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Andrews University

School of Education

**A DESCRIPTIVE CASE STUDY: THE IMPLEMENTATION
OF A FIELD-BASED MASTER'S PROGRAM**

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Jeanne Renita Ford Grant

January 2002

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A dissertation
Presented in partial fulfillment
of the requirements for
Doctor of Education

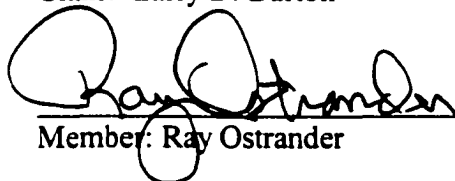
by

Jeanne R. Ford Grant

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Member: Ray Ostrander


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4-11-02
Date approved

ABSTRACT

**A DESCRIPTIVE STUDY: THE IMPLEMENTATION OF A
FIELD-BASED MASTER'S PROGRAM**

by

Jeanne Renita Ford Grant

Chair: Larry D. Burton

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

Title: A DESCRIPTIVE CASE STUDY: THE IMPLEMENTATION OF A FIELD-BASED MASTER'S PROGRAM

Name of researcher: Jeanne R. Ford Grant

Name and degree of faculty chair: Larry D. Burton, Ph.D.

Date completed: May 2002

Purpose of Study

This study focuses on the implementation of the Field-based Master's Program at Midwestern Christian University. The three-step Adoption Change Model (Fullan, 1991) guided me through this innovation: (1) adoption, (2) implementation, and (3) institutionalization of the program. This 2-year study describes the program's adoption and implementation stages. Institutionalization was not included as it takes 3-10 years to occur. Three research questions guided this study.

Research Questions

- 1. What did the teacher training in the uses of processes look like during the initial summer session of the Field-based Master's Program?**

2. What did the transfer of training in the use of processes look like in the participants' classrooms?

3. What were the teachers' reactions, concerns, and recommendations throughout the implementation of the Field-based Master's Program?

Summary of Research Question Answers

Initial teacher training was designed using the Joyce-Showers Training Model (1995). The participants were in a Workshop Design environment (Joyce, 1992) at the university that allowed the professors to model what the participants expected to learn.

The Workplace Design (Joyce, 1992) facilitated transfer of training to the classroom. Cohort groups provided support during transfer of training the first year of implementation but discontinued during the second year.

Four themes emerged when analyzing the teacher's reactions: (a) Learning and Implementing Strategies, (b) Cohort Groups, (c) Unclear Communication and Expectations, and (d) Feeling Overwhelmed and Frustrated.

Conclusions

This study confirmed much of the research on educational change. Its contributions to the literature include: (a) documentation of a Field-based Master's Program affiliated with a religious institution of higher education and a parochial school system, and (b) presentation of a rationale for continued literature review as a guide throughout the process of change.

SPECIAL DEDICATION

To God all glory is given!

To my mother, Lee Edna Ford and my grandmother Henrietta Ward,
whose prayers, encouragement, and faith inspired me;
to my children Michael, Ryshawnda, Rachelle, and Rhonda
to whom I pass on the source of faith and
the ability to achieve whatever God's will is for their lives,
to my siblings, Lenora Mc Dowall, Delores Lewis, and Richard Ford;
my special friend, Mary Bond, who was sent to me by God;
to my "other mother," Bernice Moseley; and
to my father, Dr. John Richard Ford, who inspired me to achieve.
To them I dedicate this dissertation with love.

TABLE OF CONTENTS

LIST OF TABLES	xi
ACKNOWLEDGMENTS	xii
Chapter	
1. BACKGROUND	1
Introduction	1
Purpose of the Study	3
Research Questions	3
Benefits of the Study	3
Development of the Field-based Master's Program	4
Adoption of the Field-based Master's Program.	9
Theoretical Framework	13
Assumptions.	15
Conclusion	16
Review of the Literature	16
Summary	17
2. METHODOLOGY	19
Introduction	19
Selection of Informants	20
Primary Informants	21
Secondary Informants	23
Gathering Contextual Data	24
Collection of the Data	25
Interviews	25
Semi-structured interviews.	27
Informal interviews	28
Observations	28
Surveys	30
Field Notes	31
Documents and Records	32
Data Collection Schedule	33

Analysis of Data.	33
Validity.	34
Definitions of Terms	38
Summary	41
3. IMPLEMENTATION OF THE PROGRAM.	42
The Training.	42
Components of the Field-based Master's Program	43
Overview of Instructional Framework	44
Dimensions of Learning.	45
Cooperative Learning	47
Models of Teaching	47
The Training Model.	48
Teaching A Method With THE Method	51
Multiple Intelligence	51
Mind Styles	52
Concrete-Sequential learners.	53
Abstract-Random learners	53
Abstract-Sequential Learners	54
Concrete Random learners	54
Initial Training	55
The Context	55
The Learning Environment	57
The Participants	58
Daily Format	60
Assigning Group Roles	61
Sponge Activities	62
Equal Participation Activity.	63
Getting Acquainted Activity	64
Addressing Logistical Concerns	64
Cooperative Groups Working Together.	66
Journaling	67
A Typical Day.	68
Devotion.	69
Dimensions of Learning-1	70
Review	70
Group Assignments	70
Reports	71
Declarative Knowledge Presentation	71
Theory Presentations	72
Practice	72
Theory of Bloom's Taxonomy	73
Technique Practice	73
Theory of Dimensions of Learning	73
Feedback/Coaching	74

Remainder of the Training	75
Techniques	76
Structures	77
Instructional Strategies	77
Implementation Plan	77
Summary	79
4. MICHAEL	81
Introduction	81
Biographical Sketch.	81
A Family of Teachers	82
Undergraduate Training.	83
Philosophy of Education	84
Years of Teaching Overview	84
Micro-teaching	85
The First School Year of Implementation	86
Implementation Plan	86
The Incorporation of Processes	87
Classroom learning environment observation	88
School setting	88
A Typical Day.	89
Classroom Setting	89
Instruction Implementation	90
The Second Year of the Implementation	93
Reactions to the Field-based Master's Program	94
Learning and Implementing Processes	94
Cohort Groups.	96
Unclear communication/expectations.	99
Feeling frustrated and overwhelmed	99
Completing the Field-based Master's Program	100
Summary	100
5. RICHARD.	103
Introduction	103
Biographical Sketch.	104
Early Years	104
Undergraduate Training.	104
Philosophy of Education	105
Years of Teaching Overview	105
Implementation Plan	109
The Incorporation of Processes	110
Micro-teaching	110
School Setting.	111
A Typical Day.	112

Classroom Setting	112
Instruction Implementation	113
Reactions to the Field-based Master's Program	118
Learning and Implementing Processes	119
Cohort Groups.	120
Unclear Communication /Expectations	121
Feeling Frustrated and Overwhelmed.	122
Leaving the Field-based Master's Program.	122
Summary	123
6. RHONDA, CHANDRA, LENA, AND JEFFERY	125
Introduction	125
Knowledge of Program	126
Reasons for Joining the Field-based Master's Program	126
Rhonda	127
Philosophy of Education	128
The School Setting	128
A Typical Day.	128
Classroom setting	128
Instruction implementation.	130
After school	132
Chandra	133
Philosophy of Education	133
School Setting.	133
A Typical Day.	134
Classroom setting	134
Instruction implementation.	136
After school	139
Lena	141
Philosophy of Education	141
School Setting.	142
A Typical Day.	142
Classroom setting	142
Instruction implementation.	143
After school	147
Jeffery	148
Philosophy of Education	148
A Typical Day.	149
Classroom setting	149
Instructional implementation.	150
Implementation Plans	153
Reactions to the Field-based Master's Program	154
University Training and Learning Processes	156
Cohort Groups.	157

Unclear Communication/Expectations	159
Feeling Frustrated and Overwhelmed.	159
Summary	160
7. PARTICIPANTS' REACTIONS TO THE FIELD-BASED MASTER'S PROGRAM	162
Introduction	162
Participants' Reaction to the Summer Training.	162
Expectation Survey: Summer 1998	168
Learning.	168
Strategies	168
Working Together.	169
Environment.	169
Participants' Journals June-July 1998.	169
Appreciation.	170
Frustration.	171
Time for Practice	172
Unclear Communications and Expectations	172
Support	173
Group Conflicts	173
Understanding Participants' Journal Reactions.	174
Matrix Analysis Results for Journals	175
End-of-Summer Survey –July 1998.	177
What the Participants Learned	177
Cooperation	177
Learning strategies	177
Knowledge	178
Expectations Met	178
Appreciation	178
Practical	179
Knowledge	179
No expectations	179
How Training Could Improve.	180
Length of the program	180
Time for learning strategies	181
Course requirements	181
End of First Year—Summer 1999 Survey	181
Survey Results	182
Actual Use of strategy Survey 1999 and 2000	184
Survey Results	184
Graduate's Survey 2000.	186
Survey Results	187
Program component I: A combined curriculum.	187

Program component 2: Authentic application	187
Program component 3: Cohort groups	191
Program component 4: Technology.	192
Program component 5: Structure of the program	192
What would they do differently?	193
Personal insights	193
First Graduates	195
Portfolio presentations	195
Lena	196
Delores	196
Chandra	196
Raelene	196
Rhonda	197
Gideon.	197
Jeffery	197
Graduation Day	197
Institutionalization of the Field-based Master's Program.	198
Summary	198

8. SUMMARY AND CONCLUSION 200

Introduction	200
Description of Research Findings.	200
Question 1	201
Question 2	202
Question 3	204
Participants' Reactions	204
Matrix Analysis Results for Reactions and Concerns	205
Learning and Implementing Strategies.	205
Cohort Groups	206
Unclear Communication/Expectations.	207
Feeling Frustrated and Overwhelmed	208
Individual Differences	208
Michael	208
Richard	209
Rhonda	209
Chandra	210
Lena	210
Jeffery	211
Participants' Recommendations.	211
Primary Informants	212
Michael	212
Richard	212
Secondary Informants.	213
Other Participants	213

Constructing Understanding of the Field-based Master's Program	214
Summary of the Field-based Master's Program	214
Conclusions	217
Were the program goals met?	217
What did my study add to the literature?	220
Recommendations for the Field-based Master's Program	221
Recommendations for Further Study	222
Closing Thoughts	222

Appendix

A. LETTERS OF CONSENT	224
B. SURVEYS	230
D. INTERVIEW QUESTIONS	238
REFERENCE LIST	240
VITA	247

LIST OF TABLES

1.	Data Collection Schedule	35
2.	Participants' Reaction to Their Training	174
3.	Participants' Concerns	175
4.	Actual Use of Strategies, 1998-2000	188
5.	Reaction Feedback	205
6.	Participants' Recommendations	212

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CHAPTER 1

BACKGROUND

Introduction

The graduate student enrollment during the late 1980s and early 1990s in the School of Education at a Midwestern Christian University (MCU) declined (Vol. I, Sec. III). The United States Census Bureau shows that student enrollment in “graduate enrollment held steady at about 1.3 million in the late 1970s and early 1980s, but rose about 14 percent in the years between 1986 and 1991 to slightly over 1.6 million” (U.S. Census Bureau, 1995, p. 2). However, this slight increase was not experienced at MCU.

Upon closer examination, Dr. John Lee Smith (all of the names mentioned in this study are pseudonyms) found that reasons given for many teachers not attending MCU were related to family and time. At that time MCU’s continuing education classes were being held for 8 weeks during the summer months. Many teachers were married and found spending that amount of time away from their families too long. Some of the teachers who had to take their younger children to the summer session with them or had to travel distances to attend found it to be especially challenging. Most of the teachers who enrolled in the graduate program were employed by Quintstate Christian Organization, and were offered employment benefits--tuition and lodging--to attend MCU; however, teachers were opting to take classes and earn degrees from institutions other than MCU.

As Dr. Smith pondered this dilemma, he began to recall the literature on school improvement and change as well as his experience as an educator. He meditated on the history of education as the separation of theory and practice until Dewey's efforts brought to the forefront the realization that theory and practice must go hand in hand. Dr. Smith recognized that when teacher training occurred closer to the natural work environment, it improved the likelihood of transferring the training to the classroom. He also realized that during the implementation of any innovation, participants would experience the process of change (Dewey, 1933; Fullan, 1991; Hall & Hord, 1987; Hall & Loucks, 1977; Joyce & Showers, 1995; Joyce & Weil, 2000). He felt a new delivery method was needed to solve this training dilemma and to address potential students' personal concerns. However, MCU's knowledge and experience of viable solutions were limited. MCU had previously started a Doctoral Leadership Program that was primarily field-based. Since this program had a strong enrollment, Dr. Smith felt that a field-based approach on the Master's level would work as well. He believed that a theoretical understanding of the literature on teacher training integrated with a practical approach was justified for the Field-based Master's Program.

I first heard about the Field-based Master's Program at MCU from Dr. Smith. My interest was piqued and I wanted to know more about it. I was interested in observing teachers' reactions while implementing an innovation. I also wanted to get a better understanding of teachers who were experiencing the change process because it would benefit me and was relevant in my employment situation. When Dr. Smith suggested the possibility of conducting a study of the Field-based Master's Program at

MCU, I became very excited. This study seemed to be ideal for me and I decided to focus my research on MCU's Field-based Master's Program.

Purpose of the Study

The purpose of this study was to describe how teachers experienced the Field-based Master's Program, an innovation that was not only new to them, but to the university and their employer as well.

Research Questions

The following research questions guided my study on the Field-based Master's Program:

1. What did the teacher training in the uses of instructional processes look like during the initial summer session of the Field-based Master's Program?
2. What did the transfer of training in the use of instructional processes look like in the participant's classroom?
3. What were the teachers' reactions, concerns, and recommendations throughout the implementation of the Field-based Master's Program?

Benefits of the Study

The Field-based Master's Program was created to meet the joint needs of MCU and QCO--for increasing enrollment, continuing education for in-service teachers, transferring of training to the workplace, training teachers to provide reaction feedback, and using study groups to support teachers during the change process.

At that time, MCU had received limited documented data on teachers' reaction while implementing their university training from MCU (Karrer, 1996). Since this is the

only master's program of its kind on the university's campus it is important to provide a documented description of its implementation (Vol. I, Sec. III).

This research informs several different organizations and individuals. For example:

1. It provides MCU and QCO information to assist in making necessary revisions in the Field-based Master's Program.
2. This study provides the MCU School of Education with pertinent information regarding the implementation of innovations following teachers' initial training.
3. It supplies teacher education programs with information about teachers' reactions during the process of change.
4. Furthermore, it contributes to the body of literature on field-based master's program innovations.
5. It helps individual readers to review an implementation of an educational process of change.

Development of the Field-based Master's Program

As the School of Education faculty pursued the concept of a Field-based Master's Program, Dr. Smith assigned Nigel Ford, one of the graduate assistants, to research several field-based programs throughout the United States. As Nigel searched and gathered pertinent data, Dr. Gother, a professor in the School of Education, assisted him in selecting institutions that were closely aligned with the direction Dr. Smith and his colleagues were headed. Nigel explained that after reviewing about 85 programs with a Field-based Master's Program delivery system, he was able to narrow the selections to

about 12 possibilities. As he examined these programs more closely, four programs emerged as the best “fit.” However, he identified Brigham Young University (BYU) as one of the most likely models for MCU’s consideration. Nigel provided Dr. Rita Jones, the appointed director of the Field-based Master’s Program, with BYU’s Field-based Master’s videotape for her review. In addition, Nigel closely examined Northern New Mexico University’s program for MCU’s consideration as well (Vol. I, Sec. III, p. 3).

Previous studies had been conducted on field-based delivery systems. The literature, obtained by accessing ERIC, identified at least seven studies that have described a Field-based Master’s delivery system. The research on this subject was conducted from 1976-1984. These studies included the following:

1. A study conducted by Pendergrass and Stein (1981) described a Field-based Master’s Program for elementary and secondary teachers that focused on developing teacher leaders. The program stressed commitment, a positive relationship, and continuous dialog and feedback between the teachers and the faculty. This program included visits to the teachers’ classrooms for encouragement and to assist in translating theory into practice.
2. The University of Virginia’s School of Education and Department of Continuing Education jointly developed and implemented a Master of Education program in elementary education. The field-based program was centralized into a single set of courses, which were guided by objectives. This 2-year course offered instruction to a cohort group of about 60 elementary school teachers who met with an instructional team on Friday evenings and Saturday mornings. The highlight of their experience was clinical experience in a laboratory school (Moore, et al., 1983).

3. Nova University's Child Care Administrators Master's Program serviced 150 administrators in North America. This electronic approach was an innovative response to the challenge of Field-based Program Design (Manburg, 1984).

4. Nelson and Trueblood (1984) looked at the field-based delivery system for rural teachers. The program they studied was designed to enhance intellectual growth, self-concept, and staff communication. They cited problems and challenges with resources, distance, funding, and university requirements.

5. A public school and university venture instituted a field-based graduate program as a collaborative effort. After 2 years, this program was found to provide more advantages than traditional programs because of the positive relationship established between the university and the community (Bailey & Littrell, 1976-1977).

6. Another Field-based Master's Program was developed at Kansas State University with the collaboration of several public schools. They found that cooperative arrangements can exist and are possible between a university and public schools (Bailey & Littrel, 1977).

7. Bergman and Quirk (1979) looked at the feasibility of the institutionalization of change for the Field-based Master's Program at Emporia State University. It was designed to meet the needs of educators who were fully employed. The participants were involved in an ongoing process of learning, innovating, implementing, and evaluating.

National Louis University has successfully operated its Field-based Master's Program with this delivery approach for over 20 years. I had the opportunity to observe a cohort group in Milwaukee, Wisconsin, in May 2000 and had an opportunity to interview

the professor, Dr. Harry Bond, and his students. Dr. Bond told me that National Louis University was constantly looking for ways to improve its Field-based Master's Program. He stated that the cohort group was operated by consensus. He said that the cohort group met once a week on a day selected by the participants. Evidence of theory and practice was apparent through the Implementation Plans developed by each participant. On the day of my visit each participant presented his or her final Implementation Project to the cohort group for review and assessment. Dr. Harry Bond emphasized that commitment for cohort participation was continually stressed (Vol. I, Sec. II).

A team of developers working with Dr. Rita Jones, at MCU, communicated with administrators who were viewed as leaders in the field-based approach to education. Dr. Curry, a representative from the University of Pittsburgh in Pittsburgh, Pennsylvania, was invited to MCU. The purpose of this visit was to discuss the goals and objectives for the Field-based Doctoral Leadership Program at MCU; Dr. Curry's visit also gave insights on the implementation of a Field-based Master's Program.

Dr. Sprouse, another one of the program developers, was asked to draft the original proposal. After the proposal was drafted, the concept of the Field-based Master's Program was presented to the School of Education and it was approved. Upon their initial approval of the concept, Dr. John Lee Smith assigned Dr. Rita Jones the responsibility for fully developing the Field-based Master's Program. Dr. Smith explained that " [the proposal] was the basic skeleton and [Dr. Jones] had to put all of the meat on it" (Vol. I, Sec. III, p. 15).

Initially the components of the Field-based Master's Program were listed as:

1. Competency-based university training, on three levels of instructional processes (techniques, structures, and strategies) (Vol. VI)
2. Focused study in one of three curricular areas: Curriculum & Instruction, Educational Administration, and Religious Education
3. Implementation of university training in the workplace
4. Small cohort groups to provide peer and administrative support, instruction, and feedback (Gaikwad, 1991; Henriquez-Roark, 1995; Joyce & Showers, 1995) (These groups were intended to meet each month to provide the support. The first Field-based Master's Program cohort was split into three regional cohort groups.)
5. Joint supervision by university faculty and the participants supervising employer.

Later, Dr. Jones modified the program design to the following five components:

1. Curriculum Combined: three programs of Curriculum & Instruction, Educational Administration, and Religious Education
2. Authentic Application: university training transferred into the workplace
3. Cohort Groups: geographical groups that met monthly for peer coaching, administrative feedback, instruction, and personal support
4. Technology: communication via e-mail, web CT, and other media
5. Program Structure: a timeline of three consecutive summers and two consecutive school years between summers (Vol. I, Sec. III).

After the full proposal was drafted, Drs. Smith and Jones shared the historic trends of graduate enrollment with Mr. Leslie Johnson, the director of education for the Quintstate Christian Organization (QCO) and Mr. Gregory Lewis, his associate. They

were equally concerned with the findings. Dr. Smith offered the Field-based Master's Program as a viable solution. After approval was received from QCO, Mr. Leslie Johnson and Mr. Gregory Lewis formed a partnership with MCU to support a pilot of the Field-based Master's Program.

Adoption of the Field-based Master's Program

On March 1, 1998, in a memo to administrators and teachers in the QCO's School System, Mr. Leslie Johnson announced the Field-based Master's Program to their system's schools. The memo described the program as continuous, as opposed to summers only, with course work to be taken over 3 summers and 2 school years. It would consist of 4 weeks of classes the first 2 summers and 2 weeks of courses the last summer.

Dr. Rita Jones believed that the Field-based Master's Program provided teachers with a more attractive option for meeting their requirements for continuing education as well as the needs of their families. She described the program as a client friendly, tailor-made program for the teachers of Quintstate.

Mr. Gregory Lewis stated similar views about this Field-based Master's Program. He explained:

The [Field-based Master's] Program originally was shared [by] the folks at MCU and as soon as we heard about it we found merit in the program. It was a practical and relevant way of helping teachers who need re-certification or to work on a Master's level program, get involved without leaving home, and coming to MCU. Traditionally, the approach has been teachers come into the university, sit at the feet of the instructor, learn, and go back home.

This program takes it a whole different direction with the faculty going out into the field working with teachers on content that directly applies to the curriculum they are teaching. So I can see from a teacher's viewpoint how it's teacher-friendly. I

can see how the material is relevant and it's practical. I think those are the key things that I like about the program. (Vol. I, Sec. IV, p. 4)

Mr. Johnson and Mr. Lewis had several concerns related to the implementation of the program. Initially, one major concern was the role of QCO and MCU supervision of teachers in the Field-based Master's Program. Fortunately, a solution was found. It was decided that a steering committee would be set up to monitor supervision so that the Field-based Master's Program participants would not receive mixed messages from QCO and MCU. A minor concern was financing the transportation allotments throughout the school year, but Mr. Gregory Lewis felt that that could be settled in collaboration with the university.

Dr. Rita Jones also identified concerns from MCU's perspective. She agreed that QCO's teachers might experience a supervision conflict. She also noted that the classroom implementation of the instructional innovations, which would be presented in the Field-based Master's Program, could cause additional "work" for teachers during the school year. Although the administrators at QCO were committed to this field-based pilot program, Dr. Jones was aware that previous unsuccessful initiatives had caused QCO's leaders to become skeptical of new programs (Vol. I, Sec. III). However, collaboration is the first step for effective change to take place, and open communication fosters successful change (Strangeway, 1996). Kay, Fonda, and Hayes (1998) suggested that for an innovation to be successful all stakeholders should be involved in planning, implementation, assessment, and reflection at each stage of the innovation. Thus, with this newly pledged partnership between Midwestern Christian University and the Quintstate Christian Organization, the Field-based Master's Program was born. It was designed to:

1. Increase enrollment on the Master's level in a research-based training program
2. Provide continuing education for teachers
3. Promote transfer of training to the workplace while training is occurring
4. Receive reaction feedback from the participants while implementing the innovation
5. Use study groups to support teachers during the change process.

The program was now ready for implementation. However, as MCU and QCO proceeded to implement the pilot Field-based Master's Program, Mr. Lewis cautioned, "Change comes hard and any new program takes a while to get up and running" (Vol. I, Sec. VI, p. 4). Obviously, the developers and implementers of this program understood that change was difficult.

The *American Heritage Dictionary* defines change as "something different" (2000, p. 147). A kaleidoscope of changes occurs simultaneously in the universe every second. This naturally occurring phenomenon, "change," experienced by every human being, is not always welcome. Thus, changes can be viewed or interpreted as good, indifferent, or uncomfortable. Change becomes hard or uncomfortable when an individual must step out of their comfort zone to do "something different" or "new" (Howard, 1996). For the purpose of this study "change" was viewed from the teacher's perspective in reacting to something different or new in a learning environment, that is, educational change.

Fullan (1982) suggested "that the crux of change involves the development of meaning in relation to a new idea, program or set of activities" (p. 79). He states that it is

individuals who have to develop meaning for the change. Change begins with the individual (Langford, 1999). Educational change is viewed differently by individuals depending upon the meaning one places on it. Teachers experience uncertainties as they proceed through this process of change (Karrer, 1996).

In addition, if teachers' past experiences with change were unsuccessful or they did not experience reasonable success, they could be expected to be cautious in trying another change (Fullan, 1982; Joyce & Showers, 1995). Since individuals go through change, it is a highly personal experience. Change involves developmental growth in feelings as well as skills and can be understood with the focus on the individuals (Hall & Hord, 1987). Change would be inherent in the newly formed Field-based Master's Program and, therefore, it could be a planned process (Fullan, 1991).

Resistance to educational change is not new. In 1948, Redl (cited in Ohlsen, 1970) described resistance as "an unavoidable reaction to change" (p. 116). He discovered that resistance lies within an individual's personality, and displays of resistance may be expressed by an individual missing appointments, getting angry, or becoming anxious. However, change can be met with resistance or as an opportunity depending upon the attitude of the individual. Therefore, change can be approached from a proactive or reactive standpoint. To foster effective change Slater (1998) believes that stability and security are essential. Cartwright stated in 1951, "Those who are to be changed and those who influence change must sense a strong feeling of belonging in the same group" (cited in Ohlsen, 1970, p. 88). Fullan (1993) suggested that change can promote stress. Anxiety is reduced if change follows a planned process and therefore high expectations are balanced by supportive structures. During the implementation of

an innovation there needs to be an emotional investment made in its participants.

Collegial and administrative support allows teachers to gain a sense of belonging and thus help them to become less resistant to change.

According to Fullan (1982), "Unless there is a shared understanding of its purposes, rational, and processes" change through staff development will not be sustained (p. 14). Joyce and Showers (1995) propose that although change is challenging, an innovation can be successfully implemented if teachers' individual responses to change are considered. When staff development initiatives follow a planned process that provides adequate support, transfer of training is successful (Henriquez-Roark, 1995; Joyce & Showers, 1995).

Theoretical Framework

The theoretical framework is derived from the following sources: the Educational Implementation Change Model (Fullan, 1991) and the Training Model (Joyce & Showers, 1995).

The Educational Implementation Change Model is comprised of three phases: (1) adoption, (2) implementation, and (3) institutionalization. The adoption phase, also referred to as the initiation process of this model, describes the actual conceptualization, development, and planning process of an innovation. During this process consideration is given to the existence and quality of the innovation, access to innovations, advocacy from the central administration as well as the teachers and external agents who influence change. The implementation phase refers to the process of performing the steps as outlined in the development of the program. As the implementation phase of this process is occurring, the characteristics of change, local factors, external factors, as well as

outcomes must be considered. Fullan (1991) suggests that the characteristics of change include the need of the school district, clarity of goals and needs, the complexity, quality, and practicality of the program. The local factors include the consideration of the stakeholders. The external factors refer to other agencies that may be involved in the implementation process. "Outcomes during implementation provide the following insights: active initiation and participation, pressure and support, changes in behavior and beliefs, and overriding problem of ownership" (p. 47). And finally, the institutionalization phase or continuation process accepts the innovation as a regular practiced component of the institution. This process includes "another adoption decision which may be negative and even if positive, may not be implemented" (p. 47). At this point, it is decided if the organization accepts an innovation as a part of its structure, if there is a commitment to this change, and if there are procedures in place for its continued existence. This process takes about 3-5 years.

This model helped me understand Educational Implementation of Change as a three-step process (Fullan, 1982). Later Fullan (1991) refined this model as he found the importance of understanding teachers' emotional and social responses as they experienced a change process. Fullan and Hargreaves (1996) referred to this modification as "considering the heart" of teachers as they implement the innovation. In other words, for the innovation to be successful, the teachers' emotional reaction should be considered and addressed as well as the dynamics of the change. This concept mirrors the research synthesized to create Dimension 1, positive attitudes and perceptions, in the Dimension of Learning Framework (Marzano et al., 1997). Fullan and Hargreaves

(1992) suggest that as teachers experience various emotions, they may tend to view the innovation as an imposition.

The Training Model (Joyce & Showers, 1995) was designed to provide structure for training activities and support for teachers when implementing an innovation. There are five components of the Training Model: (1) theory, which provides understanding, rationale, and guides practice; (2) demonstration, which allows the teacher to observe what is to be done; (3) practice, which provides opportunities for internalization and understanding; (4) feedback, which provides guidance from experts; and (5) coaching, which allows for reaction-feedback by seeking to understand (a) What went well? (b) What could be improved? (c) What connections can you make? and (d) What questions and/or comments do you have?

The Educational Implementation Change Model (Fullan, 1991) and The Training Model (Joyce & Showers, 1995) assisted me with framing this research. I looked at the Field-based Master's Program in the three stages outlined by Fullan (1991). I briefly described the adoption phase in order to provide context for the study. The focus of this study however is the implementation phase of the Field-based Master's Program. Viewing the Field-based Master's Program through the lens of the Training Model helped me to better describe the training in this program and the transfer of the training I observed in classrooms. As I contemplated this research through these lenses I became cognizant of assumptions that needed to be made explicit.

Assumptions

I have identified three underlining theoretical assumptions based upon this research that support my theoretical framework:

1. If education change can be planned, then well-developed plans will facilitate the change process.
2. If planning for the implementation of an innovation is to be successful, then plans must incorporate a research-validated system of training.
3. If attending to the needs of individuals is critical to the successful implementation of an innovation, then support must be provided for the participants.

Conclusion

This theoretical framework provided structure for describing this particular innovation--the Field-based Master's Program. These two lenses assisted me in better understanding and describing educational change as a planned process.

Review of the Literature

The literature search protocol for this study was accomplished by using the Internet to access search engines such as Ask Gus and Yahoo. I also searched the Education Resources Information Center (ERIC) for documents related to field-based master's programs, school change, school improvement, and staff development. Within ERIC I reviewed abstracts for studies that had been conducted on field-based master's programs. I conducted similar searches in Dissertation Abstracts International. In addition, I used bibliographic references to identify key sources that provide greater understanding. The literature in this study has been embedded into the narrative of the study itself as the informants describe their experiences and I analyze those experiences. The practice of placing references to the literature into the document narrative helps bring clarity to this study.

Summary

This chapter describes the beginnings of Midwestern Christian University's Field-based Master's Program. The program initiator, Dr. Smith, found that the graduate enrollment of the School of Education had declined during the past decade. Upon closer examination it was discovered that family issues regarding extensive time away from home was a primary reason for employees of the Quintstate Christian Organization choosing to enroll in other universities. The solution posed was the development of the Field-based Master's Program that was designed to:

1. Increase enrollment on the master's level in a research-based training program
2. Provide continuing education for teachers
3. Promote transfer of training to the workplace while training is occurring
4. Receive reaction feedback from the participants while implementing the innovation
5. Use study groups to support teachers during the change process.

When an innovation is implemented in a learning environment, teachers experience a process of change. In this study, educational change is viewed as a planned process and the teacher's reaction to this process is described. This study answers the following research questions:

1. What did the teacher training in the uses of instructional processes look like during the initial summer session of the Field-based Master's Program?
2. What did the transfer of training in the use of instructional processes look like in the participant's classroom?

3. What were the teachers' reactions, concerns, and recommendations throughout the implementation of the Field-based Master's Program?

CHAPTER 2

METHODOLOGY

Introduction

This research used descriptive case study methodology. A case study is an example of a research design that allows the researcher to study situations on a systematic basis over time. Case study design has specific processes for gathering information, organizing it, and integrating the data or information that results in a particular end product. "A case study is an examination of a specific phenomenon such as an event, a person, a process, an institution or a social group" (Merriam, 1988, p. 9). This study examined a specific event: the initiation of a Field-based Master's Program. This study focuses on individuals involved in the Field-based Master's Program. The descriptive case study method was well suited to examining this event and answering this study's research questions. Merriam (1998) also suggests that

a case study design is employed to gain an in-depth understanding of the situation and meaning for those involved. The interest is the process rather than outcomes, in context rather than a specific variable, in discovery rather than confirmation. Insights gleaned from case studies can directly influence policy, practice, and future research. (p. 19)

Descriptive case studies paint pictures that help readers understand specific events or cases. Case studies are holistic in that they focus on a specific area as well as describing the environment from a panoramic view. Researchers who utilize qualitative case studies appreciate the ability to gain insight, interpretation, and discovery instead of

the testing of a hypothesis. Case studies use a variety of data types including observations, interviews, documents, and artifacts (Yin, 1994).

Selection of Informants

The potential participants in this study were the 15 teachers enrolled as the first cohort in the Field-based Master's Degree Program at MCU, beginning with the summer of 1998. These 15 teachers had completed an undergraduate degree, were employed in K-12 schools, and taught in one of two types of classrooms: self-contained or multi-grade.

During the training sessions in the summer of 1998, the participants were given an opportunity to ask questions or state concerns regarding their participation in the study and received a copy of the consent form to review before signing (see appendix A). The participants included in this study were volunteers. Kazdin (1992) suggested that when volunteers are considered in a study "an important question is whether volunteer subjects differ from one another in any important ways from non-volunteer subjects" (p. 315). The volunteers who participated in this study were all trained teachers reacting to the same graduate school experience. As long as a person fit the selection criteria described later in this chapter, he/she was accepted as a primary or secondary informant. The cohort members who chose not to participate were excused without suffering any reprisals such as fear, penalty, or loss of benefit to which they are otherwise entitled. Three teachers exercised the choice of non-participation as primary or secondary informants.

Once consent for participation was given, an orientation meeting took place to determine a contact schedule and to explain the type of documentation to be collected

during the Field-based Master's Program experience. The participants were requested to candidly react to their experiences throughout the process of change. All records were treated confidentially and data related to individuals were reported anonymously. The study was initially intended to be limited to the first year of program operation.

However, as the study emerged, the plan for data collection via observations and interviews expanded to five specific phases:

1. The first summer training session
2. The first year of implementation with primary informants
3. Portions of the second summer session
4. The second year of implementation with secondary and primary informants
5. Portions of the third summer session.

Primary Informants

To gain in-depth understanding, I decided to limit my case studies to a small number: one primary informant to represent each type of classroom (self-contained or multi-grade) represented in the population. I decided on only two primary informants because I wanted to get an in-depth understanding of the participants' experience. I thought that studying just one participant's experience would be too narrow of a view and three or more participants' experiences would be too broad to allow in-depth understanding.

