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EXAMINING THE EFFECTIVENESS OF A WHOLLY SCHOOL-BASED
STAFF DEVELOPMENT EFFORT AS ONE COMPONENT OF A
SCHOOLWIDE PROJECT PROGRAM

A Dissertation Presented

by

RICHARD DeCRISTOFARO

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

DOCTOR OF EDUCATION

May 1991

School of Education

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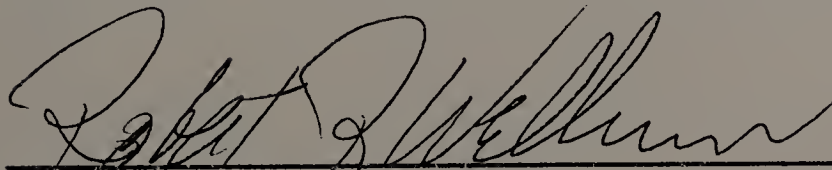
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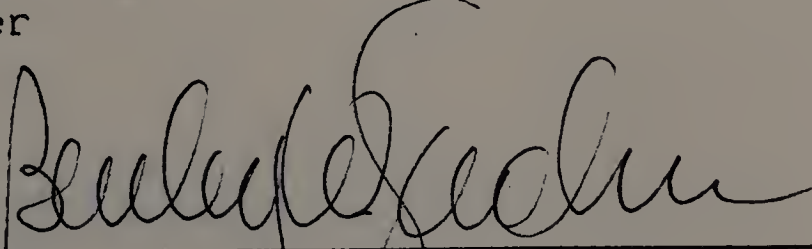
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ABSTRACT

EXAMINING THE EFFECTIVENESS OF A WHOLLY SCHOOL-BASED
STAFF DEVELOPMENT EFFORT AS ONE COMPONENT OF A
SCHOOLWIDE PROJECT PROGRAM

MAY 1991

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Directed by Professor Robert Wellman

This study examines the effectiveness of a site-based staff development program as one component of a Chapter I Schoolwide Project. The study utilizes and fully implements an Action/Descriptive research model, a participatory model which implements self-reflective cycles of planing, acting, observing and reflecting.

The setting of the study is an elementary school in Quincy, Massachusetts with over ninety percent of the children from predominantly white low income families. A large proportion of the children are at-risk.

The purpose of the Schoolwide Project is to upgrade the entire educational program of the school. The most important feature of a Schoolwide Project is

that Chapter I personnel, as well as educational hardware and software, can be utilized by all children, not only those qualifying for Chapter I remedial services. Other instructional initiatives to enhance the program of at-risk students also were utilized.

A review of the "Effective Schools" literature was accomplished in order to determine the essential key ingredients necessary for a staff development program for upgrading the entire educational system. The key ingredients for effective schools from the literature are: Leadership, Environment, Curriculum/Instruction, Teachers and "Total School" ingredients. Reactions to Effective Schools research was also included.

The study's purpose was to establish a school-based staff development effort, based upon the "key ingredients" for Effective Schools, for total school improvement. The measurement instruments used in the study included the: Parent Opinion Inventory, Effective School Battery, Measuring Stages of Concern About an innovation, Open-Ended Stages of Concern Questionnaire, and an Informal Student Survey. The study details the variables of an educational environment and provides suggestions for improving the total educational setting.

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C H A P T E R I

INTRODUCTION

It is difficult to find a district or school that is not involved in some form of school-improvement program. The incentive for these efforts are substantial; expanded resources, increased standards, or heightened public attention. Improving schools is an extremely difficult task, as research and experience indicates. In addition, research illustrates that the improving process and the improvements themselves are not sustained.

Currently, most of the research suggests a change in thinking about staff development, practices involved in improvement efforts. The main thrust of this, school-based, philosophy is founded upon the reoccurring recognition that staff development programs emanating from outside of the school do not produce the responsibility and commitment necessary to sustain consequential improvement. School-based management of staff development programs places the responsibility and authority for decisions at the school-level. In addition it establishes processes which, over time, prepare and support the school-based improvement team to have more responsibility, commitment and authority with respect to important variables and resources.

School based staff development programs assume that those persons closest to the students should make decisions about the educational programs (curriculum, instruction and organization of time, people and facilities) for those students. The hypothesis of this school-based approach is that such a practice will result in increased student performance through a more effective organization.

Educators have found that schools that have had a considerable amount of autonomy in determining the exact means by which to address the problems of increasing academic performance and enhancing school climate are ones involved in school-based programs as opposed to district level staff development efforts. Heckman, Oates and Sirotnik (1983) found that each school has its own culture resulting from organizational arrangements, patterns of behaviors and assumptions. The local school is where "social, political and historical forces" impact practice; each school will be affected by these forces in different ways.

Berman and McLaughlin, 1988 asserted that the organization idiosyncracies of a school must be considered because districtwide change efforts have not been found to be successfully implemented. Hansen, Elzie, Lawrence and Baker assert that effective change

efforts have also been characterized by the involvement of teachers in initiating, planning and conducting change as a collective effort of the faculty with a commonly held purpose.

When considering an individual school's social, historical and political forces, it would seem reasonable to assume that site-based staff development would be more effective than a system/district level program. Effective staff development programs include an intensive training schedule: spread over time, multiple sessions and with opportunities to discuss and problem solve. An intensive schedule differs greatly from single often unrelated workshops. Successful inservice programs are relevant, relate to current classroom concerns, be accessible and conducted in a supportive and collegial environment.

Appropriate staff development grows out of expressed needs of teachers and is a part of the process of collaborative planning and collegial relationships. (Parkey and Smith, 1982). Collegial relationships among staff help create an atmosphere conducive to change rather than having staff development viewed as remediation which encounters resistance. As Lawrence, Hansen, Baker and Elyle asserted, staff development programs are effective when designed by the faculty with commonly held goals in

mind. These researchers also listed nine components of a successful building level staff development programs: staff input into content, planning and training; designed with the help of the staff with commonly held purpose in mind; are relevant to current classroom/concerns; are conducted in a supportive, collegial environment; state clearly expected changes in classroom behavior and support those changes by peer and administrative observations and conferencing; are conducted at the school-site; have demonstration opportunities and train teachers to observe new practices in themselves and others; do not rely on lecture presentations as the main activity and lastly, are scheduled at times that do not compete with complement other professional obligations.

Most recently, staff development and "Effective Schools" researchers echo many of these same characteristics. Purkey and Smith (1983) in their review of Effective Schools research created a "Portrait of an Effective School." Within their "Portrait" these authors stated three concepts relative to a school-based staff development program. They indicated a number of studies stated the leadership and staff of the school needed considerable autonomy in determining how they address their issues. These researchers mentioned that schoolwide staff development

was essential in changing teacher's attitudes and behavior as well as providing them with new skills and techniques. The third ingredient set forth by Purkey and Smith was that for fundamental change, building level management and staff stability, district support is necessary. Edmonds (1979) studied elementary schools and labeled certain ones as "Improvers." At these improving schools, teachers reported having effective within grade and schoolwide instructional coordination. These improving schools also reported useful faculty meetings, staff interaction on curriculum, and adequate in-service training. In discussion of organizational factors of an effective school, Fullan (1985) emphasized the importance of ongoing staff development, Cohen(1983) noted two relevant staff development practices in his research

- The expectations and instructional activities of non-classroom specialist are consistent with and supportive of the classroom teacher.
- Prevailing norms, which most times grant considerable autonomy to teachers behind closed doors of the classroom, carry less weight than do the shared goals of the professional staff.

The site-based staff development philosophy and its participatory characteristics serves as a catalyst for the following case study involving a federally funded schoolwide project and a wholly school-based staff development program.

Statement of the Problem

Snug Harbor Community School serves an attendance area in which more than ninety-five percent of the students are from low-income families. The student population is uniquely composed of predominantly white elementary age children. Approximately sixty percent of the children qualify for Chapter I remedial services while another 18-20% are certified for Special Education. Seventy-six percent of the students at Snug Harbor receive free lunch and another thirteen percent qualify for reduced-price lunch benefits. A substantial number of our children reside in single parent families, live in public housing (99%) and have had affiliation with various social agencies. In addition, many of these children have had experience with drug, alcohol or sexual abuse within their homes. By virtue of these circumstances the staff at Snug Harbor recognize these students have a greater and wider variety of needs than students from more affluent areas. Administrators, teachers and support staff

consistently deal with balancing the affective and cognitive domains in the most effective manner possible.

The student body consists of an extremely high at-risk population. For the purpose of definition an at-risk child is one that has a high likelihood of dropping out, as well as having demographic, socio-economic and institutional characteristics such as: living in a high growth state, an unstable school district; being a member of a low-income family; having low academic skills (though not necessarily low intelligence); having parents who are not necessarily high school graduates; speaking English as a Second Language; being single parent children; having negotiable self-perceptions; being bored or alienated; having low self-esteem (Drulian, 1987).

The inquiry into a clearer, more delicate balance in education for a predominantly white, low socio-economic status, at-risk child led to a school based instructional program reform initiative.

Due to the extreme poverty level at the school, Snug Harbor became eligible to be a Schoolwide Project under Chapter I, which is a federal government educational program (SWP). The purpose of an SWP is to upgrade the entire educational program of the school. The concept stems from Congress' perception that once

poverty reaches the 75% level, it makes little sense to simply supplement an educationally disadvantaged school. Within an SWP Chapter I personnel, as well as educational hardware and software can be utilized by all children not only those qualifying for remedial services. The Snug Harbor SWP uses Chapter I staff to lower the pupil/teacher ratio as well as enhance the at-risk child's education with several instructional initiatives. This unique utilization of Chapter I staff and resources is evaluated after a three year period. The administrators, teachers and support staff understand that students must show achievement gains in basic and more advanced skills. Accountability is a major concept within the Schoolwide Project implementation.

In order to facilitate the transition into a schoolwide project setting, modifications needed to be made in the present school organization. To make changes that would best serve the children, parents and staff, two initiatives were implemented. The first was to collectively create schoolwide goals, and the second was the development of a wholly school-based staff development program as one component of the schoolwide project.

Schoolwide Goals

- A. to meet the unique needs of all students
- B. to ensure that educationally deprived children are served effectively
- C. to demonstrate increased performance gains using the Stanford Diagnostic Test as the standardized measurement device
- D. to use state- and school-based tests to measure effectiveness of the Schoolwide Plan
- E. to establish an "at-risk" database to identify potential dropout students
- F. to create a school-based organization which adapts to meet the needs of its students and community
- G. to use available technology as an instructional and management tool
- H. to coordinate the efforts of the school's staff, PTO, School Improvement Council, Community School Board, and appropriate agencies to ensure success of the schoolwide plan
- I. to facilitate and support the schoolwide project's staff relative to the reading and literature initiatives, through the utilization of a full-time media specialist.

- J. to design and implement a staff development program to meet the needs of our staff, students and community
- K. to implement a program to improve critical thinking, problem solving, and decision making skills.

Site-Based Staff Development

With the current literature as a reference, the Snug Harbor staff decided their staff development effort would be critical to making Snug Harbor an "effective school." The design and implementation of this endeavor will utilize the first and third release Tuesday afternoons of each month. The emphasis of this program will be placed upon:

- The Educator as a Learner
- The Educator as a Team Member
- The Environment of the School

Murphy, Weil, Hallinger and Mittman (1985) developed a conceptual framework of school effectiveness. Within this framework the authors stated that structured staff development was associated with gains in schoolwide student achievement. They reported that there were four crucial elements within structured staff development.

1. The staff chooses to be involved in the development activities and the entire staff participates.
(Team Member and Educator as a Learner)
2. The inservice activities selected are consistent with, and promote, the accomplishment of school goals. (Educator as a Learner)
3. The content and processes in the staff development activities become an integral part of the school climate and activities. (School Environment)
4. There is a collegial relationship among staff in the implementation of in-service content, and teachers and administrators learn from and teach each other and plan and prepare work related to the development activity together. (School Environment, Educator as a Learner, Team Member)

Schoolwide Staff Development Goals

The site-based staff development goals involve the staff in developing the faculty's full capacity as individuals as well as members of a school team by:

1. Fostering the concept that adults in a school community are continuous learners.
2. Providing opportunities for staff to develop understanding of such educational processes as -
 - a. the educational and social role of the school in a rapidly changing American society.

- b. the fundamental concepts of curriculum and learning through inservice workshops and seminars, visits to effective programs in one's own and other schools, and attending conferences.
 - c. the basic principles underlying the education of children with unique needs.
3. Providing opportunities for revising and revitalizing instructional approaches to curriculum by providing team planning and development workshops in curriculum areas with emphasis on record keeping assessment and accountability.
4. Using each staff member as a resource by -
 - a. effectively communicating about programs and materials in curriculum areas appropriate to the needs of the school
 - b. demonstrating instructional skills and strategies for implementing curriculum in the classroom, staff meetings, and in workshops.
 - c. developing and maintaining resources such as a professional library.
 - d. identifying consultants in areas of staff needs.
 - e. providing critical analysis of new materials, resources, and equipment.

- f. orienting new teachers to school programs and available resources.

Other distinctives of the site-based staff development program included:

- * Professional Development and Team Leader Workshops
- * Team Leader Workshops
- * Teams:
 - Early Childhood
 - Primary/Intermediate
 - Special Education
 - Guidance
 - Schoolwide Team
 - Literature
 - Writing
 - Grade Level, Cross Grade Level
 - Curriculum Teams
- * Team Goals, Objectives, Priorities and Timelines
- * Administrative Schoolwide Meetings
- * Curriculum and In-Service meetings initiated by the staff
- * Attendance at conferences and visits to effective programs
- * Evaluation of the Program
- * Input into Budget and Curriculum

Within the transition of an elementary school into a Schoolwide Project many changes were needed. In addition, when educating a primarily "at-risk" student

population effective teachers apply increased dedication and labor as well as a unique application of strategies.

Therefore, within an atmosphere of change and unique working conditions for staff, can a wholly School-Based Staff Development effort be effective?

Purpose of the Study

The purpose of the present study is to examine the effectiveness of a wholly School-Based Staff-Development program in achieving specified school-wide goals as set forth in the Schoolwide plan.

In pursuing this objective, an action/descriptive research model will be used, including the Open-Ended Statements of Concern About an Innovation assessment, the Stages of Concern Questionnaire as well as informal and formal surveys and evaluations will be utilized. From the implementation of these assessment techniques the effectiveness of this staff development effort goals will be evaluated. The following research questions will be answered:

- * What are the teacher, student and parent perceptions of the "Educational Environment" at the Snug Harbor Community School ?

- * Has the School-Based Staff Development program at the Snug Harbor Community School effectively established teachers as "Team Members" ?
- * Has the School-Based Staff Development program at the Snug Harbor Community School effectively established teachers as "Educator's as Learners" ?
- * Has the design and implementation of a School-Based Staff Development Program within a "School-Wide Project" to meet the needs of the staff, students and community been effective ?

CHAPTER II

LITERATURE REVIEW

Introduction to Effective Schools

An "Effective School" is one in which there is satisfaction on the part of parents, students and educators of any racial or socio-economic status, that students are learning what they need to learn.

Twenty-five years ago James S. Coleman from Johns Hopkins University was asked by the government to initiate a survey that would document willful discrimination in education.

There were five main conclusions noted by Coleman: The first was that family background is important for achievement. Secondly, the relationship of family background to achievement does not diminish over years. Another conclusion stated that variations in school facilities, curriculum and staff have little effect on achievement independent of family background. The fourth finding from the Coleman Report, put forth that the school factors that have the greatest influence (independent of family background) are the teacher characteristics, not the facilities and curriculum. Lastly, attitudes such as sense of control of the environment or a belief in the responsiveness of

environment, were found to be highly related to achievement.

Another way to explain Coleman's findings would be to state that he found educational resources available to children from black and poor families were very nearly equal to those of white students from middle class families. However, despite nearly equal resources black and poor children performed at a much lower rate. Coleman asserted in this report, "Schools bring little influence to bear on a child's achievement, that is independent of his background and social context." Jenks (1972) in a related study concluded that equalizing schools would reduce test score inequality by less than three percent. In agreement with Coleman, Jenks found that making the worst schools like the best could have only a limited impact.

Many researchers were not satisfied with these findings and suggested that the things that made the most difference in schools were not accounted for by Coleman. They sought to include what schools and teachers do, rather than what they possess.

This new group of researchers set out to find the most effective urban schools and determine what made them effective. Specifically the search was on for urban schools that were able to overcome the negative

effects of poverty. If they could be found, the question asked by the researchers would then be, how to make non-effective schools effective.

The following literature review was based upon the current literature involving Effective Schools:

1. A comprehensive review of the literature utilizing to studies, reviews and possible frameworks relative to Effective Schools for the educationally disadvantaged (at-risk) children.

The main purpose of the following review of literature is to review what researchers believe to be the "key ingredients" of a truly effective school, in other words it will be concerned with the content as opposed to the process of change in the Effective School. The term "effective school" will be defined as one in which there is satisfaction on the part of parents, students and educators that students are learning what they need to learn.

To find effective schools, researchers primarily have first located schools serving similar student populations (i.e...low socio-economic status) and then pinpointed within that group one or more schools that have been overachievers. An overachieving school would be defined as one in which students have achieved significantly above average for schools in that group

on tests of basic skills. The overachieving or "outlier" schools are identified and studied with the intention of determining their character.

More like Coleman, some researchers analyzed randomly selected schools across all socio-economic status populations. They then researched for relationships between school input and student output factors. School input factors would include personnel, social structure, and climate. Student output factors would include achievement, self-concept, and self-reliance. Another method of researching effective schools is to ask for nominations of this type of school and then to study all or selected ones.

In an effort to share what has been learned from these studies, six "key" areas will be discussed. These six interconnected areas are: Leadership, Curriculum Instruction, School Climate or Environment, Teachers and Total School Elements, Chapter I Schoolwide Project Schools. Reactions to the effective schools literature will also be presented. Utilizing the methods mentioned above, many important studies were initiated. This literature review will highlight the six "key" areas from individual studies, reviews of studies and reviews of reviews of Effective Schools literature.

Individual Studies

Following the Coleman and Jenks studies, Weber contributed to the literature on the school determinants of achievement. In his 1971 study of four instructionally effective inner city schools, Weber intended his study to be explicitly alternative to Coleman (1966) and any other researchers who had satisfied themselves that low achievement by poor children derived mostly from inherent disabilities characterizing the poor. Weber focused on these four schools in which reading achievement was clearly successful for poor children on the basis of national norms. From his research he determined school and program characteristics that were successful in teaching beginning reading.

In 1974, the State of New York's Office of Education Performance Review published a study which confirmed certain of Weber's major findings. The researchers identified two inner-city New York City public schools, which were both serving a predominantly poor student population. One of the schools was a high achieving, the other a low achieving school. The schools were studied in an attempt to identify those differences that seemed most responsible for the achievement variation between the two schools.

Clark asserts that the New York study illustrates that school practices have an effect on reading achievement. He also states that these practices do not result from higher expenditures and are clearly within reach of all schools. Madden and colleagues studied 21 pairs of elementary schools in California in 1974. This study was more extensive than both the New York or Weber studies. The schools were matched on the basis of student characteristics and differing only on the basis of pupil performance on standardized achievement measures. The intent was to identify those institutional characteristics that seemed most responsible for the achievement differences between the 21 high and 21 low achieving school.

Two Effective School studies were completed in 1978 that had a similar intent. Austin studied thirty outlier elementary schools, and Edmonds and Fredrickson searched for attributes of schools serving poor children. Both endeavors underscore the need for strong leadership in effective institutions.

Brookover and Lezotte (1979) studied eight elementary schools. As a result of their research, they identified 10 characteristics that differentiated schools with increasing Grade 4 reading scores from those with decreasing reading scores. Edmonds continued his research into this body of literature and

added more emphasis in the area of administrative leadership and a "model" for Effective Schools which underlies many school improvement models being implemented today. Individual studies reported many ingredients within the six "key" areas to be discussed.

Reviews of Research

This literature review utilized seven reviews of Effective Schools research that contained information regarding the ingredients of an Effective School.

Purkey and Smith (1983) reviewed various types of school effectiveness research as well as studies of program implementation and theories of organization in schools. These researchers noted that within all the research explored, their findings are remarkably consistent. Their "Portrait of Effective School" ingredients fall within areas Leadership, Curriculum and Environment. Fullan (1985) suggested that factors relating to school effectiveness can be divided into two groups organizational and process. Both groups address key areas of effective schools. Leadership, Curriculum, Environment and Teachers are discussed. Good and Brophy (1985) Cruickshank (1986) and Steadman (1987) also reviewed the Effective Schools literature and along with Cohen (1983) underscore the importance

of School Leadership, Curriculum Instruction and Teachers as catalysts of student achievement. Cohen also noted that research on school practices is not as well-developed as that on classroom practices. There are fewer studies, less frequent replication of findings across studies and fewer concrete descriptions of specific behaviors and practices. Despite this fact Cohen states several important general research findings regarding coordination of instructional programs.

Reviews of Reviews

The Reviews of Reviews of Effective Schools Literature continued to deal with elements of Effective Schools as well as "Total School" ingredients of effectiveness. This section of the literature gleans key elements in the areas of Leadership, Teacher's Contributions, Climate and Curriculum.

This literature review contains information from seven reviews of reviews. Conceptually, Purkey and Smith (1983), Fullan (1985) and Cohen (1983) enumerate on collaborative processes involved in effective school situations. Good and Brophy (1985), Cruickshank (1986) and Steadman (1987) also facilitated understanding of collaborative processes and important ingredients. Murphy, Well, Hallinger and Miltman (1985) conducted an

extensive review of reviews for the purpose of developing a conceptual framework of an effective school. This framework was developed utilizing both classroom effectiveness research. These two obviously related areas bind individual study, review, and review of review implications into an excellent framework of effectiveness.

Leadership

According to many researchers Leadership is one of the most important ingredients of an Effective School. Edmonds and Fredrickson (1978) gave leadership such an emphasis, they asserted that leaders promoted an atmosphere that was orderly, quiet and conducive to the business at hand. Monitoring pupil progress and requiring staff to take responsibility for their instructional effectiveness. An effective leader sets clear goals and objectives and consistently demonstrates strong leadership, management and instructional skills. Austin (1978) conducted a study of thirty outlier elementary schools. It was determined that eighteen high achieving schools were characterized by Principals who were strong leaders and participated more fully in instruction. This leader also had higher expectations of themselves, teachers and students. They were also oriented toward cognitive

as well as affective goals. Edmonds (1982) created a model for Effective Schools. Within this model, Edmonds highlights the effective principal. He contends that the leadership of the principal was characterized by substantial attention to the quality of instruction. Cruickshank (1986), extracted effective leadership ingredients from the New York State study of 1974. The study determined that administrative behavior, policies, and practices in effective schools appeared to have significant impact on school effectiveness. Also, the more effective an inner-city elementary school was led, it provided a good balance between both management and instructional skills. Lastly, the study asserted that the administrative team in the more effective school's had developed a plan for dealing with curriculum issues and had implemented to plan throughout the school.

Purkey and Smith in 1983, found leadership in the effective school to be equally important. These researchers indicated school-side management as an ingredient of an effective school. In order to meet with success utilizing this concept a strong leader and district support is paramount. The effective school leader is necessary to initiate and maintain school improvement. Purkey and Smith also asserted that essential change involves altering people's attitudes

and behavior as well as providing them with new skills and techniques. In order to accomplish the above, schoolwide staff development is needed. Fullan (1985) agreed that ongoing staff development is a "key" ingredient a leader needs in an Effective School. Purkey and Smith posit other elements a leader needs to possess for a school to be successful. Intense interaction and communication, allowing for opportunities for collaborative planning and collegial relationships along with increased utilization of staff involvement in shared decision making. Fullan (1985) supported this notion by recognizing the individual personalities of schools and the need for staff input into the goal-setting process. Murphy, Weil, Hallinger and Mittman (1985) conducted their extensive study for the purpose of developing a conceptual framework of school effectiveness. In their development of variables representative of an effective school, three characterize the need for strong leadership.

A clear academic mission and focus is one of the variables. In contrast with schools characterized by vague, unclear, and multiple goals, effective ones generally have a clearly defined mission, the basic goal being the improvement of student achievement. This goal is often embodied in a school norm in which academic matters and student achievement are highly

prized and it can also be reflected in the presence of specific objectives that emphasize learning and achievement of basic skills, especially in reading and mathematics. Goals are often framed in a way that they can be measured, and target dates, timelines, and responsibilities are often included in goal statements. Finally, special efforts are expended to communicate the school goals to parents, students, and staff, as a regular part of school activities.

Murphy, Weil, Hallinger, Mittman mention Instructional Leadership as another variable. Instructional leadership has been shown to be regularly associated with school effectiveness is strong administrative leadership, especially in the areas of instruction and curriculum, a type of leadership not consistently provided in schools. Instructional leadership includes, among other things, assuming an important role in framing and communicating school goals, establishing expectations and standards, coordinating the curriculum, supervising and evaluating instruction, promoting student opportunity to learn, and promoting professional development for staff.

Another leadership variable was structured staff development. This variable has been found to be associated with gains in school-wide student achievement. Four crucial elements separate structured

from unstructured staff development. First, the staff chooses to be involved in the development activities and the entire staff participates. Second, the in-service activities selected are consistent with, and promote, the accomplishment of school goals, a consistency associated with district effectiveness as well. Third, the content and processes in the staff development activities become an integral part of school climate and activities. Fourth, there is a collegial relationship among staff in the implementation of in-service content, and teachers and administrators learn from and teach each other, share the language and symbols from the in-service program, and plan and prepare work related to the development activity together.

MacKenzie (1983) discussed school leadership and its contribution to student learning. He stated that when leaders espouse few goals and permit teachers many methods to achieve them, student learning is improved. In addition, when principals are actively involved in instructional improvement and involve others in policy and rule-making the contribution to student learning is increased. MacKenzie also believed that an augmented contribution to student learning occurs when principals set the tone, build commitment to academic goals and evaluate progress. This researcher also asserted that

Inservice education when presented in relation to teacher effectiveness increases student learning. Effective Leadership was addressed in another rather unique way by MacKenzie. He categorized leadership dimensions, efficacy and efficiency dimensions relative to a principal's leadership in an effective school. Within these dimensions there were elements labeled core or facilitating.

The core elements of the leadership dimension focused on: Positive climate and over-all atmosphere as well as goal focusing activities toward clear, attainable and relevant objectives. Other core elements were teacher-directed classroom management and in-service staff training for effective teaching. The facilitating elements of the leadership dimension were stated as; a shared consensus on valued and goals, long-range planning and coordination, stability and continuity of key staff and district-level support for school improvement. The efficacy dimensions' core elements deal with high and positive achievement expectations as well as visible rewards for academic excellence and growth. Other efficacy core elements include cooperative activity and group interaction in the classroom, total staff involvement with school improvement and teacher empathy, rapport, and personal interaction with students. The facilitating elements

of the efficacy dimension emphasize homework, study habits, accountability, strategies to avoid non-promotion of students and de-emphasis of strict ability grouping as well as interaction with more accomplished peers. The Efficiency Dimension was again broken down into core and facilitating elements. The core elements illustrate effective use of instructional time and an effective amount and intensity of engagement in school learning. Also, orderly and disciplined school and classroom environments with continuous diagnosis, evaluation and feedback. Other core elements speak to well-structured classroom activities, instruction guided by content coverage and a schoolwide emphasis on basic and higher order skills. The facilitating elements include opportunities for individualized work and a variety of opportunities to learn.

The climate or environment of an effective school is described by Weber (1971) as an atmosphere of order, purposefulness and pleasure in learning. Weber also submitted that the environment needs a sense of community. Purkey and Smith (1983) cited staff stability and schoolwide recognition of academic success. Retaining the staff after a school experiences success, maintains effectiveness, promotes further success in a positive school environment. The

school climate is enhanced through ceremonies, symbols and the accomplishments it officially recognizes.

The school environment was extensively reviewed by Murphy, Hallinger, Mittman and Well (1985). Eight variables from their conceptual framework of school effectiveness describe the effective school environment.

Eight variables from their conceptual framework of school effectiveness describe the effective school environment. The literature supports the need for opportunities for meaningful student involvement. This variable refers to the number and quality of the chances students have to play an important role, other than that of learner, in their schools. The key aspects of this factor include opportunities for students to learn responsibility, and practice leadership behavior, form close ties to their school and to appropriate adult role models, and learn the skills necessary to participate successfully in activities. In schools that are successful in promoting student involvement, these key aspects are nurtured through a flourishing system of class and school-wide activities in which students can participate. The use of well thought-out and systematic reward programs for students has been associated with effective schools. In effective

schools, there are numerous opportunities, both in the classroom and on a school-wide basis, for students to be honored for their efforts and performance in academics and their contributions to the school. In these schools, students can and do receive rewards for academics, citizenship, participation, governance, and service, but the highest or most prestigious rewards in the school are reserved for academics. Rewards are given in a variety of ways (e.g., token, symbolic, and social), but all rewards are designed to reinforce important school goals and norms.

Of the organizational processes known to be associated with effective schools, the most important are open communication, shared decision making, the confrontation of conflict situations, collaborative planning, and the building of consensus. Two important points must be made about these processes, grouped together under the rubric of "collegial relations." First, in effective schools, the primary focus for these collegial processes is academic matters and student achievement, not social development. Second, in effective schools, strong administrative leadership and collegial relations work well together.

Perhaps no other variable has been found more consistently related to school effectiveness than high expectations, which establish a school norm that

presses for student academic achievement and staff responsibility for student performance. Specifically, in effective schools, high expectations refer to a climate where the staff expects all students to do well, believes that all students have the capacity to do well, believes in its ability to influence student achievement, and is held accountable for student learning.

The extent to which the school staff and parents work together to promote student learning has been shown to be related to school effectiveness. The authors believe that cooperation and support in effective schools is a function of four activities and processes. First, there is frequent communication from the school about what parents can do to help the school reach its goals. Effective schools often have a clear set of expectations for parents. Second, there is structured parent input into school goals and decisions. Third, there are opportunities for parents to participate in school functions and activities, including classroom instruction. Fourth, there are opportunities for parents to learn about school programs, develop parenting skills, and learn how they can work with their children at home on academic subjects.

Effective schools maintain a safe and orderly environment for learning. The first part of this variable refers to a climate in which students and staff are free from the danger of harm to themselves or damage to their property. In addition, the physical plant is clean and well maintained. The second aspect is a systematic set of discipline policies and practices. Discipline systems in effective schools tend to emphasize a few major standards or rules. The rules are specific and easy to understand, and teachers and students have input into the development of school rules. Consequently, rules are agreed upon throughout the school, there is consistency of behavioral expectations, and the rules are viewed as fair and appropriate.

Student and staff influence on the school social climate that promotes attachment to the school, and on the academic norms that press for student achievement add to school cohesion and support. In addition, effective schools provide a positive direction for student influence on the school climate by structuring opportunities for students to come together and support each other, by arranging for shared experiences, and by promoting patterns of dress and school symbols that reinforce important school goals and norms. Also, cohesion and support between staff and students is the

part of this variable. The support is built when the relationship between teachers and students takes on some of the aspects of parenting, and there are opportunities for students to emulate adult role models at the school.

Lastly, there are three aspects of student opportunity to learn, which have been associated with effective schools, are allocated and engaged time, content covered, and success rate. In classrooms where students spend more time engaged in learning, they learn more. In schools where policies and practices maximize and protect this instructional time, students achieve more. In effective schools, students are also required to do more school work, both in school and at home. In addition, in effective schools there is little free time during the period allocated for basic skills instruction. In effective schools more time is provided for learning, students are required to do more work, and they practice at a success rate that insures that learning occurs.

Curriculum and Instruction

In Weber's study, in 1971, curriculum and instruction was highlighted. This researcher suggested a strong emphasis on Reading, the use of phonics in the Reading Program, as well as individualization.

Brookover and Lezotte (1979) stated 10 characteristics of "improving" elementary schools. Two of these characteristics directly relate to curriculum and instruction. The research indicated an emphasis on reading and math objectives, and additional time spent on direct reading instruction. Edmonds, in 1982, mentioned this "key" area in his model of Effective Schools. He stated that there needs to be pervasive and broadly understood instructional focus. In addition, Edmonds asserts that the use of measures of pupil achievement are the basis for program evaluation. Purkey and Smith (1983) offered two more curriculum and instruction ingredients for an Effective School. Maximized learning time is underscored in order to have schools emphasize academics. When learning time is maximized, a greater portion of the school day can be devoted to academic subjects. These researchers also stated that a planned, purposeful program of courses seemed to be academically more beneficial than an approach that offers few requirements.

Murphy, Well, Hallinger and Mittman (1985) suggested a tightly coupled curriculum in their Model of School Effectiveness. Simply stated, a tightly coupled curriculum is one in which the curricular materials employed, the instructional approaches used, and the assessment instruments selected, are all

tightly aligned with the basic learning objectives for the students. In effective schools, a set of sequentially ordered objectives reflects the knowledge and skills needed for mastery of basic skills. The objectives provide the heart of all instruction in the basic subject areas, and the program is driven by these objectives rather than by diverse curricular materials.

The same group of researchers stated other "key" ingredients of an Effective School that are noteworthy. They assert that; school policies and practices need to support reading, there should be at least one and half hours of daily language arts/reading instruction, efforts need to be undertaken to integrate reading into content areas, the use of a single based reading series as well as supplementary reading materials including literature, the use of book reports and availability of books at various levels of difficulty, a full-time librarian who supports classroom instruction, uninterrupted reading classes, and a Principal who is the instructional leader.

Cohen suggests, the curriculum and instructional programs in effective schools are interrelated. He explained that school goals, grade level and classroom instructional objectives, instructional content and activities. Also, measures of pupil performance are all carefully coordinated such that the instructional

efforts of teachers and other instructional staff are consistent and additive. This researcher speaks to an interconnectedness among several elements of the instructional program. He stated implications of this interconnectedness. It requires that schools that have clear instructional goals that form the basis for selecting objectives, content and materials. There should not be extreme differences in time allocation to the same content do not exist within a school. The prevailing norms which most times grant considerable autonomy to teachers behind closed doors of the classroom carry less weight than do shared goals of the professional staff. The expectations and instructional activities of nonclassroom specialist (ie...resource teachers, reading specialists, art, music) are consistent with and supportive of the efforts of the classroom teacher. Lastly, Cohen suggests that effective schools are different than most other schools for three distinct reasons. This researcher stated that there is better instructional management, work is more frequently directed toward appropriately limited, shared goals, and that effective schools' instructional practices are more advanced and consistent with the most recent research.

