EFFORTS

MAY, 1990

VIRGINIA A. KING, B.A., CATHOLIC UNIVERSITY OF AMERICA

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This study focused on a historic, descriptive analysis of the process by which properly designed and implemented staff development programs can lead teachers to seek empowerment in school settings, and also subsequently provide a supportive environment for continuing empowerment efforts. Teacher empowerment embodies the belief that teachers are professionals in the full sense of the word, and that as professionals, they deserve to share responsibly in decisions which affect their daily work lives and their careers as educators.

The literature suggests that although most teacher
inservice programs are designed specifically to develop
new teaching skills or curricula, other positive
outcomes involving changes in teachers' attitudes,
beliefs, and in the school climate may also grow from
participation in such programs. It also suggests that
such changes in teachers' attitudes, beliefs,
self-esteem, perceptions, and work environments are
crucial ingredients of successful teacher empowerment
efforts.

Twelve participants in the Westport, MA inservice
offerings during the years from 1982-1989 were studied
using Qualitative Research Methodology, including
in-depth, semi-structured interviews, an open-ended
questionnaire, field observations, and analysis of
related documents. The major purpose of the study was
to identify positive outcomes of the evolving
professional development program and its role in
creating the environmental conditions conducive to
participation in the Carnegie School Program for
teacher empowerment.

Data gathered in this study indicated that positive attitudinal changes occurred with many participants in the areas of self-image and motivation. Teachers reported that sharing decisions about the content and delivery of inservice training led them toward increased participation in other teacher empowerment initiatives. The results of the study demonstrate a congruence between carefully designed staff development programs and subsequent teacher empowerment efforts. The underlying evidence that a school which uses staff development programming to foster an environment conducive to teacher empowerment has strong potential for success in educational reform and restructuring efforts was confirmed.

[Key Words: staff development, secondary education, teacher education, teacher empowerment, inservice education.]

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CHAPTER I

INTRODUCTION

Statement of the Problem

The second wave of educational reform initiatives
in Massachusetts has focused the attention of
political, business, and educational leaders on issues
surrounding the condition of teaching as a profession,
as well as on the general goal of school improvement.
In the news media, in professional publications, and at
professional conferences, statements like the following
ones made by participants at the "New Structures/New
Roles" conference presented by the Massachusetts
Department of Education have become commonplace:

> We need to empower those who work in the
> vineyards. (Chancellor Franklin Jennifer,
> 9/27/88)

> Creating a stimulating environment for
> professionals in schools is the only way to create
> a stimulating environment for students. (Rep.
> Nicholas Paleologos, 9/27/88)

Making life in school better for practitioners will have positive fallout for students. (William Dandridge, Director of Massachusetts Field Center for Teaching and learning, 9/27/88)

All of these comments reflect some awareness of the sense of powerlessness engendered by the present system in many teachers as they try to function more creatively and effectively in traditional school settings.

> Traditionally, power in public education flows down from school board to superintendent to principal. The teacher's only power is at the bargaining table and in the classroom--but only over the children and under rules imposed from above. (Hechinger, 1986).

This fairly recent recognition of the need for real change in the power structure of public schools has prompted more investigation into the climate and culture of schools as workplaces with special attention being given to the development of systems for retraining and rejuvenating teachers. These are badly needed since the majority of teachers currently employed in Massachusetts have many years of experience

and have not been given frequent opportunities for participation in professional development programs or in the decision-making process. Many of these teachers are also quite resistant to change initiatives, so school site based staff development programs may be the most effective vehicle for modifying their professional attitudes, beliefs, and values so that they can more readily accept the new roles and responsibilities inherent in the concept of teacher empowerment. In addition to being seen as a positive catalyst for teacher empowerment initiatives, school based staff development programs may also serve as a strategy to help newly established teacher empowerment efforts keep moving ahead at full speed.

Although there are many differing views on what is actually involved in the process of empowering teachers, the focus of teacher empowerment efforts seems to be the sharing of power to make decisions within the school organization. Teacher involvement in decision making, along with an increase in their professional status and knowledge base, will allow teachers to be seen in a new way. According to Maeroff

(1988, p.473), "That change in perception can be the beginning of empowerment. And the empowerment of teachers is necessary if schools are to improve."

For the purposes of this study, teacher empowerment is defined as a belief that teachers are professionals in every sense implied in that term, and that, as professionals, they deserve to share responsibly in decisions which affect their daily work lives and their careers as educators.

In Massachusetts, under the legislative mandate of Chapter 727, the State Department of Education has initiated the Carnegie School Program to "encourage public schools to plan and develop innovative organizational and management systems at the school building level in order to improve students' learning and empower public school professionals" (Massachusetts Department of Education, 1988. p.1). Under this program, the empowerment of teachers is expected to take the following forms:

--Providing teachers with a significant role in school decision-making

--Providing teachers with control over their work

environment and work conditions

--Providing teachers with opportunities to

contribute to the school in a range of

professional roles: teacher, mentor, learner.

--Providing teachers with the flexibility to take

advantage of community resources for the

classroom.

Although the recent literature on educational
reform has been replete with similar strong
recommendations for restructuring schools and
empowering teachers, the social and cultural setting
for teaching today still contains numerous negative
aspects which are depressingly familiar to experienced
school personnel. Many articles refer to such common
problems as lack of teacher autonomy, isolation in the
classroom, stress, and burnout. They also suggest that
the retention of these experienced teachers will become
increasingly difficult, possibly precipitating a
serious teacher shortage if these conditions are not
improved.

... If public education does not compete with the
private sector on the life style dimension, it is
doubtful that the schools will be able to attract

enough talented people to maintain the quality of
schools, let alone increase that quality. One of
the keys to the quality of life in the work place
is the ability to feel that one is in control of
one's own destiny and that one is making a special
contribution--in a word "empowerment".
(Schlechty, 1988, p. 8-9)

Many of these problems could be addressed, at

least initially, by well-designed and implemented

professional development programs for experienced

educational personnel. But, up to the present, teacher

staff development programs have had very mixed reviews:

The tale of staff development is not a happy one.
More that two years ago, Thomas Gusky of the
University of Kentucky reported that virtually
every major work on the subject in the last 30
years emphasized its shortcomings and
ineffectiveness. At the same time, every current
proposal for improving teaching calls for
high-quality staff development. (Bracey, 1988,
p.71)

In Maeroff's "Blueprint for Empowering Teachers,"

he stresses that:

A vehicle for pursuing empowerment is already in
place. It is an old and familiar part of every
teacher's life: inservice education. But a
thorough overhaul is needed if inservice education
is to fulfill its potential for prying open the
door to empowerment. At its best, operating in a
manner that has been all too infrequent in the
past, inservice education can break down isolation
and build networks, bolster confidence, increase

knowledge of subject matter and of pedagogy,
provide the kind of learning that fires
enthusiasm, and involve teachers in the kinds of
projects that provide access to decision making.
(Maeroff, 1988, p.474).

There are, however, many differing points of view

on both the definition and characteristics of effective

staff development or inservice programs. How a school

organization deals with issues surrounding governance,

program content and delivery, program characteristics,

and participant characteristics can have profound

effects on the outcomes of such programs.

If inservice programs are to have positive

outcomes leading to empowerment of teachers, it is also

important to consider teachers' characteristics as

adult learners with individual personalities, growth

stages, and motivation factors. One goal of this

inquiry is to examine the literature about effective

staff development programs with an eye to the

possibility that such programs may produce more than

planned changes in curriculum or teaching methodology.

It is possible that outcomes could also include

attitudinal changes such as improved morale, heightened

self-esteem, and renewed professional motivation for

those who participate. Changes in teachers' attitudes, beliefs, and working relationships, which may be unplanned and unexpected outcomes of properly designed and implemented staff development programs may have very strong implications for the success of teacher empowerment efforts and the enhancement of teaching as a profession.

The literature suggests that although most teacher inservice programs are designed specifically to develop new teaching skills or curricula, other positive outcomes involving changes in teacher attitudes, beliefs, and the school environment also may grow from participation. The literature further suggests that such changes in teachers' attitudes, beliefs, and work environments are crucial ingredients of successful teacher empowerment efforts. This study will examine the elements and outcomes of effective staff development programs from a human resource perspective to ascertain whether staff development programs can be an appropriate strategy for moving schools from a traditional mode to one that encourages teacher empowerment.

Methodology

Participants in the Westport, MA inservice offerings during the years from 1982-1989 were studied using Qualitative Research Methodology. this type of research technique was chosen because:

> Qualitative data are ... a source of well-grounded, rich descriptions and explanations of processes occurring in local contexts. With qualitative data one can preserve chronological flow, assess local causality, and derive fruitful explanations. Then, too, qualitative data are more likely to lead to serendipitous findings and to new theoretical integrations; they help researchers go beyond initial preconceptions and frameworks. ... Words, especially when they are organized into incidents or stories, have a concrete, vivid, meaningful flavor that often proves far more convincing to a reader--another researcher, a policy-maker, a practitioner--than pages of numbers. (Miles and Huberman, 1984, p.15).

The qualitative research included twelve indepth, semi-structured interviews. The sample group of subjects who participated in the indepth interview process was selected in the following manner. The first criterion for selection as a subject was the completion of one or more of the voluntary college credit courses, Commonwealth Inservice Institute

workshops, or Carnegie-sponsored workshops offered through the program. In order to have the composition of the small group of teachers to be interviewed individually reflect the demographic makeup of the entire pool of participants, selected interviewees included both male and female teachers from a variety of grade levels and subject matter areas.

The researcher utilized an interview guide with an open-ended approach. Data from the interviews was organized into category systems reflecting various possible outcomes of the inservice experiences and their relationship to the newly established Carnegie School Program designed to empower teachers and restructure the school environment.

An open-ended questionnaire was also administered to all teachers in the school system; relevant documents were examined; and field observations were made. In order to provide further validation for the researcher's treatment and analysis of the data, the material was critiqued separately by two other experienced professionals also familiar with the

program and employed in the school system during the
period under study.

Rationale

People have long suspected that staff development
programs for teachers can do more than just present
subject matter and instructional methodology to
experienced teachers. These programs may also help to
change teacher attitudes and beliefs enough to create a
climate more conducive to restructuring and reform in
the schools. As Maeroff, one of the foremost current
researchers on the phenomenon of teacher empowerment,
stated in regard to staff development programs:

> A vehicle for pursuing empowerment is already in
> place. It is an old and familiar part of every
> teacher's life: inservice education. But a
> thorough overhaul is needed if inservice education
> is to fulfill its potential for prying open the
> door to empowerment. (Maeroff, 1988, p.474).

If, as Maeroff says, staff development programs
need a major overhaul so that they can help lead
teachers toward empowerment, then current staff
development program models should be examined from a
human resource development perspective to seek answers
to the following research questions:

--How should teacher inservice programs be

organized to produce positive outcomes for

teacher empowerment?

--What does research say about governance,

content, delivery, program characteristics,

participant characteristics, and possible

outcomes of staff development efforts?

--What outcomes of staff development programs are

regarded as significant and described in a

positive manner by participants?

--What are the implications of these outcomes for

future teacher empowerment initiatives?

--Is there a congruence between staff development

programs and teacher empowerment efforts?

Significance of the Study

This study should provide a significant amount of
information which can be utilized by school systems in
redesigning staff development efforts to meet the
demands of the next wave of school reform initiatives.
Properly designed and implemented staff development

programs may be the most effective vehicle for getting efforts at teacher empowerment moving and for developing teacher interest in empowerment. This study also suggests that school settings that do not reorganize staff development programs, as recommended in the literature, to include appropriate follow-up and support may never reach any level of teacher empowerment.

This study focused on a historic, descriptive analysis of the process by which an organized staff development program can lead teachers to seek empowerment and subsequently provide support for continuing empowerment efforts. It will include examination of the process by which Westport High School moved from a traditional school setting with some interest in staff development programming to a Carnegie school making major strides toward school reform in shared decision making in the areas of school policy, curriculum, governance, and instruction. Its major purpose is to identify strengths and weaknesses of the staff development program and its potential for creating an environment conducive to teacher

empowerment. A basic underlying assumption is that a school with these characteristics is a school with strong potential for success in educational reform efforts.

Limitations of the Study

This study is qualitative and descriptive in nature, and involves only a small number of subjects. The results, therefore, are not intended to have statistical significance. Approximately ten teachers, all employed in the same school system were interviewed, although a larger number of teachers were surveyed using a questionnaire.

The study is also limited by the fact that the interviewer was also the researcher who performed the data analysis and drew conclusions. This, however, is not entirely a disadvantage since the researcher's long term involvement with the program and lengthy contact and experience with the teachers and the school system provides the additional insight of a participant observer into the descriptive material. In order to provide further validation for the researcher's

treatment and analysis of the data, the material was

critiqued separately by two other experienced

professionals also familiar with the program and

employed in the school system during the period under

study. This type of arrangement is described in the

literature as a member check or peer consultation

where, "The investigator continuously corroborates

data, information, and perceptions with relevant others

in the organization being studied." (Owens, 1987,

p.188).

The findings of this study are limited to public

school faculty members from the selected school system

in Massachusetts. The results of this study may not be

applicable to teachers in school systems with

characteristics different from the one selected for the

study. The study does, however, condense a wealth of

useful information on the organization and

implementation of staff development into a coherent

source and establishes a strong case for the existence

of a meaningful congruence between staff development

programming and teacher empowerment initiatives.

The study is also limited by the varying abilities of the subjects to reliably and accurately report their perceptions of staff development outcomes and their connection to teacher empowerment efforts. This type of limitation, however is common to naturalistic inquiry and is described by Owens as the:

> Qualitative-phenomenological hypothesis. This essentially holds that one cannot understand human behavior without understanding the framework within which the individuals under study interpret their environment, and that this, in turn, can best be understood through understanding their thoughts, feelings, values, perceptions, and their actions. (Owens, 1987, p. 180).

In the opinion of the researcher, the voices and opinions of the mature experienced teachers as recorded in the data, do accurately reflect a developmental process through which any group of teachers could move toward empowerment.

Outline of the Study

Chapter I includes a statement of the problem, methodology to be used, rationale, research questions to be answered, and outline of the study. Chapter II presents an overview of selected related literature,

divided into sections as follows: Social and Cultural

Setting, Staff Development, and Teacher Empowerment.

The work of such researchers as Maeroff, Joyce,

Schlechty, Barth, Evans, and many others will help to

form the foundation for the study. Chapter III

discusses the Historical Development and the

Environment of the program being studied. Chapter IV

presents the design and methods to be used in

collecting data for the study. Chapter V includes the

presentation and discussion of the collected data.

Chapter VI includes the summary, conclusions, and

recommendations for further research that result from

the study.

CHAPTER II

REVIEW OF THE LITERATURE

The purpose of this section is to review research and related literature on the relationship between the outcomes of effective teacher inservice education programs and the empowerment of teachers as a significant feature of the second wave of education reform. In order to examine the multiple components of staff development programs which may strongly influence the implementation of teacher empowerment efforts, this study will focus on a number of areas.

The first portion of the review will explore the social and cultural climate of education as it relates to opportunities in the workplace for teachers to continue personal and professional growth as well as for them to begin to gain more control over that work environment through teacher empowerment initiatives. A subsequent section will focus on defining the type of staff development program which has the chance of producing the positive outcomes desired by educational reform leaders. Staff development literature related to governance, content and delivery, program

characteristics, participant characteristics, and
possible outcomes of such programs will be examined in
the light of their potential for creating conditions
attitudes, and beliefs that will foster the empowerment
of teachers and the improvement of schools. A summary
section will include a brief examination of the current
literature on the teacher empowerment concept and its
relationship to the outcomes of teacher staff
development programs.

Social and Cultural Setting

In both newspaper and media reports today, almost
any discussion about public education includes
recommendations for teacher empowerment along with
statements of concern about impending teacher shortages
and the quality of the present teaching staff.

> Our profession is so troubled that, if not
> effectively addressed, we will soon be faced with
> a teacher shortage of unprecedented proportions.
> Bright young college graduates do not want to
> enter a "profession" that virtually guarantees
> isolation from one's colleagues, is increasingly
> void of intrinsic rewards, and lacks most of the
> characteristics of a real profession. In fact, if
> one were to design a model of how not to structure
> a profession, one need look no further than the
> current state of teaching. (Urbanski, 1986, p.16)

According to recent Student Descriptive Questionnaire data sent to high schools by the College Entrance Examination Board, few young people from the group labeled, "the best and the brightest," choose to enter the teaching profession because they perceive it to be underpaid, lacking in status, and having poor working conditions. In these circumstances, the retention of experienced teachers becomes a more compelling issue. Yet, many effective teachers are leaving the profession either physically for better jobs, or psychologically because they are feeling burnt out due to stress. The extent of this problem was discussed by Albert Shanker, President of the 600,000 member American Federation of Teachers, May 1, 1986 at a meeting of the Yale-New Haven Teaching Institute. He stated that more than half the country's 2.2 million teachers will be leaving the profession in the next seven years. Social changes in the society as a whole, the end of military conscription, and increased professional opportunities for women have all been "horrible for education." Mr. Shanker also said, "Educated people today simply do not want to work in the kind of factory the traditional school has become, especially when they're treated like hired hands"

(Shanker, 1986, May). The issue of empowerment seems
even more compelling than the issue of low pay to many
teachers who have voiced the opinion that they
expected to be poorly compensated when they chose a
teaching career, but did not anticipate the low status
and poor working conditions found in most school
environments (See Table I on page 23).

The widely publicized Carnegie Task Force Report
on Teaching as a Profession also pointed out that many
good teachers are being driven out of teaching by
intolerable conditions, and it will be impossible to
attract many new people of real ability to teaching
unless these conditions are radically altered
(Teaching, 1986, p.52). "For teachers who stay as well
as for those who leave there are negative effects: low
morale, lack of self respect, decrease in professional
and personal confidence, and a general sense of
impotency-all of which decrease effectiveness" (Swick,
1983, p.3).

> "... Teachers are disillusioned with their
> career choices. A 1986 study found that as many
> as 26 percent of the nations teachers said they
> were likely to leave their jobs within five years.
> Furthermore, polls show that half of all teachers
> say that if they had the opportunity to choose
> careers again, they would not select teaching"
> (Teaching, 1986, p.52).

In a recent survey conducted by the Massachusetts Teachers Association, only 59 percent of teachers surveyed said that they would encourage a promising student to enter teaching (MTA, 1987, p.11). That disappointment with teaching as a career is dissected by Duke (1984, p.5) into the following table which emphasizes the disparity between teachers' expectations and reality (See Table I, on page 23).

Although the work of Seymour Sarason on job satisfaction among professionals seems to indicate that such disappointments are the result of unrealistic expectations (Duke, 1984, p.4), teaching as a profession should be allowed to retain at least some of the idealism inherent in these expectations. Other research on job satisfaction has found that the control, influence, participation, and authority that teachers feel they have in their work environment may be the key to teacher job satisfaction (Laskey and Galloway, 1983; Darling-Hammond, 1984; Schlechty and Vance, 1983). Teachers, after all, do not have the consolation of high financial rewards to make up for the loss of prestige and autonomy.

Table I: Domains of Disappointment for Contemporary Teachers

Domain	Expectations	Reality
Teaching tasks	Autonomy Opportunity to exercise personal judgement Challenging work Goal clarity Security	Rules and Procedures (formalization) Routine work Ambiguity regarding goals Insecurity
Students	Motivation to learn Willingness to respond to reason Respect for authority	Apathy Behavior problems
Societal context	Public support and appreciation Adequate resources Professional discretion	Public criticism and impugning of motives Increasing pressure for greater results Diminishing resources Legal and governmental restraints
Higher Education	Training based on technical skills Availability of scholarly assistance Opportunities for continuing professional growth	Training based on general knowledge Research criticizing teachers Trivial in-service programs
Externally based innovation	School improvement is non-political	School improvement is highly political Innovations can leave schools worse off than before
Professional activities	Collegiality Cooperation between teachers Commitment to high ideals	Isolation Competition between teachers Commitment to material self-interests

Teaching, for the most part, is an isolated
activity. That is, the teachers work without
adult interaction most of the day. Depending on a
host of other factors (social context, history,
school climate, leadership, and more), teachers
are often involved in a very lonely job.
(Lieberman, 1984, p.102)

The restraints and confines inherent in the

traditional school setting tend to warp the perspective

of teachers and focus their attention on small, often

petty, issues.

... The danger is that the longer we teach, the
earlier in the year we lose our perspective. Some
people return in September already into the
'dust-rag' mind-set. The staff in my building and
in most high schools are, in Jane Fonda lingo,
'prime-timers.' We have been doing this a long
time, and the walls close in a little earlier each
year. (Dombart, 1988, p.80)

The mood of today's experienced teachers, who,

according to Diane Ravitch (1985), have lived through

an era of failed educational revolutions, is perhaps

best expressed in the following:

Our profession is so troubled that, if not
effectively addressed, we will soon be faced with
a teacher shortage of unprecedented proportions.
Bright young college graduates do not want to
enter a 'profession' that virtually guarantees
isolation from one's colleagues, is increasingly
void of intrinsic rewards, and lacks most of the
characteristics of a real profession. In fact, if
one were to design a model of how not to structure

a profession, one need look no further than the
current state of teaching. (Urbanski, 1986, p.16)

... The classroom cells in which teachers spend
much of their time appear ... symbolic of their
relative isolation from one another and from
sources of ideas beyond their own background
experience. (Goodlad, 1983)

In addition to the previously mentioned pressures,
experienced teachers must also deal with rapid
technological change for which their preservice
training has not prepared them. In an age of rapid
change, even the best conceivable preservice education
cannot sustain an educator for more than four to six
years. One author observed that immediately upon
graduation from a training institution, educators
embark upon a journey of obsolescence (Rubin, 1978,
pp.31-38).