The process of selecting primary informants focused on acquiring 1 informant from a self-contained classroom and 1 informant from a multi-grade classroom. This sampling would mirror the classroom settings of the Field-based Master's Program

cohort members. In this study I chose not to look at differences in age, gender, or years of teaching experience of the participants. That level of detail was beyond the limits of this study but could be suggested for further study.

Purposive sampling (Chein, 1981, cited in Merriam, 1998) or purposeful sampling (Patton, 1990) was used to select these key informants. "Purposeful sampling is based on the assumption that the investigator wants to discover, understand, and gain insight and therefore must select a sample from which the most can be learned," explained Merriam (1998, p. 61). Patton (1990) stated that "the logic and power of purposeful sampling lies in selecting information-rich cases for study in depth. Information-rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research, thus the term purposeful sampling" (p. 169).

The following criteria guided the selection process:

1. Enrollment in the Field-based Master's Program
2. Attendance in the initial training sessions
3. Continuing the program throughout the first academic year
4. Willingness to participate in this study
5. One subject from a multiple-grade classroom and one subject from a single-grade classroom.

The individuals chosen as the primary informants fit this focused criteria (Merriam, 1988, 1998). These individuals also appeared to be the most willing of the participants of the group to participate in the study. I made the decision to use the most willing volunteers to ensure that I obtained sufficient information for this study. At the

time of the study, the 2 primary informants had taught for at least 1 year in their respective schools before enrolling in the Field-based Master's Program at MCU.

One informant, who was married without children, taught in a one-room multi-grade classroom with 13 students in a principal/teacher situation. The other primary informant, who taught in a self-contained fourth-grade classroom with 16 students, was engaged to be married. He married during the course of the program.

Secondary Informants

In the spring of the first year of the Field-based Master's Program I chose to select a larger sample from the total group to develop a broader understanding of the participants' reactions to this innovation. Fifteen participants initially enrolled in the program. However, for various reasons, after the first year 3 participants were no longer in the program so there were 12 participants remaining. Reasonable sampling was used to randomly select secondary informants. Rudestam and Newton (1992) explain:

In many dissertations power analysis may be unrealistic. Qualitative dissertations, case studies, oral histories, and intensive interviews may rely more on what the student and committee deem reasonable to develop a convincing argument independent of statistical testing. (p. 65)

One reason I chose to add secondary informants was to increase my confidence in the data and to corroborate my findings. Therefore, based on the population of 12 participants, I decided to study an additional 4 participants, which gave me a total of six case studies: two in-depth cases from primary informants and four smaller cases from secondary informants. These cases, in combination with my description of the summer training, provide the "thick, rich" description necessary in qualitative studies (Merriam, 1998, p. 211).

To select the secondary informants I randomly drew participants' consent forms from my folder and called each potential informant on the telephone to receive permission to observe their classes. If permission was denied I continued this process until I had received permission from 4 secondary participants. One male and 3 females granted consent as secondary informants. These 4 secondary informants all taught in multi-grade learning environments. That classroom setting was typical of about 70% of the classrooms within the Quintstate Christian Organization's School District.

The secondary participants in this study had varied family situations as well. One female informant, who was married with children, taught in a multiple grade classroom K-2. Another female informant, the principal/teacher of a one-room school with Grades 1-8, was married without children. The third female informant was unmarried and teaching in multiple Grades 3-6 classrooms. The male informant team-taught Grades 5-10, and was engaged to be married.

Gathering Contextual Data

Data collected from participants other than my primary and secondary informants helped establish the context of the study. The information and feedback gained from these other participants also helped corroborate the data from both primary and secondary informants.

All of the participants were observed and interviewed during the entire first summer session. In order to gain a clearer understanding of the participants' reaction to the program as a whole, I observed and interviewed the participants during portions of their second and third summer sessions as well. I received and reviewed their reaction feedback during this process of educational change.

Collection of the Data

This descriptive case study afforded me the opportunity to be in close proximity to the informants thus allowing me access to a wealth of data. I was able to view the teachers' behavior and review their reactions during their tenure in the Field-based Master's Program. As data were collected and topics emerged, those data were used to shape the research.

The collection of the data included the following data sources:

1. Interviews
2. Observations
3. Surveys
4. Field notes
5. Records and documents.

Interviews

Conducting interviews is essential in gaining a greater understanding of the informants' ideas and feelings as well as the informants' interpretation of situations. The interview process gave the informants the opportunity of expression, which was vital to answering my research questions. Interviews offer a panoramic view of what is being observed. Interviews allow researchers to respond to individuals within the context of their past experiences that have a bearing on their perception of what they are relating to the interviewer. Eisner (1991) states, "We need to listen to what people have to say about their activities, their feelings, their lives" (p. 183).

Interviews are important because they give information about past events. It is not possible to observe everything, thus interviews bring the participant's experience closer to the researcher and provide greater understandings about what was actually occurring. This information is crucial because it relates information that the participant perceives as valuable with meaning given to specific situations. Patton (1990) explains:

We interview people to find out from them things we cannot directly observe. We cannot observe feelings, thoughts, and intentions. We cannot observe behaviors that took place at some previous point in time. We cannot observe situations that preclude the presence of an observer. We cannot observe how people have organized the world and the meanings they attach to what goes on in the world—we have to ask people questions about those things. The purpose of interviewing, then, is to allow us to enter into the other person's perspective. (p. 196)

Seidman (1998) explained that building a rapport with informants is very important. For interviews he suggested that rapport means developing a sense of well-being. I discovered that as I developed positive relationships with the participants they had a tendency to respond more eagerly, freely, and openly during the interviews. He also advised that "as the interviews progress, the interviewer must listen on three levels: (1) what is said, (2) what is guarded, and (3) how much has been said and information that is still forthcoming" (Seidman, 1998, p. 97).

The majority of the interviews I conducted were tape-recorded with the permission of the interviewee. The importance of tape recording was emphasized by Seidman:

I have no doubt that in-depth interviews should be taped-recorded. I believe that to work most reliably with the words of participants, the researcher has to transform those spoken words into written text to study. The primary method of creating text from interviews is to tape-record the interviews and to transcribe them. (1998, p. 97)

The participants were interviewed individually and in small groups. Shortly after the interviews were conducted I transcribed the interviews. If something was not

clear in the transcription, I was able to review the tape for clarification. It was my practice to test the recording before beginning the interview to ensure appropriate quality (Seidman, 1998). Member checks were used to ensure accuracy in collecting the data.

The interviews used in this study included:

1. Semi-structured Interviews (see appendix for interview protocol)
2. Informal Interviews.

Semi-structured interviews

“The semi-structured interview is guided by a set of questions and issues to be explored, but neither the exact wording nor the order of questions is predetermined” (Merriam, 1988, p. 86). These interviews include structural questions, descriptive questions, and contrast questions (Spradley, 1979).

1. Structural questions allow the researcher to gain more specific information in relationship to specific questions, for example, “What are your expectations?”

2. Descriptive questions are specifically designed to encourage the individual to talk about a specific aspect. For example, “Can you tell me how you implemented a particular strategy?”

3. Contrast questions can assist in clarifying what the interviewee means. Through this type of questioning they are able to identify their meanings, such as, “Can you compare your use of strategies during the first and second years of the implementation?”

Semi-structured interviews also assisted me in understanding the informants better, including the following information such as their background (Joyce & McKibbin, 1982). A sampling of questions I asked included: (1) “Where did you grow up?”

(2) “What was your family like?” (3) “Can you tell me what your early education experiences were like?” and (4) “What is your philosophy of education?”

Informal interviews

I conducted informal interviews throughout the study. “Interviews can be conducted in the most unlikely and the most ordinary places: in hallways, walking to the teachers’ lounge, in cars, over lunch, on the parking lot, between classes—in fact, anywhere people are willing to talk about what they think or feel” (Eisner, 1991, p. 184). I also interviewed the informants whenever or wherever the opportunity arose. As we talked about their experiences, questions were posed. My informants included MCU administrators, professors, support staff, Field-based Master’s Program participants, QCO directors, and superintendents.

Observations

Direct observation is extremely important in a qualitative study. Merriam (1988) defends the importance of direct observation by saying, “The human instrument is capable of understanding the complexity of human interaction encountered in even the shortest of observations” (p. 13). In case study research it is important to be immersed in the same environment with the participants in order to interpret and appraise what is being observed.

Previous experience can be vital when engaging in direct observation. My background allowed me to record even what was not said through body language, positioning, and environmental settings. These nonverbal data can provide insight to an individual’s reaction to their experience. Merriam (1998) suggested that “observation is

the best technique to use when an activity, event, or situation can be observed firsthand, when a fresh perspective is desired, or when participants are not able or willing to discuss the topic under study” (p. 96).

Denzin and Lincoln (1998) reported that there are stages of observation, which move from more broad to specific. This results in more focused observations that possess greater details. They also reported that observations should reference the participant, and the participants’ interactions, rituals, and routines.

During the course of the program I had an opportunity to observe the Field-based Master’s Program participants in various settings. These observations included summer training sessions, cohort meetings, and in their classrooms. I also observed the 2 primary informants during the initial year of implementation and the 4 secondary informants who remained in the program during the second year of implementation. Although my focus was on the first year of implementation for the primary informants I continued to observe one of the primary informants during the second year of implementation. My final observation was the culmination of their experience—their graduation.

Observations were an essential source of information both during the initial training and when I visited the informants’ classrooms. During the 1998 summer training session I conducted daily observations. Tape recordings and field notes helped me to accurately describe what I saw and heard. I noted participants’ interactions and reactions to the training. I also attended three regional cohort training sessions (November, February, and May) during the 1998-1999 school year. During the first year, 1998-1999, of program implementation I observed my primary informants’ classrooms in October,

November, December, March, April, and June. During the second year of the implementation, 1999-2000, I observed in K-12 classrooms in March, April, and May.

As part of the Field-based Master's Program the participants were required to present a portfolio of their Field-based Master's Program implementation experience. I observed the portfolio presentations of 6 of the 7 graduation candidates.

The research was strengthened as categories emerged from my observations and essential characteristics were studied. As I reviewed feedback it provided me with an opportunity to decide how to shape my research and formulate the appropriate questions to ask during interviews.

Surveys

Additional information was gained from the entire group of Field-based Master's Program participants through the use of surveys. Surveys are used to acquire opinions and factual data from a sample population. The surveys administered asked for the following information:

1. **Background: demographic information from the participants**
2. **Expectations for their experience: an explanation of participants' expectations from the Field-based Master's Program**
3. **End of the First- and Second-Year Surveys: reaction feedback about their implementation experiences**
4. **End of the Program Survey: graduating candidates provided reaction feedback to their cumulative experience**
5. **Actual Use of Strategies Survey: determined teacher strategy usage during implementation phase.**

Surveys provided data to corroborate my findings from other sources. I distributed the surveys to the appropriate individuals to complete, and collected them randomly. The respondents were not asked to supply their names. After the surveys were collected I analyzed them by using an inductive process to identify emerging themes. The attributes of the categories were used to assign a category name. Once the category was identified I formed a data analysis matrix for frequency of occurrence, then tallied the participants' responses according to the category.

Field Notes

Field notes provide descriptions of what was observed. Field notes include the following information: (1) spoken and/or written observations of the setting, the people, and the activities, (2) direct quotations or paraphrases of what people said, and (3) the observer's feelings, reactions, hunches, and initial interpretations. Field notes may also include a physical diagram of aspects of the setting (Merriam, 1988, 1998; Taylor & Bogdan, 1998). "Field notes should also provide raw data of participant observation and be as complete and comprehensive as possible" (pp. 66, 67). Sapsford and Jupp (1996) emphasized that "it is also important to record as much as possible about the physical, social, and temporal context in which the behavior occurred" (p. 84). Notes should be made soon after the observation. Johnson and Christensen (1998) stated:

Researchers record what they believe is important in the field notes (notes taken by the observer during and after making observations). It is a good idea to correct and edit any notes you write down during an observation as soon as possible after they are taken because that is when your memory is best. If you wait too long you may forget important details and not be able to make sense of your handwritten, scribbled, field notes. In addition to taking notes during your observations, consider audio taping and videotaping the important scenes. (p. 149)

Therefore, when I did not have the tape recorder during interviews or observations I recorded field notes of whatever had occurred as soon as I left the setting. Through field notes I was able to record non-verbal expressions that a tape recorder did not reveal.

Field notes in this study included data from the following sources:

1. Telephone conversations
2. Training and classroom observations
3. Conversations
4. Diagrams of classrooms
5. Interviews
6. Instructional cohort meetings.

Documents and Records

Documents and records are silent items that can speak volumes. They can be found in the most common or uncommon places. Merriam (1988) explains, “[Documents] are in fact, a ready made source of data easily accessible to the imaginative and resourceful investigator” (p. 104). Holsti defines documents “in the broad sense of any communication and includes as examples novels, newspapers, love songs, diaries, psychiatric interviews, and the like” (as cited in Merriam, 1998, p. 112).

Documents can also include any of the following: letters, memoranda, agendas, announcements, minutes, written reports of events, administrative documents, such as proposals, progress reports, and other internal documents, formal studies or evaluations, newspaper clippings and other articles. Yin (1994) also identifies archival records as documents, including service records, organizational records, maps and charts, lists of

names, and survey data; and personal records include diaries, and calendar and telephone listings. Merriam (1998) found that documents can be categorized into three main groups: public records, personal documents, and physical materials. In addition she noted that the “researcher can create documents for the purpose of the investigation” (p. 113).

The documents used in this study included participants’ journals, the Field-based Master’s Curriculum, program information and advertisements, memos, and letters. The participants were requested to keep journals of reaction feedback pertaining to their first year of training.

Reading the participants’ feedback in their journals assisted me in identifying, assessing, and understanding the participants’ reactions, concerns, and recommendations during the first summer training. Their journal writing was guided by the coaching component of the Training Model (Joyce & Showers, 1995). They answered the following questions: (1) What went well? (2) What could improve? (3) What connections can you make? (4) What questions and/or comments do you have?

Data Collection Schedule

Data were collected throughout the field-based experience, beginning with the initial training in 1998 and concluding in 2001. See Table 1.

Analysis of Data

The data were analyzed by organizing the information by emerging categories as patterns arose. The Joyce and Showers (1995) Training Model framework was used to analyze the participants’ reaction feedback. I used an inductive model to identify and

categorize emerging themes. A Venn Diagram helped me to compare what the developers of the Field-based Master's Program intended with the actual implementation. Finally, the data were analyzed by identifying the reaction feedback the participants provided as it related to new insights discovered. Merriam (1988, 1998) outlined goals used in the method of collecting and analyzing the data. These steps included identifying concepts in the data, searching for patterns and themes, the development and codification of categories in the emerging patterns, and the organization of the data into these categories.

Validity

In a qualitative study Eisner (1991) suggests that validity is accomplished through structural corroboration. He explains that it is like the process of triangulation. It is a way that multiple related data sources are used to provide either support or contradiction of the interpreted data. He further listed varied data sources for providing structural corroboration: (1) direct observation of classrooms, (2) interviews with students, teachers, and teacher's colleagues, (3) analysis of materials used, and (4) quantitative information related to the interpretation or evaluation. One way I ensured structural corroboration in this study was the use of multiple informants. Eisner (1991) believed that in obtaining structural corroboration the researcher must be cognizant of repeated behaviors or actions. In other words, "putting the pieces together to form a compelling whole, one that is believable" (p. 110). Eisner (1991) also refers to consensual validation which may occur by having more than one educational critic *independently* prepare an educational criticism of the same school or classroom" (p. 112).

TABLE 1
DATA COLLECTION SCHEDULE

Dates	Activity
June-July 1998	Initial Summer Training Session
August 1998	No Data Collection—Teachers prepare for classroom
September 1998	No Data Collection—Teachers establishing learning environments
October 1998	Classroom-Observations— Primary Informants, Michael and Richard
November 1998	Field Training—Cohort Course Work Observations/Interviews—Informants and participants in cohort groups Classroom Observations—Primary Informants, Michael and Richard
December 1998	Classroom Observations—Primary Informants, Michael and Richard
January 1999	No Classroom Observation—End of Semester Communication via mail and telephone—all participants
February 1999	Observation/Interviews Field Training—Cohort Course Work Observation/Interviews—Informants and cohort group participants
March 1999	Classroom Observation—Informants, Michael and Richard
April 1999	Classroom Observations—Informants, Richard and Michael Meeting with QCO's Directors and Superintendents
May 1999	Field Training—Cohort Course Work Observations/Interviews—Informants and cohort participants
June 1999	Classroom Observations, Michael and Richard
June-July 1999	Observations/Interviews of all participants attending 2 nd summer (Note: Richard moved and dropped out of the program) Communication continued by telephone and e-mail.
July 1999	Observation/Interviews with family members of primary participants
September 1999	No Data Collection—Teachers establishing learning environment
October 1999	Classroom Observation/Interview—Primary Informant, Michael
December 1999	Developer Interview
January 2000	No Data Collection—End of Semester
February 2000	Interviews/E-mails participants
March 2000	Observation Interviews—Primary Informant, Michael

Table 1–*Continued.*

April 2000	Classroom Observations/E-mail/Interviews–Primary Informant, Michael; Secondary Informants: Rhonda, Chandra, Lena, and Jeffery. Classroom/University Staff
May 2000	Observations/Interviews–Informant, Michael
June-July 2000	Sample Training Observation Interviews–Participants Attending 3 rd Summer Session
August 2000	Graduation of Seven Field-based Master ‘s Students–Jeffery, Gideon, Delores, Lena, Chandra, Rhonda, and Raelene. Interviews-participants, family members, Superintendents
October 2000	Interviewed Primary Informant
November 2000	Interview–3 rd Year Cohort Participant
December 2000	Interview–Other Field-based Program Participants
February 2001	Interview–Program Director/University Staff/ Primary Informant
March 2001	Complete Clarifications, Verification and Analysis

Merriam (1998) discusses the importance of internal and external validity. She states that “internal validity deals with the question of how research findings match reality” (p. 201). She lists six basic strategies to enhance internal validity in a qualitative study.

1. Triangulation: multiple sources of data
2. Member checks: taking back data to original sources for verification
3. Long-term observation: at research site, repeated observation, and /or gathering information over a period of time
4. Peer examination: asking colleagues to comment on emerging findings
5. Participatory or collaborative modes of research: participants involved in all phases
6. Researcher’s bias: “clarifying the researcher’s assumptions, world view and theoretical orientation” (pp. 205-206).

“External validity is concerned with the extent to which the findings of one study can be applied to other situations” (Merriam, 1998, p. 207). She promotes three possibilities to enhance external validity or generalization:

Rich, thick description—providing enough description so that researchers will be able to determine how closely their situations match the research situation, and hence, whether findings can be transferred.

Typicality or modal category—describing how typical the program, event, or individual is compared with their own situation.

Multi-site design—using several sites, cases, situations, especially those that maximize diversity in the phenomenon of interest. (pp. 211-212)

In this study I followed the considerations offered by Merriam (1998) and Eisner (1991) to ensure validity of this study.

Denzin and Lincoln (1998) reported five areas to consider when looking for the validity in a study. These areas include:

1. The relationship between what is observed (behaviors, rituals, meanings) and the larger cultural, historical, and organizational contexts within which the observations are made (the substance)
2. The relationships among the observer, the observed, and the setting (observer)
3. The issue of perspective (or point of view)
4. The role of the reader in the final product (the audience)
5. The issue of representational, rhetorical, or authorial style used by the author(s) to render the description and/or interpretation (the style) (pp. 291, 292).

In analyzing these data I followed the above considerations as topics emerged from the data.

In qualitative case studies, Eisner (1991) suggested that when generalizing the readers will determine whether the research findings fit the situation in which they work. Dewey (1938) contends that “the most powerful aspects of learning [are] those resulting in the reconstruction of experience” (cited in Eisner, 1991, pp. 206-207). Generalization can be thought of as retrospective, promoting the examination of prior experience, and being able to apply appropriate significance to it (Eisner, 1991; Kidder, 1989). Lee Shulman said, “Every case is a case of something, just as every sample—whether random or not—is a sample of something” (cited in Eisner, 1991, p. 207).

Definitions of Terms

The following definitions are provided to assist the reader in understanding the description of the training the Field-based Master’s students received.

Approved Curricular Area: The three program areas from which the Field-based Master’s participants must choose—Curriculum & Instruction, Educational Administration, or Religious Education.

Authentic Application: Participants implementing the instructional processes (techniques, strategies, and structures) that were taught during the summer training in their own classroom learning environments.

Coaching: Asking reflective questions in order to help teachers think about their instructional practices.

Cohort Group: One group of teachers entering the Field-based Master’s Program during the same summer.

Competency-based: Success in the program depends on students demonstrating mastery of required instructional skills.

Feedback: A response to what has occurred in the learning environment, through avenues such as journals, presentations, sessions, interviews, non-verbal expressions, and so on.

Implementation of the Training: Application of the training by the participant in their classroom learning environment.

Instructional Strategies:

An organized system of instruction based upon learning theory or how scholars think in a particular discipline. It has a research base supporting its ability to produce strategy-relevant results in students. Concept attainment, mnemonics, mastery learning, and advance organizers are examples of teaching strategies” (Green, Burton, Henriquez-Green, & Green, 1999, p. 1.12).

Learning Environment: The university during the summer training sessions and participants’ classroom during the implementation stage of the authentic application.

Learning Structures (also referred to as structures): “A content-free, planned process designed to organize interaction of individuals for instructional purposes. Structures are usually associated with cooperative learning and include ways to organize interaction such as Numbered Heads Together, Think-Pair-Share, and Rally Table” (Green et al., 1999, p. 1.12).

Local Cohort Group: A group of teachers who live relatively close to one another who meet at least once a month with university professors and the program director for instruction, reaction feedback, practice, and camaraderie.

Method: “A planned set of steps designed to deliver instruction. The most common method used in school is lecture” (Green et al., 1999, p. 1.12).

Participants: Teachers enrolled in the Field-based Master’s Program.

Processes or Instructional Process: The structures, strategies, and techniques presented in the summer training sessions and transferred from the university to the participants' classroom learning environment.

Reaction Feedback (see Feedback): Also refers to "reflection" as defined in the training sessions the participants experienced. The participants provided reaction feedback using the coaching format presented in the fifth step of the Training Model (Joyce & Showers, 1995).

Regional Cohort Group: A group consisting of two or more local cohort groups from a geographical area. Regional cohort groups were scheduled to meet monthly.

Strategy: Synonym for processes.

Structure: See Learning Structure.

Structure of the Program: The timeline of three summers and 2 school years around which the program was organized.

Techniques: "Steps designed to organize or manage the learning environment. Common techniques include what the student is to do when an assignment has been finished, being ready for a conference with the teacher, and role taking" (Green et al., 1999, p. 1.12).

Technology Support: Support provided via e-mail, Web CT, and other electronic means.

Training: A 4-week intensive summer session that occurred each summer for a 3-year period. In this training teachers were introduced to instruction, learning structures, and instructional strategies.

Summary

The descriptive case study methodology selected for this qualitative study was well suited for answering the questions posed in this study. This chapter discussed the selection of informants. I chose to complete an in-depth case study on two primary informants. The second year I expanded my study to include secondary informants to increase structural corroboration. Data were collected through interviews, observations, field notes, records, and documents.

Data collection and analysis were conducted from the summer of 1998 through spring 2001. Chapter 3 describes the summer training session at MCU. Chapter 4 presents the case of Michael, one of my primary informants. Chapter 5 presents the case of Richard, the other primary informant, and chapter 6 presents the cases of the secondary informants. Chapter 7 presents participants' reactions to the Field-based Master's Program. Finally, chapter 8 presents the study summary and conclusions.

CHAPTER 3

IMPLEMENTATION OF THE PROGRAM

The Training

Through the years, traditional teaching has been out of alignment with the specific needs of students as they prepare to become productive citizens. In a videotape address entitled, "On Quality Schools," presented in the fall quarter of 1992 at MCU, Dr. William Glasser emphasized that students tend to lose interest in school and many never complete high school because of their disinterest. He concluded that students learn more effectively and persevere in school when the lessons they are taught have relevancy in their lives.

As I reflected on Dr. Glasser's taped address it became more apparent to me the importance of teacher-training programs including wide repertoire of methods, techniques, instructional strategies, and structures as they prepare their teachers for the classroom. In addition, students would benefit if teacher-training programs incorporated learning styles as a means of enhancing and improving instruction in the learning environment. Instead of teachers being possible contributors to the student drop-out rate, they could be instrumental in building a community of successful life-long learners. Thus, it made sense for learning theory and a wide range of instructional practices (Dewey, 1933) to be incorporated into the Field-based Master's Program's delivery system at MCU. This would enable teachers to make learning relevant to their students

by applying their university training while earning their degrees. The training program planned for the Field-based Master's Program appeared to be a way to help teachers implement Dr. Glasser's solution for providing relevant meaningful instruction.

Components of the Field-based Master's Program

Dr. Rita Jones told me that the Field-based Master's program consisted of five components. In order to help me to understand the intentions of the program and the components distinguishing characteristics I asked her the following questions:

1. Will you describe the innovation (the Field-based Master's program) to me?
2. When the innovation is implemented, what does it look like?
3. What should I expect to see in the classroom when this innovation is in use?
4. What are the most essential components of the innovation?

Upon answering those questions the following responses emerged:

Concept 1: A Combined Curriculum

Dr. Jones explained that the Field-based Master's Program was comprised of three Programs: Curriculum & Instruction, Educational Administration, and Religious Education.

Concept 2: Authentic Application

Dr. Jones said that the Authentic Application was comprised of two parts: the university training and the transfer of training into the workplace.

Concept 3: Cohort Groups

Dr. Jones explained that participants in geographical areas would meet monthly in study groups for support through peer coaching, reaction feedback, building camaraderie, and continued instruction.

Concept 4: Technology

Dr. Jones said that the participants would receive communication and support via e-mail, web CT, on-line training, and other media resources.

Concept 5: Structure of the Program

Dr. Jones explained that the timeline for the program was set for three consecutive summers and 2 consecutive school years between these summers. Therefore, the participants must understand their time commitment.

After the approval of the Field-based Master's Program had been granted by MCU and QCO, the announcement of the program was made, and the potential participants were placed on a list and presented to MCU by QCO. It was time to begin the implementation of the Field-based Master's Program pilot. Anticipating describing teachers' reactions during a process of change, I was ready to begin my research.

Overview of Instructional Framework

The instructional frameworks, used during the summer training, included: Dimensions of Learning (Marzano et al., 1997); Cooperative Learning (Johnson & Johnson, 1996, 1997; Kagan, 1994); Models of Teaching (Joyce & Weil, 2000); The Training Model (Joyce & Showers, 1995); Teaching A Method with THE Method (Joyce, 1992); Multiple Intelligence (Gardner, 1993) and Mind Styles (Gregorc, 1982).

Dimensions of Learning

The Dimensions of Learning model is an overlapping and integrating instructional model that is comprised of five components: (1) Attitudes and Perceptions about Learning, (2) Acquiring and Integrating Knowledge, (3) Extending and Refining Knowledge, (4) Using Knowledge Meaningfully, and (5) Productive Habits of the Mind (Marzano et al., 1997).

The strategies for the first dimension, developing positive attitudes and perceptions, relate to the classroom climate and classroom tasks. Examples of corresponding activities include: trying to establish a relationship with each student, engaging in equal and positive behavior in the classroom, establishing and communicating classroom rules, monitoring personal attitudes, developing a sense of academic trust, providing positive feedback, and teaching students how to use positive self-talk.

The second dimension, acquiring and integrating knowledge, focuses on declarative and procedural knowledge. Declarative knowledge can be described as factual information and concepts. Declarative knowledge acquisition includes (1) constructing meaning: using methods such as the 3-minute pause, KWL, and the concept attainment processes, (2) organizing knowledge: creating pictographs, graphs, charts, and advanced organizers, and (3) storing knowledge: memorizing information using number/picture, link, symbols, and substitute strategies (Vol. VI).

Procedural knowledge can be described as the learning of processes or skills. Procedural knowledge is presented by (1) constructing models using methods such as thinking aloud, written steps, flow charts; (2) shaping models using methods such as

presenting important variations and pointing out common errors, and (3) internalizing knowledge, using methods such as having students set up practice schedule and charting accuracy and speed while learning (Vol. VI).

Extending and refining knowledge, the third dimension, involves processes that help students to extend and refine knowledge through complex thinking skills (Vol. VI).

They include:

1. Comparing: How are things alike or different; and classifying: Into what group could you organize these things?
2. Induction: Based on the information, what is the conclusion?
3. Deduction: What are the conditions that make the conclusion inevitable?
4. Error analysis: How is this information misleading?
5. Constructing support: How is this information trying to persuade you?
6. Abstracting: What is the general pattern underlying this information?
7. Analyzing Perspectives: What is the reasoning behind this perspective?

The fourth dimension is Using Knowledge Meaningfully. Dimensions of Learning presents six reasoning processes to help students use knowledge meaningfully. They include: (1) decision making, (2) problem solving, (3) invention, (4) experimental inquiry, (5) investigation, and (6) systems analysis.

Habits of the Mind, the last dimension, includes life-long learning skills in three areas: (1) critical thinking, (2) creative thinking, and (3) self-regulation.

The Dimensions of Learning (DOL) (Marzano et al., 1997) are comprehensive and were the design core of the summer training session. DOL was complemented by another instructional framework, Cooperative Learning (Kagan, 1994). While

Cooperative Learning is widely discussed among educators, its concepts are sometimes misunderstood.

Cooperative Learning

Cooperative Learning is an instructional structure that is used with groups. Cooperative Learning is not merely a group of two or more learners working together. Cooperative Learning, the instructional strategy, is comprised of five essential elements: (1) Positive Interdependence, (2) Face-to-Face Interaction, (3) Individual Accountability/Personal Responsibility Emphasized, (4) Interpersonal and Small Group Skills Emphasized, and (5) Group Processing (Johnson & Johnson, 1996).

Positive Interdependence is established when the group feels connected and is working to accomplish a common goal. Everyone in the group must succeed for the group to be successful. The second component, Face-to-Face Interaction, occurs when the members of the group are in close proximity with each other and communicate in ways that promote continued progress. Individual Accountability, the third component, indicates that each group member is personally responsible for demonstrating learning. The fourth component, Interpersonal and Small Group Skills, focuses on the explicit teaching of skills that enable individual members to function as a group. The fifth and last component, Group Processing, occurs when group members assess collaborative effort and target the improvements of the group.

Models of Teaching

Models of Teaching (Joyce & Weil, 2000) is a compilation of complex, research-based teaching strategies presented in relationship to the teaching of thinking.

The strategies in *Models of Teaching* are classified as social, personal, information processing, and behavioral system models. The social models involve students learning in a social context. One of these strategies is “Cooperative Learning,” which was previously discussed. The personal models are considered “student-centered” and include Synectics. Synectics can develop an individual's intellectual flexibility and creativity as well as enhance the quality of an author's written expressions. The information-processing models assist students in processing information through the development of specific thinking skills. Some of these processes are more teacher-directed while others are more student-centered. The last category was classified as behavioral models. These strategies are based on behaviorist principles and include methods such as simulations.

Along with the classification of instructional strategies, the Training Model (Joyce & Showers, 1995) was introduced as a theoretical and instructional framework that synthesized the best practices in teacher training to guide the participants toward classroom implementation during their Field-based Master's Program experience.

The Training Model

The Training Model (Joyce & Showers, 1995) was developed and designed to provide structure and support for teacher-training activities when innovations are to be implemented. Its five components are (1) theory, (2) demonstration, (3) practice, (4) feedback, and (5) coaching.

This model is non-linear, that is, it is not necessarily designed to proceed in a step-by-step order. The first component of this model is theory. It is important in teacher training to present participants with the theory and content of each new practice studied

(Green, 1995). The philosophy and research underlying an instructional practice tend to be powerful for teachers because they present findings from previous studies and thus the outcomes for each new teaching process can be anticipated. Theory is the foundation block to understanding. Theory and research provide a strong basis to guide practical understanding and application during the process of change.

The second step in this model is demonstration. Demonstrating, or modeling, the new practice assists the participants in becoming more confident in its implementation. Green (1995) suggested four ways that teachers could observe the modeling of an instruction process. They are as follows:

1. Observing an on-site consultant using the strategy
2. Watching videotape of an expert using the strategy
3. Visiting classrooms in which their colleagues use the strategy
4. Using a combination of the above methods.

Green (1995) reported, "To reach a basic level of understanding, most people need to see a new practice modeled 15 to 20 times" (p. 15). After it is modeled, a teacher must practice it at least 20 to 30 times to reach a beginning level of competence.

The next step is practice. In this training, after the introduction to the theory behind a process, the instructional team took time to demonstrate it to the participants, and then they provided time for the participants to practice the strategies through micro-teaching. Micro-teaching sessions are where lessons were conducted and presented to peers in small groups. Green (1995) explained,

Peers teaching, instructing small groups and teaching large classes are all new learning settings, and at first the new strategy will seem awkward in each situation. This discomfort is normal, but the more teachers' practice, the more comfortable they will feel with the strategy in the various settings. (p. 15)

Feedback is the fourth step of this training model. After practicing the strategy, feedback from experts is crucial and allows the participant to become confident and competent in implementing the strategy. The instructional team provided feedback following the micro-teaching sessions. Instructors toured the learning environment, monitoring the participants as they taught their prepared lessons and provided them with feedback, reinforcing their delivery of the strategies and/or provided helpful suggestions. Participants also received feedback from the instructional team in their daily journals. Feedback was received from the participants as they reacted to the Field-based Master's Program that was expressed through the coaching format.

The last step, coaching, provides additional support as new strategies are being learned. According to Showers (1985) coaching has several purposes. First, it is to build communities of teachers who are continually striving to learn. Second, it develops a common set of understanding and shared language. This common understanding is instrumental in the collegial study of skills and acquisition of new knowledge. Coaching provides structure to follow-up training. In addition, coaching plays a dual role as it affects training. It "facilitates the transfer of training and development of norms or collegiality and experimentation." Showers states that "coaching is inseparable from an intense training program" (Showers, 1985, p. 44). She also found that coaching was not readily acceptable in all learning environments. Social-change obstacles, such as trust, must be overcome for the successful implementation of coaching. As coaching is implemented it requires objective feedback without a lot of judgment. The coaching format followed the guidelines and asked the questions: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions or

comments do you have? This format was used to receive feedback from participants throughout the study.