Teachers

Weber (1971) was one of the first researchers to comment on the teacher in an Effective School. He found it imperative for teachers to have high expectations and schools should hire additional reading teachers to bolster and maximize learning time. In the 1974 State of New York Department of Education study, teaching personnel was addressed. Children responded to unstimulating learning experiences predictably - they were apathetic, disruptive or absent. Many professional personnel in the less effective school attributed children's reading problems to non-school factors and were pessimistic about their ability to have an impact, creating an environment in which children failed because they were not expected to succeed. However, in the more effective school, teachers were less skeptical about their ability to have an impact on children. Murphy, Well, Hallinger and Mittman (1985) urge effective school teaching staff to monitor frequently and utilize direct instruction.

Classrooms that are effective in promoting student achievement are often characterized by a number of teaching strategies which have become known as interactive teaching or direct instruction. The most important characteristic of this type of instruction is

that the teacher spends a good deal of time teaching content to students before they begin to work on their own. Instruction is teacher-directed as opposed to program-or student-directed.

In effective schools, student progress is frequently monitored, and tests are taken seriously, be they weekly teacher assessments or yearly norm-referenced tests. Thus, teachers and administrators know where students stand, and students are not allowed to "fall through the cracks." Test results are discussed with the entire school staff and with individual teachers, and used for instructional and curricular planning and for developing school goals. The staff is held accountable for test results, which are openly shared with students and parents.

In Madden's (1974) study of 21 elementary schools he compared and contrasted teachers in high and low achieving schools. Teachers at higher-achieving schools reported higher levels of access to "outside the classroom" materials. In comparison to the teachers of lower-achieving schools, Madden found teachers at higher-achieving schools believed their faculty as a whole had less influence on educational decisions. Staff at higher-achieving schools rated district administration higher on support services than their counterparts at lower achieving schools. The

higher-achieving schools divided classrooms into fewer groups for purposes of instruction, they also reported being more satisfied with various aspects of their work.

In comparison, when Madden again compared teachers at lower-achieving schools, teachers at higher-achieving schools reported that their principals provided them with a significantly greater amount of support. The teachers in higher-achieving schools were more task-oriented in their classroom approach and exhibited more evidence of applying appropriate principles of learning than did teachers in lower-achieving schools.

In comparison to classrooms in lower-achieving schools, classrooms in higher-achieving schools provided more evidence of student monitoring process, student effort, happier children, and an atmosphere conducive to learning.

Teachers at lower-achieving schools, as opposed to teachers at higher-achieving schools reported that they spent relatively more time on social studies, less time on mathematics and physical education/health, and about the same amount of time on reading/language development and science. Madden continued to contrast teachers at lower-achieving schools to teachers at higher-achieving schools, he reported: (a) a larger number of adult

volunteers in mathematics classes; (b) fewer paid aides in reading; and (c) they are more apt to use teacher aides for non-teaching tasks, such as classroom paperwork, watching children on the playground, and maintaining classroom discipline.

In a related review MacKenzie (1983) discussed a teachers contribution to student learning in an effective school. When teachers diagnose and evaluate pupil work and provide knowledge of results and their instruction is content-focused and teacher managed /controlled, the contribution to learning is high. MacKenzie stated that teachers should interact with children, as opposed to assigning seat work with no monitoring. Also, according to this researcher, when teachers are enthusiastic and express high and positive expectations towards students learning was improved. In this review other teacher "elements" in an effective school were stated: appropriate level of content difficulty is maintained, achievement grouping arrangements are loose and flexible, homework and study are consistently emphasized, students are encouraged to be responsible for learning, and strategies to avoid non-promotion are implemented. Effective teachers are obviously critical for schools to serve the needs of their students.

Total School

In a more generalized study of a school system, Glenn (1981) conducted case studies of four urban elementary schools, all of which were predominantly poor. Her findings sound a familiar tone in effective schools literature; the importance of explicit goals (usually on basic skills acquisition), discipline and order in a supportive atmosphere high expectations for student achievement and strong leadership from the principal. Glen also suggests that school effectiveness is enhanced by joint planning by the staff, staff development activities, and efficient coordinated scheduling and planning of activities, resources and people.

The next two studies mentioned are similar studies involving effective schools as well as schoolwide approaches supported by compensatory education services. Levine and Stark (1981) examined five urban elementary schools, three in Los Angeles and two in Chicago. All five schools were seeking to improve instruction through comprehensive curriculum and instructional planning designed to increase achievement in Title I schools without relying on the "pull-out" model.

Within this school-wide plan the "arrangements and processes" common to all of the improving schools were:

1) coordination of curriculum, instruction, and testing to focus on specified objectives achieved through careful planning and staff development; 2) focusing on the educational needs of low-achieving students; 3) emphasizing higher-order cognitive skills such as reading comprehension and problem solving in math; 4) "assured availability" of materials and resources necessary for teaching; 5) minimizing "burdensome record-keeping tasks" by designing simple procedures for tracking student and class progress and achievement; 6) coordinating required homework with the math and reading curriculum, together with improving the quality of homework assignments and improving parental involvement in students' learning; 7) instructional planning that emphasizes "grade-level decision-making" (and that encourages communication and collaborative planning among teachers at the same grade level and between those teaching adjacent grade levels) and is supported by building-specific staff development; 8) staff supervision based on outcome data for student achievement in essential skills; 9) comparative monitoring of student progress on a class by class basis; and 10) "outstanding administrative leadership: characterized as "supportive of teachers and skilled in providing a structured institutional pattern in which teachers could function effectively"

and willingness to "interpret rules in a manner enhanced rather than reduced...effectiveness" (p.56). (Cohen, 1983).

The authors stressed that the "arrangements and processes" listed above should be meshed with each other consistently and adapted to the individual school building.

Similarly, Doss and Holley in 1982 summarized the results of a Chapter I evaluation comparing the effectiveness of school-wide programs with "pull-out" programs. Schoolwide projects required the staff to collaborate in developing and implementing plans for programs to work with all the students in a target school. The authors conclude that Chapter I projects directed at altering the way entire classrooms and, by extension, entire schools treat low achieving students have a greater positive than those of a "pull-out" model. The morale was found to be higher due to a sense of control over the school program by the teachers.

Reactions to the Research

Most all educators and researchers agree with the fact that effective schools research has become the most popular basis for a large and increasing number of school improvement initiatives. Many major cities,

Including Chicago, Milwaukee, Minnesota, New York, San Diego and Washington D.C. have established effective school initiatives. Federal and State programs have wide-ranging proposals to fund school improvement projects based on this body of research. Even former Secretary of Education, William Bennett had embraced the formula, arguing that effective urban schools have strong leaders, emphasize basic skills, and teach values.

With such wide spread support for effective schools why would some researchers find the literature and studies weak in many respects? Although these educators supply caution involving effective schools implementation, they believe that the findings make an academic difference in the lives of children.

Cuban (1983) offers some advice and caution about a few policy issues that arise when research findings on effective schools and effective teaching are transformed into practice. The author asserts he is troubled by a number of unanticipated consequences that he has noticed in districts that embrace research findings and rapidly convert them into mandates.

Due to erosion of public confidence in schooling, coupled with the unfriendly insistence that action be taken to improve schools by policy makers, set the stage for effective schools programs. However, Cuban

states changes such as state-legislated competency tests for both students and teachers, accountability schemes, and graduation requirements were like "trying to fix a digital watch with a hammer."

The author summarizes a few of the problems:

* No one knows how to create effective schools.

None of the highly detailed, lovingly written descriptions of effective schools can point to a blueprint of what a teacher, principal, or superintendent should do in order to improve academic achievement. Who knows with predictable precision how to construct a positive, enduring school climate?

Exactly what do principals do to shape teacher expectations and instructional practices in ways that improve student performance? No one knows reliable answers to these questions. We have signs, but no road maps.

* The language is fuzzy. A half dozen definitions of effectiveness dot the studies. "Climate" is ambiguous. Some people feel the term "leadership" is undefinable.

* Effectiveness is constricted concept. Tied narrowly to test results in most low-level skills in math and reading, school effectiveness ignores many skills, habits, and attitudes beyond the reach of paper and pencil tests. Educators and parents also prize

outcomes of schooling that reach beyond current definitions of effectiveness: sharing, learning to make decisions, developing self-esteem, and acquiring higher-level thinking skills (analysis, evaluation, etc.) and aesthetic sense.

* Research has been done in elementary schools. Apart from the few studies, most of the research has taken place in the lower elementary grades, and the findings have little applicability to the secondary school, an organization structurally quite different from its junior partner. (Cuban, 1983)

Cuban asserts that administrators have been forced to over-concentrate on their organizational structures and raising achievement tests. When this happens, he believes there is an irresistible tug towards a uniform curriculum and adoption of single textbooks, workbooks and other materials for a given grade level.

Supplementary materials tailored to individual differences mess up plans for uniform instruction.

This could be viewed as good or bad but it illustrates the notion of the pre-1900's that there is a single best curriculum. It certainly shoves the curriculum toward a more uniform track for all students. This author expounds on teachers being told of a single best way to teach. Administrators feel pressured to endorse direct instruction, teacher-directed activities and

active monitoring of student work. These school leaders are following the lead of other effective school models that have increased test results.

The author concludes that our educational agenda is narrowing as we follow the "steps" of the effective schools formula. Although he is a long-time advocate of basic skills for inner-city children Cuban is concerned with this "tunnel-vision." In pursuit of these improved test scores educators are placing less attention and devotion to areas viewed as non-academic; music, art, speaking skills, personal growth and self-esteem.

On the same thought Glickman (1987) wrote that effective schools are not necessarily good schools. Within school improvement programs based on the effective schools formula schools had become extremely effective but not "good". The elimination of all recess periods, the devotion of more time to teacher-centered total group instruction in reading and mathematics, greater reliance on textbooks and ditto sheets. Also, the closing of learning centers, cancellation of field trips and any "free" time for students would be eliminated. The author sets forth that these schools are effective but not good schools.

Glickman declares the findings on the research on effective teaching and effective schools are too often

equated with what is desirable or good. By failing to distinguish between effectiveness and goodness schools and school system have become blind to what is really good for children. The author summarizes his article and thoughts by stating his belief that the effectiveness movement is unnecessarily restricting the curriculum, narrowing the teaching approach to direct instruction, and controlling teachers by judging them "on task" only when they teach to specify objectives. Administrators, according to Glickman, are determined to supervise teachers on how well they stick to a tightly outlined sequence of instruction, geared to a specific objective. Finally, he avers against the notion that the research on effective teaching and effective schools should be treated as laws of science that apply to all teachers and all schools.

Along with Glickman's belief, Fennessey and Ralph (1984) assert that, "the effective schools perspective has been mistakenly identified as a scientific model for the evaluation of educational programs." These authors believe it is actually a rhetoric of reform.

Fennessey and Ralph support the notion of discovering effective school characteristics but they find the literature weak in many respects.

Firstly, they believe that changes in staff attitudes, greater parental involvement, the

articulation of specific instruction and even more humane school climate are sometimes cited as evidence of successful school programs. The authors state that these goals are worthy incidental goals, the effectiveness of schooling should not be confused with efficiency or humane classroom environments. Fennessey and Ralph propose their own criteria for effective schools:

These researchers state that an exemplary school should produce high achievement in basic academic skills that are not narrowly curriculum specific. Arguments about testing schools for achievement gains in specific subjects sometimes obscure this issue. The problem at hand is literacy and numeracy, not a student's acquaintance with European history, specific vocabulary words, or trigonometric theorems. It is trivial to assert that exposure to a specific subject increases a student's knowledge of that subject. The challenge is to improve basic cognitive performance. Also, an exemplary school should have a record of high achievement levels that persist over time, e.g., consistently high performances for at least two consecutive testing cycles and two groups of students.

Fennessey, and Ralph also proposed that an exemplary school should demonstrate that achievement levels are consistently high for more than a single

grade. Numerous studies show large gains for disadvantaged children in the early years or show gains for one grade level that do not occur in later years.

Lastly, an exemplary school should produce achievement gains that are characteristic of the whole school, rather than of individual classrooms. The term effective school implies that all classrooms perform fairly well, rather than that a few outstanding classrooms raise the overall average. (Fennessey & Ralph, 1984).

The researchers evaluated the empirical claims of effective schools research. They set forth from a scientific standpoint the absence of relevant supporting documentation is a serious weakness in this research. The two authors state two empirical propositions that the effective school literature relies on, there are verifiable examples of exemplary schools serving poor urban minority children. Also, there are specific, concrete characteristics that determine the performance of these schools.

Ralph and Fennessey believe the empirical case for each is debatable. Along the same note, D'Amico researched prominent studies of effective schools and found that conclusions about the characteristics of effectiveness seem similar, they do not match. He states that the number of characteristics differs in

each study, and some characteristics seen as "indispensable" by some authors are not included at all by others. This certainly suggests, the explanatory variables that make up the effective schools literature are not nearly as consistent or clear as proponents would set forth.

Ralph and Fennessey also reviewed the "evidence", the simple case studies and outlier studies.

Simple case studies are investigations of a specific school or a particular program. The authors pose three persistent problems with this type of study.

1. Observer bias
2. The paucity of verifiable evidence for empirical claims
3. A lack of control variables

This approach they assert is dangerously open to an administrator's inclination for "self-puffery" when the identification of effective schools relies solely on nominations and does not corroborate the school's reputation with objective data.

Comparative case studies are comparisons of two or more schools, usually in a matched-pair design. These researchers offer that these studies are less convincing as empirical support than single case studies. Ralph and Fennessey say this because of case studies refined research design makes limitations more

apparent. Although comparative case studies, (Weber, 1971, Brookover, 1974) give effective schools literature its major scientific credibility, the authors feel they do little in the way of supplying firm evidence.

Outlier studies and survey studies are typified by a large data base involving many schools. These two techniques hold the most potential for establishing a sound research base for the two primary propositions of the effective schools literature: that there are consistently high performing inner-city schools and that an identifiable set of characteristics is associated with these outlier schools.

Literature reviews have attracted more attention than the primary research they include. These reviews imply that there are high performing schools that serve the urban poor and that some five to seven characteristics distinguish these effective schools from the rest. Purkey and Smith (1983) state that those who write about effective show an unusual disregard for what they offer as evidence and consistently refer to earlier reviews as if they were proven evidence. Purkey and Smith also note that many reviewers make unfounded and non-supported empirical claims with disappointing regularity. Ralph and

Fennessey state that the tone of these reviewers approaches evangelistic.

These researchers conclude by stating that effective schools research lies more in the ideology underlying it than the validity of the empirical support for the idea that schools can lessen the effects of race and social class on academic achievement. It is certainly a reform, not a science.

As Ralph and Fennessey asserted their criteria for effective schools, Lawrence Steadman (1987) carried it further. He sets forth a synthesis that differs from many of the effective schools models.

He believes that after a careful reading of the literature relative to effective schools, the five of six factors (strong leadership, high expectations for student achievement, emphasis on basic skills, orderly environment and frequent evaluation of students) cannot be substantiated. Steadman provides two main reasons why Edmonds Brookover and Leyotte offer little support for their factors. First, many schools that had the factors still had extremely low-levels of achievement, with students averaging several years below grade level. This suggests that simply adopting the formula is not sufficient to produce effectiveness. For example, in the New York State Department of Education researchers credited strong instructional leadership

with producing the success of a school where two-thirds of the sixth graders were performing two or more years below grade level. Another example offered by this author is the Brookover and Lezotte study. Upon examining the practices of eight elementary schools in Michigan they labeled six as improvers and two schools as decliners. The researchers concluded that high teacher expectations and an emphasis on basic skills objectives made the difference. Steadman states that a school only had to increase five percentage points the number of students scoring above 75% on the statewide reading and math objectives. He believes schools like these two mentioned should not be considered models for school improvement. The second problem with the formula according to Steadman, is that the findings from many studies challenge the six factors. In the Edmonds and Fredrickson and Maryland State Department studies things surfaced contrary to the traditional effective schools formula. The teachers in ineffective schools held higher student expectations and they were more likely to take responsibility for their students' performance. The teachers also reported more instructional involvement by their principal than did teachers in the effective schools.

These two reasons and the lack of research support for the formula raise serious questions about the

programs that have been based on it. Steadman's analysis of effective schools is a very different interpretation of the literature. He provides a more practical approach to school improvement than the traditional effective schools formula. This approach does not include the presumption that the principal can be both administrative and instructional leader.

The author's prescription for effectiveness are practices grouped into nine categories:

1. Ethnic and racial pluralism
2. Parent participation
3. Shared governance with teachers and parents
4. Academically rich programs
5. Skilled use and training of teachers
6. Personal attention to students
7. An accepting and supporting environment
8. Student responsibility for school affairs
9. Teaching aimed at preventing academic problems

Steadman's prescription should be thought of as a set of highly interrelated factors. Efforts in one area will generally make efforts easier in the others. Although he feels his prescription needs to be tested, the factors are by the best schools in the literature. Lastly, Steadman supports his alternative set of guidelines by asserting its concrete nature as opposed to abstract characteristics set forth in other studies.

Summary

It appears that the greatest accomplishment of the effective schools research is that schools can and do make a difference. The literature relative to effective schools disproves the conventional wisdom that an impoverished background precludes the acquisition of basic reading and math skills. And, that the connection between social class and academic achievement cannot be changed. The research also demonstrates, in today's back to basics climate, that schools can be academically successful without making testing the major focus of their programs. In spite of the literatures' impressive findings, we must always be cognizant of its limitations. As Steadman stated "effective schools research seems to be restoring too much faith in education as a social policy instrument." Although this body of knowledge improves urban schools and children's lives, this effort cannot end economic inequality or produce equal opportunity.

This review provided the basis for an in-depth analysis of the Snug Harbor Community School and its Schoolwide Project. This Chapter I supported project was based upon many of the ingredients and concepts illustrated in the effective schools literature.

CHAPTER III

METHOD DESIGN AND EVALUATION

In order to examine the effectiveness of the school-based staff development program an Action/Descriptive research model was utilized. Based upon Kemmis (1988) Action research can be defined as a self-reflective inquiry into educational (social) situations in order to improve the rationality of:

- A) their own social or educational practices
- B) their understanding of these practices
- C) the situations in which the practices are carried out

In education, action research has been employed to examine school-based curriculum development, professional development, school improvement programs, and systems planning and policy development. Although these activities are frequently carried out using approaches, methods, and techniques unrelated to those of action research, participants in these development processes are increasingly choosing action research as a way of participating in decision making about development.

In terms of method, action research implements a self-reflective spiral of cycles of: planning, acting, observing and reflecting. It is essentially

participatory in the sense that it involves participants reflecting on their practices. Action research expresses a commitment to the improvement of practices and practitioners' understanding. This type of research is collaborative, involving coparticipants within an organization.

It is appropriate that in researching the effectiveness of the school-based Staff Development program at Snug Harbor Community School an Action/Descriptive research model be utilized.

Educational action research is a form of educational research which places control over processes of educational reform in the hands of those involved in the action. According to Corey (1988) Action research is a key part in the role of the professional educator. Kemmis (1988) states that participatory democracy involves substantial control by people over their own lives, and within that, over their work. He suggests that action research is a means in which this ideal can be approached. Within this Action/Descriptive research design the following procedures will be implemented:

1. Detailed descriptions of the year long school-based Staff Development effort:
 - 1.1 The Planning,
 - 1.2 Acting

1.3 Observing

1.4 Reflecting

Demographic Questionnaire--given to 31 staff participants to detail sample characteristics.

Survey--given to students, staff participants and parents to establish the "School Environment."
(Effective School Battery)

Survey--given to all staff participants to determine the effectiveness of the Staff Development Program. Subgroup data will be included from the Early Childhood, Guidance, Primary/Intermediate and Special Education Teams. (Stages of Concern, Questionnaire)

Population--all participants will be staff members of the Snug Harbor Community School and employees under contract of the Quincy Public Schools, and the City of Quincy, Massachusetts.

Timetable--Data to be gathered will take place within the terms of the academic school year. Interpretation and discussion of all data will follow.

Confidentiality of the Participants--In order to protect the identity of all participants the following procedures will be taken: 1) participants will not place their signature on any measurement tool, 2) written interpretive scoring will be executed by a confederate staff member, 3) any published individual

results will not indicate an individual's Social Security number.

From the interpretation of the demographic data, surveys and comments relative to Staff Development the following research questions will be answered:

- * What are the teacher, student and parent perceptions of the "Educational Environment" at the Snug Harbor Community School ?
- * Has the School-Based Staff Development program at the Snug Harbor Community School effectively established teachers as "Team Members" ?
- * Has the School-Based Staff Development program at the Snug Harbor Community School effectively established teachers as "Educator's as Learners" ?
- * Has the design and implementation of a School-Based Staff Development Program within a "School-Wide Project" to meet the needs of the staff, students and community been effective ?

Significance of the Study

This study has the promise of contributing to the effectiveness of the school-based staff development programs in institutions with unique at-risk student populations. Furthermore, this study intends to add to the current literature on "Effective Schools". Other

contributions to the field of education will be the perceptions relative to the teachers' roles as team members, and educators as learners and perceptions of the environment in which they work.

Definition of Terms

Effective School. A school in which there is satisfaction on the part of the parents, students and educators that students are learning what they need to learn.

At-Risk Children. These children have a high likelihood of dropping out as well as having demographic, socio-economic and institutional characteristics such as: living in high growth states; an unstable school district; being a member of a low-income family; having low-academic skills (though not necessarily low intelligence); having parents who are not necessarily high school graduates; speaking English as a Second Language; being single parent children; having negotiable self-perceptions; being bored or alienated; having low self-esteem (Druian, 1987).

Schoolwide Project. An upgrade of the entire educational program of the school. The concept stems from the Congress' perception that once the percentage of poverty reaches a very high level

(75%) It makes little sense to require that Chapter I services be supplemental.

School-Site Management. Places the responsibility and authority for decisions at the school-level and establishes processes which, over time, prepare and support the school based improvement team to have more responsibility, commitment, and authority with respect to important variables and resources.

Action Research. Is a form of research carried out by practitioners into their own practices. Action research has been employed in school-based curriculum development, school improvement programs and professional development efforts.

Limitations of the Study

There are limitations that restrict this study from being totally generalizable. The researcher was directly involved in the Staff Development Program. However, some steps were taken to limit researcher bias.

1. Machine scoring will be utilized.
2. A confederate staff member will disseminate all measurement instruments to staff, students and parents.

3. The researcher was not present when measurement instruments were completed.
4. Interpretive scoring and categorization was completed by confederate staff members.
5. Both machine scoring and interpretive data was presented in a consistent format.

Results will largely apply to elementary schools, and other Chapter I Schoolwide Project settings.

C H A P T E R I V

RESULTS

Planning

Effective Schools research is replete with the concept of purposeful, structured, staff development as an important ingredient for an Effective School (Fullan, Purkey & Smith, 1983, Murphy & Weil, Edmonds, 1985). The purpose of staff development is to benefit the educator, as well as students and the community at large.

Following several brainstorming sessions, attended by the full staff, the organization was established and peer selected team leaders were chosen.

The school was divided into two units. The Early Childhood Unit (Four year old program - Grade 2), and the Intermediate Unit (Grades 3 - 5). The purpose of the division was to enhance the curriculum continuum as well as allow for teacher development within their respective units.

Grade level curriculum teams were established for the coordination of classroom instruction in all areas of curricula. These curriculum teams were also responsible for text-learning materials, student placements and grouping. The grade level curriculum

teams will also be responsible for the monitoring and updating of student's progress within the implementation of the school-wide project.

Schoolwide Cross-Grade Level Curriculum Teams (ie. Writing, Literature, Math, Reading, Language) were formed and were responsible for the monitoring and updating of student's progress within implementation of the schoolwide project.

In addition, schoolwide administrative meetings were held once a month and assisted in coordination and communication within the schoolwide implementation.

Within the proposed concepts, the following were the topics for in-service were discussed by the team leaders and administrators: common planning times; meetings--dates, times and priorities; resources in and out of system; curriculum definition; monitoring of student progress; social science; literature curriculum; science/health; writing workshops.

Possible Topics of Inservice

Following is a list of possible of topics of inservice: 1) Evaluation Procedures, 2) Behavior Modification, 3) Critical Thinking and Problem Solving, 4) Computer Lab, 5) Computers in the Classroom, 6) Whole Language (Internal), and 6) Developmental Education

Snug Harbor Community School team leaders and administrators met in a planning workshop to discuss and design with the intent to share with the total staff, a school-based staff development program that would meet the needs of our staff, students and community. The planning workshop was critical in the staff development project.

Through discussion, administrators and team leaders approached the endeavor with the intent to create a balanced approach in which the educator as a learner and team member are incorporated with schoolwide issues that allow for consistent growth and change within the total culture of the school as well as the structure of the schoolwide project.

Within the planning the following basic principles adhered to:

- The purpose of this Staff Development project was not to gain unity through conformity.
- Each staff member is a competent professional, entrusted with the lives of children they teach.
- To externally "impose" a great deal of change in order to attain the appearance of unity would be counterproductive to the entire school.

- Staff Development is not staff improvement. Staff improvement implies something is lacking or wrong and needs attention.
- The endeavors should allow each member of the staff an opportunity to better understand his own abilities, philosophy and approach to learning.
- The school-based program should journey beyond the individual's development and include his relationship to other staff members and schoolwide issues.
- Sharing of ideas, collaboration, and communications that allow for interaction are paramount in meeting stated goals and objectives.

With the utilization of the above principles and current literature as a reference, the participants in the planning workshop placed developmental emphasis on three categories:

- The Environment of the School
- The Educator as a Learner
- The Educator as a Team Member

Following the Staff Development Planning Workshop the participants presented the total staff with suggested distinctives of our schoolwide, School-Based Staff Development effort.

Schoolwide Staff Development

At Snug Harbor Community School the goal is to develop the faculty's full capacity as individuals as well as members of a school team by:

1. Fostering the concept that adults in a school community are continuous learners.
2. Providing opportunities for staff to develop understanding of such educational processes as
 - a. the educational and social role of the school in a rapidly changing American society.
 - b. the fundamental concepts of curriculum and learning through inservice workshops and seminars, visits to effective programs in one's own and other schools, and attending conferences.
 - c. the basic principles underlying the education of children with unique needs.
3. Providing opportunities for revising and revitalizing instructional approaches to curriculum by providing team planning and development workshops in curriculum areas with emphasis on record keeping assessment and accountability.
4. Using each staff member as a resource by -

- a. effectively communicating about programs and materials in curriculum areas appropriate to the needs of the school
- b. demonstrating instructional skills and strategies for implementing curriculum in the classroom, staff meetings, and in workshops.
- c. developing and maintaining resources such as a professional library.
- d. identifying consultants in areas of staff needs.
- e. providing critical analysis of new materials, resources, and equipment.
- f. orienting new teachers to school programs and available resources.

Other distinctives included:

*Professional Development Workshops

*Team Leader Workshops

*Teams: - Early Childhood

- Primary/Intermediate

- Special Education

- Guidance

- Schoolwide Team

- Literature

- Writing
- Grade Level, Cross Grade Level
- Curriculum Teams

- *Team Goals, Objectives, Priorities and Timelines
- *Administrative Schoolwide Meetings
- *Curriculum and In-Service meetings Initiated by the staff
- *Attendance at conferences and visits to effective programs
- *Evaluation of the Program
- *Input into Budget and Curriculum

Total staff participation, decision making, and collaboration using the suggested Staff Development program distinctives led to the Staff Development Goals for Snug Harbor Community School.

As portrayed in Table 1, level I was headed by three main goals. Level II was devoted to specific performance goals and organizational concepts through collaborative processes. Level III was initiated with regard to staff evaluation and recommendations relative to the School-based Staff Development effort. Level IV lent itself to implementation of all evaluations and staff, community, and student input relative to the Staff Development project for the school year.

In reference to Table 1, levels I, III, and IV are the same for all Staff Development teams. Their

Table 1

Snug Harbor Community School Staff Development Goals

Level I

11. To enhance the school environment by providing opportunities for revising, revitalizing instructional approaches to the curriculum.	12. To develop the educator as a learner.	13. To utilize the teachers as team members
--	--	--

Level III

Surveys Students Staff Parents	Curriculum Standardized Tests Topical Outlines Curriculum Materials	Staff Consultants School visits In-service Technology (Computer)	Teams Schedules Team planning Leaders Grade level Cross grade Literature WritingWorkshop Early Childhood Primary/Intermediate Guidance Special Education Schoolwide
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Level IIII

Main Office Eval/Rec Staff Eval/Rec	Staff evaluation for curriculum changes	Staff evaluation recommendations	Staff evaluation recommendations
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Level IV

Implementation	Implementation	Implementation	Implementation
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curriculum work, and the emphasis on educator as a learner appropriately varied from team to team.

The other component of Level II is student, parent and staff surveys. According to Effective School/At-Risk Student literature students who are without sufficient educational supports and experiences in either the classroom, home or school are considered to be at-risk of falling to learn. Also, Edmonds (1979) defined an Effective School as one in which there is satisfaction on the part of the parents, students and educators that students are learning what they need to learn. With this information surveys were issued to students, parents and staff of the Snug Harbor Community School. The objective of these surveys was to give parents, teachers and students an opportunity to express their attitudes and opinions concerning the educational programs, school environment and attitudes toward the school.

Informal Student Survey Results and Summary

The survey instrument given to students in grades 2-5 was "school-made." The unavailability of an appropriate student attitude measurement tool necessitated this procedure. The student survey was designed to measure their attitudes in eight different areas of the school setting. There were sixty (60)

questions which all required a yes or no response, one hundred and sixty two (162) students participated. In order to present the results of the survey, the number of yes responses was divided into the total (162) to obtain an average percentage of "yes " answers from the students. The following are the results of the survey; It summarizes students' attitudes within the eight areas used for the survey:

1. ATTITUDES TOWARD SELF (% YES Response)

I like myself	-----	87% *
In school I am learning what I need to know	----	91% *
I feel I do not have much to be proud of	-----	25% **
I find it easy to talk to all kinds of people	--	60%
If I want to I can explain things well	-----	75%
Sometimes I think I am no good at all	-----	35% *
I know how to get along with teachers	-----	81% *
I sometimes get angry	-----	79% **
I read several whole books every week	-----	48%
I often feel awkward and out of place	-----	32%
It is easy to get along with many people	-----	69%
I feel no one really cares much about what happens to me	-----	18% **
I am the kind of person who will always make it if I try	-----	95% *

2. ATTITUDES TOWARD TEACHERS (% YES Response)

Teachers let students know what they expect of them	-----	93% *
Teachers say nice things about my classwork	---	90% *
Teachers treat students with respect	-----	92% *
Teachers do things that make students feel put down	-----	13%
I like the teachers	-----	96% *
I have lots of respect for my teachers	-----	91% *
Teachers here care about the students	-----	93% *

3. ATTITUDES TOWARD THE ADMINISTRATION (% YES RESPONSE)

The principal is fair	-----	83% *
The principal runs the school with a firm hand	-	70%
The principal lets students know what he expects of them	-----	90% *
I like the principal	-----	85% *

4. ATTITUDES TOWARD SAFETY (% YES Response)

Do you feel someone will bother you on the way to or from school	-----	30%
Do you feel someone will hurt or bother you in school	-----	29% **
Do you feel safe inside the school	-----	85% *
Has anyone threatened you in school	-----	38% **

Have you had a fight in school within
the past year ----- 38% **

5. ATTITUDES TOWARD SCHOOLWORK (% YES Response)

I turn my homework in on time ----- 77%
My schoolwork is messy ----- 16%
I don't do my homework ----- 21% **
If I have a lot of homework, I try
to finish all of it ----- 94% *

6. ATTITUDES TOWARD SCHOOL (% YES Response)

This school makes me like to learn ----- 82% *
I feel like I belong in this school ----- 79%
I like the counselors ----- 89% *
I like the classes I am taking ----- 91% *
I like this school ----- 83% *
Did you win an award because of
your work at school ----- 74%
Do you get something special as a
reward in class ----- 86% *
It is hard to change the way things
are done at school ----- 67% **
This school hardly ever tries anything new ----- 49%

7. ATTITUDES TOWARD FRIENDS (% YES Response)

Most of my friends think getting good grades is important	-----	85% *
Most of my friends think school is a pain	-----	43%

8. ATTITUDES TOWARD SCHOOL RULES (% YES Response)

Everyone knows what the school rules are	-----	83% *
The school rules are fair	-----	86% *
Punishment for breaking school rules is the same for everyone	-----	74%
Students can get an unfair school rule changed	-----	35% **
Teachers and the Principal make plans to solve problems	-----	95% *
Students are seldom asked to help solve a school problem	-----	47%
Students have helped to make the school rules	-----	3% **
Have you been sent out of class for punishment	-----	30%
Did you have to stay after school as a punishment	-----	56% **

There is an asterisk placed where the results were outstanding and two asterisks where the result was a concern to the staff. Overall, the results were

excellent and of keen interest to the staff, parents and students.

Parent Survey Results and Summary

The Parent Opinion Survey, was given to students to take home to their parents. The survey contained two parts. The first part consisted of fifty-one questions and parents used a separate bubble sheet to fill in one of the following responses as shown in Table 2. This portion of the parent survey was sent to a scoring company to produce the results listed in this report.

The second part, Table 3, featured four open-ended questions and required a narrative response from the parents. Machine scoring was not available for this section due to its narrative nature. Therefore, for consistency the responses were ranked using the same response categories as the first portion of the survey. Seventy parents responded to the questions and percentages were determined by dividing the number of responses in each category by the total.