School faculties are increasingly staffed by
educators in mid-career where professional enthusiasm
may weaken and where obsolescence in their teaching
disciplines becomes likely. In addition to the danger
of having subject matter learned in undergraduate days
becoming outdated, teachers also may utilize the
pedagogies of the past, being unfamiliar with
innovative learning technologies and strategies. The

presence of high percentages of "staying but greying" teachers has led to the conclusion that America's teachers, as a group, are growing older (Ducharme, 1986, p.45). Both human and educational needs emerge from this condition, and both of these have serious implications for staff development programs and teacher empowerment initiatives in schools.

If mid-career, experienced teachers are expected to assume new roles and responsibilities in order to be empowered as part of the restructuring efforts to improve education, they will require training and support that differs significantly from the very limited staff development systems currently available in most school settings. "Teachers have become accustomed to working in isolation ... we need to have different preparation for increased responsibility" (United University Professions, 1988, p.10). Teachers cannot be expected to shift from an authoritarian, hierarchical work environment to situations involving participative management and collegiality without specifically planned activities to assist them in the development of new skills and strategies. Some of these skills and strategies, which may have been less

important in the more traditional, hierarchical school
settings, would include:

--working in a group;

--communicating with diverse groups with differing
interests;

--assuming broader responsibilities;

--keeping up to date in their fields;

--seeing their roles as teachers in a broader
perspective;

--becoming good decision makers and problem
solvers.

Schools could begin to address these issues by
placing a stronger emphasis on serious planning for
inservice programs and staff development activities
aimed at retaining, retraining, and improving the
present teaching staff. Treating the present stable
and aging teaching staff as a valued, irreplaceable
"human resource" and providing them with appropriate
human resources development programs may influence them
to continue in the profession (Weaver, 1983, p. 151).

Education could learn a lesson from the success of
many businesses in implementing a "human resources
development" approach to employee relations. In the

last two decades, many successful American businesses
have abandoned bureaucratic, authoritarian systems of
management as they shifted from an industrial based to
an information based economy. They found that the old
methods that worked well with unskilled workers
producing a specific product did not provide the
leadership necessary for managing people who worked
with concepts and ideas rather than with tools and
equipment.

These new age workers have recently been
characterized as knowledge workers or "gold-collar" (as
opposed to white or blue collar workers) because many
of them collect, process, analyze, and disseminate
information. For gold-collar workers, life style
values such as opportunities at work for personal
growth and development, job variety, and opportunities
to engage in creative interactions with other adults
are very important (Kelley, 1985, p.8).

> ... if public education does not compete with the
> private sector on the life style dimension, it is
> doubtful that the schools will be able to attract
> enough talented people to maintain the quality of
> schools, let alone increase that quality. One of
> the keys to the quality of life in the work place
> is the ability to feel that one is in control of
> one's own destiny and that one is making a special
> contribution--in a word 'empowerment'.
> (Schlechty, 1988, p. 8-9)

Business, unlike education, appears to have
developed an awareness of the special management and
development circumstances surrounding the creation of
appropriate work environments for the gold-collar
knowledge workers. As early as 1973, Drucker
summarized the situation as follows:

> Management will have to learn to lead rather than
> control. (p.30)
>
> Knowledge work cannot be productive unless
> the knowledge worker finds out who he is himself,
> what kind of work he is best fitted for, and how
> he works best. (p.33)
>
> It is not possible to objectively determine
> one best way for any kind of work to be done, but
> it is heavily conditioned by the individual and
> not entirely determined by the physical or even by
> the mental characteristics of the job. It is
> temperamental as well. (p.33)

Based on these principles, many businesses have
created wide ranging employee training and development
programs which are an essential part of the work
environment with substantial financial support.
Companies are investing large portions of their budgets
in the personal and professional development of their
valued human resources, and such programs are no longer
regarded, as they often have been in school systems, as
unnecessary frills that can be cut at the first sign of
financial hard times. (Kusnet, 1988, p. 18-24) This

increasingly progressive business attitude toward human

resource development, which has led some industries to

even provide on-site day care and elderly care, is one

emerging business management technique that schools

would do well to emulate.

In the March, 1983 issue of Phi Delta Kappan,

Andrew states that the most powerful influence on the

quality of teaching is the "ecology" in which teachers

must function from day to day. Although they are the

key to establishing and maintaining quality learning

settings, teachers are strongly influenced by the

physical and psychological surroundings in which they

teach. It is suggested that their professional growth

should be viewed as developmental and in need of

continuous renewal (Andrew, 1983, p. 504).

Commitment to the development of teachers as a

human resource is crucial before schools can begin to

tackle the larger issues involved educational reform.

Theodore Sizer recently pointed out that "Teachers also

have very little experience with professional autonomy.

We have limited experience in groups or in teams ... So

that one problem is there's no culture of collectively

driven schools (Sizer, 1988, p. 6). In a conference

paper entitled "Toward a Definition of Restructuring,"
Mirman (1988, p. 3) lists the humanization of the
school's organizational climate as a major goal and
reminds the reader that "Educators choose their
profession because of the human element ... And yet
many children and adults characterize schools as
impersonal, isolating, alienating places to work or
learn." The empowerment of teachers and the
restructuring of the schools will only become realities
when teachers have developed the knowledge, ambition,
self-confidence, experience, and strength necessary to
spearhead these initiatives.

Although inservice programs should not be viewed
as a panacea for large class sizes, inadequate support
services and funding, racism, sexism, and the many
other problems of public education, they can serve as
one of many strategies designed to lead teachers to
seek empowerment. Many teachers need this type of a
push because they have been systematically trained and
indoctrinated to conform to the demands of top-down
hierarchical school administrations, and they have to
be led away from compliant acceptance of these
conditions

Many professional renewal and development strategies are accessible to classroom teachers through planned inservice activities. If carefully selected and matched to teacher needs, these strategies can lead toward growth experiences and serve as sources of stress management and/or professional problem solving tools.

> Participation in inservice programs enables teachers to renew, extend, and update their professional skills. It also offers contacts with other professionals in similar situations. Sharing experiences and techniques concerning a common problem can help put it in a proper perspective and can provide teachers with input from others. (Swick, 1983, p.15)

Staff Development

Alternative Perspectives

Bruce Joyce (1980) defines the task of staff development as building a "flowing inservice system" which can serve the regular development of professional competence, the improvement of schools, and the enrichment of the life of the individual teacher. Although Joyce's words appear to sum up the essence of what an effective inservice program should include, other definitions also abound in the literature.

> We define inservice education (or staff
> development, continuing education, professional
> development) as any professional development
> activity that an educator undertakes singly or
> with other educators after receiving her or his
> initial professional license and after beginning
> professional practice. (Edelfelt, 1983, p. 8)

> Staff development means any systematic attempt to
> alter the professional practices, beliefs, and
> understandings of school persons toward an
> articulated end. (Griffin, 1983, p. 2)

For the aims of this study, this researcher
prefers the more global type of staff development
definition and wider scope discussed above, to the more
narrow and limited conceptualizations recommended by
Ben Harris (1980, 20-21) who mentions the following
widely used terms as synonymous with inservice
education:

on-the-job training   continuing education

renewal   professional growth

staff development   professional development

But he more formally defines inservice education to be,
"Any planned program of learning opportunities afforded
staff members of schools, colleges, or other
educational agencies for the purpose of improving the
performance of the individual in already assigned
positions." Although this definition appears to be

broadly inclusive in certain ways, it is obviously

restrictive in that it seems to specify that the

learnings of the staff member be directly related to

his assigned responsibilities.

This reflects the fact that there is a wide range

of perceptions regarding the definition and nature of

inservice education. Hite (1977, pp. 5-6) presents the

following definitions to illustrate a variety of

positions:

> 1. Inservice education is defined as all of the experiences undertaken by a teacher after beginning professional practice. With this definition, a smorgasbord of training experiences is appropriate. Any one kind of training is, in theory, a potential inservice program.
>
> 2. Inservice education is defined as those experiences which are designed to improve the performance of teachers in their assigned responsibilities. A sharp distinction is made between specific training for job improvement and that selected by teachers for their own goals.
>
> 3. Inservice education is upgrading the performance of teachers to meet the continuously changing needs and aspirations of students. This is the retraining concept of inservice education.
>
> 4. Inservice education is the attempt to help the individual teacher become self-actualizing.

Hite suggests that the following best defines

inservice education for teacher educators: "Inservice

education consists of those experiences which are

designed to help practicing teachers improve their
services, to both clients and colleagues." In short,
the definition of inservice education appears to depend
strongly on who is doing the defining. While teachers
seem to favor programs which feature personal growth
activities, along with those designed for instructional
and curricular improvement, administrators and
supervisors appear to advocate programs more focused on
specific school problems.

Research into the literature on effective staff
development programs and on adult learning styles seems
to favor more global approaches such as those described
by Joyce and Hite. By limiting training possibilities
to the teacher's present assigned responsibilities,
Harris' definition and others like it seem to preclude
the use of inservice education for career progression
or personal renewal. This approach also appears to
totally ignore the possibility of inservice programs
designed to alter teachers' attitudes, behaviors, and
beliefs so that they can function in a positive
direction as more self-directed adult professionals.
It is just this type of outcome, even if it ultimately
results in educational changes that would be viewed as
subversive activity by traditional administrators,

which is so important to the process of empowering
teachers to take a leadership role in restructuring and
reforming school programs and policies.

Perhaps the following best explains how staff
development for teachers should be designed and
organized:

> Staff development programs need to account for the
> low image of teachers and to plan ways in which
> teachers can develop personal and professional
> meaning from their work. Current disaffection
> with public schools inevitably focuses on
> teachers. This has always been so, teachers
> historically having had low status and low image
> within the profession and with the public. While
> staff development deals mainly with methods and
> techniques, unless these are linked to larger
> educational ends, teachers are left trapped in
> their roles as technicians while their existential
> being is screened out of their work. Staff
> development should involve teachers in setting
> goals, improving conditions of teaching and
> learning, and gleaning personal and professional
> meanings from their work as teachers.
> (McPherson, 1981, p. 120)

With these words, McPherson emphasizes the
importance of personal and psychological outcomes of
staff development programs. These might then become
factors in enabling teachers to assume control of their
work situations in much more meaningful ways then were
possible under traditional bureaucratic systems.

Governance

Once the necessity for an inservice program in a given school or district is established, usually by conducting a needs assessment or a teacher survey, one of the first issues to arise is usually that of governance. Questions arise over who will choose the subject matter, site, time frame, and exercise general control over the activities to be planned. "Most current considerations of staff development have focused on problems of governance, especially building a broader base for teacher and community input into decision making and the necessity for the integration of the interests of the administration and the staff" (McKibbin, 1980, p. 248).

Some authors are critical of this type of arrangement. For example, Ben Harris says, "Decisional participation by classroom teachers is widely advocated as important to teacher acceptance and program quality. For some, this notion seems to have become a fetish with the emphasis on control of decisions, school based training, simplistic use of needs assessments, and subjective evaluations" (Harris, 1980, p. 37). Nevertheless, the emerging pattern for including

teachers in the organization of inservice education and
staff development is what can be called the "consumer"
model. This model involves the teacher/consumers in
planning, decision making, and evaluation of the
program.

Yarger, Howey, and Joyce (1980, p. 14) report that
"teachers perceive themselves to be quite involved in
developing inservice programs" to the extent that the
"data would seem to counter the common perception that
inservice provided by school districts is controlled by
administrators who are totally removed from the
concerns of the classroom teachers." Edelfelt (1981,
p. 116) agrees:

> Increasingly teachers are more involved in
> decisions about inservice education as a result of
> teacher demands (in some cases negotiated into
> collective bargaining contracts) and in response
> to research showing the advantages of involving
> teachers.

Much of the literature documents a strong desire
on the part of teachers to have more responsibility for
the planning and content of inservice programs
(Mazzarella, 1980, p. 183). Lawrence (1974) discovered
that programs in which teachers participate as planners
and helpers have greater success in accomplishing their

objectives than do programs conducted by college or
other outside personnel without teacher assistance.

Often, as an extension of the consumer model,
inservice councils are formed with classroom teachers
comprising the majority of the membership. Also
included on the council are principals, school board
members, central office staff, and possibly even a
parent. Usually a district utilizing such a council or
board will give them the entire responsibility for
organizing the whole inservice program. The members
would then become responsible for conducting needs
assessments, determining program activities,
identifying instructors, evaluating activities, and
allocating funds. This arrangement is often highly
effective since it involves teachers and administrators
working together cooperatively, and establishes a
feeling of ownership or personal investment in the
program for both groups.

This type of activity and involvement often serves
as a practicum, which prepares teachers for the more
intensive work required in the process of restructuring
and reforming schools. It also provides an opportunity
to be empowered in a relatively safe setting before

embarking on the major structural changes advocated in
the Carnegie Report.

Another common pattern is the traditional
"top-down" arrangement where an administrator
autonomously plans and conducts a district's inservice
programming. School personnel may be consulted for
their ideas, but they are seldom invited to participate
in the decision making. It is interesting that even
recent issues of journals aimed at school
administrators (e.g., Principal, The NASSP Journal) are
still promoting this type of management for staff
development programs. A good example of this is found
in an article by Charles Nevi entitled, "Half-Truths
That Hinder Staff Development" in which he states:

> Half-truth #4: Collaboration among teachers and
> administrators is necessary for effective staff
> development.
>   The necessity for collaboration is a common
> maxim for staff development programs. Here's the
> reasoning: Unless the people who are to receive
> the information or training have been involved in
> the planning, the new knowledge will not be
> accepted or used. In its extreme form,
> collaboration could be interpreted to mean
> involving the teachers, the education association,
> the principals, the superintendent, and the board.
> Pity the poor principal who feels that he or she
> has to involve all these groups before beginning
> any staff development program. (Nevi, 1986, p.45)

And yet this type of collaboration among teachers
and administrators for planning staff development
activities offers just the type of planning structure
and function which is now being advocated by most
educational experts in multiple reports on how to fix
what is wrong with American education and with teaching
as a profession. Principals should not become fearful
of a loss of power as a result of this process because

> Strong leadership at the building level is a
> critical determinant of an effective school.
> There is, however, no evidence to suggest that the
> principal is or should be the only, or necessarily
> the best, source of strong leadership. What the
> effective schools literature demonstrates is that
> effective principals are those who provide or
> cause others to provide strong leadership.
> (Schlechty, 1988, p. 33)

Perhaps the most compelling statement regarding
governance of inservice programs is made by Toni Sharma
(1982, p. 403) who draws a parallel between
"inservicing the teachers" and artificially
inseminating a cow named Flossie:

> Too often, those in charge of inservice training
> make decisions for teachers just like the ones
> Zeke and Grandpop made for Flossie. They decide
> when to bring us together. They assume that
> injections of information they select will be
> helpful to all teachers, regardless of their
> individual needs. They assume that teachers have
> too narrow a perspective and that teachers'
> opinions are not valid. And finally, they assume

that a direct and measurable outcome must result
from inservice training.

> ... Now I want to take charge. I don't want
> to be mechanically and forcibly inserviced. I
> want to be the professional I thought I had become
> when I received by degree. I want to determine my
> own needs, set my own goals, decide when and how
> and with whom I'll work toward those goals. I am
> going to control my own learning. (Sharma, 1982,
> p. 403)

Content and Delivery

Just putting the teachers in charge, however, will

not guarantee an effective inservice program. The

technical tasks of selecting appropriate content and

developing efficient delivery systems can have a great

influence on the success or failure of a program in

meeting the needs of the school and its teachers.

> It is one of the most perplexing and persistent
> questions in American education: Why do teachers,
> who almost universally appear eager to improve
> their professional performance, frequently respond
> with disdain or outright hostility to local
> efforts to 'inservice them.'
> Perhaps the problem is not one of need or
> desire. Rather, it is one of how the program is
> to be designed, who will contribute, how it is to
> be implemented, whose objectives are to be met,
> and what kinds of things are to be learned.
> (Hansen, 1980, p. 71)

Although there appears to be a basic assumption

that the topics and the timing of most inservice

courses and workshops should be chosen based on a needs

assessment or teacher survey, there seems to still be some teacher dissatisfaction with course content. Yarger, Howey, and Joyce (1980) indicate that this teacher dissatisfaction may result from unreliable needs assessments, the treatment of the topics, or the instructional method chosen, rather than lack of interest in the topic, itself. Howey (1980, p. 108) argues that:

> Staff development programs are often too narrowly conceived. Often they focus on curriculum matters or teaching methodologies. And yet professional development is considerably affected by both ones pattern of psychological development and a variety of conditions within the school environment. At times it may be necessary to focus specifically on promoting and sustaining individual psychological growth or on the organizational and sociological development of the school and its collective faculty. A well conceived staff development plan will attend to all three domains: curricular improvement, individual change, and organizational development.

Although business training and staff development activities usually include such diverse topic areas as physical fitness, stress management, and even Outward Bound experiences, in education, too often the view is that such topics are unnecessary fluff. Staff development programming is generally reserved for the introduction of new curricula or instructional methods.

Much of the literature points out that if teachers perceive that the content of an inservice program is designed to be remedial in nature, or to correct some administratively identified teacher deficit, then they will avoid participation. Apparently this is most true of the older experienced teachers who regard themselves as highly skilled and not in need of such instruction.

In a Commonwealth Inservice Institute study completed in 1984:

> Several interviewees spoke of a subtle effect of age on teachers' perspectives concerning inservice training. They emphasized that younger teachers (e.g., 20's and 30's) tend to be more open to training aimed at improving the more 'personality-based skills,'such as teaching style, disciplining, and relating to students, stress management, etc. They felt that many older teachers (e.g., 40's to 50's plus) tend to be threatened by such training, often take the position that 'we know all we need to know,' or 'we've tried that one before.' Many older teachers have also participated in one or more 'disastrous' inservice experiences over the years, and the effects of such an experience 'can poison you for life about inservice.'
>
> In addition to resisting "personality-based" inservice, older teachers also tend to resist training on topics they feel others expect them to know, such as reading, science, classroom management, etc. New topics which have come after they went to college are acceptable, such as computer education or holistic scoring of writing samples. These are viewed as non-threatening because they do not suggest or imply that the teacher is somehow deficient or poorly trained for the job. When older teachers do get involved in

topics they feel others expect them to already
know (e.g., reading), they usually want to focus
on very specific self-identified sub-topics, such
as how to use a particular diagnostic reading
test. (TDR, 1984, p. 10)

Looking beyond content selection into the

circumstances which promote the most effective delivery

possible for inservice programs, the following need to

be considered: Location, cost factors, timeliness,

type of offering, and instructional arrangements. The

literature seems to assume that all meaningful

inservice education is school focused and takes place

within the school setting. Although this should be the

norm, it is not always the case.

Inservice education still takes place in locations
away from the school, and at times off school
hours. It is more often about education and
teaching than of teaching ... inservice education
does not take place close to the scene of
teaching; a teaching strategy is not tried,
observed, evaluated, and then restudied for
another try. (Edelfelt, 1981, p. 117)

Lawrence found that ... school-based programs
influenced more complex kinds of behaviors such as
attitudes. Apparently programs at the school site
are capable of doing more than conveying
information; they are capable of changing beliefs
as well. (Mazzarella, 1980, p. 183)

Although many inservice programs are run in

schools, they seem to lack the "job embedded" character

described by Edelfelt and strongly recommended in the

various writings of Bruce Joyce. Job embedded
inservice programs seem to offer teachers the best
opportunity to improve teaching skills through
"hands-on" experiences while working with students, but
are the least common type of program experienced by
teachers. More commonly experienced activities are
after school courses and workshops, release time
activities, or college credit courses held at the
school site.

Nearly all sources recommend that participation in
teacher inservice activities be voluntary and that such
activities take place within regular working hours,
whenever possible. The reality of practice seems to
indicate that the only inservice activities which
commonly occur during regular school hours are the
released time activities, which are generally not
voluntary, do not include student interaction, and are
usually viewed as "boring and useless" by teachers.
Most teachers, however, are willing to volunteer their
own time for staff development program participation if
the program is "timely", giving them the chance to
receive training when they need and want it, to meet
their on-the-job needs. (Mazzarella, 1980)

In a Massachusetts study of inservice participants conducted for the Commonwealth Inservice Institute by Joseph B. Rappa of TDR Associates (1983, p. 5), it was noted that, "When the respondent attended voluntarily, out of interest, associations were positive; on the other hand, when the respondent was 'ordered to attend' the association was significantly negative."

While research synthesized by Mazzarella (1980) indicates that most teachers who participate in inservice workshops or courses would prefer an instructor from the school system over a college or university professor, Joyce (1980) and his colleague hypothesized that the teachers did not want to have their evaluators (local administrators) as their trainers. In other words, the training function must definitely be separated from the evaluation process. Throughout the works of Bruce Joyce, however, he repeatedly emphasizes that teachers can be very effective trainers of other teachers, and he strongly recommends peer coaching relationships among teachers as a form of job-embedded professional development.

Mazzarella also points out that many researchers have found that paying teachers extra money to

participate in staff development programs is less

useful than providing programs that simply appeal to

teachers' motivation to improve skills and become

better teachers.

> If school systems are serious about inservice
> education, they ought to incorporate it into the
> regular working day (with released time from
> classes), as well as schedule it during the summer
> and other free times (with appropriate
> compensation). To be truly empowering, inservice
> education must in no way smack of being an add-on.
> Genuine prestige must be associated with it.
> Using retreats for educational purposes should
> become a regular practice. Teachers should have
> to compete for admission to some of the programs.
> Both symbolically and literally, inservice
> education must be moved out of dingy classrooms
> and into the kinds of settings that signal to
> everyone that the activity is valued. Teachers
> who are adept at what they do must take on more of
> the teaching responsibility for inservice
> education. (Maeroff, 1988, p. 475)

Program Characteristics

Having discussed the issues surrounding governance

and program content and delivery, it is now important

to examine the professional literature on the

characteristics of effective inservice programs. JoAnn

Mazzarella's review of many studies that examined

inservice education programs concludes that such

programs should: 1) be concrete, dealing with specific

skills rather than theories, 2) provide both

demonstrations and opportunities for participants to try out the new skills and receive feedback, 3) address the on-the-job needs of each individual, 4) be ongoing, 5) occur at school, 6) provide opportunities for observing models, and 7) allow principals to take part in the inservice program but not to take full responsibility. Almost identical lists of characteristics are found in the works of Joyce, Lawrence, Edelfelt, and many of the other authors listed in the bibliography. Although it is rather impressive to find such a high degree of agreement in the research about the characteristics of effective staff development programs, it is disappointing to find that most authors terminate their staff development discussions by describing effective programs without much comment about the participants' characteristics.