Teaching A Method With THE Method

“Teaching A Method With THE Method” (Joyce, 1992) was a good description of the training. The instructional team modeled the methods that were to be transferred into the classroom learning environment. The Authentic Application reflects the Workshop Design and the Workplace Design (Follow-up), which complement the Training Model (Joyce & Showers, 1995) and is outlined in Teaching A Method With THE Method as follows:

Workshop Design:

1. Theoretical understanding
2. Demonstration
3. Practice

Workplace Design (Follow-up):

1. Immediate and sustained practice
2. Peer support
3. On-going assessment of implementation
4. Advanced training.
5. Tracking student outcomes.

Multiple Intelligence

Gardner (1993) identified eight basic intelligences that individuals possess in varying degrees. These intelligences include: Linguistic, Mathematical, Spatial,

Kinesthetic, Musical, Interpersonal, Intra-personal, and Naturalistic. The strategies incorporated during the intensive summer training included activities that assisted in identifying and developing the participants' learning in accordance with their intelligence preferences. Thus, the participants appeared to gain a better understanding of themselves and ultimately the students in their classrooms. Lazer (1991) expressed the attributes of the original seven abilities identified by Gardner (1993) and provided examples of a Multiple Intelligence Toolbox on the elementary school level. They included:

1. Verbal/Linguistic: telling jokes, writing words, reading, and speaking
2. Logical/Mathematical: solving problems, finding patterns, counting, and thinking
3. Visual/Spatial: molding clay, drawing, painting, and pretending
4. Bodily/Kinesthetic: playing sports and games, acting, dancing, and exercise
5. Musical/Rhythmic: singing, listening to music, creating music, and making rhythm
6. Intrapersonal: Being alone, telling about feelings, asking questions, and telling about thinking
7. Interpersonal: talking to others, listening, being on a team, and cooperating
8. Naturalistic: ability to identify and classify patterns in nature.

Mind Styles

Gregorc (1982) identified four basic mind styles: (1) Concrete-Sequential, (2) Abstract-Random, (3) Abstract-Sequential, and (4) Concrete-Random. "Experience

suggests that when learning style instruments are used for dialogue and discussion, rather than prescription, they are extremely useful" (Vol. VI). The following descriptions of learners are based on Gregorc's Mind Styles (1982).

Concrete-Sequential learners

1. Learners prefer concrete examples and objects to theories and abstractions. They like actual, not contrived, experiences, e.g., work-study rather than simulation.
2. Learners prefer teaching techniques which present information in successively connected parts. They like structure which ranges from specific seating to clear-cut objectives to testing on specific days.
3. Learners prefer someone to be in charge. They expect a teacher/teachee relationship and feel that something is amiss when the roles are violated by a "guiding" teacher or "take over" students.
4. Learners follow step-by-step directions well and give careful attention to detail.

Abstract-Random learners

1. Learners prefer experiences that are subjective, affective, and abstract.
2. Learners prefer learning options as opposed to a single approach. They prefer guidelines with minimal structure and will at times become disruptive in tightly structured situations.
3. Learners demonstrate high empathy as evidenced through their ability to read body language, assess another person's "vibes," and put themselves into the other person's shoes.

4. Learners demonstrate the ability to view a gestalt and are often perplexed by black/white, true/false responses given by other types of learners. They prefer oral exams and subjective essays.

5. Learners are not prone to follow directions carefully. Deadlines, exact amounts, and careful detail are often casually dismissed by the phrase "close enough."

Abstract-Sequential learners

1. Learners prefer to deal with abstractions via models, ideas, concepts, and symbols. In many cases they avoid direct experiences in favor of those which are vicarious.

2. Learners prefer techniques and activities that are sequential, substantive, logical, rational, and structured. They outline well and seek out main points.

3. Learners are especially adept in seeing models and the "big picture." Along with this is the extraordinary ability to decode written and spoken symbols. These learners read better and listen to lectures better than any other types.

4. Learners demonstrate analytical and valuative abilities. These learners exhibit many of the higher-level cognition traits listed in Bloom's taxonomy.

5. Learners follow reasoned guidelines well. They display little acceptance of lock-step or amorphous directions.

Concrete-Random learners

1. Learners prefer concrete application of ideas through examples and practice.

2. Prefer instructional options and alternative approaches to reach objectives.

They can, however, follow common guidelines and curricular experiences well.

3. Learners prefer teachers who both instruct and also serve as guides. Their base of operation appears to be both cognitive and affective.

4. Learners are problem solvers, application oriented, and trial-and-error learners. Experimentation is a key manner of learning. Few are afraid to try new things.

5. Learners dislike step-by step procedures and often start a project or take a test without reading directions. Often, they truly know what is required, but sometimes they are wrong! (Gregorc, 1982).

Therefore it is suggested that learning style differences be addressed to understand the learner better (Vol. VI).

This instructional framework provided structure for the summer training sessions. A description of the first day of the summer training, followed by an example of a typical day, will provide an inside look at the participants' experience as they participated in the initial training session the first summer of the Field-based Master's Program at MCU.

Initial Training

The Context

The Field-based Master's Program began on June 15, 1998, with the scheduled Summer Institute for Teachers. The Summer Institute was designed to last 4 weeks or half the regular 8-week summer session for students pursuing traditional master's degrees. The instructional team for the summer institute included Dr. Smith, the developer of the program, Dr. Jones, the director of the program, and Rachelle Hamilton, the graduate assistant. Occasionally, other faculty or guests were invited to present material in the area of their expertise.

Fifteen of the 29 individuals who enrolled in the Summer Institute participated in the Field-based Master's Program. The other 14 students were enrolled in the Summer Training Institute to complete course requirements to satisfy their individual respective degrees. Dr. Dawn Mitchell, the Dean of Education, explained this situation of serving two diverse populations in a one-course experience. She said, "The Field-based Master's Program is in alignment with the basic course content of the Master's of Education; only the delivery system is different" (Vol. VI). When the field-based master's participants completed this program they receive the same master's degree as the traditional educational programs.

Dr. Dawn Mitchell further explained that the School of Education was in agreement with the philosophy of offering practical training that is transferable into the working environment—theory and practice working hand in hand. She emphasized that only the curriculum sequence developed for this program was unique. She explained that the set courses that included strategies for innovative teaching were initiated during the first summer of the Field-based Master's Program. The rationale for this was so that participants could begin implementing these strategies during the school year after the first summer training. Dr. Mitchell stated that the Field-based Master's Program was intended for the participants, as a cohort group, to remain on track together throughout the program, 3 summers and 2 school years, while meeting regularly with their local and regional cohorts.

Dr. Rita Jones explained that the program was also designed to build camaraderie, strengthen the confidence of continuing teachers, and provide a support

system for the teachers, especially for beginning teachers and teachers who teach in isolation areas.

The Learning Environment

The classroom setting for the Summer Institute was arranged with tables to facilitate the functioning of formal cooperative groups; two short rectangular tables were pushed together for four students to form a group. There were six of these groups arranged for the anticipated 24 participants, 11 males and 13 females. The tables were positioned diagonally and angled toward the front of the room for optimal visibility. This learning setting was designed to accommodate no more than four individuals at each table group, two students sitting on either side of the table facing each other. A small bouquet of fresh wild flowers from the director's garden served as the centerpiece. Bouquets, placed in creatively decorated recycled frozen fruit juice cans, wrapped in paper that displayed multicultural children with their hands raised in the air, garnished the tables.

A large chalkboard in the front of the classroom, with an overhead projection screen on the northeast corner of the room, allowed information to be seen from each table's grouping. The back wall consisted of large windows with an air-conditioning unit below the windows. To the immediate south an accordion divider dually served as a "wall" or an opening to create a larger room. A comfortable armchair, floor light, bookstand, a plant and radio were arranged in the southwest corner near the accordion door. Music, from the University's station, played quietly. The classroom setting appeared to be ready for the arrival of the 1998 Summer Institute and the first class of the Field-based Master's Program students at Midwestern Christian University.

However, just prior to the arrival of the students, the instructional team brainstormed a plan of action in the event that more than 24 students enrolled in the institute. When 29 students arrived, the instructional team was ready to implement their contingency plan. Chairs were added to table groups to accommodate the increased enrollment. As additional students arrived, the formal cooperative groups grew from four in a group to five but did not exceed six members in a group.

The Participants

The first group of 15 participants, 8 males and 7 females, enrolled in Midwestern Christian University's Field-based Master's Program during the 1998 Summer Training Institute. Twelve participants, four males and eight females, enrolled in the area of Curriculum and Instruction; three males enrolled in Educational Administration; and none of the participants enrolled in the area of Religious Education. Dr. John Lee Smith explained that most Religious Education students enrolled in that area at the doctoral level.

The participants also varied in (1) age, (2) years of teaching experience, (3) employers, (4) grades taught, (5) marital status, and (6) family composition. The ages of the participants ranged from the early 20s to over 45 years of age. Four of the participants, two males and two females, were between the ages of 20 and 25. Six participants were between the ages of 26 to 35, 4 males and 2 females. Three participants were between the ages of 36 to 45, 1 male and 2 females. Two participants, 1 male and 1 female, were over the age of 45.

Five males and five females had been teaching between 1 and 5 years. One male and two females had taught between 6 and 15 years. One male participant had

taught for over 20 years. The participants' teaching situations and grade level assignments in their perspective schools were both similar and different. The major stakeholder, Quintstate Christian Organization, employed six males and six females. One male and one female participant were employed by a parochial school in Canada and in the US, respectively. One male participant was employed by a public school.

The participants' teaching situations ranged from teaching Kindergarten through 12th grade. Several participants taught in a one-room school. Two male participants taught in a self-contained classroom for Grades 3 and 4. Three males and four females taught in Grades K-4. Two males and one female taught in Grades 5-8. One male participant taught Grades 5-10. Two males and one female taught Grades 1-8. One male participant taught Grades 9-10. One female participant taught in Grades 9-12 and 6 of the 15 participants were principals or the head teachers.

The participants had varying marital status and family compositions. Eight of the 15 participants, three males and five females, were married. Two of the participants were married to each other. Seven participants, five males and two females, were single at the time of enrollment. Out of the seven single participants, three participants—two males and one female—were engaged. Out of 15 participants only 4, two males and two females, had children. Three participants—one male and two females— had two children of college age and one male participant had two preschool-age children.

These 15 participants had one thing in common. They were about to begin the Summer Institute and spend the next 3 summers and 2 school years together as the first Field-based Master's Program participants at MCU.

Daily Format

The day finally arrived for the Summer Institute of 1998. Before the arrival of the participants the instructional team met for about 30 minutes. In these meetings the instructional team prayed together and reviewed the daily plans. Each day the training session focused on information that would be incorporated in the Training Model (Joyce & Showers, 1995). The training model has the ability to be implemented in a non-linear format as well.

At the end of each day the team debriefed by reviewing plans for the next day--collecting journals, assignments and other items for review. The participants' journals provided a window for the instructional team to view the participants as reflectors, as they became better acquainted with each participant, their reaction feedback, and their individual questions and/or concerns.

As the 24 anticipated graduate students arrived, they entered the classroom and chose a place to sit at an available table grouping. When most of the enrollees were seated, Dr. Smith moved to the front of the classroom and welcomed everyone to the Summer Institute of 1998. He introduced them to the instructional team, and proceeded to review basic ground rules for maintaining a safe (physically and emotionally) and orderly learning environment.

Dr. John Lee Smith's basic format was to instruct the graduate student participants by modeling and inductive reasoning. He encouraged them to think for themselves instead of reflecting upon just what other individuals thought (White, 1903).

He proceeded by demonstrating the "attention-getting" techniques and informed the students what they looked like and sounded like, and explained the function of the T-

chart (Vol. VI). Then he showed them by “silently raising the hand.” Thus, this technique was modeled and then he instructed the participants to practice it. When everyone’s attention was needed, a hand was raised in the air with a “follow the leader” approach until all hands were up and no one was talking. Only when it was silent and when everyone’s attention was directed to the speaker was information given.

The daily format included a 10-minute worship service. During the worship service the participants sang, listened to an inspirational reading, and ended with a prayer. Value-laden activities adapted from *Teaching Values* were specifically designed to help individuals to “sort out the landscape of their own faith” (Larson & Larson, 1992, p. 11). This book promotes and facilitates group interactive activities, which promote ethical, moral, character building, values, and discussions.

As an introduction to their training the participants were involved in several interactive value-focused activities. Dr. Smith began the exercise with a voting activity (see appendix). After he explained the step-by-step procedure he posed a question and waited for the participants’ response. Initially, they appeared hesitant to respond, but this was their first day. They were not well acquainted and/or accustomed to this technique. However, after hearing the instructions and observing Dr. Smith’s demonstration, and having an opportunity to practice, the participants soon understood the process and began to participate more freely. Everyone appeared to enjoy this approach to learning. The participants became actively involved and were ready to begin functioning as a group.

Assigning Group Roles

After the voting activity, cooperative group roles were introduced and assigned. The cooperative group roles were displayed on the chalkboard: (1) Reporter, the group’s

verbal responder, (2) Recorder, the group's scribe, (3) Social Skills, the group's encourager and peace keeper, and (4) Environmental/Materials, the group's maintenance and supply keeper.

Using an interactive technique, Dr. Smith asked for the group members to determine whose birthday came first during the year. That participant was assigned the number 1. Then counting around the group clock-wise the other group members were assigned the remaining numbers in numerical order. They would keep the assigned role for 2 days. Then a different interactive method of assigning numbers would take place.

In the event that there were more than four members in a group, the extra individual's role was assigned through group consensus. After the group role assignments, Dr. Smith explained the meaning and function of the Sponge Activities.

Sponge Activities

Sponge activities are initiated during any class "downtime," when a group was waiting and wondering what to do next, until new directions are given. These sponge activities are a catalyst for synergy to emerge within the group. The sponge activities were described as cooperative tasks:

1. Give your group a name
2. Give your group an address
3. Determine a group logo or family picture, i.e., Coat of Arms
4. Create a greeting and farewell that includes physical movement
5. Make up a group song
6. Decide upon a personal name for each individual
7. Decorate your group's folder with your group's name on the cover.

The group folder housed the group members' completed and/or corrected assignments, journals for daily review, and journals for general communication between the group members and the instructional team. However, the participants were instructed not to begin their sponge activities until they formed their formal cooperative groups later that afternoon. Groups would be composed according to the grade level the participants were teaching or a particular teaching situation the students had in common. Everyone would remain in his or her informal groups for the remaining of the morning then new groups would be created. Dr. Smith explained that on the last day of the summer training session each group would share their creations from the sponge activities as the culminating activity. He also stressed the importance of "equal participation" (Vol. VI).

Equal Participation Activity

Dr. Smith introduced the concept of "equal participation" (Vol. VI) with a T-Chart (Vol. VI). The participants' task was to discuss what they thought equal participation meant. He provided a few examples before the groups began this assignment. After the demonstration the group members faced each other and discussed their ideas of what equal participation looked like and sounded like as the Recorder wrote their group's ideas down. Afterwards the group's Reporter shared their ideas with the entire group. Examples of the participants' responses included the following: equal participation "would sound like quiet voice levels; happy voices; questions being asked and answers being given" (Vol. III, Sec. IV, p. 3).

As the morning activities progressed I began wondering which of the 29 enrolled students were Field-based Master's participants and where they were sitting.

After a 10-minute break the participants introduced themselves and indicated if they were Field-based Master's Program participants.

Getting Acquainted Activity

When the participants returned from their break the introductions began. Dr. John Lee Smith asked the participants to state their name, where they were from, their employment/education situation, and if they were enrolled in the Field-based Master's Program. During the introductions 15 individuals identified themselves as Field-based Master's Program participants. As I glanced around the classroom I noted who these were and where they were sitting.

After the introductions Dr. Smith asked the participants to write personal information on the pink 3-by-5 file cards that Rachelle distributed during the break. He requested that they include on the cards their name, address, telephone number, vocation, avocation, and what they expected to learn in this institute. These cards had several functions to: (1) help the instructional team learn the names of the participants, (2) gain student background information, (3) identify participant expectations, and (4) provide opportunities for Random Call participation (Vol. VI). Upon the completion of this activity, Rachelle collected the pink cards and Drs. John Lee Smith and Rita Jones addressed logistical concerns.

Addressing Logistical Concerns

A schedule of the activities and a list of assignments for the summer session were distributed. Dr. Jones briefly introduced the Implementation Plan. She explained

that this plan would be developed during the summer session and implementation would begin in their workplace during the next school year in the fall.

She also introduced the concepts of (1) micro-teaching, the peer teaching experiences, (2) coaching, the non-threatening reaction feedback process following the teaching of lessons, and (3) fieldwork, the implementation of their training in the workplace and cohort group meetings.

Dr. Jones also apologized for not having the syllabus ready for distribution. She assured them that the syllabus would be distributed the following day. I observed that the participants did not appear to be very pleased with this announcement. She informed them that the university press was experiencing delays and it would be distributed as soon as possible.

The instructional team discovered that many of the students had not been able to complete the registration process. Therefore, it was decided to allow the participants a longer lunch break to complete the process.

During the break, the instructional team sorted the pink cards according to the participants' teaching experience to facilitate the formation of the formal cooperative groups. These cooperative groups were also formed with individuals who did not work together in the same school. Then Rachelle placed the card on tables in front of each chair according to these criteria before the groups returned.

As the participants returned from the break they noticed that the pink cards had become "place cards" designating their new formal cooperative group locations.

The newly formed groups' first task was to introduce themselves to each other to become acquainted. Dr. Smith informed the formal groups that it was appropriate for them to begin their sponge activities during "down times."

Cooperative Groups Working Together

Their second task was to determine the goals the group members anticipated for their students upon returning to their workplace in the fall. In other words, they were to list what they wanted their students to do or know as a result of being in the classroom learning environment. This was an example of the principle "begin with the end in mind" (Covey, 1999).

For this activity the participants were instructed in one of the Quick Techniques: Think-Pair-Share (Vol. VI). This time the Social Skill person for the day was instructed to write down his/her group's responses. The participants were reminded to review "equal participation" by viewing the T-Chart to ensure that equal participation was actually occurring in their groups (Vol. VI). While the groups were working, the instructional team walked around the room monitoring the progress of each group. They listened carefully as the groups worked together to identify realistic goals for their students.

Dr. Smith raised his hand and waited until all was silent. When he had everyone's attention he gave him or her a 1-1/2-minute warning to complete the activity. After the groups completed the goal assignment, Dr. Smith introduced a new process, Rally Table (Vol. VI). At first, the participants appeared to be very confused and hesitant with the concept of the Rally Table. But after additional explanations, demonstration, and practice, the participants became more involved as they actively shared their goal

ideas and became acquainted with other participants in other groups. The groups were given 30 seconds to complete the task as they moved from group to group. By the end of this activity the total groups' goals were transferred on display paper and posted for full view on the wall.

As the first day drew to a close, Dr. Smith raised his hand and announced that 10 minutes remained to complete class assignments. When time expired he reviewed the assignments that would be due the following day. Overall, it was a good day. The participants were now in their cooperative groups, group folders were decorated, labeled with their group's name, and placed on each table. The groups would now be referred to by their chosen names: (1) Queen Francine and Her Royal Court, (2) Funky Rays of Hope, (3) Legal, (4) Bloomin' Four, (5) The Lost Patrol, and (6) Aqua Club. Dr. Smith wrote the names of the groups on the pink cards for group participation in Random Call (Vol. VI). The remaining time in the class period was dedicated to journal writing.

Journaling

The last 15 minutes of each day were designated for personal reaction feedback. Writing in journals allowed the students an opportunity to write about their reaction to their day of training. The instructional team provided the participants with a "blue book" to record their reaction thoughts. Dr. Smith adapted reaction feedback guidelines (Joyce & Weil, 2000) to prompt and structure the participants' responses during this reactive feedback process. The participants used the following guided response prompts: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have?

When the journaling was completed the environmental person ensured that the group's area was clutter-free and visually appealing. After class was over, each day the instructional team assembled for a debriefing to collect the groups' collaborative ideas for Rachelle to display on the classroom walls, to respond to the participants' journals, and written assignments, and to review the plans for the next day.

The first day was consumed with getting things started and setting up the structure of the class. I will share what the second day looked like as it represented the typical day for the rest of the summer institute.

A Typical Day

On a typical day in the Field-based Master's Program a daily schedule was posted on the chalkboard in the front of the classroom. This schedule was followed for the remainder of the summer training. A "typical day" of the Summer Institute of 1998 followed the following format:

1. Devotion
2. D.O.L. #1 (Dimensions of Learning 1)
Clarity
Climate
3. Review
4. Reports
5. Presentations
New Material
6. Conclusions/Reflections.

Devotion

Each day began with short inspirational activities. The instructional team continued to lead out and model these morning activities. In time, the participants would receive group assignments to lead out in the morning devotion and value-focused activities. On this day Dr. Smith invited everyone to sing two songs: “Rejoice” and “Glory, Glory.” Most of the participants appeared to be familiar with the songs as they sang robustly. They seemed to enjoy singing these songs together.

Singing was followed by a value-focused activity that used a Continuum to express the participants’ opinions (Vol. VI). Dr. Smith posed the following situation: “I find faith most meaningful when I share it privately or personally.” If the participants strongly agreed with “privately” they stood all the way to the right of the classroom. If they strongly agreed with “personally,” they moved to the left of the classroom. If the participants did not really strongly agree or disagree, they were to stand on the line (a clothesline stretched down the middle of the classroom floor) that came the closest to their reasoning. When everyone was standing on the line of continuum, the participants wrapped their line and stood in front of an individual with the opposing view. The participants then explained to each other why they had their particular view or opinion. The participants appeared to enjoy the physical movements associated with this activity.

At the end of that activity another situation was posed: “Most of life is decided for us and not by us.” The participants were to demonstrate their opinion by standing on the line of continuum appropriately. After the continuum activity, a cooperative team-building activity was introduced. For this activity the participants were asked to write down four facts about themselves. Three were to be true and the fourth fact false. Dr.

Smith instructed the participants to take turns reading their statements twice, then the members in their group voted on what they believed to be true and what they believed to be false about the participant. This seemed to be an enjoyable informative activity.

Dimensions of Learning-1

Immediately following the devotional, value lesson, and getting acquainted activities, the participants were introduced to Dimensions of Learning-1. During this time participants were given an opportunity to receive additional information, clarify assignments, and/or express concerns.

Review

Following expressions for clarity and/or concerns, the instructional team reviewed what was presented from the previous day. Marzano et al. (1997) suggest that it is important to review prior knowledge before new knowledge is presented. On this day, the groups' assignment included reviewing definitions of terms presented the day before. The groups conducted a reflective discussion to recall as many strategies, methods, techniques, and structures that had been presented.

Group Assignments

After returning from a break the groups' task consisted of recording as many instructional processes (methods, strategies, techniques, methods, and structures) that had been introduced the day before. Dr. John Lee Smith reviewed each definition before the groups began compiling their lists. The definitions were:

1. A method is a process to arrive at something such as a lecture, using Basal Readers, or leading discussion.

2. A strategy is a system based on research or how scholars think, such as Inductive Models of Thinking. Model and strategies mean the same things.
3. A technique is a process to accomplish, such as: lining up, formats, and distributing.
4. A structure is more organized. It is a set of procedures designed to cross disciplines such as Think-Pair-Square.

After reviewing these definitions the recorder wrote his or her group's list and prepared it to report to the total group.

Reports

The report of processes—methods, strategies, techniques, and structures from each group— was compiled into a master list and posted on the wall. The participants were ready to receive new information.

Declarative Knowledge Presentation

At the completion of the previous task, the instructional team presented new material. They followed the Training Model (Joyce & Showers, 1995). Dr. Smith first shared the theory of the new material, then he explained that in a school setting goals can be categorized into four areas: (1) Academic Goals, (2) Personal Goals, (3) Social or Civic Goals, and (4) Career/Professional Goals.

Dr. Smith recalled that as John Goodlad (1984) observed thousands of classrooms, he discovered three basic activities that were prevalent in the classrooms he observed: lecture, recitation, and management (materials and behavior) (Vol. II, Sec. IV,

p. 8). In reflecting on this study later in life, Goodlad indicated that what were missing in the original study were perhaps the most significant goals which related to morals and ethics. After the theory was presented, Dr. Smith took the necessary time to demonstrate and/or model it.

Theory Presentations

Dr. John Lee Smith reintroduced a quick technique strategy: Think, Pair, and Share. He explained that this technique emphasizes thinking before sharing with a partner. It can be used as a means of keeping students thinking, especially in a lecture format as they reflect on what is being presented. He demonstrated the model by instructing the students to: (1) think as individuals, (2) talk within their formal cooperative group, and, then, (3) share their thoughts with their entire group. Practicing the quick response techniques followed the instructions.

Practice

Once a theory had been explained it was followed by demonstration. Then the participants were provided with time to practice within their groups. This practice served as reinforcement for the new material that had been presented.

As time progressed the participants would be required to do micro-lessons that included some of the methods, techniques, structures, and/or strategies they learned during this training session. For now, they were asked if they could identify a method, technique, structure, and/or strategy that could be accomplished through lecture, recitation, and management. The cooperative groups were also asked to vote on each

suggestion that their group members contributed. Then, Dr. Smith introduced Bloom's Taxonomy.

Theory of Bloom's Taxonomy

Dr. Smith reviewed and discussed Levels of Learning in Bloom's Taxonomy of the Cognitive Domain. They included: Knowledge, Comprehension (understanding), Application, Analysis, Synthesis, and Evaluation (Vol. VI). Smith explained that knowledge and comprehension were on the lower end of cognition. Thus, modeling becomes very important in demonstrating because it facilitates the higher levels of thinking. Lecture and recitation are identified as a function of the lowest level of Bloom's Taxonomy. It was time for a technique practice.

Technique Practice

The participants were asked to discuss the following question by using the Think-Pair-Share structure. "Which strategies have the strongest research behind them for student achievement?" After a brief discussion, Dr. Smith revealed the answer to the question. It was "Cooperative Learning." After a break Dr. Jones introduced the Dimensions of Learning framework.

Theory of Dimensions of Learning

The instructional team emphasized the Dimensions of Learning (Marzano et al., 1997) premise that emotional aspects must be considered when developing a learning environment. Teachers should consider students' attitudes and perceptions by anticipating the questions students ask themselves, such as, "Do I feel accepted?" "Am I

comfortable?” “Am I safe?” It also helped when Dr. Rita Jones explained how knowledge is meaningful and affects all of our lives.

Dr. Smith explained that *Living the Seven Habits of Highly Effective People* (Covey, 1999) can enhance personal achievement and balance in an individual's life. He recommended the book for the participants to explore further. He listed the following seven principles: (1) Be Proactive, (2) Begin With the End in Mind, (3) Put First Things First, (4) Think Win-Win, (5) Seek First to Understand, Then to Be Understood, (6) Synergize, and (7) Sharpen the Saw (Covey, 1999). Covey suggested that an individual needs balance and a time to reflect and act upon these seven habits in becoming highly effective people. A vital component of a training program is reaction feedback and coaching, which allows for remembering what was done so that improvement can occur.

Feedback/Coaching

At the end of each day, the instructional team reviewed the day's activities and issued evening assignments. They also provided time to respond to participants' questions. To explain the importance of feedback Dr. Smith shared the following quote, “If you always do what you've always done, you'll always get what you've always got.” He emphasized that if productive change is to occur, then time for reactive feedback is needed.

During this time, the participants read response feedback in their journals from the previous day and followed the coaching feedback format as they recalled the current day's experiences: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or concerns do you have? (Joyce & Showers, 1995).

A typical day of the Field-based Master's Program summer training session has been described. The remaining days of the training was similar. In the next section, I have included additional information or provided further explanation of what occurred during the remainder of the training during the first phase of the Authentic Application component of the Field-based Master's Program.

Remainder of the Training

During the remaining of the training, Drs. John Lee Smith and Rita Jones continued to follow the Training Model (Joyce & Showers, 1995) and the daily schedule. Dr. Smith explained that I could identify the transfer of training into the workplace if I observed three distinct elements in the participants' classrooms: (1) instructional techniques, (2) instructional strategies, and (3) structures. The instructional processes—methods, strategies, techniques, and structures—will also be referred to as “strategies” in this study as they were also referred to in the summer training session by the participants. The instructional team also continually monitored the micro-teaching practice sessions and Dr. Jones reviewed the individual Implementation Plans as the participants developed them. The participants were guided through the components of Dimensions of Learning (Marzano et al., 1997).

The participants were provided with opportunities to share their declarative knowledge (see appendix) and to implement procedural knowledge with their peers in micro-teaching opportunities. Practicing Procedural Knowledge the participants were coached by a member of the instructional team or by a group member. The coaching model guided them: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have?

Karrer (1996) reported that after the peer micro-teaching the participants were provided with opportunities to practice with actual students for a 2-week period. However, during this summer training institute session this was not the case. As the Field-based Master's Program participants were assessed in presenting their micro-teaching, the participants were checked off for the implementation of procedural knowledge (Vol. VI). The training sessions were specifically designed in preparing the participants to enter the second phase of the authentic application: implementation of the training in the workplace. Dr. Smith explained that the practice of classroom teaching components was geared to what teachers need "to do" in a classroom and should mirror what was learned in the university setting. The implementation of the training in the participants' learning environments, part 2 of the authentic application component of the Field-based Master's Program, was to include the observation of the processes: (1) techniques, (2) structures, and (3) strategies. Each will be further described.

Techniques

In the classroom, instruction would be seen in a variety of techniques or ways to organize instruction. These would be used to ensure that the environment was safe and orderly both physically and emotionally. In the participants' training, instruction was provided on how to implement an array of techniques to establish safe and orderly learning environments. Such techniques included: "How to take attendance without wasting time" and "How to gain the teacher's attention without interrupting the class" (Vol. VI).

Dr. John Lee Smith suggested *The First Days of School* (Wong & Wong, 1998) as a consideration to add to a larger repertoire of techniques teachers use to establish and ensure order and safety in the classroom learning environment.

Structures

Dr. Smith shared that cooperative learning structures could be used in the classroom learning environment. These are specifically designed to organize students as they interact over cross-disciplinary academic material. Examples include Think-Pair-Share and Round Table promoted by Kagan (1994) (Vol. VI).

Instructional Strategies

Dr. Smith revealed that on the master's level an array of complex strategies is not usually seen. However, two or three major ones may be used in the classrooms. The reason is lack of practice time during the training sessions. However, direct instruction should be evident in the learning environment. In addition, a cooperative learning strategy might be prevalent as well. Dr. Smith stated that one or two of the inductive strategies might possibly be observed in the classrooms as well.

Now that the participants have been equipped with the theory, demonstration, practice, feedback, and coaching, they are ready to finish developing their Implementation Plans.

Implementation Plan

Dr. Rita Jones introduced and reviewed the Implementation Plan with the intent of providing the participants with an understanding of a planned means of transferring their training into the workplace. This developed plan was to be turned in and approved

by Dr. Jones by the end of the summer training for implementation in the fall. It had three parts:

1. Description: Plan of Action

This included a three- to five-page narrative describing what the participant planned to do in the classroom-learning environment. A graphic organizer was to be included and a list of processes the participant planned to use. Plans for the implementation of Dimension 1 were also required. This could include the use of cooperative structures or response techniques.

2. Focused Content Area

The second step of the Implementation Plan was designed for the participant to focus on a particular content area. They were told to be specific in the development of their plan.

3. Follow-up

Upon completion of the plan the participants were to plan follow-up activities as reinforcement to their learning.

The students were expected to follow these guidelines and turn in their plan for approval. It was the intent of the program director for the Implementation Plan to be followed during the first year of classroom implementation. It was designed to guide the participants as their summer training came to life in their learning environments.

As various theories and teaching strategies were introduced, guest professors shared their knowledge and experiences with the participants. During the 4 weeks of the training the participants had varied reactions. As the feedback reactions were expressed, I remained cognizant that individuals experience concerns while implementing an

innovation and that it may take a few years for the innovation to become routine (Hall & Loucks, 1978).

The first summer training session of the Midwestern Christian University's first Field-based Master's Program cohort was over. The participants could spend the rest of the summer with family, preparing for the fall, thinking about their summer training experiences, or just relaxing. This would allow them to become energized for the second phase: the application of their training in their classroom learning environment.

Summary

The implementation of Midwestern Christian University's first Field-based Master's Program was described. The summer training began with the Summer Institute of 1998. The training was an intensive 4-week session designed for the three combined curricular areas: Curriculum and Instruction, Educational Administration, and Religious Education.

The setting was described as a non-traditional classroom conducive for group interaction. There were 29 students enrolled in the Summer Institute, with 15 of the students being enrolled in the Field-based Master's Program. The Instructional Framework followed by the Summer Institute was identified as including the following components: Dimensions of Learning (Marzano et al., 1997), Cooperative Learning (Kagan, 1994), Models of Teaching (Joyce & Weil, 2000), The Training Model (Joyce & Showers, 1995), Teaching A Method With THE Method (Joyce, 1992), Multiple Intelligences (Gardner, 1993), and Mind Styles (Gregorc, 1982).

The first day of the training the participants were involved in introductions, daily roll assignments, and team building activities, instructional activities, and reaction

feedback. Key terms (processes, methods, techniques, structures, and strategies) were introduced and reviewed in order for the students to gain a better understanding of the learning process.

A typical day of the summer session was also described. To provide structure for the training, a schedule was posted and followed daily: (1) Devotion, (2) Dimensions of Learning-1, (3) Review, (4) Reports, (5) Presentations, and (6) Conclusion/Reaction Feedback.

The Implementation Plan assignment was introduced and reviewed as well. It was comprised of three basic parts: (1) description of the participants' plan of action, (2) focused content area, (3) follow-up.

The last 15 minutes of each day were dedicated to writing in a "blue book" reflective journal by responding to the following prompts: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have? The students' reaction to the summer training session ranged from rejuvenating to frustrating. Although many of the participants' initial apprehensions subsided over the first 4 weeks of the innovation, the participants were about to enter uncharted territories.

The first phase of the Authentic Application, university training, was completed. Now the participants were about to enter the second phase, application of their training, when their schools began in the fall.