Parent Opinion Survey, Part B

The open ended questions were read and for consistency were ranked using the same response categories used with Part A, that is : strongly agree,

Table 2

Parent Opinion Survey, Part A

KEY: SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), SD (Strongly Disagree), NA (No Answer), PCT (Addition of the Strongly Agree and Agree Categories)

	SA	A	U	D	SD	NA	PCT
01 Students are respectful of each other	3.9	46.5	16.5	10.2	10.2	5.5	50%
02 Students-Teachers work-relations good.	29.9	54.3	7.1	1.6	0.8	6.3	84%
03 Children's progress reports adequate	38.6	41.7	6.3	5.5	0.8	7.1	80%
04 Parents Advised of educational practices	30.7	46.5	8.7	7.1	0.8	6.3	77%
05 School decisions reflect parental concerns	16.5	37.0	28.3	7.9	3.9	6.3	54%
06 Community active in school operations	18.1	33.9	23.6	13.4	7.1	3.9	52%
07 Children are learning how to cope with change	24.4	46.5	18.9	4.7	0.8	4.7	71%
08 Students are not taught about world problems	10.2	37.8	25.2	18.9	3.9	3.9	48%
09 Language arts instruction adequate	40.2	48.8	3.9	0.8	2.4	3.9	89%
10 Mathematics instruction adequate	43.3	42.5	6.3	1.6	0.8	5.5	86%
11 Science instruction adequate	17.3	51.2	22.8	2.4	0.8	5.5	64%
12 Students taught morals and ethics	23.6	46.5	21.3	3.1	1.6	3.9	70%

Continued on next page

Table 2 Continued

	SA	A	U	D	SD	NA	PCT
13 School helps students socialize well	15.7	54.3	18.1	6.3	0.8	4.7	70%
14 Mental as well as physical health taught	18.1	45.7	25.2	4.7	2.4	3.9	64%
15 Social studies instruction adequate	18.1	46.5	22.8	3.9	2.4	6.3	65%
16 Curriculum prepares for higher education	17.3	40.9	26.0	7.1	1.6	7.1	58%
17 Homework adequate to promote learning	26.8	45.7	10.2	10.2	2.4	4.7	73%
18 Discipline fairly good in our school	11.8	30.7	29.9	13.4	9.4	4.7	43%
19 Alcohol/drugs not serious in our school	26.0	26.8	19.7	7.9	13.4	6.3	53%
20 Vandalism is serious in our school	6.3	19.7	28.3	18.1	19.7	7.9	26%
21 Outsiders not threat to our students	15.7	33.1	17.3	13.4	11.8	8.7	49%
22 Absenteeism not serious in our school	6.3	23.6	38.6	15.7	7.9	7.9	30%
23 Classes relevant to students' lives	6.3	40.6	34.6	9.4	2.4	6.3	47%
24 Curriculum offered is of high quality	18.1	52.8	15.7	7.1	1.6	4.7	71%
25 Students seldom motivated to excell	18.1	33.9	17.3	18.9	6.3	5.5	52%

Continued on next page

Table 2 Continued

	SA	A	U	D	SD	NA	PCT
26 Teachers generally are competent	37.8	44.8	8.7	1.6	0.0	7.1	83%
27 Mostly I'm satisfied with our school	37.8	45.7	6.3	2.4	1.6	6.3	84%
28 Grading receives proper emphasis	21.3	54.3	10.2	6.3	0.8	7.1	76%
29 Variety of curriculum is adequate	7.9	57.5	26.0	3.9	0.0	4.7	65%
30 Educational change is about right	13.4	55.1	19.7	3.1	1.6	7.1	69%
31 Social development gets proper emphasis	7.9	52.8	25.2	6.3	2.4	5.5	61%
32 Activities programs are sufficient	12.6	45.7	31.3	9.4	3.9	7.1	58%
33 Participation in activities important	37.8	45.7	4.7	3.1	0.8	7.9	84%
34 Athletics receive right emphasis	8.7	45.7	27.6	7.1	4.7	6.3	54%
35 Activities too expensive for some students	8.7	15.0	26.0	26.0	15.7	8.7	24%
36 Counseling program adequate to needs	27.6	44.9	13.4	6.3	2.4	5.5	73%
37 Health services adequate to needs	17.3	61.4	11.0	3.9	1.6	4.7	79%
38 Media Center central to learning	40.2	46.5	7.8	0.0	0.0	5.5	87%
39 Transportation services are adequate	17.3	45.7	18.1	7.9	4.7	6.3	63%
40 Lunch program is appropriate to needs	18.9	48.6	5.5	13.4	6.3	6.3	69%

Continued on next page

Table 2 Continued

	SA	A	U	D	SD	NA	PCT
41 Our school is well maintained	18.1	53.5	12.6	6.3	2.4	7.1	72%
42 Morale of the students is good	14.2	48.0	20.5	10.2	3.1	3.9	62%
43 It is easy to meet with a teacher	37.8	48.8	4.7	0.8	1.6	6.3	87%
44 It is easy to meet with administration	33.9	40.8	17.3	0.8	0.8	6.3	75%
45 Teachers care about my child	45.7	40.9	5.5	0.8	0.8	6.3	87%
46 School rules are reasonable	33.1	54.3	4.7	1.6	0.8	5.5	87%
47 Facilities are adequate to curriculum	15.7	63.0	12.6	1.6	0.0	7.1	79%
48 Staff elicits help from community services	18.1	49.6	22.0	3.1	0.8	6.3	68%
49 Curriculum is adequate for special students	25.2	40.8	21.3	3.9	1.6	7.1	66%
50 Spending priorities are appropriate	7.1	40.2	40.2	3.1	3.9	5.5	47%
51 Students are getting maximum learning experience	23.6	53.5	9.4	3.9	2.4	7.1	77%

Table 3
Parent Opinion Survey, Part B

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
1. I feel our teachers and administrators are interested in parent opinions about our school.	58 %	17 %	17 %	2 %	1 %
2. I feel our students are receiving quality instruction.	48 %	34 %	12 %	1 %	2 %
3. The curriculum covers the skills students need to acquire.	34 %	37 %	21 %	5 %	1 %
4. The school atmosphere promotes learning.	52 %	24 %	2 %	1 %	1 %

agree, undecided, disagree, strongly disagree. Seventy (70) parents responded to the questions and percentages were determined by dividing the number of responses in each category by the total as shown in Table 3.

As in the student survey the results were useful, interesting, and favorable.

Teacher Survey Results and Summary

The Effective School Battery provides information about the school's climate and teachers.

The psychosocial climate describe the perceptions of teachers toward the school and its management. Psychosocial climate includes such things as staff morale, the fairness and clarity of school rules, relations with parents and the community, and other aspects of the way the school is perceived by its teachers.

The population characteristics describe teacher job satisfaction, participation in continuing professional development, and attitudes about education which contribute to school climate.

Reference Norms

Norms are needed to interpret scores in any type of educational measurement. Norms are used to determine if a given score is high or low in reference to some identifiable population. The norm group to which our

school was compared in this report was composed of mostly urban schools.

Table 4 shows the rules for assigning verbal interpretations to scores.

The results of the surveys, as shown in Table 5, as well as the participation of the staff, students and parents were extremely useful in the staff development endeavor. The staff found the results of the survey to be enlightening, favorable and valuable.

Acting/Observing

The next step in the Action Research model was a continuation of the "self-reflecting spiral of cycles," the acting and observing. It was appropriate within this portion of the dissertation to discuss more of the collaborative processes relative to the Staff Development endeavor.

Administrative Meetings

Administrative meetings were purposefully kept to a minimum in both the number of meetings as well as the length of the session. In almost all cases the administrative business dealt with the basic administration of the school and central office administration. The meetings were held on the first Tuesday afternoon of the month and were designed to precede staff Schoolwide Meetings. All items on the

Table 4
Reference Norms

Percentile -----	Interpretation -----
94th and above	Very High
85th to 93rd	High
70th to 84th	Moderately High
31st to 69th	Average
16th to 30th	Moderately Low
7th to 16th	Low
6th and below	Very Low

Table 5
Teacher Survey

Verbal Interpretive Summaries

SCALE	MEANING	PCT.	OUR SCHOOL
Safety	How safe teachers report the school environment to be.	88	HIGH
Morale	Degree of enthusiasm of a school's faculty, and faculty confidence in the school.	98	VERY HIGH
Planning and Action	Teacher reports of the degree to which the school takes an experimenting or innovative approach to planning school programs.	95	VERY HIGH
Smooth Administration	How teachers perceive the school administration.	97	VERY HIGH
Resources	Indicates whether teachers report adequate instructional supplies and other resources, or whether they report difficulty in obtaining needed teaching supplies.	85	HIGH
Race Relations	Indicates how well different ethnic groups get along.	63	AVERAGE
Parent/Community Involvement	The degree to which the school uses community resources in its programs.	58	AVERAGE
Student Influence	Teacher perceptions of the extent to which students participate in school decisions.	50	AVERAGE
Avoidance of Use of Grades as a Sanction	The extent to which teachers avoid lowering grades in response to student misconduct.	93	HIGH
Job Satisfaction	Indicates how the average teacher feels about his or her job.	94	VERY HIGH
Interaction with Students	Indicates how much positive social interaction the average teacher reports having with students.	25	MODERATE LOW

Continued on next page

Table 5 Continued

Personal Security	Indicates the average teacher's experience of personal victimization. A HIGH score implies teachers rarely experience indignities or victimization in the school.	78	MODERATE HIGH
Classroom Orderliness	Indicates how orderly the average teacher's classroom is.	41	AVERAGE
Professional Development	Indicates how much exposure the average teacher in the school has had in the past year.	92	HIGH
Nonauthoritarian Attitude	Indicates the average teacher's attitude student-teacher authority relations. A HIGH score implies many teachers have a flexible attitude about coping with student misconduct.	93	HIGH

agenda were clearly "total school", or "majority of the school", staff issues. Other administrative items were printed in the "Weekly Notices" to enhance communication in order not to take away from staff development team time. The Appendix A contains examples of administrative agendas.

Role of the Team Leaders

This pivotal role in the Staff Development effort was critical to its success. Team leaders were instrumental in the: planning, administering, observing, monitoring, communicating, being administration liaison, and promoting as well as participating in the process as a whole.

Individual Teams

Teams additional to the Schoolwide group were created with the understanding that within each team there would be issues relating to sub-groups of that team. Those issues as well as schoolwide and total team items were important to the success and development of each team.

Within the Acting/Observing section each team (Guidance, Primary/Intermediate, Early Childhood, Special Education) followed a staff development flowchart which contained their individual team goals (See Table 6).

Table 6

Snug Harbor Community School Guidance Team Goals

Level I

11. To enhance the school environment by providing opportunities for revising, revitalizing instructional approaches to the curriculum.		12. To develop the educator as a learner.		13. To utilize the teachers as team members	
-----		-----		-----	
V	V	Level II		V	V
Surveys	Parent Workshop	Staff	Teams	Students-informal	Cultural Diversities (families, students)
Staff-Effective School Battery	Preschool Research	Consultants	School visits	Guidance	Team planning
Parents-Parent Opinion Inventory	Presentations(K-5)	In-service Technology (Computer)	Team Leaders	Team Leaders	Grade level
				Cross grade	Schoolwide Team
-----		-----		-----	
V	V	Level III		V	V
Survey results and recommendations	Staff evaluation for curriculum changes	Staff evaluation recommendations	Staff eval. rec.	Stages of Concern	Stages of Concern
	Informal Assessments	Open-Ended Statements	Open-Ended State-ments	Informal Assessments	Informal Assessments
		Computer Center			
-----		-----		-----	
V	V	Level IV		V	V
Implementation	Implementation	Implementation	Implementation	Implementation	Implementation

Also included in the Acting/Observing process was the demographic information for each team, as well as, informal observations and remarks from the participants.

Guidance Team

I. Demographics-	Total Group Membership	-	5
	Females	-	5
	Males	-	0
	Classroom Teachers	-	0
	Other Professional		
	Staff	-	5*

*Other Professional Staff consist of Five(5) Guidance Counselors.

II. Goals

- A. Increase communication and involvement with Asian families
- B. Provide parent education workshops for preschool-grade 2
- C. Develop longitudinal study of previous preschoolers at Snug Harbor Community School
- D. Discuss possibility of home visits to families of preschoolers through grade 5
- E. Guidance team will meet three times to discuss mutual families

III. Scheduled Meetings

These team-scheduled meetings served as a guide (with flexibility in mind) for the year-long effort. All planned activities were team appropriate as well as relating to the Schoolwide Goals.

Guidance Informal Observations and Remarks

IV. Participant Observations and Remarks:

1. School Environment

POSITIVES

Felt an integral part of SHCS as a whole unit.

Had opportunity to meet w/other guidance counselors to discuss issues and cases.

Parent involvement was good.

ISSUES/CONCERNS

Need to increase parent groups.

Use Tuesday afternoons to meet w/teachers and parents - neglected this area.

Organize Tues. afternoons to have time for our own work.

2. Educator as a Learner

POSITIVES

Explored Asian culture, shared articles, discussed needs and utilization of system and what it has to offer.

ISSUES/CONCERNS

Need to continue to work on Asian issue.

Specific groups for specific issues; i.e. alcoholism, divorce & separation, making friends etc..

Develop more classroom activities.

Continue with parent workshop presentations.

3. Educator as a Team Member

POSITIVES

Gained information by being on team.

In city wide staff meetings we presented a cohesive group - good.

Group worked well together.

Good to be a part of the school and not just a separate unit.

ISSUES/CONCERNS

Divide into 2 teams for part of time-preschool & elementary guidance need to be worked on separately at times.

Early Childhood Team

The following describes the components of Table 7.

I. Demographics - Total Group Membership	-	10
Female	-	9
Male	-	1
Classroom Teachers	-	8
Other Professional Staff	-	2*

Other Professional Staff consisted of one(1) Media Specialist and one (1) Motor Skills Specialist.

II. GOALS

- A. Evaluation of individual students and improvement in quality of teaching/learning time.
- B. Teacher Evaluation Narrative (physical needs, policy questions, general concerns)
- C. Workshops in First Aid, Math Manipulatives, Whole Language Fine Motor Centers
- D. Questions/Concerns during school year

III. SCHEDULED MEETINGS

These team-scheduled meetings served as a guide (with flexibility in mind) for the year-long effort. All planned activities were team appropriate as well as relating to the Schoolwide Goals.

Table 7

Early Childhood Team Goals

Level I

11. To enhance the school environment by providing opportunities for revising, revitalizing instructional approaches to the curriculum.	12. To develop the educator as a learner.	13. To utilize the teachers as team members
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Level II

Surveys	Curriculum Development	Staff	Teams
Students-informal	Child Development	Consultants	Early Childhood Team
Staff-Effective	Evaluation	School visits	Schoolwide Team
School Battery		In-service	Team Planning
Parents-Parent Opinion Inventory		Technology (Computer)	Team Leaders
			Grade Level
			Cross Grade

Level III

Survey Results and Recommendations	Staff evaluation for curriculum changes	Staff evaluation recommendations	Staff evaluation recommendations
	Informal Assessments	Stages of Concern	Stages of Concern
		Open-Ended Statements	Open-Ended Statements
		Informal Assessments	Informal Assessments
		Computer Center	Computer Center

Level IV

Implementation	Implementation	Implementation	Implementation
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Early Childhood Informal Observation and Remarks

IV. PARTICIPANT OBSERVATIONS AND REMARKS

1. School Environment

POSITIVES

This year's activities continued to encourage and bolster morale.

I didn't realize how good people were feeling about the building until I took a course and several "Snuggles" were sharing their successes with teachers from other buildings.

There were many opportunities to learn. (Math Our Way, Science)

Environment positive, educational achievement of students rewarding.

Parent/Child day challenging, but successful program. Hope to continue it.

School environment enhanced with small groups blending people's talents, and learning more about what everyone else does.

I am thankful about learning about "Math Our Way" and "Windows on Science"

Meeting together helped in developing a broader view of needs of other programs.

A sense of working together to improve staff members programs was evident.

My classroom set-up for this year was very enjoyable, and I was very comfortable with my curriculum, children, and staff.

The actual set-up of my room was very motivating for my children to learn.

The display of children's work throughout the halls gives the children a sense of pride.

The teacher's attitude makes Snug Harbor a positive and rewarding place to be, especially the friendships that develop.

ISSUES/CONCERNS

I would like more opportunities to visit other classrooms at Snug Harbor (i.e. Extended Kindergarten)

Physical space and equipment was a problem.

Need time to meet with Kindergarten teachers concerning curriculum, and decide on how to help the flow from one level to another.

I want to learn more next year on the "specifics" of kindergarten curriculum, and share more ideas about appropriate preschool and kindergarten curriculum, we did not do much in this area, and it is still a question.

I found my parents difficult, but nothing I couldn't handle.

I would like scheduled computer, motor, and possibly an aide on Tuesdays.

2. Educator as a Learner

POSITIVES

Summer curriculum workshop last summer was most beneficial. The opportunity to plan with grade teams was very successful.

I received a lot of material on the various subjects of interest to educators.

Glad for insight concerning Math programs, Science activities.

I felt I learned a great deal this year. I strongly believe in the mentor program and feel I utilized it to a great extent.

I was very comfortable working with Ellie Verdun (Testing Specialist) on testing, and felt the schoolwide meetings were interesting, informative and useful. Through the schoolwide meetings and mentor programs I have learned a great deal.

As a learner, the summer curriculum workshop was the most helpful, Tom was of great assistance last summer and throughout the year.

The parent/child day program was outstanding.

I enjoyed working with Gwen Caldwell (Motor Specialist), she was extremely informative.

I loved sharing ideas and strategies.

2. Educator as a Learner

ISSUES/CONCERNS

Time constraints are a problem.

We need more cross training from other teachers within the building who have skills to share.

We need more mini classes from outside people.

I would like to know more about the Social Service Agencies involved with our children.

Some topics and materials were not appropriate.

I would like to visit other schools and programs.

I would like to attend the Kindergarten Conference, or Early Childhood workshops.

I would like more involvement in the computer, and time to plan my material on the computer, which could be printed out for others use as well.

Lack equipment for older children.

Interested in attending pre-school workshops on curriculum.

Need definite procedures for testing which are consistent from year to year.

Would like to visit other classrooms.

Would like to have at least one planned field trip each year.

I would team leaders to work with team to establish agendas and topics.

I would like to visit developmental childcare centers, or other 4 year old programs.

I would like to have access to the computers for quality pre-K programs.

A budget item might be developed to help get books or videos for the professional library.

3. Educator as a Team Member

POSITIVES

I felt appreciated as a team member, and that the goals of the classroom were met.

Team members were more than willing to share.

It was nice to have the opportunity to be included in a team.

The mixture of different staff positions helped foster different perspectives on issues.

Team members worked with me a great deal at different times of the day on team issues. The team concept was very beneficial for a first year teacher.

I thought everyone worked very well together, to the children's benefit. It was very rewarding, and I hope it continues.

ISSUES/CONCERNS

At times I feel spread too thin. In an attempt to service all, I sometimes feel I am shortchanging many students.

I would like a schedule of the meetings for next year.

I hope to have more input and more understanding of what our team goals are.

I would like to see more continuity as a group, more communication would be suggested to improve.

I need more time to participate in the program, particularly in the designing of curriculum.

Sometime the spread of children's ages was difficult.

Consistent scheduling of meetings with advanced information on topics.

Notification of all meetings in advance, the Friday before in writing.

We need our own mailboxes.

I was not able to attend all the staff meetings because they took place on Tuesday afternoons.

Special Education Team

The following describes the components of Table 8.

I. Demographics:	Total Group Membership	- 9
	Females	- 8
	Males	- 1
	Classroom Teachers	- 5
	Other Professional Staff	- 4*

Other Professional Staff include: a Psychologist, a Speech Therapist, an Educational Testing Specialist, and a Resource Room Teacher

II. Goals

- A. Provide educational and social opportunities for parents.
- B. Organize suggested developmental parent/child activities.
- C. Establish a computer software library for preschool level.
- D. Discuss individual case studies on bimonthly basis.
- E. Continue visits to other preschool and special needs programs.
- F. Plan workshops on Total Communications, Infectious Diseases, and Child Abuse and Neglect.

III. Scheduled Meetings

These team-scheduled meetings served as a guide (with flexibility in mind) for the year-long effort. All planned activities were team appropriate as well as relating to the Schoolwide Goals.

Special Education Informal Observations and Remarks

IV. Participant Observations and Remarks

1. School Environment

POSITIVES

Continue to improve on parental involvement-very successful this year.

A very productive year-school environment is organized and successful.

Schoolwide Program has worked and will show results in test scores and attitudes.

I like the scheduling and it should continue next year.

ISSUES/CONCERNS

To be integrated into Early Childhood Team to increase mutual understanding and cooperation.

To meet on a regular basis with EC team.

To integrate PreSchool Special Needs with Early Childhood programs on an informal but consistent basis.

PSSN should be Joined up with EC rather than Resource Room because issues are more logically connected.

2. Educator as a Learner

POSITIVES

To continue to visit other related programs.

To continue to have relevant workshops for our needs and concerns.

To continue observations of other programs.

ISSUES/CONCERNS

Workshops on relevant topics in the morning.

Workshops offered both at Snug Harbor and at other schools.

I would like a few more Tuesdays to plan, especially at the beginning of year.

Testing information gave staff an opportunity to see what other levels are teaching.

3. Educator as a Team Member

POSITIVES

To continue meeting with the Special Needs Team.

To meet with the Early Childhood Team.

Felt very connected to PSSN Team and benefitted from it.

ISSUES/CONCERNS

All Early Childhood staff having an opportunity to get together and share.

Mis-communication with Dr. Osborne regarding time of meetings.

Primary/Intermediate Team

I. Demographics	- Total Group Membership	- 16
	Female	- 15
	Male	- 1
	Classroom Teachers	- 12
	Other Professional Staff	- 4*

The four (4) other professional staff included:

Music/Art Teacher, Writing Skills Teacher, and Two Chapter 1 Staff.

II. Goals

- A. Analyze standardized tests and our current curriculum
- B. Provide means for monitoring and managing student performance from grade to grade
- C. Explore and develop new techniques in behavior management
- D. Improve student attendance
- E. Achieve 100% student completion of homework
- F. Providing in-service workshops

- G. Providing time for team planning in curriculum areas

III. Scheduled Meetings

These team scheduled meetings served as a guide (with flexibility in mind) for the year-long effort. All planned activities were team appropriate as well as relating to the Schoolwide Goals.

Primary/Intermediate Informal Observations and Remarks

IV. Participant Observations and Remarks

1. School Environment

POSITIVES

Continue to evaluate curriculum and revise as we have been doing.

Opportunity to work at grade level on curriculum and testing.

Children and staff benefit from small groupings in math and reading.

Enjoy being part of an innovative school.

Literature and writing were great additions.

Growth between the three programs.

More organized and prepared with "blocking".

Good to start with, improved!

Would like to know what will be discussed at Core meeting beforehand.

ISSUES/CONCERNS

Relocate to main building

Team up with Dr. Osborne and Special Education and Guidance Teams to share information and integrate students

Work with Language Development Class staff to develop curriculum

Develop Curriculum to suit students who are worked with for more than two years.

Investigate new programs (i.e. reading series)

Shared room difficult to work in

More time set aside for grade level team planning

More communication among core team and information about their recommendations before meetings.

Too noisy and distracting sharing a classroom.

Need to follow up on individual concerns outside our group, i.e. administration, physical, scheduling.

Communication needs improvement.

More communication with 766 team, need to be at all meetings, receive copies of testing, plans etc.- documentation on the cumes.

2. Educator as a Learner

POSITIVES

Continue to develop and expand professional library.

Inservice workshops were helpful.

Many ideas were shared as a team.

Inservices were interesting.

Workshops were very beneficial to staff.

ISSUES/CONCERNS

Improve testing techniques.

Review various tests.

Testing materials used by other teachers.

Outside speakers/more resource people to address staff.

Attending conferences and sharing with others.

Workshops by knowledgeable experts outside school system.

Visit another school where whole language is being used.

More emphasis on practical application (classroom) rather than theoretical.

Ask staff for people or programs they're interested in or need.

More guest speakers to discuss issues relevant to our concerns.

More about the Whole Language and also from Kathy Amico.

Money available for conferences, learning videos, etc.

Problem with scheduling, Early Childhood had to attend other meetings.

Tried to do "too" much on 3rd Tuesdays. Not every month has a 3rd Tues.

Had less prep time (2&4 Tues) when we needed it most(meet w/grade teams).

Outsiders coming in instead of own staff.

3. Educator as a Team Member

POSITIVES

Leaders did fine job at start up-group not too responsive.

Good opportunity to share ideas and different handling of certain situations.

Team leaders brought communication throughout the school.

Staff development helped with new ideas.

Sharing with regard to schedules, budgets, curriculum more cohesive and organized.

Staff members appreciated being involved.

Replacement model a definite plus!

Working in teams a great approach.

Group could advocate concerns for Early Childhood issues. Opportunity for discussion and solution. Encouraged to give as much input as possible.

Response to their narrative was a good one and should continue this tool.

Unique faculty-all get along well-working on teams easy!

ISSUES/CONCERNS

Rotating team leaders.

Unified theme for year? Different aspects each month?

Team leaders give our discussion points, questions ahead of time.

Mixing of grade levels didn't help.

K-5 Special Education staff should form a separate team.

Staff respond better to administrators as team leaders.

More time needed at meetings by grade level teams especially in September-perhaps allowing teachers to use all 4 Tuesdays that month and start Staff Development in October.

More time at report card conferences to meet with grade level teams.

Being on several teams difficult.

Not enough time to meet with each team - torn in different directions.

Need more time with grade level teams.

The participant observations were of great assistance to the participants, as the site-based staff development effort progressed.

Reflection

Within the next step of the Action-Research process, participants avail themselves the opportunity to learn by gathering a new general insight of their Staff Development project.

The Reflection component of the Action/Research model involves evaluation as well as modifying and planning for the next step in this cyclical process. These components were fulfilled by utilizing, measuring the Stages of Concern about an Innovation, and the Open Ended Statements of Concern about an Innovation, as well as a Schoolwide Informal Staff Development Evaluation. Lastly, the outcome of a goal-setting session to plan for the next school year was completed.

Measuring Stages of Concern about an Innovation

This questionnaire was presented to staff at a schoolwide meeting of 40 Staff Development participants. The instrument is a product of The Concerns-Based Adoption Model (CBAM) Project of the Research and Development Center for Teacher Education at the University of Texas at Austin. These researchers found that concerns about change was an

important dimension of the change process. In this research the generic name given to the issue (School-Based Staff Development) was an "Innovation". The innovation and its use provide a frame of reference from which concerns can be viewed and described.

Different stages of concern about the innovation have been identified. The stages allow for developmental movement. In other words, certain types of concern will be more intense and some less intense than others. Definitions for each stage provide the conceptual basis for the development of the Stages of Concern Questionnaire and interpretation of its data.

Stages of Concern About the Innovation

0 - Awareness

Little concern about or involvement with the innovation is indicated.

1 - Informational

A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about herself/himself in relation to the innovation. She/he is interested in substantive aspects of the innovation in a selfless manner such as general characteristics, effects, and requirements for use.

2 - Personal

Individual is uncertain about the demands of the innovation, her/his inadequacy to meet those demands, and her/his role with the innovation. This includes analysis of her/his role in relation to the reward structure of the organization., Decision making, and consideration of potential conflicts with existing structures of personal commitment. Financial or status implication of the program for self and colleagues may also be reflected.

3 - Management

Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, and time demands are utmost.

4 - Consequence

Attention focuses on impact of the innovation on students in her/his immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, including performance and competencies, and changes needed to increase student outcomes.

5 - Collaboration

The focus is on coordination and cooperation with others regarding use of the innovation.

6 - Refocusing

The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. Individual has definite ideas about alternatives to proposed or existing form of the innovation.

Proceeding with the understanding that the questionnaire is designed for and is intended to be used strictly for diagnostic purposes for personnel involved in an "adoption: of the process or product innovation, an analysis (individual and team) was undertaken.

The individual profiles for individual Team Members illustrate each respondent's , responses to individual items, Graph of Percentiles/Stages, and Demographic Information.

The profiles provide an individual and team view of their different high and low concerns and their interrelationships within the staff development program. The demographic information offers another aspect of the participant responses. The Stages of Concern provided the study with a frame of reference

from which concerns can be viewed and described. Also, a check on the educational environment of the school is served through the Stages of Concern Questionnaire.

The Appendix (B) section of this document contains an individual profile for each participant. Contained in Appendix (C) are Composite Team charts relative to the results of the Stages of Concern Questionnaire. The following discussion is based upon each team's summary results and a chart depicting its high and low frequency of concerns.

The Primary-Intermediate team is comprised of sixteen (16) members. As illustrated by the high/low frequency of concern chart above, eight (8) of the sixteen (16) members of this team were concerned most about the Personal stage of concern. Individuals that have an intense concern in this area are team members who are very concerned relative to their status on the team, reward, potential or real effects of the innovation. Demographically, seven (7) of the eight (8) members who were most concerned with this stage had between fifteen (15) and twenty-seven (27) years teaching experience. It may be that these more senior staff members are much more apprehensive about this staff development effort.

The lowest intensity of concern for this team was in two areas: Management and Consequences. Five of

the eight (8) members whose highest concern was Personal, had their lowest concern in either the Management or consequence stage. This would underscore for those five team members, a serious personal concern about the innovation.

The Early Childhood team consists of ten (10) staff members. As the High/Low chart indicates six of the ten members stated their highest intensity of concern in the Collaboration stage. This illustrates a high level of understanding of the Staff Development project and a need for more coordination and cooperation within the team effort. Six members stated their lowest concern was their focus on the impact that the Staff Development project had on their students. This is understandable considering that collaboration of the team members themselves was such a high concern.

The Special Education team consists of nine (9) members. The results as illustrated by the (High/Low) chart above indicates three noteworthy results.

1. There were two highest indicators of concern in the "0" or Awareness stage. Both of those participants' indicated their lowest intensity of concern was in the Consequence stage. These participants are aware of the innovation but may have a low level of concern for the

knowledge, attention and/or interest regarding the project.

2. Four of the nine members on this team had their highest intensity of concern in the informational stage. This would seem to be a high comfort level with the project as well as a general awareness and interest in learning more detail about the project.
3. Five of the nine team members had their lowest intensity of concern in the consequence stage. Four of these five members had personal or informational concerns as their more intense concerns.

This team may need more discussion and assistance than other teams, due to a possible lack of communication in the initial stages of the project.

The Guidance team consists of five members, this makes it difficult to base conclusions upon their concerns. However, it appears from their highest intensity of concerns that as a group they are less concerned with personal, informational or awareness stages and are more intensely concerned with the collaboration, consequential and refocusing stages. This data indicates that this team has a very strong understanding of and a high comfort level with the staff development effort.

This Schoolwide Composite View illustrates a high concern for Personal, Collaborational, and Informational stages. The Personal stage concerns were highly evident within the Primary-Intermediate team. As I indicated earlier, within that team's summary, the senior members of that group may have needed more time, support and communication in order to have lessened personal concerns. The Early Childhood Team had collaboration concerns that dealt with issues of communication, increased cooperation and sharing information with other teams. All extremely valid schoolwide concerns. All teams share a strong need for more information relative to resources and inservice programs. The very low frequency of "0" or Awareness concerns indicates an extremely high degree of interest in the innovation.

The educational environment of the school as well as morale of the staff, appears to be in excellent condition. The staff development effort has not impacted on the environment in a negative way. Instead, the staff has a high frequency of concerns relative to their interest level as opposed to a disinterested posture toward this endeavor.

Open-Ended Statements of Concern About an Innovation

As illustrated the Measuring Stages of Concern About the Innovation is extremely helpful in diagnosing the concerns of team members as well as assisting in defining what the highest/lowest concerns were for a total team.

The Open-Ended Statements of Concern About an Innovation, the Procedures for Adopting Educational Innovations (PAEI) Project, used the identical rationale implemented in creation of the Statement of Concern Questionnaire. They found that attending to concerns is a highly effective way to better understand the perceptions of persons engaged in new experiences. The major difference in the two instruments is the open-ended format of this tool.

It seemed appropriate to extend the analysis of the Staff Development effort by utilizing this open-ended design.

The statements of concern were elicited at a Schoolwide Staff Meeting - forty (40) staff members participated. The analysis of these responses assist in assessing specific information about the Staff development project. These responses will be interpreted and categorized in regard to the seven

Stages of Concern. The respondents were asked to respond to the questions:

When you think about an Educator as a Learner, what are you concerned about?

When you think about an Educator as a Team Member, what are you concerned about?

Space for three statements following each question was provided. Participants were told not to write what they thought others were concerned about but only what concerns them at this time.

A confederate utilized the seven Stages of Concern to categorize these open-ended statements of concern.

In order to illustrate the statement of concern from each team and display the total picture of concerns the following format will be presented:

1. The actual participant responses will be offered for each team in both categories in a combined manner:

"Educator as a Team Member" and

"Educator as a Learner"

2. A composite breakdown of the frequency of each team's interpreted statements for both "Team Member" and "Learner". The interpretation utilizes the seven Stages of Concern.

Primary/Intermediate Team

Participant responses to both questions, categorized by using the seven Stages of Concern.

0 - Awareness

- * There were no responses within this category

1 - Information

- * I found as a team member many ideas were shared - It gave us time to learn as well as gain ideas.
- * I am excited about the workshops that are available to our staff. It was refreshing to take a day and attend a workshop, i.e. Whole Language
- * I would like to attend more workshops on relevant issues i.e....Kathy Amico's Workshop. I would also like to visit school using progrms we could successfully implement.
- * The entire staff was needed in order to utilize most workshops effectively.
- * I felt more comfortable as the year progressed, I became more aware of my role and responsibilities.
- * I would like to see more meetings on specific concerns of the School/Team. For example, Pat DelVal was extremely informative.
- * I have become aware of more resources that are available because of the team meetings.
- * I would like to have more resources available in Science and an easy access to equipment.

- * I would like to attend more workshops to learn other approaches to learning and share ideas with educators outside this school.
- * Our meetings concerning the Math curriculum always seemed difficult because they fell on Tuesdays at the busy times of the year. Although the team leaders were well prepared the meetings never seemed profitable.
- * I appreciate the opportunity to share questions and ideas.
- * I think visits to other schools/classrooms which have programs of interest currently operating would be helpful.
- * I found team membership to be beneficial. It was a good way to share ideas with colleagues and learn from each others' experiences.
- * Using past experiences and sharing that information with one team can be very beneficial, i.e...Mentor/Mentee program.
- * I enjoyed attending the 2-day workshop with Kathy Amico in October and November.
- * Joint efforts, interests and concerns are more effective when discussed openly as a team. What concerns others may have, could in fact, concern you as an educator.