Participant Characteristics

Research information on the teacher as an adult learner is seldom included in articles on staff development, even though teacher/clients are the keys to success or failure of inservice programs. As Mazzarella (1980, p. 182) says, "Unfortunately, going to the literature on staff development is not much

help" when seeking information about adult learning
styles because, "A majority of publications are
individual program evaluation reports rather than real
research" into the complexities of how a teacher
functions as a learner, and how the teacher's learning
experiences influence future professional attitudes,
beliefs, and behaviors.

While there appears to be a fairly substantial
body of research on adult learning styles, only a few
writers seem to have made the connection between
inservice programs for teachers and principles of adult
learning. Malcolm Knowles developed the notion of
andragogy as the art and science of teaching adults as
opposed to **pedagogy** as the art and science of teaching
children. He states:

> To summarize, andragogy is premised on at least
> these four crucial assumptions about the
> characteristics of learners that are different
> from the assumptions upon which traditional
> pedagogy is premised. These assumptions are that
> as individuals mature: 1) their self-concept
> moves from one of being a dependent personality
> toward being a self-directed human being; 2) they
> accumulate a growing reservoir of experience that
> becomes an increasingly rich source for learning;
> 3) their readiness to learn becomes oriented
> increasingly to the developmental tasks of their
> social roles; and 4) their time perspective
> changes from one of postponed application of
> knowledge to immediacy of application, and,
> accordingly, their orientation toward learning
> shifts from one of subject-centeredness to one of

performance centeredness. (Knowles, 1980, pp. 44-45)

Certainly, if these assumptions were more widely held to be true, the practice that many administrators have of treating teachers like children would come to a swift halt. Teachers' experience would be more highly valued and their poor self-perceptions might be improved.

A few effective staff development programs which appear to have followed Knowles' principles of andragogy are discussed in the literature. Hruska and Bunker (1979, pp. 28-32) describe positive results from staff development programs using the following beliefs consonant with adult learning theory:

1. Participants should be actively involved in solving real problems. People learn to do what they do. Learning takes place when people receive data and have an opportunity to interact with those data.

2. Participants respond positively to the opportunity to work from their strengths. People are more effective when they feel good

about themselves. Success is built upon success.

3. Participants seem better able to apply new learnings, refine their skills, and continue growing as they get feedback and support from others. Human support systems encourage movement toward renewal.

4. Participants should be involved in decision making about the design, implementation, and evaluation of their own programs. Shared decision making increases involvement.

5. Participants needs must be met. In order to deal with higher order needs (cognitive, self-actualizing), lower order needs (physiological, security, and belongingness) must be met.

6. Participants will benefit from self-initiated and self-directed inservice. People are their own instruments for growth; they do not sabotage their own projects.

In another program designed around a similar belief system about teachers as adult learners, faculty at Southwest Texas State University gave priority in

its staff development effort to the process of teacher
inquiry rather than to the attainment of immediate
ends. Teachers were encouraged to become problem
solvers and decision makers. These are the specific
kinds of skills which must be developed in order for
teacher empowerment efforts to become truly effective.

> Project teachers showed strong commitment to
> professional growth and a renewed zest for
> teaching. One teacher told an external evaluator
> of the program, 'I get the encouragement of
> talking with the other teachers and finding out
> that they have the same problems that I have. I
> also find that the program encourages creativity.
> Those of us involved exchange ideas and
> communicate.'
>
> ... The teachers identified seven program
> related activities or experiences that they felt
> enhanced their sense of professionalism:
> ---sharing materials and techniques 'across school
> boundaries;'
>
> --developing long term, collegial problem solving
> groups at their own school;
>
> --being treated - often for the first time--as
> professionals;
>
> --acquiring new, research based materials and
> strategies;
>
> --extending their understanding of how and why
> students learn or fail to learn;
>
> --clarifying instructional goals and objectives;
> and
>
> --receiving encouragement and support for trying
> new approaches and for growing professionally.
> (Parkay, 1986, p. 389)

McKibbin (1980) also tries to emphasize connections between adult learning theory and inservice education. He examined the relationship between psychological states and staff development with a group of 21 teachers over a four year period, to try to generate a practical way of applying Maslow's theory of personality to the study of staff development. He begins with:

> It has been several decades since Abraham Maslow generated his powerful description of a hierarchy of psychological states and pointed out the desirability of reaching a state of self acceptance and actualization. The new surge of interest in staff development has brought with it a concern with the nature of the "adult learner." (What motivates teachers to learn? What learning styles characterize them? How do they deal with new ideas?) Maslow's formulations may have much to offer the inquiry into the teacher as learner. (McKibbin, 1980, p. 248)

McKibbin's results indicated that it is possible to forecast the ability of teachers to profit from staff development from behavior predictions based on Maslow's hierarchy. (Five need levels: 1) Physiological; 2) Safety & Security; 3) Social Affiliation; 4) Esteem/Recognition; and 5) Self-actualization.)

>The importance of Maslow's conception lies in the emphasis given to the total personality of the individual. His view contrasts sharply with narrow concepts of motivation and social engineering. Motivation is often spoken of as if people are all alike. (If we can provide the right incentives, everyone will respond.") Teachers are people, however, and while they share much in common, they are also different from each other. (McKibbin, 1980, p. 254)

McKibbin's study also showed very strong relationships between teacher's self esteem and orientation toward self actualization and the utilization of opportunities for staff development and empowerment.

Yarger, Howey, and Joyce's (1980) surveys of teachers' participation and preferences for inservice options also support the contention that the individual orientation for self-growth is a powerful force. They found that persons who participate actively in one kind of staff development tend to participate in others as well and have more favorable attitudes toward the options which are offered. Thus, the most active people tend to be active across the board and feel better both about themselves and the system attempting to deliver services. These are just the type of people who will assume leadership roles in teacher empowerment and school reform efforts.

In a later work, Bruce Joyce (1983, pp. 162-169)
again invokes Maslow's theory to develop colloquial
terms describing categories of growth states indicated
by teachers' responses to three domains: staff
development, school culture, and their private lives.
His growth states include, "Omnivores, Active
Consumers, Passive Consumers, Entrenched, and
Withdrawn," and he finds that although few people
maintain the same growth state in all three domains,
few behave in wildly discrepant states across the
domains. These categories of behavior expectations
could be very helpful in planning appropriate inservice
activities for each type of individual and in
identifying those who might choose to participate in
teacher empowerment initiatives.

A Massachusetts study on promoting staff inservice
(TDR, 1984, p. 12) also cites the usefulness of
applying Maslow's theory to planning for inservice
education:

> We can apply Maslow's hierarchy of needs to both
> the psychological states of teachers, and the
> psychological environment of the school district.
> Teachers, like all human beings, tend to become
> "fixed" or preoccupied with one of these five need
> states at different life stages as adults. Many
> older teachers tend to shy away from
> self-actualization or esteem-recognition, becoming

more content with maintaining peer and/or student affiliation, home interests, and retirement plans. Yet learning and application in inservice training derive primarily from a self-actualization or achievement (esteem/recognition) motive. For an older teacher workforce, these motives have diminished, and are harder to inspire by others.

Although the older teacher workforce described above may be harder to inspire to active inservice participation, the task is not impossible. Maslow's theory can also be used to plan initial program experiences operating at the lower need levels where they are supposedly "fixed." After all, one of the keystones of Maslow's work is that a person is ready to move on to a higher level when his needs have been met. If these teachers are provided with some positive experiences in staff development, and are made to feel welcome, safe, and comfortable, they then can progress to more sophisticated activity levels and are often eager to do so. This is the group of teachers for whom inservice outcomes, such as heightened morale, improved self-esteem, and other attitudinal changes, are so important. Major changes in school climate and culture can be effected through future inservice programs, leading to empowerment activities once these attitudinal changes have begun.

Outcomes

Most of the literature either fails to discuss in
any detail the evaluation of the outcomes of inservice
education, or bemoans the difficulty of measuring
whether positive effects extend to the student
population. Because qualitative research techniques
are more appropriate to this area of investigation than
quantitative methods, evaluative comments in the
literature tend to be more qualitative in nature. For
example:

> Where staff tended to isolate themselves from
> administrators and other staff and suppress
> problems rather than air them and share them, now
> they bring them out in the open. They have
> learned to talk with one another about their
> successes and discuss common concerns. Through
> the "teacher-owned" staff development program, the
> teachers have learned they can influence their own
> destiny. That is what is making them more open
> with one another and has given them a whole new
> outlook toward each other and their work. That's
> where the difference comes. (Edelfelt, 1983, p.
> 35)

In discussing outcomes at the school building
level, Edelfelt (1983, pp. 84-85), States that progress
seemed to fall into three broad categories:

1. better communications and improved working

   relationships

2.   greater identity and a better self-image as a
     faculty

3.   improved curriculum and program

Most of the data collected for his study were also
qualitative in nature, and Edelfelt suggests that more
attention to documentation and evaluation is needed. He
appears to be suggesting the need for triangulation of
sources in order to further validate this data.
Although the results of the study are useful, Edelfelt
infers that a combination of techniques and sources
might have made an even stronger impact. Evaluation
techniques most suitable to gathering information
regarding outcomes of staff development programs could
include interviews, questionnaires, observation,
obtaining information from existing documents, and
keeping journals and other records. With all of these
sources available, a more organized approach to
examining outcomes should be possible.

Careful use of the research and evaluation
techniques listed above in a variety of inservice
settings should verify the importance of improved
self-image, morale, motivation, and attitude as
outcomes for teachers involved in staff development

programs. These outcomes may be crucial to the success of the current "educational excellence" through school improvement movement.

With good participation in programs designed to retrain, renew, and rejuvenate the teaching force, fewer teachers should fall victim to the negative feelings and forces which would cause them to flee the classroom. It must still be accepted by educators and by society in general, however, that teaching is a very complex profession. Teachers need to become empowered, enthusiastic, dedicated professionals. In order to maintain this high level of quality, it is imperative that teachers continue to develop personally and professionally through appropriate and stimulating renewal experiences. Only then will they remain in the profession and be able to provide the strong effective leadership needed to spearhead the ongoing reform efforts to improve American education.

Teacher Empowerment

The concept of teacher empowerment is somewhat synonymous with professionalization. Empowered teachers work in settings where teachers act as professionals and are treated as professionals. The

actual process of empowering teachers, however is not
as simple as bestowing the title, "Professional" upon
all teachers. In order to reach a point where teachers
are functionally empowered, certain elements of their
professional lives must be changed, either by
themselves or by others.

First, their status must be elevated so that they
are no longer seen as simply passive recipients of
school reform initiatives. With a focus on teachers as
the key agents in school reform, empowered teachers
feel good about themselves and are respected by others.

> The empowerment of teachers has to do with their
> individual deportment, not their ability to boss
> others. the kind of power discussed in this book
> is not of the strutting, order-issuing variety.
> It is the power to exercise ones craft with
> confidence and to help shape the way the job is to
> be done. This is teacher empowerment ... The
> confidence teachers have in themselves and the
> confidence others have in teachers. (Maeroff,
> 1988, p. 4).

Secondly, teachers continually must work at
becoming more knowledgable, as members of other
professions are required to do. Empowered teachers do
not depend on shaky academic or pedagogical
backgrounds, and they are able to approach curriculum
and instructional change in a well informed, confident

manner. Teacher empowerment efforts should embody the concept of the lifelong continuation of learning and sharing of that learning with both students and colleagues.

Finally, teacher empowerment means that teachers share an active role in making important decisions about what happens in schools. Most teachers say they would not want to take responsibility for all the decisions in the schools, but they want their voices heard and their opinions respected; they want to negotiate in a spirit of collaboration rather than confrontation. Teachers expect, no less than other professionals, to share power in the workplace. A simple, utilitarian definition of teacher empowerment for the purposes of this study is that teacher empowerment embodies the belief that teachers are professionals in every sense implied in that term, and that as professionals, they deserve to share responsibly in decisions which affect their daily work lives and their careers as educators.

Although the term "empowerment" is fairly new on the educational scene, the underlying thoughts involved in the concept have been around for some years.

Goodlad (1984) maintained that "the school must be largely self-directing. The people within it must develop a capacity for effecting renewal and establishing mechanisms for doing this." These words seem to hold special significance for the Carnegie School Program recently implemented in Massachusetts, since its very design may provide the type of necessary mechanism described by Goodlad.

In recognizing the need to provide an environment where teacher empowerment could grow, the Massachusetts Commission on the Conditions of Teaching has called attention to the need to improve the conditions for teaching and learning in the state. Their stated goal has become the empowerment of teachers through involvement and accountability. The intention of the Carnegie School concept is fourfold:

1. to restructure the environment for teaching, freeing teachers to decide how best to meet state and local goals for children;

2. to foster professional autonomy and accountability by first providing teachers with opportunities to participate in setting the goals for their schools and then

evaluating the success of the school in
achieving these agreed upon standards of
performance;

3. to provide a variety of approaches to school
organization, leadership, and governance;

4. to provide teachers with the support staff
needed to be more effective and productive.
(Special Commission on the Conditions of
Teaching, 1988)

The impetus for the development of interest in
teacher empowerment seems to have come from the
literature on teacher disatisfaction, autonomy,
professionalization, and shared decision making. In a
synthesis of research by David A. Erlandson and Sandra
L. Bifano, the following information is provided:

Teacher Disatisfaction

Lack of teacher empowerment in school
organizations has motivated good teachers to leave the
classroom and individuals of high academic quality to
avoid careers in teaching (Empey, 1984; Harris, 1986;
National Task Force on Teaching as a Profession, 1986).
Researchers Bacharach, Bower, and Shedd (1986) noted
that limited participation in decision making and

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infrequent communication with administrators caused

teachers to lose motivation and committment to teaching

as a career. McLaughlin, Pfeifer, Swanson-Owens, and

Yee (1986) reported that working conditions in schools

often deny teachers a sense of efficacy, success, and

self-worth. Some of the major causes of teacher

frustration and disillusionment were listed as:

    --Lack of teacher input into decisions that

    directly affect their work

    --Administrative decisions that undermine teacher

    professional judgement and expertise

    --Absence of the opportunity for collegial

    exchange to examine new and alternative practices

    --Lack of recognition for accomplishments

Professionalism and Autonomy

Wise and Darling-Hammond noted that districts

which empowered expert teachers to become active

participants in the evaluation process, in

collaboration with principals, have been able to

significantly improve teacher performance.

Professionalism also appears to depend upon

governance. Nyberg and Farber (1986) observed teachers

do not appear to need organizational authority over the

schools, but rather seek educational authority within the schools over substance matters such as curriculum, content, methodology, discipline, and materials because it is in these realms that the professional expertise of teachers is most pertinent.

Shared Decision Making

A number of ideas emerge from the literature. Firstly, increasing the participation of teachers in decision making increases the chances that change will occur and enhances the effectiveness of that change through a kind of ownership syndrome. More teacher involvement in decision making leads to greater job satisfaction and work achievement on the part of educational workers.

It should be remembered that shared decision making in the school does not always mean involvement of teachers in all decisions. Professionalism implies that teachers are best involved in decisions relating to their expertise. The synthesis of research clearly demonstrates that the empowerment of teachers has a positive impact on their professional image, on their committment to the mission of the school, and on their decision to remain in teaching (Erlandson and Bifano, 1987, pp. 31-35).

Summary

Although the factors and conditions involved in
the evolution of the teacher empowerment movement as
described above match the experiences of most teachers,
not all teachers immediately accept the idea of
empowerment as a solution to these problems. Ideas
relative to teacher empowerment are based on the
assumption that teachers are willing to spend the time
and energy necessary to be able to participate
meaningfully in the decision making process (Sickler,
1988). This, however, may not always be true,
especially at the beginning of the process, because
there are three significant processes which need to
take place with teachers to set the stage for effective
empowerment efforts:

1.   Building skills and confidence through
effective staff development.

2.   Training in communication skills and conflict
resolution.

3.   Team building through developing trust and
rapport (Sickler, 1988).

All of these processes can be most readily
addressed by teachers at the school site through well

designed and implemented inservice education programs
engaging as many faculty members as possible. As
Maeroff (1988, p. 474) and a number of other
researchers have pointed out, the right type of staff
development program, as described earlier, may be the
most effective vehicle to prepare teachers to pursue
empowerment and also to provide support for ongoing
empowerment projects. "As Francis Bacon noted long
ago, 'Knowledge itself is power.' Making teachers more
knowledgeable is an obvious step in enhancing their
power" (Maeroff, 1988, p. 474).

Changing prevailing negative attitudes and
modifying beliefs of teachers about the possibilities
of personal and professional growth may also be
additional outcomes of effective staff development
programs, which could strongly impact on the type of
empowerment that is the power to exercise one's craft
with quiet confidence and to help shape the way the job
is done. Empowerment becomes inevitable when teachers
have so much to offer and are so sure about what they
know that they can no longer be shut out of the policy
making process. Having strengthened their professional
motivation and self esteem, as well as developing more
collegial relationships within the school setting,

teachers may then also utilize these strengths to take
on the external forces which affect their teaching
careers. Instead of passively accepting existing
conditions, truly empowered teachers will demonstrate
the energy and confidence needed to significantly
change school climate, to lobby for needed funding, and
to support their colleagues in seeking necessary
educational reforms.

CHAPTER III

HISTORICAL BACKGROUND AND ENVIRONMENT

This chapter provides historical background for the study of the Westport, Massachusetts Public Schools' staff development program during the years from 1982 to 1989. It will be used to set the stage for a descriptive analysis of the evolution and outcomes of the program in relation to the establishment of teacher empowerment initiatives in the school system.

Situated in the southeastern region of Massachusetts between Fall River and New Bedford, Westport is a rural town, which is also developing suburban characteristics as workers from the nearby cities move there in increasing numbers. The public school system has approximately 2,000 students and 150 teachers. In the past fifteen years, three older wooden school houses have been closed, leaving a small elementary school in the north end of town and a large, newer central elementary school. Westport Middle School and Westport High School each serve students from the entire town.

As a result of the Tax Cap, Proposition 2 1/2, and
other local and state fiscal crises, as well as
slightly declining enrollments, some staff in all
schools have been eliminated and some reorganization of
the entire school system has taken place during the
past several years. In terms of teaching staff,
Westport has, until recently, experienced great
stability; people did not tend to leave the system. In
the judgment of the superintendent and some of the
other administrators, this led to some stagnation and
lack of creativity and innovation among the teaching
staff.

The school system, however, historically had not
provided for professional staff development and
improvement in any organized fashion. Although
"inservice days" were scheduled by the school committee
each year as a regular part of the school calendar, the
offerings frequently showed evidence of only last
minute planning by the superintendent of schools who
assumed sole responsibility for the programming.
Attendance by teachers from all levels was usually
mandated at "one shot" lectures by outside consultants
on superintendent-selected topics such as Child Abuse,

Standardized Testing, and Classroom Discipline. In
general the teachers did not find these presentations
useful in terms of either professional development or
classroom practice.

In the fall of 1981, the Westport Federation of
Teachers (WFT), an American Federation of Teachers
(AFT) affiliate union, began to investigate the
possibility of establishing a teacher designed
professional development program for its members. The
reasons for the union involvement at this time were
threefold. First, a new contract had been ratified
which provided an eleventh step raise, but only allowed
teachers to remain on Bachelors step eleven for one
year. By the end of the year, teachers on that step
were expected to have earned six additional academic
credits, thus allowing them to be moved to the
Bachelors + 15 salary scale. In the past, Westport
teachers could reach the tenth or maximum step of the
Bachelors scale with completion of only three courses
beyond their Bachelors degree. Thirty-two of
Westport's teachers had more than ten years experience
and a Bachelor's Degree + nine semester hours credit in
September 1981. The union leadership felt obliged to
offer assistance to these teachers, in particular, so

that they could take advantage of the new contract provisions.

A second concern was caused by the revised Massachusetts regulations for the certification of all school personnel which had been published in 1979 and were scheduled to take effect in September, 1982. It became obvious that currently employed teachers would have increased difficulty in obtaining additional certificates under the new rules while, during the same time period, they might desperately need certificates in new areas in order to avoid being "RIFFED". In addition to informing the members of the new regulations, the union felt it was important to encourage them to expand their professional preparation into new areas.

Thirdly, the problem of the relative isolation of Westport from college and universities where graduate professional training would be available to the teachers was examined. Although Southeastern Massachusetts University was nearby, no graduate level programs were available there for educators. Bridgewater State College offered many fine programs, but travel there involved an eighty mile round trip for

a teacher residing in Westport. Travel expenses,
tuition, and the amount of time expended seemed to be
an insurmountable obstacle to many of the thirty-two
teachers who had previously done only the minimal
course work.

In addition to these immediate and pragmatic
concerns, most teachers expressed a desire to see some
improvement in the quality of the inservice offerings
and to participate in planning for these programs.
To meet these needs, a WFT Professional Development
Committee was established. A needs survey of all
teachers was conducted in January 1982. Based on the
teacher responses to the survey, two courses, "Dealing
with Mainstreamed Special Needs Students in Regular
Classrooms" and "Educational Leadership and Managerial
Effectiveness," were arranged to be offered for credit
in Westport at a reduced cost through Bridgewater State
College. A third course, "Using Microcomputers in the
Classroom," was offered in the fall of 1982. Following
its successful completion, the program continued and
branched out into workshops and other presentations
beyond the college course offerings. The first three
course offerings were very popular and highly
successful. A total enrollment of seventy four

teachers allowed for a small financial profit which was placed in a fund to be used by the union to encourage and support future staff development efforts. In addition to the college courses, funding for shorter duration workshop programs was sought and received from the Commonwealth Inservice Institute (C.I.I.) beginning in 1983. Continuing this practice up to the present time, C.I.I. Workshops have been well received and have included teacher-convened programs in such diverse areas as The Writing Process, Gifted and Talented Programming, Dealing with Substance Abuse, and Computer Assisted Instruction.