CHAPTER 4

MICHAEL

Introduction

Michael was interested in earning a degree in Educational Administration. His dream was to one day become a principal or a superintendent. As we talked Michael explained that he desired a master's degree in the Field-based Master's Program instead of the traditional program because the schedule had been formatted for the student's needs (Vol. III, Sec. II, pp. 40-41). Michael explained:

Attending [class] for 4 weeks during the summer attracts people to the program. And I think that that is one of the big attractions to it. I think that people would rather work hard for 4 weeks I'll admit, I'll be totally honest. I'd rather be almost shortchanged on my education and only have to go for the 4 weeks and to be able to have some vacation time, rather than to come for all 8 weeks and feel that I was getting an education. I'd rather take the video course or this or that over e-mail and perhaps be a little shortchanged. (Vol. III, Sec. I, p. 11)

The fact that this program was designed over a defined period of time and everything was pre-planned, unlike the traditional master's program, was primarily what attracted him to Midwestern Christian University's Field-based Master's Program. As we relaxed and conversed he appeared eager and willing to share his experiences and his family background with me.

Biographical Sketch

Michael is the youngest child in his family and has one older sister, Tammy Pat. He was born in the northeastern part of the United States in the mid-1970s. He lived in

the same town until he completed the fourth grade. His family then moved near the largest city in the state and he attended a Christian, two-room elementary school.

Michael continued his education there until he completed the eighth grade. In the ninth grade Michael was home-schooled. The following year he enrolled in a Christian boarding academy remaining there through the 12th grade. After graduation Michael attended Midwestern Christian University where he graduated from college.

Michael recalled that in elementary school one of his teachers stimulated his interest for learning by offering incentive points for work completed. He remembered that the classroom was very traditional with the desks in rows. However, in the fifth grade he recalled a couch being added to the classroom environment. Michael remembered background music being played, but only on Fridays. He seemed joyfully disappointed that his teacher limited the background music to their Friday afternoon art projects. Then, Michael began telling me about his family.

A Family of Teachers

Michael thought that it was interesting that he and his wife, Kay, were teachers as well as their parents and siblings. He believed that this influence made a difference in their classroom maintenance style and abilities. He recalled that some of his classmates, whose family members were not teachers, seemed to express more frustration with behavior challenges than his family of teachers. Michael believed that teaching must run in the family. He said, "We've got the idea that teaching is in the blood. It is easier for one to have it when you [have observed your parents and other family members model how to handle behavior problems]" (Vol. III, Sec. II, p. 37). Michael proudly stated that his mother, Debby Lula, was the principal/teacher and his sister, Patricia, was a teacher in

the same multi-grade Christian school where he attended as a child. Although his father, William, was actually a businessman,

he was going to college to become a Math teacher. Unfortunately, and I think he regrets it, [but] he never finished college. He's one of the few in this world today that have a very good solid, quite well-paying job without a college degree. But, he was actually going to school to become a high-school math or science teacher.

When I was taking home studies, my freshman year in high school, he was my algebra teacher. He was the one that helped me with it. He was tough. He would have been [a] good [teacher]. There's no doubt. And my brother-in-law [is a] teacher, too. So it is kind of a family of teachers. (Vol. III. Sec. II, p. 37)

Undergraduate Training

Michael shared his college experience with me. He received a B.S. in Elementary Education and History from MCU and did his student teaching in a small public elementary school near the university. He was assigned to teach fifth grade. He recalled that he enjoyed the experience. He described his supervising teacher as a very special mentor. Michael described his student teaching experience as being a good fit; he and his supervising teacher were similar in their way of thinking. Consequently, this teacher had a powerful impact in developing Michael's style of teaching.

Michael also shared his hobbies and interests. He revealed that he is an avid sports fan. He enjoys basketball, football, and golf. He also collects baseball and basketball cards. He said, "I've got tons of them" (Vol. III, Sec. II, p. 39). In college he developed a new interest that changed his life. He met Kay, his life-long friend and his bride-to-be. Michael and Kay were married the second summer after the Field-based Master's Program's training session. I was honored and delighted to be an invited guest where I was privileged to meet his family of teachers and viewed pictures of Michael growing up from a baby to adulthood. This personal exposure to his past and present

assisted me in better understanding him and provided me with greater insight to Michael's philosophy of education and his perspective as he experienced this educational process of change.

Philosophy of Education

Michael shared his philosophy of education with me. He declared, "I've made it my philosophy; I worry about making the students happy and making the students comfortable. The parents will be pleased because their children don't come home complaining all of the time" (Vol. III, Sec. II, p. 48). Michael reiterated that he is not concerned with the position the child's parents may hold in the school, an organization, or in the community. The happiness and comfort of his students come first. With a smile he added, "And to me, that's just common sense" (Vol. II, Sec. II, p. 48). With this philosophy in hand, Michael began his first teaching assignment.

Years of Teaching Overview

Michael's first teaching experience led him to a large Christian Academy (preschool-12) located in a suburb of a large city in the Midwest. He was assigned to a self-contained fourth-grade classroom in which he taught for 3 years. He recalled, "Well, my first year I didn't have a clue. They taught me more than I taught them" (Vol. II, Sec. II, p. 33). Although Michael received teacher training as an undergraduate he still felt unprepared and overwhelmed. Fortunately, his first year of teaching he did not experience any discipline or academic challenges. He described this group of 11 fourth-graders as self-motivated, very respectful children who had fun learning.

But the second year, he was in for a rude awakening. The summer prior to his second year of teaching he enrolled into the Field-based Master's Program at MCU. This

new group of students “was [a] totally opposite group of kids than the ones I had the first year” (Vol. III, Sec. II, p. 43). Michael enjoyed this new class, but some of the students’ academic challenges were beyond his realm of expertise and experience. In addition, the class included one child with behavior problems. Michael described his third year as his best year of teaching. This highly motivated group of 16 multi-ethnic students had a thirst for learning. He was utterly amazed that they actually requested reports to write.

Although he experienced some challenges, they did not compare to his previous year. In fact he stated, “This is nothing” (Vol. III, Sec. II, p. 45). Michael discovered that these students were from homes with strong values and high expectations where students received a wealth of positive exposure, care, and attention. He described the parents as very supportive.

Micro-teaching

My first opportunity to observe Michael’s teaching occurred during the initial summer training. Following the structure of the Training Model (Joyce & Showers, 1995), instructional theory and demonstration were presented first, then participants were given an opportunity to practice these processes by developing lessons and presenting them to peers through a process, referred to as micro-teaching. On July 3, 1998, I observed Michael presenting a lesson to his group. As he practiced what he had learned with his fellow colleagues he appeared to really enjoy his group. After his practice session, he received feedback and coaching from his peers.

Throughout the micro-teaching experiences Michael successfully identified the Declarative and Procedural Knowledge that was required of each participant (Vol. VI). His group members appeared to be very eager to learn from each other. They intently

observed their colleagues' model and increased their understanding of the various strategies.

During the course of the implementation phases in the workplace I was able to observe Michael on many occasions. Frequent observations and interviews would increase the fidelity of my study (Eisner, 1991). I was always welcomed and felt very comfortable in his learning environment. I officially began observing his classroom in October 1998. I did not visit earlier in the school year because it was important for Michael to establish his classroom setting and rapport with his students before my initial visit.

The First School Year of Implementation

Before he enrolled in the Field-based Master's Program, Michael had taught 1 year. During the first summer of training at MCU, each participant developed an Implementation Plan. I asked Michael about his plan.

Implementation Plan

Michael looked at me and paused. There was a puzzled look on this face. Appearing a little uncomfortable and confused he began describing some of the strategies that he used on occasion. Finally, he said:

As far as the plan, how it's working? It's probably going along the process because I can even say from year to year, there's different things that I'm adding or saying. I don't like the way this worked, let's do this a different way. But as far as the Implementation Plan, as such, probably over a longer period of time I would like to incorporate more of the things. (Vol. II, Sec. II, p. 46)

After Michael rambled on about his Implementation Plan, he admitted that he did not remember what his Implementation Plan was or where he could find it. He said

that he was trying to remember if the Implementation Plan was set up for a year or for a longer period of time. He complained that that first year of implementation was so overridden with learning and behavior challenges that he was unable to remember to implement the plan. I asked Michael to describe the strategies he had been able to incorporate in his teaching.

The Incorporation of Processes

Michael began by explaining, “I’m an advocate of cooperative learning [Vol. VI] but probably a little differently than always doing a Taba Lesson [Vol. VI] or this and that and the other” (Vol. III, Sec. II, p. 47). He said he did not have adequate time to plan the lessons on a daily basis or write detailed daily lesson plans. He continued:

I think that’s [it]. Probably [it] could be part of the reason why teachers these days are only teaching for three years. I heard something on the radio not too long ago that the average teacher coming out of school these days is only teaching for about two or three years before they leave. I’m not sure, but I think some of it [is] a lot of the [university programs] are enforcing cooperative learning for everything.

Not that I’m against it, I think a lot of it is good, but I think they are ingraining the idea in teachers’ heads that this is how it needs to be all the time, seven hours a day, five days a week. Some teachers are actually trying that and it’s getting to be too much for them in some ways. I do use some cooperative learning. (Vol. III, Sec. II, p. 47)

I appreciated gaining a better understanding of Michael’s personal experiences and his viewpoints. Building a relationship with the participant is crucial in the collection of data. Seidman (1998) reported that “interviewing is both a research methodology and a social relationship that must be nurtured, sustained, and then ended gracefully” (p. 79). As we parted I looked forward to our next meeting when I would observe Michael in his classroom.

Classroom learning environment observation

Throughout the Field-based Masters Program I visited Michael's classroom on nine different occasions. The format of his schedule generally remained the same for the duration of my visits. Therefore, I will describe my first visit and describe a typical day in Michael's classroom. A description of each particular day is located in Volume III, Section II, of my research data. My first visit to Michael's classroom was on October 29, 1998, and my last visit was on June 3, 2000.

School setting

On my drive to Michael's school I wondered about what I would see in his classroom learning environment. I was excited because I was the only reporter of this innovation, the MCU's Field-based Master's Program pilot. In a way, I felt like an explorer proceeding in uncharted territory. I observed the participants at the university during their training and witnessed the implementation of that training in their classroom learning environments, even though they could not remember their Implementation Plans. As I approached the large preschool through 12th grade academy in this suburban midwestern city, I looked forward to my visit with eager anticipation.

When I entered the building I was directed to the office to sign in as a visitor. After signing in, the secretary escorted me to Michael's fourth-grade classroom. His room was located at the end of the school's long corridor in the far northwest corner of the building. It was the last classroom on the left. Just outside of the room his students hung their coats and backpacks. Michael displayed encouragement and affirmation posters above the coat rack, as well as on and around the classroom door.

A Typical Day

Classroom Setting

Michael's class was a self-contained fourth grade with a multi-ethnic student population. Michael's enrollment during his second year of teaching was 16 students: five boys and 11 girls. The room was carpeted and well lighted. The students were sitting at individual desks. Although Michael preferred not to have a teacher's desk he had a kidney-shaped teaching table positioned diagonally in the front left corner of the room. The students' desks were all in rows facing the front, toward a chalkboard-size white-marker board. Michael displayed the assignments for the day on that board. There were five rows with three desks in the front row; four desks in the second and third row; three desks in the fourth row; and two in the last row. The rows of desk were located in the front half of the classroom. A science display table was placed directly behind the back set of desks and the back half of the room could be described as a comfort zone.

In the back portion of the room was a sitting area with a couch, rug, and a chair. A long bookshelf lined the back wall by the couch. Under the windows on the west side of the classroom was another bookshelf that extended the length of the wall. A storage area on the east side of the room housed a small chalkboard, computers, and a sink. A television/VCR was attached to the back wall, mounted from the ceiling in the corner. The west end of the room housed a table with a computer and a bookshelf extending from near the ceiling to the floor. An air-conditioner unit was stationed in a window toward the front of the classroom near the teaching table. The students were constantly reminded of their importance, worth, and ability to learn, with suggested ways of becoming accountable and independent.

Instruction Implementation

Michael began his class with worship. The room was filled with songs of praise. After worship the students participated in a Bible lesson. The rest of the morning was spent in Language Arts and Math. Half of the Math class was taught before lunch and the other half after lunch. He followed the same basic routine each day.

During lunch the students had the freedom to eat with each other and move about the classroom. When attention was needed Michael raised his hand in the air, just as Dr. Smith modeled during their summer training. When the students saw Michael's hand raised they all raised their hands in silence and waited for instructions.

During this first observation, Michael noticeably implemented strategies he learned from his summer training, such as the 3-minute pause, classroom tasks, classroom settings, pointing out common errors, and a variety of settings. In addition, I observed direct instruction and reminders given with "model, prompt, and practice" (Vol. VI). When, periodically throughout my visit, I asked the students questions they were friendly and very willing to answer. As I observed I noticed that Michael took time to build personal relationships with each student and knew them personally. Their conversation was filled with trust and respect for one another. As I continued looking around the room, I saw a special container for gym equipment with a checkout sheet close by on a hook. Michael was teaching his students responsibility for the care and maintenance of their learning environment.

During Math the students played a Math baseball game. Everyone participated and seemed to enjoy this method of learning. After the Math game they continued to complete work that was assigned at the beginning of the morning. Later as the students sat at their desks they viewed on the classroom television a live broadcast of a tape of

John Glenn's, the first U.S. astronaut to orbit the Earth, return to space that had occurred 30 years ago. Together, we saw John Glenn's blast off. Michael intertwined a discussion about John Glenn as the students continued working on their assignments. Witnessing Mr. Glenn re-enter space this second time was a thrilling moment for me, and it was extra special to observe it with Michael's class.

After Math class the fourth-graders worked on map skills. They divided up into groups of two to study the regions of the United States. This Social Studies assignment was intended to build research skills by using the atlas and encyclopedia to find information as well as developing problem-solving skills. It was the students' practice to "get comfortable" as they spread out all over the classroom. Some students lounged on the couch, others sprawled out on the floor, and some students chose to remain at their desks, in accordance with their learning styles. Classical music played very softly in the background. This appeared to be a result of Michael's hidden desire as an elementary student to listen to music at other times in addition to Fridays during Art class. The students especially enjoyed the practice of taking off their shoes to realize optimal comfort. Learning theory and research indicated the classroom is a better place to learn when flexible arrangements help one to teach to every child's learning style (Dunn & Dunn, 1984).

I noticed that all of the students were on task and seemed to enjoy working on classroom assignments to avoid evening homework. Right before Science class they took a short break. The Science lesson was taught with a traditional approach. The students sat in their desks with books opened while they listened to a lecture on electrical safety.

Throughout the day Michael appeared to have good classroom management skills that emphasized and empowered the students with confined freedom. The students were not acting like robots but were allowed to think about how they were managing their time. He seemed to assist them in becoming self-directed individuals. While I continued examining the learning environment, I heard a student ask Michael a question. His response modeled Dr. Smith's during the summer training, "What do you think?" He worked with the students on classroom manners, learning how to follow specific directions, and practiced good transitions. Michael was consistent. He exhibited a calm-mannered voice in spite of challenging situations. He seldom raised his voice. I observed him using visual and non-verbal expressions such as hand movements to control the class's movements and behaviors.

During the learning activities Michael ensured that equal participation (Vol. VI) occurred. He encouraged productive conversation and supplied the students with explanations and/or rationale for what he was doing or why they were doing an activity. Michael encouraged the students' input as well. Michael emphasized that the rules were posted for following and that students work together to learn. I noticed a variety of maps and a small library of books that were available for student use. The science table displayed numerous types of shells for the students to discover and explore.

The students had a variety of roles or assigned classroom jobs, such as passing out papers. That job belonged to the "secretaries" in the class. At the end of the school day, Michael reviewed the assignments and the students performed their classroom duties to end the school day. Class ended with prayer. When I asked Michael about his basic

format he said, “Today was very normal. What you see here happening today, [is] pretty much what happens [every day]” (Vol. III, Sec. II, p. 12).

I observed the evidence of the transfer of training from the university classroom to Michael’s classroom learning environment. In a few days I would see Michael again at his first instructional cohort meeting at MCU with Dr. Ward, the instructor of the research class’s regional cohort group. I was also anticipating observing my other primary informant as well as several other Field-based Master’s participants at this meeting, including one of my secondary informants. It had been 4 months since the participants had seen each other during the summer training session. I visited Michael’s classroom six times during the first year of implementation.

The Second Year of the Implementation

During the second year of implementation Michael’s classroom learning environment generally mirrored the first year of the authentic application of his training in the Field-based Master’s Program. His classroom setting changed slightly with the addition of a bunk bed. Minor changes within the setting continued regularly, such as seasonal displays and posters of encouragement and affirmations. I observed that his confidence in implementing the processes increased as did the number of processes that he implemented during the second year of implementation. The participants reported the number of usages in the Actual Use of Strategy Survey (Vol. V).

My visits to Michael’s classroom came to an end in June 2000. During the course of my observations and interviews throughout the authentic application and training, I asked Michael to continue describing his reactions to the program guided by the coaching reflective questions: (1) What went well? (2) What could be improved? (3)

What connections can you make? (4) What questions and/or comments do you have? (Joyce & Weil, 2000). I emphasized to Michael that non-linear responses were appropriate as well. The primary, secondary informants, and stakeholders' responses to the program followed this format as well.

Reactions to the Field-based Master's Program

As I reviewed my conversations with Michael and my field notes from the beginning of the Field-based Master's Program, I became aware of emerging themes as he reacted to his experience during this planned educational process of change. These themes emerged from Michael's experiences throughout the change process: (1) learning processes, (2) cohort groups, (3) unclear communication and expectations, and (4) feeling frustrated and overwhelmed.

Learning and Implementing Processes

During the first summer training session Michael was eager to learn and willing to try the processes. He appeared to enjoy the lessons he presented to his group. After each lesson he became involved in the peer-coaching process. He responded to the following prompts: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have? Although Michael was able to put the processes into practice, he was not able to implement them all during the first year of implementation. Michael revealed that he had already incorporated some of the strategies as a result of his undergraduate years at MCU. Michael said that when he was unsure of a process his book became resourceful. He discovered that the strategies he chose depended on his class composition and their behaviors. He realized that some processes required him to continually monitor the

group during an activity and at times it proved to be unproductive. However, other times he automatically incorporated them in his instruction.

Michael was comfortable with the Venn diagram, KWL, Jigsaw, model prompt practice, classroom setting, classroom task, 3-minute pause, graphs and charts, pictorial representations, and having the students make picture posters (Vol. VI). He reiterated that he preferred processes that were teacher directed solely due to challenging behaviors of his students. Michael was less comfortable incorporating Think Pair Square, Numbered Heads, and ALASKR (Vol. VI). He felt that he needed additional practice before implementing these processes. He recalled that he had not used bar graphs or pie charts (Vol. VI). "I [use processes] that I probably don't think that I use" (Vol. III, Sec. II, pp. 46, 47).

Michael felt that Social Studies and Science fit these teaching process more than other subjects. However, he appeared comfortable incorporating the processes in subjects such as English, Math, Reading, and Phonics. He also targeted specific activities that the process would have a good fit. Michael believed that Direct Instruction was the most efficient way for his students to learn the basics. However, he thought it was necessary that his students work with partners with flash cards to learn and reinforce the multiplication facts through repetition.

Michael pledged to continue incorporating the processes in his new teaching assignment next school year in his fifth-grade public-school classroom. He planned to modify and adapt activities as needed for his population of students. Michael reiterated that the composition of the class would determine the type, methods, and frequencies of processes that would be implemented. He realized that some classes required more

structure than others. His students' challenging behaviors and academic concerns would influence him in his selection of processes to incorporate. He planned to first assess the students' needs and then he would tailor activities to incorporate the appropriate processes to fit the particular group.

For example he adapted Round Robin and Round Table in his Math classes as a way of involving more students in Math. He reported that it was successful. His goal is to periodically incorporate a variety of strategies into his instruction. It is hoped that as he becomes more familiar with these processes, implementing them in increments would assist him in using more processes on a regular basis. Michael stated:

A teacher just doesn't change the way they do everything overnight. I get a new group of students every year so I can't change a lot of the way I do things. But I think as far as using a lot of the [processes] and implementing them more I think that teachers do different things every year. They see new ways that some of these techniques can work. And I think, over the long term, it really starts to have a major effect. Every year [I'm] looking to do something better. I think you'll see a lot more of those kind of techniques if you were to walk in my classroom ten years from now than what you would see today. (Vol. III, Sec. II, p. 3)

Michael said he thought his students responded to this change in instruction rather well. "Some [students] were mixed up because it's a new kind of thing. Just like anybody else, [they are] kind of hesitant to change but overall they like it because it is not [for example] just the normal Math and solving problems. But over all I think it's been pretty positive" (Vol. III, Sec. II, p. 14).

Cohorts Groups

Michael's local cohort group was comprised of two of the three Educational Administration participants. Richard, my other primary informant, and Michael met as a cohort group faithfully each Wednesday for an hour to share their experiences, work on

course assignments, relax, build camaraderie, and provide peer support. According to the original schedule, Dr. Rita Jones planned to meet with this group regularly each month.

However, due to conflicts during the first school year she met with this cohort group only twice. The second year this cohort group disbanded because Richard moved away. Dr. Jones's last meeting with this local cohort group was in February 1999.

Michael recalled that Dr. Jones came the same day his class had their Intel-ebriation Open House. Dr. Sprouse, the developer of the Intel-ebriation program and one of the developers of the Field-based Master's Program, came as a special guest, just as guests visited the summer training session at the university. Michael stated that Dr. Jones was unable to stay for the program.

Michael and Richard assumed that the other participants were involved in their own local cohort groups and would hear from Dr. Jones directly. He further explained that their group met for the purpose of discussing course work and to address any concerns or discuss pertinent information. As the year progressed Michael and Richard became more comfortable with each other and shared different problems and challenges.

With only two members in this local cohort, they did not meet the definition of a study group. The Innovation Configuration for Study Groups (Henriquez-Roark, 1995) requires a study group to be comprised of at least three individuals. Even so, this structure allowed these participants to provide peer support. Michael said that Richard and he probably would not have built camaraderie and lasting friendship if it were not for the Field-based Master's Program and its requirements. He recalled discussing common issues such as parent concerns and challenging student behaviors. Michael and Richard also discovered some strategies could be incorporated with different activities. Through

discussions they came to the conclusion that certain strategies would work in the self-contained learning environment but not in the multi-grade classroom. Michael was teaching in a self-contained classroom and Richard was teaching in a multi-grade situation in a one-room school.

Michael stated that during the 1998-1999 school year he felt as though he were a valuable member of the Field-based Master's Program because Richard and he met on a regular basis in their local cohort group. In addition they met periodically with the regional cohort group at MCU. He claimed that they actually generated a lot of ideas from each other as they worked on some classes together. Michael said, "Through it all, they became very good friends and that that was probably the nicest thing of all" (Vol. III, Sec. II, p. 41). But after Richard left, a sense of isolation swept over Michael. He received no communication and was not invited to join another cohort group. He felt more "out of touch" (Vol. III, Sec. II, p. 41).

Michael was not aware what the other cohort groups were doing. He did not receive the support he anticipated and expected. He had mixed reactions about the supervision and support during the program. He shared that the support from MCU was good at first but because of staff shortages the initial support diminished. The second year of the program he felt isolated. Instead of a cohort group he was assigned to his administrative advisor, Dr. Tisdell. Michael said that before he was "a part of a program" (Vol. III, Sec. II, p. 42), but now he experienced feelings of loneliness. Although he graduated a year after the original group, he chose not to attend his graduation ceremony. He said that this was because he no longer felt part of the program. He told me that it just was not the same after his local cohort stopped functioning (Vol. III). The importance of

peer support through relationships between individuals implementing an innovation is supported by educational research (Fullan, 1991; Fullan & Hargreaves, 1992, Weasner & Woods, 1999; Wilkes, 1994). In addition, the type of support that is provided has a bearing on the outcome of the training (Joyce & Showers, 1995).

Unclear communication/expectations

When I asked Michael if Dr. Jones knew how isolated he felt, Michael said, "I guess the whole program was just a little confusing" (Vol. III, Sec. II, p. 55). Although he said he had seldom heard from the professor of the video course he was pleased that he had completed six of eight videos. As far as the other course work, he could not understand why they were requested to read articles at the beginning of the implementation. He felt they served no purpose; he failed to determine a connection. He said,

Well I guess at the beginning, perhaps it's because Dr. Jones has been very busy or whatever. I thought that there was really going to be a lot more expected out of us [from] these "supposable" articles. I thought that we were going to regularly be sent to discuss and e-mail to each other back and forth. They [the articles] came like twice, and that kind of died out about October. I guess everyone got the same articles. (Vol. III, Sec. I)

Feeling frustrated and overwhelmed

Michael described his major frustration as not knowing what to "really" expect. He said that it was frustrating when the schedule was not followed and visits were postponed or canceled. He realized that trying to find dates and meeting times to satisfy everyone was difficult.

Another frustration for Michael was registration. It appeared that he had not received credit for courses he had taken but eventually it was resolved. Robin, the

secretary, informed me that registration was challenging, especially for the Field-based Master's Program participants, because it was a different sequencing of courses that caused conflicts with the registration process. This innovation and its uncharted waters proved to affect other departments of the university as well. It would take time for the university to become familiar with and adjust to this delivery system. Robin said it was challenging because of the conflicts between course work required for the Field-based Master's Program and course work taken previously. Therefore, registration was confusing. Dr. Jones became frustrated as well.

Completing the Field-based Master's Program

My visits to Michael's classroom ended the second year. At that point, the information I was receiving began to obviously repeat itself. Life's situations, moving, and changing jobs caused him to postpone his completion of the Field-based Master's Program. Although Michael was disappointed that he would not graduate with the original cohort group, he would plan to graduate with Kay, his wife, when she received her master's degree in Social Work from MCU, May 2001. I asked Michael if he was planning to participate in his graduation ceremony. He told me that because he was not graduating with his cohort group he felt isolated and alone. He revealed that it just would not be the same. So he decided not to attend.

Summary

This chapter gave a biographical sketch of Michael, one of my primary informants for this study. It included his early years growing up in the Northeast United States. He attended a small Christian school before attending a boarding academy and MCU for his undergraduate teacher preparation. He described his student teaching

experience as very rewarding. In college he met his future wife, whom he married during the second summer of the program.

Michael referred to his family as a family of teachers that included his mother, sister, wife, and in-laws. He said that he admired his father who initially planned to become a teacher but accepted another position and became a very successful businessman without completing college. Michael stated that his Philosophy of Education was to ensure the comfort and happiness of his students. He gave an overview of his teaching experiences from his first year of teaching to his third year of teaching at the same school.

He described his first year of teaching by saying he had virtually no students with academic or behavior challenges. However, the following year (the first year of training implementation) he experienced a multitude of academic and behavior challenges in his students that he was not adequately prepared to address. The third year he described his class as academically motivated and said that he received a lot of parental support.

We discussed his Implementation Plan but he could not remember what it was or where to locate it. He explained that his second-year of teaching which was his first year of Field-based Master's Program implementation, the group of students precluded him from using many of the processes, including Cooperative Learning, because of this group's challenging behaviors and academic concerns. He concentrated mainly on Direct Instruction and tight control. I conducted a total of nine classroom visits. Six visits were made during the first year of implementation and three visits were made during the second year.

During his second year of Field-based Master's Program implementation, without the multiple academic and behavior challenges experienced the first year, Michael was able to incorporate more strategies into his teaching. He was becoming more comfortable and confident in using these processes in his teaching. Michael also described his overall experiences as a Field-based Master's Program participant. He included the reasons he joined the program and his reaction to the program with specific reactions to the learning strategies, cohort groups, unclear communication and expectations, and feeling frustrated and overwhelmed.

In the next chapter, I describe Richard, my other primary informant, his environment, and his reactions as he experiences this planned process of change.

CHAPTER 5

RICHARD

Introduction

Richard thought about earning a master's degree for a long time. He decided to join the Field-based Master's Program at Midwestern Christian University (MCU) because it was a program that he could do while working in his classroom. That was very appealing to him (Vol. III, Sec. I, p. 65). He especially liked the idea that the program was designed for only 3 summers and 2 school years. Richard stated:

That was the selling point. When it drags on too long it gets too discouraging. When you start your undergraduate program, you think, oh boy four years. It's going to take forever. And before you know it, you are half way through. So I wanted to get it finished and be able to move on to other things. (Vol. III, Sec. I, p. 65)

You're working, then [when you] come to school for a whole eight weeks and then go back into [your classroom] without a break--everyone needs a break at one point. So I think the four weeks is great. It's going to be a real draw for people to come to the class. (Vol. III, Sec. 9-10)

Ryshawnda, Richard's wife, added that she thought it was a good idea. She thought that it would be the type of program where the implementing of training would be observed and monitored by MCU. As we talked in Richard's home, he shared with me pictures of his family.

Biographical Sketch

Richard was born and raised in Canada. He said he was the oldest son. He had an older sister, Jennifer Marla, and a younger brother Bryson, . His mom, Edna Alice, a church secretary, was born in Jamaica. Richard's father, Colin, born in Trinidad, worked for a major Canadian corporation. Edna Alice and Colin immigrated to Canada during their teenage years and decided to settle there. Although Richard's parents were not educators, several of his uncles chose education as their vocation. Richard also shared his educational experiences with me.

Early Years

Richard explained that the Canadian educational system was different from the United States system of education. In Canada, the preschool was divided into two groups: Junior Kindergarten and Senior Kindergarten, which were comparable to our 4-year-old Kindergarten (K4) and 5-year-old Kindergarten (K5) system. Richard entered Junior Kindergarten and remained in the Canadian educational system until he completed Grade 13. Grade 13 was equivalent to a first year of college in the United States.

Undergraduate Training

Upon completion of Grade 13 Richard attended a Christian university in Canada located in an eastern province. There he graduated with a B.A. in Education. Richard initially majored in Business Administration but transferred to Education because he was not satisfied as a Business major. He discovered that he preferred a more practical vocation. Richard worked at a summer camp for several years. There, he learned the enjoyment of working with the children. He decided to major in Elementary Education

and became a teacher. He believed that the elementary level was an ideal place to start because of its flexibility.

During college Richard met Ryshawnda through a mutual friend. They developed a lasting friendship and were married when Richard completed his senior year and she completed her junior year. Ryshawnda majored in Education but on the secondary level. Richard's main hobby was working with computers. In his spare time, he enjoyed building them from their basic components. These skills benefited him in developing a small computer lab in his classroom. Richard's philosophy of education was also shared.

Philosophy of Education

Richard strongly believed that:

It's not just teacher education. It is built on [the] parent and teacher working together and that's how things happen or [it] doesn't get done. It is not just a one-person job. Part of the philosophy needs to be that the teacher works during the week but the weekend is for the parents. (Vol. III, Sec. I)

Years of Teaching Overview

The year after Richard completed college there were no teaching positions available. He decided to pursue a business minor while his wife completed college. Instead he received a 1-year contract as a private tutor for a nonverbal, low-functioning autistic 6-year-old boy, Kermit, who lived a distance away. Richard recalled that when Ryshawnda completed college they decided to move to the United States. They found that living in the U.S. was similar to Canada and that culture was not a major adjustment for them. When he was growing up, his family often travel to Florida to visit relatives so he felt acclimated to the United States.

In the U.S. Richard and Ryshawnda received employment from the same employer. However, they were assigned to different schools about 30 minutes apart. Richard was hired as a principal/teacher in a rural one-room multi-grade Christian school in a church building, and Ryshawnda taught the sciences for Grades 9 through 12 in the same Christian academy where Michael, my other primary informant, taught.

Richard described his first year in this one-room church school as “interesting.” When he was interviewed for the position, the school board was aware of his previous employment as a tutor. During the interview, as the school board reviewed their mission and vision, Richard understood that the school was in the process of building its enrollment. The first year of his assignment, seven students in five different grades were expected. However, on the first day of school, when all was ready and anticipation was high, only three students arrived. The three students were in different grades: first, second, and fourth. Once again, he had a tutorial situation. Richard wondered if the school would close due to the low enrollment. But the church was determined to keep the school open. Richard recalled that half way through the year a fourth student enrolled.

Richard soon discovered that his responsibilities as principal/teacher far extended his expectations. Not only was he to implement an unfamiliar curriculum without a lot of guidance, but he was also responsible for “looking after anything and everything at the school that needed to be done” (Vol. III, Sec. I).

Although he had only three students in three separate grades he recalled that “it was very different” from his first teaching/tutoring experience with one child. He said:

It was totally a learning experience of its own. It was a different situation. But it was somewhat towards what I was trained for. I’ve got regular students, but not the

numbers. I'm teaching to a group [yet] I'm doing a one-on-one study. (Vol. III, Sec. I, p. 60)

Richard's third year of teaching and second year in this one-room multi-grade classroom was very different. The second year he had seven students dispersed throughout four grades. So, he adapted his teaching to small group instruction. However, he did not consider this situation as normal teaching or traditional teaching either. The summer before Richard taught his third consecutive year in this school, he joined the Field-based Master's Program at MCU. He was filled with enthusiasm. Richard anticipated that implementing the strategies he learned during the summer training would add to his teaching. But his third year proved to be disappointing.

Richard described his first year at this one-room school as the "Honeymoon Stage," when everything seemed to be going fine and much support was provided. The second year, he said that his employer expected more but decreased the amount of support. By the third year most of the support had been withdrawn yet the expectations continued to increase. The student enrollment had quadrupled from his first year and almost doubled from his second year, with students dispersed throughout Grades 1 through 8. In addition, there was a change in superintendents. Richard explained that the new administration appeared unsympathetic and increased expectations without providing the necessary support. Thus, Richard became very discouraged and overwhelmed with his dual position as principal/teacher.

Richard was isolated. His teaching assignment in this rural one-room multiple-grade church school was overwhelming. He was expected to operate the school, teach multiple grades with children on varying levels, and successfully instruct three non-English, Spanish-speaking children in three different grade levels. Richard did not speak

Spanish and there were no interpreters to translate for him. In addition, he learned that church-school teachers were expected to involve their students in church-related activities on the weekends without monetary compensation or personal consideration. Richard explained, "So there was a mixture of getting one signal but really meaning the other. So there was [also] a lot of misinterpretation by the end of the third year" (Vol. III, Sec. I, p. 58).

I asked Richard if the Field-based Master's Program was an added intrusion and/or burden. He adamantly stated that it absolutely did not affect his job performance negatively. Ryshawnda agreed. Richard explained:

I always did the same degree [of work], giving all that I could. There were many nights I remember, I think it was my last year or second year, [that] it seemed like I went through stages. Each year I would have been headed for burnout. So when I say that, there were points during the year where I felt that what I was doing was never enough, and I would stay there long and late until 8:00 or 9:00 in the evening [and] no one should realistically ever do. Otherwise, you are headed for burnout.