- * I found the workshops held both in and outside school most beneficial. I would like to see more workshops held in school on topics of interest to staff.
- * At times some team members could be overpowering and dominated some meetings. I think part of this was my feeling uncomfortable to express my own ideas. I felt this way at the beginning of the year. Now I feel more comfortable sharing my thoughts and experiences.
- * I felt satisfied this year that I was able to make input into team discussions. There was a great deal of freedom to raise issues, ask questions, etc.
- * The whole concept of the school-wide program became clearer and easier to understand as the meetings progressed.
- * As a team member it helps to communicate the everyday curriculum goals we have, or the changes we might want to implement.
- * The replacement model involving me as a team member is great. I think it has made for a smooth educationally-sound year. I hope it continues in the future.
- * I think it was positive to be able to share ideas and feelings when dealing with similar classroom

experiences. This sharing might not otherwise take place.

- * Learning is an ongoing experience, even for an educator. Having the opportunity to participate in in-house workshops, school-wide staff development and listening to guest speakers have been extremely beneficial.
- * The incentive and motivation, the key elements for continued learning, are stressed and supported throughout the school.
- * I enjoyed having courses offered to us-especially being able to earn credits. I hope they continue.
- * I would like to visit other classrooms to see whole language implemented.
- * I felt the testing research was very worthwhile.
- * I would like to see more meetings involving guest speakers and workshops I might be able to attend.
- * This year I have felt like an Educator as a Learner because of my involvement in the Windows on Science workshop. I felt I could bring to my classroom a science program that was worthwhile. Before this workshop, I could have been hesitant to try this complex program. I think more of this type endeavor would be extremely beneficial.
- * I would like to see more "outside" speakers come in.

2 - Personal

Problems can arise when a staff member is placed in a position of authority (team leader). The team leaders cannot be condescending in their attitude toward peers.

- * I felt there was not enough information given to us about Chapter I regulations and responsibilities.
- * I am concerned about becoming too isolated from the rest of the school system.
- * My first concern is over the changing of staff members on the team. There might be a time when a member is forced to be on a team he or she doesn't want or there might be conflicts with personalities, what happens then? The team becomes ineffective!
- * I had a concern with the team leaders. At times, I felt some of them were somewhat overbearing and had forgotten we were peers.
- * I am concerned about who makes the decisions.
- * I am concerned about missing City Wide Innovations.
- * I think the use of teams is great - however, I did not care for being on so many teams at once. I felt pulled in too many directions.
- * There were several times when I was not notified of special programs, testing, special concerns about students or groupings for students. I felt left out.

3 - Management

- * Working as a Team - planning time is needed for members to plan activities together.
- * It was exciting working with other teachers but there needs to be more time o plan activities Jointly.
- * We need more time to meet at grade-level . This time is needed for planning and coordination.
- * Contractually "free" Tuesday afternoons would not be used for Staff Development.
- * More time given to experience and explore other programs, projects, workshops and inservice programs.
- * We need to have more planning time. I felt as though I could never catch up with the people I needed to speak with in order to coordinate curriculum.
- * I am concerned about time and the activities that will be chosen to spend the time time on: are they valuable?
- * I would like to have more time for teams to work on curriculum at their grade level.
- * I am concerned that there is not enough time built into the schedule for team members to meet in order to discuss student concerns.

- * Although I enjoyed being on the Primary /Intermediate team very much, I am concerned that I didn't have enough time to meet with my grade team. Often times I felt that I needed to meet with the first grade team to discuss curriculum issues, students' progress, or parental concerns but couldn't.
- * I felt that too many Tuesdays were taken for meetings - very few were left "free".
- * Another concern I have is the lack of communication time available with the their professional staff on the team.
- * Time is an issue that needs to be dealt with. There just doesn't seem to be enough of it to cover all the areas we hope to, as learners.
- * I found communication between staff members was sometimes a problem. Often, decisions were made or discussed without input from all team members.

4 - Consequences

- * My students have grown as a result of my experience as a learner.

5 - Collaboration

- * As a learner I feel that I have grown in many areas. Working with a team member has helped with dealing with students as well as parents.

6 - Refocusing

- * Too much team meeting time spent on evaluation/testing. More practical classroom methods should be discussed.
- * We attempted to do too much in this regard this year. We should concentrate on one area and do it well.
- * It seems as though we tried to do an awful lot this year. Perhaps we should focus in on one or two issues next year.
- * I would like to have more in-service (or other) time (i.e. professional days) to have more hands-on learning in such areas as computer technology - previewing of software, Windows on Science, etc.
- * I would like to be able to attend more workshops or have more outside speakers come to Snug Harbor to discuss issues that are relevant to our population.
- * I think the team approach would be supplemented if there were a structure/instrument that helped to

formalize, not the meetings, but the results of whatever it is that the team works on.

- * I would like to see more seminars - with funding available to attend.
- * I am concerned that we tried to take on too many projects, in too many areas. I would have preferred one or two topics for the year, in more intensive study.
- * I would like to have more in-service on adapting programs to help special needs students.
- * Another concern I have was over team leaders. I felt either they lacked knowledge of our contractual working conditions or they were given misinformation on dates available for staff development.
- * I would like to see more participation among all team members at staff meetings.
- * I would like to see more in-service workshops for science instruction.
- * The teaching of science remains a concern - most elementary teachers seem to "skimp" on the science curriculum - often due to lack of training and/or expertise in this area.

After reading the participant responses and having the, categorized, the items were graphed, relative to each team's number of statements of concern and a team summary was prepared. Also, placed in the Appendix (D)

are Breakdowns of the Open-ended Statements of Concern for each team relative to "Educator as a Learner" and "Educator as a Team Member."

The Primary-Intermediate team responded with the highest frequency of concern in the areas of Management and Information when asked about being an "Educator as a Team Member".

It would appear from the team's statements in the Management section that

team members are most concerned with time;

- * more time to meet at grade level
- * more time to plan activities jointly
- * need for more time for teams to work on curriculum at their grade level

The teams statements relative to "team member" in the area of information and are most concerned with:

- * The comfort level of the team
- * Sharing ideas and raising issues through open team communication
- * A general satisfaction with a "joint effort" towards staff development

The Primary/Intermediate team concerned themselves with the information stage and also the refocusing stage when considering the "Educator as a Learner" question.

The highest stage of concern was the Informational, the open-ended statements indicate an insatiable thirst for learning. This team repeatedly mentions the need for:

- * more workshops and inservice programs
- * a general satisfaction with inservice programs this year
- * more visits to other classrooms
- * the science curriculum to be enhanced with new resources and technology
- * One participant summed up the "Educator as a Learner" question by stating, "The incentive and motivation are the key elements for continued learning. These are stressed and supported throughout the school".

The secondary area that the Primary/Intermediate team appeared concerned with was the Refocusing stage. Their concerns centered around the narrowing in on team goals, not being too ambitious and being more practical in the initial goal-setting process.

The open-ended statements submitted by this team indicate a high level of interest in being a part of, and having input into, their professional development.

Early Childhood Team

Participant responses to both questions are categorized by using the seven Stages of Concern.

0 - Awareness

- * There were no responses within this category.

1 - Information

- * Most of the meetings were informative, however, it would have been nice to have say in the subject matter.
- * Outside conferences should be planned for and the number of them increased.
- * As a learner, the in-service workshops were a great asset to the enhancement of professional growth.
- * The Parent/Child program was presented extremely well and the results of the parent questionnaire proved that the program was highly effective.
- * The team members should have more input on what the goals will be for the school year.
- * Conference approvals should be verbally approved to expedite the process.
- * More money should be made available for team members to attend conferences/ workshops.
- * I would like to visit some model early childhood centers (or one) next year particularly to learn how these centers link pre-school to kindergarten.

- * It would be helpful to have more communication among team members.
- * It would be more beneficial if subject matters were appropriate to all age groups and then become diversified.
- * I would like to have more in-service from staff members and from the outside.
- * I would enjoy being able to visit other school districts.
- * I enjoyed receiving additional literature on varying subject matter. More!!
- * An issue of importance deals with professional workshops. It would be beneficial to attend conferences and have at least one or two paid for by the city.
- * We do not have enough workshops on the latest trends in education.
- * If someone feels positive about something then learning has taken place. Sharing of ideas, resources and expertise should take place throughout the year.
- * I enjoyed the opportunity to share ideas and information with other colleagues.
- * Parent/child Day was an experience. It was rewarding to see the change in attitude of many parents.

- * A writing course and a course in conflict-free discipline were areas I had an opportunity to grow professionally.
- * As a learner, I would like to visit more Early Childhood Centers.

2 - Personal

- * Team participants should be more on an equal level
- * I found being a team member a most rewarding experience.
- * I believe that we should be more equal team members-remembering we are all professionals
- * Due to the fact that I am a part-time team member, I have not been able to attend all of the meetings. However, the meetings I did attend left me with a positive attitude towards staff development.
- * My concern is that we all make decisions together in a professional way.
- * We need to respect parents more!

3 - Management

- * Time needs to be given to find out what each class teaches and what their expectations are.
- * More time is needed to present our thoughts and concerns as a group.
- * Some meetings were repetitious and questions did not seem relevant to our goals or the group.

- * Time should have been spent getting acquainted with one another. For any group to work well together there must first be trust established among the members.
- * Within the school, teachers should have time to visit each other's programs and to learn about each other's curriculum and setting.
- * I felt it was a good beginning however it would be helpful to have it more structured.
- * We need more time to work together i.e...sharing lesson plans, student progress, etc.

4 - Consequence

- * Many of my students could benefit from a weekly motor room session.
- * We need to more understand what these children put up with outside of school- teams and teachers should empathize more with these situations.
- * Team members may see working on a team as a liability not an asset.
- * Will team members take on ownership with the team?
- * My concern is that the learning is about real issues that are relevant to teachers and their work in the classrooms. Also that teachers implement what is learned in a positive way.

5 - Collaboration

- * Remember that each team member has a "specialty" area that he/she might be able to share with the rest of the group.
- * As a first year teacher, the team meetings allowed me to meet with teachers who I would otherwise not meet with.
- * When we met as a team we discussed many issues relevant to all of us - I hope this continues.
- * One of the Staff Development meetings with Gwen Caldwell showed us a great many inexpensive items to enhance children's fine and gross motor skills. Each Staff Development meeting should have a theme in which everyone could benefit from.
- * Cooperation on small things that effect morale.
- * Teams need to be supportive of each other in both the individual and schoolwide team.
- * The diverse grouping gives different perspectives and well-rounded opinions. However, attention needs to be paid to the incorporation of everyone's concerns and talents.
- * The teachers who worked together at my grade level were remarkable as a team. Effort and encouragement was given by all.

6 - Refocusing

- * Topics should be the team members choice and pertinent to their grade level. The team leaders should then organize appropriate workshops designated by their membership.
- * Team leaders should receive inservice credits for the time spent organizing staff development meetings and workshops.
- * This year the agenda for our group was pre-set. Next year we should develop the agenda together.
- * I would like to be included in what happens at the Staff Development meetings. I think all members of the team should have input into what is covered next year.
- * A concern is to find common interest entry points and vision inspite of varying philosophies and teaching styles.
- * Focusing on the objectives and maintaining that throughout the year is difficult.
- * We need more clear goals and direction in team meetings.
- * I would like to have an agenda that would pertain to all age groups (3 to 7).
- * I would like to have more input into agendas and meetings. There were times I felt I was not an equal team member.

- * I would like to learn more about the programs at Snug Harbor School (i.e...Extended Kindergartens).

After reading the participant responses and having them categorized, the items were graphed, relative to each team's number of statements of concern and a team summary was prepared. Also, placed in the Appendix (D) are Breakdowns of the Open-Ended Statements of Concern for each team relative to "Educator as a Learner" and "Educator as a Team Member."

Educator as a Team Member

The Early Childhood team had their highest areas of concern in refocusing and collaboration. The refocusing statements had reference to:

- * Team leader's role
- * More involvement by the team in setting goals
- * Maintaining a focus on specific objectives
- * A respondent stated his/her thoughts this way, "A concern is to find common interest, entry points and vision in spite of varying philosophies".

The collaboration statements relative to being a "Team Member" dealt mostly with concerns that each team member be considered a special part of the team. Key phrases that indicate concern in this area are:

- * each member has a specialty area
- * meet with other teachers who I would otherwise not meet with

Educator as a Learner

The highest frequency of concern by the Early Childhood group in this area was the Informational stage. It was clearly the most thought about. Statements by this team relative to this stage included:

- * inservice workshops enhanced professional growth
- * more money should be available for team members to attend conferences
- * enjoyment in sharing ideas and information with other colleagues
- * many more visitations to other programs and centers

The next analysis and summary was completed for the Guidance Team.

Guidance Team

Participant responses to both questions, categorized by using the 7 Stages of Concern.

0 - Awareness

- * There were no responses within this category.

2 - Personal

- * As much opportunity for professional workshops and conferences.

3 - Management

- * Need to follow through on original team goals
- * Continue to coordinate efforts with guidance team in the areas of Parent Involvement, Improving Attendance.
- * Continuity of parents/students through clearer communication.
- * No time to pursue educational issues as we had originally planned.
- * I had less time this year to consult with teachers because my time (and theirs) was spent within team meetings on Tuesday afternoons.

4 - Consequence

- * Concerns about our families, and children and positive work of the Guidance Team
- * Continue to meet and find new issues to explore ourselves and present to parents.

5 - Collaboration

- * Pre-School and Elementary team members were able to work well together to address whole school and community issues.

- * Sharing Ideas and meeting together has been a positive learning experience.
- * It has been helpful to meet with all members of the Guidance Team. It has fostered an understanding of each other's roles and encouraged a greater sense of school commitment.

6 - Refocusing

- * Attempt to address issues common to all programs and age groups.
- * Time is needed to develop the Elementary Guidance program i.e...topic specific time-limited guidance groups.
- * A suggestion for next year is to meet once a month as a Schoolwide group and once a month as subgroups.
- * Developing an agenda for the following year that allows time for learning more about specific issues.

After reading the participant responses and having them categorized, the items were graphed, relative to each team's number of statements of concern and a team summary was prepared. Also, placed in the Appendix (d) are Breakdowns of the Open-Ended Statements of Concern for each team relative to "Educator as a Learner" and "Educator as a Team Member".

The Guidance team's highest frequency of concern when replying to the "Team Member" question was in the

area of collaboration. The statements of concern from the participants illustrate a positive collaborational effort.

- * It has been helpful to meet with all members of the Guidance Team.
- * Sharing ideas and meetings together has been a positive learning experience.
- * It has fostered an understanding of each other's roles and has encouraged a greater sense of school commitment.
- * Pre-School and Elementary team members were able to work well together to address whole-school and community issues.

The Guidance team's statements of concern when replying to the "Educator as a Learner" question, Management statements were the highest frequency of concern. The statements dealt with communication, time and goals.

- * Need to follow through on original team goals.
- * Continuity with parents/students through clearer communication.
- * No time to pursue educational issues as we had originally planned.
- * I had less time this year to consult with teachers because my time (and theirs) was

spent within team meetings on Tuesday afternoons.

The same format will be followed in the next section regarding the Special Education Team.

Special Education Team

Participant responses to both question, categorized by using the seven Stages of Concern.

0 - Awareness

- * There were no responses within this category.

1 - Information

- * I would like to see in-house workshops relevant to Early Childhood/Special Education continue to be offered.
- * I really enjoyed visiting other programs outside of our school system that share similar needs. I hope this opportunity continues.
- * I would like to participate in more visits to other cities. It gives a sense of what other preschool programs do with Special Education children.
- * I would have liked to share with other Early Childhood professionals as well as with other Special Education team members.
- * I am interested in having more relevant inservice workshops.

- * As a member of this team I see myself as being part of a cohesive unit.
- * Perhaps due in part to the age, characteristics and geographical distribution of the population served, the group tends to be actively and passively set apart. To be more effective, our interests and interactions must become more global.
- * I would like to see the continuance of one project that began this year - visiting other programs. This is extremely helpful in curriculum planning and placements.
- * I think that our activities and visits as a team were very appropriate and beneficial and would like them to continue.
- * One of our goals was to increase and improve Parent Involvement. We have gotten positive informal feedback, it might be helpful to receive written feedback from parents.
- * I am pleased with the inservice courses offered this year.
- * I would like to visit more programs with a similar population of students as I have in class.
- * I would like to attend more in-house workshops/conferences as they pertain to my particular needs.

- * I am concerned about coordination of the team's efforts toward goal attainment. Development of new goals should take place as current goals are achieved.
- * I am concerned about developing a greater variety of activities that will further enhance team members professional skills.
- * The Freedom to be able to experiment with new ideas was the aspect of our Staff Development program I found most rewarding.
- * I think of the Staff Development concept as very valuable and enjoyed our project.

2 - Personal

- * When choosing a team leader he/she should be one who is familiar with the population of students.
- * I have a concern that some team members do not share a team approach. While different opinions may often serve as catalysts for improvement, unless voiced, perceived or actual issues remain unresolved.
- * I am concerned about obtaining updated information pertaining to my specific field and education.
- * I am concerned about my position in the innovation. This year I was not a member of this team. Next year I would like to develop a working cooperative relationship with a team membership.

- * I would like to continue to contribute my own expertise to enhance the professional development of others.
- * As an Educator as a Learner, my biggest concern is isolation from other Language Development Class teachers in the system.

3 - Management

- * Time is of the essence - it is difficult to find the time to accomplish the goals of the team.
- * I am concerned about communication between team members.
- * I am concerned that the system will not activate improved methods in favor of retaining the old and familiar.
- * I am concerned about the school-based project meetings taking time from other types of team meetings which are also very important (discussions about children.)
- * I would appreciate more time being allotted for visitations and activities for team meetings.
- * Finding the time to meet with my present team as they meet in the morning when I have class.

- * Finding time to work on team projects and still have time for classroom planning/responsibilities is a concern.
- * I am concerned about developing a greater awareness of the activities of other teams within the school. More time is needed for each team to share his work with the total school staff.

4 - Consequence

- * I am concerned about refining my abilities to assist teachers and children at risk within the regular classroom.
- * I am concerned about being on the team that would be most beneficial to myself/students, rather than being on a team because I am a member of a particular department.
- * I am concerned about developing new skills in order to keep up with the changing needs of the students we serve. Also, keeping abreast of new developments within this field changing technology and current research.

5 - Collaboration

- * I feel that the team may have been isolated to a certain extent and could benefit from joining other teams which share similar concerns.

- * I feel that participating in the team has made our staff more "united" due to the relevant activities we chose. I hope that this will continue to improve communication among staff members.

6 - Refocusing

- * I would like to work with a team that shares the same or similar curriculum concerns as myself.
- * I think the Special Education staff could mutually benefit by meeting together
- * I would have liked to attend a conference specific to current issues in Early Childhood and Special Needs.
- * I am concerned about getting involved in more workshops related specifically to our area.
- * It would be helpful for the Special Education team to be part of the Early Childhood team.
- * I would like to have addressed more professional development issues in the team and invite guest speakers or ask team members to share information specific to issues of Special Education.
- * Now that I am familiar with the goals and potential opportunities of this initiative, I hope future projects will be more significant to our overall function as a program (ie..alternate methodologies)

and as one of many teams within the school (ie..mainstreaming).

- * I am concerned about the logistics of scheduling meetings for a school-based project. It would be helpful if they were scheduled well in advance and attempts made to have them when all team members could attend.
- * The Special Education team should have more involvement with the regular education teams when appropriate.

After reading the participant responses and having them categorized, the items were graphed, relative to each team's number of statements of concern and a team summary was prepared. Also, placed in the Appendix (D) are Breakdowns of the Open-Ended Statements of Concern for each team relative to "Educator as a Learner" and "Educator as a Team Member."

Relative to the open-ended "Team Member" question, the Special Education team seems more concerned with two areas; Management and Refocusing.

An analysis of the statements relative to Management show a clear concern for issues involving time.

- * Time is of the essence - it is difficult to find the time to accomplish the goals of the team.

- * I would appreciate more time being allotted for visitations and activities for team meetings.
- * Finding time to work on team projects and still have time for classroom planning/responsibilities is a concern.

The Refocusing area of concern for the Special Education Team illustrated issues of merging with the Early Childhood team as not to isolate themselves by simply dealing with Special Education issues and concerns.

- * The Special Education Team should have more involvement with the regular education teams when appropriate.
- * It would be helpful for the Special Education Team to be part of the Early Childhood Team.
- * I would like to work with a team that shares the same or similar curriculum concerns as myself.

With regard to the "Educator as a Learner" question, the Special Education team's highest frequency of concern fell overwhelmingly in the Informational area. Within this area the majority of statements were inservice and conference oriented.

- * I really enjoyed visiting other programs outside of our school system that share

similar needs. I hope this opportunity continues.

- * I would like to see in-house workshops relevant to Special Education/Early Childhood continued to be offered.
- * I think that our activities and visits as a team were very appropriate and beneficial and would like to see them continued.
- * I would like to attend more in-house workshops/conferences as they pertain to my particular needs.

The Open-Ended Statement of Concern gave a crystal clear picture of our School-Based Staff Development Project. Table 9 illustrates the number of statements of concern and totals for all teams, for both questions. Relative to the "Team Member" totals, the Management and Refocusing concerns were the two highest. The management concerns dealt mostly with time concerns. Staff needed more time to share, communicate, evaluate and plan. The refocusing concerns centered on specific ideas to restructure, increase involvement and define roles within the program. The Team-Member results were truly supportive of the concept. There were virtually no negative comments, only constructive criticisms.

The "Educator as a Learner" question had an overwhelming statement concern. The Informational

Table 9

Schoolwide Composite View of Open-Ended
Statements of Concern

Educator as a Team Member

TEAM	0	1	2	3	4	5	6
PRIMARY/INTERMEDIATE	0	13	10	15	0	0	4
EARLY CHILDHOOD	0	5	4	6	1	7	8
SPECIAL EDUCATION	0	4	3	7	2	2	6
GUIDANCE	0	0	1	3	1	5	3
TOTAL	0	22	18	31	4	14	21

Educator as a Learner

TEAM	0	1	2	3	4	5	6
PRIMARY/INTERMEDIATE	0	23	7	2	1	1	10
EARLY CHILDHOOD	0	15	4	1	2	0	3
SPECIAL EDUCATION	0	11	2	2	2	1	5
GUIDANCE	0	0	0	4	2	2	2
TOTAL	0	49	13	9	7	4	20

stage was undoubtedly the most intense concern. The statements primarily dealt with additional "learning" situations. Staff is concerned about being involved with more in-service and utilizing more in-house and in-system resources to reinforce their classroom skills. Also, they voice the need to visit other classrooms in and out the the Snug Harbor Community School.

The Open-Ended Statements of Concern displayed a keen interest in the innovation by the staff. It appears that staff was challenged and met with success within their roles as "Team Members" and "Learners" in the School-Based Program.

Informal Schoolwide Staff Development Survey

In further evaluation of our Site-Based Staff Development endeavor, the schoolwide staff was given an Informal Schoolwide Staff Development Survey to complete. The results as reported in Table 10, are based on the thirty-four surveys returned. The survey's purpose was to reflect on the project as well as for goal setting for the upcoming school year. The questions dealt with the same three categories: 1. Environment of the School, 2. Educator as a Learner, and 3. Educator as a Team Member.

Table 10

Informal Schoolwide Staff Development Survey

	1	2	3	4
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1. There was effective communication within the team.(3)	13 38%	17 50%	4 12%	0
2. Our team was able to work collaboratively.(3)	12 35%	21 62%	1 2%	0
3. This year's team efforts will be reflected in my teaching practices.(2)	8 24%	24 71%	1 1%	0 2%
4. Our team goals were appropriate.(1,2,3)	13 38%	21 62%	0	0
5. The knowledge base of your team has been enhanced.(2)	16 48%	17 50%	0	0 1 blank
6. Within this staff development effort team members continued to learn and grow.(2)	12 35%	21 63%	0 1 blank	0
7. This staff development effort fostered increased independence and interdependence.(3)	8 24%	23 68%	1 2%	1 2%
8. This staff development effort focused on the school as the arena for educational improvements.(1)	24 71%	9 26%	0 1 blank	0
9. This staff development endeavor required a substantial amount of ownership, participation and time.(1,3)	17 50%	14 42%	2 6%	0 1 blank
10. This staff development project included opportunities for a variety of 'educator as a learner' activities.(1,2,3)	8 24%	23 68%	3 8%	0
11. Small informal teams were an effective vehicle for staff development.(3)	24 71%	10 29%	0	0
12. This staff development project provided for specialized training.(2)	3 8%	15 45%	15 45%	0 1 blank
13. This staff development design fostered feelings of self-efficacy, self-confidence, and self-worth.(2,3)	9 26%	19 56%	5 16%	0 1 blank

1 = STRONGLY AGREE 2 = AGREE 3 = DISAGREE 4 = STRONGLY DISAGREE.

The number following each question corresponds to the three categories above. The results were extremely positive, as well as informative. The question that was most thought-provoking, was number 12. Certainly as participants set goals for next year, specialized training for teachers should be a major consideration.

Staff Recommendations for Goal Setting

A goal setting session was planned at the end of the school year. This session allowed time for a staff analysis of all data collected during the Staff Development effort. One major change was initiated for this meeting - a merger of the Early Childhood and Special Education teams. The idea of combining teams originated from the open-ended team concerns. The following team goals were preliminarily set for the upcoming school year, thus returning to the Planning Cycle of the self-reflective spiral of cycles involved in the Action-Research model.

Early Childhood Team

II. Goals

- A. To develop a support system that demonstrates cohesiveness among team members resulting in a feeling of well-being, personal, and professional satisfaction.

OBJECTIVES

1. Facillitate group problem-solving regarding individual/team issues and concerns.
 2. Encourage the exploration of teaching methods through the sharing of ideas/philosophies.
 3. Promote optimal communication through designated responsibilities and follow-up procedures.
 4. Create an informal yet professional environment.
- B. To integrate Early Childhood programs within the Snug Harbor Community School.

OBJECTIVES

1. Presentations of individual programs.
 2. Classroom visitations among the Early Childhood Staff.
- C. To promote professional development

OBJECTIVES

1. Sharing specialties among colleagues
2. Scheduling workshops utilizing community resources.
3. Attending related educational conferences
4. Visitations to Early Childhood Programs outside the Quincy Public Schools.
5. Professional literature.

Primary/Intermediate Team

II. Goals

- A. Investigate and implement positive methods of improving communication between staff members, parents and the school.
- B. Gain increased knowledge and understanding of the background, people, problems, and relevant issues unique to the Germantown community in order to better meet the needs of our students.
- C. Continue to enhance and improve positive morale of the staff by reinforcing the importance of the job we do.
- D. Create a "Schoolwide Snug Harbor Pride Program" to improve the sense of pride our students take in the school, and in themselves, thus improving the self-image of our students.
- E. Increase student participation in the functioning of the Snug Harbor Community School through the creation and implementation of a student council.
- F. Promote professional development by sharing specialties among colleagues, and by taking advantage of relevant workshops.
- G. Evaluate our curriculum and materials in order to better meet the needs of our students.

- H. Increase the amount of time spent meeting as Grade Level Teams in order to work on identified grade level goals

III. Grade Level Team Goals (H)

Grade 1

1. Meet with core evaluation team to increase communication, express concerns, and clarify guidelines for the 766 procedures. (A)
2. Meet as a team on an on-going basis with Mary O'Connor to develop Writing Workshop program for Grade 1. Gain and implement expertise in the writing process when working with students in Writing Workshop. (F)
3. Possible participation in relevant city-wide in-service offerings. (F)
4. Evaluation of new Scott, Foresman Math program. If it is not successful investigate and preview other series. If satisfied that the program meets our needs, meet to develop and supplement the Math curriculum. (G)
5. Presentation to Grade 1 Team by Gwen Caldwell on motor development. (F)
6. Meet with Jane Hurstack to discuss progress of children certified for Speech and Language assistance. (F)

Grade 2

1. Reading Incentives contest (A,E)
2. Producing responsibility in children for homework (A,E)
3. Attendance Problems/Absentee Notes (A)
4. Mainstreaming Primary II students (A,G)
5. Reading Groups/Student progress charts (G)
6. Meet with Dr. Osborne on 766 students (A)
7. Schoolwide Field Day (D)
8. Special Activities Unit (D)
9. Presentation by Bea Matthews on general hygiene issues for Grade 2 (F)

Grade 3

1. Science Curriculum - examine the curriculum and coordinate with our science texts. Go through and collect materials for experiments. (G)
2. Evaluate SHCS standards and expectations. Visit another school system with a different type population and look at their materials, test scores and student effort in order to compare to SHCS. (F,G)
3. Need to meet with the transitional grade staff, including guidance, previous teacher, special needs teacher in order to help children make

the adjustment back to a grade level classroom. (A)

Grade 4

1. Curriculum development in Social Studies. (G)
 - Continue development of multi-cultural units (Native American, Afro-American, Asian-American, European, Latin, Hispanic, Irish)
 - Continue to develop materials on Quincy History
 - Continue in the area of Map Skills and Geography
2. Curriculum development in Science (G)
 - Develop curriculum units and materials that match the new Science curriculum:

Plants/Animals	Ecology
Polar Biomes	Geology
Tundra Biomes	Mountain Biomes
Mechanical Advantage	Rocks and Minerals
Astronomy	Space Travel
Communication	
 - Examine the "Windows on Science" laser discs as a resource to cover some of the Science units. (G)

Grade 5

1. Management Consolidation (F)
 - Time on task
 - Work incentives
 - Improving class structure
 - Reorganizing/Restructuring teacher tasks
2. Guidelines for discipline (A)
 - Homework letter to parents
3. Follow-up to Lola May Math Seminar (G)

Guidance Team

II. Goals

- A. Increase communication and involvement of parents with special emphasis for both new and Asian parents.
- B. Provide parent education workshops for preschool-grade 1
- C. Develop longitudinal study of previous preschoolers at Snug Harbor Community School
- D. Guidance team will meet three times a year to discuss mutual families
- E. Provide Early Childhood parent group meetings.
- F. Increase parent involvement in the classroom.
- G. Work on developing self-esteem building activities for various age groups.

III. Sub-Teams

- A. The entire Snug Harbor Community School Guidance Staff will meet one Tuesday per month to work on the above stated goals.
- B. One Tuesday per month the team will split into two sub-teams made up of the K-5 Guidance Staff and the Early Childhood Guidance Staff. On these Tuesdays each sub-team will work on issues unique to the needs of the students they service.

The participants have successfully planned their site-based staff development program for the new school year. Therefore, they were prepared to begin the Acting/Observing Stage of the Active Descriptive Research Model.

CHAPTER V

SUMMARY

The intent of this study was to examine the effectiveness of a site-based staff development program as one component of a Schoolwide Project Plan. With the utilization and implementation of an Active/Descriptive research model, the Snug Harbor Community School staff and administration proceeded on a course of self-reflective inquiry in order to understand their own social and educational practices more clearly.

The setting for the study is the Snug Harbor Community School in Quincy, Massachusetts. This school serves an attendance area in which over ninety percent of the children are from low income families and "Project" housing. Another uniqueness relative to this school's student population is its composition of predominantly poor, white, elementary age children. The students for the most part are extremely at-risk of falling in school.

Research asserts that at-risk or disadvantaged children are ones that have a high likelihood of dropping out as well as having demographic, socio-economic and institutional characteristics such as; living in high growth states, living in unstable

school districts, being a member of low-income family, having low academic skills (not necessarily low intelligence, having parents who are not necessarily high school graduates, speaking English as a Second Language, single parent children and low self-esteem. The Snug Harbor Community School children came under seven of the eight characteristics of an at-risk child.

Approximately sixty-percent of the children involved in this study qualify for Chapter I services in Reading, Math or both academic areas. Another eighteen to twenty percent of the students are certified for Special Education with Individualized Educational Plans (IEP's). Seventy-six percent of the students at Snug Harbor receive free lunch benefits and thirteen percent receive reduced meal assistance. Due to this extreme poverty level, the school became eligible to be a Chapter I Schoolwide Project (SWP). The purpose of SWP is to upgrade the entire educational program of the school. The concept grew from congress' perception that once poverty reaches the 75% level, it makes little sense to simply supplement an educationally disadvantaged school. The most important feature of an SWP is that Chapter I personnel as well as educational hardware and software can be utilized by all children not only those qualifying for Chapter I remedial services. Snug Harbor also uses the SWP to

lower pupil/teacher ratio as well as enhance the educational program with several instructional initiatives. The SWP program will be evaluated by the federal government after a three year period. If there is not a determined criterion of improvement, the SWP status is removed.

The foundation of this study was based upon the availability and utilization within the body of literature labeled "Effective Schools". When examined in depth, this literature detailed the many, "key ingredients" that make a difference in educating at-risk children in urban settings. The "Effective School" literatures most outstanding accomplishment was that it encouraged schools to continue to strive to make a difference in the lives of their students.

A widely used definition of an "Effective School" was utilized in the study. An "Effective School" is one in which there is satisfaction on the part of parents, students\and educators that all children of all racial and socio-economic groups learn that they need to learn.

The implementation of the Effective School's literature was followed by the application of an Action/Descriptive Research model. This method has been employed to examine school-based curriculum development, professional development and

school-improvement programs. Action research implements a self-reflective spiral of cycles. These cycles are labeled: planning, acting, observing and reflecting. The process was essentially participatory in the sense that it involved participants reflecting on their practices. This type of research was collaborational and involved all members within the organization. Corey and Kemmis (1988) stated that action research is a key part in the role of the professional educator. They also asserted that participatory democracy involves substantial control by people over their own lives, and within that, over their work. They suggested that action research is a means in which this ideal can be approached. The Planning stage of the Staff Development project, consisted of initial meetings that were held with the full schoolwide staff. These meetings led to an understanding of the "Effective Schools" literature, the design of the educational organization, and the selection of "team leaders". The "leaders" were representatives of each schoolwide team within the schoolwide project. They also served as planners as well as liaisons with the administration.