As discussed in the literature review, a synthesis of many studies that examined inservice education programs concluded that such programs should:

1) be concrete, dealing with specific skills rather than theories.

2) provide both demonstrations and opportunities for participants to try out new skills and receive feedback.

3) address the on-the-job needs of each individual.

4) be ongoing.

5) occur at school.

6) provide opportunities for observing models, and

7) allow principals to take part in the inservice

program, but not to take full responsibility.

These characteristics were carefully considered by

the WFT Professional Development Committee in planning

subsequent Westport inservice offerings and in the

creation of a "Professional Development Philosophy

Statement" approved by the School Committee in January,

1984. (See Appendix 1). They also have been carefully

considered in planning for all subsequent staff

development offerings in the Westport School System.

In addition to continuously offering a variety of

school site workshops, the Westport Federation of

Teachers and the School Committee have negotiated an

agreement calling for the School Committee to provide

some funding for professional library materials which

previously had to be purchased by individual teachers,

and to share one half the cost of teachers' tuition

expenses for college credit courses approved in

advance. With the 1988-89 school year, the climate for

professional growth in the Westport Schools improved
still more with the inception of an "in house"
Professional Development Credit System designed by the
Director of Curriculum and Instruction to assist
teachers in advancing on the salary scale through
school-site workshop experiences as well as college
courses.

In the spring of 1988, a number of Westport High
School Teachers, some of whom had been prominent in the
development of the earlier staff development programs,
began to discuss the possibility of becoming involved
in the newly announced Carnegie School Program.
Established by the Massachusetts legislature under
Chapter 727, this program seemed to offer teachers at
Westport High School unique opportunities to use their
professional skills to restructure their work
environment and to make the school much more effective.
After enlisting the support of the principal, a draft
of a grant proposal was prepared and submitted to the
entire faculty for review and criticism. Following
many hours of revision and discussion, the proposal was
presented to other constituencies: School committee,
superintendent, parents, and students for their input.
Finally, consensus was reached on the content of the

Carnegie proposal, and the document was submitted to the Department of Education with 87% of the faculty signing it.

In late June, 1988, Westport High School was chosen as one of the first seven Carnegie Schools in Massachusetts. During the 1988-89 school year, the focus of the Carnegie planning year was to be on staff development and learning activities which would assist the faculty to prepare for major changes in policies related to governance, curriculum, instruction, and school-community relations.

Beginning in September, 1988, the teachers began to work within the committee structure they had proposed as the vehicle through which decision making could be shared among all members of the school community. A high level of teacher involvement in the Carnegie committee activities demonstrated that most staff members were eager to participate in the restructuring of their school environment along more democratic lines. Hopes were high and staff morale appeared to be on the upswing.

During the same time period, however, the Westport Federation of Teachers, seeking a new contract for

teachers, was involved in a protracted mediation process. Teachers were continuously frustrated by the lack of a contract settlement.

Because of teachers' serious concerns about their contractual status and the School Committee's inability to break the impasse due to financial constraints, the focus of the teachers' involvement began to shift away from the Carnegie empowerment initiatives. Having developed extensive plans for staff training in areas of both curriculum and pedagogy, the Carnegie Planning Committee agreed to postpone these efforts because faculty members had become almost exclusively focused on activities designed to gain public support for a contract settlement.

On January 3, 1989, the Westport teachers voted to strike. The ensuing job action resulted in the shutdown of the entire school system for twenty-one days, the longest teacher strike in the history of Massachusetts. Teachers, students, parents, and community members interested in educational restructuring which would include less hierarchical management systems were on a collision course with

those who espoused the old, traditional way of running the system.

Much of the daily television and newspaper coverage (see examples in Appendix 6) of the strike situation reflected the teachers' message that dignity and respect for professional educators was more important than the money issue in the conflict. It also demonstrated that the teachers had a strong number of supporters in the community. In addition to presenting the school committee with a petition containing over 2500 signatures from parents and residents which supported a fair contract settlement, many community members of all ages attended rallies, picketed, and made financial donations to the striking teachers. Even the school administrators, who were not part of the strike, came forward and made a public statement to the press on behalf of the teachers' position.

When the final settlement was reached, teachers felt that they could return to work with dignity because in addition to a compromise pay raise, they had succeeded in having the School Committee remove a number of contract provisions that they felt were

inappropriate for professionals. Language changes were made in contract areas related to use of sick and personal leave because the original language proposed by the school committee implied that teachers were abusing leave policy. In fact, the school committee had based their assumptions on inaccurate statistics presented by the superintendent. Another area of language change allowed teachers to continue the previous practice of volunteering to cover the classes of absent colleagues during planning periods. The wording of the school committee proposal demanding that administrators have the power to order teachers to do this had been particularly offensive to teachers because few, if any, problems had ever arisen with the volunteer system. The teachers had interpreted the new language as a move to save money on the cost of substitutes, as well as a professional slur.

On the very first day of school in February, 1989, the Carnegie Planning Committee met to discuss whether it was possible to continue with the goals and objectives of the grant program. After a long serious discussion, the Committee agreed unanimously not to give up even in the face of the loss of time and the visible need to remotivate many faculty members.

Once again a variety of staff development efforts were planned, in the hopes that teachers could begin to work together with the administration toward positive restructuring and empowerment goals. In an effort to assist all staff members from the entire school system to deal with the emotional aftermath of the strike, a "Staff Wellness" series of activities and programs was implemented, using funds from a Comprehensive Health and Human Services Grant.

Workshops on dealing with stress and anger and using humor to defuse conflicts were well attended and seemed to help. Aerobics were offered four times a week, and various health related screenings (cholesteral, bodyfat ratio, blood pressure, etc.) were offered to all staff members at each school site.

At the same time, the Carnegie Instruction Committee, funded by the Carnegie School grant awarded to Westport High School, began to plan a two full day workshop experience for the entire high school faculty on cooperative learning strategies. It should be noted that the Carnegie funded activities have focused on the high school, because the high school, not the entire school system, was the recipient of the grant funds.

The Carnegie Planning Committee, however, has tried whenever possible to invite the participation of faculty members from all other grade levels in Carnegie programs and activities.

High School teachers actively participated in the decision to explore cooperative learning strategies as a group. From using Carnegie Grant funds to send a few teachers to a training session on Cooperative Learning Techniques with nationally recognized experts, David W. and Roger T. Johnson, the faculty progressed in their study by successfully pilot testing the techniques with various types of student groups in the different subject areas of English, Social Studies, Math, and Science. Encouraged by seeing such strong evidence of the positive impact cooperative learning strategies could have in their own school setting, Carnegie Committee members voted to sponsor two full days of training with an outside consultant for the entire faculty, and facilitated the intricate rearrangements of buses, union contract provision waivers, approvals, and schedules that were necessary for the training to take place in the Spring of 1989.

After receiving that instruction, more teachers began to feel confident enough to experiment with the technique, and enough interest was generated so that the first inservice day of the 1989-90 school year was dedicated to a practical "nuts and bolts" workshop where three Westport High School faculty members designed the program and served as trainers and group leaders for the entire faculty. This was an important step in the process of helping more teachers to accept the challenge of utilizing a wider variety of instructional techniques. The use of fellow teachers as trainers heightened faculty members' interest and involvement with the method being reviewed and afforded expanded opportunities for sharing a learning experience with colleagues. The continuation of this learning process is presently being sustained through the formation of small voluntary peer support groups to extend the process of learning more about the skills involved in the cooperative learning process into actual classroom peer observation and practice.

For the 1989-90 school year, the high school faculty voted to continue using Carnegie funds to design and implement their own inservice and professional development programs. They were also able

to successfully negotiate an agreement with the
superintendent allowing them to plan their own
activities during system-wide inservice days. The most
recent of these activities, a workshop on "Peer
Coaching" was also voluntarily attended by faculty
members from another Westport School.

Through the efforts of the Carnegie Governance
Committee, a new constitution for a more democratic
governance system has also been designed and
implemented at Westport High School. A bicameral
legislative body has been established, including a
Faculty Senate with elected members, and a General
Assembly whose elected representatives include
students, teachers, and parents. Decisions made by
these bodies are subject to "executive" veto by the
principal, superintendent, etc., but such vetoes can be
overridden by two-thirds votes in the Faculty Senate
and the General Assembly and/or appealed directly to
the School Committee.

Teachers involved in the Carnegie Grant Program
initiatives appear to have regained their motivation to
seek a higher level of professional development and
respect. They are publishing and mailing a monthly

Carnegie newsletter describing their activities to the
families of all Westport students in grades 7-12.
Carnegie committee members have also become much more
involved in a variety of community outreach activities
and business partnerships in order to gain stronger
public support in Westport for meaningful educational
restructuring efforts.

CHAPTER IV

METHODOLOGY

This chapter provides an overview of how qualitative methodology was used to provide a descriptive analysis of the evolution and outcomes of Westport's staff development program in relation to the establishment of the Carnegie School Program and other developing teacher empowerment initiatives in the school system.

Statement of Purpose

The purpose of this qualitative study was to examine the teachers' responses to the evolving inservice program in Westport, and to see if there might be a relationship or connection between the outcomes of the inservice program for individual teachers and their subsequent involvement in the Carnegie School Program for teacher empowerment. Some of the participants were asked to discuss their views regarding their own motivation, their experiences while involved in the courses, and the effect this has had on their personal lives.

While it is possible to quantitatively assess the impact of the program thus far by identifying numbers of the teachers who have received new certifications or who have moved horizontally to higher education levels on the salary scale, this type of data gives no information about whether other personal, psychological, or attitudinal changes have taken place, or whether these types of changes have influenced teachers involvement in teacher empowerment initiatives. In gathering information of this type, "Qualitative methods are preferable...Qualitative methodology allows the researcher to get close to the data, thereby, developing the analytical, conceptual, and categorical components of explanation from the data itself" (Owens, 1987, p. 180). For these reasons, a qualitative approach to gathering information about what the inservice program has and has not accomplished in terms of individual teachers' perceptions of their own competencies and abilities is the most appropriate and helpful in establishing directions for the future design of staff development programming. In the words of Miles and Huberman (1984, p. 15):

> Qualitative data are ... a source of
> well-grounded, rich descriptions and explanations
> of processes occurring in local contexts. With
> qualitative data one can preserve chronological
> flow, assess local causality, and derive fruitful
> explanations. Then, too, qualitative data are
> more likely to lead to serendipitous findings and
> to new theoretical integrations; they help
> researchers go beyond initial preconceptions and
> frameworks. ... Words, especially when they are
> organized into incidents or stories, have a
> concrete, vivid, meaningful flavor that often
> proves far more convincing to a reader--another
> researcher, a policy-maker, a practitioner--than
> pages of numbers.

For this study, a guided interview approach as

described by Patton (1982) was chosen as the primary

method of data collection. Comparative data was also

drawn from an open-ended questionnaire (see Appendix 4)

administered to the entire teacher population; analysis

of workshop and course evaluations; and field

observations.

> The general interview guide approach involves
> outlining a set of issues that are to be explored
> with each respondent before interviewing begins.
> The issues in the outline need not be taken in any
> particular order and the actual wording of
> questions to elicit response about those issues is
> not determined in advance. (Patton, 1982, p. 198)

Through the medium of guided interviews (See

Appendix B for Interview Guide) with a number of

teachers who have successfully completed one or more of

the college or workshop experiences offered,

information was gathered to seek some answers to the following questions:

1. What motivated most teachers to become involved in the inservice program?

2. Did the course or workshop meet their immediate needs, provide positive experience, and add to their professional competency?

3. What role, if any, do teachers see the inservice program having in the future professional development of teachers in the system?

4. What did teachers find most beneficial or satisfying about the program in personal terms?

5. What changes or additions should be made in the program?

6. What relationship, if any, do teachers find between participation in the inservice programs and their subsequent interest and/or involvement in teacher empowerment initiatives?

By participating in such interviews, some teachers might also be encouraged to take a more active

role as participant planners for upcoming courses,
workshops, and Carnegie planning committees.

The data gathered and conclusions drawn by this
study and from subsequent evaluation questionnaires
completed by all course and workshop participants
should be most useful in the planning process for the
future professional staff development efforts in the
Westport Schools. (See Appendix 3 for sample
evaluation questionnaire). Some of the conclusions may
also be helpful to other similar school systems in
planning staff development programs designed to help
prepare teachers for the additional responsibilities
involved in settings where teacher empowerment
initiatives are becoming established.

Design of the Study

A case study of a sample of teachers drawn from
the population of Westport Public School K-12 faculty
members who have participated in the Westport Inservice
Program was derived from data gathered using indepth
interviewing as the primary research tool. Analysis of
related documents, an open ended questionnaire, and
field observations also yielded additional data. Use
of a variety of qualitative sources for the collection

of information provided triangulation for the study.

Triangulation has been loosely defined as

corroboration, cross-validation, or multiple validation

procedures to assure the dependability of a field study

finding. (Miles and Huberman, 1984, p. 234).

> ... Triangulation is a state of mind. If you self
> consciously set out to collect and double check
> findings, using multiple sources and modes of
> evidence, the verification process will largely be
> built into the data gathering process, and little
> more need be done than to report on ones
> procedures. (Miles and Huberman, 1984, p. 235).

In designing this study, the researcher utilized the

second type of triangulation described by Patton (1980,

pp. 330-331):

> The second type of triangulation involves
> triangulating data sources. This means comparing
> and cross-checking consistency of information
> derived at different times and by different means
> within qualitative methods. It means (1)
> comparing observational data with interview data;
> (2) comparing what people say in public with what
> they say in private; (3) checking for the
> consistency of what people in a situation say
> about this situation over time; and (4) comparing
> the perspectives of people from different points
> of view--staff views, client views, funder views,
> and views expressed by people outside the program,
> where those are available to the evaluator. It
> means validating information obtained through
> interviews by checking program documents and other
> written evidence that can corroborate what
> interview respondents report.

All members of the faculty who had participated in any of the staff development activities were requested to complete an open-ended questionnaire (Appendix 4). This type of questionnaire was chosen rather than a standard quantitative survey because:

> ... The open-ended responses permit one to understand the world as seen by the respondents. The purpose of gathering responses to open-ended questions is to enable the researcher to understand and capture the points of view of other people without predetermining those points of view through prior selection of questionnaire categories. (Patton, 1980, p. 28).

Subjects

The sample group of subjects who participated in the indepth interview process was selected in the following manner. The first criterion for selection as a subject was the completion of one or more of the voluntary college credit courses, Commonwealth Inservice Institute workshops, or Carnegie sponsored workshops offered through the program. In order to have the composition of the small group of teachers to be interviewed individually reflect the demographic makeup of the entire pool of participants, selected interviewees included both male and female teachers from a variety of grade levels and subject matter

areas. The final selection of faculty members to be interviewed was made on the basis of their willingness to participate and to allot an uninterrupted one hour time period to a relatively unstructured discussion of their opinions and perceptions of the program's impact. The subjects included an elementary reading specialist, two elementary classroom teachers, one of whom is the current president of the teachers' union, a middle school reading, a middle school home economics teacher, a middle school guidance counselor, a special needs teacher who has worked at both middle and high school levels, high school mathematics, biology, English, and social studies teachers, and a former elementary teacher now serving as Director of Curriculum and Instruction. All of the interviewees were mature, experienced teachers in mid-career, having spent the past 12 to 25 years professionally employed in public schools.

To facilitate the interviews of the case study participants, an interview guide was developed covering various aspects and possible results of program participation. This interview guide, (Appendix B), however, was also adapted and revised as needed to provide maximum flexibility as the specific interviews

proceeded. Although the interview guide was used

during each interview, the questions were not

necessarily taken in exact sequence. As described by

Patton (1982, p. 198),

> The interview guide simply serves as a basic
> checklist during the interview to make sure that
> all relevant topics are covered ... The
> interviewer is thus required to adapt both the
> wording and sequence of questions to specific
> respondents in the context of the actual
> interview.

All interviews were tape recorded and were held

at a location chosen by the individual subject for

convenience and comfort. At least an hour was set

aside for each interview session. The interviewer made

every effort to establish rapport and a relaxed,

informal, non-threatening climate so that the subjects

were free to openly express opinions and share thoughts

and perceptions.

Data Analysis

As the interviews proceeded, the Interview Guide

was adapted as additional relevant issues emerged from

discussion. This is a beginning step in the analysis

of data following Glaser and Straus' (1967, chap. 5)

model of constant comparative analysis. According to

this model, it is important to begin the examination of

preliminary data while still in the process of
gathering it.

As the interviews proceeded, certain conceptual
categories emerged from the data through the process of
inductive analysis as described by Patton:

> Inductive analysis means that the patterns, themes
> and categories of analysis come from the data;
> they emerge out of the data rather than being
> imposed on them prior to the data collection and
> analysis ... The analyst can use the categories
> developed and articulated in the program studied
> to organize presentation of particular themes.
> (Patton, 1982, p. 306)

The conceptual categories generated from these
interviews are significant components of the subjects'
perceptions of the staff development program and its
impact. The categories included:

1. Motivation for participation in staff
   development program.

2. Immediate needs met by participation.

3. Positive or negative experiences during course
   or workshop participation.

4. Effect of participation on self-image from
   both personal and professional perspectives.

5.   Unexpected benefits and satisfaction derived from participation.

6.   Interest and/or involvement in teacher empowerment initiatives.

7.   Connections perceived between staff development and teacher empowerment.

8.   Desires and needs for future programs.

After all interviews were completed, multiple replays of the tapes took place for the purpose of note taking. The data gathered was analyzed using the topics included on the interview guide. Similarities and differences in opinions and perceptions were identified, and significant personal reactions to the program were highlighted. A written summary of each interview was prepared.

In order to check the reliability and validity of the researcher's interpretation of the interviews, the content of tapes, transcripts, and notes was reviewed by two other professionals employed in the school system. Each of these two reviewers had lengthy public school teaching experience and long term involvement in

the staff development efforts being studied. Their
comments and suggestions contributed greatly to the
thoughtful analysis of the collected interview data.

Analysis of the data gathered through individual
interviews, compared with the questionnaire data and
field observations, helped to identify both desirable
and undesirable characteristics of the evolving
Westport Inservice Program. Those involved in the
future planning for the program and other teacher
empowerment efforts will be able to profitably utilize
the information collected in this study in formulating
ideas for subsequent offerings and initiatives.

CHAPTER V

DATA PRESENTATION AND ANALYSIS

In this section, information gathered from a
survey of all Westport teachers in January, 1989, and
twelve in depth interviews with selected Westport
Inservice Program participants is presented and
discussed. The survey, consisting mostly of open ended
questions, was distributed to all teachers at a
system-wide meeting along with an explanatory letter
from the researcher and a request to return it as soon
as possible to the researcher's school office.
Response to the survey was excellent with 82 forms
returned out of the 140 distributed. Based on their
interesting responses to the survey questions, some
additional teachers were then selected to participate
in the in depth interviewing process.

Each of the hour-long interview sessions held
between 1987 and 1989 took place in the subject's
office or classroom in a relaxed atmosphere after
school hours. The volunteer subjects, chosen because
of their willingness and their ability to verbalize

ideas, included an elementary reading specialist, two elementary classroom teachers, one of whom is the current president of the teachers' union, A middle school reading teacher and a home economics teacher, a middle school guidance counselor, a special needs teacher who has worked at both middle and high school levels, high school mathematics, biology, English, and social studies teachers, and a former elementary teacher now serving as director of Curriculum and Instruction. All of the interviewees were mature, experienced teachers in mid-career, having spent the past 12 to 25 years professionally employed in public schools. This sample composition is reflective of the demographic description offered by Feistritzer (1986):

> The teaching force is now composed mainly of
> people in mid to late career who have been
> teaching in their current school for most of their
> professional lives. Their average age is
> approaching 50; 75% have been teaching for at
> least 10 years; 50%, for 15 years or more; 50%
> have taught in only one or two schools.

Rapport was easily established with each of the subjects because the interviewer had long term acquaintance with them and had worked together with each of them on various school and community projects. During the first interview, however, working with the

standard tape recorder and microphone seemed to make

the subject feel rather ill at ease and appeared to be

inhibiting the flow of conversation. Following that

experience, all future interviews were taped using a

voice activated microcassette recorder which was

inobtrusive and required no microphone. After adopting

this new piece of equipment, all of the subsequent

interview sessions proceeded very smoothly with no

unnecessary interruptions.

Although an interview guide (Appendix B) was used

during each interview, the questions were not taken in

exact sequence. As described by Patton (1982, p. 198),

> The interview guide simply serves as a basic
> checklist during the interview to make sure that
> all relevant topics are covered ... The
> interviewer is thus required to adapt both the
> wording and sequence of questions to specific
> respondents in the context of the actual
> interview.

During the initial interview, a few issues emerged

which had not been considered in formulating the guide,

and the guide was then adapted to include these. This

was a beginning step in the analysis of the data,

following Glaser and Strauss' (1967, chap. 5) Model of

Constant Comparative Analysis. According to this

model, it was important to begin the examination of

preliminary data while still in the process of
gathering it.

Interview Data Categories

As the interviews proceeded, certain conceptual
categories of information emerged from the data.
Identifying and conceptualizing the program outcomes
and teachers responses was done through an inductive
process of analysis.

> Inductive analysis means that the patterns,
> themes, and categories of analysis come from the
> data; they emerge out of the data rather than
> being imposed on them prior to data collection and
> analysis ... The analyst uses the categories
> developed and articulated in the program studied
> to organize presentation of particular themes.
> (Patton, 1982, p. 306)

The conceptual categories which were generated
from the interviews were significant components of the
subjects' perceptions of the program and its impact.
The categories included:

1. Motivation for participation in staff

   development program.