Going back to the same location 6, maybe 7 days a week, you're going to head for burnout and so there are some points that year when I needed to remind myself that I needed to back off. I had a parent say to me, "I'm telling you this cause I'm concerned about you. You look like you're headed for a burnout." (Vol. III, Sec. I, p. 59)

Richard insisted that heading toward a burnout resulted in trying to meet the school board's expectations and had nothing to do with the Field-based Master's Program. He said, "It was totally separate and I didn't feel that I was putting any undo stress on myself" (Vol. III, Sec. I, p. 59).

He explained that joining the program benefited him because teaching in a one-room school did not provide the support of his colleagues. He said that he saw other teachers only when he picked his wife up from school at the end of the day or at an in-service. His interaction was quite minimal. When he joined the Field-based Master's

Program it connected him with other teachers who were experiencing similar circumstances and thus it was helpful for him to listen, compare, and assist each other in their common struggle.

The program helped Richard feel rejuvenated. He said that when he left the summer training session at MCU he was looking forward to a new school year and a chance to implement the strategies he had learned. The Field-based Master's Program provided Richard with the support that he was not receiving from his employer. Richard enjoyed the time he spent with other colleagues and especially with his geographical cohort partner, Michael. He looked forward to their weekly cohort meetings each Wednesday. During the first summer training session at Midwestern Christian University (MCU) the participants developed an Implementation Plan. I asked Richard about his plan.

Implementation Plan

When I asked Richard how his Implementation Plan was going, he leaned forward, gave a little frown and asked me to explain what I meant. He seemed to have no recollection of the plan or where it could be found. He said that if he had to develop one during the summer training session, he must have turned it in. He also said that he did not realize that he needed to do anything with it except to turn it in. Moreover, with what was happening in his school he probably would not have had time to implement it. Richard then began describing the strategies he was able to incorporate in his classroom.

The Incorporation of Processes

Richard explained that it was difficult to use a lot of cooperative structures and learning processes because of his classroom composition. That year he had 13 students in five grades with a dual language situation. He reminded me that he was not bi-lingual but two different languages were spoken in his classroom without an interpreter. Richard explained that everything was on a scheduled time limit. To conduct a proper discussion with the students, and receive feedback, or to ask the students to Think Pair Share or to do a Round Robin was very challenging (Vol. VI).

One major concern that Richard faced was that his students did not complete their textbooks the previous year. Although, they covered the majority of the material, the books were not completed. This became a major issue with the parents and his employer. Richard believed that this was another reason why he was unable to implement processes, especially those that took time and preparation. He explained:

You fight between quantity and quality. On the one hand they want the students to do well, but on the other hand, they feel that if they didn't finish the book [so] they didn't know everything they needed to know. So, it is a real struggle that way and some of it came down to not necessarily what I feel is best but what the people want; unfortunately. (Vol. III, Sec. I, p. 60)

With an update of his overall experience, I looked forward to visiting Richard in his classroom.

Micro-teaching

Richard attended the summer training with Michael at MCU. He was successful in identifying the Declarative and Procedural Knowledge (Vol. VI) as he presented his micro-lessons to his colleagues. At first Richard was a little shy and apprehensive to

practice the processes in front of his peers, but soon his shyness disappeared as the group members assisted each other in learning to differentiate between the strategies they were learning to implement. My first visit of six to Richard's one-room multiple-grade classroom took place on October 29, 1998.

School Setting

The Christian church school was located approximately 45 minutes from a large metropolitan city in the Midwest. The school was adjacent to the back of the church and was in a rural setting. The play area situated behind the school was a large grassy field with trees as boundaries to the west and north with a cornfield to the east. Four pieces of playing equipment were on the playground directly behind the school a swing set with four swings, a half-circle climbing bars, a slide, and a merry-go-round. The parking lot was on the west side of the school building and ended at the play area where the playground began.

A basketball hoop was located near the edge of the playground on the paved area. From the outside of the two-story brick structure, on the west side was a storage area with two windows on the first floor at opposite sides. There was a single door to the north and double doors to the south. The second story of the school, from the outside of the building, appeared to be a split-level. On the second floor were seven windows with heavy glass that could not be seen through and in the center was a clear glass window. The noises I heard included a train, various farm equipment (a reaper which binds the corn), rustling leaves from a gentle wind, and cars that occasionally passed by the church.

A Typical Day

Classroom Setting

This one-room church school enrolled 13 students for the 1998-1999 school year. There were six boys and seven girls in Grades 1 through 6. The grade composition was: two students in the first grade, four students in the second grade, two students in the third grade, one student in the fourth grade, no students in the fifth grade, and four students in the sixth grade. In the classroom the students' desks were arranged in groups of three, with one group of two in flexible groupings—students in different grade levels. The room was divided into areas. There was a reading area, a computer area, and a special area with a ceiling-tall teacher-made tree. Richard's desk was in the front of the room with the chalkboard behind it.

The classroom was carpeted and the walls were white. The walls displayed posters that were highly visible throughout the learning environment. The displays included: Good Morning; a banner reading "Christ-centered Computer World" which lined the back wall above another a chalkboard; a writing check list; short vowels; long vowels; process and shapes hanging from the ceiling; an American flag, pictures of Jesus; helpers, supplies; and games.

The children arrived at school between 8:00-8:30 a.m. The parents entered the classroom learning environment as they talked with their children and other parents. The classroom displayed students' projects. Countries of the world were incorporated with holiday events. Although Halloween was not celebrated or practiced in this school the students chose alternative activities. Each student studied a particular country. They painted flags representing their chosen country and were preparing to display their

exhibits at a weekend program. They also planned to dress up in a costume depicting their chosen country.

Richard told me that he changed his learning environment as a result of the training he received at MCU. He said that he attempted to change the mood of his classroom by using partitions, playing music, and adding more colors and decorative items, such as posters. He endeavored to make the classroom learning environment inviting, stimulating, and more comfortable. He hoped that this would “take that edge off that some kids have towards school” (Vol. III, Sec. II). The classroom can be a better place to learn when a flexible environment addresses the learning styles of its learners (Dunn & Dunn, 1984).

In the classroom, multiple activities were taking place. Some students were working on assignments as other students moved freely about the classroom learning environment with confined freedom. As long as they were on task they were allowed the flexibility of movement. Richard was constantly monitoring the movement and the students’ progress. It appeared that several of the parents were supportive. In fact, a parent volunteer assisted with the lunch each Thursday when they ordered out. On that day, the students could purchase a special lunch such as pizza. Another parent volunteer assisted with the morning worship. This assistance gave Richard an opportunity to perform some of his administrative duties and teacher preparation time.

Instruction Implementation

For worship, the students sang several songs. They seemed to enjoy singing songs together in a group. They also learned Spanish songs, which was appreciated by

the Spanish-speaking students. A daily schedule was posted on the wall and followed daily. It read:

8:45	Worship
9:00	Bible
9:45	Recess
10:00	Math
11:00	Reading/Phonics
12:15	Lunch
12:45	Language Arts
2:00	PE
2:30	Science/Health
3:00	Dismiss

Richard's method of instruction can be described as reverse progressive direct instruction. He began with the sixth grade down through the grades until each grade had been instructed. Then he repeated the process with the next subject. This continued until the end of the day. The next day the process would be repeated. I observed this format throughout the year. During some visits Richard would reverse the order depending on the activity that he planned. While he instructed specific grade levels, the other students worked on their assignments or on the computer. Richard was so pressed to complete the books he did not spend much time incorporating the processes into his teaching.

I noticed that peer tutoring was occurring throughout the classroom learning environment. While Richard was instructing one group, students assisted each other. The older children helped to correct the younger students' assignments. After the papers

were corrected they were returned to the appropriate students to correct mistakes before submitting it again. It seemed that Richard's system was workable for this one-room multiple-grade learning environment. After worship the students were given classroom tasks for that day and reminders were given, followed by Recess.

Richard interacted with his students. He was aware of each one's personalities and learning abilities. He appeared to be patient with his students, especially the non-English-speaking children. He often resorted to non-verbal communication in an effort to communicate with them. He pointed, used manipulatives, acted out situations, and so on. Richard raised his hand, as it was modeled at the summer training session, to get the students' attention.

Richard gave step-by-step directions (Vol. VI) when introducing a subject and intentionally linked what they were beginning to learn to prior knowledge. The instructional strategies I observed included: attention by raising the hand and waiting for silence, step-by-step directions, and a variety of settings. Although he incorporated a cooperation time for the students to assist each other with learning, he did not use formal cooperative groups (Johnson & Johnson, 1997). Richard appeared to have very good management skills. However, he told me that he was in a survival mode and that it was very challenging for him to juggle all of these responsibilities as a multiple-grade teacher/principal. All of the extra-school involvement, including weekend activities, with less than ideal support was wearing on him. He said that he appreciated the parents coming to help during the school week but volunteers were not expected to be consistent or reliable, as were the expectations of hired employees. So out of necessity Richard

solicited the assistance of the older students, allowed freedom of movement, and increased the accountability for all of his students.

Richard explained that the specific settings or sectioned areas in the classroom were specifically created to promote student independence. When students completed their desk assignments they were allowed to enter the reading area or book area. The students seemed to enjoy this freedom of movement. Richard's learning environment could be described as an informally structured classroom. I enjoyed the time I spent in Richard's classroom and was looking forward to my next visits. During each visit the setting and instructional format were similar. Although he introduced a few strategies during the first year, due to the challenging situations, I noticed that the incorporation of processes increased. He was becoming more familiar and confident with them. I also noticed that seasonally his classroom setting changed including the positioning of the desk groupings.

I observed one parent-volunteer assisting with the lunch. However, after lunch was over the parent left. Richard was always grateful for the slightest amount of help. When I reviewed Richard's lesson plan book I noticed that the assignments were recorded by grade level. Only page numbers were listed; topics, processes, and other descriptive information were sparsely placed in subject areas. Richard explained that every year the student composition changed, thus the activities he planned were based on his current student population. At the beginning of the year he was very excited about the strategies he learned during the summer training sessions at MCU and began to incorporate them. But because of multiple grades and non-speaking English students, he

locked into a “survival mode.” Thus, he tucked the strategies into the back of his head and used them when he thought he could.

As a participant in his group, during the summer, he practiced very creative hands-on interactive integrated lessons. But his current teaching situation was not conducive to allow him to implement what he desired and planned to do. Consequently, his lesson plan book was void of descriptive topics and strategies but instead was filled with textbook page numbers in a focused effort to complete the books to please his school board members and his employer.

Richard wanted to use more of the instructional processes but he constantly reiterated that the pressures placed on him by his employer, who was also financing the Field-based Master’s Program, were not providing the support required to implement what strategies he learned during the summer sessions at MCU. The message he was receiving was to complete the books in all of the subjects and in all of the grades. In addition to his administrative duties, after-school commitments, and weekend commitments he was expected to have all of his students complete their books. It became too much for Richard. He was just “trying to survive.” It appeared that he did not have a moment to relax. He was always on the go, without a break—instructing, monitoring, or listening to the students. This was his continuous pattern each day. At the end of the day he had to take care of the required administrative duties that had piled up on his desk.

On my last trip to Richard’s classroom, his countenance had changed completely. He appeared to be extremely happy. He had resigned his teacher/principal position. It was as though a weight had been lifted from his shoulders. Richard and Ryshawnda were moving to the West Coast in a few weeks. However, he was

disappointed that he would have to drop out of the Field-based Master's Program. He was concerned about his role in my study but then he remembered that I planned only to do an in-depth study on his transfer of the training for the first year of the implementation. He gave me his e-mail address and invited me to contact him as often as I needed. As I observed him for the rest of the morning he was like a changed man. He assured me that wherever he taught he would incorporate the training he learned at MCU. My visits to Richard's classroom came to an end in June 2000. I visited Richard's classroom a total of six times during the second half of the authentic application—training implementation.

I asked Richard to describe his reactions to the program guided by the coaching reactive feedback questions: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have? (Joyce & Weil, 2000). I emphasized that non-linear responses were appropriate. All reactions to the Field-based Master's Program followed the format suggested by the Training Model (Joyce & Showers, 1995).

Reactions to the Field-based Master's Program

As I reviewed my conversations with Richard from the beginning of the Field-based Master's Program, I became aware of emerging themes as he reacted to his experience during this planned educational process of change. These theme summaries included: learning and implementing processes, cohort groups, unclear communication and expectations, and feeling frustrated and overwhelmed.

Learning and Implementing Processes

Richard thought the summer training was really good. He stated that it was a good experience. It felt awkward at first to teach his peers who were also teachers but soon he became comfortable as they supported each other while they learned and practiced the various processes.

Some of the processes that he felt comfortable incorporating were the flexible group Forced Choice, Turn to Your Neighbor, T-chart, 3-minute pause, common errors, and classroom tasks (Vol. VI). Although Random Call was not used, he chose various students at random to respond to posed questions. Richard stated that as he internalized the strategies they would be implemented more naturally. He said, "I've had a lot of improvement but I still think I need a couple of more years too before I can say, well, I'm going to do it this way or this way" (Vol. III, Sec. I, pp. 2 & 3). He admitted that he needed more opportunities to practice and thought a self-contained classroom would be more conducive for strategy use. He felt that the quick response strategies were more appropriate to implement because of his time restraints. Richard found that class setting, classroom task, 3-minute pause, and KWL had worked well (Vol. VI). He confessed that he had not used as many as he would have liked. Richard found that when he forgot a process it was helpful to review it in his book. However, the book was on a shelf at home.

Richard explained that it was difficult for him to use a lot of cooperative structures due to time and his student population. He further stated that there was not time to conduct a proper discussion, receive feedback, ask his students to Think, Pair Share, or do a Round Robin (Vol. VI). He added:

You just don't have the time for that. So you fight between quantity and quality. On the one hand they want the student to do well, but on the other hand, they [parents and employer] feel that if they [the students] didn't finish the book they didn't know everything they needed to know. So, it is a real struggle that way and some of it came down to not necessarily what I feel is best but what the people want—unfortunately. (Vol. III, Sec. I, p. 61)

Cohort Groups

Richard was frustrated because he said that he was in a one-room school and lacked support. He explained that he did not see colleagues until he picked up Ryshawnda at the end of the day or during an in-service. He reiterated that he missed the interaction with other teachers. The Field-based Master's Program filled this void. He found that other participants were in similar situations. He looked forward to his local and regional cohort meetings.

Richard recalled that their first cohort meeting was September 1998. At this meeting to determine how the implementation was going, Dr. Rita Jones continued to use the coaching format to receive their reaction feedback of (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and /or comments do you have?

Dr. Jones distributed a tentative schedule but was unable to adhere to it as planned. University commitments and/or personal concerns precluded her from visiting his local cohort group as planned. Richard said, "I felt that the university was running her in many directions [and that] they were not giving her time to do [the] things she needed to do them well. She was a hard lady to get a hold of. You actually had to leave her messages and things like that" (Vol. III, Sec. I).

Although these encounters assisted in helping him feel rejuvenated he remained in a state of frustration and began to experience teacher burnout. Richard told me that he was disappointed that I was the only person affiliated with the Field-based Master's Program who visited his classroom. He had expected on-site feedback in conjunction with the summer training. He expected that it would be part of the Field-based Master's Program.

The challenge was time and trying to determine where he going to fit it in. Michael and Richard met for only about an hour or so. He realized that Michael and he were very lucky to not have a long distance separating them that many of the groups' members did. Thus Michael and Richard were able to meet more often than others in the groups. Richard was concerned about the participants who did not have an opportunity to meet often. He explained that an hour is not a lot of time to cover an article, talk about it, and then do the course work. He was disappointed that they did not receive feedback on the articles they completed. Richard stated, "Time is something I fight with throughout the school year—regardless. But it is good that Michael and I are close enough to set our [time] to meet once a week" (Vol. III, Sec. I, p. 19). Richard believed that if he taught one grade, in a self-contained classroom, that he could spend more time with instruction. He described his teaching presentations as "cut to the chase, get to the point teaching, and get through it" (Vol. III, Sec. I).

Unclear Communication /Expectations

Richard provided examples of how the information and communication of expectations were not always clear. He said the purpose of the articles they were asked to read during the beginning of the implementation was unclear. Students could not

figure out their intended purpose. He was a little confused. He also was unclear about the course work. He said that they did not receive anything in writing so he just seemed to know that he was taking 7 credits. He also was unsure whom he should contact when Dr. Jones was unavailable. He thought it might be Robin, her secretary, but he was not sure.

Feeling Frustrated and Overwhelmed

Richard reiterated that his main frustration stemmed from his teaching assignment and not with the Field-based Master's Program. He explained that completing the requirements for the program was going well. There had been some challenges but he was able to address them. He explained that each school day his morning began at 5:30 a.m. and he did not return home until late—around 9:00 p.m.

There were too many extras. Most people have normal jobs. They go to work, do their job, and come home. They don't think about their job again until the next day they go to work. (Vol. III, Sec. I, p. 64)

Richard said that because Ryshawnda and he were both teachers for the same employer they were expected to participate in school activities after school hours and on the weekend. It was often frustrating because they were often headed in different directions. He told me that with no support the responsibilities were too much.

Leaving the Field-based Master's Program

Richard chose to leave the Field-based Master's Program after the first year of implementation. Richard and his wife accepted positions in the West Coast public school system, but he did not abandon the training he received. I communicated with Richard at least five times during the second year of implementation although he discontinued the

Field-based Master's Program. He felt that he was in a better teaching situation with fewer after-school expectations and responsibilities. Richard was teaching in a year-round self-contained fifth-grade classroom with 33 students, from all walks of life and needs. Unlike his previous assignment, he said he had the support of the administrators and his colleagues. Although he relocated, Richard said that he continued to incorporate the strategies into his lessons, such as webbing, graphic organizers, and many of the quick response strategies (Vol. VI). He also continued to include them spontaneously wherever and whenever they would fit in his lessons.

Richard's experience at the one-room multiple-grade school could be described as joyously frustrating: Joyous because he found new friends and added to his repertoire of knowledge to implement instruction, but frustrating because of a non-supportive administrator and parents.

Summary

This chapter gave a biographical sketch of Richard, one of my primary informants. He was selected to participate in this in-depth qualitative case study based on the criteria that were determined in chapter 1. His biographical sketch revealed that he grew up in Canada. In college he met his wife-to-be, Ryshawnda, and married her the year he graduated from college with a B.A. in Elementary Education. Richard's philosophy of teaching called for a triangle of involvement: the parents, the student, and the teacher. Richard believed that the parents and not the teacher should be the ones to interact with their children during non-school hours, especially on the weekends.

He described his first year of teaching as a tutorial situation, instructing a 6-year-old with special needs. The next year he was assigned to a rural one-room,

multiple-grade church school. During his third year at the one-room school he joined the Field-based Master's Program. That school year was his most frustrating year because his employer's expectations were higher but the support provided was sparse and diminishing.

Richard could not remember what his Implementation Plan was or where to locate it. He explained that his teaching situation precluded him from using many of the strategies, including Cooperative Learning, because of the multiple-grade situation and the emphasis from his employer to complete the textbooks. Therefore, he concentrated mainly on Direct Instruction and tight control.

Richard shared his reactions to the program. Four themes emerged: learning and implementing processes, cohort groups, unclear expectations and communication, and feeling frustrated and overwhelmed. Toward the end of the year Richard was experiencing burnout so he resigned his position and dropped out of the Field-based Master's Program to relocate on the West Coast of the U.S. Although Richard was disappointed that he would not complete the Field-based Master's Program he would plan to enter another graduate program on the West Coast.

The next chapter describes the secondary informants' typical classroom experiences and their reaction to the Field-based Master's Program using the Training Model format (Joyce & Showers, 1995).

CHAPTER 6

RHONDA, CHANDRA, LENA, AND JEFFERY

Introduction

Chapters 5 and 6 provided an in-depth description of the 2 primary informants as they demonstrated the transfer of training from the university into the classroom setting. In this chapter, I take a closer look at the classroom learning environments of 4 additional Field-based Master's Program participants during their second year of implementation. I conducted eight observations in these four classrooms. These snapshot views provided me with a better understanding of their experiences and reactions to this planned process of change as they transferred their training from the university into their classroom learning environments.

All of the Field-based Master's Program participants were observed during their three summer training sessions, and at least half of the participants were observed during geographical instructional cohort meetings. The participants who were not directly observed in their classroom learning environments were interviewed, and their reaction feedback is included in this study as well. The participants' combined information helped me to understand their reactions to their experiences, not just as individuals, but as a total cohort group. These reactions are included at the end of this chapter.

I visited the primary informants' classrooms for a total of 15 visits and the secondary informants' classrooms for a total of 8 visits. In addition, I observed 3

geographical instructional cohorts meeting the first year of implementation. I was not informed of any cohort meetings that may have taken place during the second year of training implementation. The first snapshot observation took place in Rhonda's classroom, followed by Chandra, Lena, and Jeffery. Initially, I discovered how they became acquainted with the Field-based Master's Program and why they enrolled.

Knowledge of Program

Rhonda, Chandra, Lena, and Jeffery were employed by the same district in the Quinstare Christian Organization and first learned about the Field-based Master's Program at a teacher's in-service the fall of 1997. The Summer Training Institute began the next year. Dr. Jones, the Director of the Field-based Master's Program at MCU, introduced the program to all of their QCO teachers. She explained that the program was designed to last 3 summers and 2 school years, working towards a master's degree while working in their classroom learning environment. She informed the teachers that due to limited space of 18 to 22 participants it was important that the interested teachers notify their superintendent of their desire to join before the spring of 1998.

Reasons for Joining the Field-based Master's Program

The participants desired to join the Field-based Master's Program for four main reasons: (1) personal, (2) professional, (3) convenience, and (4) financial.

1. Personal: They could earn a master's degree in a shorter period of time; before having a family and children; and need not stay away from family for long periods of time (Vol. III, Sec. III, pp. 7, 15, 16, 17, 34, 35, 90, & 103).

2. Professional: They desired to obtain a better education, and experience continued growth and colleague interaction (Vol. III, Sec. III, pp. 16, 18, 19, 24, & 25)

3. Convenience: The program followed a specific format (Vol. III, Sec. III, pp. 18 & 19)

4. Financial: Their employer was financing the program (Vol. III, Sec. III, and pp. 15, 16, 18, 19, 34, & 55).

The Field-based Master's Program participants were attracted to this program because it met their desired needs. Once enrolled in the program the participants experienced an authentic application of the training that had two parts: (1) for 3 summers they received training at the university for the first part of the authentic application and, (2) they would implement the training during the 2 consecutive school years of implementation in their classroom learning environments. Below I describe what I observed in 4 secondary informants' classroom learning environments during the second year of program implementation. I begin in Rhonda's classroom.

Rhonda

Rhonda, a single teacher, taught in a small Christian elementary school for 2 years before joining the Field-based Master's Program. Her first teaching assignment was during her senior year of college when she was called to teach in the lower grades of a two-room, two-teacher, multiple-grade school in the northern part of the state. She taught there for 2 years before coming to this Christian elementary school. She loves nature and cats. In her spare time, when she could find any, she enjoys reading spiritual books to learn more about God.

Philosophy of Education

As I became better acquainted with Rhonda, she shared her philosophy of education with me. She explained that because church school was different from the public school her first goal was to ensure that the students had a spiritual education and were directed towards Heaven. Second, she desired to prepare the students to survive in this world--supporting themselves and pointing them in the direction of college. This philosophy set the tone for her classroom learning environment.

The School Setting

The Christian school where Rhonda was teaching when she joined the Field-based Master's Program was located across the parking lot from the Christian Church. This four-teacher, Kindergarten through eighth grade, multiple-grade school divided its grade levels as follows: Grades K, 1-2, 3-6, and 7-8. Rhonda taught Grades 3 through 6. The previous year she taught Grades 1-2 in a classroom across the hall from the Grade 3-6 classroom.

A Typical Day

Classroom setting

As students arrived they prepared for class to begin at 8:30 a.m. When the bell rang the students hurried to their respective classrooms, found their desks, and sat down. Attendance was taken. Prayer requests were made and Rhonda prayed. After prayer the students stood to their feet and repeated the Pledge of Allegiance. As soon as the students sat down, Rhonda gave reminders of homework assignments that needed to be turned in. She reviewed lessons from the day before, linking prior knowledge with what

would be presented that day and modeling what was demonstrated during the summer training.

The classroom learning environment was a relaxed traditional setting. Students were allowed to express themselves through their learning styles (Dunn & Dunn, 1984). They could move and talk freely in the classroom, study on the floor or in the loft in the back of the room, or sit in Rhonda's chair at her desk and "wheel around." Pictures of the Presidents of the U. S. were displayed on the windows, and posters were on the doors of the cabinets that lined the opposite wall. On the wall by the computer, Internet information was posted on the bulletin board and a state map attached to the chalkboard. As I glanced around the room I noticed that the teacher's desk was on the far, east side of the classroom. The students' desks were in four sets of rows designed for 18 students, with the sides of the desks touching the next desk. A teaching table was in the front of the room. In the back northwest side of the classroom was a small computer lab with approximately a dozen computers lined in two rows. This area was stationary and could not be moved. In the far northeast section of the classroom was a loft. Under the loft were Science and Social Studies display tables. The classroom had a high ceiling with a wall of windows on the east side of the room and on the west side were storage closets. I also noticed rest rooms in the classroom, one for the boys and one for the girls.

At the beginning of the school year Rhonda's classroom setting consisted of group settings. But the composition of students, with challenging behaviors, caused her to discontinue group-seating formations. Rhonda explained that her student composition did not respond well to group formations. She stated that it became too challenging for

these students to follow the guidelines of Cooperative Learning groups (Kagan, 1997). Consequently, she discontinued that method of instruction.

Instruction implementation

The primary teaching method observed was Model-Prompt-Practice, that is, Direct Instruction (Vol. VI). Rhonda further explained that the combination of challenging behaviors and multiple grades precluded her from implementing many of the strategies she desired to do. In order to complete the textbooks, an expectation of her employer, she relied on traditional methods.

Although Rhonda did not have a posted schedule, she followed the same format each day. The grade level's subject area instruction took place each day at the teaching table located in the front of the classroom. Her method of operation was calling grade levels to the table for instruction time. She continued this procedure until all of the subjects and grade levels had been taught. Rhonda chose to focus on Language Arts in the morning and the rest of the subjects either on particular days or in the afternoon.

When Rhonda was not instructing the students at the teaching table she was touring the room, monitoring, correcting, and recording the students' assignments. Several students with challenging behaviors were constantly reminded to focus and refocus on their immediate task. She cited these disruptions as an additional reason for being unable to implement the incorporation of strategies into her daily lessons. As Rhonda walked around the classroom recording the students' homework assignments, the students were virtually unsupervised—expected to complete their assignments. However, instead, paper airplanes were made and flown around the classroom. Other students used this time to socialize and some students played with a small ball.

Rhonda's hand went up, as it had been modeled during the training, to gain the students' attention. She reminded the students to refocus on their assignments, but the students continued to speak out at will. As far as I had observed, the students were not required to raise their hand for permission to speak. A relaxed non-threatening environment had been created. The students were expected to work in their books that must be completed by the end of the school year. So Rhonda spent her energies continually reminding the students to focus by repeating "class, class." Rhonda finally said, "That's enough." I was beginning to understand the dilemma she was facing with strategy implementation. She definitely had a challenge on her hands.

A few students were sitting on the floor and working together. The room was now quiet. Everyone seemed very happy and comfortable. If the students at their seats needed help, they raised their hand and waited for Rhonda or were assisted by a peer tutor. It was common in this classroom for the older students to assist the younger students. The students were also allowed to go to the rest room, as needed, without permission. The rest rooms were located inside of the classroom. The students were allowed time to discover and interact with areas of the room but only after they completed the books. At the end of a repetitious day, prayer was offered and class was dismissed. In this environment with this group of students, although Rhonda tried to do some of the strategies, she was concerned mainly with keeping order in the classroom. She was happy to say that she was able to implement some of the quick response processes.

Rhonda shared her candid reactions to the Field-based Master's Program with me. Initially, she appeared hesitant and cautious but once she felt more at ease she freely

expressed her reaction feedback about the Field-based Master's Program and listed her concerns during this planned process of change. The participants requested that the responses remain anonymous. Therefore their concerns are summarized as a group instead of described individually. Rhonda's experiences as well as the other secondary informants are described at the end of this chapter.

After school

Rhonda extended her hospitality and I graciously accepted her invitation to spend the night in her home. Rhonda and I spent an enjoyable evening getting better acquainted. We discussed her Implementation Plan, which will also be described anonymously.

My visit to Rhonda's classroom had come to an end. I was looking forward to seeing her at Midwestern Christian University during the last summer training session. My next visit was to Chandra's classroom. As I was driving toward Chandra's school I began recalling my visits to my primary informants' classrooms and detected similarities. The training the participants received at the university was in fact being transferred into the learning environment. I noticed many basic elements such as room arrangements, classroom task, a relaxed learning environment, and a sprinkling of strategies interspersed within the lessons. I also became aware of similar reasons for not being able to implement instruction. As I approached Chandra's classroom, I wondered what I would see in this one-room, combination principal/teacher, multiple-grade church school learning environment.

Chandra

Chandra was married to an accountant. In fact, both had the same employer. They had been married for about 5 years and had no children. Chandra grew up on the campus of MCU and attended its elementary, high school, and undergraduate teacher education program. Before coming to this school she taught in a school in a distant city and commuted each day. She was delighted to be reassigned to a school that was within 20 minutes of her home. Chandra likes cats and enjoys helping others. The school chairperson said that everyone appreciated Chandra and had not received one complaint in the 3 years she has served as the principal/teacher of their school. Chandra's philosophy of education helped me to understand her desire to help children.

Philosophy of Education

Chandra's desire is to prepare her students for the future for here on Earth and in Heaven.

School Setting

The school was located in a country setting not far from a large city. The church's property had three main buildings: the church, the school, and a community service building that also housed the school's gymnasium. Directly behind that building was a large playing area that the school used. I do not recall seeing any playground equipment. I learned that this school was originally a 9th - through 12th - grade academy, but due to the low enrollment it was transformed into an elementary school. There were three main rooms in the school: a resource room, the classroom, with an office, and a

multi-purpose room that housed the library/commons area/computer lab. This room was adjacent to the main classroom with a door in between.

A Typical Day

Classroom setting

Chandra arrived at this one-room church school each morning at 7:30 to open the school. Upon arrival each morning Chandra immediately began her routine. The corrected assignments were returned to the appropriate student's desk and the assignments from the day before were erased from the chalkboard and replaced with new assignments for the day. As students arrived they began socializing and counting the points they earned from the day before. The class was involved in an incentive point system. These points transferred into values for items that could be purchased with their points at the classroom store on Fridays. Chandra gained the students' attention by saying, "Just a few more minutes."

I counted 13 students in Grades 1-8. She had 8 boys and 5 girls. The grade composition included: 1 boy in the first grade, a girl and a boy in the second grade, 2 boys and a girl in the third grade, 2 boys and a girl in the fourth grade, a boy and a girl in the fifth grade, no sixth graders, 1 girl in the seventh grade, and 1 boy in the eighth grade. Chandra appeared to be a warm, compassionate, loving, and very conscientious principal/teacher.

In Chandra's classroom learning environment the desks were pushed together facing each other in groups of two with one group of three. Her desk was near the entrance of the classroom facing the students' desks. At the opposite end of the classroom was a rectangular teaching table with a white marker board and a chalkboard

directly behind it, which were used for instructing the students. On the far left-hand side of the white board the students' daily assignments were listed by grade level.

Chandra explained that each quarter she changed the classroom setting and students' groupings. This allowed the students to gain a different perspective within the classroom learning environment. Meaningful bulletin boards reflecting the curriculum were clearly displayed around the classroom. The learning environment was colorful, enticing, and educationally stimulating. Displays appeared to be appropriate, very well thought out, and purposeful. Classroom Tasks were posted creatively on a bulletin board. The room was clearly student-centered. Although Chandra's desk was in the classroom she rarely ever used it. She was constantly involved with her students. I noticed that the groupings of the students' desks were in the middle section of the classroom. The students sat in flexible groups or teams. Each team consisted of an older and a younger student. Chandra rationalized that the older student would be able to assist the younger student when help was needed.

The teams named their groups and designed a sign that was displayed on the side of their desks. This directly resulted from the transfer of training from the summer training sessions at MCU. Chandra instructed the students to name their group according to the first letter of their names. For example: Nyshawn and Rebecca named their group "Nice Reminders." The names of the other groups were: Jay's Kids, Lord's Angels of the Earth, Kind Children, K & K Kids, and Jesus Christ's Beloved Angels. There were also a variety of posters displayed throughout the classroom learning environment that included Great Behavior, Stick to the Rules, Fire Drills, and The Golden Rule.

The students were very helpful and friendly. The classroom was very neat and clean with everything in its appropriate place. The students had confined freedom within the classroom learning environment and every student was on task. They were allowed to leave their desk at will as long as they remained focused and on task. Near the classroom entrance to the immediate right-hand side was a store stand replica, modeled after a local popular store chain. The store was open on Fridays during the integrated, curricular, dramatic playtime activity.

Instruction implementation

Worship began promptly at 8:05. The students sang familiar songs from the class songbook. The students took turns being the leader and selected a few songs to sing. After the song service Chandra read a story. The students turned their chairs to face the front of the classroom and all of the students were actively listening. The strategy Think-Pair-Share (Vol. VI) was included to enhance the lesson. Chandra told the students to think about when they quarreled with someone. Then they were asked to Turn to Your Neighbor (Vol. VI) and share a time when they quarreled. The students began interacting with each other immediately, appearing to be familiar with this strategy. Next the students were given an opportunity to share their thoughts with the entire class. They seemed to enjoy this sharing time. Finally, they were asked what they could have done differently through active problem solving. Chandra gave a 3-minute pause (Vol. VI) as the students contemplated their options.

Prayer requests were made and prayer was offered followed by the Pledge of Allegiance. Chandra complimented the students on a job well done. Next, the lesson from the day before was reviewed to link their prior knowledge as it had been modeled

during the summer training session. She also gave step-by-step (Vol. VI) instructions. Afterwards a student collected the songbooks and returned them to the appropriate cabinet. The Bible lesson for the day was a story about Jesus calming the storm on the Sea of Galilee.

The grade level assignments were written in Chandra's lesson plan book. Page numbers and specific types of lessons indicated the assignments for each day. The transfer of training from the university to the learning environment was evident. Her lesson plan included the following lessons: Taba, Concept Attainment, Math Drills, Inquiry Problem Solving (Vol. VI), and Labs, Show and Tell.