The school was divided into 2 units, an Early Childhood (3 year program - Grade 2), and the Intermediate Unit (grades 3-5). The purpose of the

division was to enhance the curriculum continuum as well as allow/or for individual teacher development. Other organizational units were: grade 6 level curriculum teams, and cross grade level curriculum teams. These teams were responsible for coordination of classroom instruction, ordering appropriate curriculum materials and updating and monitoring student progress throughout the implementation of the SWP. Following the establishment of the organization, a Planning Workshop was held. This critical session intended to incorporate the ideas of "Team Leaders: and the school administrators in order to design basic principles, staff development goals as well as outline a developmental emphasis with the related principles and current literature in mind. As a result of this workshop an emphasis for the site-based effort was placed in three categories: The Environment of the School, The Educator as a Learner and The Educator as a Team Member.

Of these three categories the Environment of the School was measured in the Planning Stage. In an effective school the educational environment needs to be one in which parents, students and educators are satisfied that children are safe and learning what they need to learn. In order to ascertain the

climate of the Snug Harbor School formal and informal measurement tools were employed.

The Student Survey was designed to measure children's attitudes in eight different areas of the school setting. These attitudes were geared toward: self, teachers, administration, safety, schoolwork, school, friends, and school rules. The results of the informal survey contained data that was outstanding, as well as data that was a concern to the staff and administration at school. The data regarding the attitude toward teachers, administration and school were excellent. These results served notice that students really like their teacher, principal and feel positive about school. Student attitudes toward safety (to and from school) were concerning; however, eighty-five percent of the students feel safe inside the school. The results indicate a student population that likes themselves (87%) but realizes they do get angry frequently and twenty-five percent of the students felt they did not have much to be proud of. Student attitudes toward schoolwork was very good, although twenty-one percent of the children stated that they do not do their homework. The attitudes regarding school rules were interesting. Fifty-six percent of the children stated they have had to stay after, only three percent of the students stated they helped make

school rules. Eighty-six percent of the students felt that the school rules are fair and eighty-three percent of them stated they knew what the school rules were.

The over-all results of the survey indicated many strong areas in student climate; however, some weaknesses exist in the safety, school rules, and self categories. Within the Staff Development Effort the Guidance Team felt it appropriate for them to examine these somewhat negative results and place emphasis in these areas when planning services for the student population.

The Parent Opinion Survey was completed by the Parents at home and brought back to school by the children. The goal of the survey was to ascertain the perceptions of the parents relative to teachers, curriculum, maintenance, morale of the students, school rules and atmosphere of the school building. The overall perceptions of the parents were very positive. Eighty-four percent felt satisfied about the school, eighty-seven percent of the parents stated the teachers cared about their children and it is easy to meet with them. Eighty-two percent of the parents indicated their children were receiving quality instruction.

The teacher survey was utilized in gauging the staff morale, the fairness and clarity of school rules, relations with parents and the community, job

satisfaction, participation in continuing professional development and attitudes about education which contribute to school climate. These areas were all included in the Effective School Battery instrument. As with the parents and students surveys, the primary goal was to learn what the teacher perceptions were relative to the school environment in order to help plan for the site based program. The results were overwhelmingly positive in this regard. Teachers scored in high or very high percentiles (85-99) in nine of the fifteen categories. These high-scoring categories were: Teacher Safety, Morale, Planning and Action/Innovation, Smooth administration, Obtaining Supplies and Resources, Development and Nonauthoritarian Attitude. The interpretive information from Parents, Students and Educators reveal a school that is definitively effective.

The Acting/Observing stage of this research process dealt with the many collaborative components of the Staff Development program. Administrative, Schoolwide, Team Leader, as well as individual team and grade level meetings were collaborative efforts undertaken to meet selected goals and objectives. Informal observations and remarks were elicited during this stage in order to assess the status of the program. These remarks and

observations were categorized by positives and issues/concerns and shared with all participants.

The Reflection step of the Action-Research process allowed participants an opportunity to measure their concerns about the program. It involved evaluation, as well as the planning for the next school year. The evaluations were completed by utilizing the Stages of Concern About an Innovation, an Open-Ended Statements of Concern about an Innovation, as well as a Schoolwide Informal Staff Development Evaluation.

The Stages of Concern about an Innovation questionnaire provided a frame of reference from which staff concerns could be viewed and described. The Stages of Concern were: Awareness, Informational, Personal, Management, Consequence, Collaboration and Refocusing. Individual and Team profiles and demographic information defined staff concerns as the staff development effort concluded its year-long activity. A schoolwide view of the questionnaire's results indicated a high concern in the Personal, Informational and Collaborational stages. Personal concerns were mostly initiated by senior members of the teams. These members may have needed more time, support and communication to lessen their personal concerns. The collaborational concerns may have dealt with issues of communication, increased cooperation and

sharing of information with other teams. The high concerns of staff in the informational stage was indicative of a high degree of interest in the staff development effort. The results of this closed-ended questionnaire indicated a very high interest and knowledge base regarding the program.

As an additional measurement of effectiveness, an open-ended format utilizing the same "stages of concern" was implemented. This format elicited specific responses from participants relative to the Educator as a Team Member, and the Educator as a Learner.

The Schoolwide concerns about being a Team Member in this regard indicated three of the more intense concerns were: Management, Informational and Refocusing. The refocusing stage, was of particular interest. The Early Childhood Team had eight statements interpreted as being within the refocusing stage. Their concerns had reference to: The Team Leader's Role, more involvement in goal setting and maintaining a focus on specific objectives. Another open-ended concern was stated relative to a re-organization of the teams. The same refocusing stage concern was suggested by the members of the Special Education Team. Both teams strongly suggested a merger of the Early Childhood and Special Education

Teams. The suggestions were based upon the appropriateness and relationship of each Team's goals as well as the compatibility of its membership. The next highest stage of concern relative to the "Educator as a Team Member", was the Informational stage. The main theme of the concern statements dealt with an increase of new curriculum resources, workshops, inservice programs and visits to this and other school's classrooms. These concerns consistently repeated the developmental need to learn more, in order to improve their services to children.

The most concerning schoolwide statements relative to being an "Educator as a Team Member" were interpreted and placed in the Management stage. This stage focuses attention on the processes and tasks of using the innovation, also the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling and time demands are also within the Management stage. All teams were highly concerned with Time: more time to meet at grade level, more time to plan joint activities, more time to work on curriculum, more time should be allotted for visitations and activities for team meetings. Due to contractual constraints, report card conferences and school holidays, the time issue is one that appears to be a given.

The "Educator as a Team Member" open-ended statements have been interpreted to be placed into three categories that suggest a satisfaction with working together as a team. These three stages are all secondary to a statement of general acceptance of the staff development effort. An effective staff development effort needs teachers working in teams within an atmosphere of collaboration and professionalism. The manner in which this staff worked together as a team was truly effective.

Within the site-based effort major emphasis was placed upon the "Educator as a Learner". Critical to this segment of staff development was to have staff think more holistically about their own personal and professional lives. Continuous during implementation was the involvement of formal (e.g. workshops) and informal (e.g., teacher exchange) components. Also, staff needed to learn by doing - try, evaluate, modify and try again. As well as linking their prior knowledge to new information and learning by solving their own problem by sharing and reflecting. Relative to their teams, staff planned, acted, observed and lastly, reflected on their experiences as an "Educator as a Learner". The reflections were completed through Open-Ended Statements of Concern and utilizing the six Stages of Concern; 0-Awareness, 1-Informational,

2-Personal, 3-Management, 4-Consequence,
5-Collaboration, 6-Refocusing.

The majority of open-ended statements were interpreted and placed in the Informational, Refocusing and Personal stages.

The Personal stage concerns regarded, the status and role of the Team Leaders, shared decision-making, peer relationships and miscommunication leading to some staff feeling "left out".

The refocusing concerns regarded other definite ideas about the existing form of the staff development effort. Other comments relative to this stage centered upon narrowing the scope of the team goals, not being too ambitious and being more practical in the initial goal-setting process.

The highest degree of concern relative to the "Educator as a Learner" was found in the Informational Stage. This was indicative of a general awareness of the endeavor and interest in dealing in more detail with it. These participants showed interest in the substantive aspects of this program in a selfless manner. They are comfortable and unworried about their participation in the staff development effort.

Their specific comments in this regard dealt primarily with: additional workshops and in-service programs, more visits to each others classrooms and

other successful classroom settings, more funding for team members to attend conferences. All comments were extremely positive relative to the appropriateness and benefits of the site-based endeavor. The effectiveness of this program's "Educator as a Learner" component was strongly affirmed by these open-ended statements of concern.

An Informal Schoolwide Staff Development Survey was completed as a final evaluation and to assist in future goal setting. Specialized training for teachers was shared as a top priority for the upcoming year. As with the inquiries of concern relative to the "Learner" and "Team Member" the results of the survey were informative and extremely positive.

Staff recommendations for Goal-Setting was the last session of the school-based program. Teams met, and preliminarily set goals for the upcoming school year, thus returning to the Planning Cycle of the self-reflective spiral of cycles in the Action/Descriptive research model.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

School-based staff development places the responsibility and authority for decisions at the school-level and establishes processes which, over time, prepare and support the school-based teams to have more responsibility, commitment and authority with respect to important variables and resources.

The staff development program was to answer four research questions from the interpretation of surveys, comments, observations and demographic data. Within the contents of the Summary, three of the questions have been directly answered. The first question was: What are the teacher, student and parent perceptions of the Educational Environment of the Snug Harbor Community School? The results of the Parent Opinion Inventory, the Effective School Battery (Teacher Survey), and the student survey clearly illustrated an effective school with an extremely positive environment.

An Effective School with a positive school environment or climate satisfies its three essential components: Students Staff and Parents.

All three components require an environment that is secure, orderly and non-disruptive, with the ultimate

goal of emphasizing on student achievement. Effective Schools consistently maintain a safe and orderly environment for successful student learning. This requires a climate where staff and students are free from danger of harm to themselves or damage to their property. In addition the physical plant is clean and well maintained. Another aspect of this environment is a systematic set of discipline policies and practices. In Effective Schools this system emphasizes rules that are specific, easy to understand and the teachers and students have input into the development of the school rules. These rules need to be fair and appropriate. A positive school climate should also embody opportunities for meaningful student involvement as well as widespread rewards and student recognition. This study suggests that there should be a number of quality chances for students to play an important role, other than that of learner, in their schools. These should be opportunities where students learn responsibility and practice leadership behavior. The rewards and recognition variable in a positive climate is mentioned in literature as efforts resulting in in-class and schoolwide honors for students' efforts and performances in academics and their contributions to the school.

Two other important variables indicated by this study to be part of an Effective School are high expectations from the staff and the importance of home-school cooperation and support. Perhaps no other variable has been found more consistently related to school effectiveness than high expectations, which serve to establish a school norm that insists upon student academic achievement and staff accountability for student performance. Another highly regarded component of Effective Schools literature and its relationship to a positive school climate is home-school cooperation and support. This study shares the literatures' perspective, that staff and parents work together to promote student learning is directly related to school effectiveness. The Effective Schools Literature suggests four activities and processes that are important in home-school cooperation and support. The literature states that frequent communication from the school, setting clear expectations of parents. Secondly there needs to be structured parent input into goals and decisions. The third activity/process that is strongly submitted by this study and literature is the provision for opportunity for parents to participate in school functions and activities in/out of the classroom. Lastly, this study expresses a powerful recommendation that parents need occasions to

learn about school programs, develop parenting skills and learn how they can work with their children at home on academic subjects.

The second research question stated, "Has the School-based Staff Development Program at Snug Harbor Community School effectively established teachers as "Team Members"? The many positive statements regarding ownership and collegiality served to affirm the effectiveness of the Team Member concept.

The study supports the team-member concept as an integral part of an Effective School. Team members should feel good about themselves and comfortable in their roles. Indicators that are associated with this aspect of a team-member approach are: appreciation and recognition, caring, celebration, humor and traditions. Within the team-member approach staff members work hard by holding high expectations for themselves and their students, supporting one another, protecting what's important, as well as confiding in and respecting one another. Together an Effective School's team participants also utilize shared decision making and involvement, honest and open communication, collegiality and are effectively empowered to the extent they believe together they can make a difference.

The third question that was directly answered in the context of the summary was: "Has the School-based Staff Development Program at Snug Harbor Community School effectively established teachers as, "Educators as Learners"? Staff indicated specific answers to the Open-Ended Statements questionnaire, teachers want additional specialized training as well as increased awareness of other programs and classrooms in the school. Their statements and actions clearly suggested a need to continue to be an "Educator as a Learner".

Teachers in this study utilized notions of collegiality, experimentation, and reaching out to a knowledge base in discovering what it is to an "Educator as a Learner". The collegiality was present throughout the project in all collaborative components. There was a sense of "shared purpose" that was present in each team member. Through experimentation, staff continuously linked prior knowledge to new information. This reaching out to the knowledge base assisted these "learners" to discover and learn by reflecting and solving problems in a supportive, and purposeful learning environment

The final research question that needed to be addressed was: "Has the design and implementation of a School-Based Staff Development program within a Schoolwide Project, to meet the needs of staff,

students and community been effective?" In order to answer this question this researcher needs to reflect on some changes the staff development program has initiated.

The application of the many processes involved in this site-based program led to changes with immediate impacts on students, parents and staff. The students have had more emphasis placed on self-esteem, in a newly implemented in-class model. Two volunteer staff members established a Student Council with an emphasis on school pride and student leadership, a renewed stress on attendance and tardiness at all levels has been initiated by many team members. Parent involvement in school's activities and organizations have increased. The Parent-Child program, which involves children and parents in the classroom once a week, added an additional classroom to its program.

Through this effort, teachers have had the experience of peer leadership, shared decision-making, curriculum and budget input, school restructuring and design, increased accountability and evaluation. They have been totally involved in an Educational Organization with Schoolwide Goals and a clear vision for a community of learners - a place where all participants - teachers, principals, parents and students engage in learning and teaching. The last

research question regarding an effective school-based design for all participants is distinctly affirmed.

This staff development effort, although very successful, has its cautions. The site-based philosophy has certain criteria that needs to be met. It is the strong belief of this researcher that Central Office support is paramount. It is implied by this study that successful transition and continuation of a site-based staff development program is dependent to a very great extent on the degree and nature of central office involvement and support. The full commitment of key important leaders within this hierarchy, as well as leaders who have an understanding of the Effective Schools literature would be an ideal situation.

Staff stability is a necessity in order that an organization can consistently develop year to year. According to Effective Schools literature consistency in staffing is an ingredient of higher achieving elementary schools. This staff is a more cohesive group in all facets of school organization. However, this study also suggests that if any school organization can maintain a consistent service delivery with minor staff changes, it is a Site-Based school. Newer staff have a great amount of opportunity to meet, share and learn from veteran staff members.

In a site-based staff development effort, parents need to be treated with respect and teachers must be dealt with as professionals. Time is an extremely important component in the site-based model. In order for a site-based staff development program to succeed, staff needs to have consistent uninterrupted time in order to fulfill goals and be invested in their effort.

The appropriate ingredients of a school-based staff development effort, Effective School's literature and a Chapter I Schoolwide Project made the design and implementation of this program effective for parents, students and staff of the Snug Harbor Community School.

APPENDIX A
STAFF MEETING AGENDA

SNUG HARBOR COMMUNITY SCHOOL

STAFF MEETING

AGENDA

DATE:
 LOCATION: Media Center

START TIME: 12:30
 PLEASE BRING:

Order of Agenda Items	Issues
1. ANNOUNCEMENTS	! Book-It ! Summer Reading Lists ! Volunteer sheet (attached) ! Computer Lab Reports ! Budget - Items not received ! Calendars ! New supplies received ! Computer Course ! ESL
2. GUIDANCE	! Presentation 12:30 - 1:00
3. PRIMARY TEAM	! Meet Tom and Trish in the Teacher's Room
4. SPECIAL NEEDS TEAM	! Meet Alan in Kathy Bakis' Office
5. INTERMEDIATE TEAM	! Stay with Edie and Dave in the Media Center

SNUG HARBOR COMMUNITY SCHOOL

STAFF MEETING

AGENDA

DATE: START TIME: 12:30
 LOCATION: Media Center PLEASE BRING:

Order of Agenda Items	Issues
-----------------------	--------

SCHOOLWIDE ISSUES

1. CENTRAL OFFICE	Reorganization	(Rick)
2. SCHEDULING	Early Childhood Chapter 1 Chapter 188	(Rick)
3. BUDGET/TEXT LEARNING	Submitted Budget Review	(Rich)
4. STAFF DEVELOPMENT	Evaluation Forms	(Rich)

GRADE K - 5 ISSUES

5. CCC MEETING/INSERVICE	Evaluation Form	(Rich)
6. SCIENCE/INSERVICE	Windows on Science	(Rich)
7. READING/MATH SKILLS	Stanford Diagnostic Reading/Math Student Checklist	(Rick)
8. SUMMER SCHOOL	Proposal	(Rich)

SNUG HARBOR COMMUNITY SCHOOL

STAFF MEETING

AGENDA

DATE:
LOCATION: Media Center

START TIME: 12:30
PLEASE BRING:

Order of Agenda Items	Issues
1. ORGANIZATION 90/91	Concerns about * - schedules * - programs * - staffing
2. SURVEYS	Reactions and - Carmen Recommendations - Joe Long - Dr. Ricci - Gene Creedon * - Staff
3. COMPUTER LAB	Meet with CCC * - reports (Dave) * - evaluation by staff
4. STAFF DEVELOPMENT	Standardized Tests * - reports Curriculum Changes * - 1990/1991 Instructional Materials * - Budget 1990/1991

APPENDIX B
INDIVIDUAL PROFILES

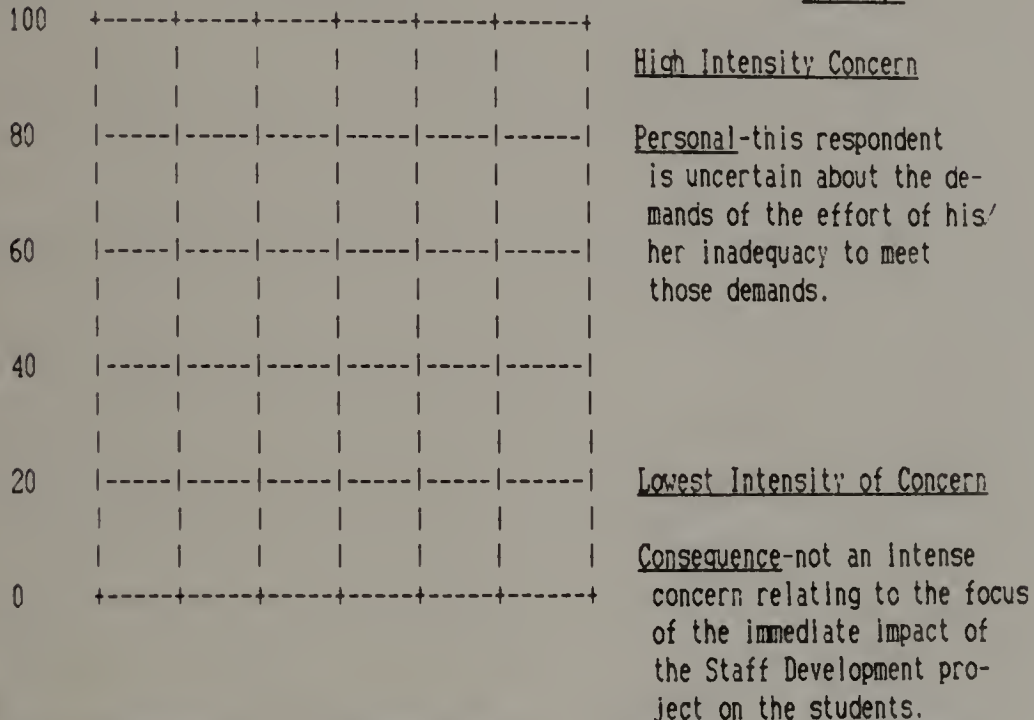
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 5215
 Other Professional Staff X Team Name Primary/Intermediate
 Years Experience 22 Male _____ Female X

Stages and Individual Item Responses

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	3_1_	6_2_	7_0_	4_6_	1_0_	5_5_	2_3_	
	12_1_	14_3_	13_6_	8_1_	11_5_	10_3_	9_0_	
	21_3_	15_5_	17_5_	16_5_	17_4_	18_1_	20_6_	
	23_0_	26_5_	28_5_	25_0_	24_0_	27_7_	22_2_	
	30_1_	35_0_	33_5_	34_1_	32_0_	29_5_	31_5_	
RAW								
SCOPE	<u>6</u>	<u>15</u>	<u>21</u>	<u>13</u>	<u>9</u>	<u>21</u>	<u>16</u>	
	<u>60</u>	<u>57</u>	<u>76</u>	<u>47</u>	<u>5</u>	<u>52</u>	<u>47</u>	PEP CENT ILE
	0	1	2	3	4	5	6 **	

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

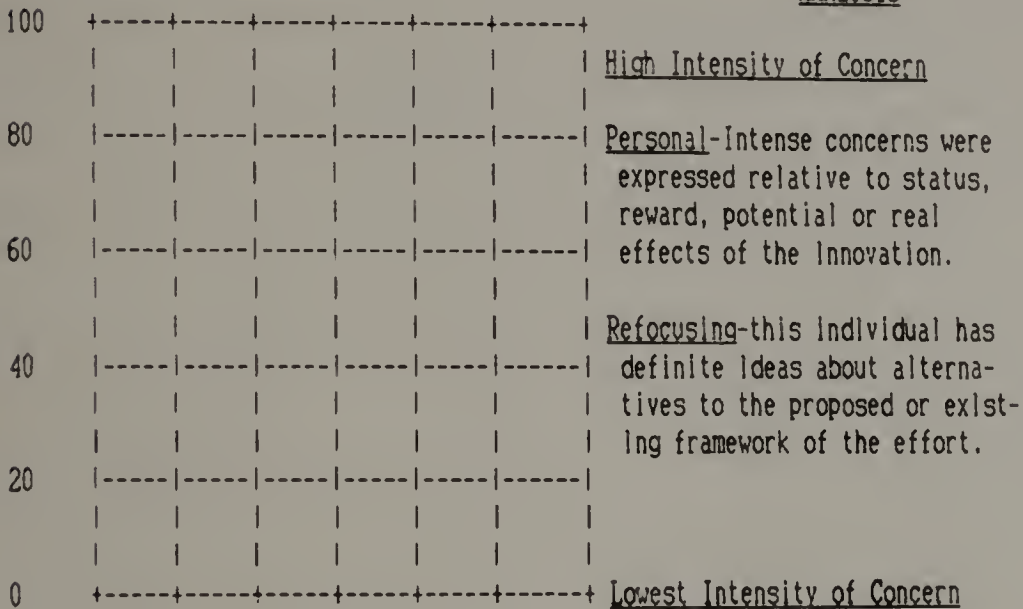
INDIVIDUAL PROFILE

Teacher X Social Security No. 3732
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 15 Male X Female

Stages and Individual Item Responses

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3	1	6	1	7	0	4	1	1
12	1	14	0	13	7	8	0	11
21	1	15	0	17	7	16	1	17
23	0	26	7	28	7	25	1	24
30	1	35	0	33	7	34	6	32
	4	8	28	9	23	27	28	RAW SCORE
	46	37	92	30	43	76	92	PER CENT ILE
0	1	2	3	4	5	6	**	

ANALYSIS



Management-The respondent does not feel that issues related to efficiency, organizing, managing scheduling and time demands are of a high level concern.

** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

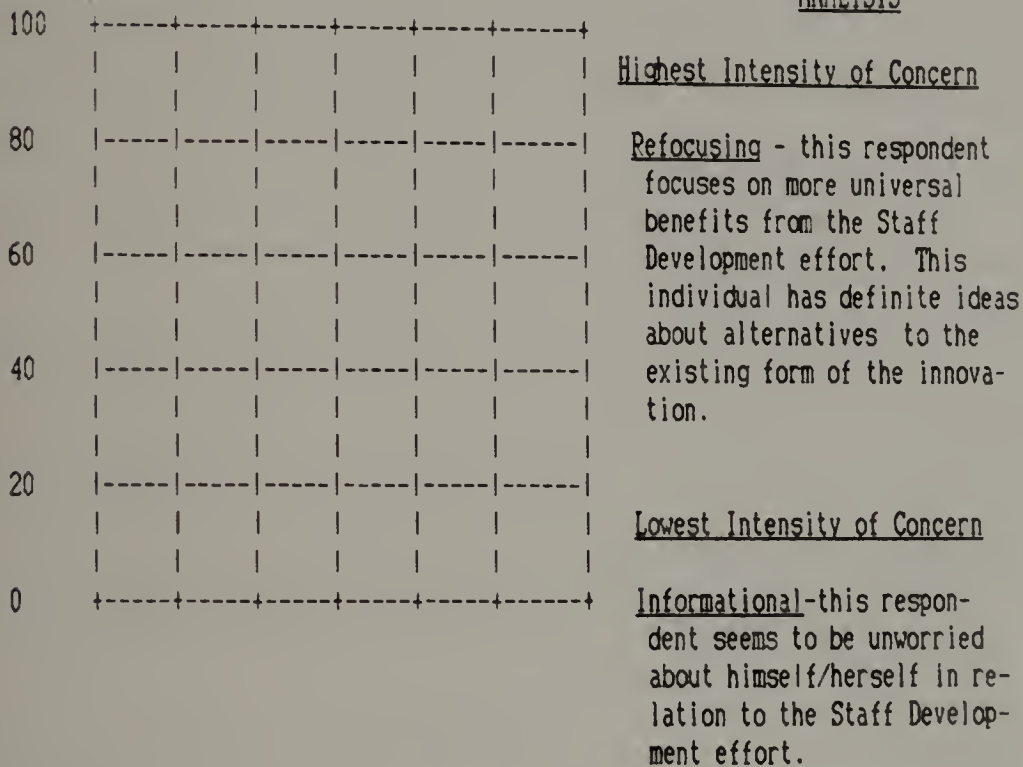
INDIVIDUAL PROFILE

Teacher X Social Security No. 0002
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 6 Male Female X
 Stages and Individual Item Responses

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	3_1_	6_1_	7_0_	4_4_	1_7_	5_4_	2_4_	
	12_1_	14_0_	13_4_	8_1_	11_4_	10_7_	9_4_	
	21_4_	15_0_	17_0_	16_4_	17_7_	18_0_	20_0_	
	23_0_	26_0_	28_4_	25_4_	24_7_	27_7_	22_7_	
	30_1_	35_1_	33_1_	34_1_	32_4_	29_7_	31_7_	
	<u> 7 </u>	<u> 2 </u>	<u> 9 </u>	<u> 14 </u>	<u> 29 </u>	<u> 25 </u>	<u> 22 </u>	RAW SCORE
	<u> 66 </u>	<u> 16 </u>	<u> 39 </u>	<u> 52 </u>	<u> 71 </u>	<u> 68 </u>	<u> 73 </u>	PER CENT ILE

0 1 2 3 4 5 6 **

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

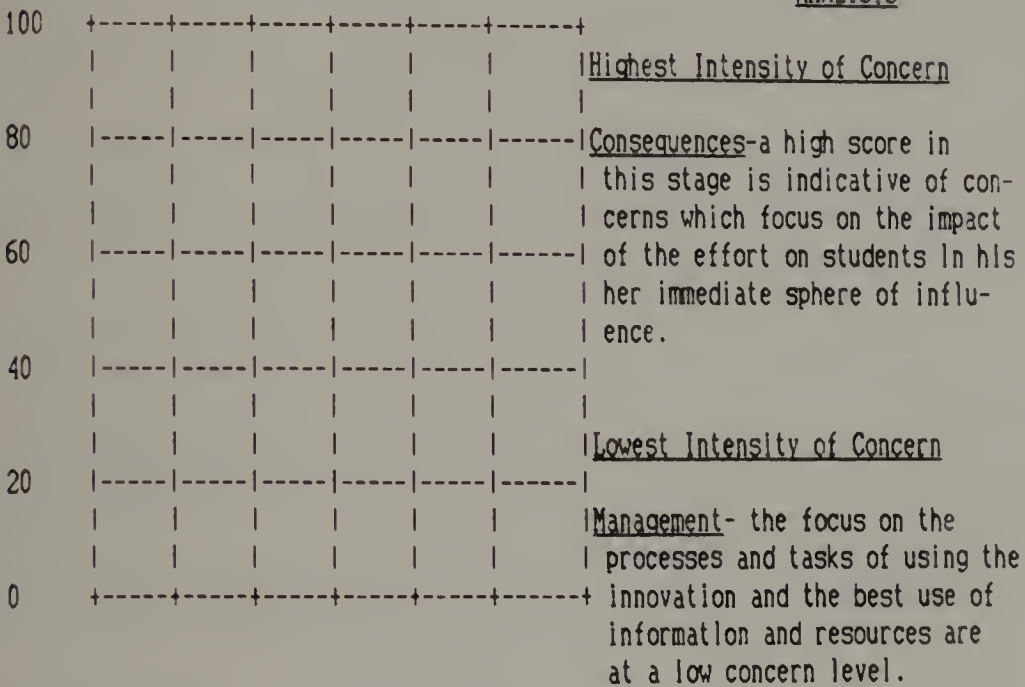
Teacher X Social Security No. 1366
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 6 Male Female X

Stages and Individual Item Responses

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12	1	4	7	1	7	7	0	
21	1	0	0	1	7	0	1	
23	0	7	4	1	7	0	7	
30	1	1	1	0	1	7	1	
	3	12	19	4	29	18	9	RAW SCORE
	37	48	70	11	71	40	20	PER CENT ILE

0 1 2 3 4 5 6 **

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

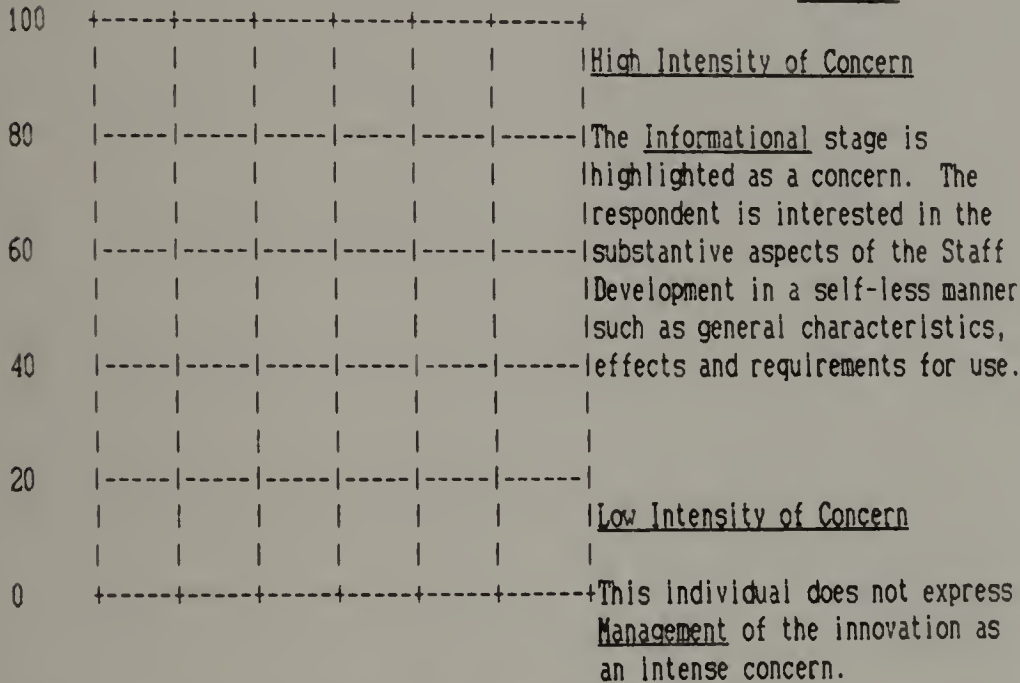
INDIVIDUAL PROFILE

Teacher X Social Security No. 0959
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 19 Male Female X

Stages and Individual Item Responses

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3	1	6	5	7	2	4	3	1
12	1	14	4	13	4	8	1	11
21	0	15	5	17	1	16	1	17
23	0	26	1	28	4	25	1	24
30	1	35	1	33	2	34	1	32
	3	16	13	7	23	22	17	RAW SCORE
	37	60	52	23	43	55	52	PER CENTILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

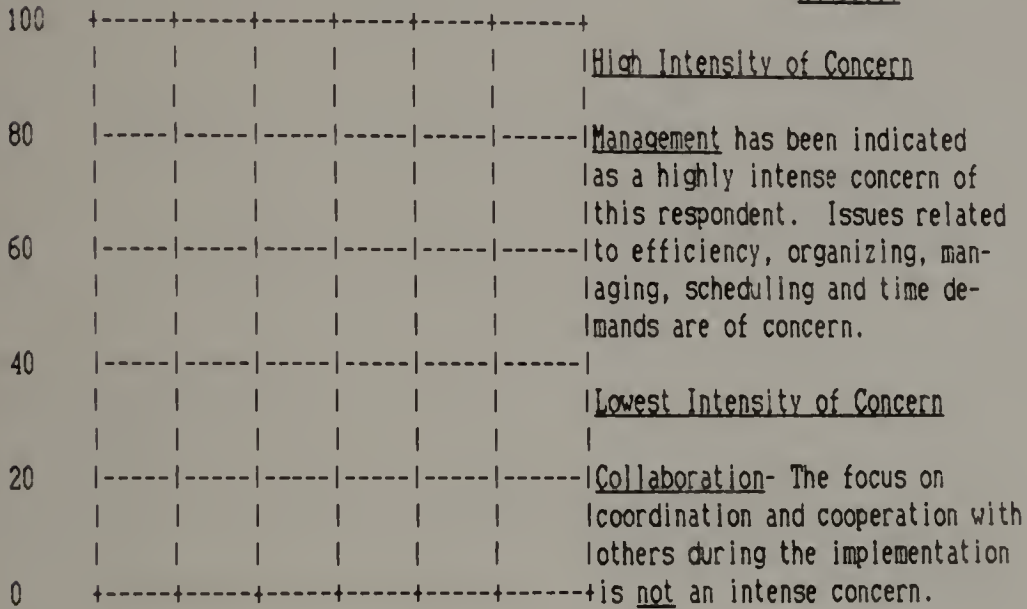
INDIVIDUAL PROFILE

Teacher X Social Security No. 0227
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 17 Male Female X