2. Immediate needs met by participation.

3. Positive or negative experiences during course
or workshop participation.

4. Effect of participation on self-image from
both personal and professional perspectives.

5. Unexpected benefits and satisfaction derived
from participation.

6. Interest and/or involvement in teacher
empowerment initiatives.

7. Connections perceived between staff
development and teacher empowerment.

8. Desires and needs for future programs.

Motivation

Before experienced, mature teachers begin to
actively seek more decisional power, they must first
become motivated to explore new avenues of knowledge,
to grow professionally, and to develop attitudes
receptive to renewal and change.

> Motivation is a sum of complex forces influenced
> by experiences, situations, and environment. The
> assumption is that to motivate someone, the
> motivator must offer a reward valued by the
> employee. Logically, different people have
> different values. Kovach (1987) states that

> employees values are affected by sex, age, income
> level, job type, and organizational level. A
> person's life and career cycles also complicate
> the identification of effective motivational
> strategies. (Lehman, 1989, p. 76)

> Like other professionals, teachers at midcareer
> are prone to de-motivation (boredom, loss of
> enthusiasm, diminished job interest) and a
> levelling off of performance--the growth curve
> inevitably flattens out (particularly for those
> who do not move into new roles or change jobs) and
> energy flags. These trends result from
> significant shifts in attitude, perception,
> priority, and need which stem from changing life
> and career circumstances. (Evans, 1988, p. 4).

When questioned during the interviews about what

motivated them to participate in the inservice

courses, many of the earlier participants stated that

they had to complete courses to earn a step increment

raise or stay on the maximum pay scale. Although this

extrinsic reward seemed to be a prime motivator, some

other motivating influences, more intrinsic in nature,

were also expressed peripherally in the answers given

by the subjects. Some of the other extrinsic

motivators were salary increases, credits to move up to

new contract levels, additional certifications, and

convenience of timing and location. Responses to the

questionnaire were very similar to those obtained in

the interviews:

I had to do it to stay on maximum, but I love the convenience, too. I hate to drive long distances in the dark.

I wanted the credits for increment steps, but also felt it would keep me from stagnating. The reduced cost of tuition and easy availability of classes really sold me.

I wanted to talk with professional colleagues who I didn't see every day in my building. We should have the chance to communicate more often with the teachers at other grade levels.

I think I did it so I could feel good about myself and what I do. After all, there isn't much positive reinforcement given out in this school system. Getting a good grade makes me remember how capable I really can be.

A number of the interview subjects also mentioned the need to widen their certification to new areas because the fear of layoffs was a motivating influence for them. Some of the subjects were particularly pleased that the college courses offered could apply to masters or CAGS programs at Bridgewater State College and they would be able to apply credits earned in Westport toward their degree completion. More than one participant showed distinct evidence of changing from highly extrinsic to more intrinsic forms of motivation as a result of positive experiences during the initial course offerings.

When I began I had no choice. It was a necessity to stay on step eleven. Then I took three more credits to get onto the Bachelors + 15 scale. Convenience was also a motivator for me. It was so easy to do that I had no excuses left for avoiding taking classes. I enjoyed the first three courses so much that now I've signed up to take computers in the classroom. It's the "in" thing now and it sounds interesting to me. Imagine that, I'm going to take a course I don't have to take just because I'm interested. Strange behavior for a person who didn't take a course for 15 years!

Now that I've conquered my fears of doing graduate level work, I'm enrolling in more courses just to expand my horizons.

I simply wanted to be more aware of what was happening in the school system and be a part of whatever changes resulted from it.

I had heard such interesting things about the courses from other teachers that it made me want to learn more. Part of it was the time in my life, too. I finally had more time, less responsibility at home now that children are in college.

Responses to the motivation question on the survey echoed many of the comments made by the subjects interviewed. They included various versions of the following:

--Easy way to go to school for graduate credit. Wanted credit to get on Masters + 15 scale.

--No travel--school comes to me. Close to home.

--Offered at school, no night travelling.

--Wanted to learn how to make computers applicable
to the classroom. Professional uses of computers.
Knew nothing about computers and wanted to develop
skills in a safe, non-threatening environment.

--Needed to know more about what to do about drug
and alcohol problems, need awareness of social
issues for students we work with, needed new
information to administer drug/alcohol crisis
intervention team at high school.

--CPR course important for personal knowledge as
well as for dealing with students in an emergency.

--Wanted better understanding of management
issues.

--Out of curiosity.

--Curriculum development and cost factors.

--Course content was in a personal interest area
of mine.

--Wanted to improve my teaching, make it more
interesting for me and my students.

--Quest for knowledge.

--Reimbursement of costs.

--Taught by local teachers, colleagues.

--Keep abreast of current educational programs,
keep up with new ideas.

--Concerned about special needs requirements and
want to learn to identify problems.

--Wanted to learn about teaching writing, a topic
not addressed in college methods courses.

--Interesting courses.

--Need for self improvement, self development.

--Wanted to find out about areas not necessarily
connected to program I teach in.

--I wanted to be involved in areas where I had
little expertise. I also wanted to be involved in
a dialogue that would create a more positive
educational atmosphere in my school.

--Wanted to get help in dealing with stress in the
workplace.

--Wanted to learn how to use computer to enhance
curriculum resource materials.

The motivating influence that began for some as

obviously extrinsic reward factors like additional

certificates, salary increments, meeting new job

requirements, and so forth, seemed to evolve into a

more intrinsic reward-oriented form of motivation as

the participants had positive experiences in the

initial courses. Many who took more than one course or

workshop indicated that they were motivated to take the

second one by more personalized or intrinsic factors.

The responses of these subjects appear to reflect

research findings about intrinsic rewards that are most

important to teachers. Anderson and Iwanicki (1984)

report that the three greatest needs of teachers are:

Higher level of self esteem, more autonomy, and a

greater degree of self-actualization.

It is this researcher's opinion that the changes

observed in motivation were the harbinger of

attitudinal changes that ultimately resulted in

significant professional growth for teachers. When the Westport teachers began to feel stronger motivation to learn about new ideas, professional growth and educational change began to be seen as something that could be positively exciting, instead of something to oppose. This shift in motivational forces, then, could be seen as the beginning of the change process which ultimately led to teachers wanting to participate in empowerment initiatives such as the Carnegie program.

Immediate Needs Met

Most of the immediate needs described by the subjects as strong extrinsic motivators for taking courses appear to have been met by the Westport inservice offerings. Some of these were financial reward, new certifications, convenience, and low cost. Many of the participants received certification in one or more additional areas. Additionally, the subjects felt the courses met a variety of more intrinsic individual personal needs.

> It was a good refresher. I learned lots of new information and got an initial exposure to administrative thinking.

> I gained a great deal of practical information on organizational skills and personal development.

I really got my personal life organized, even
letters and recipes, as well as learning how to
utilize the computer as a learning tool in my
classroom.

It raised my interest level in the world around
me. Meeting new people elevated my mood and
helped me cope better with my depressing job.

It gave me a chance to get a pat on the back, some
recognition for doing something really well. I
guess I was starving for some kind of positive
reinforcement.

I think that it gave me the opportunity to meet
some other people in the system who taught in
other schools that I really hadn't spent any time
talking to ever in the years that we had worked in
the same system. We got to know each other; we
got comfortable with each other; we got to learn
things about each other's's schools, which we
would never ever had an opportunity to do. that
would be something that I considered to be very
important.

Such results are not unusual according to the

literature examined earlier in Chapter Two and are

perhaps best described by Edelfelt:

Where staff tended to isolate themselves from
administrators and other staff and suppress
problems rather than air and share them, now they
bring them out in the open. They have learned to
talk with one another about their successes and
discuss common concerns through the
"teacher-owned" staff development program, the
teachers have learned they can influence their own
destiny. That is what is making them more open
with one another and has given them a whole new
outlook toward each other and their work. That's
where the difference comes. (Edelfelt, 1983, p.
35)

Written responses to the open-ended question regarding immediate needs met by the courses or workshops also echoed the assertions of those interviewed:

--Helped introduce me to the writing process and reading process which I've been able to use with my class. Made me comfortable with the writing process, so I felt able to complete the required books. Allowed me to implement new program.

--Improved knowledge on how to use computers in the classroom. Gave me enough knowledge to incorporate computers into my current curriculum. Conquered my fear of computers, gave me an interest in going further with them. Helped me to assess current software.

--Helped develop better understanding of mainstreamed special needs students in my classes. Improved systems of communication and better understanding between special ed. and regular ed. teachers.

--Increment credit, content.

--Certification requirements completed.

--Substance abuse class helped me to come to terms and prepare myself for the inevitable death of an alcoholic friend.

--Helped with planning my future.

--Saved me a lot of time with clerical duties through learning how to use computers to keep grades and classroom records.

--Gave me information and skills I needed. Good review of information.

--Have developed and constantly use time management and organizational skills in running my own affairs and part-time business.

--Health and wellness information is constantly used in my science classes.

--Competency at CPR, CPR certification.

--Wider knowledge of referral sources in our area.

--Feel better able to meet the needs of my students by keeping abreast of new trends and updating the curriculum.

--I could use the ideas from classes the next day or the next week in my classroom. It added some excitement for me and my students. Immediately useful and applicable in my classroom.

--Gave me an effective way to restructure my curriculum and interrelate subjects.

--Allowed me to develop skills later used to write paper for doctoral comprehensive qualifying exam.

--Enabled me to branch out into areas that might not have been available to me before.

--Positive professional growth.

--More interaction with colleagues.

--Got to share common concerns and received both support and insights.

--Provided support for change, and help from others to figure out why some stuff didn't work.

--Learned and applied alternative methodologies.

Taken in their entirety, these comments appear to

corroborate the following statement:

... As much as they dislike mandated retraining programs, teachers respond readily to programs they choose to meet their own felt needs. They show real enthusiasm for workshops on midcareer/midlife issues, stress management, etc.

... The key is to offer teachers information about the predictable stresses of life and career and the chance to share together the personal and professional concerns they rarely get to discuss. These often spawn teacher-initiated follow-up groups that help members reduce stress and sustain performance. (Evans, 1988, p.8)

Positive or Negative Experiences

Discussions of positive and negative experiences while involved in the program seemed to center around the teaching styles of different instructors who presented the workshops and courses. A definite preference was shown for varied class activities with opportunities for participation over the standard lecture method. This preference is also one commonly discussed in the literature surveyed in Chapter Two.

I liked the classes with interaction rather than just being fed loads of information.

Some of the lecture classes were boring. The teacher was using outdated material and often treated us like children instead of colleagues.

Yarger, Howey, and Joyce (1980) repeatedly indicated that teacher dissatisfaction with staff development programs often stems from the instructional method chosen rather than from lack of interest in the topic itself. They also emphasize the positive

benefits of "hands-on" job embedded staff development experiences over standard lecture approaches.

Most participants also mentioned that the courses scheduled on weekends were more effective because the discussions could have more depth in an extended time period. Even those who were parents or had heavy family responsibilities said they found it easier to arrange for sitters, and so forth, for one long period of time than for many shorter sessions. They found also that it was very helpful to be in a learning situation with only fellow teachers from the school system.

Because of being in Westport we could deal with specific issues and problems of our system. We've all had a more than enough of generalized education courses.

The instructor's application of administrative principles to our current situation certainly helped us to predict and cope with what happened with our reorganization.

For me, the most positive thing was the networking where we got new ideas from each other. It really opened my eyes to the differences between the two elementary schools. I hope it will continue long after the course ends. Right now I'm working on piloting a program with a teacher whose teaching environment at the other school is so different from mine here. The two principals have agreed that we can trade a day in each other's classrooms. So I have a new professional friend and a teacher exchange as a positive effect from taking a course.

The communication forms developed by the teachers
during the Mainstreaming course really were
frequently used at the Middle School. The fact
that we had created that form together ... the
special education teachers were very proud of that
and they made mention of the fact that we had done
it in a course that we worked on together.
Everyone contributed to a classroom modifications
list and we all used it afterwards. I think
that's why it's still used because we all have
ownership of it and that was one of the pluses.

I found it kind of negative feedback and was
somewhat surprised and disappointed right after
the cooperative learning workshop programs that
more of the teachers wouldn't at least give it a
try. There is some fear, but they should at least
make an attempt. Even some of the negative stuff
people said has only really served to challenge
the rest of us to prove a point. Also, at least
they are communicating with other adults about
professional practices, even if it is in a
negative way. That's a new thing for some of
them. Now, more people seem to be interested
than last year, and I'm going to be part of a
study/support group for cooperative learning
that's starting up today.

Comments made by teachers on the written

questionnaire were, on the whole, more positive than

negative. They are presented in separate positive and

negative categories below:

POSITIVE:

--I was exposed to the latest research information
from professionals nationally and internationally
known, without having to travel at all.

--Encouraged me to go back to college and get 30
hours beyond masters degree.

--Felt more comfortable using computer, evaluating software.

--Developed an interest in my own professional development.

--Liked the idea that teachers could teach other teachers.

--Some courses really raised morale of teachers.

--Avoided getting in a rut, felt my batteries were getting recharged. Enthusiasm developed in all courses.

--Helped me to see that I was not alone in dealing with classroom dilemmas and problems.

--Got to become better acquainted with teachers from other schools in our system. I enjoyed taking courses with my colleagues. It gave us an opportunity to work, learn, and study together in a more cooperative fashion.

--Enjoyed friendly informal atmosphere and flexibility of hours for programs.

--In addition to learning a new and valuable skill, I enjoyed sharing the experience with my fellow professionals from all the other schools. We do not often have the opportunity for this type of interaction.

--Improved communication and networking between regular education and special education teachers.

--Some courses provided demonstration lessons, the children were exposed to an outside resource person and working in a cooperative setting.

--Taking the Writing Process course forced me to actually try it, and I found that I liked it even though I didn't expect to. The children really enjoy writing more now.

--These courses challenge me to explore new methods and seek more training before trying innovations.

--Positive reinforcement of having a classroom observation visit by the instructor was great.

--Immediate feedback into my classroom of course material.

--Made me realize that I am quite an organized person.

--It revived my enthusiasm for learning.

--For the first time I saw faculty members working together for a common goal.

--It was a wonderful opportunity to meet with fellow teachers to discuss problems. Everyone came from the same place and was experiencing the same type of problems. This made it so much more personal than a mixed class at some college campus.

--There were confrontations that were quite legitimate between interdisciplinary departments. The energy and insights actually achieved were quite invigorating.

NEGATIVE:

--Not part of a course sequence or organized degree program.

--Not enough time to try out all the computer programs I wanted to try.

--Took too much of my own free time. We need to make these things part of the regular work day.

--Wasted time, corrected papers.

--Couldn't use what I learned to any extent because of no funding for the talent pool classes. Frustration that we cannot apply our new knowledge because of inability to schedule the program.

--Paperwork and course requirements seemed too intense for school year, would have been better to do it in summertime.

--Course instructors are not always as effective
as they should be, but that happens all the time
at colleges, too.

--Too much weight on attendance and not enough on
course work.

--Too much theory in Writing course; it could
have been condensed a great deal.

--Some of the presenters on "inservice days"
turned out to be making glorified sales pitches.

--One person did not fulfill agreed upon
expectations and created conflict within the
group.

One of the most striking positive effects observed

at the high school, where teachers voted to become

involved in intensive training in cooperative learning

strategies to increase their repertoire of

instructional techniques, was the formation of two

small study/support groups, one in the math/science

area and one in language arts/social studies. Group

members are trying to foster the implementation of

these techniques in a variety of ways, including

classroom observations, videotaping of classes, and

weekly discussions of problems encountered with the use

of cooperative learning in the classroom. One of the

interview subjects commented that this had even led to

a very noticeable positive change in the conversational

level in the teachers room:

> We are all doing more professional reading and really thinking about what is going on in the classroom. People are stopping in the hall and asking questions about whether something will work with a particular group. Even in the teachers room, there is less talk about gossip, sports, and weather, and more about Carnegie programs and workshops. We are finally communicating with each other about professional concerns that we have in common. This helps us to communicate better on a lot of other different levels, as well.

In the researcher's opinion, the teachers' responses to the questions regarding immediate needs met and positive/negative experiences, strongly reinforce the results of McKibbin's study cited earlier on page 63 in Chapter Two. Both the results of this study and McKibbin's indicate that it is possible to forecast the ability of teachers to profit from staff development based on their need levels as described in Maslow's hierarchy. While some were seeking money to meet physiological needs, or safety and security, others verbally expressed strong needs for social affiliation and some form of recognition. A few showed by their comments that they were moving toward self-actualization in the teaching profession. As the teachers studied met their lower level needs, personal and professional growth was observed by their new orientation toward higher level needs and their increased interest in empowerment activities.

Self-Image

Because of the isolation of most classroom teaching situations and the infrequency of adult peer interaction, many teachers have little confidence in their own professional abilities. "Teaching offers few opportunities for its practitioners to interact with one another, creating conditions of psychological loneliness and denying teachers the kind of recognition commonly available to other professionals" (Evans, 1988, p. 4).

Research points out that this effect can be ameliorated by participation in well-planned staff development programs. According to Caldwell (1989, p. 78):

> ... effective staff development designs foster confidence in one's ability to do the job. Learning and growth start from within; adult learning is increasingly self-directed. Adults who feel in charge of and responsible for their own development will make significant gains despite seemingly insurmountable obstacles.

When asked whether involvement in the course and workshop offerings had affected their perceptions of their own professional competency, many of the subjects seemed to feel that their participation had not

directly affected or enhanced their classroom teaching

skills. Their answers, however, showed that they felt

that they had learned some valuable lessons which had,

at least in some cases, had the more positive effect of

enhancing their self-images.

> The courses expanded my understanding of
> administrative decisions. Now I am less fearful.
> I can smile a lot more at the things that go on.
> Now that I know the rules of the game, I don't
> have to feel like an underdog.
>
> I was surprised at how few of the elementary
> teachers spoke out on issues. From now on I am
> going to make a major effort not to be so
> parochial in attitude and outlook. This
> experience has really helped me to focus on
> developing my personal resources and learn how to
> work better with people.
>
> I think it helped me build up a lot more
> self-confidence, or maybe I just realized I am
> better qualified than I thought I was to do
> things. I think that helped me bring myself out
> of my shell. I began to see that my thoughts and
> logic were as important as somebody else's. I
> guess where I fit into a pecking order is higher
> than I thought.

A dramatic change in perception of personal

capabilities occurred with two of the subjects.

Although each of them had worked as teachers for more

than fifteen years, both stated that they had not

pursued graduate level studies because of underlying

fears that they would not be successful. Both had to

be persuaded to participate by colleagues who offered

to help them with paper writing and lend them notes, if
necessary. Their initial experience was so positive,
however, that they continued to participate in
subsequent courses. Ultimately, one of them applied
for and received a sabbatical leave in order to enter a
full-time masters degree program. The second teacher
mentioned ultimately utilized her newly found
self-confidence by leaving the field of education and
opening her own business. Although this appeared to be
a mixed result, it certainly demonstrated a dramatic
rise in self-esteem and confidence for the teacher who
gained the courage to make such an important change in
career.

> I can't believe how much I've gained. I caught up
> with current ideas and jargon and feel more up to
> date. Although I was forced to do it, now I want
> to do more. I was so afraid I wouldn't do well,
> being out of the study habit. Now I've conquered
> my fears of graduate level courses. They're not
> overwhelming at all! I certainly feel more
> confident now. I know I have something worthwhile
> to contribute in discussions and there is no need
> for me to feel inferior.

> Now that I've conquered my fears of doing graduate
> level work, I'm enrolling in more courses just to
> expand my horizons. Although I love teaching, I'm
> suddenly turned on by the sheer joy of learning
> and being a student again.

> It really was a turning point. It changed the way
> I felt about myself.

These positive changes in self-image during the progress of the program also proved to be most beneficial to the school system in terms of improved teacher performance. Many researchers have discovered that the performance of people depends in large part on how the individual perceives his own competencies and abilities. "Educational leaders must assist teachers to maintain and develop more positive perceptions of self if the quality of instruction is to improve" (Burch and Danley, 1978, p. 15).

Again, responses to the questionnaire were not significantly different in tone or content from the comments obtained in the interviews:

--Courses made me realize that I was competent in being efficient. I felt I could handle myself adequately.

--I feel improved in teaching skills, and more understanding of the position of the regular education teachers.

--I feel more confident in my counseling skills with substance abusers.

--Confirmed for me that I am a very competent professional.

--Found out I could challenge myself with favorable results.

--Success in courses gave me additional confidence in my own abilities to succeed with new ideas and concepts in the classroom.

--Made me a better observer of students and
realized how important it is to keep updating
oneself in professional areas and on social
awareness issues.

--Increased level of competency by allowing me to
learn about and use new teaching techniques.

--Interaction and discussion with my peers
enhanced my perception of our professional
competency.

--Helped me regain self-respect which had
disappeared over the years of being treated like a
child by some administrators.

--Made me more aware of the importance of
individuality of people, especially the students I
work with.

--I found out that I already use many of these
techniques, therefore I must be more
professionally competent than I had judged myself
to be.

--I have always felt capable, but am now aware of
the fact that there are always more, new, and
better ideas to keep learning about.

--This helped me to know my own strengths and
weaknesses and deal with them.

--Built up my self-confidence to teach writing.

--Got rid of my feelings of total inadequacy in
dealing with computers and/or numbers.

--Made me realize I had broad knowledge and
abilities that I was not using at all in my
professional life.

--Heightened my self-image.

--Made me more aware of the rewards I get out of
teaching and less bored with the routine part of
the job. It is important for me and all teachers
to keep from getting stale.

--Reinforced my feeling that I was on the right
track in my own classroom. Gave me something
concrete to see and compare myself with.

--I began to feel I could learn about a variety of
topics I did not study in college. Found I had
sudden changes of interest in things I had ignored
on purpose at a younger age.

--No effect.

--I just feel more competent, understand jargon
and new terminology, have new things to put on my
resume for the first time in ten years.