The daily schedule was posted. It read:

8:00	Worship
8:15	Bible
9:00	Math
10:15	P.E.
10:45	Reading
12:00	Lunch
12:30	Language Arts
1:55	Recess
2:10	Science (M & W)
3:00	Dismiss

On Friday the schedule changed for an early dismissal. Chandra explained that Friday was her "hands-on" day. On Friday she was able to implement more of the teaching strategies. The Friday schedule was as follows:

8:05	Worship
8:15	Bible Labs
9:15	Math
10:30	Recess
10:45	Reading
11:40	Spelling
12:00	Lunch
12:30	Art
1:15	Music
2:00	Dismiss

Chandra instructed the students by grade levels at the teaching table, assisting the students with their assignments as she monitored the classroom. Chandra was fortunate to have Lenora, a hired assistant, who worked daily from 10:00 a.m. to 2:00 p.m. Lenora supervised the students in the adjoining room while she corrected the students' assignments. After the students completed their "book" assignments they earned the privilege of going to the other room to read books, work on the computers, or to lounge in the restaurant "booth" that was donated to the school.

After the story the older students moved to the adjacent room to work on their book assignments. Periodically, Chandra checked to determine if they were remaining on task. The door was left open between the two learning environments. When the students raised their hands Chandra responded to them quickly.

The students were in a set routine and they appeared to know exactly what to do. The routine from the previous day was repeated. Upon completing the assignments

the students could work on the computers, read books, listen to tapes, and/or work on research projects.

The students were very pleasant, friendly, willing to share, and respectful. When I asked the students what they liked about the class their answers varied. Their responses included Math, computers, a small class, a lot of attention from their teacher, and sitting in groups. The students also said that they enjoy hanging their artwork from the ceiling. They were excited about their butterflies that would be displayed as soon as they were completed. They told me that they loved their class and really loved their teacher.

At the close of the school day the students were involved in a feedback activity. Chandra asked the students to share something that they learned during the day. She threw the ball to a student. After they shared a comment they threw the ball to another student until all of the students had an opportunity to share something they had learned that day. The students seemed to enjoy this end-of-the-day feedback activity. Reminders were given, prayer was offered, and the students were dismissed. After school the older students helped correct the lower grade students' assignments. The corrected papers were placed in the students' mailboxes. The students' work was displayed in the hall with catchy captions, such as, "purrfect work" (Vol. III, Sec. III).

After school

When the students left for the day, Chandra and I had an opportunity to discuss her experiences as a Field-based Master's Program participant. Her reactions are included with the other participants later in this chapter. Chandra reiterated that Monday to Thursday she used the more traditional methodologies, but on Friday the students

experienced more practical and creative experiences. Chandra emphasized that her employers required her to have her students complete all of the books in all seven grades. The parents and her district employer from Quinstate Christian Organization (QCO) expected “the books” to be completed. Therefore, by incorporating the two separate schedules and expanding the Friday activities she accomplished the desires of the parents and her employer to complete the textbooks and the university’s requirement to implement the second phase of the Field-based Master’s Program’s authentic application.

I also had an opportunity to talk to one student’s parent and church members about Chandra and her classroom. This parent was not familiar with the Field-based Master’s Program. She had two children in this classroom and was very satisfied with Chandra’s method of teaching. She said that the students got along very well and they looked out for each other. The church members were not aware that Chandra was participating in the Field-based Master’s Program but they knew that she went away for part of the summer.

Chandra invited me to spend the night at her absolutely immaculately landscaped home. Her husband, Aaron, was raised in a family of landscape artists and this was his hobby. As we ate supper Aaron shared his feelings about Chandra’s involvement in the Field-based Master’s Program. He said that not having children made it much easier. If they had small children he said he did not think that it would work. But he was happy to have his wife earn her master’s degree before they began having children.

Aaron also appreciated and preferred the 4-week summer session at MCU instead of the traditional 8 weeks away from home. Although the 4 weeks were difficult,

he did not mind driving to MCU for several weekends to be together. Aaron reiterated that 4 weeks was livable. He seemed to be very supportive and did not mind this temporary inconvenience. After supper we relaxed and became better acquainted. Chandra and Aaron were delightful as they shared their lives with me.

As Chandra and I said our good-byes, I thanked her for her wonderful warm hospitality, asked for directions to the next school, and began driving toward Lena and Jeffery's school located in a suburb near the largest city in the state. I wondered what I would see and what experiences they would share through their reaction feedback.

Lena

Lena had been teaching Grades K-2 at this location for about 5 years. She is 1 of the 3 participants with children. Her two children attended MCU and one graduated recently. Lena has overcome personal obstacles while enrolled in this program. She was divorced during the first year of the Field-based Master's Program and then married again during the last year of implementation. At the beginning of the program she was depressed, but the second year she became joyful. Lena's philosophy of education was evident in her classroom.

Philosophy of Education

Lena said that her philosophy was to treat her students as if they were her own children. This way she was certain that each of her students was receiving a quality education. This philosophy was apparent as I observed her kind and loving relationships with her students.

School Setting

It was challenging to find the school's location. When I finally arrived and drove onto the church's property, I noticed that the school building was located behind the church building toward the back of the church property. The school was in a lovely wooded setting. Behind the school building was a very large playground nestled among large trees. There was a parking lot on either side of the school with the main entrance on the west side of the school building. When I walked into this junior academy, Grades K-10, I looked for the office. The secretary escorted me to Lena's classroom. As I walked in the door she greeted me very warmly. She was a beaming bride and her philosophy of education set the stage for her classroom learning environment.

A Typical Day

Classroom setting

Once I was settled into Lena's classroom learning environment I began to observe the classroom setting. Her desk was located near the entrance of her classroom in a small office area. A kidney-shaped table was in the front of the classroom that served as her teaching table. The composition of her 23 students in this K-2 multiple grade classroom was diverse. Her 15 first-and second-graders sat in desks. Ten desks were arranged in rows and faced the front of the classroom. In another area 5 desks were pushed together to form a group.

I noticed a loft in the back of the room that was used for storage. Lena said that the composition of this group of students was not conducive to include loft privileges. The Kindergarten students had their little section of the classroom with a kidney-shaped

table in the back corner of the room opposite the loft. This area was very attractive with appropriate wallpaper identifying this portion of the room as a preschool learning environment. Lena told me that she frequently changed the classroom setting for Grades 1-2 but the Kindergarten area remained the same.

Instruction implementation

Worship began promptly at 8:30. A story was read and the children participated in a role-playing activity. It was based on obeying parents and rules. Lena pointed out common errors (Vol. VI) between statements and questions. Then she demonstrated the difference between these two. It appeared that Lena was very comfortable incorporating various strategies into her lessons. She went right into Forced Choice and Think-Pair-Share (Vol. VI). The Bible class seemed to lend itself more easily to the strategies with the whole group. When a question was asked the group huddled together like football players and discussed the question before sharing it with the whole group.

The students seemed to like this activity. They were smiling and all of the students were involved. The Kindergarten students sat on the rug in front of the room, taking it all in. They appeared to be participating vicariously. When the group was ready to share they raised their hand and waited. When the activity was over the children were still smiling. To conclude the Bible class Lena asked for volunteers to pray. Many children asked to pray. Once again, I was touched seeing the positive classroom climate that Lena had created.

The students in Lena's class were on various reading levels. In Reading, she allowed them to learn at their own pace. Lena called the different reading levels to the teaching table for instruction. From Kindergarten to the end of the second grade, the

students must complete seven reading levels in a basal reading series. The other students worked independently in their books and some students worked with partners.

Ruth, Lena's assistant was instructing the Kindergarten students under Lena's direction. Ruth was so pleased that the Kindergarten students had already completed the Kindergarten level in Reading and had already begun working in the first-grade book. She said that it made a big difference in the students' learning abilities because their class was in the same classroom with the first- and second-graders. As the students were sitting very quietly and writing in their journals Lena was at her desk frantically working to get caught up on her Field-based Master's Program course assignments. Some of the students were allowed to leave their desks to show me their work or to solicit my assistance with their assignments while Lena continued working on her Field-based Master's Program requirements.

If the children needed something they were free to get up and sharpen their pencils, go to the rest room that was inside of the classroom, or whatever they needed to do as long as they remained on task and focused. Soon the children were given a 2-minute warning before they shared their stories they had written in their journals with the rest of the class.

Lena chose to use Random Call (Vol. VI) to share the students' stories. She paused and then raised her hand to get the students' attention, as it had been modeled at the summer training session. She asked all of the students to return to their seats so that the sharing could begin. Most of the children were listening and following the instructions. However, one student was playing with a paper airplane. I noticed that some of the students began moving towards Lena. She reminded them to remain in their

seats. The students appear to love her so much that they desire to be near her. At times it was difficult for her to walk because so many children just wanted to be close to their teacher. I noticed that the Daily Schedule was posted on the wall and was followed routinely.

Monday - Thursday

8:30	Worship
8:45	Reading
9:30	Music
9:45	Phonics
10:00	P. E.
10:30	Math
11:30	Lunch
12:00	Social Studies
12:24	Bible
1:30	Handwriting
2:00	Recess
3:00	Language Arts
3:30	Clean up
3:40	Dismiss

On Friday's the daily schedule changed to accommodate an early dismissal. It was explained that Monday through Thursday the school day was extended a few minutes to be in state compliance with the State requirements of student attendance for the early dismissal.

Friday's Schedule

8:30	Chapel
10:20	Math/Spelling
10:50	Reading
11:20	Art
12:20	Show & Tell
12:45	Dismiss

As I continued glancing around the room I noticed posters that assisted the students with their learning. They included: Classroom Rules, Alphabet, Numbers, Welcome, Children's Pictures, and Things Go Better With Teamwork. After the students' stories were shared they began their Bible activity. For this activity Lena used Numbered Heads (Vol. VI). The lights were turned off as a signal to gain the students' attention as well. Lena said, "Hands up," just as it had been modeled during the summer training. She waited for the students' hands to go up. They waited patiently for instructions. For Numbered Heads (Vol. VI) she separated the students into groups with four students in each group. For this activity the first- and second-graders moved their desks to form the groups while the kindergarten students watched. Lena explained that group activities were prevalent in her classroom. However, because of the student classroom composition she had the students push their desks together just for a group activity. Afterwards, they returned their desks when the activity was over.

The children appeared to enjoy this activity. They were all involved and knew what to do. Lena included a variety of strategies, such as Thumbs up, 3-Minute Pause, and Turn To Your Neighbor (Vol. VI). She complimented the groups for doing a good

job. The students were very active. It was difficult for them to sit still. They seemed like typical first-and second-grade students. After Bible class it was time for a break. Ruth, the classroom assistant, took the children to recess so that Lena could continue working on her Field-based Master's Program assignments at the computer in her classroom. The computer was linked to the Internet, which made it convenient to access MCU. It appeared that the students were having a very long recess but when I checked the schedule I discovered that recess was scheduled to last for 1 hour. Lena used this time for teacher preparation time. The principal strategically provided time for his teachers to access the Internet during the school hours to work on assignments and projects. He believed that this staff development would benefit the classrooms because the teachers would not have to wait until they got home when they would be exhausted from the day.

When the children returned from recess they read a story together on the carpet while Ruth cleaned up and corrected the Kindergarten assignments. Ruth was a full-time assistant and team teacher with Lena. I noticed that Lena's method of grade-level instruction was similar to the other informants who taught in multiple-grade situations. So far, each multiple-grade classroom instructional pattern was to invite each grade-level to the table, instruct them, call the next group, and continue this process until all grade levels and subjects were taught. At the end of the day, prayer was offered and class was dismissed.

After school

After the school day was over, Lena invited me to spend the night in her home. In fact, she insisted. I invited her out to dinner but she would not hear of it. Lena was

from the Caribbean where hospitality was a way of life. She prepared a succulent West Indian meal. It was tasty and delicious. I experienced new foods and tastes. I was so glad that we stayed at her home for dinner.

Lena and I became better acquainted as she shared her news and wedding pictures with me. She also showed me evidence on her computer where she repeatedly e-mailed Dr. Rita Jones and had received no responses.

Jeffery

Jeffery was a single man when he enrolled into the Field-based Master's Program but during the first semester of his implementation he married Kristen. He told me that the Field-based Master's Program worked very well with his personal life and was glad that the training was only 4 weeks during the summer months. Jeffery enjoyed the outdoors, loved to have fun, and loved life. Every day was an exciting adventure to be enjoyed. His favorite past time was to have fun with his best friend, Kristen. Jeffery also shared his philosophy of education.

Philosophy of Education

Jeffery explained that his philosophy of education was to "connect with the kids; not necessarily [to] be their friend, but someone that they could look up to. First, in whatever it is, find out what that kid's like and then you become interested in it" (Vol. III, Sec. III, p. 17).

A Typical Day

Classroom setting

When I walked into Jeffery's classroom learning environment it instantly reminded me of the classroom setting at MCU during the summer training sessions. It was absent of desks and rows. It was obviously not a traditional classroom setting. Jeffery instructed his students in groups at tables for the purpose of group interaction. On the tables were unique flower vases with silk flowers beautifully arranged in the center of each vase. In the center of one table there was a cut-in-half bowling ball with flowers in its center. At another table was a football helmet with the same type of flower arrangement in its center. The students liked these arrangements and thought they were cool.

Jeffery's desk was in a small, created office space area that was immediately to the right as I entered the room. A rather large stereo system was visible and music was playing softly in the background. A loft was against the side wall with a small library housed underneath it. As I continued to glance around the classroom I noticed a variety of posters displayed on the walls. One said, "Learn something new today." A beanbag and a microwave made the students feel at home.

Other sayings around the room included: "The trick about life is to make it look easy." "It was not the nails that held Christ to the cross but His love for you and me." The names of various students were displayed around the walls of the classroom. Students posted the names of their classmates as prayer requests. Jeffery mentioned that the students placed a lot of emphasis on praying for one another and had prayers answered. Jeffery taught in a team-teaching situation. Three teachers shared the subjects

for Grades 5 through 9. These students changed classrooms for instruction in the various subjects. It appeared that Jeffery had no more than 21 students in his classroom during a single class period.

When the bell rang, the students changed classes. Jeffery announced the beginning and ending of class with music playing. Jeffery established a set routine for each class and subject he taught. The students knew exactly where to sit and were anxious to get to their seats before the bell rang. Jeffery's relationship with the students appeared to be friendly and very respectful. Their boundaries had been well set. They knew that they could have a good time, but this was his classroom where he set the parameters. He showed his students that he was both honest and caring. I observed that he had established personal relationships with each of his students as they laughed and joked together as he lived his philosophy.

This classroom atmosphere appeared to be very laid back, relaxed, and comfortable. In this same manner I observed Jeffery using the learning strategies with ease and comfort, as though the summer training at MCU had become internalized and reproduced in his classroom learning environment. His approach was very natural and "matter of fact." The students were very attentive and seemingly appreciative of the classroom learning environment that Jeffery had created for them.

The students told me that this was their only classroom with tables and they really liked it. They also told me that they loved the way that Jeffery taught them.

Instruction implementation

The class schedule was posted for Grades 5-8. However, the Friday scheduled was adjusted for early dismissals. The schedule read:

8:30	Reading
10:25	English
11:15	Preparation Period
12:00	Lunch
12:30	Math
1:35	Bible
2:35	P.E.

During Jeffery's Bible class he posed the following question: "What would you do with a million dollars?" He used Random Call (Vol. VI) to solicit answers. This was a very active and lively group of students and they seemed to enjoy this approach. They all appeared to be ready to answer the questions. The students did not raise their hands to signal an answer. Apparently they were accustomed to Random Call and Equal Participation (Vol. VI). The students gave a variety of answers. Next Jeffery read the Bible story, "The Rich Young Ruler." After the story he asked, "Can you be a sincere Christian and have \$5 million?" He inserted a 3-Minute Pause (Vol. VI). Then he called for a Forced Choice (Vol. VI) followed by a Turn To Your Neighbor to discuss their response.

I observed stimulating conversation, with everyone participating and involved. Their responses showed that they had put a lot of thought into their answers. Most of their responses were compassionate. When the assignments were completed Jeffery provided instant feedback for corrections. As Jeffery corrected the papers he pointed out Common Errors (Vol. VI). Values, similar to what was demonstrated during the summer

training, were incorporated into his lessons. At the end of each class period the students were dismissed with a particular “Song of the Day” along with the history of each song.

The students were given an assessment with Written Steps (Vol. VI) directions and clear guidelines. The students were encouraged to use descriptive words as they wrote their essays after which prayer was then offered.

Jeffery conducted a mental review of knowledge for a test, which covered a film they had recently seen. Jeffery held a brief discussion before the test was distributed. He encouraged the students to use various mnemonic devices to assist them in remembering. This included ALASKR (Vol. VI), learning processes that would help to trigger their memories to assist them in remembering details about the film. Jeffery asked the students if they had any questions. The test was distributed. While the students quietly took the test Jeffery monitored the classroom. The students were encouraged to not allow others to share information. This assessment took most of the class period.

Jeffery told me that what I observed during the past 2 days was a typical example of what occurs in his classroom each day. He told me that he used a lot of the learning strategies but he could not always remember their names. He simply incorporated them incidentally. He explained that they all just seem to “fit” (Vol. III, Sec. III, pp. 15-24).

After P.E. I talked to the students about Jeffery’s class. They said that, in comparison to how he taught in previous years, he had improved. They added that he was always a great teacher but now he does a lot more “cool things” (Vol. III, Sec. III). Now having tables instead of desks and his methods of teaching were more enjoyable. When I informed the students that Jeffery had been trained to use the strategies, they

requested that all of the teachers be required to receive the training as well (Vol. III, Sec. III, pp. 15-27).

Jeffery and I had an opportunity to talk and he shared his reactions to the Field-based Master's Program as well, which are included at the end of this chapter. Jeffery had a good time teaching and his students' seemed to love the experience.

My visit ended and I looked forward to seeing Jeffery at the summer session at MCU. When I left this school I recalled my entire classroom visits over the past 2 years and the warm hospitality that was extended to me by my primary and secondary informants. While remembering, I realized that there was a ribbon of commonalties and similarities that wove through their experiences as Field-based Master's Program participants. But first I reviewed what they said about their Implementation Plans.

Implementation Plans

During the first summer training sessions the Field-based Master's Program participants were asked to develop Implementation Plans. I asked them about their plans and how the implementation was going. One of the participants shared, "I don't even know what my Implementation Plan was. I don't even know what I wrote down" (Vol. III, Sec. III, p. 77). The participant informed me that the Implementation Plans were not monitored during the school year. The participant laughed as she hoped that Dr. Rita Jones, the director, would have forgotten about the Implementation Plan when they assembled the second summer training session. When I asked if they really wanted it forgotten, the response I received was, "Oh my goodness, yes" (Vol. III, Sec. III, p. 77).

The second summer when the director asked the participants, "How did your Implementation Plan go?" the participants claimed that they were never told that they

were expected to use it. The participants were also asked to make an Implementation Plan for the next year, but this instruction was unclear as well. The participant said:

It was asked for but I never realized that they really wanted us to use that throughout the year. And then the next summer all of us were taken off guard by them saying, How did you use your Implementation Plan. Where is it? And we're all saying, "What?" (Vol. III, Sec. III, p. 77)

Another participant said:

Was it for classroom setting or was it for—I know this last one. I [think the subject I chose] was Safety. I can't even remember. I don't even remember what it was about. It seems like it was about Science now. It was about Digestion. No, I honestly don't think I can [remember]. I know it was working with the lessons but I don't remember doing Concept Attainment, Taba, or anything.

It is very foggy. I can't remember. It just seems like we just had to work something. We did a lesson. It was very short and brief. This next one, because of Dr. Smith and Dr. Jones, we had to come up with specific lessons and show when we're going to teach them and the time frame.

Now that one I would say I remember that one. Yeah, I did. I did turn it in [the report] the time for the school in the summer as far as after I implemented it. No. As far as I know I was never asked to [keep it on file]. I can't remember the first one. (Vol. III, Sec. III, pp. 13-14)

Another participant explained:

Yeah. I think the biggest struggle for me and that's something I've been putting a lot of emphasis on and that is journaling. Because something I struggle with. And I know that because I am not a huge writer. I'm more of a talker, as you probably know that already. Yeah, I think that I'm more of a talker but I've been trying to get them to journal a lot more in all of my classes and that's helped out quite a bit. (Vol. III, Sec. III, p. 21)

The other participant thought a plan had been completed, but could not recall it.

Reactions to the Field-based Master's Program

The participants' reactions to the Field-based Master's Program revealed emerging themes that included the learning and implementing processes, cohort groups, unclear communication/expectations, and feeling frustrated and overwhelmed. These

categories were determined by performing primary and secondary Taba exercises (Joyce & Showers, 1995). The initial Taba identified the emerging categories as: reasons for joining the Field-based Master's Program, frustrations, feelings of being overwhelmed, registration concerns, unclear communication, unclear expectations, learning and implementing processes, time limitations, support, cohort groups' recommendations, and advice. Then I performed a secondary Taba and combined categories to form four main headings:

1. University Training and Learning Processes (learning, implementing processes, time limitations, and registration)
2. Cohort Groups and Support
3. Unclear Communication/Expectations
4. Feeling Frustrated and Overwhelmed.

The participants shared these reactions to assist MCU and QCO in improving as the Field-based Master's Program developed and matured. It was their collective desire that their experiences throughout the Field-based Master's Program served to help and not hinder the program. They also desired for their voices to be heard in an effort to assist in fine-tuning the program. Their comments were candid as they provided reaction feedback to the implementation of the program. They stressed that their comments were to be kept anonymous. I abided by that request. Their reaction feedback descriptions are summarized according to the main themes that emerged throughout the study.

Fullan (1991) suggested that change was personal and the responses varied between individuals. Therefore, I expected that each participant would provide their personal response.

University Training and Learning Processes

During the first week of training the participants did not understand what it meant to be in the Field-based Master's Program. A participant said, "I had no idea what I was taking. I just knew that I was in the Field-based Master's Program" (Vol. III, Sec. III, p. 85).

Another participant believed that the summer training session provided them an opportunity to learn new ideas and learning strategies. These participants felt that they needed more modeling, demonstration, practice time, on-site observation, and feedback with coaching to implement the strategies effectively. The participants discovered that insufficient time was a major factor in planning the implementation of instruction. The preparation of quality lessons takes time. Consequently they relied primarily on the Quick Response processes (Vol. VI) until they became more comfortable with others.

The participants commonly used Class Setting and Model Prompt Practice (Vol. VI). They discovered that they used more strategies the second year of implementation as they became more familiar with them.

The first cohort participants believed that all of the cohort groups should be exposed to the same measures of accountability, expectations, and experience. They felt that the second and third cohort groups were short-changed. They also believed that attendance should be expected each summer of the program's operation for particular cohort groups. The secondary informants shared that the idea of helping to train the new cohort groups, when they were unsure themselves, should be rethought. The needs of each year's cohort groups require due consideration. The participants stated that the second summer sessions "didn't fit [their] needs" (Vol. III, Sec. III, p. 42). The

participants were disappointed that no one from the university came to visit them in their classrooms as they were led to expect. They thought that it would have been part of the Field-based Master's Program training. One of the secondary informants questioned her accountability and competence. They found that lesson planning took time especially when planning for different learning styles or methods.

Initially the registration process was not a concern. Robin, Dr. Jones's secretary, ensured that the Field-based Master's Program participants' registration was completed during the school year. But in the summer the participants were expected to complete their own registration process. The registration procedures need to be revisited to work out the problems that emerged from this new delivery system. The summer of 2000 was the most stressful for everyone involved including Dr. Rita Jones, the participants, and the registrar. Dr. Dawn Mitchell, the Dean, was summoned to intervene. Eventually the problem was solved.

The secondary participants stated that although life would get in the way of the implementation of the training, they were happy to be in the Field-based Master's Program.

Cohort Groups

The first year of implementation the regional cohorts were scheduled to meet with the director or someone from the university on a regular basis—at least once per month. Each month the locations for the meeting were rotated. This general schedule (Vol. VI) was kept for the first year. At the meetings they followed the coaching format for reaction feedback: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have?

They reviewed course work and discussed the coming summer training session. However, a schedule was not distributed for the second year of implementation. The cohort groups disbanded even though Dr. Jones expected them to continue meeting without her. Personal and university obligations precluded Dr. Jones from meeting with them on a regular basis as was originally intended. One participant described the cohort group meetings as being similar to a “teachers’ session” or teachers’ meeting in the faculty lounge and they were repetitive. Consequently, they were perceived as a waste of time. The cohort groups were intended to be study groups and to maintain a specific focus (Henriquez-Roark, 1995). Another participant stated that sometimes their regional cohort group meetings were conducted as a cooperative group. Still another participant felt that the meetings seemed to be more specifically oriented to the material that they were required to master. Another participant believed the cohort meetings were an antidote for isolation and loneliness.

The secondary participants agreed that their cohort groups had become a family, increasing their sense of belonging. At first the participants thought that Dr. Jones was just “too busy” until they learned that she was spread very thin. Two of her colleagues commented that *Dr. Jones chooses to become involved in too many ventures.*

The cohort participants found that although they discontinued the cohort group meetings the second year, when the participants reunited for the third summer training session they “bonded right together again without any difficulty” (Vol. III, Sec. III, p. 101).

One informant said that the participants in the program would experience disappointments if they were the “type” of teacher that needed support. Three

participants complained that Dr. Jones gave preferential treatment to some of the participants while others felt isolated, insignificant, and like “step-children” (Vol. III, Sec. III). This caused some of the participants to have feelings of anger and resentment. Another participant stated that although they had difficulty contacting the director and receiving information, a few participants did not experience any of these barriers.

Unclear Communication/Expectations

The participants did not always know what to expect and communication was unclear. One of the secondary informants felt a sense of being “in limbo” (Vol. III, Sec. III, pp. 83-84).

Assignments and instructions, such as the Implementation Plan, Portfolio Requirements, Comprehensive Exam information, cohort meeting times and places, were examples of unclear communication. They also said that e-mail communications were not received or responded to by the recipient. It was difficult to access the Internet.

The secondary participants suggested that the university hire someone to assist Dr. Jones. However, the Dean of Education revealed that Dr. Jones had a budget that could be used to hire a graduate assistant if one was needed. The participants realized that a new program has problems that need to be worked out. The informants are interested in fine-tuning the program and not discontinuing it.

Feeling Frustrated and Overwhelmed

The secondary informants expressed frustration in a variety of ways. One secondary informant said, “A lot was going wrong, causing me to fall down and cry as well as feeling like a failure in the classroom.” They experienced interruptions from

individuals visiting their classes, children with challenging behaviors, children on different learning levels and/or grade levels, and uncertainty of how to implement the strategies. Another secondary informant explained that he felt strapped by his employer's insistence to complete the textbooks. This limited creativity in developing lesson plans to teach the same idea to different grade levels and squelched his enthusiasm for teaching a variety of teaching strategies. However, as he tried to implement the strategies, no one from the university came to provide on-sight feedback, coaching, and/or support. Therefore, he felt frustrated, wondering if he was implementing the processes correctly. During training, teachers must be provided with support for the implementation to be successful (Joyce & Showers, 1995).

One participant described the experience as being "guinea pigs with a lot of quirks that need to be fixed and they were at their wits end" (Vol. III, Sec. III, p. 52). The secondary informants agreed that it was difficult to send completed assignments via the Internet. "It's frustrating trying numerous times to type assignments on the Internet. By the third time you want to forget it" (Vol. III, Sec. III, pp. 7-8). Along with the Internet challenges one of the participants found her personal life was affected by the time she was required to do the Internet courses. It adversely affected her dating calendar and thus was an interference.

Summary

Chapter 6 described visits to four secondary informants' learning environments. The implementation of the transfer of training was observed. Rhonda's, Chandra's, Lena's, and Jeffery's philosophy of education, implementation plans, and the secondary informants' reaction feedback to the Field-based Master's Program were shared. The

secondary informants' reaction feedback to MCU's Field-based Master's Program included: (1) their knowledge of the program, (2) their reasons for joining the program, (3) frustrations and being overwhelmed, (4) supervision and support, (5) registration, (6) unclear communication of expectations and/or information, (7) training, learning, and implementation of processes, (8) time limitations, and (9) cohort groups.

Observing their classrooms provided me with a description of the implementation, understanding of the reactions, concerns, and challenges the Field-based Master's Program participants experienced.

CHAPTER 7

PARTICIPANTS' REACTIONS TO THE FIELD-BASED MASTER'S PROGRAM

Introduction

During the implementation of the Field-based Master's Program the participants had varied reactions as they experienced this planned process of change. In a planned process of change it is expected that the participants will have experiences that are uncomfortable as they try to adjust to behaviors outside of their comfort zones (Fullan, 1991; Howard, 1996). In this chapter, I describe the participants' reactions to the initial summer training session and their responses to follow-up surveys throughout the duration of the program. I identify the themes that emerged from their reaction feedback that was collected from the following data sources:

1. Expectation Survey: June 1998 ($n=15$)
2. Participant Journals: June-July 1998 ($n=14$)
3. End of First Training Survey: Summer 1998 ($n=15$)
4. End of First Year Survey: Summer 1999 ($n=10$)
5. Actual Use Survey: Summer 1999 ($n=11$) and 2000 ($n=8$)
6. Graduate Survey: 2000 ($n=7$)

Participant's Reactions to the Summer Training

The participants' reaction feedback varied in the first summer training of Midwestern Christian University's pilot Field-based Master's Program. When the

participants first entered the Summer Institute's learning environment they appeared to enter the classroom with apprehensions, as if to say, "I wonder if I'm in the right classroom?"

This may have been because the classroom's decorum was not set up as a typical university classroom. It was different (see Chapter 3 for a complete description of the classroom environment). For many participants this was their first experience as a graduate student, and they were not sure what to expect. Some participants appeared curious while still others appeared to not know what to expect. I observed students looking around the classroom, getting up to leave the room to check the number above the classroom door, and returning with puzzled looks on their faces. They seemed to wonder if they were indeed in the right classroom. Some asked other participants already seated at the tables, and their inquiries were confirmed. They were indeed in the correct classroom.

As they waited for class to begin, some participants began looking around the room to see if they knew anyone. When participants saw a familiar face they would greet the individual and begin a conversation. Others sat quietly and waited for class to begin.

A favorite topic of discussion among the participants was that the summer training would only be 4 weeks instead of the traditional 8 weeks at MCU. However, participants wondered if the term "intensive" used to describe the Summer Institute meant they would have a lot more work to do in a much shorter period of time. Most of the Field-based Master's Program participants told me that they were under the impression that the Field-based Master's Program participants would be the only students attending the Summer Institute. They thought that they would be the main cohort group

and go through the entire program as a group. They were looking for a sense of belonging (Ohlsen, 1970).

However, the participants soon learned that other individuals who were not Field-based Master's participants were attending this summer institute as well, including higher-level graduate students. This revelation intimidated some students, especially when they learned that some of their fellow students were on the doctoral level.

The participants' reactions to the program continued to be mixed. Some participants appeared to be frustrated because they had not yet completed the registration process. Some students did not know in which classes they needed to be registered. All they seemed to know was that they were in the Field-based Master's Program, whatever that meant. They believed that they were part of a group whose program was all mapped out. They could not understand why they were experiencing registration problems. After all, they had signed up with their employers, their names were on the list, so why weren't these details already arranged?

Most of the participants were not happy that they did not have a syllabus the first day of class. They expressed feelings of disorganization to each other and to the instructional team. From the participants' perception the instructors appeared to lack clear-cut direction. The participants assumed that the details of the program, registration procedures, schedules, and syllabus would have been cared for before the class began. A participant expressed, "It was difficult not knowing where class was, when it was to begin—not even having supplies" (Vol. III, Sec. IV, p. 10). Dr. Smith needed an individual on his instructional team whose mind style preference was concrete-sequential, someone who would enjoy attending to program details (Gregorc, 1982).

Dr. Jones appeared to be feeling her way and Rachelle's mind style preference was Concrete-Random (Gregorc, 1982). Dr. Jones's initial emphasis was on establishing a warm, friendly, comfortable, and relaxed environment. She was able to create a positive emotional climate for the Summer Institute. One participant commented, "The relaxed atmosphere of the class is also very appreciated. I know that most people learn when they are relaxed and both instructors do a good job establishing this type of environment" (Vol. III, Sec. IV, pp. 19 & 20).

The students continued to be unsure about the class names for which they were actually registered. The university's registration process was having difficulty accommodating this innovation and was not yet adapted to meet the program's unique needs. Consequently, an accurate class list could not be obtained or generated. This caused additional stresses for the university employees involved in the registration process, the instructors, and the students. Everyone involved seemed to be affected by this process of change. This seemingly disorganized situation led to confusion and frustration. The situation appeared to be most stressful for the students who functioned in a concrete-sequential mind style (Gregorc, 1982). Some of the participants' nonverbal cues were quite strong and demonstrated disbelief and disgust.

But, who was to blame? The participants seemed to want to point a finger as groups' discussions expressed this undesired reality of disarray. It was interesting that only a few participants expressed this frustration in their daily journals even while they discussed it with each other and with me privately. During the first week of training many of the participants were frustrated with registration processes, overwhelmed by course work, and/or confused about class expectations. By the second week, they

appeared to be less frustrated, more settled, but still in need of a lot of clarity with their assignment expectations.

By the third week, participants had become better acquainted with the instructional team and course activities were going somewhat smoother. However, because of the need to have all of the course requirements completed in a short period, I observed verbal and non-verbal expressions of participants feeling overwhelmed and frustrated. They had spent so much time trying to complete course assignments. By the fourth week most of the students were experiencing exhilarated exhaustion: they were tired but satisfied. They had established basic learning routines. They understood what they had been taught. They now shared a common instructional language with each other and their instructors. They felt that they had a better understanding of what the Field-based Master's Program was all about. The training was over and they still had the rest of the summer to enjoy.

The fact that they had successfully covered a lot of material in a very short period of time made them feel a bit apprehensive but they were ready to implement their training in their classrooms in the fall. One participant said, "This class was practical, energizing, and overall one of the best classes I've had. The class was great and I really enjoyed it" (Vol. II, Sec. IV). Participants were happy also because during the training they made long-lasting friendships. That in itself was a reason to celebrate and rejoice. As the participants completed the summer training session, they were concerned how this training would affect their learners and how they would be able to communicate their new classroom practices to others, especially their employer and parents. They were forming ideas about how to implement and adapt the training in their classrooms.