Stages and Individual Item Responses

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	12_1_	14_0_	13_6_	8_2_	11_6_	10_4_	9_4_	
	21_2_	15_6_	17_3_	16_6_	17_4_	18_0_	20_2_	
	23_0_	26_6_	28_5_	25_6_	24_2_	27_6_	22_4_	
	30_1_	35_3_	33_5_	34_3_	32_5_	29_5_	31_6_	
	<u> 7 </u>	<u> 16 </u>	<u> 19 </u>	<u> 23 </u>	<u> 22 </u>	<u> 16 </u>	<u> 21 </u>	RAW SCORE
	<u> 66 </u>	<u> 60 </u>	<u> 70 </u>	<u> 85 </u>	<u> 38 </u>	<u> 31 </u>	<u> 69 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

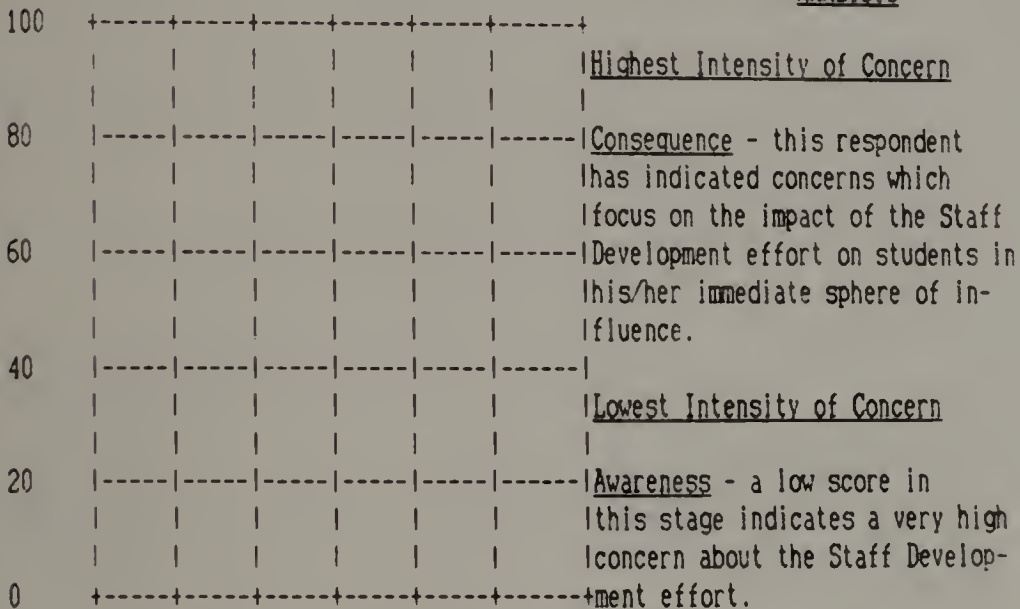
INDIVIDUAL PROFILE

Teacher X Social Security No. 4644
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 14 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_1_	7_0_	4_1_	1_7_	5_4_	2_2_	
	12_1_	14_0_	13_7_	8_4_	11_7_	10_6_	9_4_	
	21_1_	15_7_	17_4_	16_4_	17_7_	18_0_	20_0_	
	23_0_	26_7_	28_0_	25_1_	24_7_	27_7_	22_1_	
	30_0_	35_4_	33_7_	34_1_	32_7_	29_7_	31_7_	
	<u> 3 </u>	<u> 19 </u>	<u> 18 </u>	<u> 11 </u>	<u> 35 </u>	<u> 24 </u>	<u> 14 </u>	RAW SCORE
	<u> 37 </u>	<u> 60 </u>	<u> 67 </u>	<u> 39 </u>	<u> 96 </u>	<u> 64 </u>	<u> 38 </u>	PER CENTILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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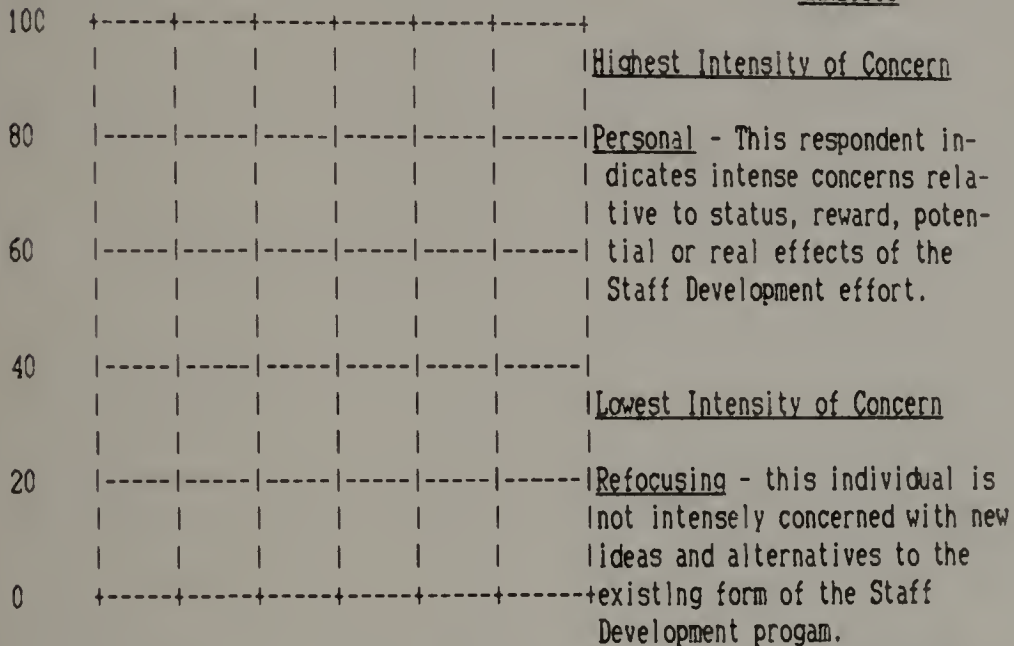
INDIVIDUAL PROFILE

Teacher X Social Security No. 7304
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 18 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3 <u> 1 </u>	6 <u> 1 </u>	7 <u> 1 </u>	4 <u> 5 </u>	1 <u> 5 </u>	5 <u> 1 </u>	2 <u> 1 </u>	
	12 <u> 1 </u>	14 <u> 0 </u>	13 <u> 6 </u>	8 <u> 1 </u>	11 <u> 7 </u>	10 <u> 5 </u>	9 <u> 0 </u>	
	21 <u> 3 </u>	15 <u> 0 </u>	17 <u> 6 </u>	16 <u> 1 </u>	17 <u> 7 </u>	18 <u> 3 </u>	20 <u> 2 </u>	
	23 <u> 1 </u>	26 <u> 7 </u>	28 <u> 6 </u>	25 <u> 5 </u>	24 <u> 0 </u>	27 <u> 6 </u>	22 <u> 2 </u>	
	30 <u> 1 </u>	35 <u> 0 </u>	33 <u> 6 </u>	34 <u> 5 </u>	32 <u> 4 </u>	29 <u> 5 </u>	31 <u> 6 </u>	
	<u> 7 </u>	<u> 8 </u>	<u> 25 </u>	<u> 17 </u>	<u> 23 </u>	<u> 20 </u>	<u> 11 </u>	RAW SCORE
	<u> 66 </u>	<u> 37 </u>	<u> 85 </u>	<u> 65 </u>	<u> 43 </u>	<u> 48 </u>	<u> 26 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



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INDIVIDUAL PROFILE

Teacher X

Social Security No. 6943

Other Professional Staff

Team Name Primary/ Intemediate

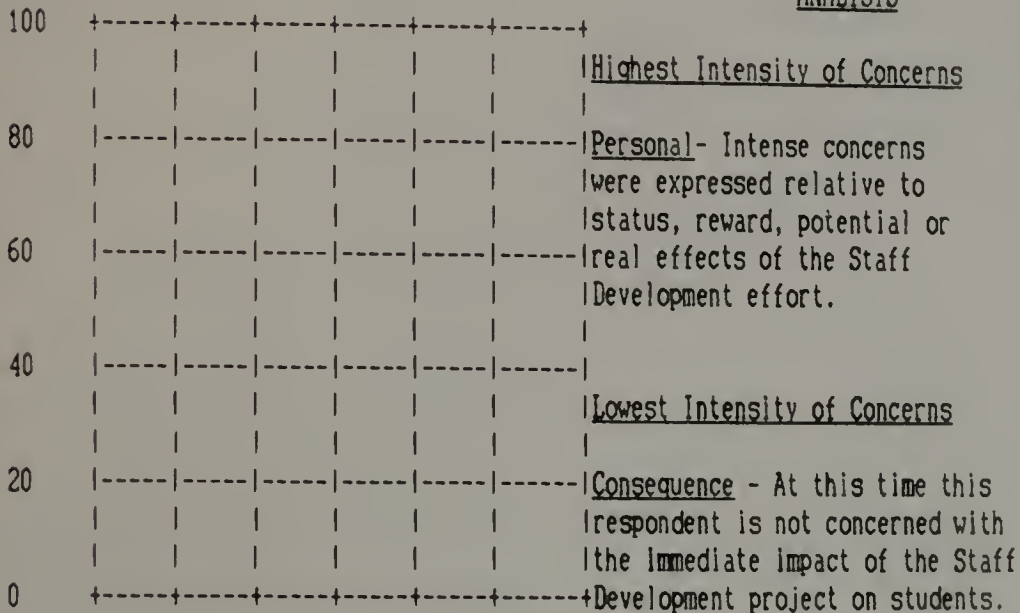
Years Experience 23

Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	1	6	7	4	1	5	2	4
12	1	14	13	8	11	10	9	0
21	2	15	17	16	17	18	20	1
23	0	26	28	25	24	27	22	4
30	1	35	33	34	32	29	31	4
	5	16	22	13	20	26	13	RAW SCORE
	53	60	78	47	30	72	34	PER CENT CENT ILE
0	1	2	3	4	5	6	**	

ANALYSIS



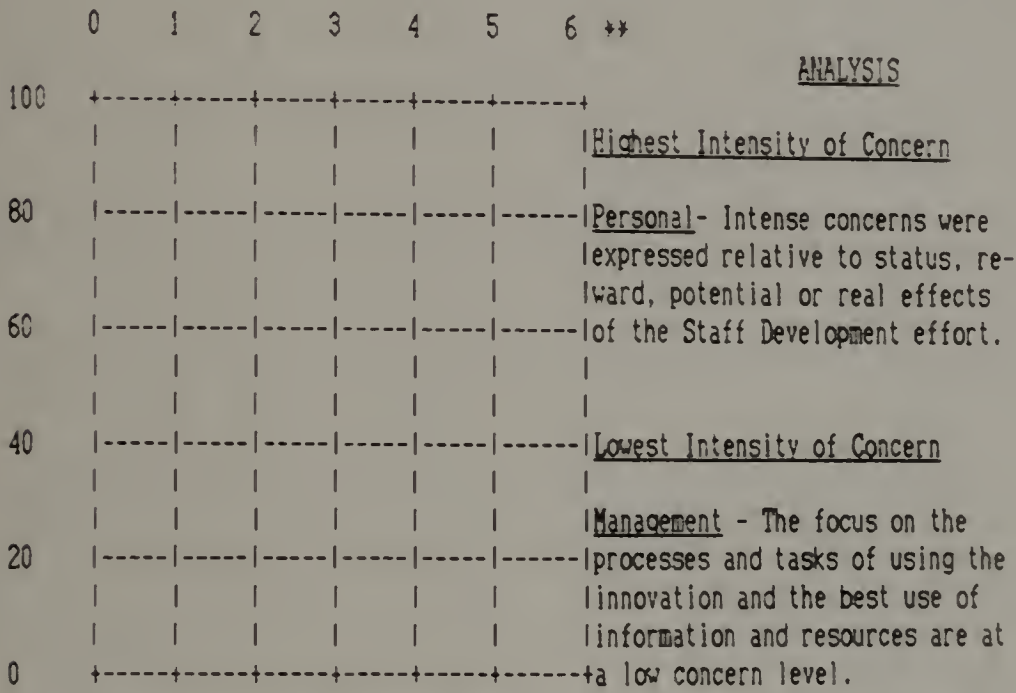
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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INDIVIDUAL PROFILE

Teacher X Social Security No. 3834
 Other Professional Staff Team Name Primary/Intermediate
 Years Experience 16 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_0_	6_6_	7_0_	4_6_	1_5_	5_0_	2_1_	
	12_1_	14_0_	13_6_	8_0_	11_7_	10_5_	9_2_	
	21_1_	15_7_	17_7_	16_1_	17_7_	18_0_	20_1_	
	23_1_	26_0_	28_4_	25_0_	24_4_	27_7_	22_7_	
	30_0_	35_0_	33_6_	34_1_	32_1_	29_6_	31_4_	
	<u> 3 </u>	<u> 13 </u>	<u> 23 </u>	<u> 8 </u>	<u> 22 </u>	<u> 18 </u>	<u> 15 </u>	RAW SCORE
	<u> 37 </u>	<u> 51 </u>	<u> 80 </u>	<u> 27 </u>	<u> 38 </u>	<u> 40 </u>	<u> 42 </u>	PER CENT ILE



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 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

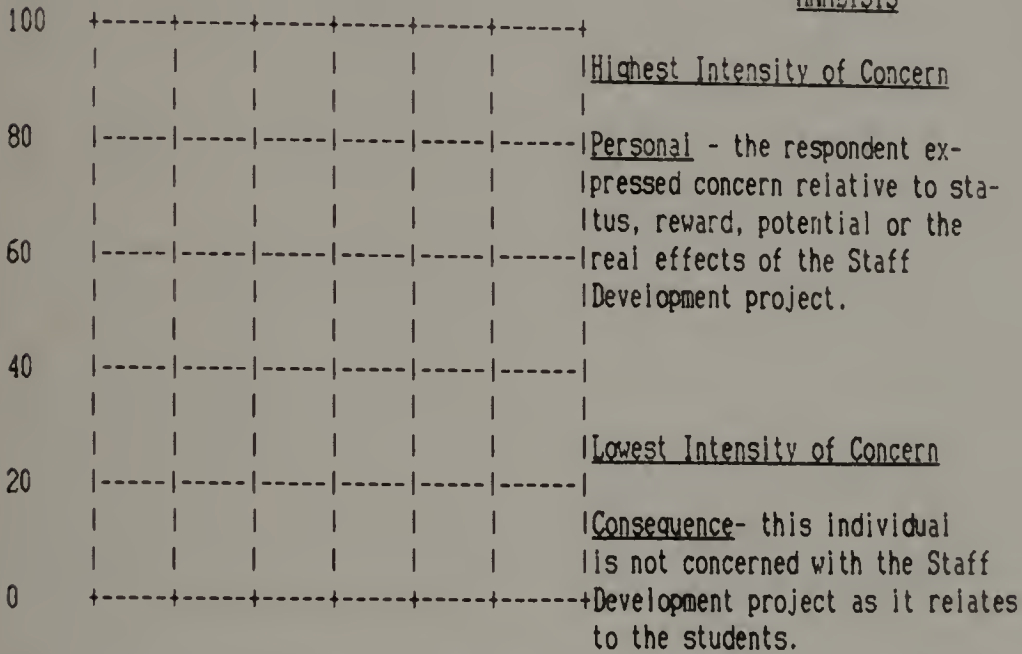
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 7555
 Other Professional Staff X Team Name Primary/Intermediate
 Years Experience 22 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	1	6	7	4	1	5	2	
12	1	14	13	8	11	10	9	
21	1	15	17	16	17	18	20	
23	1	26	28	25	24	27	22	
30	1	35	33	34	32	29	31	
	5	12	21	15	10	21	14	RAW SCORE
	53	48	76	56	7	52	38	PER CENT ILE
0	1	2	3	4	5	6	**	

ANALYSIS



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 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

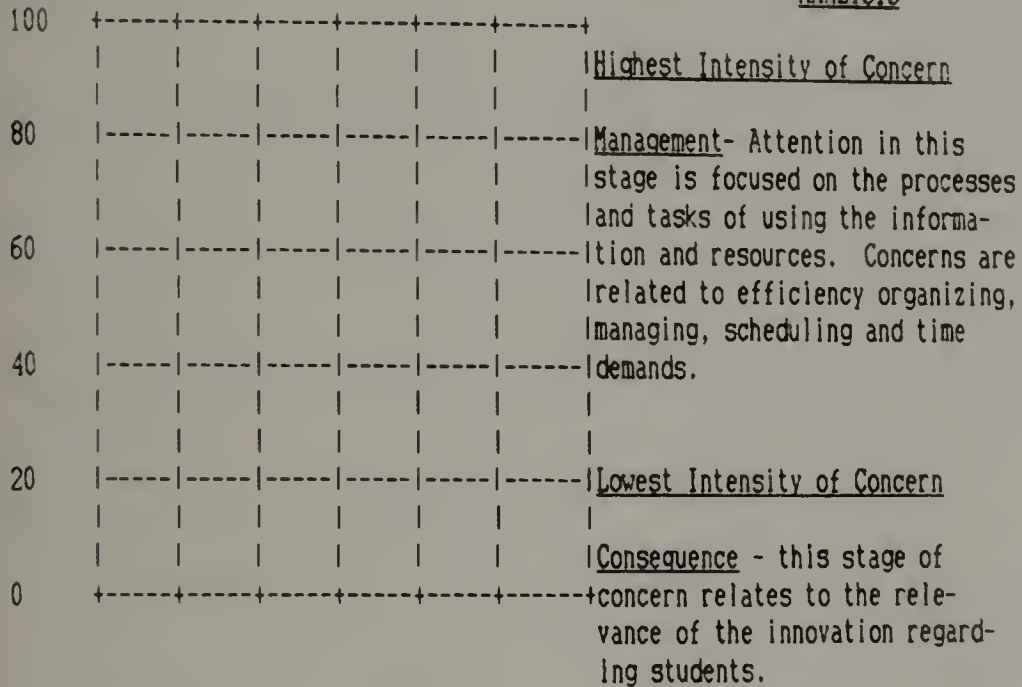
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 2471
 Other Professional Staff X Team Name Primary/Intermediate
 Years Experience 7 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_2_	7_7_	4_7_	1_7_	5_3_	2_1_	
	12_1_	14_4_	13_6_	8_6_	11_7_	10_6_	9_6_	
	21_0_	15_4_	17_4_	16_3_	17_5_	18_2_	20_1_	
	23_0_	26_2_	28_0_	25_0_	24_0_	27_4_	22_3_	
	30_1_	35_5_	33_5_	34_7_	32_0_	29_3_	31_3_	
	<u>3</u>	<u>17</u>	<u>22</u>	<u>25</u>	<u>19</u>	<u>18</u>	<u>14</u>	RAW SCORE
	<u>37</u>	<u>63</u>	<u>78</u>	<u>85</u>	<u>27</u>	<u>40</u>	<u>38</u>	PER CENTILE
	0	1	2	3	4	5	6	**

ANALYSIS



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INDIVIDUAL PROFILE

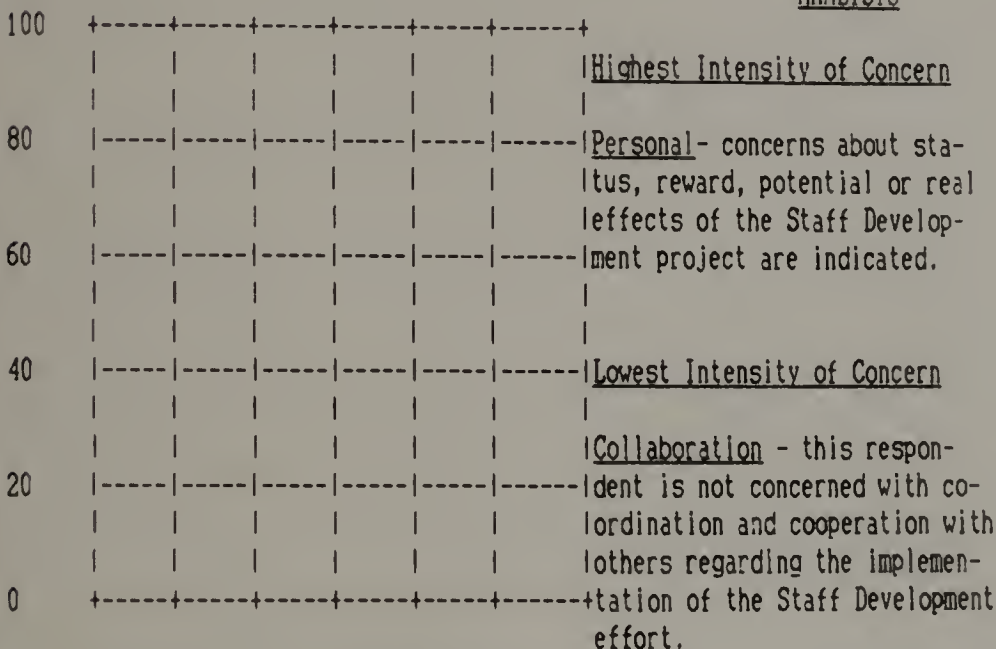
Teacher _____ Social Security No. 8519
 Other Professional Staff X Team Name Primary/Intermediate
 Years Experience 8 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_4_	7_7_	4_1_	1_5_	5_0_	2_4_	
	12_1_	14_0_	13_7_	8_1_	11_6_	10_1_	9_4_	
	21_3_	15_7_	17_7_	16_1_	17_5_	18_0_	20_0_	
	23_0_	26_4_	28_4_	25_0_	24_0_	27_4_	22_4_	
	30_0_	35_0_	33_4_	34_4_	32_0_	29_0_	31_1_	
	<u>5</u>	<u>15</u>	<u>29</u>	<u>7</u>	<u>16</u>	<u>5</u>	<u>13</u>	RAW SCORE
	<u>53</u>	<u>57</u>	<u>92</u>	<u>23</u>	<u>19</u>	<u>5</u>	<u>34</u>	PERCENTILE

0 1 2 3 4 5 6 **

ANALYSIS



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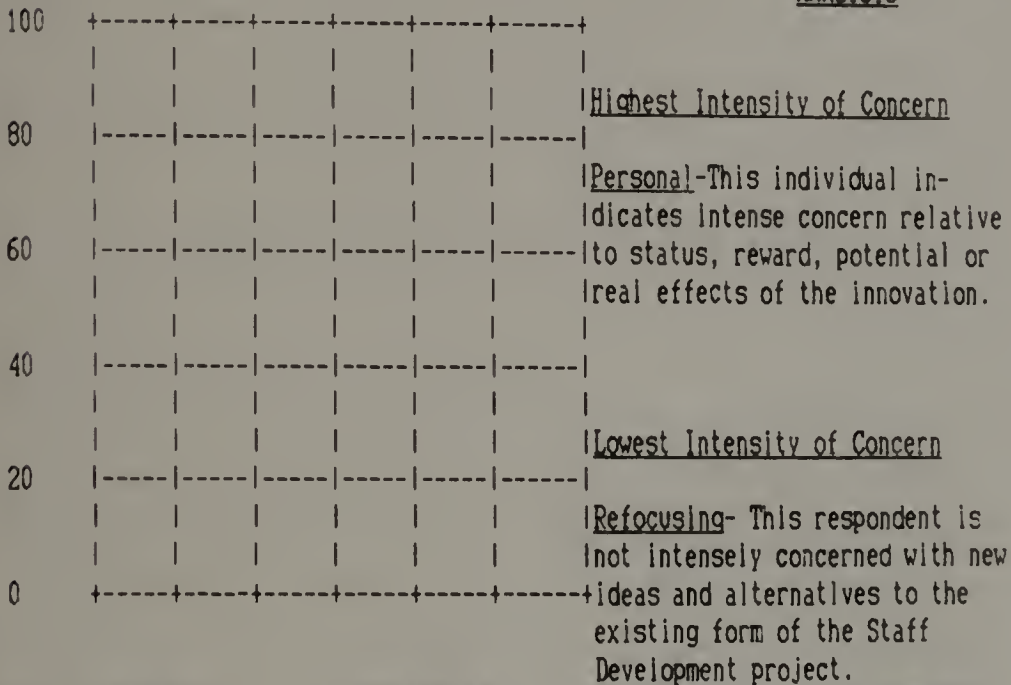
INDIVIDUAL PROFILE

Teacher _____ Social Security No. _____ 3560 _____
 Other Professional Staff X Team Name Primary/Intermediate _____
 Years Experience 25 Male _____ Female X _____

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	5	6	7	4	1	5	2	
12	1	14	13	8	11	10	9	
21	0	15	17	16	17	18	20	
23	0	26	28	25	24	27	22	
30	1	35	33	34	32	29	31	
	7	23	26	9	9	12	1	RAW SCORE
	66	84	87	30	5	19	2	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



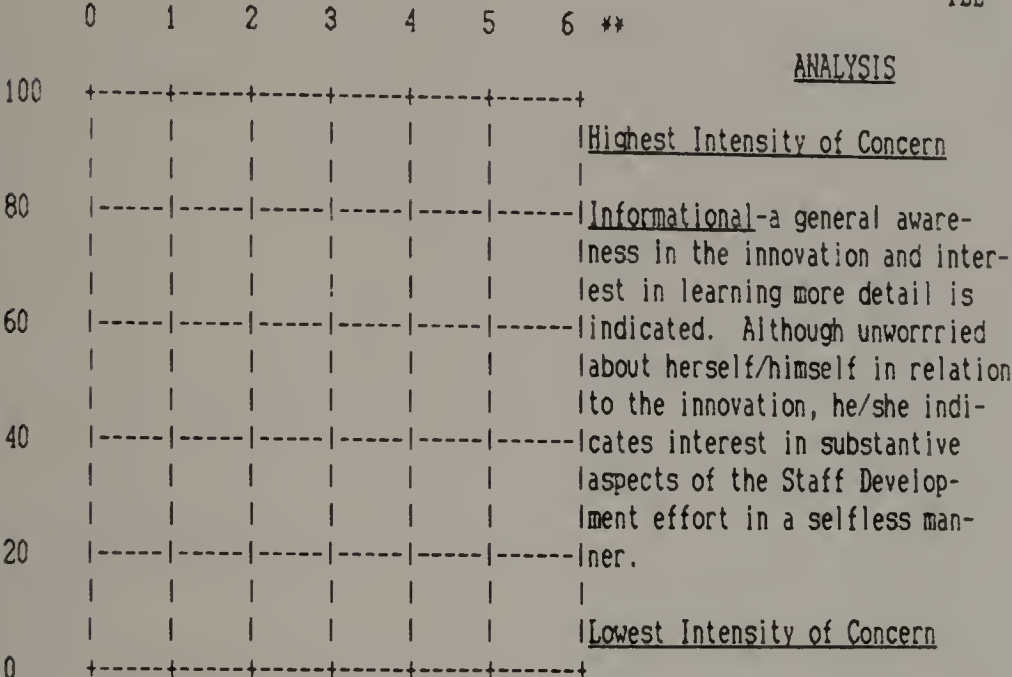
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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INDIVIDUAL PROFILE

Teacher X Social Security No. 3871
 Other Professional Staff Team Name Early Childhood
 Years Experience 14 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	1	6	2	7	2	4	4	1
12	0	14	5	13	5	8	3	11
21	3	15	6	17	4	16	4	17
23	2	26	4	28	4	25	1	24
30	2	35	4	33	3	34	6	32
	8	21	18	18	14	12	10	RAW SCORE
	72	75	67	69	13	19	22	PER CENTILE



ANALYSIS

Highest Intensity of Concern
Informational-a general awareness in the innovation and interest in learning more detail is indicated. Although unworried about herself/himself in relation to the innovation, he/she indicates interest in substantive aspects of the Staff Development effort in a selfless manner.
Lowest Intensity of Concern
Consequence-this individual indicates low intensity concern of the impact of the Staff Development project on students his/her immediate sphere of influence.

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INDIVIDUAL PROFILE

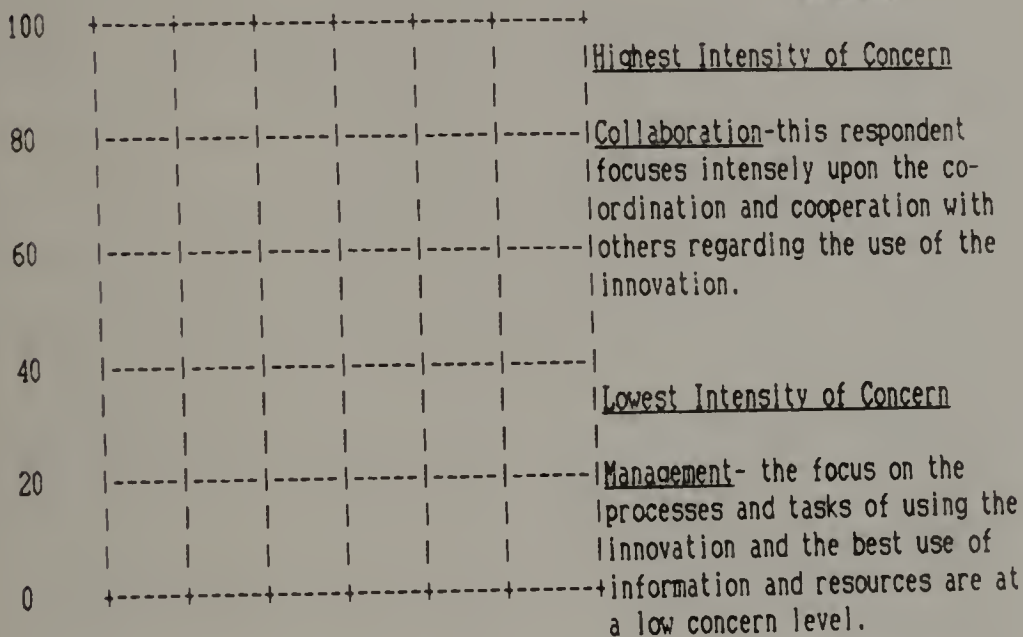
Teacher X Social Security No. 6476
 Other Professional Staff Team Name Early Childhood
 Years Experience 9 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_0_	6_1_	7_7_	4_2_	1_1_	5_5_	2_2_	
	12_1_	14_4_	13_7_	8_1_	11_7_	10_7_	9_1_	
	21_1_	15_4_	17_1_	16_1_	17_6_	18_5_	20_1_	
	23_1_	26_6_	28_3_	25_1_	24_7_	27_7_	22_4_	
	30_1_	35_1_	33_1_	34_1_	32_1_	29_7_	31_1_	
	<u> 4 </u>	<u> 16 </u>	<u> 19 </u>	<u> 6 </u>	<u> 22 </u>	<u> 31 </u>	<u> 9 </u>	RAW SCORE
	<u> 46 </u>	<u> 60 </u>	<u> 70 </u>	<u> 18 </u>	<u> 38 </u>	<u> 91 </u>	<u> 20 </u>	PER CENT ILE

0 1 2 3 4 5 6 **

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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INDIVIDUAL PROFILE

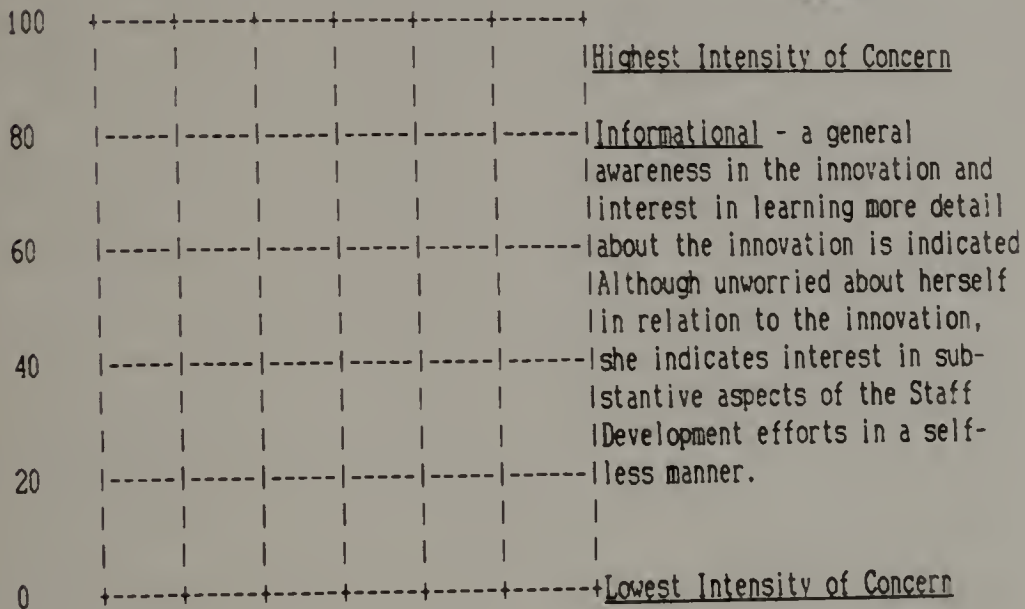
Teacher X Social Security No. 1881
 Other Professional Staff Team Name Early Childhood
 Years Experience 13 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	0	6	7	4	1	5	2	
12	1	14	13	8	11	10	9	
21	2	15	17	16	17	18	20	
23	0	26	28	25	24	27	22	
30	1	35	33	34	32	29	31	
	4	24	24	21	27	29	23	RAW SCORE
	46	88	83	80	63	84	77	PERCENTILE

0 1 2 3 4 5 6 **

ANALYSIS



Awareness- a low score on this stage indicates an intense concern relative to the Staff Development effort in more than one area.