--I realized many of my colleagues shared the same
concerns and I was encouraged to explain avenues
to seek solutions that actually gave me a greater
confidence in my ability to perform.

--Reinforced it, especially because it was visible
in the community (participation with parents and
administrators in curriculum workshops). I felt
it made those outside the schools realize how much
time and effort teachers put in. Good for morale.

During the process of the study, the teacher

participants, became far more aware of the need to

improve morale in the system and to support one another

in professional endeavors. Their heightened sense of

self esteem has led many to become more adventuresome

in trying new teaching techniques, and far more open to

cooperative efforts than they had been in the past.

Unexpected Benefits and Satisfactions

Every one of the teachers interviewed expressed pleasure in the unexpected side effects of their participation in the inservice program:

> I didn't expect to enjoy it, but I did. It was a great opportunity to talk with people I wouldn't normally run into.

> It gave us an opportunity to improve the communication process and air the problems we have within our school system. We were able to predict some of the things that would happen with the reorganization and cope with them better because we understood what was happening.

> We got to visit the other school buildings and rap with the teachers. A lot of rapport was built by doing that.

> Exposure to new people made me decide to get more involved in union activities as a building representative. My negative feelings about the organization disappeared when I saw what a positive attitude the teachers had toward education. They were pushing themselves and seeking to do the right thing.

> I learned so much about stress and how to handle it and put it into proper perspective. I wouldn't be working here now is I hadn't learned this; it enabled me to continue.

Both the sharing and the informational aspects of the courses and workshops presented had benefits for the teachers which extended far beyond their initial expectations. These pleasant side effects were strong

motivators for teachers who chose to continue their
involvement in courses and workshops even though they
were no longer required to do so to be eligible for
extrinsic rewards such as raises, certificates, or
degrees.

In responding to the survey, many other teachers
also reflected surprise and satisfaction at the
unexpected outcomes they had personally experienced:

--Getting to know people from other buildings,
making new friends. Interacting with colleagues
and having discussions about issues instead of
gossip. Comradery with other teachers.

--The sheer and unaccustomed fun of having an
uninterrupted conversation with other adults in a
school setting.

--I've always worked at the same elementary level.
It was the first time I could feel that I had
concerns and problems in common with high and
middle school teachers.

--Learned things I could use at home with my own
children as well as with students.

--I learned how I write, and have begun to write,
possibly for publication.

--Adapting to new situations with more
flexibility.

--My renewed interest in the curriculum carried
over to the students, making my enthusiasm
contagious.

--It was a surprise to learn so much just from
talking with other teachers and sharing ideas.

--I learned techniques in one area, but found that they could be applied to learning situations across the entire curriculum.

--Increased learning makes you become a more confident teacher. I know I am a better teacher.

--I have learned to use the computer not only for school, but for personal correspondence and business. It is a real time saver.

-- Felt like I finally got a bonus, something for nothing, from the system because I didn't have to pay tuition and gained a marketable skill.

--Communication, new link formed, networking.

--I was surprised at how quickly I could apply knowledge gained.

--Intellectual Stimulation!

--Offered me a better understanding of the administrative perspective. This improved my attitude and approach toward administrators.

--I feel we all have the responsibility to learn CPR and I was glad to finally be given the opportunity to do it.

--Helped me to feel refreshed, rejuvenated, renewed, ready to be excited about teaching all over again.

--Realized how much I enjoyed writing computer programs and finding errors in them.

--Feeling of isolation diminished.

--Seeing our faculty cooperate well, collaborating with other professionals.

--Opportunity to share ideas and strategies with fellow teachers, working with colleagues in a positive environment.

The voices of the teachers in this study strongly reflected the urgent need, mentioned in the literature, to restructure the environment of schools as workplaces for both students and teachers. Comments about isolation, lack of adult communication, as well as scarcity of intellectual stimulation were very common responses. Although these widespread conditions can be somewhat alleviated by appropriate staff development programming, this is not a panacea. Professional development programs must be followed up with strong restructuring and reform measures undertaken by schools to address these problems which can undermine school improvement efforts if they are ignored.

Teacher Empowerment

In asking questions about involvement and interest in teacher empowerment initiatives, the researcher noticed significant variations in the responses of the interviewees. These differences in perceptions of the circumstances needed to encourage more teacher empowerment initially appeared to be more influenced by the teacher's personal experiences in the specific building environment where he or she worked, than by exposure to particular staff development programs. It

should be noted that the more detailed and
sophisticated responses about empowerment came from
high school faculty members who have had the personal
experience of being part of a Carnegie School for the
past two years.

Many of the subjects reflected on the
possibilities for constructive change in the school
environment as a result of more teacher empowerment to
make decisions in areas that have a direct effect on
classroom practice, such as scheduling, curriculum
revision, budgeting for, and choosing of instructional
materials. Two of them specifically mentioned that
they felt that teachers needed to be involved in the
selection of new colleagues, at least at the beginning
of the process. None of those interviewed expressed
any interest in taking on all of the responsibilities
of principals under future teacher empowerment
initiatives. Other researchers also note that this
orientation appears to be fairly common among teachers:

> ... For their part, many teachers say they are not
> seeking to enter into a power struggle with
> principals, but merely want a greater role in
> decision making. "It's not that we would run over
> the administration, just that we should have an
> arrangement that assures us the power to function"
> (Maeroff, 1988, p. 85).

A teacher at one of the elementary schools
responded in these words:

> I'm very much in favor of more teacher empowerment
> because I think that teachers are very good at
> making a lot of important classroom decisions
> every day. They should be more involved in
> decisions for the whole school, but sometimes
> we're not allowed to be. In our building, we're
> lucky, because it's so small, the principal
> includes us. We are always bringing him new ideas
> and he helps us to implement them. He listens. I
> feel I don't need a special empowerment structure
> here because I am part of the decision making.
> This is not true at the school system higher
> level, though. I don't feel I have any say there,
> although many of those decisions really affect me.
> A lot of times they start things at the top and
> work down when it might be better to start at the
> bottom and work up. They don't listen to us until
> we yell or go on strike.

Her statements were in sharp contrast to those of

a long time teacher who was recently catapulted into

the administrative arena, and now seems to have a

different perspective on teacher empowerment from that

of most of the other interviewees.

> I don't like the term, teacher empowerment. I
> think it's an old word. Because power goes back
> to the business of the top down and sort of almost
> gives credibility to it. "We're going to take
> power away from you and then we're going to have
> the power" when in fact those other people
> (administrators) never had the power really. I
> know it so well because I work in the central
> office. There is no power here. If only I could
> make people understand that.
> The power is in the classroom. When I think
> of a day I used to spend in the classroom and the

number of decisions I made and the number of lives
I affected and the number of changes I
implemented, this is a decision making wasteland
compared to that.
    I think it (empowerment) ought to be replaced
... by the term teacher enablement. I think that
taking charge of your personal life, your
professional life, is not so much a question of
power. It's simply that no one feels as though
they are able to do it. I don't like the use of
power in empowerment. I like the word enablement
because I think that teachers have right now
everything they need to change the entire system.
They have it all. They don't see themselves as
able to do that and that's the challenge ... The
potential is all there but it hasn't been realized
... If teachers don't take charge of the schools,
we're going to lose everything. the only people
who can fix the mess we're in are the teachers
themselves, and I still count myself in the ranks
of the teachers

This researcher agrees that most teachers don't

feel able to accomplish significant changes even though

they do possess the potential for success. The crux of

the problem, however, is that teachers have been

systematically shut out of the process of making

important decisions and have developed the feeling, if

not the reality, of powerlessness over a long period of

time.

A high school teacher, actively involved in a
number of Carnegie school committees, offered this view
of teacher empowerment:

> I think about power not being domination, but as
> having a part, an ability to get things done, but
> not to dominate other people. This is an
> interesting concept in terms of the school system
> because the people who run the system see power as
> the ability to control and dominate and frighten
> us. How we are seeing power is to take the reins
> and get things done and drive through obstacles
> and make things work. We have a different view of
> power.
> I think that even if we hadn't gotten the
> Carnegie grant, that there is a core of people in
> this building that are going to pursue the issue
> of taking some power and sharing in the decision
> making, and not let people push us around any more
> like little children.

Another voice from the high school faculty carried
the same refrain in saying that he was interested in
the empowerment initiatives because he viewed them as
"adult empowerment" which finally made him feel like a
grownup, after seventeen years of teaching. He,
however, expressed some disappointment that all faculty
members were not viewing this as a "miraculous
opportunity to really make a difference."

Responses on the survey about interest and
involvement in empowerment issues included:

--My basic educational background in the 70's was
similar to the philosophy of teacher empowerment.
It was a relief to finally have the opportunity to
actually participate in such a program.

--Not available (Carnegie) in my school, but I
certainly would get involved if given a chance.

--I have been pursuing in depth research related
to the role of the principal in teacher
empowerment initiatives. I am seeking to find out
what principal behaviors can foster teacher
empowerment.

--If teachers are given a greater say in the
decision-making process, they will be promoting
change instead of fighting change. Give teachers
the power to change the schools.

--Teachers are most aware of the current needs of
children in the system, and should make the
judgement call on the feasibility of new programs.
They should also be consulted about financial
costs and availability of appropriate personnel.
They will be a lot more realistic and practical
than some administrator who hasn't dealt directly
with students in years

Connections Perceived Between Staff Development and

Teacher Empowerment

Most of the subjects interviewed were able to
verbalize the connections they observed between staff
development experiences of the types described above
and enhanced teacher interest and involvement in

initiatives leading to more empowerment. One subject described how a group of teachers at the middle school had begun to work well together and developed some expertise on a project during an inservice course. They eventually applied for and received a Horace Mann Grant which gave them the opportunity to revise the master schedule for the entire school along lines suggested by their colleagues.

Another interviewee was convinced that the programs definitely modified teachers' inflexibility and resistance to curriculum changes and prompted a group of elementary teachers to become involved in seeking a large grant that would focus on professional development activities designed to prepare teachers for wider areas of responsibility:

> I don't think the openness the teachers now have toward a "new" environment would have happened if these preliminary stages hadn't been set through the courses and workshops. I don't think they were set up originally for this particular outcome, ... but it's worked in that direction, which is great.

A strong proponent of improving school climate and culture for students said:

You have to start with the teachers first.
How can you change the students if you don't
change the teachers. They know they're in a
depressed condition. They're aware. They don't
like to admit it but when confronted with the
fact, they will admit it and say yes, we are
undernourished, we are deprived. Sometimes it's
as if we have a third world staff ... They need
professional development care packages to give
them the strength for the changes to come.

A high school teacher described the type of

attitudinal change that evolved out of his

participation in inservice programs as "feeling more

open to communicate with people on other levels. That

makes it easier to kind of slide into becoming more

participatory and interested in the broader issues of

empowerment." He described his own experiences of

attending an intensive training program on cooperative

learning, coming back to the school and receiving

support to pilot it with some of his classes as making

him "come alive again professionally" and bringing back

the excitement he felt as a new teacher. This new

level of enthusiasm prompted him to become more

involved in the Carnegie Instruction Committee and to

assume a new role as a trainer of other teachers and a

support group member without having to leave the

classroom which he calls his "first love."

An elementary teacher also reiterated that she thought staff development programs had the potential to lead teachers toward empowerment:

> Toward ... is the essential ingredient. It's the only thing that can do it. How you set up the model is very important in terms of empowerment. Teacher self esteem is probably the biggest issue that has to be addressed to get them ready for it.

Teachers responding to the written survey also made some pithy comments about their perceptions of the connection between staff development and teacher empowerment:

> --I never really thought about the two being connected until I realized that the staff development experiences had changed some attitudes and opened some previously closed minds to the necessity for change.
>
> --Inspired my interest in being part of developing a more relevant curriculum
>
> --Yes, it encouraged me to seek and get a Horace Mann Grant to do an independent project.
>
> --By taking the Math Their Way workshop, I realized I wanted this type of Math course in kindergarten, and did succeed in bringing about a significant change in the math curriculum.
>
> --It has encouraged me to seek out innovative programs and find funding for them. For example, Museum Institute for Teaching Science and Lloyd Center Native Americans Course.

--I have become a lot more willing to be an active participant, rather than passively accepting the decisions of others.

--Staff development courses give us a stronger knowledge base for making more responsible recommendations and decisions.

--The type of inservice programs to be offered need to focus on training teachers for decision making in areas like curriculum development, scheduling, etc.

--If some general administrative courses were offered a greater number of teachers could participate and become more knowledgeable in the issues surrounding the decision making process.

--We shouldn't forget that teachers who are refreshed and stimulated by their workshop experiences are more apt to get involved in other things and participate in decision making initiatives. All staff development experiences don't have to be intellectual or educational. I really got the most out of the staff wellness programs on humor and aerobics.

--Worthwhile, interesting workshops give teachers a chance to remember what it is like to be a student and to replace their old ideas with fresh ones. With this comes a more involved attitude.

--I saw that if faculty and administration worked together, goals could be achieved and satisfaction, both personal and professional, were not far behind.

--Encouraged me to continue being involved.

--Created an atmosphere of collegiality which seemed to foster the development of empowerment.

--It made me decide to join a Carnegie committee, and to participate in the system-wide curriculum development councils.

All of these comments and ideas appear to provide strong validation for the views of Maeroff (1988, p. 474) and other researchers who point out that the right type of staff development program, as described earlier in Chapter II, may be the most effective vehicle to prepare teachers to pursue empowerment and also to provide support for ongoing empowerment projects. "As Francis Bacon noted long ago, 'Knowledge itself is power.' Making teachers more knowledgeable is an obvious step in enhancing their power (Maeroff, 1988, p. 474).

Desires and Needs for Future Programs

When questioned regarding the continuation of the
professional development program, the teachers were
unanimous in their opinion that it should be continued
and expanded to additional areas and types of
presentations. One of the themes for the future
repeated by a number of interviewees was the value of
using people from the school system as trainers or
coaches instead of outside consultants whenever
possible. In addition to being more cost effective,
teachers described this practice as creating a better
learning environment for them:

> It is more practical and realistic when you see
> someone who works in the next room who can
> actually do this instead of a high priced
> consultant who is suggesting what you could or
> should do without knowing the setting. It is less
> like someone putting on a show and more like
> people working together in a productive way.
>
> When I took computers, it was taught by one of our
> faculty members. With him I felt comfortable
> saying, "You're going too fast!' He was also
> around every day to assist me when I needed help.
>
> I hope we'll be able to get more involved with
> peer coaching. The initial workshop we had on
> that was very interesting to me and I think we
> need to visit that school and get more training.

With the continuing use of teachers as trainers
and consultants, the researcher has noticed that, in
fact, the teacher response to and involvement in
teacher led programs is noticeably more positive.
Willing participation in a variety of learning
experiences is beginning to be seen as the normal thing
to do, and strong resistance to staff development
activities has withered in all but a few teachers.
This attitudinal change has been a genuine asset in the
continuing expansion of the Carnegie program to include
more faculty members.

All of the subjects expressed some concern that in
the future, more financial assistance for staff
development should come from the school system
administration. Various ways of encouraging this to
happen were discussed and included increasing efforts
to widely publicize the program and the setting up of
meetings of the Professional Development Planning
Committee with administrators. Generally the teachers
seemed to feel that the future of the program should be
very important to the Westport Schools as a vehicle to
boost staff motivation and morale as well as to promote
more teacher involvement in decision making.

Some of the comments written about the future of the program included:

--I hope that teachers will continue with parent and community support to pursue involvement in educational issues. Training in how to do this should be delivered in a non-threatening way which will still empower teachers to get the job done.

--Teachers should feel that activities are directly geared toward our stated Carnegie school goals and priorities, providing a continuation of Carnegie sparked ideas.

--Need more clarification of what teachers could and should be doing concerning their roles and involvement in decision making. Teachers need training in decision making processes.

--Regular inservice programs built into the academic schedule run by teachers for teachers. Establish teacher subcommittees to plan and organize them a la Carnegie.

-We should make a conscious effort to make better use of the staff we have as teacher trainers instead of hiring expensive, often ineffective, outside consultants.

--These programs should include opportunities more often for all levels of faculty to work together instead of in isolation. Teachers need more time to communicate with each other at all levels.

--There should be even more teacher input into the subject matter for future courses.

--After the strike, it seems that we'll have to start from scratch all over again to build up trust and professional respect.

--I would like to serve as a contact person in my building to network with my co-workers about their interests in future courses and activities.

--Need for a structured, on-site masters program such as the Lesley College one in Fall River or the one in Somerset.

--Want a direct voice in planning for 1/2 day inservice programs. This should also be done by a committee of interested teachers, instead of just administrators.

---Should be keyed into major areas of weakness-- critical thinking, reasoning, evaluation, logic.

--More specialized courses should be offered and shared with teachers from nearby school systems to increase class size enough to make it economical.

--More support groups, real release time for teachers to visit other classrooms.

--We need to make them as practical and immediate to real needs as possible and provide real support for those involved.

--More stimulating workshops incorporating faculty involvement.

--Have regular brainstorming sessions to assess needs.

As a result of participation in the interview, the teacher recently promoted and made responsible for professional development programming for the school system, agreed to request a new group of teacher volunteers to reinvigorate the Professional Development Advisory Committee and to meet with them on a regular basis. She agreed strongly that teacher ownership of the staff development program in the future is crucial to the success of school restructuring initiatives:

I see my role in the future as a facilitator or
resource person, not director. I wish that title
would be dropped ... I want to see all the
teachers plan on their own with my help in the way
they do with the Carnegie program--teacher
ownership is essential. That's the only way it's
ever going to be meaningful is if it comes from
the teachers. I don't see much happening in the
future with system-wide programs. I see much more
happening in terms of individual programs in
individual school buildings to meet their building
needs ... Teacher input, expressed need by the
teachers, that kind of thing.

Many educators have recently stressed that

although school-based management and decision-making

efforts can help teachers to feel more empowered to

improve schools, these efforts are doomed to failure

unless central office administrators and school

committees are supportive and at least somewhat

involved in the process. The comments above show real

promise for the development of central office support

and involvement for the professionalization of

teaching. This factor may prove to be the missing

ingredient needed for the future success of teacher

empowerment initiatives in Westport.

CHAPTER VI

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

<u>Summary</u>

This study focused on a historic, descriptive analysis of the process by which properly designed and implemented staff development programs can lead teachers to seek empowerment in school settings, and also subsequently provide a supportive environment for continuing empowerment efforts. The literature cited in Chapter II suggests that although most teacher inservice programs are designed specifically to develop new teaching skills or curricula, other positive outcomes involving changes in teachers' attitudes, beliefs, and in the school environment may also grow from participation in such programs. The literature further suggests that such changes in teachers' attitudes, beliefs, and work environments are crucial ingredients of successful teacher empowerment efforts.

The field study was designed to examine teacher responses to the Westport Inservice Program in the first seven years of its existence. The program, unique for Westport in the respect that it was created

and implemented by groups of teachers, was originally
designed to offer college credit courses to meet the
needs of teachers in the system. Although the
incentive for participating in the program was provided
by heightened increment credit requirements in a new
teacher contract and changing certification
requirements in Massachusetts, many teachers decided to
participate who did not have immediate needs in these
areas. In general, response to the program was more
positive and widespread than originally anticipated.
It became apparent that Westport's teachers were not
disinterested in professional improvement, as had been
assumed previously by some administrators. They were,
instead, simply procrastinating in the hope that more
appropriate and convenient enrichment opportunities
would be offered.

The study also sought information needed in order
to identify positive aspects of the program which might
have encouraged teachers to become interested and
involved in various teacher empowerment initiatives.
Another focus of the study was to plan directions for
future expansion of the staff development program into

areas associated with teacher empowerment and school change.

Data was gathered using indepth interviewing as the primary research tool, and an open-ended questionnaire, field observations, and document analysis for triangulation of sources. The open-ended questionnaire was distributed to all Westport teachers and responses were returned by 82 subjects. Twelve in-depth guided interviews were conducted with teachers who had participated in and completed one or more of the courses or workshops offered by the Westport Inservice Program. The subjects chosen were representative of teachers at the elementary, middle and high school levels, including a variety of subject areas as well. The data collected was subjected to constant comparative analysis and separated into the following conceptual categories. 1) Motivation for participation; 2) Immediate needs met by the program; 3) Positive and negative experiences in the program; 4) Changes in Self-Image resulting from participation; 5) Unexpected benefits and satisfaction gained from the program; 6) Interest and/or involvement in teacher empowerment initiatives; 7) Connections between staff

development and teacher empowerment; and 8) Desires and needs for future programs.

Data from both the interviews and the questionnaire provided a wealth of information about each of the conceptual categories listed above. In the first category, motivation for participation in the program, the data showed that although most began to participate as a result of extrinsic motivators (raises, credits, certifications, etc.), subsequent and continuing participation came about from more intrinsic motivators (personal an professional growth, social affiliation, networking, etc.), reflecting movement toward the satisfaction of higher level needs by the teachers.

In talking about the second category, immediate needs met by the program, teachers' responses indicated that the programs met vastly different needs for each individual participant. These needs closely reflected the variance of adult learning needs as described in the work of Maslow and Mckibbin cited in Chapter Two (pp. 54-56) of this study.

The positive and negative experiences during program participation as described by the teachers

interviewed, strongly emphasized their preference for the use of colleagues with expertise as trainers, rather than expensive outside consultants. Approval for "hands on" learning activities which could have direct classroom application, and for informal settings which provided multiple opportunities for adult communication and networking, provided Westport's staff development planners rich data for shaping future offerings and avoiding factors regarded negatively by the staff members.

In the category of changes in self-image, the data reflected that a teacher's low self-esteem may not have any basis in reality, but may simply result from the isolating factors of the classroom. Without close professional association and frequent interaction with other colleagues during most of the workday, many teachers reported feeling more like children than adults. Teachers did report that participation in the staff development offerings often resulted in their receiving needed adult recognition for their talents, ideas and skills. As a result, they reported feeling much better about themselves as teachers.