Some of the participants provided feedback on how the training could have been improved. Several stated that it would have helped to lengthen the practical aspects of the training by an additional week. They also suggested selecting a few processes to learn very well instead of learning so many at once and then not being able to remember the names of the processes and/or how to do them. They felt this would build their confidence about implementing the processes into their own classroom learning environments. Several participants wanted communication of specific expectations, clear statement of objectives, better coordination of requirements for assignments between instructors, and consistency between instructors on grading practices. Lack of coordination of assignment due dates caused the participants to feel overwhelmed as some projects were due all at once.

Overall, the participants wanted to change and make a difference in their classrooms (McKenzie, 1999). They also desired for their reaction feedback to assist in improving MCU's Field-based Master's Program. Even when planning for change and anticipating the challenges of that process, the human side of change can never be completely predicted. It is inevitable that resistance will occur. This resistance can be overt or covert (Spiegelman, 1996). I found that the Field-based Master's Program participants did not initially appear resistant to classroom change. They voluntarily joined the Field-based Master's Program and desired change to occur. However, even at the initiation of the program they were voicing concerns for how this planned process of change was affecting them individually and as a group.

Expectations Survey: Summer 1998

When the participants began the Field-based Master's Program during the 1998 summer training session they were requested to express their expectations for the training. The results revealed that the participants' expectations described four common themes: learning, strategies, working together, and classroom environment.

Learning

Nine of the 15 participants expressed their desire for learning during the summer session in order to help their students. One participant expressed it this way, "My expectations are high. I want [my students] to enjoy learning, love the Lord, and become life-long learners" (Vol. II, Sec. III, p. 2). Other participants desired their students to become more effective, interested, and active learners. One participant said, "I expect my classroom to continue to increase in effectiveness as it applies to my teaching practices and students' learning process (Vol. II, Sec. III, p. 12). Another participant said, "I expect my students to become active learners and enjoy the learning experience. I expect them to retain their acquired knowledge from my class and apply it in their future grade levels" (Vol. II, Sec. III, p. 6).

Strategies

Two participants expected to learn how to use a greater variety of methods and strategies in their teaching. They looked forward to being equipped with tools to enhance their students' learning. One participant said, "[I expect] to put into practice many new and effective tools and to be a better [and] more effective teacher" (Vol. II, Sec. III, p. 15).

Working Together

Two participants were expecting to learn how to work together and respect one another in these classes. They felt this would help them learn how to become the best students during the summer training sessions as well as impact their students. One participant said, "I expect my students to do [their] best [to work together]" (Vol. II, Sec. III, p. 13).

Environment

Three participants expressed that they wanted to produce classroom environments that were conducive to learning. One participant said, "I expect that I will create a warm, safe and respectful environment and that most students will respond positively to that" (Vol. I, Sec. III, p. 20). Another participant expressed, "I want our environment [to be] conducive to learning" (Vol. II, Sec. III, p. 2).

Participants' Journals, June-July 1998

During the 1998 summer training session the participants were asked by the instructional team to participate in journaling each day to provide reaction feedback to their daily experiences. Their feedback would mirror the adapted peer-coaching format of the Training Model (Joyce & Showers, 1995), and included the following guideline: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have? The instructional team asked the participants if they had questions regarding the journal format. With this guided feedback format the participants were better able to formulate their reactions as they described their experiences during the process of change. The participants' journal

responses varied (Vol. I, Sec. III, pp. 1-11). As I reviewed the daily journals I noticed that the participants provided feedback on the activities they were involved with for that day.

At the end of the initial Summer Institute I collected the journals and typed them so they would be easier to understand when analyzing them. I used Taba's Inductive Method to sort the journal entries into common themes (Joyce & Weil, 2000). Then I gave categorical labels to these themes. In the journals the participants also asked questions, provided general and personal comments, and suggestions. Primarily, I focused on the participant's comments and concerns as I identified themes.

Six themes were identified as follows: Appreciation, Frustration, Time for Practice, Unclear Expectations and Communication, Support, and Group Conflicts. A participant's reaction was included in one of these categories if he or she specifically used a word of the category title or expressed a common synonym of the word.

Appreciation

The participants were appreciative throughout the initial summer training sessions. Their expressions of appreciation included, "Thank you for understanding" (Vol. V, Sec. II, p. 5). "Thank you so much for your commitment to making teachers and, thereby education, better" (Vol. V, Sec. II, p. 8) and, "It is great to have a new way to teach things" (Vol. V, Sec. II, p. 12). Another participant said, "Thank you for making this course very practical" (Vol. V, Sec. II, p. 14). One participant exclaimed, "Today's class was very beneficial, it got me all 'juiced' about teaching!" (Vol. V, Sec. II, p. 17). These expressions of gratitude continued amidst their other reactions while experiencing the change process. Overall, comments about the professors were very complimentary.

The participants stated that their expectations for the initial summer training far exceeded their expectations.

Frustration

During the initial summer training session 31 journal entries revealed that participants felt overwhelmed or frustrated. One participant stated, "I have worked on so many different types of things this week that I feel a bit 'filled-up' (overwhelmed . . .) and my mind is going in many directions" (Vol. V, Sec. II, p. 12).

A participant who was experiencing a sense of being overwhelmed stated, "[There is] a lot more expected [in this class] than [I] anticipated (Vol. V, Sec. II, p. 24). Another participant said, "I am not as social [as some people] so the concept of cooperative learning overwhelms me" (Vol. V, Sec. II). Still another participant shared, "I know there is more knowledge out there somewhere but I feel like I have really been filled to overflowing" (Vol. V, Sec. II, p. 14).

Other participants voiced words of frustration. One participant said, "[It's] frustrating trying to cram [so] many techniques into mini-lessons" (Vol. V, Sec. II, p. 27). Another said, "I'm still frustrated with the lack of clear direction" (Vol. V, Sec. II, p. 30). One participant complained, "My class stuff is frustrating. I can't wait to have this mess cleared up. I appreciate your efforts in helping me" (Vol. V, Sec. II, p. 30).

Time for Practice

Twenty-three journal entries stated that more time was needed to practice the processes the participants were learning. One participant suggested, "Give us more time to discuss things in our groups. We hardly have enough time to get started" (Vol. V, Sec. II, p. 1). Two others stated that "time is needed to store information and internalize [it]" (Vol. V, Sec. II, pp. 11, 12, & 14). Another participant said, "Practice will help very much in mastering these strategies" (Vol. V, Sec. II, p. 23). One participant said, "Time is a factor in implementing these" (Vol. V, Sec. II, p. 26).

As the summer training progressed participants began to feel more comfortable with their new learning, but still expressed their concerns for additional practice, such as "Today went well, although I find myself very nervous. I don't know why. Well, I guess I need to just practice. It will come" (Vol. V, Sec. II, p. 4). This participant summed up her feelings by saying, "I'm gonna need practice, practice, practice" (Vol. V, Sec. II, p. 8).

Unclear Communications and Expectations

Twelve journal entries commented about the need for clarifications or unclear expectations they encountered during the training session. One said, "[I was] not clear on what we were getting checked off for and [what the] strategies on [the] list [were]" (Vol. V, Sec. II, p. 10). In discussing the Implementation Plan one participant stated, "I'm still not clear on it" (Vol. V, Sec. II, p. 10). Another participant made a request in her journal, "I am not at all sure how to apply this to my teaching. Perhaps you could explain how this could be useful" (Vol. V, Sec. II, p. 10). Four participants stated that they did not

know what to expect from the program (Vol. V, Sec. II, pp. 3, 10, 11, 29). One participant commented on the need for clarity in his own classroom.

Support

Seven journal entries noted concerns regarding support during the change process. One participant said, "We are changing our techniques but are parents changing their ideas?" (Vol. V, Sec. II, p. 3). Another participant shared, "The feedback and interaction from and with my group is a great help. Our group is so supportive of each other that it is a joy to be with them. I certainly hope that our cohort groups have just as strong a bond. It will make the year go so much more smoothly" (Vol. V, Sec. II, p. 21). Another stated, "I am looking forward to meeting with my cohorts" (Vol. V, Sec. II, p. 17).

Group Conflicts

In nine journal entries the participants noted group conflicts within their assigned groups as a concern. One participant said, "I was assigned to a group that made me feel uncomfortable" (Vol. V, Sec. II, p. 16). Another said, "I struggle with weak teachers who only want to do the minimum" (Vol. V, Sec. II, p. 21). Another participant expressed her feelings this way, "[I got} upset when there was not equal participation" (Vol. V, Sec. II, p. 28). One participant said, "Meeting with [my] group was overwhelming [everyone in the] group has different schedules, interests, [and] styles" (Vol. V, Sec. II, p. 30).

Understanding Participants' Journal Reactions

I used a data analysis matrix in Table 2 to further understand the participants' reaction to their training through themes that I identified.

TABLE 2
PARTICIPANTS' REACTION TO THEIR TRAINING

Participants	F	TP	UEC	A	S	GC	Total
Michael	1	1	0	0	2	0	4
Richard	2	4	1	1	2	0	10
Rhonda	2	0	5	0	1	1	9
Chandra	4	3	0	1	0	1	9
Lena	0	2	1	0	0	0	3
Jeffery	1	0	0	1	0	1	3
Delores	6	2	0	2	0	0	10
Gideon	1	2	0	3	0	0	6
Raelene	0	1	0	1	1	0	3
Raj	4	2	2	0	0	0	8
Victor	3	0	0	0	1	1	5
Edward	3	1	1	0	0	1	6
Rachel	3	3	2	0	0	2	10
Clarence	0	0	0	0	0	0	0
Karen	1	2	0	0	0	0	3
Total	31	23	12	9	7	7	89

Note. F=Frustration; TP=Time for Practice; UEC=Unclear Expectations and Communication; A=Appreciation; S=Support; and GC=Group Conflict.

The matrix shows the frequency of feedback in each theme area just discussed: Appreciation (A), Frustration (F), Time for Practice (TP), Unclear Expectations and Communication (UEC), Support (S), and Group Conflict (GC).

Matrix Analysis Results for Journals

Thirty-one entries identified that being frustrated and overwhelmed during the initial summer training session was the strongest reaction of the participants followed by 23 participant entries suggesting that they needed more time to plan and practice before confidently implementing the strategies. The next area of concern was the need for clarification of expectations, which was found in 12 participants' entries. Nine journal entries expressed participants' appreciation of various aspects of the program. Finally, the areas of least concern, with seven entries each, were support and group conflict.

As I examined the participants' individual reactions I noticed a range of entries from the first summer training session to range from 0-10 entries. Clarence recorded no entries because he refused to submit his journal. The other 14 participants entries ranged from 3-10 concerns mentioned (see Table 3).

TABLE 3
PARTICIPANTS' CONCERNS

Participants	Numbers of Concerns Cited
Karen	3
Raelene	3
Jeffery	3
Lena	3
Michael	4
Victor	5
Gideon	6
Edward	6
Raj	8
Rhonda	9
Chandra	9
Richard	10
Delores	10
Rachel	10

The median for these data is six concerns mentioned. Using this as the divider for concerns, numbers 1-5 represented participants with fewer and the numbers 6-10 indicated the participants with more concerns. Eight of the 14 participants were in the most concerned category during the initial training and 6 participants were the fewer concerns. Of the 8 participants with more concerns, 1 participant was my primary informant, who was enrolled for only 1 summer and 1 school year; and 2 participants who were my secondary informants. Of the participants with fewest concerns during the initial summer session, 1 was a primary informant, and 2 were secondary informants. The primary and secondary informants for this study represented both extremes of this 1-10 rating scale.

The highest number of entries by an individual in any one emerging theme was Delores in the area of frustration with six entries, followed by Rhonda in the area of Unclear Expectations and Communication with five entries. None of the participants individually had concerns in every area. During the initial summer session Richard had concerns in every area except for group conflict. Rhonda had concerns in each area except for Time for Practice. Every participant voiced concerns in at least two of the five emerging themes of concern. Six of the 14 participants' entries expressed appreciation.

These results clearly show that Frustration and Time for Practicing the strategies were their most predominate concerns during the initial summer training session, with Support and Group Conflict being least areas of concern.

End-of-Summer Survey--July 1998

At the end of the summer session the participants were asked to think about their experience and share (1) what they learned, (2) if the program met their expectations, and (3) how the training could be improved.

What the Participants Learned

As I looked at the participants' answers about what they learned during the initial training summer session, the following 3 themes emerged: cooperation, learning strategies, and knowledge.

Cooperation

Four participants explained that they had learned cooperation with each other as they practiced their new practical, teaching knowledge and internalized it. They also said they had learned how students can work together cooperatively. Another participant explained that he had learned better ways to get kids to work together. One participant expressed, "I've learned how students can work together cooperatively" (Vol. VI, Sec. II). Still another participant said that she learned specific "cooperative activities" and the rationale for specific activities (Vol. VI, Sec. II).

Learning strategies

Nine participants stated that they learned how to apply the Declarative and Procedural Knowledge aspects of the Dimensions of Learning model into their classroom lesson. One participant revealed that "[I have] revisited some great teaching strategies and refined my knowledge and use of them" (Vol. V, Sec. IV). He expressed that now he

had been motivated to use these strategies. The participants believed that they had been supported as professionals by the professors and their peers. They had also learned new and different processes and concepts that they felt were practical and would enhance their teaching. One participant said, "I have learned a lot of great strategies that are practical. These can be quite nicely adapted to my setting. By using these I can create [a] learning [community] as well as [teach my students] social skills" (Vol. V, Sec. IV).

Knowledge

Five students expressed that their knowledge increased as a result of the summer session. One participant said, "[I learned] how to internalize . . . knowledge" (Vol. II, Sec. III). Another participant said that "[I was able to] refine my knowledge" (Vol. III), while another participant stated, ["I found a] rationale for specific activities" (Vol. II & III).

Expectations Met

When I asked the participants if they felt their expectations for the summer training section were met, all replied in the affirmative. As I reviewed their responses, four common themes emerged: Appreciation, Practical, Knowledge, and No Expectations.

Appreciation

Most participants expressed appreciation for the summer institute. One participant said, "[It was] everything I could expect" (Vol. II, Sec. III).

Another participant shared, “I loved all of it” (Vol. II, Sec. III). Expressions of appreciation in the end-of-summer survey echoed those in the student journals during the summer institute.

Practical

When discussing whether or not their expectations were met, some participants emphasized the practical nature of the summer institute. One participant said, “It was practical. It was focused upon practical rather than just theory” (Vol. II, Sec. III). Another participant said, “Most of the time it was practical” (Vol. II, Sec. III). Participants seemed pleased that they received training in skills that could be used in their classrooms in the fall.

Knowledge

Some participants mentioned acquisition of knowledge when discussing their expectations. A participant said, “I came in with questions about how to truly integrate these strategies I learned in [the] undergraduate [teacher training program] and balance my schedule, curriculum, [district] expectations regarding textbooks, etc. I [now] have a better grasp on this and feel enthusiastic about giving it another try” (Vol. II, Sec. III).

No expectations

Somewhat surprisingly, 3 participants had no expectations when they began the class. One of them said, “I did not have any prior knowledge about class context. I really walked in blind” (Vol. II, Sec. III). Another participant said, “I did not have any expectations when I took this class” (Vol. II, Sec. III). The third participant said, “I

really did not know what to expect” (Vol. II, Sec. III). Another 3 participants did not respond to this question.

How Training Could Improve

The participants were very appreciative of the training they had received. Most indicated they had learned many new strategies and increased their knowledge. One participant stated, “The class was great and I really enjoyed it” (Vol. II, Sec. III). Another participant said, “Excellent! The people brought in to talk to us gave me more than I had hoped for” (Vol. II, Sec. III). Still another participant declared, “This class was practical, energizing and overall one of the best classes I’ve had. Keep up the good work, profs.” (Vol. II, Sec. III). As I reviewed the participants’ suggestions for ways that the first half of Authentic Application, the summer training session, could improve, three themes emerged: lengthen the program, time for learning strategies, and course requirements. These concerns were consistent with those expressed in their journals throughout the initial summer training session: frustration and time for practicing strategies.

Length of the program

Most of the participants preferred to have 4-week summer sessions. However, 3 participants suggested that the program consider expanding the time for practice. One participant said MCU should “keep teachers here at MCU to have lots of practical experience as we have had this summer” (Vol. II, Sec. III). Another participant suggested “5 weeks” instead of the 4-week summer session (Vol. II, Sec. III).

Time for learning strategies

A major concern throughout this study was time to practice implementing the processes. Previously 2 of the participants suggested that the length of the summer session should be extended. Another participant suggested, “Instead of requiring us to teach all the [strategies] that are introduced and modeled, maybe [we could] practice [some of] them during [our] teaching” (Vol. II, Sec. III). The participants felt that if they left the training session with strategies they have practiced, at least three times, then they would feel more confident about implementing them into their classrooms.

Course requirements

The participants felt that the course requirements could have been made clearer and more specific. One participant said, “Be more specific on what is expected” (Vol. II, Sec. III). Another participant stated, “[There needs to be] better coordination of requirements for assignments between instructors. At times it was difficult to know what was expected” (Vol. II, Sec. III). Another participant said, “I wish there had been more consistency on the grading practices on my journal summaries. The 2 were done the same way but they were returned to me needing corrections. It was overwhelming to me when I had a lot of other projects due all at once” (Vol. II, Sec. III).

End of First Year—Summer 1999 Survey

After the first summer training session the participants left MCU to implement their training in their classrooms. I distributed monthly journal logs for the participants to record their reactions throughout the year in the format that had been presented during the summer session: (1) What went well? (2) What could be improved? (3) What

connections can you make? (4) What questions and/or comments do you have?

However, when I contacted the participants after a few months into the implementation year they informed me that they did not have time to sit down and journal every month. So I decided to prepare a survey to collect these data to complement my taped conversations and field notes.

When the teachers returned for the second summer session I distributed a survey asking for their reactions to the first year of implementation. Even though the literature predicted resistance during the process of change (Fullan, 1991; Joyce & Showers, 1995; Karrer, 1996; Ohlsen, 1970), I was surprised when I greeted the participants and began to circulate the surveys among the first cohort participants and met with great resistance from several of the participants. In fact, of the 15 original cohort members, 4 participants appeared angry and hostile. Five participants greeted me warmly, were much less resistant, and wanted to respond; 3 participants had left the program before the summer term began; and 3 participants postponed continuing the program for personal reasons but would plan to continue in the near future. The survey asked the participants for reaction feedback on their first year of the implementation.

Survey Results

The participants were asked if they thought the training they had received during the first summer was adequate for implementing the strategies during the first year of implementation. One participant did not think it was and one thought the training was somewhat adequate. Three participants agreed that they did not have enough planning time or implementation time during the year. They implemented a few strategies but not as many as they had originally planned.

I also asked the participants how much support, relative to implementing their training, they had received during the past school year. Their answers varied. Some of the participants stated that they received good support from Quintstate Christian Organization (QCO), others said some support, and at least one third of the participants claimed that they had not received any support from QCO. The participants reported that their systems' support varied as well, ranging from no support too much support. The support they received from their individual schools varied as well. These assessments of support ranged from "not exactly" to "great."

Next, I asked the participants how much support they received from MCU and their cohort groups. They said that no one had come to visit their classrooms from MCU. The participants shared that they had expected support from MCU in addition to cohort meetings during the first year of implementation. They recalled having once-a-month local geographical cohort group meetings with Dr. Rita Jones. They thought that she was awesome. They also appreciated Dr. Ward. They thought that he set aside a lot of time for them.

I asked them to describe what went well in the previous school year. They shared that using the strategies went well and that they used a lot of them. They realized that the previous summer's training helped give them additional ideas in the classroom and their students enjoyed these new ideas. From the participants' perspective the learning strategies appeared to be easier to incorporate in Bible, Science, and Social Studies content areas.

I also asked the participants what they would do differently. Three participants suggested that they would plan their lessons ahead of time. The participants'

predominate concern was time. Four participants stated that more time was needed to implement the strategies and to do the required course work for the Field-based Master's Program, such as the video course. One participant said, "There are so many things going on during the school year that I find it hard to concentrate on the Field-based Master's Program" (Vol. VI, Sec. III, p. 3). Another participant said that she needed more time to plan and implement lessons.

Actual Use of Strategy Survey 1999 and 2000

At the end of each school year I asked the participants to complete The Actual Use of Strategy survey (see appendix C to see if the 2 summer sessions and a year of practice made a difference in their frequency of strategy implementation. I used a Likert Scale with the following descriptors assigned to each value: 1= not used, 2= rarely used, 3= sometimes used, 4= often used, and 5= regularly used. I chose to group responses into two categories. Strategies were considered "most use" if the participants marked it a 3, 4, or 5, and "least use" if the strategy was marked a 1 or 2.

Additionally, I counted the frequency of strategies scored with a 5 to determine the strategies that received the highest level of use. I labeled these "top use." I counted the frequency of strategies with a 1 to determine the strategies that had the lowest level of use. I labeled these "lowest use."

Survey Results

The results were revealing. From 1998-1999, participants indicated only two strategies received the highest level of use (marked a "5" by all participants). These "top use" strategies were both from Dimension-1 of the Dimensions of Learning Framework:

classroom setting and classroom tasks. In 1999-2000 the top use list increased to four items. These were classroom task, sequence, random call, and voting/ranking/forced choice.

In 1998-1999 participants indicated 14 strategies as “most use” (marked as 3, 4, or 5 by all participants). These “most use” strategies included the following: Venn Diagram, bar graph, association, key words, thinking aloud, pointing out common errors, variety of settings/situations, Turn To Your Neighbor, Think-Pair-Share/Square, numbered heads, random call, class building, voting/ranking/forced choice, and team building (Vol. VI).

In 1999-2000 the number of “most use” strategies increased by 15. They included: model/prompt/practice, classroom setting, classroom task, 3-minute pause, KWL, Jigsaw, Venn Diagram, process cause, web/mind, sequence, pictorial, attention, link, association, substitution, key words, ridiculous, thinking aloud, written steps/charts, mental rehearsal, practice important variations, point out common errors, Think-Pair-Share/Square, variety of settings/situations, Turn To Your Neighbor, numbered heads, round robin, random call, class building, voting/ranking/forced choice, and team building (Vol. VI).

During the 1998-1999 school year the “least use” strategies (those marked as 1 or 2 by all participants) were KWL, process-cause, web/mind map, attention, link, substitution, ridiculous, mental rehearsal, practice important variations, and Rally Table (Vol. VI). In 1999-2000 only one strategy was listed as “least used” and that was Rally Table.

The strategies that were reported as the “lowest use” (those marked as 1 by all participants) were Jigsaw, mental rehearsal, and practice important variations (Vol. VI). In 1999-2000 only one strategy was classified as lowest use: Rally Table. The results clearly revealed that during the second year the participants increased the number of strategies that were implemented.

By using a graphic organizer I was able to compare and contrast the processes that were utilized during the 2 years of implementation (see Table 4). The graphic organizer helped me identify the strategy of “top use” during *both* years of training implementation as classroom task. The processes that were “most used” during *both* years of training implementation were: Venn Diagram, association, key words, thinking aloud, pointing out common errors, variety of settings/situations, Turn To Your Neighbor, Think-Pair-Share/Square, numbered heads, class building, team building, and voting/ranking/forced choice (Vol. VI). There was no process that had the “lowest use” for both years of training implementation.

The participants explained that reasons for not using some strategies very often included a lack of understanding and limited practice of the strategy. The participants also reported that lack of time and students’ challenging behaviors were factors in their inability to implement some strategies.

Graduate’s Survey 2000

Seven Field-based Master’s Program candidates graduated from the program in August 2000. Six of these were surveyed (see appendix C) using an instrument with a 4-point Likert scale with the following descriptors assigned to each value: (1) strongly disagree, (2) disagree, (3) agree, and (4) strongly agree. This instrument asked graduates

to describe their reactions to the Field-based Master's Program. One graduating participant left MCU before graduation weekend and did not complete the survey. After the participants indicated their responses I organized their responses into five categories based on the components of the Field-based Master's program to help me understand their feedback in relationship to the program structure.

Survey Results

Program component 1: A combined curriculum

The Field-based Master's Program was comprised of three program areas: Curriculum and Instruction, Educational Administration, and Religious Education. The survey revealed that all of the graduates completing their program in August 2000 were in the curriculum area of Curriculum and Instruction.

Program component 2: Authentic application

This component consisted of two parts: the university training (theory) and the transfer of training into the workplace (practice). All 6 graduates either agreed or strongly agreed that the program met their expectations. Five graduates felt that the course plan was clear and easy to follow, but 1 graduate disagreed. Two participants were satisfied with the registration procedures for the required classes while 3 were not pleased with the registration procedures.

TABLE 4
ACTUAL USE OF STRATEGIES,
1998-2000

1998-1999	1999-2000	Both Years
	Top Use:	
<p>Classroom Setting Classroom Task</p>	<p>Classroom Task Random Call Sequence Voting/Ranking/Forced Choice</p>	<p>Classroom Task</p>
	Most Use:	
<p>Association Bar Graph Venn Diagram Key Words Thinking Aloud Pointing Out Common Errors Variety of Settings/Situations Turn To Your Neighbor Think Pair Share/ Number Random Call Class Building Team Building</p>	<p>Classroom Setting Model Prompt Practice Classroom Task Three Minute Pause KWL Jigsaw Venn Diagram Process Cause Web/Mind Sequence Pictorial Attention Link Association Substitution</p>	<p>Venn Diagram Association Key Words Thinking Aloud Pointing Out Common Errors Think, Pair, Share/Square Turn To Your Neighbor Numbered Heads Random Call Class Building Team Building Voting/Ranking/Forced Choice Voting/Ranking Forced Choice</p>

Table 4—Continued.

Key Words
Ridiculous
Thinking Aloud
Written Steps/Charts
Mental Rehearsal
Practice Important Variations
Point Out Common Errors
Think Pair Share/Square
Variety of Settings/Situations
Turn To Your Neighbor
Numbered Heads
Round Robin
Random Call
Class Building
Team Building
Voting/Ranking/Forced Choice

Least Use:

KWL
Process Cause
Web/Mind
Attention
Link
Substitution
Ridiculous
Mental Rehearsal
Practice Important Variations

Rally Table

Rally Table

Table 4—Continued.

Rally Table			
Jigsaw Practice Important Variations	Lowest Use Rally Table		Mental Rehearsal

Five graduates strongly agreed that completing assignments in a timely fashion proved to be challenging during the course of their program. All 6 graduates either strongly agreed or agreed that the program provided them with in-depth understanding and that it met their professional needs. All 7 respondents indicated that they had implemented in their own classrooms most of the processes they had learned in their university training.

Program component 3: Cohort groups

As announced during the first summer sessions, regional cohort groups were intended to meet monthly as study groups to support one another through peer coaching, reaction feedback, camaraderie, and continued instruction. Five participants strongly agreed that they always felt a strong connection with their assigned cohort group, while 1 disagreed.

Five participants agreed that classes and other visits were met as outlined or scheduled, while 1 person disagreed. In previous surveys and interviews most participants reported that the meeting and visits were discontinued after the first year.

Five participants were satisfied with the support they received from the university, while 1 was not. Four participants were satisfied with the support they received from their employer, but 1 was not. Six graduates were satisfied with the information they received from the program director. Five graduates indicated they were able to discuss their concerns, questions, challenges, and frustrations with Field-based personnel, while 1 disagreed with this statement.

The number of times their cohort groups met during the 2 years of the program ranged from twice to at least eight times. The participants were in agreement that the first year the groups met regularly but during the second year they met only about one time.

Program component 4: Technology

The Field-based Master's Program was designed to use technology to promote communication and participant support via e-mail, web CT, and on-line training. Five participants agreed that they were satisfied with the communication provided in the program, while 1 disagreed.

Program component 5: Structure of the program

The program is designed to be completed in 3 summers and the 2 school years between them. This time structure is an effort to alleviate family stresses on the participants. Two participants agreed that their spouses found their involvement in this program an inconvenience, 3 strongly disagreed, and 1 was unmarried.

Five participants indicated that their participation in the program was not challenging for the children because they did not have young children, and 1 strongly disagreed that the program caused problems for their children. All 6 graduates stated that the children were not an issue for them. Three of the graduates had children and 4 of them had no children.

Six graduates agreed that they would enroll in this program or a program like it again. Five participants agreed that information about the program was easily obtained, and 1 participant disagreed. Five participants stated that they would recommend this

program to a colleague, and 1 said “maybe.” One participant recommended extending the program to 4 summers and 3 school years, while 5 graduates disagreed.

The participants were also asked what they liked *best* about the program, in other words, “What went well?” The 6 participants agreed that they learned new strategies at the university and they were able to apply the knowledge into the classroom.

The participants also noted the aspects of the program they liked the *least* or what needed to be improved. They identified three areas: expectations, registration, and workload. The participants agreed that the expectations should be made clear, the registration process checked periodically, and lighter course work be assigned during the school year or spread out over more time.

What would they do differently?

Participants responded to the question, “What would the participants do differently?” by giving advice to potential or newly enrolled participants. They suggested that participants should support one another by taking advantage of their most important resource—the cohort groups—and use them, work together, bond with each other, and keep in touch with each other regardless of the cost. They also suggested to persevere by being patient because things will work out, asking what is expected and not waiting to find out, try to get things done, and not to give up.

Personal insights

I also asked the participants to explain how the Field-based Master’s Program experience changed them. Their responses varied. One of the participants shared that it absolutely had changed her teaching and learning styles and expectations of her students.

Another participant stated that since he had been teaching a few years the classes seemed more applicable than when he took undergraduate work. His perspective of people had also changed. He thought that he was more accepting and understanding of people and their personalities. Still another participant said that he learned more classroom techniques and strategies and was able to use them in his classroom.

One participant felt that relevant knowledge had been gained. One of the other participants explained that the work she assigned in her classroom was more intentional. She was thinking more about what and why she was doing it. She was using the strategies! She felt so much more competent, confident, and professional. She bonded with other teachers in her geographical cohort group. Another participant shared that it encouraged him to continually find strategies to make his class interesting.

Another graduating candidate said that the way he dealt with his students and the curriculum and instruction was totally different. Still another stated that she had waited for this opportunity for 28 years. She planned to continue growing the way she had been during this program. She planned to continue practicing until she could use each strategy at a fourth- or fifth-grade level.

It is interesting to note the similarities and differences between concerns expressed at the end of the initial summer training session and at the end of the first year of implementation. At the end of the initial summer training session and at the end of the first year of implementation participants indicated concerns about having adequate time to practice the strategies. However, by the end of the program participants felt more confident in implementing the processes because of the additional time they had to practice (Summer 1999-2000).

The major shift in participants' expressed concerns was from a perception of adequate support during the summer training sessions to a perception of inadequate support throughout the implementation portion of the program.

First Graduates

The participants first heard about Midwestern Christian University's new Field-based Master's Program during the fall of 1997. Fifteen participants joined the original cohort group. Two years later, after 3 summers of training at the university and 2 years of classroom implementation, graduate candidates prepared to present their portfolios that highlighted their implementation experiences.

Portfolio presentations

On August 4, 2000, the Implementation Plans that were to be developed and implemented by the participants had come full circle—from the beginning to the end of the program. The Field-based Master's Program participants were ready to complete the second half of their comprehensive examination with the presentations of their portfolios the Friday of graduation. These were to include their vision, mission, and key activities they had learned and implemented in their classroom learning environments.

Six of the 7 graduates sat at the presenters' table waiting for their turn to present their portfolios. After each presentation a written peer assessment form was completed. The faculty in attendance were: Dr. Rita Jones, director of the Field-based Master's Program, Dr. Dawn Mitchell, the School of Education Dean, Dr. David Irvin, the Portfolio Assessment Instructor, and a few family members. Dr. David Irvin and Dr. Rita Jones previously informed me that the presentations were part of the participants' oral

comprehensive examination. Dr. Rita Jones allowed the participants to volunteer to establish the order of presentation. Lena chose to be first. One parent wondered why this phase of the examination was being presented the Friday of graduation weekend.

Lena

Lena taught in a multi-grade classroom. She emphasized that time was spent on her portfolio. She chose to divide her portfolio into three sections: (1) Getting to Know Me, (2) Getting to Know My Teaching Milieu, and (3) Getting to Understand and Appreciate What I Teach. Lena also listed her professional and personal goals.

Delores

Delores taught in a two-teacher school. Her theme was "Make Jesus First, Last, and Best." She also chose this as her Mission Statement. Delores stated that as a result of the Field-based Master's Program training she completely changed the way she taught. Her portfolio was developed to share this change with others.

Chandra

Chandra was in a one-room principal/teacher situation. She used the theme "Growing with Jesus" to describe her portfolio. She shared her professional growth, Bible Labs, and her personal concepts. She emphasized that communication was very important in keeping the parents abreast of their children's needs.

Raelene

Raelene taught Grades 1 through 8 in a two-teacher, team-teaching situation. Her portfolio was personal. Her focus was on service, teaching practices, and the

classroom atmosphere. The theme of her portfolio was "Acquaint Thyself With Him." She showed pictures of the school and shared the team approach that was developed as a result of the Field-based Master's Program. She sought to develop a balance in her life.

Rhonda

Rhonda was teaching Grades 3-6 in a four-teacher school. She explained her philosophy as the importance and value of teaching in a Christian school. She also emphasized the importance of networking with teachers.

Gideon

The last participant to present was Gideon who taught in a two-room school. He claimed that every part of his portfolio was important. His portfolio contained artifacts such as photos of his class and classroom environment. It highlighted education as a service to others, the importance of modeling, self-esteem, and the Golden Rule.

Jeffery

Jeffery did not present his portfolio at this time. He left the university early, before graduation, to go on a family vacation.

Graduation Day

On August 6, 2000, there was celebration in the air. It was graduation day for the very first Field-based Master's Program students from the School of Education. Out of the 15 students who began the program in June 1998, 7 participants were being conferred with a Master's of Arts degree, 1 in absentia. History was made that day but only a few noticed. This celebration concluded my 2 ½ years of research. Now, MCU was in the process of institutionalizing the Field-based Master's Program.

Institutionalization of the Field-based Master's Program

The three-step Adoption Change Model (Fullan, 1991) was used to frame this study. The Adoption and Implementation phases of this model have already been discussed. The third and final phase of the model, institutionalization, began during the second year of operation. A second Field-based Master's Program cohort group was enrolled during the summer training session. Since then each summer a new cohort group begins. Cohort groups have completed the program in 2000-2001. The third cohort group has completed their second summer of training. In addition, in 2001, the School of Education distributed a newly revised brochure to announce this innovative delivery system to obtain a Master's of Arts degree at Midwestern Christian University.