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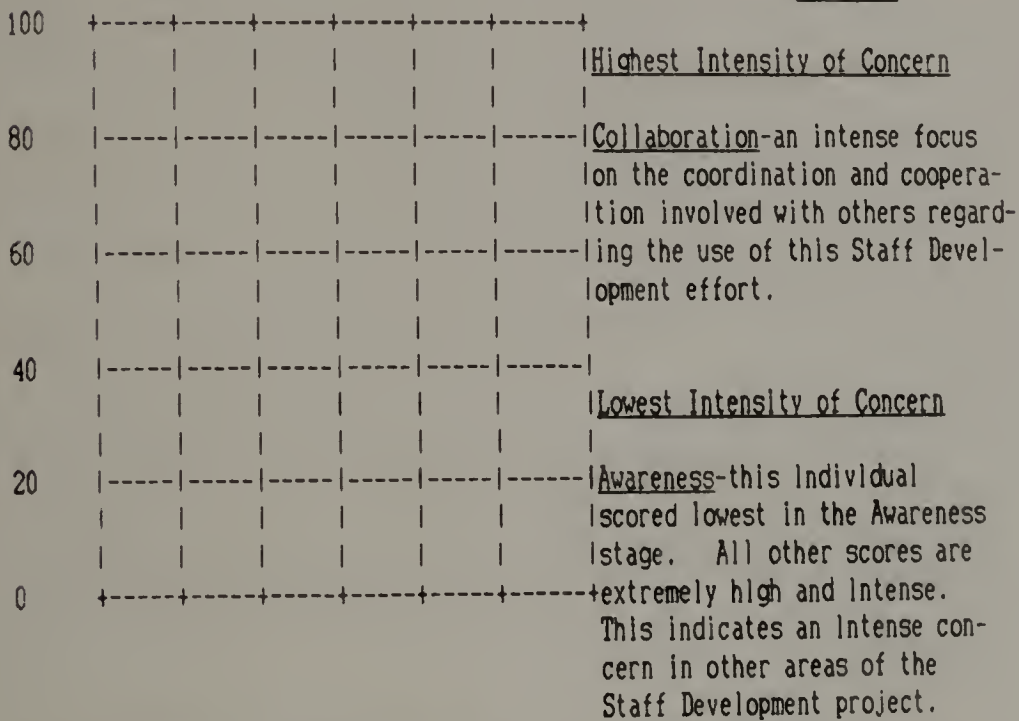
INDIVIDUAL PROFILE

Teacher X Social Security No. 2391
 Other Professional Staff Team Name Early Childhood
 Years Experience 4 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_2_	7_5_	4_2_	1_7_	5_7_	2_5_	
	12_1_	14_7_	13_7_	8_7_	11_7_	10_7_	9_6_	
	21_1_	15_7_	17_4_	16_6_	17_7_	18_6_	20_4_	
	23_0_	26_7_	28_7_	25_4_	24_7_	27_7_	22_6_	
	30_1_	35_1_	33_5_	34_6_	32_5_	29_7_	31_7_	
	<u> 4 </u>	<u> 24 </u>	<u> 28 </u>	<u> 25 </u>	<u> 33 </u>	<u> 34 </u>	<u> 28 </u>	RAW SCORE
	<u> 46 </u>	<u> 88 </u>	<u> 91 </u>	<u> 90 </u>	<u> 90 </u>	<u> 97 </u>	<u> 92 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



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 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

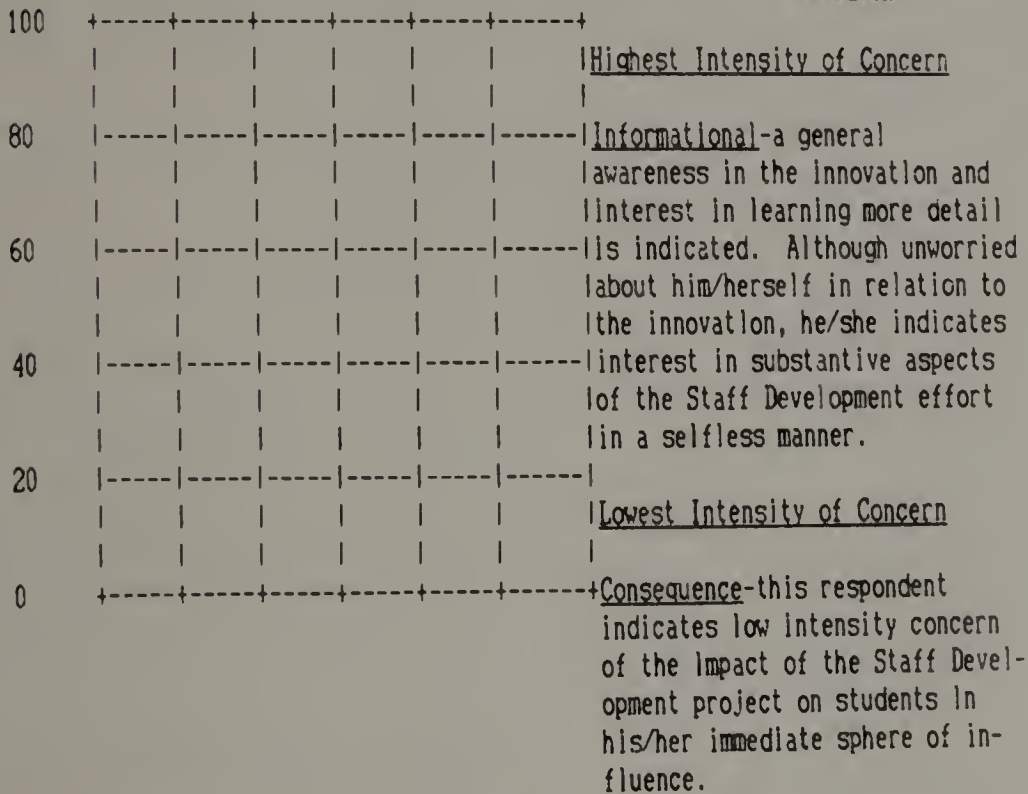
INDIVIDUAL PROFILE

Teacher _____ Social Security No. _____ 9598 _____
 Other Professional Staff X Team Name Early Childhood
 Years Experience 18 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**					
3	0	6	4	7	2	4	7	1	7	5	7	2	7
12	0	14	7	13	7	8	0	11	5	10	7	9	5
21	4	15	7	17	6	16	6	17	4	18	3	20	5
23	6	26	4	28	7	25	0	24	0	27	5	22	0
30	0	35	5	33	5	34	5	32	0	29	7	31	5
	<u>10</u>	<u>27</u>	<u>27</u>	<u>18</u>	<u>16</u>	<u>29</u>	<u>22</u>	RAW SCORE					
	<u>81</u>	<u>93</u>	<u>89</u>	<u>69</u>	<u>19</u>	<u>84</u>	<u>73</u>	PER CENT ILE					
	0	1	2	3	4	5	6	**					

ANALYSIS



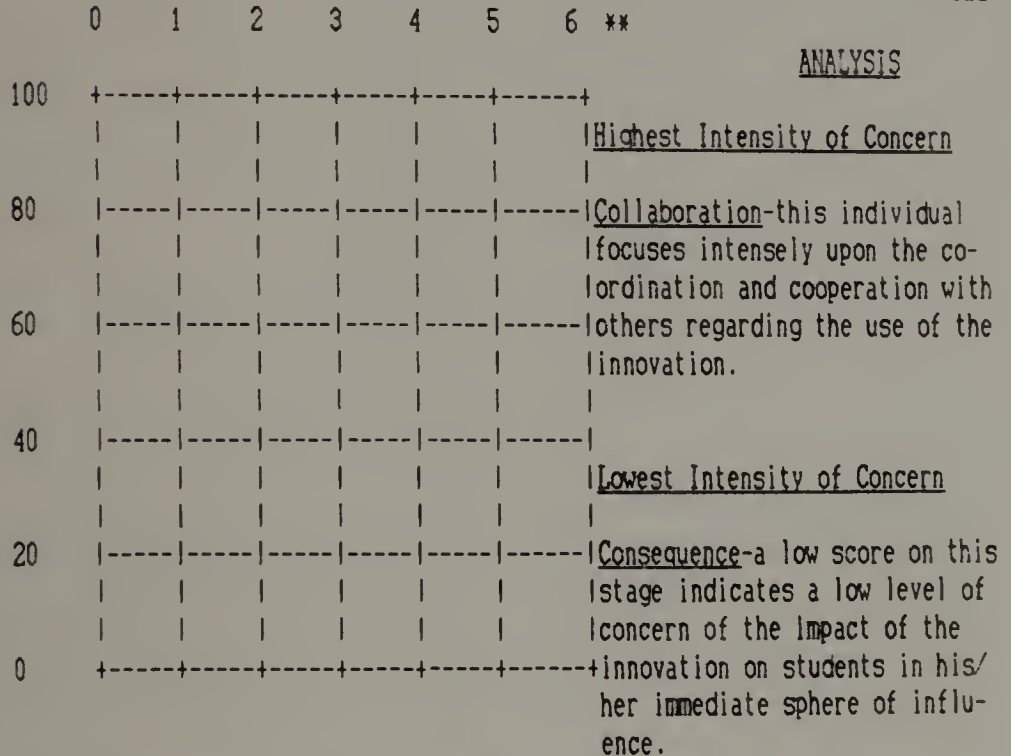
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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INDIVIDUAL PROFILE

Teacher X Social Security No. 3261
 Other Professional Staff Team Name Early Childhood
 Years Experience 15 Male X Female

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_2_	7_5_	4_0_	1_0_	5_7_	2_3_	
	12_1_	14_6_	13_5_	8_5_	11_3_	10_7_	9_5_	
	21_3_	15_6_	17_3_	16_6_	17_5_	18_6_	20_6_	
	23_1_	26_6_	28_4_	25_4_	24_1_	27_6_	22_3_	
	30_1_	35_6_	33_6_	34_3_	32_4_	29_6_	31_6_	
	<u> 7 </u>	<u> 26 </u>	<u> 23 </u>	<u> 18 </u>	<u> 13 </u>	<u> 32 </u>	<u> 23 </u>	RAW SCORE
	<u> 66 </u>	<u> 91 </u>	<u> 80 </u>	<u> 69 </u>	<u> 11 </u>	<u> 93 </u>	<u> 77 </u>	PER CENT ILE



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 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

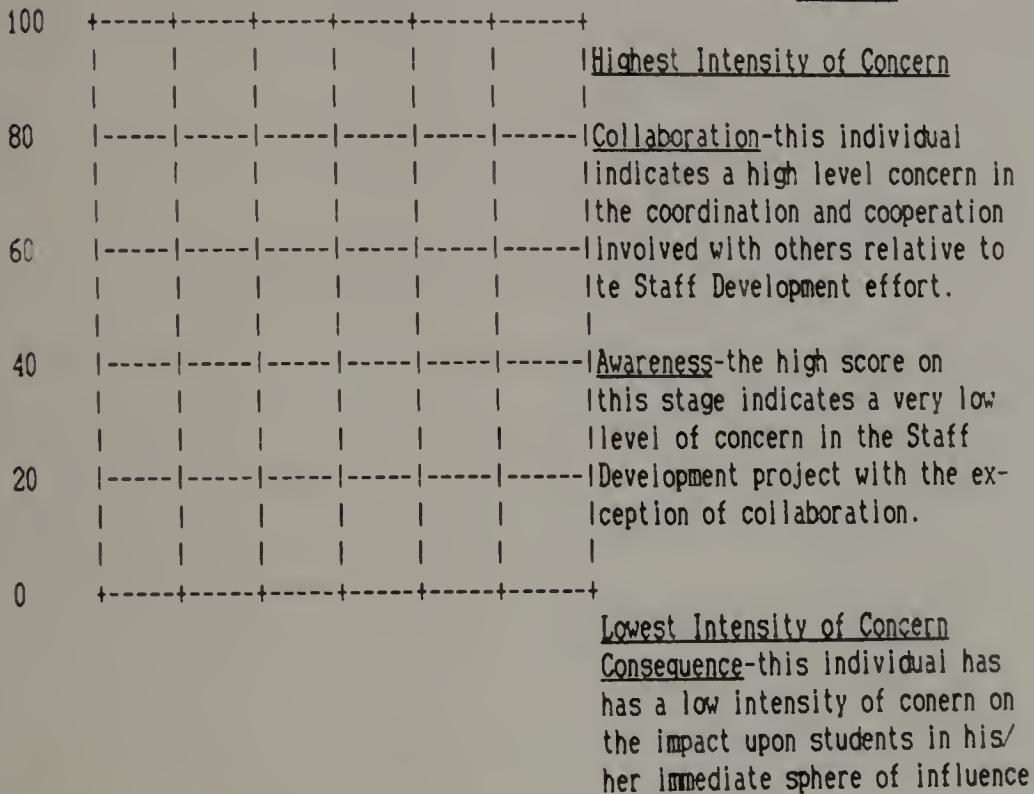
INDIVIDUAL PROFILE

Teacher X Social Security No. 2745
 Other Professional Staff Team Name Early Childhood
 Years Experience 4 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_2_	6_2_	7_6_	4_4_	1_1_	5_5_	2_7_	
	12_7_	14_0_	13_0_	8_2_	11_7_	10_6_	9_2_	
	21_1_	15_0_	17_1_	16_1_	17_6_	18_5_	20_2_	
	23_0_	26_5_	28_5_	25_1_	24_1_	27_7_	22_1_	
	30_1_	35_0_	33_0_	34_4_	32_3_	29_6_	31_7_	
	<u> 11 </u>	<u> 7 </u>	<u> 12 </u>	<u> 12 </u>	<u> 18 </u>	<u> 29 </u>	<u> 19 </u>	RAW SCORE
	<u> 84 </u>	<u> 34 </u>	<u> 48 </u>	<u> 43 </u>	<u> 24 </u>	<u> 84 </u>	<u> 60 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



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 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

Teacher _____ Social Security No. 2898
 Other Professional Staff X Team Name Early Childhood
 Years Experience 36 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_0_	6_4_	7_6_	4_7_	1_7_	5_7_	2_0_	
	12_1_	14_7_	13_7_	8_7_	11_7_	10_7_	9_3_	
	21_0_	15_7_	17_7_	16_7_	17_7_	18_7_	20_3_	
	23_0_	26_7_	28_7_	25_7_	24_7_	27_7_	22_4_	
	30_1_	35_7_	33_7_	34_5_	32_7_	29_7_	31_7_	
	<u>2</u>	<u>32</u>	<u>34</u>	<u>33</u>	<u>35</u>	<u>35</u>	<u>17</u>	RAW SCORE
	<u>29</u>	<u>99</u>	<u>97</u>	<u>99</u>	<u>96</u>	<u>98</u>	<u>52</u>	PERCENTILE
	0	1	2	3	4	5	6	**

ANALYSIS

100 +-----+-----+-----+-----+-----+-----+
 | | | | | | | Highest Intensity of Concern
 | | | | | | |
 80 |-----|-----|-----|-----|-----|-----| Management- the respondent has
 | | | | | | | an extremely high level focus and
 | | | | | | | concern on the processes and
 60 |-----|-----|-----|-----|-----|-----| tasks of using the innovation
 | | | | | | | and the best use of information
 | | | | | | | and resources relative to the
 40 |-----|-----|-----|-----|-----|-----| Staff Development project.
 | | | | | | |
 | | | | | | | Informational-a high concern is
 20 |-----|-----|-----|-----|-----|-----| indicated in a general awareness
 | | | | | | | of the Staff Development effort.
 | | | | | | | Although not worried about him-
 0 +-----+-----+-----+-----+-----+-----+ self/herself in relation to the innovation,
 he/she indicates interest in substantive aspects of the Staff Development effort in a
 selfless manner, such as general characteristics, effects and requirements for use.

Low Intensity of Concern- A low stage 0 concern and several high level concern stages suggests that this person is highly concerned about the Staff Development effort.

** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

Teacher X

Social Security No. 9184

Other Professional Staff

Team Name Early Childhood

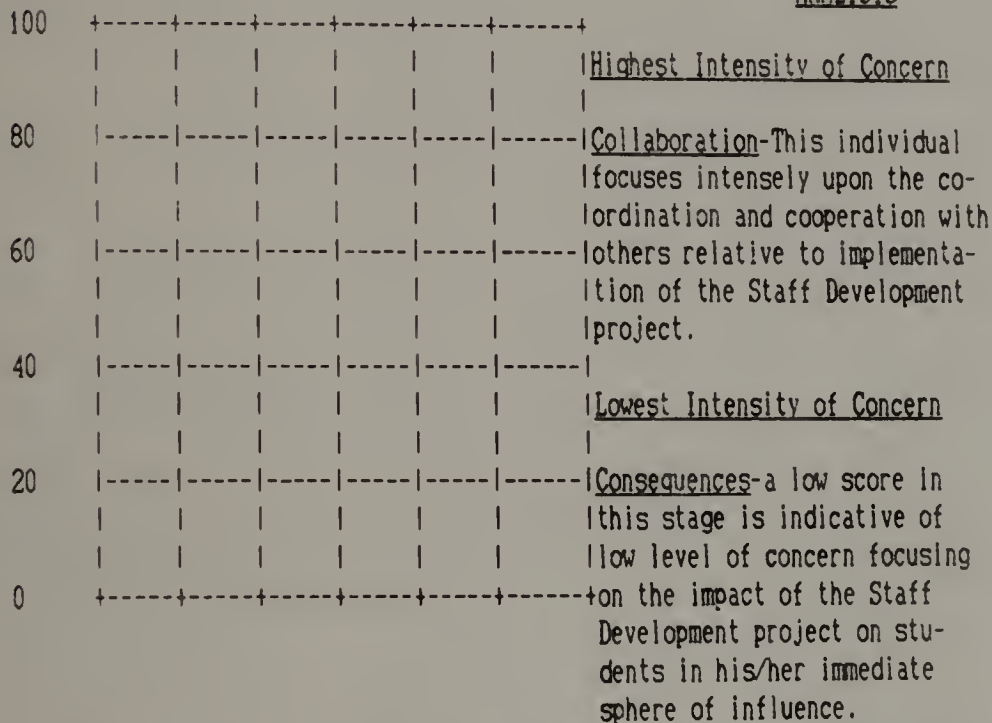
Years Experience 9

Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	1	6	7	4	1	5	2	
12	5	14	13	8	11	10	9	
21	3	15	17	16	17	18	20	
23	3	26	28	25	24	27	22	
30	1	35	33	34	32	29	31	
	<u> 13 </u>	<u> 16 </u>	<u> 17 </u>	<u> 17 </u>	<u> 14 </u>	<u> 35 </u>	<u> 23 </u>	RAW SCORE
	<u> 89 </u>	<u> 60 </u>	<u> 63 </u>	<u> 65 </u>	<u> 13 </u>	<u> 98 </u>	<u> 77 </u>	PER CENT ILE
0	1	2	3	4	5	6	**	

ANALYSIS



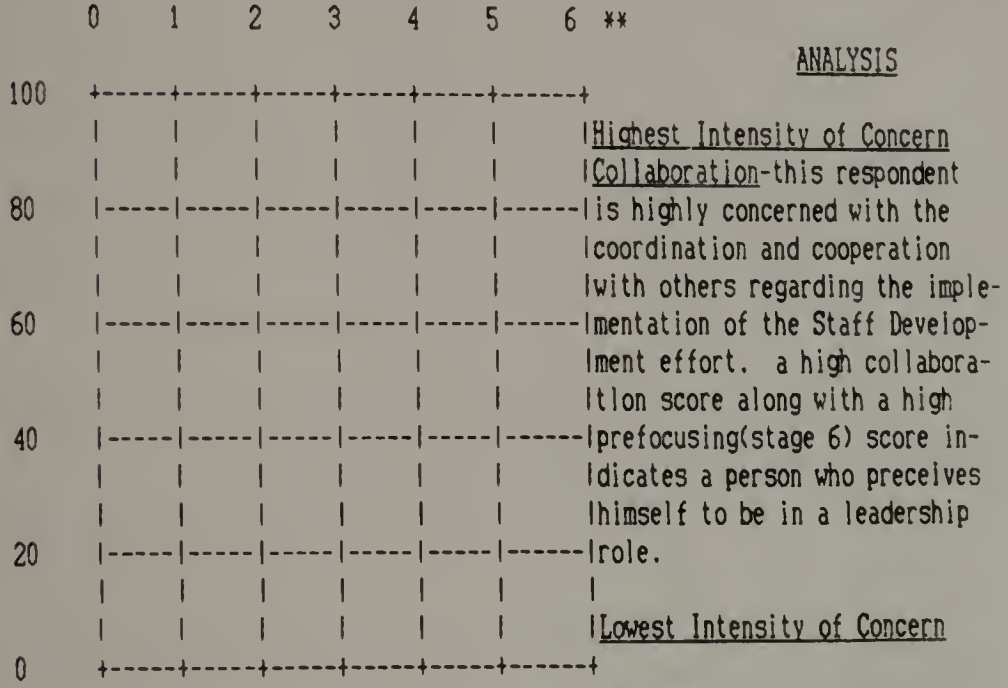
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

Teacher _____ Social Security No. 6677
 Other Professional Staff X Team Name Special Education
 Years Experience 16 Male X Female _____

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_1_	7_4_	4_3_	1_6_	5_6_	2_6_	
	12_1_	14_4_	13_6_	8_3_	11_6_	10_6_	9_3_	
	21_2_	15_4_	17_4_	16_1_	17_2_	18_6_	20_5_	
	23_0_	26_3_	28_1_	25_1_	24_6_	27_6_	22_5_	
	30_0_	35_3_	33_3_	34_1_	32_6_	29_6_	31_6_	
								RAW
	<u>4</u>	<u>15</u>	<u>18</u>	<u>9</u>	<u>26</u>	<u>30</u>	<u>25</u>	SCORE
	<u>46</u>	<u>57</u>	<u>67</u>	<u>30</u>	<u>59</u>	<u>88</u>	<u>84</u>	PER
								CENT
								ILE



ANALYSIS

Highest Intensity of Concern
 Collaboration-this respondent
 is highly concerned with the
 coordination and cooperation
 with others regarding the imple-
 mentation of the Staff Develop-
 ment effort. a high collabora-
 tion score along with a high
 refocusing(stage 6) score in-
 dicates a person who perceives
 himself to be in a leadership
 role.
 Lowest Intensity of Concern
 Management this Individual is
 not concerned with issues
 related to efficiency,
 organizing,managing,scheduling
 are of a high level concern.

** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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INDIVIDUAL PROFILE

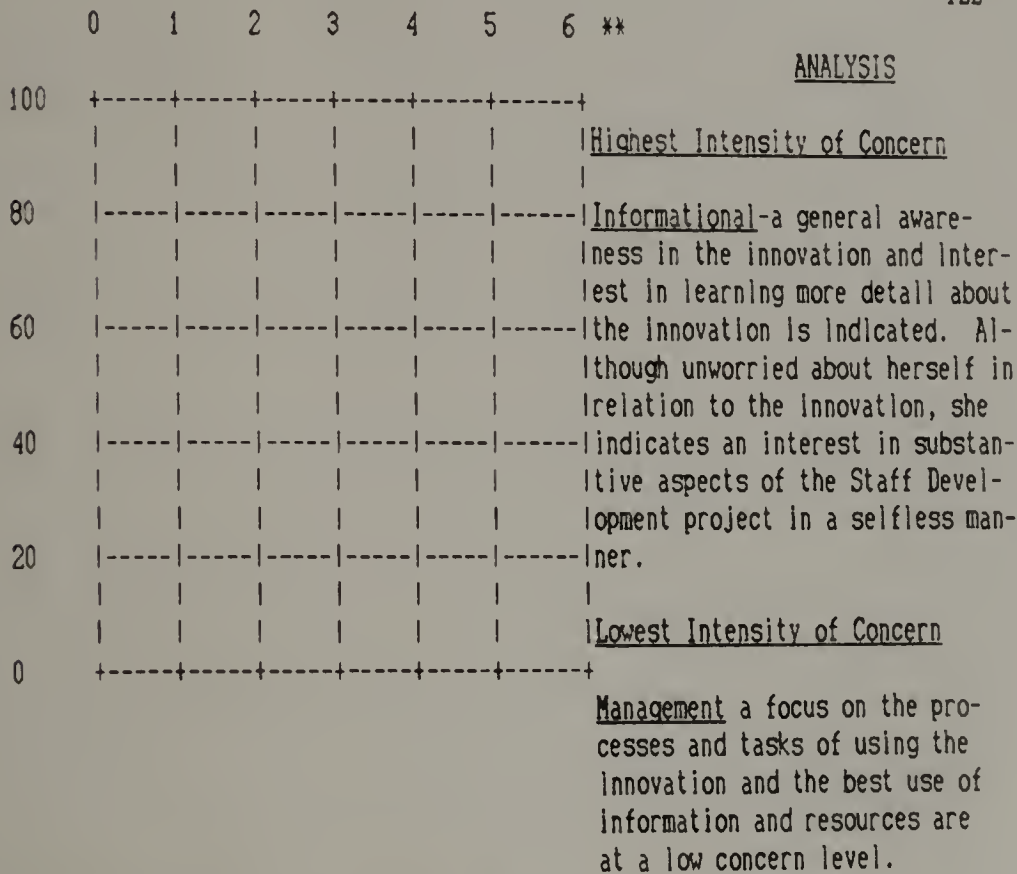
Teacher _____ Social Security No. _____7655_____

Other Professional Staff X Team Name Special Education

Years Experience 12 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	<u>1</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>7</u>	
12	<u>0</u>	<u>7</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	
21	<u>1</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	<u>1</u>	
23	<u>0</u>	<u>7</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>0</u>	
30	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>7</u>	<u>7</u>	
	<u>2</u>	<u>22</u>	<u>7</u>	<u>0</u>	<u>14</u>	<u>21</u>	<u>22</u>	RAW SCORE
	<u>29</u>	<u>80</u>	<u>31</u>	<u>2</u>	<u>13</u>	<u>52</u>	<u>73</u>	PER CENTILE



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

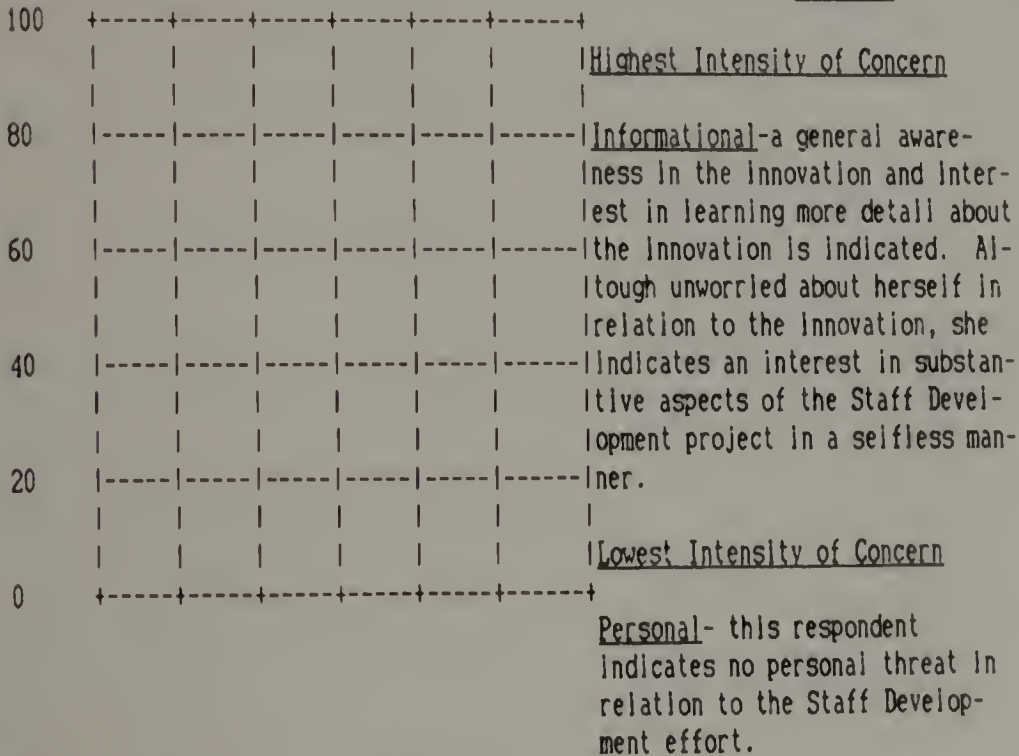
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 6669
 Other Professional Staff X Team Name Special Education
 Years Experience 9 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_5_	7_0_	4_2_	1_6_	5_5_	2_1_	
	12_0_	14_4_	13_1_	8_0_	11_6_	10_6_	9_0_	
	21_3_	15_5_	17_0_	16_0_	17_5_	18_0_	20_4_	
	23_0_	26_3_	28_0_	25_0_	24_0_	27_6_	22_5_	
	30_0_	35_0_	33_0_	34_3_	32_0_	29_0_	31_3_	
								RAW SCORE
	<u>4</u>	<u>17</u>	<u>1</u>	<u>5</u>	<u>17</u>	<u>17</u>	<u>13</u>	
								PER CENT
	<u>46</u>	<u>63</u>	<u>12</u>	<u>15</u>	<u>21</u>	<u>36</u>	<u>34</u>	
								ILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

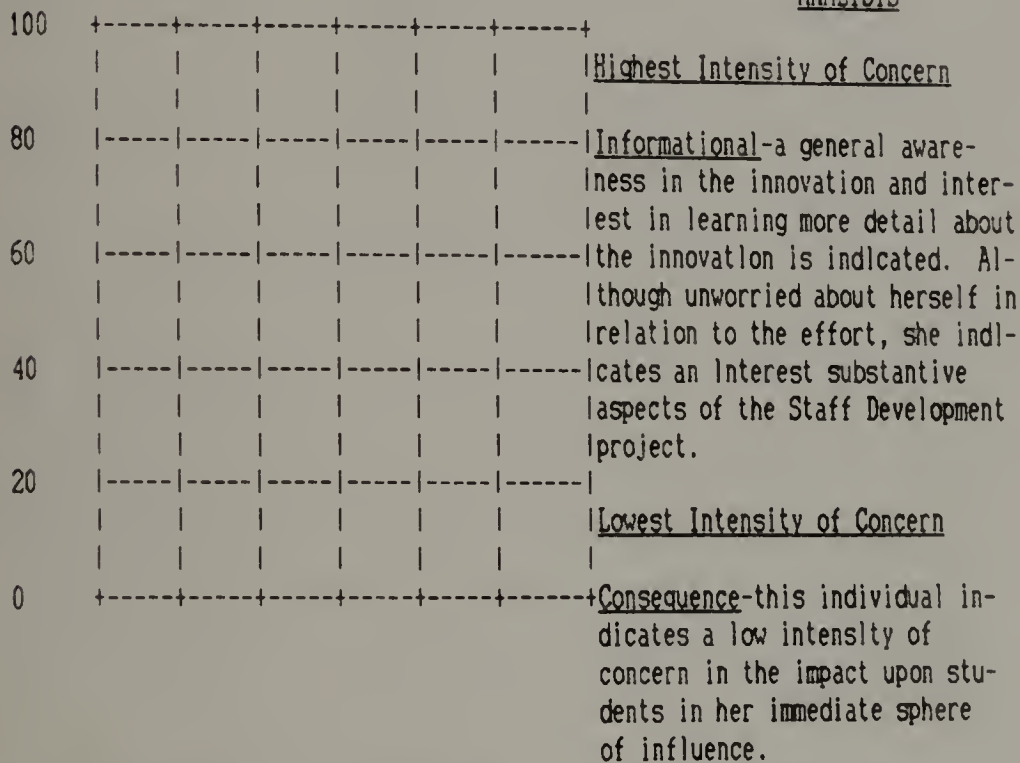
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 6026
 Other Professional Staff X Team Name Special Education
 Years Experience 8 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	<u>1</u>	<u>6</u>	<u>7</u>	<u>4</u>	<u>1</u>	<u>5</u>	<u>2</u>	
12	<u>1</u>	<u>0</u>	<u>0</u>	<u>8</u>	<u>11</u>	<u>10</u>	<u>9</u>	
21	<u>1</u>	<u>6</u>	<u>3</u>	<u>16</u>	<u>17</u>	<u>18</u>	<u>20</u>	
23	<u>0</u>	<u>26</u>	<u>6</u>	<u>25</u>	<u>24</u>	<u>27</u>	<u>22</u>	
30	<u>0</u>	<u>35</u>	<u>0</u>	<u>34</u>	<u>32</u>	<u>29</u>	<u>31</u>	
	<u>3</u>	<u>17</u>	<u>11</u>	<u>7</u>	<u>13</u>	<u>15</u>	<u>8</u>	RAW SCORE
	<u>37</u>	<u>63</u>	<u>45</u>	<u>23</u>	<u>11</u>	<u>28</u>	<u>17</u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



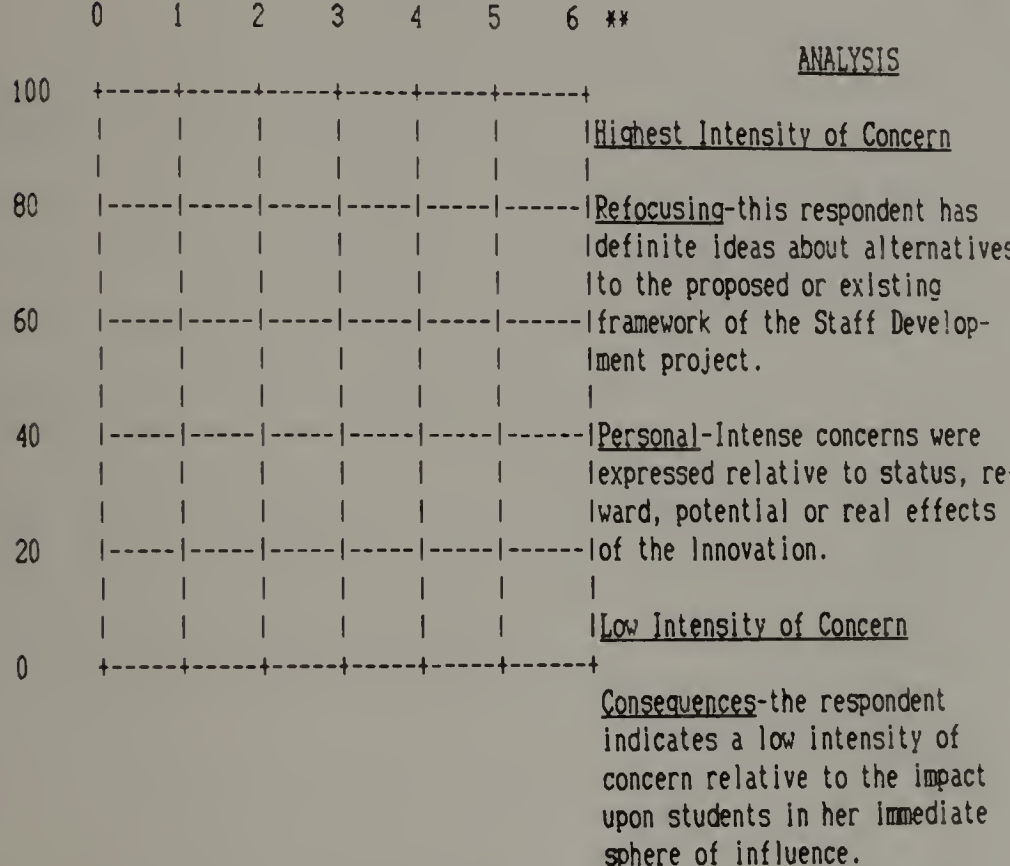
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