When assessing unexpected benefits and
satisfaction gained from program participation,
teachers repeatedly cited feeling refreshed,
rejuvenated, and turned on to learning again. The data
gathered suggested that these outcomes can foster more
cooperative effort and collegiality in schools. This,
in turn, can help to initiate improvements in school
climate and culture

Interest and involvement in teacher empowerment
initiatives was most strongly expressed by teachers at
the high school level, where the Carnegie Grant Program
provided more opportunities for such experiences than
were currently available at the other schools in the
system. Teachers at other levels, however, often
expressed eagerness for more involvement in setting
policies and making decisions that affect them and
their students. In nearly all cases teacher felt that
it had been some type of staff development program that
initially made them aware of the possibilities for
personal and professional growth that could be part of
teacher empowerment initiatives.

In discussing desires and needs for future staff
development programming, teachers responded with many

specific suggestions for future efforts. Their ideas reflected enhanced self-confidence, and a more open attitude about being observed and supported by colleagues, participating in peer coaching experiments, and trying new instructional methods and curricula in their classrooms. Teachers studied seem to have adopted a more positive orientation to educational change and reform, and many voiced interest in becoming a part of such efforts.

Analysis and synthesis of the information gained from each of these conceptual categories made it possible to address the research questions in an organized fashion. The major objective of the study was to identify positive and negative aspects of the evolving staff development program and its involvement in creating the environmental conditions conducive to participation in the Carnegie School Program and other teacher empowerment efforts. The following research questions were addressed:

--How should teacher inservice programs be organized in order to produce positive outcomes for teacher empowerment?

--What does research say about governance, content, delivery, program characteristics, participant characteristics, and possible outcomes of staff development efforts?

--What outcomes of staff development efforts are regarded as significant and described in a positive manner by participants?

--What are the implications of these outcomes for future teacher empowerment initiatives?

--Is there a congruence between staff development programs and teacher empowerment efforts?

An underlying assumption of the study is that a school that uses staff development programming to create an environment conducive to teacher empowerment has strong potential for success in educational reform and restructuring efforts. This concept has been echoed in recent journals by a variety of educational authors:

> Staff development and change are synonymous, and we must therefore view staff development as a change process, not an event. (Barbini, 1985, p. 5)

> Within this decade's context of school improvement, one thing is abundantly clear: Staff

development has become the vehicle for meaningful
change. It has brought attention to the "how" as
well as the "what" of school improvement. And it
has put into place the processes that support and
nurture the climate and conditions necessary for
both individual and organizational growth.
(Caldwell, 1989, p. 10)

The attainment of an internal capacity for self
renewal in schools is the ultimate aim of staff
development. Because of staff development,
schools will be better able to identify issues,
establish priorities, train or be trained,
identify changes in behavior, and evaluate
results. (Barbini, 1985, p. 4)

Conclusions

In order to draw conclusions, it is necessary to

return to the five original questions addressed by the

research:

Research Question 1.

How should teacher inservice programs be organized

in order to produce positive outcomes for teacher

empowerment?

Both the literature review and this study indicate

that teacher inservice programs need to be organized

essentially by teachers, themselves, to meet their

immediate and long term learning needs. Rather than

being "inserviced" by a hierarchy above them, teachers

need to become more self-directed toward continuous

professional and personal growth as a lifelong process. The use of teaching staff members as trainers, peer coaches, mentors, and so forth, appears to increase the effectiveness of such programs. The involvement of administrators in such programs should be facilitative and participatory, rather than directive. If programs are organized in this manner, they, in the very process of their organization, provide teachers with a degree of empowerment which can then extend into other areas.

Research Question 2.

What does research say about governance, content, delivery, program characteristics, participant characteristics, and possible outcomes of staff development efforts?

In terms of governance, much of the literature documents a strong desire on the part of teachers to have more responsibility for the planning and content of inservice programs. (Mazzarella, 1980, p. 183). Lawrence (1974) discovered that programs in which teachers participate as planners and helpers have greater success in accomplishing their objectives than do programs conducted by college or other outside personnel without teacher assistance.

Just putting the teachers in charge, however will
not guarantee an effective inservice program. The
technical tasks of selecting appropriate content and
developing efficient delivery systems can have a great
influence on the success or failure of a program in
meeting the needs of the school and its teachers.
Much of the literature points out that if teachers
perceive that the content of an inservice program is
designed to be remedial in nature, or to correct some
administratively identified teacher deficit, then they
will avoid participation. Apparently this is most true
of the older experienced teachers who regard themselves
as highly skilled and not in need of such instruction.

Lawrence found that ... school-based programs also
influenced more complex kinds of behaviors such as
attitudes. Apparently programs delivered at the school
site are capable of doing more than conveying
information; they are capable of changing beliefs as
well. (Mazzarella, 1980, p. 183)

In examining the professional literature on the
characteristics of effective inservice programs,
Mazzarella's review of many studies concluded that such
programs should: 1) be concrete, dealing with specific

skills rather than theories, 2) provide both demonstrations and opportunities for participants to try out the new skills and receive feedback, 3) address the on-the-job needs of each individual, 4) be ongoing, 5) occur at school, 6) provide opportunities for observing models, and 7) allow principals to take part in the inservice program but not to take full responsibility. Almost identical lists of characteristics are found in the works of Joyce, Lawrence, Edelfelt, and many of the other authors listed in the bibliography. Although it is rather impressive to find such a high degree of agreement in the research about the characteristics of effective staff development programs, it is disappointing to find that most authors terminate their staff development discussions by describing effective programs without much comment about the participants' characteristics.

Research information on the teacher as an adult learner is seldom included in articles on staff development, even though teacher/clients are the keys to success or failure of inservice programs. While there appears to be a fairly substantial body of research on adult learning styles, only a few writers

seem to have made the connection between inservice programs for teachers and principles of adult learning.

Hruska and Bunker (1979, pp. 28-32) described positive results from staff development programs designed by using beliefs consonant with adult learning theory. McKibbin (1980) also tried to emphasize connections between adult learning theory and inservice education. He examined the relationship between psychological states and staff development with a group of 21 teachers over a four year period, to try to generate a practical way of applying Maslow's theory of personality to the study of staff development.

McKibbin's results indicated that it is possible to forecast the ability of teachers to profit from staff development from behavior predictions based on Maslow's hierarchy. (Five need levels: 1) Physiological; 2) Safety & Security; 3) Social Affiliation 4) Esteem/Recognition; and 5) Self actualization.). McKibbin's study also showed very strong relationships between teacher's self esteem and orientation toward self actualization and the utilization of opportunities for staff development and empowerment.

Yarger, Howey, and Joyce's (1980) surveys of teachers' participation and preferences for inservice options also support the contention that the individual orientation for self-growth is a powerful force. They found that persons who participate actively in one kind of staff development tend to participate in others as well and have more favorable attitudes toward the options which are offered. Thus, the most active people tend to be active across the board and feel better both about themselves and the system attempting to deliver services. These are just the type of people who will assume leadership roles in teacher empowerment and school reform efforts.

Although the older teacher workforce described earlier may be harder to inspire to active inservice participation, the task is not impossible. This is the group of teachers for whom inservice outcomes such as heightened morale, improved self-esteem, and other attitudinal changes are so important. Major changes in school climate and culture can be effected through future inservice programs, leading to empowerment activities once these attitudinal changes have begun.

In discussing outcomes at the school building level, Edelfelt (1983, p. 84-85), States that progress seemed to fall into three broad categories:

1. better communications and improved working relationships;

2. greater identity and a better self-image as a faculty;

3. improved curriculum and program.

Research Question 3.

What outcomes of staff development efforts are regarded as significant and described in a positive manner by participants?

Participants in the interviews and respondents to the open-ended questionnaire tended to describe attitudinal changes and improved communications skills as the most significant outcomes of their program experiences. Although the subject matter content of the various courses or workshops was a consideration in their decisions to participate and was subsequently found useful in the classroom, they did not feel that increased knowledge of a subject or technique was their most important personal or professional gain from the program. Many said they profited greatly from the increased opportunity for networking and communicating

with other teachers, which helped them to deal with the isolating loneliness of the profession. Others reported that exposure to fellow teachers as trainers and coaches made them begin to reflect on the possibility of differentiated, more empowered roles that they could assume without leaving the teaching field, and helped to restore the enthusiasm and excitement they had experienced as younger teachers. Most also described enhanced feelings of self-confidence and improved self-images as direct Ooutcomes of their participation in staff development programs.

Research Question 4.

What are the implications of these outcomes for future teacher empowerment initiatives?

Teachers who have rekindled their professional enthusiasm and revitalized their self-confidence are generally eager to become more participatory in other aspects of the life of the school. Because of the more open communication process begun by the staff development program, they are more likely to have professional discussions about issues affecting the school's climate and culture. Other researchers seem

to agree that it is likely that effective school change
efforts have their beginnings in this way.

> Staff development and change go hand in hand,
> since the intention of staff development is to
> change behaviors, attitudes, and skills. One of
> the many roles of a staff developer is to create
> the right set of conditions to enable change to
> occur. (Loucks-Horsley in Caldwell, 1989, p.
> 114).

> School improvement results from staff development.
> We are not talking about improving schools with
> bricks, mortar, and bulletin boards. The kind of
> school improvement that effects changes in student
> outcomes -- achievement, attitude, and skill --
> comes about by affecting change in the personnel
> of a school. When we consider that 85 percent of
> most school budgets are in personnel costs,
> developing the people of a system seems a wise
> protection of that investment. NSDC (National
> Staff Development Council) believes school
> improvement results directly and primarily from
> personal and professional growth; individuals
> working collectively and collaboratively, can make
> substantive change in the school. (Caldwell,
> 1989, pp. 9-10).

Research Question 5.

Is there a congruence between staff development
programs and teacher empowerment efforts?

The results of the field research seem to indicate
that although raises, increments, and certificates gave
the participants the initial impetus to participate in
the program, the positive experiences and personal
growth they achieved led them to continue far beyond

their original expectations. Many appear to have developed a heightened sense of involvement in the school system as opposed to their former feelings of isolation in the classroom. A revived orientation toward personal and professional improvement seems to have developed in many of the subjects. Since 1983, a number of individuals among the original program participants have made great strides. Many have returned to universities and have earned advanced degrees; several have been appointed to administrative positions; five have received Horace Mann Teacher awards; and one was named the Massachusetts Teacher of the Year for 1986-87.

In addition to the positive effects of the program experienced by the individual participants, the program appears to have had some direct benefit to the school system as a whole. Evidence points to a developing sense of community among the teacher participants which has led to improved communication among the staff members cutting across all levels and reaching all buildings. By neutralizing some teachers' fears about administrative decisions and heightening their awareness of their own professional compentency, some

progress has been made toward a boost in teacher morale.

This is evidenced by a return of more amicable relations among most faculty members and administrators. More administrative appointments during the past few years have come from the teacher ranks, and the old adversarial relationships are disappearing. The teachers' union has again begun to sponsor very well attended social events which include faculty, administrators, non-professional staff, and even School Committee members.

Ideas relative to teacher empowerment are usually based on the assumption that teachers are willing to spend the time and energy necessary to be able to participate meaningfully in the decision making process (Sickler, 1988). This, however, may not always be true, especially at the beginning of the process, because there are three significant processes which need to take place with teachers to set the stage for effective empowerment efforts:

     1. Building skills and confidence through effective staff development.
     2. Training in communication skills and conflict resolution.

3. Team building through developing trust and rapport (Sickler, 1988).

All of these processes can be most readily addressed by teachers at the school site through well designed and implemented inservice education programs engaging as many faculty members as possible. As Maeroff (1988, p. 474) and a number of other researchers have pointed out, the right type of staff development program, as described earlier may be the most effective vehicle to prepare teachers to pursue empowerment and also to provide support for ongoing empowerment projects. "As Francis Bacon noted long ago, 'Knowledge itself is power.' Making teachers more knowledgeable is an obvious step in enhancing their power" (Maeroff, 1988, p. 474). Changing prevailing negative attitudes and modifying beliefs of teachers about the possibilities of personal and professional growth may also be additional outcomes of effective staff development programs which could strongly impact the type of empowerment which is:

> The power to exercise one's craft with quiet confidence and to help shape the way the job is done. Empowerment becomes inevitable when teachers have so much to offer and are so sure about what they know that they can no longer be shut out of the policy making process. (Maeroff, 1988, p. 475)

The strongest evidence of congruence between staff

development programs and teacher empowerment

initiatives provided by this study, however, seems to

appear at the high school, which has been involved in

the Carnegie School program for the past two years.

Here, professional growth and collegial relationships

have been immensely enhanced by the faculty's decision

to study cooperative learning strategies together in a

teacher planned and structured staff development

program. Learning the techniques from a consultant

brought to the school site with Carnegie Grant funds,

having them reinforced by talented teacher trainers

drawn from the faculty, and helping each other apply

cooperative learning strategies in the classroom has

developed an _esprit de corps_ which has extended into

other areas of school restructuring and has become

highly visible to the students, as well. This seems to

reflect Roland Barth's description of the best kind of

school as:

> ... a place where teachers and principals talk
> with one another about practice; observe one
> another engaged in their work; share their craft
> knowledge with each other; and actively help each
> other become better. In a collegial school,
> adults and students are constantly learning
> because everyone is a staff developer for everyone
> else. (Barth, 1990, pp. 192-193)

This outcome also has important implications for the future of teacher empowerment efforts directed at school improvement because, "... the quality of adult relationships within a school has more to do with the quality and character of the school and with the accomplishments of students than any other factor" (Barth, 1990, p. 192).

Recommendations

This study has clearly demonstrated that well-designed and implemented staff development programs for teachers can begin to bring about the behavioral and attitudinal changes which set the stage for major teacher empowerment initiatives in schools. Further study is needed, however into other aspects of the empowerment process, especially as it relates to school restructuring and reform.

Future studies in the empowerment area should examine the perspectives of students, parents, and school staff members who serve in other roles. Subsequent research is needed to answer a variety of unanswered questions in this relatively unexplored area. For example:

--How do the highest levels of administration,
superintendents and School Committees, affect
teacher empowerment efforts?

--What happens to student achievement in schools
where teacher empowerment is going on?

--What is the role of the principal in a school
where teachers have become empowered?

--Can a data base with a variety of measures of
teacher empowerment in Massachusetts public
schools be established, using the Carnegie schools
as a model?

--Can an instrument be developed for assessing
indicators of self-esteem in teachers? Can such
an instrument be further refined to reflect
whether or not racial or ethnic factors make a
difference for teachers involved in empowerment
efforts?

Further study into the inception and structure of
empowerment in the school setting could provide public
schools with a clearer direction toward needed
educational reforms. Once teachers become interested
in the concept of empowerment and involved in school

based programs which allow them a share in decision
making, schools will find that teachers will develop
"visions" which will utilize their talents and improve
the environment for all members of the school
community. Roland Barth describes the importance of
everyone developing a vision and portrays his own as
follows:

> A school as a community of learners is the
> "coat rack" on which are hung many supporting
> components and to which all the other pieces are
> fastened. There is much talk these days about the
> importance of student achievement, of teachers'
> staff development, and of principals' professional
> growth as if all of these learners inhabit
> different planets. A good school for me is a
> place where everyone is teaching and everyone is
> learning--simultaneously under the same roof.
> ... School need not be merely a place where there
> are big people who are learned and little people
> who are learners. (Barth, 1990, p. 191)

Formal research into these areas needs to leave
the library and the university environment, and involve
more study of school settings by the participants
involved ... Principals, teachers, and parents working
together ... can create within their schools an ecology
of reflection, growth, and refinement of practice.
(Barth, 1990, p. 192)

> ... Responsibility for staff development rests
> with every staff member on a day to day basis.
> Our schools will become better places if we care

about one another, because both those cared for
and those caring develop a greater sense of worth.
Only as each staff member feels a sense of worth
can he or she transmit that sense of worth to
students. This is the essence of education.
(Krupp, 1983, p. 45).

APPENDIX A

WESTPORT PROFESSIONAL DEVELOPMENT PHILOSOPHY

Professional development refers to those activities in which teachers and administrators engage in order to keep themselves thoughtful, interested, knowledgeable, and able to integrate theory with practice. Some professional development activities are appropriately carried out with the staff of an entire school; still others appropriately include a broader group - the parents and the entire school community, or the central office.

The activities include re-thinking shared purposes and procedures with immediate colleagues; they include determining, as individuals or as a group, how to judge the merits of current practice, what modifications might be attempted, and how to judge the merits of these modifications; they include re-assessing one's own purposes and central concerns, determining what it is one knows, and what it is one would like to know more about; they include learning about how people could be helped to learn; they include learning to see it in new ways; they include giving practitioners a sense of support for taking risks in trying to improve their practice.

The individual and collective knowledge of teachers and administrators has enormous potential power to inform educational practice if it is acknowledged, respected, and given a forum for development.

An effective and successful professional development program would have the following characteristics:

1. Involve the participation of the staff members themselves in the planning and implementation.

2. Provide a vehicle for all interested parties to articulate needs and purposes.

3. Provide a forum for all staff members to articulate their knowledge and to take seriously what

they feel they need to know, would like to know, are
concerned about, have questions.

     4. Provide ways to develop the kinds of knowledge
and skills that are valued by the individuals, the
community, the school system.

     5. Extend a staff member's degree of intellectual
involvement in his/her work.

     6. Extend staff members respect for each other as
professionals.

     7. Have specified goals, whose accomplishment can
be determined by careful documentation.

*This position was adopted by both the teacher's groups
and the School Committee in 1984.

INTERVIEW GUIDE

I. Identifying Information: (to be filled in before interview)

Name of Subject: Year last degree received :

School: No. of credits beyond degree:

Date of interview: Enrolled in graduate program?:

Inservice courses taken and completed:

II. Questions (need not be covered in given order)

1. What motivated you to become involved in the inservice
program?

2. What immediate needs did the courses or workshops meet
for you?   (Salary change? New Certification? etc.)

3. What positive or negative experiences did you have while
involved in courses or workshops?

4. How did your involvement in these courses or workshops
affect your perception of your professional competency?

5. What did you find most beneficial or satisfying about the
program in personal terms?

6. Did your participation in this or any other professional
development program influence you to become involved in the
Carnegie Program or other teacher empowerment initiatives?

7. Describe what you see as a future role for such inservice
programs in the professional development of staff in our
schools as they move toward enhanced teacher involvement in
decision-making processes.

8. What changes or additions should be made in the program
as it continues?

9. How could you help and participate in the planning
process for future inservice projects?

10 What does the term teacher empowerment mean to you? Do
you encourage empowerment? Do you think it will work to reform
schools?

APPENDIX C

INSERVICE EVALUATION FORM

The purpose of this evaluation form is to provide an opportunity
for you to indicate your feelings about the course or workshop and
to suggest ways for revising and/or extending it to improve its
usefulness. It is not necessary for you to place your name on the
form.

Thank you for your assistance and cooperation.

Listed below are eleven statements that are often used to describe
specified skills or characteristics of a workshop instructor.
Please indicate the extent to which you think the workshop
instructor needs improvement. Indicate your answer to each
statement by circling the number corresponding to your answer:

1= No Improvement Needed	2= Little Improvement Needed	3= Considerable Improvement Needed	4= Not Relevant

Skill/Characteristic

a. Knowledge of the material   1 2 3 4

b. Use of effective teaching methods   1 2 3 4

c. Sensitivity to the needs of participants   1 2 3 4

d. Clarity of presentations   1 2 3 4

e. Answering questions   1 2 3 4

f. Involving the participants in the   1 2 3 4
   learning process

g. Generation of interest and enthusiasm   1 2 3 4
   for the material

h. Attention to the stated goals   1 2 3 4

i. FLexibility of presentations   1 2 3 4

j. Pacing of material in presentations   1 2 3 4

k. Interpersonal skills   1 2 3 4

Inservice Survey- Section 2

Please circle one answer for each question:

1. How would you judge the length of the course or workshop?

Too long   Too short   About right

2. Overall, how valuable was the course or workshop to you?

Very valuable   Valuable   Somewhat valuable   Worthless

3. How helpful do you feel the skills developed in this course or workshop will be to you in your work situation?

Very Helpful   Helpful   Somewhat Helpful   Not Helpful

4. Overall, how would you rate the instructor?

   Excellent   Very good   Good   Fair   Poor

5. Overall, how would you rate the course or workshop experience?

   Excellent   Very good   Good   Fair   Poor

6. What do you consider to be the major strengths of the course or workshop?

7. What do you consider to be the major weaknesses of the course or workshop?

8. If the workshop were to be offered again, what suggestions do you have for improving it?

9. Please indicate any area in which you feel a need for more training of the sort offered during the course or workshop experience.

APPENDIX D

PROFESSIONAL DEVELOPMENT SURVEY FORM

Please return to Virginia King when completed. Information
gathered through this survey will be used only to complete
doctoral dissertation research, not for school system purposes. I
appreciate your help at this difficult time.

                                        VK 2/1/89

I. Identifying Information:

Name (optional):_____ School:_____

Year last degree received:_____ Additional Credits:____

Are you enrolled in a graduate program? _____

Have you participated in any Westport inservice courses?____

If no, please list any reasons that prevented your
participation_____

If yes, then continue with the following questions:
Please list any inservice courses taken and completed:
_____

_____

II.Questions:

1. What motivated you to become involved in the inservice
program?

2. What immediate needs did the courses meet for you?

3. What positive or negative outcomes did you observe while
involved in the courses?

4. How did your involvement in these courses affect your perception of your professional competency?

5. What did you find most beneficial or satisfying about the program in personal terms?

6. Did your participation in this inservice program influence you to become involved in the Carnegie Program or other teacher empowerment initiatives? How?

7. Describe what you see as a future role for such inservice programs in the professional development of staff in our schools as they move toward enhanced teacher involvement in decision-making processes.

8. What changes or additions should be made in the program as it continues?

9. How could you help and participate in the planning process for future inservice projects?

APPENDIX E

DISSERTATION ABSTRACT FOR HUMAN PARTICIPANTS

The Relationship Between A Staff Development Program
for Mature Inservice Teachers
and Teacher Empowerment Efforts

I.

I, Virginia A. King, have been employed in the Westport
Public Schools since 1973. I am currently completing doctoral
studies at the University of Massachusetts at Amherst. My
research has been on staff development programming for mature,
experienced teachers and how effective such programs may be in
providing increased opportunities for developing attitudes and
behaviors which support teacher empowerment initiatives. I would
like to use the voices of experienced teachers who have
participated in on-site staff development programs to document the
personal and professional outcomes of such experiences. I believe
that listening to the voices of experienced teachers is the first
step in empowering them to assume a greater role in the
restructuring of schools.

I will be happy to give you a copy of my Comprehensive
Qualifying Papers on the above subjects, and/or share articles and
the dissertation with you when it is published.

II.

You are being asked to participate in the research of a
colleague. We will schedule one interview of approximately an
hour in length, at your convenience, in a setting that will be
free from interruption. The interview questions are designed to
explore your feelings about staff development programs in which
you have participated and your opinions about teacher
empowerment efforts.

III.

The interviews will be audio-taped and later transcribed and
analyzed in light of recent scholarship on staff development and
teacher empowerment. I plan to use direct quotations in my
dissertation and possibly in published articles, in workshops or
presentations.

I will at no time identify you by name or use any other
identifying characteristic. You will be one of a group of
approximately ten volunteer faculty members and will never be
described individually.

IV.

While consenting at this time to participate in these
interviews, you may at any time withdraw from the actual interview
process.

V.

Furthermore, while having consented to participate in the interview process, and having done so, you may withdraw your consent to have specific excerpts from your interview used in any printed materials or oral presentations if you notify me within thirty days of the final interview.

VI.

In signing this form, you are agreeing to the use of the material from your interview as indicated in III. If I want to use the material from your interview in any way not consistent with with what is stated in III, I will contact you to get your additional written consent.

VII.

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

VIII.

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

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

_____
Signature of Participant

_____
Date

_____
Interviewer

Virginia A. King
P.O. Box 551 - 19 Greenfield Road
Westport, MA 02790

(508) 636-5878#

PRESS COVERAGE OF WESTPORT TEACHERS' STRIKE

January - February 1989

Westport officials, teachers on strike fail to reach pact

United Press International

WESTPORT — School officials and the union representing teachers striking in Westport returned to the bargaining table yesterday but failed to reach a settlement in the 3-week-old walkout.

The session between representatives of the 159-member Westport Federation of Teachers and the School Committee ended early yesterday evening. School Committee member Daniel Pontes said.

Negotiations, with a state mediator on hand to carry proposals back and forth between the two camps, will resume at 7 p.m. tomorrow.

Teachers said they were hoping for a settlement, but vowed to remain off the job until they receive an acceptable contract.

"We're always hoping for a settlement but we're going to wait till we get something we can accept with dignity." said Mary Anne Quesnel, union spokeswoman.

Teachers walked off the job on Jan. 5 after rejecting a proposed two-year pact.

The School Committee had offered pay hikes of 6 percent for some teachers, based on seniority, for each of the two years covered in the agreement. However, the union said many teachers would receive considerbaly less than 6 percent raises under the proposal. Teacher said they needed increases of 8 percent for each year of a three-year pact to bring their salaries to a level comparable to salaries earned by instructors in other communities.

Several state-mediated sessions ended in a stalemate, with union leaders charging that the School Committee refused to modify its conditions.

The strike has canceled classes for 2,000 students at the town's four schools.

The state Labor Relations Commission ruled the strike illegal and ordered the teachers back to work.

WESTPORT RESIDENT PETITION

We, the residents of Westport, believe that the Westport School Committee should take steps to immediately settle a contract with the Westport Federation of Teachers. This contract should be fair in language, and all teachers should receive a raise that will make their salaries comparable with surrounding communities.

NAME	ADDRESS	PRECINCT

1. ___
2. ___
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19. ___
20. ___
21. ___

Teacher moves to the front line as she leads call for 'dignity'

Nancy Gorman has stopped watching herself on the evening news. She couldn't help finding fault with what she said or how she chose her words.

After all, it's not every fifth-grade teacher who has a bundle of microphones thrust into her face on a daily basis. And certainly, when she became president of the Westport Federation of Teachers, Gorman had no idea she'd become a regular on local news broadcasts.

But the 13-day strike by the union she heads has drawn the media spotlight to this low-key teacher from Westport Elementary School.

"I have always been a worker, but this time I've really been out front," Gorman, 44, said in an interview at the union headquarters. "There have been a lot of impromptu questions and responses. Normally that's not my style. Usually, I'm very methodical."

Although a little diffident and unsure at first, Gorman — a teacher for 16 years — has risen to the occasion. "It has become easier each day," she says.

As Gorman tells it, her motivation for striking is linked to her motivation for becoming a teacher in

NANCY GORMAN
'It's disrupted our lives'

the first place. As a child, she adored her teachers and wanted to emulate them. Her father was "in awe" of teachers and encouraged her aspirations.

Today's teachers see little of that kind of respect, Gorman said, and low salaries are both evidence and cause of that. The battle cry for Westport's striking teachers has been a call for "dignity."

Although the teachers miss their students and hope to resolve the dispute, Gorman said, the strike has had its "up times."

"We're getting to know each and every teacher in a way that would

Gorman

never have occurred without a strike," she said.

Gorman grew up in Fall River, attended Bridgewater State College and now lives in Westport. She declined to discuss her family for fear they will face harassment. But she acknowledges she hasn't seen them much lately. Although not a member of the negotiating team, she attends the bargaining sessions in Boston as well as organizing union activities in Westport.

"It's disrupted all our lives," she said.

Like her counterpart at the helm of the School Committee, Gorman feels disillusioned with people she formerly trusted. "The distrust I have of the School Committee has weighed on my mind. I truly believed they had the well-being of the children in mind. It saddens me."

— F.J.F.

Administrators urge settlement in teacher strike

By John Christian Hopkins
Herald News Staff Reporter

WESTPORT — The striking Westport teachers have often said that their action is a matter of principle and yesterday the first teachers' strike in the town's history became a matter for principals.

Concerned over the interruption in the education of the town's 1,800 students, the Westport Administrators' Association yesterday urged both sides to compromise in an effort to end the strike, which is now in its third full week.

The WAA, the union which represents the town's four principals and three vice principals, stopped just short of endorsing the striking teachers at a press conference at the Middle School Monday afternoon.

(See ADMINISTRATORS, Page 6)

Administrators urge settlement—

(Continued from Page One)

Reading from a prepared statement, WAA spokesman John Mello said that over the past several years Westport teachers have been among the lowest paid in southeastern Massachusetts. The statement also acknowledged that teachers have worked since September without a contract and have been bargaining in good faith.

The administrators, who have also been without a contract since September, also said that the 6 percent raise offered by the School Committee is "not competitive."

Mello, who is the Middle School principal, said "as educational leaders of our schools and our community" the administrators "want our children back in school."

"At this stage of the game, our teachers have to be able to come back with dignity and the School Committee needs to maintain its dignity," Mello said. "They have to meet somewhere in between. If teachers come back in the right frame of mind, we can put our school system back together quickly."

Mello suggested that it may be time for a special town meeting to let the taxpayers decide whether they want to side with the 160-member Westport

Federation of Teachers or the School Commmittee.

When school renews, teachers will likely face restless students, who — counting Christmas break — have had two days of school in the past seven weeks, Mello said. It's going to be like starting school in September, he added.

"We see ourselves supporting both sides," said Mello. "As administrators we have a responsibility to advocate and support salaries that will maintain a qualified and talented staff..."

Negotiations resume tonight at 7 in Boston. Even if the strike is settled, students at the high school will likely remain out of class for the rest of the week.

"School is closed," said high school principal Charles Menard. "(If the strike were settled) I think we'd still have a problem."

A late night fire on Jan. 11 caused heavy damage at the high school and, from a safety standpoint, the school will not be ready to reopen this week, Menard said.

Schools remained closed for the 13th day today and the court-imposed fines against the WFT have reached $25,000. If teachers remain out of the classroom tomorrow, the fines will total $33,000.

Parents shout teacher support

Westport crowd challenges school chief, then selectmen

By Bill Ibelle
Standard-Times staff writer

WESTPORT — Tempers ignited Monday night as about 150 people confronted the School Committee chairwoman and then barged in on a selectman's meeting to ask for help in reaching a quick settlement to the teachers strike.

During a nighttime rally in front of the school administration building, members of a parents' group shouted at School Committee Chairwoman Veronica Beaulieu and Ms. Beaulieu shouted back. An hour later, they hurled questions at selectmen and the selectmen shot back with equally emotional responses. All sides showed signs of growing fatigue and frustration as the strike neared its fourth week.

The group gathered at the school administration building at 6 p.m. to present the School Committee with a petition demanding that teachers' pay be raised to the regional average. Westport teachers currently rank last or near last in the area in every category of teacher pay.

The town has offered a 6 percent raise in the first two years of the contract and a 4 percent raise in the third year. The teachers have asked for an 8.6 percent raise in the

Photo by Dana Smith

Westport teacher Louis Finucci applauds during the rally Monday night.

first year and 8 percent raises in the second and third years.

The petition had nearly 2,500 signatures in a town of 7,953 registered voters.

"These names are all from the town voting rolls," said Sheila Martel, one of the organizers of the petition. "We went door to door for six days. There were no outside influences."

Many of the parents said the School Committee has ignored the parents who support the strike and implied that the people marching with the teachers in recent rallies are from out of town. Ms. Beaulieu made many such comments, they said. The parents' rally was held, in part, to give her visual proof those claims are wrong.

When Ms. Beaulieu arrived at the rally, she was immediately encircled by more than 100 parents.

"We are real parents this time, Veronica," shouted Dee Silvia, mother of children in the high school and elementary school. "We are tired of being told we are not here."

■ Tempers

In the background, Ron Martel carried a sign: "Read My Lips, Westport Residents support the WFT," — Westport Teachers Federation.

"Raise your hands if you're from Westport," someone shouted from the back row. One hundred and fifty hands went in the air.

From the moment she arrived, Ms. Beaulieu was hit with a barrage of questions.

"How did we ever get into this situation where our teachers have the lowest pay in the area?" shouted one woman.

"You are lucky to have the teachers you have with the pay they're getting," Mrs. Silvia said. "They've been working without a contract for three months and its about time they get something."

"Sure, we'll just cut a few teachers and increase the pay for the others," Ms. Beaulieu shot back. The crowd yelled in protest.

Other questions focused on specific areas of the contract that have stalled negotiations — sick time, teacher preparation time and longevity pay, to name a few.

Ms. Beaulieu responded with the School Committee position on each point, but at times the questions came faster than the answers.

"I was elected to support the town of Westport," Ms. Beaulieu shouted, "and this is not . . ."

A flurry of yelled comments cut off the statement. But after the croud thinned, she completed her thought.

"You should listen to my answering machine sometime," she said. "There are certainly sentiments on the other side."

The crowd had moved to Town Hall, where selectmen were in the middle of their Monday meeting. The parents jammed the meeting room, overflowing into the corridors and stairwells. Fire Chief David Tripp had to ask them to leave because the crowd violated safety regulations. A smaller group was invited to come back at the end of the meeting.

About 50 waited for an hour in the cold for the opportunity to present their petition.

Nancy Bolduc just lost her job as a dental hygenist because she missed so many days of work during the strike to stay home with her first- and third-grade children. But her personal hardships have not dampened her support for the teachers.

"I want the teachers to get what they deserve," she said.

Mary Ann Montagne also expressed her willingness to make sacrifices to give teachers the raises she feels they deserve.

"Am I ready to pay more taxes?" she asked. "I'm ready."

Mrs. Montagne has children in the fourth grade and kindergarden.

The parents presented their petition to the selectmen, asking them to pressure the School Committee to reach a settlement. They also asked selectmen to set up an informational meeting in which voters could hear representatives of the teachers and the School Committee present their sides in the dispute.

Tony Melli, a guidance counselor at the high school, summed up the parents frustration when he asked selectmen to act as a catalyst to getting the talks moving again. He pointed out that the contract negotiations began nearly a year ago and have clearly reached an impasse.

"We are asking you, as the town fathers, to please start the town machinery working again because it has broken down," he said.

Selectmen said they have no authority to push a settlement, and a public debate could hinder negotiations.

William Plamondon, chairman of selectmen, said the teachers should return to work immediately and continue bargaining while they do their jobs.

"This has become and extremely emotional issue and it's only the children who lose," he said.

The group cheered at some comments, jeered at others. Selectmen were cut off in mid-sentence, as were speakers in the audience.

"Why would any good teacher come here if they could go to Dartmouth and make more money?" Joanne Fernandes asked. "Would you?"

"If this school system is paying such low wages, then why do we have 100 of them coming from other towns to teach here?" replied Selectman Ronald A. Desrochiers.

The selectmen held to their belief that the teachers should be negotiating while they work, not from the picket line.

"The firemen were without a contract for 13 weeks and they didn't go on strike," Mr. Desrochiers said. "They obeyed the laws of Massachusetts."

It is illegal for municipal employees to strike in this state.

Mr. Desrochiers said the grim picture of town finances painted by the School Committee is accurate. But if the parents really believe the teachers' position, they should follow the School Committee recommendation and ask for more money at town meeting, he said.

On Sunday, the School Committee proposed that the teachers accept their offer for a 6 percent raise, return to work and ask town meeting for money for a larger raise.

Mrs. Martel said the parents will consider recommending such an article for April town meeting.

Negotiations are scheduled to resume tonight in Boston. By then, the teachers will have amassed $25,000 in court-imposed fines.

The strike began Jan. 5 and has lasted for 13 school days. Negotiations began last February and failed to reach an agreement by the time the old contract expired in August. Teachers agreed to extend the old contract and continue to work during the fall. But when an agreement was not reached by Dec. 31, the day the contract extension expired, they voted to strike.

School Committee is short-sighted

As the parents of two Westport elementary school students, we are deeply concerned about the very irresponsible position the School Committee has taken in their negotiatins with the Westport Federation of Teachers. The salary increases that the teachers are seeking are both reasonable and affordable by the Town of Westport. The inability of our elected officials to settle this dispute has caused tremendous hardship for hundreds of families, of both students and teachers.

This strike is the unfortunate result of a school committee that is seriously out of touch with the realities of Westport's sagging educational needs. We have heard many parents complain about the lack of commitment within town government to improving the quality of education, particularly at the middle and high schools. The fact of the matter is that two of the School Committee members have so little faith in the Westport school system that they send their children to private schools.

Like most parents in Westport, we support the school system and are very pleased with the wonderful and very dedicated teachers that have taught our children at Westport elementary school.

Quality education does not come at bargain basement prices. Good schools and professional teachers will mean higher property taxes as federal and state revenues become more scarce. It will take a commitment by voters to raise the necessary funds, perhaps even an override of Proposition 2½. But aren't our kids worth it?

It is time for the selectmen, Finance Committee and the taxpayers in Westport to speak up against the inflexible and short-sighted position taken by the School Committee. The future of our children and our town depend on a fair contract for the Westport Federation of Teachers.

BILL & CRYSTAL MADDOCKS, Westport

Westporters should admire the teachers

Has the Westport School Committee lost its perspective? Instead of seeking the compromise that would bring the teachers back to the classroom, it seems to be intent more on panicking the teachers. The members of the committee are forcing the teachers into a situation which they feel is almost impossible to accept. Instead of finding a solution, the committee is making it more difficult. Now, not only do the teachers need a contract that is acceptable, they also need to be able to go back to work with some dignity, something which the committee apparently will not allow.

The teachers know they have broken the law, unjust that it is, and are prepared and willing to face up to the consequences of that act. But it is not the role of the committee to act as judge and jury. The judge in this case should urge the committee to stop seeking their "pound of flesh."

The people of Westport should admire the teachers for their courageous stand in the face of such adversity. When the strike is over, and it will be, and regardless of the outcome, the teachers should be welcomed back with the dignity and respect that they deserve. There needs to be a healing process and only the committee is in a position to start this process.

ROBERT ST. PIERRE, Mattapoisett

Westport ran school system into the ground

My two sons have been in school two days this month because of the Westport teachers' strike. I love having my kids around me, but I would like to have them educated.

This is the same school system that in the past two years has faced septic tank problems at the high school, a leaking roof in the middle school, and non-functioning boilers in the middle school.

One of my children is in the special needs program. Due, in part, to lethargy in replacing the special director, my son wasn't placed in even a temporary program until three weeks after school started When a permanent program was about to be set up for him involving hiring a part-time tutor, the tutor turned down the job, I'm told because she could get twice the pay somewhere else. One of the few remaining alternatives for the boy is an out-of-district placement an hour's drive away. Transportation costs are over $4 a mile! Oddly enough, the school system has money for transportation but not tutors.

A school committee is responsible for the smooth operation of a school system. Members of a school committee should be aware of inequities in the pay scale and of the maintainance needs of all the buildings in the system. Our children's education is too important for breakdowns. But apparently in Westport they never take the car in for a tune-up and now the old heap has broken down on the interstate at rush hour.

Teachers strike, heck! We need a parent strike!

BARBARA E. MOSS
Westport

Westport teacher knows strikes leave scars

By Bill Ibelle
Standard Times staff writer

WESTPORT — Tony Coelho knows about the lasting effects of a strike first hand.

Now one of the town's 155 striking teachers, Mr. Coelho marched with his wife in the 1978 teachers strike in Fall River. He was a graduate student at the time and walked the picket lines with his wife because she was seven months pregnant.

"That was a very emotional, nerve-racking experience," he said. "It is certainly not something you enjoy."

Through his study of history, Mr. Coelho knows the potentially corrosive effect a strike can have on any organization. Through his wife's experience as a Fall River teacher, he has witnessed the lasting damage it can have on a school system.

"The potential in any strike is that the hard feelings go on for a long time," he said. "If the two sides dig in their heals, the damage in the long run is more severe.

"The animosity, bitterness and hatred after the Fall River strike was very disturbing. Ten years later, it's still there. Hopefully that won't happen in Westport."

But as teachers and School Committee members prepare for a negotiation session tonight in Boston, both sides appear to be doing just that — digging in their heels.

According to Paul Devlin, president of the Massachusetts Federation of Teachers, it is up to the School Committee to break the ice.

"Either the School Committee is going to change their position or nothing is going to happen," he said recently. "It's all in their hands. We are willing to negotiate but they have to make some serious movement first. We won't accept anything cosmetic."

School Committee members are taking a similar stand.

According to Chairman Veronica Beaulieu, the School Committee made a significant concession to the teacher during negotiations last Friday.

Tony Coelho waves as he holds a sign Friday for the information station set up teachers at Head of Westport.

"The School Committee is bending," she said. "Now we are looking for some movement on the other side. We want to see some reciprocation."

A prolonged strike could burn the current animosity into the memories of teachers and administrators. Mr. Coelho fears this would damage recent progress made in boosting the reputation of the Westport schools.

MORE ON STRIKE / A11

■ . After an hour and a half of legal maneuvering, Superior Court Judge George Jacobs lectures striking teachers and School Committee members on the proper use of civil disobedience.

■ The teachers' strike is fast becoming a battle of the budgets — or more accurately a battle of budget interpretations.

■Teachers

As an example, Mr. Coelho mentioned the school's Carnegie Grant program. Last year Westport High School was one of seven schools in Massachusetts to win the prestigeous state grant. In the next several years these schools will work together to develop teaching methods, courses and administrative structures that will be used to improve school systems throughout the state.

But the committee in charge of carrying out this program is composed of both striking teachers and school board members. Mr. Coelho is its chairman.

During a three-day Carnegie retreat last month, Mr. Coelho said, School Committee members and teachers were able to put aside their feelings about the impending strike and work together on the Carnegie program. He is not sure this cooperation could survive a protracted strike.

"The longer the strike lasts, the harder it will be to recapture the spirit of Carnegie," he said. "That's something I'm very concerned about."

In spite of the possible damage, Mr. Coelho said he had "absolutely no second thoughts" about voting for the strike.

Mr. Coelho pointed out that when the teachers' contract expired last August, they agreed to work an additional four months so negotiations could continue. He said the teachers had been negotiating in good faith for 15 months when they voted to strike January 3.

"You have to draw the line somewhere and say, 'If that's your best offer we just can't accept it.'"

The strike was necessary, Mr. Coelho said, because teachers are underpaid and do not get the respect they deserve.

He said that Westport schools are as good as any in the area. He pointed out that they placed very high in state tests and received national recognition for "Farms to Fish" — an innovative environmental program at the middle school.

Given the quality of education, Mr. Coelho said, Westport teachers deserve to be paid on par with other area schools. Yet a Westport teachers with a bachelors degree has the lowest pay in the area.

Veteran teachers with bachelors degrees in Westport earn a base pay of $26,662. The regional average is $28,499.

Mr. Coelho, for example, has a doctorate in history from Brown University. At $29,500, he has reached the top of the Westport pay scale. In New Bedford, a teacher with a doctorate would be paid $32,100. In Wareham, the area's highest paid system, a teacher with only a bachelors would get paid more than Mr. Coelho — $30,064.

Mr. Coelho said he hopes the teachers will come out of the strike with "a greater sense of self worth and dignity from the experience of taking action," he said.

The fact that it is illegal for teachers to strike in Massachusetts does not concern Mr. Coelho.

"I'm a social studies teacher so I know all about Thoreau and Ghandi. Their actions were illegal and they are heroes. There are times when you have to stand up for what you know is right whether it's legal or illegal."

Superior Court Judge George Jacobs, who this week ordered teachers back to work, lectured striking teachers and School Committee members Friday on the proper use of civil disobedience. The strike, he said, was not a proper use.

"I am not equating myself with Martin Luther King or our cause with civil rights," Mr. Coelho said Friday night, "but the strength of a democracy is in its exercise. If you don't stand up for your rights in a democracy they disappear."

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