Teacher X Social Security No. 0020
 Other Professional Staff Team Name Special Education
 Years Experience 8 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1_	6_1_	7_6_	4_6_	1_5_	5_6_	2_5_	
	12_1_	14_0_	13_1_	8_0_	11_6_	10_6_	9_6_	
	21_1_	15_0_	17_5_	16_1_	17_6_	18_1_	20_4_	
	23_0_	26_4_	28_0_	25_0_	24_0_	27_6_	22_5_	
	30_0_	35_0_	33_4_	34_1_	32_0_	29_0_	31_0_	
	<u> 3 </u>	<u> 5 </u>	<u> 16 </u>	<u> 9 </u>	<u> 17 </u>	<u> 19 </u>	<u> 20 </u>	RAW SCORE
	<u> 37 </u>	<u> 27 </u>	<u> 59 </u>	<u> 30 </u>	<u> 21 </u>	<u> 44 </u>	<u> 64 </u>	PER CENT ILE



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

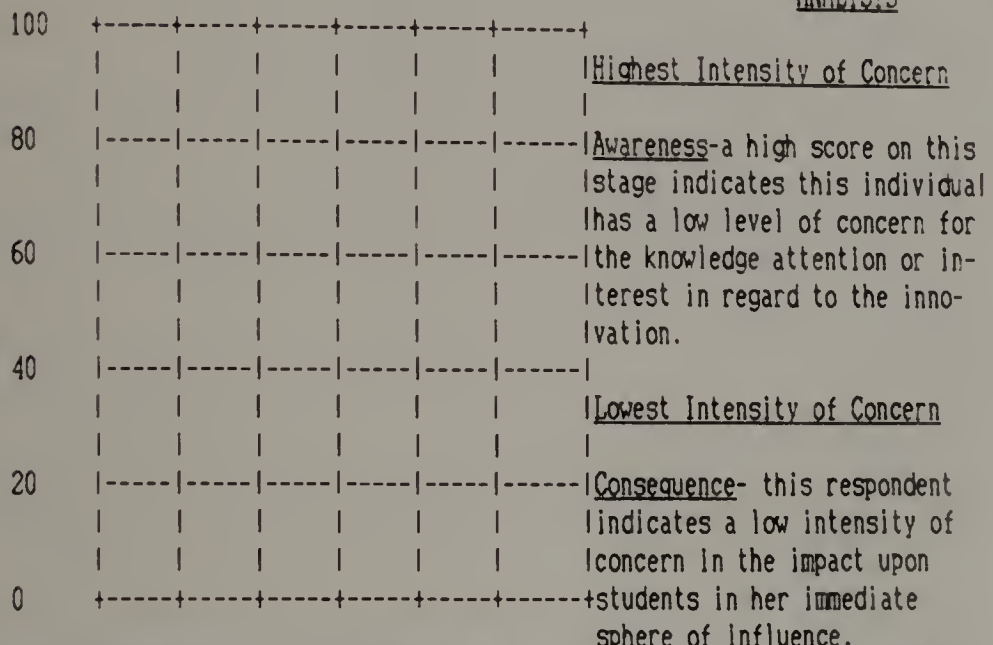
INDIVIDUAL PROFILE

Teacher X Social Security No. 1559
 Other Professional Staff Team Name Special Education
 Years Experience 3 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	<u> 2 </u>	<u> 1 </u>	<u> 0 </u>	<u> 5 </u>	<u> 0 </u>	<u> 2 </u>	<u> 3 </u>	
12	<u> 1 </u>	<u> 0 </u>	<u> 0 </u>	<u> 0 </u>	<u> 6 </u>	<u> 4 </u>	<u> 0 </u>	
21	<u> 6 </u>	<u> 0 </u>	<u> 0 </u>	<u> 4 </u>	<u> 3 </u>	<u> 0 </u>	<u> 3 </u>	
23	<u> 1 </u>	<u> 0 </u>	<u> 1 </u>	<u> 1 </u>	<u> 0 </u>	<u> 0 </u>	<u> 6 </u>	
30	<u> 1 </u>	<u> 2 </u>	<u> 1 </u>	<u> 5 </u>	<u> 0 </u>	<u> 3 </u>	<u> 3 </u>	
	<u> 11 </u>	<u> 3 </u>	<u> 2 </u>	<u> 15 </u>	<u> 9 </u>	<u> 9 </u>	<u> 15 </u>	RAW SCORE
	<u> 84 </u>	<u> 19 </u>	<u> 14 </u>	<u> 56 </u>	<u> 5 </u>	<u> 10 </u>	<u> 42 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



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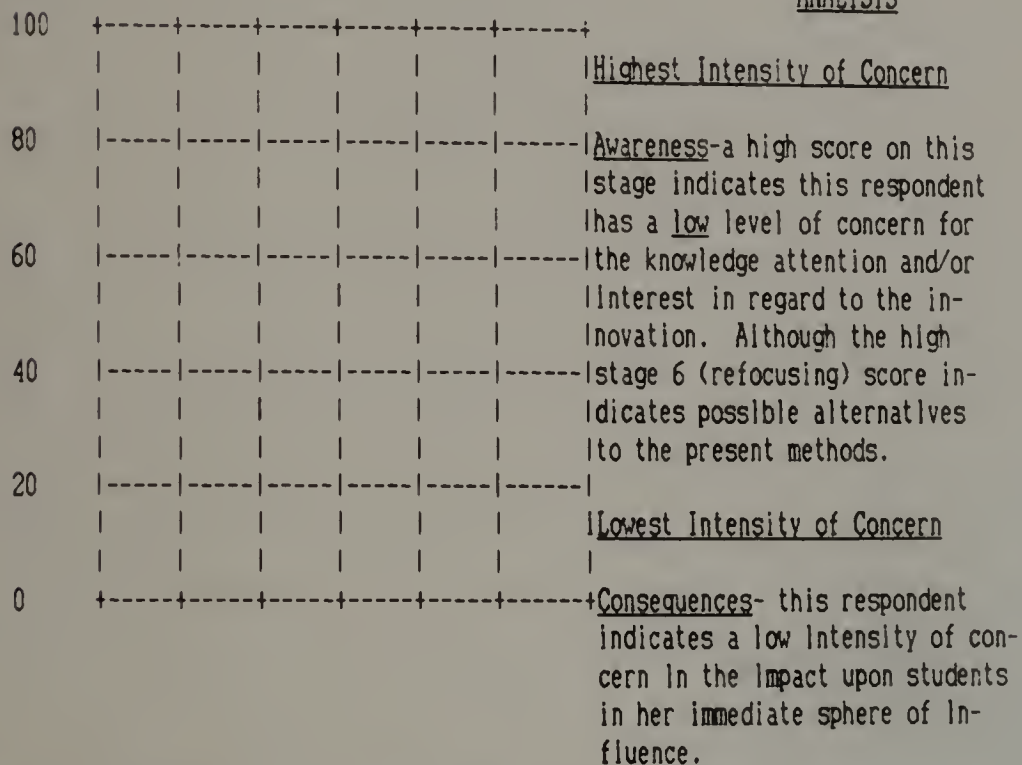
INDIVIDUAL PROFILE

Teacher X Social Security No. 1915
 Other Professional Staff Team Name Special Education
 Years Experience 3 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	<u> 3 </u> <u> 4 </u>	<u> 6 </u> <u> 5 </u>	<u> 7 </u> <u> 0 </u>	<u> 4 </u> <u> 5 </u>	<u> 1 </u> <u> 0 </u>	<u> 5 </u> <u> 4 </u>	<u> 2 </u> <u> 3 </u>	
	<u>12 </u> <u> 1 </u>	<u>14 </u> <u> 0 </u>	<u>13 </u> <u> 0 </u>	<u> 8 </u> <u> 0 </u>	<u>11 </u> <u> 7 </u>	<u>10 </u> <u> 6 </u>	<u> 9 </u> <u> 6 </u>	
	<u>21 </u> <u> 3 </u>	<u>15 </u> <u> 0 </u>	<u>17 </u> <u> 5 </u>	<u>16 </u> <u> 2 </u>	<u>17 </u> <u> 6 </u>	<u>18 </u> <u> 4 </u>	<u>20 </u> <u> 4 </u>	
	<u>23 </u> <u> 5 </u>	<u>26 </u> <u> 1 </u>	<u>28 </u> <u> 3 </u>	<u>25 </u> <u> 3 </u>	<u>24 </u> <u> 4 </u>	<u>27 </u> <u> 6 </u>	<u>22 </u> <u> 7 </u>	
	<u>30 </u> <u> 1 </u>	<u>35 </u> <u> 0 </u>	<u>33 </u> <u> 5 </u>	<u>34 </u> <u> 6 </u>	<u>32 </u> <u> 0 </u>	<u>29 </u> <u> 4 </u>	<u>31 </u> <u> 7 </u>	
	<u> 14 </u>	<u> 6 </u>	<u> 13 </u>	<u> 16 </u>	<u> 17 </u>	<u> 24 </u>	<u> 27 </u>	RAW SCORE
	<u> 91 </u>	<u> 30 </u>	<u> 52 </u>	<u> 60 </u>	<u> 21 </u>	<u> 64 </u>	<u> 90 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
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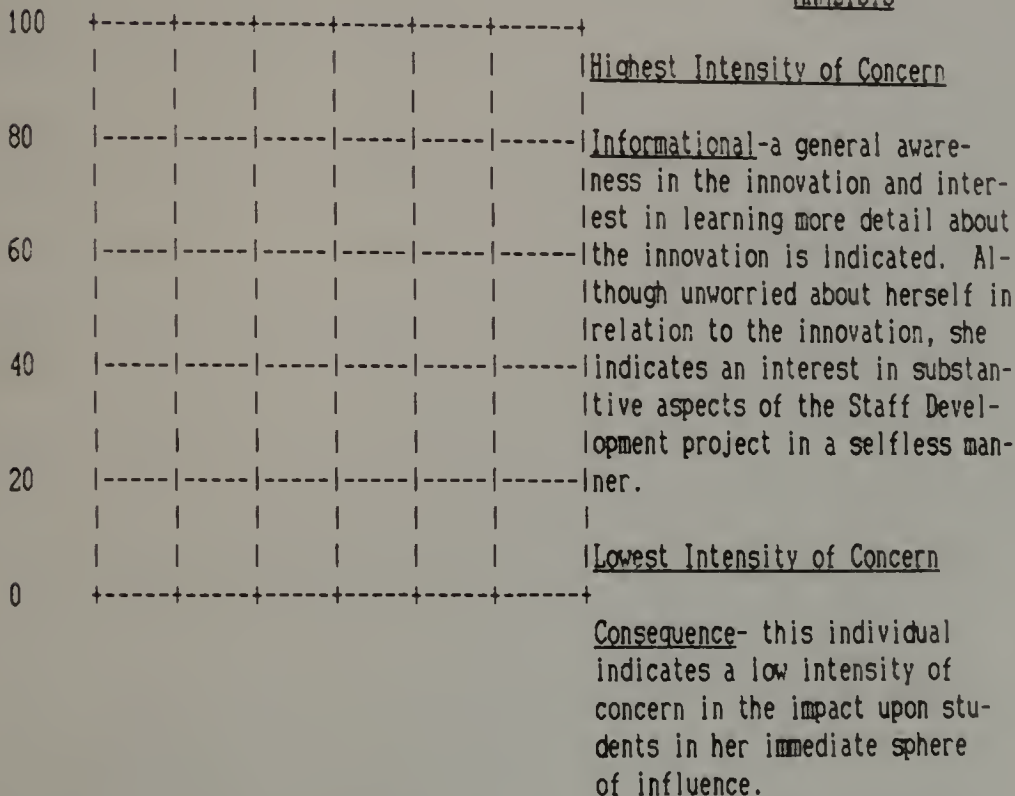
INDIVIDUAL PROFILE

Teacher X Social Security No. 4399
 Other Professional Staff Team Name Special Education
 Years Experience 2 Male Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	<u> 4 </u>	<u> 7 </u>	<u> 0 </u>	<u> 1 </u>	<u> 0 </u>	<u> 4 </u>	<u> 7 </u>	
12	<u> 1 </u>	<u> 7 </u>	<u> 7 </u>	<u> 1 </u>	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	
21	<u> 1 </u>	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	
23	<u> 7 </u>	<u> 7 </u>	<u> 7 </u>	<u> 5 </u>	<u> 4 </u>	<u> 7 </u>	<u> 0 </u>	
30	<u> 2 </u>	<u> 0 </u>	<u> 7 </u>	<u> 0 </u>	<u> 5 </u>	<u> 7 </u>	<u> 5 </u>	
	<u> 15 </u>	<u> 28 </u>	<u> 28 </u>	<u> 14 </u>	<u> 23 </u>	<u> 32 </u>	<u> 26 </u>	RAW SCORE
	<u> 93 </u>	<u> 95 </u>	<u> 91 </u>	<u> 52 </u>	<u> 43 </u>	<u> 93 </u>	<u> 87 </u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

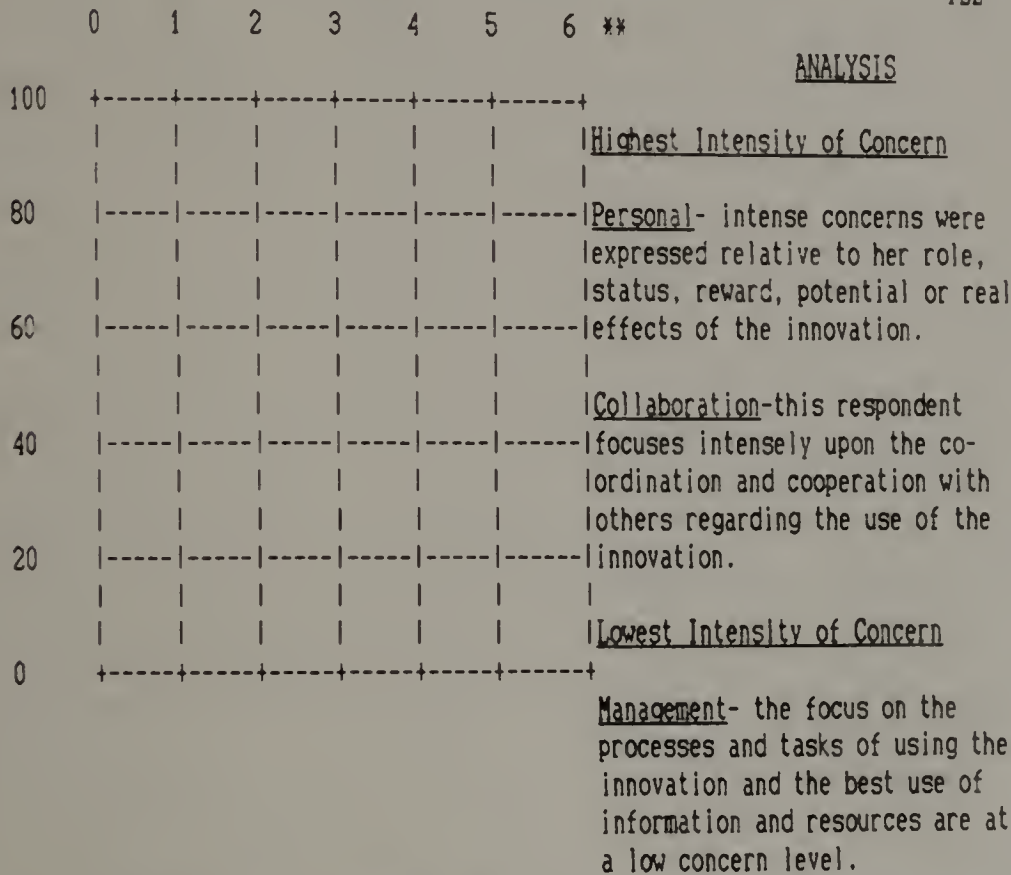
Teacher _____ Social Security No. _____0804_____

Other Professional Staff X Team Name Guidance_____

Years Experience 15 Male _____ Female X_____

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	1	6	7	4	1	5	2	
12	1	14	13	8	11	10	9	
21	1	15	17	16	17	18	20	
23	1	26	28	25	24	27	22	
30	1	35	33	34	32	29	31	
	5	20	31	8	30	33	21	RAW SCORE
	53	72	95	27	76	95	69	PERCENTILE



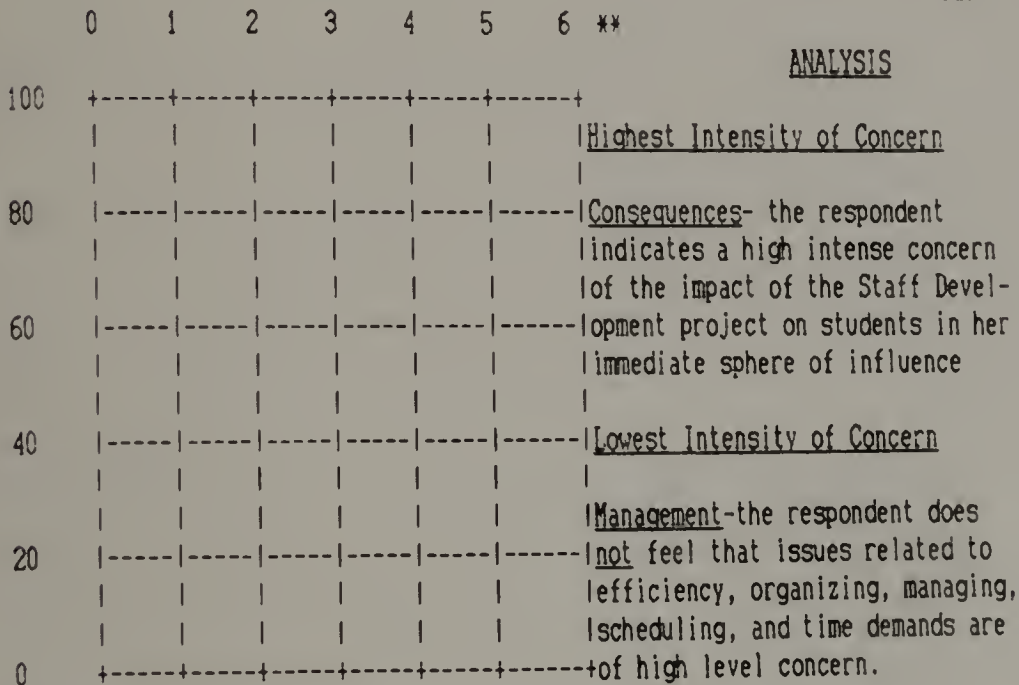
** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

INDIVIDUAL PROFILE

Teacher _____ Social Security No. 8038
 Other Professional Staff X Team Name Guidance
 Years Experience 17 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
3	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>7</u>	<u>5</u>	<u>6</u>	
12	<u>1</u>	<u>5</u>	<u>3</u>	<u>1</u>	<u>7</u>	<u>4</u>	<u>1</u>	
21	<u>1</u>	<u>3</u>	<u>5</u>	<u>1</u>	<u>7</u>	<u>3</u>	<u>2</u>	
23	<u>1</u>	<u>7</u>	<u>4</u>	<u>2</u>	<u>7</u>	<u>7</u>	<u>1</u>	
30	<u>0</u>	<u>1</u>	<u>5</u>	<u>1</u>	<u>1</u>	<u>5</u>	<u>3</u>	
	<u>4</u>	<u>17</u>	<u>18</u>	<u>7</u>	<u>29</u>	<u>24</u>	<u>13</u>	RAW SCORE
	<u>46</u>	<u>63</u>	<u>67</u>	<u>23</u>	<u>71</u>	<u>64</u>	<u>34</u>	PERCENTILE



** 0 =

AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

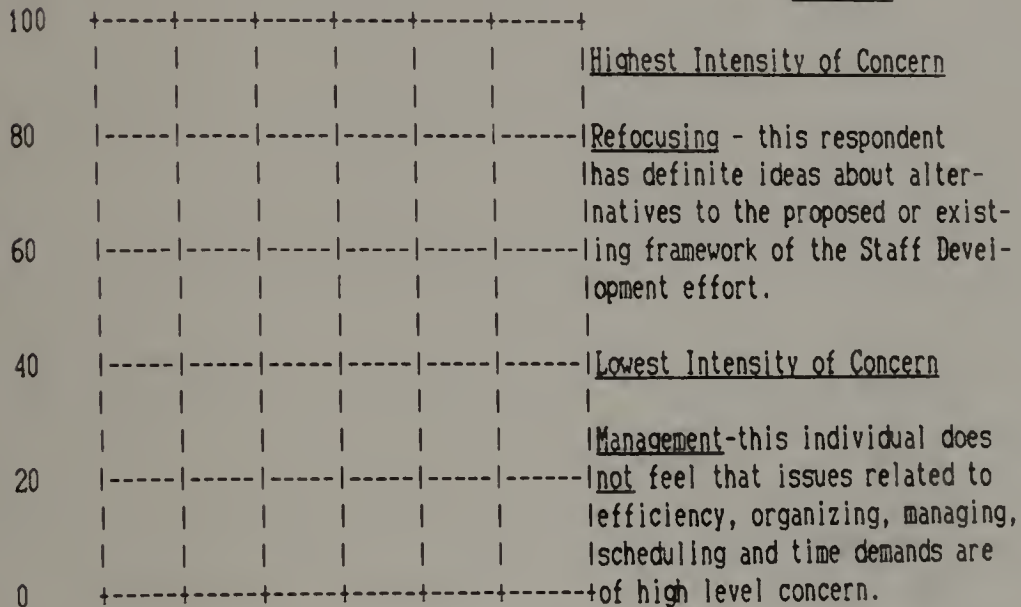
INDIVIDUAL PROFILE

Teacher _____ Social Security No. 2574
 Other Professional Staff X Team Name _____ Guidance _____
 Years Experience 3 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**					
3	1	6	1	7	0	4	4	1	1	5	1	2	1
12	1	14	0	13	0	8	3	11	1	10	1	9	6
21	4	15	0	17	0	16	1	17	2	18	4	20	4
23	0	26	4	28	7	25	0	24	0	27	4	22	6
30	1	35	4	33	4	34	5	32	1	29	1	31	4
	<u>7</u>	<u>9</u>	<u>11</u>	<u>13</u>	<u>5</u>	<u>11</u>	<u>21</u>	RAW SCORE					
	<u>66</u>	<u>40</u>	<u>45</u>	<u>47</u>	<u>3</u>	<u>16</u>	<u>69</u>	PER CENT ILE					
	0	1	2	3	4	5	6	**					

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

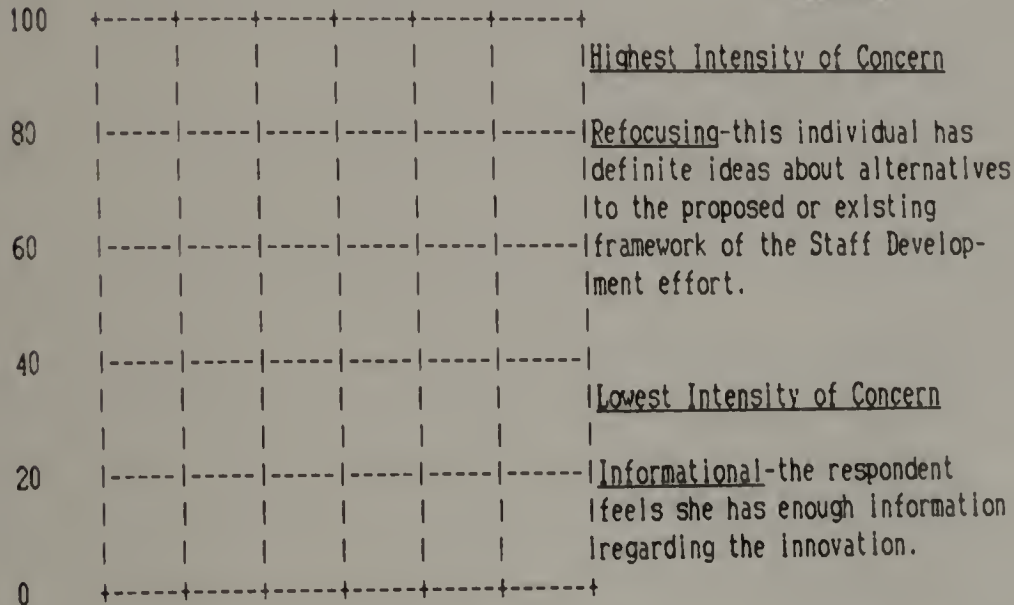
INDIVIDUAL PROFILE

Teacher _____ Social Security No. _____ 1535 _____
 Other Professional Staff X Team Name _____ Guidance _____
 Years Experience 3 Male _____ Female X

Stages and Individual Item Responses

	0	1	2	3	4	5	6	**
	3_1	6_1	7_6	4_2	1_7	5_5	2_6	
	12_1	14_0	13_0	8_2	11_7	10_5	9_6	
	21_2	15_0	17_0	16_1	17_6	18_2	20_6	
	23_0	26_0	28_1	25_0	24_5	27_6	22_6	
	30_1	35_0	33_0	34_1	32_4	29_5	31_6	
	<u>5</u>	<u>1</u>	<u>7</u>	<u>6</u>	<u>29</u>	<u>23</u>	<u>30</u>	RAW SCORE
	<u>53</u>	<u>12</u>	<u>31</u>	<u>18</u>	<u>71</u>	<u>59</u>	<u>96</u>	PER CENT ILE
	0	1	2	3	4	5	6	**

ANALYSIS



** 0 = AWARENESS 1 = INFORMATIONAL 2 = PERSONAL 3 = MANAGEMENT
 4 = CONSEQUENCE 5 = COLLABORATION 6 = REFOCUSING

APPENDIX C
COMPOSITE STAGES OF CONCERN

EARLY CHILDHOOD TEAM
COMPOSITE OF STAGES OF CONCERN

RESULTS

S.S.N.#	Desc.	0	1	2	3	4	5	6
3871	F-14 T	72	75**	67	69	13*	19	22
6476	F-9 T	46	60	70	9*	38	91**	18
9184	F-9 T	89	60	63	65	13*	98**	23
2391	F-4 T	46	88	91	90	90	97**	92
9598	F-18 OPS	81	93**	89	69	19*	84	73
9340	F-1 T	23	48	67	9*	33	80**	11
2898	F-36 OPS	29*	98	97	99**	96	98	52
3261	M-15 T	66	91	80	69	11*	93**	77
2745	F-14 T	84	34	48	43	24*	84**	60
1881	F-13 T	46*	88**	83	80	63	84	77

KEY ** = Individuals' Highest Concern
 * = Individuals' Lowest Concern
 F-18 = Female with 18 Year's Experience in Education
 M-9 = Male
 OPS = Other Professional Staff
 T = Teacher

PRIMARY/INTERMEDIATE TEAM COMPOSITE OF STAGES OF CONCERN RESULTS

S.S.N.#	Desc.	0	1	2	3	4	5	6
7309	F-18 T	66	37	85**	65	43	48	26*
0002	F-6 T	66	16*	39	52	71	68	73**
1366	F-3 T	37	48	70	11*	71	40	20
4644	F-14 T	37*	69	67	39	96	64	38
5057	F-19 T	29*	60	63	30	71**	36	47
0227	F-17 T	66	60	70	85**	38	31*	69
8834	F-16 T	37	51	80**	27*	38	40	42
4042	F-4 T	98**	96	95	92	82	80*	87
5215	F-22 OPS	60	57	76**	47	5*	52	47
7555	F-27 T	53	48	76**	56	7*	52	38
2471	F-7 T	37	63	78	85**	27*	40	38
3732	M-15 T	46	37	92**	30*	43	76	91
6943	F-23 T	53	60	78**	47	30*	72	34
0959	F-19 T	37	60**	52	23*	43	55	52
8519	F-8 OPS	53	57	92**	23	19	5*	34
3560	F-25 OPS	66	84	81**	30	5	19	2*

KEY ** = Individuals' Highest Concern; * = Individuals' Lowest Concern; F-18 = Female with 18 Year's Experience in Education
M-9 = Male; OPS = Other Professional Staff; T = Teacher

SPECIAL EDUCATION TEAM

COMPOSITE OF STAGES OF CONCERN RESULTS

S.S.N.#	Desc.	0	1	2	3	4	5	6
9749	P-13 T	72	96	99**	27	96	98	81*
1915	P-3 T	91**	30	52	60	21	64	90
6669	P-9 OPS	46	63**	12*	15	21	36	34
7655	P-12 OPS	29	80**	31	2*	13	52	73
1559	P-3 T	84**	19	14	56	5*	10	42
6026	P-8 OPS	37	63**	45	23	11*	28	17
6677	M-16 T	46	57	67	30*	59	88**	84
0020	F-8 T	37	27	59	30	21*	44	65**
4399	F-2 T	93	95**	91	52	43*	93	87

KEY ** = Individuals' Highest Concern
 * = Individuals' Lowest Concern
 F-18 = Female with 18 Year's Experience in Education
 M-9 = Male
 OPS = Other Professional Staff
 T = Teacher

GUIDANCE TEAM

COMPOSITE OF STAGES OF CONCERN RESULTS

S.S.N.#	Desc.	0	1	2	3	4	5	6
0804	F-15 OPS	53	72	94	27*	76	95**	69
2574	F-3 OPS	66	40	45	47	3*	16	69**
1535	F-3 OPS	53	12*	31	18	71**	64	34
8038	F-17 OPS	46	63	67	23*	71**	64	34
3548	F-9 OPS	91	91	94**	80	24*	72	65

KEY ** = Individuals' Highest Concern
 * = Individuals' Lowest Concern
 F-18 = Female with 18 Year's Experience in Education
 M-9 = Male
 OPS = Other Professional Staff
 T = Teacher

APPENDIX D

BREAKDOWN OF OPEN-ENDED STATEMENTS OF CONCERN

SPECIAL EDUCATION TEAM

EDUCATOR AS A LEARNER

S.S.N.#	Desc.	0	1	2	3	4	5	6
9749	F-13 T		X X					
1915	F-3 T							X X
6669	F-9 OPS							X
7655	F-12 OPS		X	X	X	X		
1559	F-3 T		X X					
6026	F-8 OPS		X X		X			
6677	M-16 OPS		X	X		X	X	
0020	F-8 T		X X					X
4399	F-2 T		X					X

SPECIAL EDUCATION TEAM
EDUCATOR AS A TEAM MEMBER

S.S.N#	desc.	0	1	2	3	4	5	6
9749	F-13 T				X			X
1915	F-3 T			X	X			X
6669	F-9 OPS		X					
7655	F-12 OPS		X	X				X
1559	F-3 T				X			XX
6026	F-8 OPS				X		XX	
6677	M-16 OPS		XX		X			
0020	F-8 T				XX	X		
4399	F-2 T			X		X		X

GUIDANCE TEAM

EDUCATOR AS A LEARNER

S.S.N.#	Desc.	0	1	2	3	4	5	6
8038	F-15 OPS				X	X	X	
3548	F-9 OPS							
0804	F-9 OPS							X
1535	F-12 OPS		X	X	X	X		
2574	F-3 T		XX					

EDUCATOR AS A TEAM MEMBER

S.S.N.#	Desc.	0	1	2	3	4	5	6
8038	F-15 OPS			X		X	X	
3548	F-9 OPS				X			
0804	F-15 OPS				X		XX	
1535	F-3 OPS				X		X	X
2574	F-3 OPS						X	XX

PRIMARY/INTERMEDIATE TEAM EDUCATOR AS A LEARNER

S.S.N.#	Desc.	0	1	2	3	4	5	6
7304	F-18 T		X X					X
0002	F-6 T		X			X		
1366	F-3 T		X				X	
4644	F-14 T		X X		X			
5057	F-19 T		X X					X
0227	F-17 T		X X					X
3834	F-16 T		X X X					
4042	F-4 T		X X		X			
5215	F-22 OPS							
7555	F-27 T			X X X				
2471	F-7 OPS		X	X				X
3732	M-15 T							X X X
6943	F-23 T		X					X X
0959	F-19 T		X X					X
8519	F-8 OPS		X X X					
3560	F-25 OPS			X X X				

PRIMARY/INTERMEDIATE TEAM EDUCATOR AS A TEAM MEMBER

S.S.N#	Desc.	0	1	2	3	4	5	6
7304	F-18 T			X	XX			
0002	F-6 T				X			X
1366	F-3 T		X		X			
4644	F-14 T		XX					
5057	F-19 T				XX			
0227	F-17 T			X	X			X
3834	F-16 T		XXX					
4042	F-4 T		XX		X			
5215	F-22 OPS		X					X
7555	F-27 T			XX	X			
2471	F-7 OPS			XX	X			
3732	M-15 T				XX			X
6943	F-23 T			X	XX			
0959	F-19 T		XX					
8519	F-8 OPS		XX		X			
3560	F-25 OPS			XXX				

EARLY CHILDHOOD TEAM
EDUCATOR AS A LEARNER

S.S.N#	Desc.	0	1	2	3	4	5	6
3871	F-14 T		X X	X				
6476	F-9 T		X X	X				
9184	F-9 T							
2391	F-4 T		X		X			
9598	F-18 OPS		X X X					
9340	F-1 T		X	X				X
2898	F-36 OPS		X	X		X		
3261	M-15 T		X			X		X
2745	F-14 T		X X X					
1881	F-13 T		X					X

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