Summary

The Field-based Master's Program enrolled 15 participants in 1998. Several surveys provided data that were a reinforcement of the observations and interviews that were conducted throughout this descriptive case study. The participants completed surveys at the beginning of the program, after the first year of implementation, and the last year of implementation. The participants provided reaction feedback in response to the Field-based Master's Program through journal writing that was required during the initial summer session. Nine basic themes emerged from their experience: Appreciation, Overwhelmed/Frustration, Time Limitations, Group Conflicts, Support, Practice, Cooperation, and Learning Strategies.

The Actual Use of Strategies Survey showed a substantial increase in the participants' frequency of use strategies after the first year. This gain could be attributed

to practice over time, additional training during subsequent summers, and participants becoming more familiar with the strategies. At the end of the Field-based Master's Program, 6 of the 7 graduating participants completed a survey. Some concerns cited at the beginning of the program were no longer cited as challenges. However, support emerged as a concern during the first year of implementation and continued as a major concern throughout the Field-based Master's Program. The Graduates' Survey described the participants' reaction at the conclusion of the Field-based Master's Program. The graduates were able to identify for the program as a whole: (1) What went well? (2) What could be improved? (3) What connections could be made? (4) What questions and/or comments do you have?

The participants' journaling responses to these surveys helped me to describe the participants' reaction feedback as they experienced Midwestern Christian University's pilot Field-based Master's Program.

CHAPTER 8

SUMMARY AND CONCLUSION

Introduction

The focus of this study was on the implementation of the Field-based Master's Program. I used the Adoption Change Model (Fullan, 1991) to guide me through this innovation with its three-step process: (1) adoption of the program, (2) implementation of the program, and (3) the institutionalization of the program. I have described the adoption and the implementation of the program. The last step, institutionalization, was not emphasized in the study because it takes from 3-10 years for institutionalization to occur, and my study was conducted during the first 2 years of the program's implementation. This chapter will discuss the summary and conclusions of this study.

Description of Research Findings

I used the Adoption Change Model (Fullan, 1991) and the Training Model (Joyce & Showers, 1995) as lenses to answer my research questions:

1. What did the teacher training in the uses of instructional processes look like during the initial summer session of the Field-based Master's Program?
2. What did the transfer of training in the use of instructional processes look like in the participant's classroom?

3. What were the teachers' reactions, concerns, and recommendations throughout the implementation of the Field-based Master's Program?

I will look at these questions individually and summarize the findings.

Question 1

A full account of Question 1 is answered in chapter 3. Question 1 asked, "What did the teacher training in the uses of processes look like during the initial summer session of the Field-based Master's Program?"

During the 1998 Summer Institute the teachers were trained by following the five-step Joyce and Showers Training Model (1995): (1) theory, (2) demonstration, (3) practice, (4) feedback, and (5) coaching. The participants were taught by example using a process called "Teaching A Method with THE Method" (Joyce, 1992).

The Authentic Application component of the program was comprised of two parts: the university training design and the workplace design, which focused on transfer of training to the classroom. The first half of the authentic application emphasized (1) theoretical understanding, (2) demonstration, and (3) practice. The second half of the authentic application emphasized (1) immediate and sustained practice, (2) peer support, (3) on-going assessment of implementation, (4) advanced training, and (5) tracking student outcomes.

During the training at the university a theoretical understanding was presented by the instructional team or a guest instructor, which was followed by a demonstration of the strategy involving an interactive activity. The instructional team or guest presenter demonstrated the strategy to show the participants what it looked like and felt like while doing the strategy.

The participants were provided with time to practice the strategy within their cooperative groups. In addition, they prepared and presented micro-lessons to practice these strategies they were learning within their cooperative groups. As the micro-lessons were presented, the instructional team monitored and provided feedback to the lesson presenter to provide suggestions and/or confirmation of the implementation. At the end of each lesson the participant instructor received coaching from 1 of his or her peers. The following coaching questions were used: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have?

This process was repeated throughout the initial summer training session as the processes were learned.

Question 2

A full account of Question 2 is provided in chapters 4, 5, and 6. The following is a summary of those chapters. Question 2 asked, "What did the transfer of training in the use of processes look like in the participant's classroom?"

After the summer training sessions, the participants transferred the university training into their classroom learning environments where they experienced immediate and sustained practice of the processes learned. This was evident by my observations of the implementation of processes such as quick response techniques, simple structures, memory devices, and cooperative learning. Although they could not always remember the names of all the processes, verbal reminders facilitated their efforts to describe the implementation of the processes they chose to use. This was confirmed by the observations during my visits, the interviews with the participants and their students, and

the surveys that were administered throughout the Field-based Master's Program experience. The informants and the participants stated that they needed more practice to implement the strategies confidently. Therefore, the participants most frequently used simple structures and quick response techniques (Vol. VI) that did not require preplanning.

Through their cohort groups they received peer support, ongoing assessment, and advanced training. Through the use of processes the participants were able to track their students' outcomes.

The participants shared that the frequency of their use of the strategies increased the second year of implementation. Once again, classroom observations, conversations with the participants, and portfolio presentations provide tangible evidence that the transfer of training did occur, but to different degrees between the participants. For example, in Jeffery's learning environment the transfer of training was more evident. In his setting, Jeffery presented the processes with ease as he integrated them into his instruction. However, in Richard's learning environment, his use of the processes was not as noticeable. He used mostly the quick response strategies (Vol. VI). Overall, the number of processes that the participants implemented increased during the second year. This increase could be attributed to the immediate and sustained practice, the cohort groups that functioned during the first year, and the reinforcement received during the second summer training session.

Question 3

Question 3 asked: “What were the teachers’ reactions, concerns, and recommendations throughout the implementation of the Field-based Master’s Program?”

This question was answered in the following ways:

Chapter 4 presents Michael’s reactions, concerns, and recommendations. Richard’s reactions, concerns, and recommendations are presented in chapter 5. The reactions, concerns, and recommendations of the four secondary informants are described in chapter 6, while chapter 7 presents reaction feedback from all participants. Data sources for these reactions, concerns, and recommendations include journals, interviews, and surveys.

Participants’ Reactions

I used a data analysis matrix to help me in understanding the reaction feedback. I noticed that distinctive themes emerged. Next, I sorted the data and identified these themes as they emerged. The results were the following four domains: (1) Learning and Implementing Strategies (LIS), (2) Cohort Groups (CG), (3) Unclear Communication and Expectations (UCE), and (4) Overwhelmed and Frustration (OF). I used a matrix to identify the frequency of each participant’s reaction (see Table 5). The participants’ reactions in this study validate previous studies regarding the importance of teachers’ emotional behaviors and perceptions (Fullan, 1991; Joyce & Showers, 1995; Marzano et al., 1997).

TABLE 5
REACTION FEEDBACK

Informants	LIS	CG	UCE	OF	Total
<u>Primary</u>					
Michael	17	13	7	9	46
Richard	22	9	3	10	44
Subtotal	39	22	10	19	90
<u>Secondary</u>					
Rhonda	14	11	16	18	59
Chandra	15	7	5	7	34
Lena	6	5	6	5	22
Jeffery	3	3	3	0	9
Subtotal	38	26	30	30	124
Total	77	48	40	49	214

Note. LIS=Learning and Implementing Strategies; CG=Cohort Groups; UCE=Unclear Communication/Expectations; and OF=Overwhelmed and Feeling Frustrated.

Matrix Analysis Results for Reactions and Concerns

My primary informants described 90 concerns throughout the Field-based Master's Program. The 4 secondary informants described 124 concerns throughout the Field-based Master's Program. Together they reported 214 concerns.

Learning and Implementing Strategies

This category, "Learning and Implementing Strategies," was the participants' most commonly experienced concern. The participants felt that not enough time was provided during the initial summer training session to adequately learn the processes. In addition, they did not feel that they were provided with ample time to practice the processes before attempting to implement them. The participants also found that once

they were in their own classroom learning environments, they did not have sufficient time to effectively plan strategies to implement. Five of my 6 informants referenced this domain more than any other category.

The matrix analysis helped me to understand that the primary concerns from my in-depth case studies were the same concerns that were identified by the secondary informants, thus corroborating my data (Eisner, 1991). Throughout the implementation of the Field-based Master's Program 12 of the 15 participants cited Learning and Implementing Processes as a major concern as well.

At the end on the initial summer training session and at the end of the first year of implementation, participants expressed concerns about having adequate time to practice the processes. However, by the end of the program participants felt more confident in implementing the processes due to the additional training and practice time they received between summer 1999 and summer 2000.

Cohort Groups

During the initial summer session the Field-based Master's Program participants were assigned to geographical cohort groups to receive support and instruction from the university and to build camaraderie as a cohort. The first year these groups met monthly as designed. However, during the second year of program implementation the participants told me that they met either once or twice and then their groups discontinued. Concerns regarding the cohort group and the need for support were the second greatest concern for 4 of my 6 informants.

The Cohort Group component of the Field-based Master's Program was intended to be an extension of the university training. These small groups were to

provide support for the participants during the implementation phase of the training. However, when they stopped functioning a vacuum was created. This lack of support during the second year led to the development of frustrations (Fullan, 1991). The participants were no longer meeting to receive instruction, feedback, and coaching on a regular basis as outlined by the Training Model (Joyce & Showers, 1995).

Based on the concerns cited by the informants I believe that if the cohort groups had continued to meet as study groups, many of their concerns could have been alleviated. This is supported by the fact that no participants mentioned support as a concern during their initial summer training session when cohort groups were an integral part of the training design and implementation.

Unclear Communication/Expectations

Throughout the implementation of the Field-based Master's Program participants were concerned with unclear expectations and communication. The participants desired to know what was expected of them in each assignment or activity. They were looking for criteria they could understand. Often it was either challenging for the participants to communicate with individuals at the university or what was communicated was unclear to participants. The unclear expectations and lack of communication were identified as the participants experienced feelings of being overwhelmed and frustrated. These concerns were evident throughout the implementation of the Field-based Master's Program.

Feeling Frustrated and Overwhelmed

The participants expressed feelings of frustration and a sense of being overwhelmed. This concern initially appeared to emerge because of the brevity of time to learn and implement the strategies. In addition, unclear expectations and the challenges of receiving communication while away from campus exacerbated it. One informant—Rhonda—did not support this. When looking at the compiled data, this concern ranks second after Learning and Implementing Processes.

Individual Differences

The primary and secondary informants reported individual concerns. Langford (1999) reported that change begins with the individual. The Mind Style of the informant had a bearing on his/her reaction to change (Gregorc, 1982; Vol. VI).

Michael

Most of Michael's concerns were in the area of Learning and Implementing the Strategies. Over the course of the program he cited at least 17 times that he needed more time to practice in order to feel comfortable implementing the processes. Cohort Groups, Feeling Frustrated and Overwhelmed, and finally Unclear Communication and Expectations followed this in descending order. Michael's Mind Style preference appeared to be between Concrete Sequential and Concrete Random (Gregorc, 1982) with an appreciation for change but an expectation of order in program delivery as well (see chapter 4).

Richard

Over the course of 1 year, Richard experienced the highest number of concerns in the area of Learning and Implementing Processes. He perceived his inability to implement the strategies as he had planned due to the demands and lack of support he received from his employer. The next area of concern was regarding the area of feeling frustrated and overwhelmed. Once again, he attributed that to an unsupportive administrator. Concerns about Cohort Groups followed this and represented a lack of support from the university. Finally, the least of his concerns was Unclear Communication and Expectations. Richard's Mind Style was predominately Concrete Sequential (Gregorc, 1982; Vol. VI). Richard would prefer direction and support (see chapter 5). It is important to note that during Richard's single, stressful year in the program he voiced more concerns than Michael did during his 2 years in the program.

Rhonda

Rhonda's concerns were fairly evenly distributed among the four areas. She listed more concerns than other informants did. She cited 59 concerns of Feeling Frustrated and Overwhelmed. Unclear Communication and Expectations followed this. The least of her concerns was the Cohort Groups, although that was still a predominate concern. Rhonda's Mind Style preference was very Concrete Sequential (Gregorc; 1982; Vol. VI). She preferred to know exactly what was expected, when it was expected, and how it was expected. This may explain the reason she became extremely frustrated as she experienced the process of change. If additional support had been provided then Rhonda may not have experienced so many concerns.

Chandra

Chandra's concerns were mostly in the area of Learning and Implementing the Processes. The other areas of concern were pretty well evenly divided. She felt that she needed more practice and monitoring from the university to become confident in the implementation of the strategies. Chandra was frustrated with her Mind Style results which showed her equally preferring Concrete Sequential, Concrete Random, and Abstract Sequential modes of thinking (Gregorc, 1982) (see chapter 6). Although she was puzzled with the results of her Mind Style, I observed that it allowed her to be flexible in her classroom-learning environment.

Lena

The concerns Lena voiced were fairly evenly distributed as well. Her concerns in each area were about the same in number. Lena's highest listed concerns were in the area of Learning and Implementing the Processes and Unclear Communication and Expectations (see Table 6). When she was unclear on assignments she tried to contact Dr. Jones without success. She showed me on her computer that she repeatedly sent e-mails to Dr. Rita Jones but there was no response. Dr. Rita Jones also showed me where she had tried to e-mail Lena and the other participants. She could not determine the reasons for the technical challenges. Dr. Jones mentioned the Field-based Master's Program participants had not been trained to use electronic communication such as e-mail. Lena's Mind Style, Concrete Sequential (Gregorc, 1982), helped to explain her frustrations. She preferred systematic order in all areas of concern. (See chapters 2 and 6.)

Jeffery

Jeffery had concerns in each of the three areas of Learning and Implementing the Strategies, Cohort Groups, and Unclear Communication and Expectations. He had no concerns of feeling frustrated and overwhelmed. His Mind Style is Concrete Random (Gregorc, 1982) and therefore change appears less intrusive. Thus, he was able to adapt to this change process with minimal discomfort. (See chapter 6)

Becoming cognizant of the participants' Mind Styles assisted me in gaining a better understanding of their personal reactions during this planned process of educational change. Throughout the study the participants offered their recommendations for program improvement.

Participants' Recommendations

As I reviewed the recommendations I became aware that common themes were emerging. I identified five themes: (1) Scheduling (Sc), (2) Support (S), (3) Communication/Expectations (CE), (4) Too Much Work (TMW), and (5) Time for Practice (TP). I took a closer look at the recommendations cited. See Table 6.

Support was the most cited theme with 9 recommendations. This is consistent with data collected throughout this study. "Support" was a concern beginning with the first year of implementation. Two areas of recommendations that received equal numbers of entries were Communication and Time for Practice. Both received 4 of the 21 recommendations. The two least recommended areas mentioned by the participants also had the same number—2: Scheduling and Too Much Work. Now I will look at the results as individual groups.

TABLE 6

PARTICIPANTS' RECOMMENDATIONS

Informants	S	CE	TP	Sc	TMW	Total
<u>Primary</u>						
Michael	2	0	0	1	0	3
Richard	2	3	0	0	0	5
Subtotal	4	3	0	1	0	8
<u>Secondary</u>	3	0	0	0	1	4
<u>Other Participants</u>	2	1	4	1	1	9
<u>Total</u>	9	4	4	2	2	21

Note. S=Support; CE=Communication/Expectation; TP=Time for Practice; Sc=Scheduling; TMC=Too Much Work.

Primary Informants

My primary informants made eight recommendations. Both informants indicated that support was needed. However, they differed in the other areas.

Michael

Michael's recommendations dealt with the need of support. He recommended that Cohort Groups meet on a regular basis; Cohort Groups interact together; and a set schedule be followed (Vol. III, Sec. II).

Richard

Richard made recommendations in the area of support as well. In addition he listed three recommendations for Communication and Expectations. He recommended that (1) Cohort Groups meet regularly, (2) smaller regional Cohort Groups could provide the participants with better support and feedback, and (3) the participants receive on-site

support as the processes are being implemented. He also recommended better communication. He suggested that “MCU hire individuals to help administrate the program; hire a teaching assistant or graduate assistant to make phone calls and provide the personal touch; and better communication” (Vol. III, Sec. I).

The secondary informants and the other Field-based Master’s Program participants also provided recommendation feedback in an effort to improve the program.

Secondary Informants

The majority of the secondary informants’ recommendations were in the support category. One participant recommended that, “the university and their employer build in time for teacher observation” (Vol. III, Sec. III). Another participant recommended “on-site support” (Vol. III, Sec. III). In addition, another participant recommended “Internet support” (Vol. III, Sec. III). Their only other recommendation was in the area of Too Much Work. One participant recommended, “Increase summers with no classes during the school year. Just the implementation of strategies [in the classroom]” (Vol. III, Sec. III).

Other Participants

The other participants’ greatest number of recommendations was four in Time for Practice. These included, “More practice to learn strategies” (Vol. III, Sec. III) and to “learn a few strategies well before learning others” (Vol. III, Sec. III). This was followed by Support with two recommendations. One participant recommended that the program provide “On-site monitoring and support” (Vol. III, Sec. III), while another participant recommended to “continue cohort groups on a regular basis” (Vol. III, Sec. III,

Scheduling). Communication/Expectations, and Too Much Work each had one recommendation. One recommendation suggested that “the registration process needs perfecting” (Vol. III, Sec. III). One participant asked the instructors, “to provide clear information, directions, and specific expectations” (Vol. II). One participant recommended the school “hire an assistant for Dr. Jones” (Vol. III, Sec. III). Another participant focused on student overwork by saying, “[I have] less course work during the school year” (Vol. III, Sec. III).

The Field-based Master’s Program participants hoped that their recommendations would assist the university in improving the program for the participants who would follow.

Constructing Understanding of the Field-based Master’s Program

Summary of the Field-based Master’s Program

When I first learned about the Field-based Master’s Program in 1997 my interest was piqued and I was excited because I desired to observe teachers’ reactions as they experienced the change process. Upon reviewing the literature I knew to expect that the participants would have reactions and concerns as they experienced this process of change. I was interested in studying this particular innovation at MCU because the developers of the program decided to incorporate the Joyce and Showers (1995) Training Model. Therefore, I used the Educational Implementation Change Model (Fullan, 1991) and the Training Model (Joyce & Showers, 1995) as a framework for my study and as lenses to guide me as I described this innovation. I was also interested in conducting this study because its participants were going to experience a planned process of change

(Fullan, 1991) and I knew that it would assist me in my present and future positions as a staff developer.

The major component of the Educational Implementation Change Model (Fullan, 1991) I used for this study was the Implementation Phase. This corresponded to the Authentic Application component of the Field-based Master's Program in which theory was transferred into the workplace through the implementation of processes. During the summer sessions, I observed the Training Model (Joyce & Showers, 1995) and its non-linear steps in action: (1) Theory, (2) Demonstration, (3) Practice, (4) Feedback, and (5) Coaching. The participants formed and learned how to work in cooperative groups as they learned and practiced the strategies, developed friendships, and developed a love and admiration for their instruction team. They bonded closely with Dr. Jones, the director of the Field-based Master's Program.

During the first-year summer training session the participants' concerns were observed as well as recorded in their Daily Journals. They were asked to provide reaction feedback based on the following guidelines: (1) What went well? (2) What could be improved? (3) What connections can you make? (4) What questions and/or comments do you have? The participants made many entries of appreciation for the instructors and the program. However, entries describing frustration were consistent with the literature (Fullan, 1991; Joyce & Showers, 1995) and were the highest concern. Other concerns cited included Time for Practice, Unclear Expectations and Communication, with Support and Group Conflict.

I was looking forward to continuing the observation of the Training Model in action in the second phase of the Authentic Application component—transfer of training

into the workplace. During the first year of implementation the participants' concerns appeared to shift as I conducted an in-depth study of 2 participants--1 in a one-room multi-grade principal/teacher situation and 1 participant from a self-contained classroom. While concern levels remained unchanged about learning processes, Unclear Expectations, Feeling Frustrated, and concerns about Support escalated.

The second year I continued to observe one of the primary informants and 4 randomly selected participants to assure validity through corroboration of the data. During the implementation phase, four main themes emerged: Learning and Implementing Processes, Cohort Groups, Unclear Communication and Expectations, and Frustration. During the final year of the program, graduates' concerns about support continued to increase while concerns about learning processes apparently disappeared. Concerns about Unclear Expectations and Feeling Frustrated remained.

The participants reported, during the first year of implementation, that support was provided on a regular basis through the local geographical cohort group meetings. But the meetings diminished during the second year of implementation, which caused the participants to feel a sense of disconnection until they met with the full cohort group in the summer. Dr. Jones's responsibilities at the university stretched her ability to meet her responsibilities so she attempted to provide communication support through the Internet. However, electronic communication proved to be unreliable.

The overriding theme was the participant's need for feeling secure in implementing the strategies. As a group they desired support, and more practice, and suggested they learn fewer strategies at a time. They also recommended that Dr. Jones consider adding support so that on-site monitoring and regular cohort meetings could take

place. The reaction of the participants to the change process could be linked to their Mind Styles (Gregorc, 1982). I found that, overall, the participants were not opposed to change per se, and they welcomed it. They voluntarily joined the Field-based Master's Program because of its unique delivery system. They knew upon enrolling that this was an innovation that had not been experienced by the university or their employer. They were aware that everyone involved needed to learn and adjust as the program progressed. However, through this planned process of change the participants desired and had expected clearer directions and continued support from MCU and their employer.

Conclusions

My conclusions are divided into three sections: (1) Were program goals met? (2) What previous research findings did my study validate? (3) What did my study add to the literature?

Were program goals met?

Goal 1 stated: Increase enrollment on the master's level in a research-based training program.

In the first year of implementation there were 15 participants. Initially the program was designed to enroll a new cohort group during alternate summers. However, the following summer 10 students were admitted to the program. In 2000, 6 additional students were added but in 2001 no new students joined the Field-based Master's Program. This decline in enrollment was due to concerns expressed by program stakeholders. Therefore, stakeholders began meeting in the fall of 2001 to increase communication between the two organizations. This program has the potential to build

enrollment in the School of Education at MCU, but it was not realized during the first 4 years of the program's existence.

Goal 2 stated: Provide continuing education for teachers.

The Field-based Master's Program provided continuing education for 31 teachers between June 1998 and July 2000. Of the 15 original cohort members, 8 had completed the Master's degree as of May 2001 Goal 2 has been met.

Goal 3 stated: Promote transfer of training to the workplace while training is occurring.

As discussed in chapter 7, participants in the Field-based Master's Program were able to transfer their training into the workplace. The processes, such as quick response techniques and simple structures that had been demonstrated and practiced at MCU, were observed in the workplace. The participants' confidence and ability in using these processes increased over time. This goal was met; however, the participants indicated that additional support was needed to maximize the transfer of training.

Goal 4 stated: Receive reaction feedback from the participants while implementing the innovation.

Reaction Feedback was received through journal writing, interviews, surveys, and observations. The participants were open and candid with their remarks both anonymously and during face-to-face interactions. The researcher, MCU, and QCO all received reaction feedback through e-mail, journaling, telephone, notes, and letters. This study represents the synthesis of the participants' reactions to the Field-based Master's Program. Therefore this goal was met.

Goal 5 stated: Use study groups to support teachers during the change process.

Study groups (regional cohort groups) were utilized to support program participants during the initial year of implementation. However, during the second year of implementation the cohort group meetings were discontinued. Consequently, this goal was met during the first year of implementation but not during the second year.

What previous research findings did my study validate?

My study validated the following research-based principles:

1. It is not enough to create a research-based staff development program. The program implementers must maintain a high level of fidelity to the program design for the program to achieve success throughout the process of change (Hall & Hord, 1987; Joyce & Showers, 1995).
2. Support must be provided when teachers are implementing an innovation (Fullan, 1982, 1997; Joyce & Showers, 1995).
3. Human behavior must be taken into account when change is occurring in an educational setting (Fullan, 1997; Howard, 1996; Joyce & Showers, 1995).
4. Change is not to be treated as a product but a process (Fullan, 1982, 1991, 1997, 1982; Karrer, 1996; Kotter, 1996; Wilkes, 1994).
5. Educational leaders must not overlook the needs of the individual teachers involved in change (Fullan, 1982, 1991; Kay et al., 1998; Joyce, 1991; Langford, 1999).
6. Ignoring the different needs of individual teachers may contribute to failure during the implementation of an innovation (Hall & Hord, 1987; Joyce & Showers, 1995; Langford, 1999).
7. Resistance is a normal emotion during the process of change (Fullan, 1993, 1997; Ohlsen, 1970).

8. Educational change is a struggle that shapes the individual though it may cause discomfort, loss, feelings of incompetence, confusion, and conflict (Fischer & Rose, 1998; Fullan, 1997; Fullan & Hargreaves, 1992).

9. For implementation to be successful it must be meaningful to its participants (Evans, 1996; Fullan, 1982).

10. Individuals need adequate support in order to feel free to explore, experiment, make mistakes, and even fail during the change process (Evans, 1996; Fullan, Galluzzo, Morris, & Watson, 1996; Green & Henriquez-Roark, 1993).

11. The participants experiencing an innovation can always try again (Evans, 1996, Hord; Rutherford, Huling-Austin, & Hall, 1995).

12. Building and developing supportive relationships is the key that opens the door to success in the planned process of educational change (Evans, 1996; Fullan, 1997; Henriquez-Roark, 1995; Olhson, 1970; Strangeway, 1996).

What did my study add to the literature?

This study's contribution to the literature is the documentation of a Field-based Master's Program with the following unique characteristics: (1) partnership between an institution of higher education and a K-12 school system, (2) partnership between two religiously affiliated institutions, (3) partnership between two institutions affiliated with the same denomination, (4) 80% of the participants employed by the K-12 partner, and (5) distribution of cohort groups over a multi-state region. There is no existing study that documents this type of program.

The review of literature revealed no other studies that document the collaborative implementation of a Field-based Master's Program by privately affiliated

K-16 institutions. Studies have documented university and public-school partnerships for the delivery of field-based master's programs. In addition, private institutions, such as National Louis University, have Field-based Master's Programs. The research literature documents that these programs were not implemented in partnership with specific school systems. Most university and K-12 partnerships are limited to individual schools rather than school systems. This study can serve as an impetus for other institutions to explore the possibilities of forming collaborative endeavors with parochial school systems. My study can also provide guidance and insight for individuals who are interested in developing and implementing similar programs.

Recommendations for the Field-based Master's Program

I have described the adoption and implementation of Midwestern Christian University's Field-based Master's Program. I have observed this innovation to be timely, convenient, and appreciated even in the midst of challenges (Fullan, 1991). I recommend the following:

1. MCU should revisit the program components and revise as needed.
2. MCU should consider the collaborative participants' reactions, concerns, and recommendations as they move forward in revision of the program.
3. Cohort Groups should continue to meet on a regular basis to provide support and opportunities to practice the instructional processes.
4. Classroom visits should be incorporated as part of the Authentic Application component.

5. QCO and MCO should communicate regularly to provide adequate support for program participants.

6. Technology training should be included in the initial summer training to develop requisite skills in cohort members to facilitate unfettered communication.

Recommendations for Further Study

The Field-based Master's Program is in the institutionalization process at MCU. Therefore, various aspects of the program could be studied to add to the literature in relationship to Field-based Master's Programs and to provide additional information to MCU and QCO for quality improvements. The studies could include:

1. How Mind Styles (Gregorc, 1982) affect teachers during the change process

2. A longitudinal study comparing several cohort groups in the Field-based Master's Program

3. A formal program evaluation utilizing the Concerns-based Adoption Model (CBAM; Hall & Loucks, 1978).

Closing Thoughts

"The end of something is better than its beginning because you know where you have been" (Eccl 7:8). The power of this study is that it shows the pathway of the original participants in MCU's Field-based Master's Program. Therefore, as Midwestern Christian University and Quintstate Christian Organization review, consider, and address the participants' reactions, concerns, and recommendations they have a wealth of information to draw from. As the revision of the program proceeds I am reminded of a

comment from Robin, an MCU staff member, “This Field-based Master’s Program could become one of the best marketing strategies for the School of Education at Midwest Christian University” (Vol. IV).

APPENDIX A
LETTERS OF CONSENT

Jeanne Grant
4206 N 62nd St
Milwaukee, WI 53216

Dear Jeanne:

RE: APPLICATION FOR APPROVAL OF RESEARCH INVOLVING HUMAN SUBJECTS

HSRB Protocol #: 98-99 : 286 Application Type : Original Dept : Teach/Learn/Admin - 0114
Review Category : Exempt Action Taken : Approved
Protocol Title : A Case Study: : Field-based Master's Students

On behalf of the Human Subjects Review Board (HSRB) I want to advise you that your proposal has been reviewed and approved. You have been given clearance to proceed with your research plans.

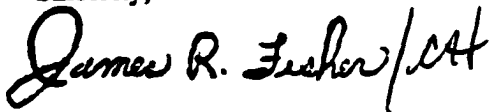
All changes made to the study design and/or consent form after initiation of the project require prior approval from the HSRB before such changes are implemented. Feel free to contact our office if you have any questions.

The duration of the present approval is for one year. If your research is going to take more than one year, you must apply for an extension of your approval in order to be authorized to continue with this project.

Some proposal and research designs may be of such a nature that participation in the project may involve certain risks to human subjects. If your project is one of this nature and in the implementation of your project an incidence occurs which results in a research-related adverse reaction and/or physical injury, such an occurrence must be reported immediately in writing to the Human Subjects Review Board. Any project-related physical injury must also be reported immediately to the University physician, Dr. Loren Hamel, by calling (616) 473-2222.

We wish you success as you implement the research project as outlined in the approved protocol.

Sincerely,



James R. Fisher, Ph.D.
Executive Secretary, Human Subjects Review Board
c: Larry Burton

**TO: Jeannie R. Grant
4206 North 62nd Street
Milwaukee, Wisconsin 53216**

DATE: May 28, 1999

RE: Research Request

Jeannie, the superintendents approved your request to study and research the Field Based Masters Program as presented on April 12, 1999. We appreciate your interest in the new program from and we will be looking forward to your final results.

It was nice to visit with you once again. If we can be of assistance in your study, please feel free to contact our office.

Your friend,

**, Director
Office of Education**

bh

October 28, 1998

Jeanne Grant
Doctoral Student
Andrews University

Dear Ms. Grant:

This letter is to notify you of official consent to observe _____ in his fourth grade classroom. I understand that you would like to observe Jess because he is a participant in the field-based Masters program at _____ and you would like to observe him for the purpose of dissertation research. We are glad to have you in our school for your once-a-month observations providing _____ has approved the particular day you are coming, and that you check in with the office when you arrive.

Good luck with your research and I look forward to seeing you here.

Sincerely,

Principal

October 30, 1998

To Whom It May Concern:

This letter is to verify that Jeanne Grant is welcomed at the . Elementary school. While there she will be conducting observations of the classroom to use in her studies, through

Sincerely,

(Teacher/ Principal)

Informed Consent

June 21, 1999

I have agreed to be a part of a research project on A Case Study:

Field-based Masters Students' _____ conducted by Jeanne R. Grant, a
 Doctoral student, with Dr. Larry Burton, advisor, from Andrews University during the
 1998-1999 school year. This study will describe the teacher's reflections and practices in
 the Field-based Masters program. This study will take place at _____

I understand that I am consenting for the researcher to use course-
 related materials and information in the research. It may also involve formal and
 informal interviews, observations, journal writing and surveys. The researcher has
 assured confidentiality of all records. The data related to individuals in this study will be
 reported anonymously. There will be no monetary compensation for participation. I
 understand that I will receive a copy of this consent.

 Participant's Signature Date _____

 Witness's Signature Date _____

Jeanne R. Grant

 Researcher's Signature Date 6-21-99

Larry Burton

 Advisor's Signature Date 6-21-99

Larry Burton, Ph.D., Professor
 Department of Teaching and Learning
 Andrews University
 Berrien Springs, Michigan 49104
 616-471-6674

Jeanne R. Grant
 4206 N. 62nd Street
 Milwaukee, Wisconsin 53216
 414-463-8844

APPENDIX B

SURVEYS

1998 Summer Training

On the 3/5 card please provide the following information:

Name

Address

Campus Address

Telephone:

Vocation:

Avocation:

What do you expect to learn during this summer session?

End of 1998 Summer Training

Please (X) if Field-based _____

Describe in general what you have learned during the Summer Session.

Did the training meet your expectations? _____ Please explain
Yes No

How could the training be improved?

General Comments (Use back if necessary)

**Field-based Master's Survey
End of the Year**

**Recall the instruction you were given last summer. Was it adequate to implement the innovation? Yes _____ No _____ Somewhat _____
Please explain.**

Describe the type of support you were given during the past school year from the following (please include the amount of communication):

The School System:

Your Local School District

Your School:

The University

Your Cohorts

(use the back if necessary)

**FIELD-BASED MASTER'S
Actual Use of Strategies**

Directions: Circle the number that best describes your uses of a strategy. 1-did not use, 2-rarly used, 3-sometimtes used, 4-often used, 5-regularly used. Write Comments on back.

<i>Model, Prompt Practice</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Classroom Setting</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Three Minute Pause</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>KWL</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Jigsaw</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Venn Diagram</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Process Cause</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Web/Mind</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Sequence</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Bar Graph</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Pie Graph</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Pictorial</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>A-Attention</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>S-substitution</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>K-Keywords</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>R-Ridiculous</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Thinking Aloud</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Written Steps Charts</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Mental Rehearsal</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Practice Important Variations</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Point Out Common Errors</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Variety of Settings/Situation</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Turn To Your Neighbor</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Think Pair Share/Square</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Numbered Heads</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Round Robin</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Random Call</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Rally Table</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Class Building</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Team Building</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>Voting/Ranking/Forced Choice</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>

**Field-based Master's Program
Graduate Survey**

Please describe your experience in the Field-based Master's Program as you recall the past two years. Mark your response on the scale 1-4 in which 4=Strongly Agree (SA), 3=Agree (A), 2=Disagree (D), and 1=Strongly Disagree, and NA if it does not pply to you or your situation.

	SD	D	A	SA	
1. The program met my expectations.	1	2	3	4	NA
2. The course plan was clear and easy to follow.	1	2	3	4	NA
3. I was satisfied with the communication I received from the program director.	1	2	3	4	NA
4. I was satisfied with the registration procedure for the required classes.	1	2	3	4	NA
5. I always felt a strong connection with my assigned cohort group.	1	2	3	4	NA
6. Completing assignments in a timely fashion proved to be challenging.	1	2	3	4	NA
7. My spouse found my involvement in this program an inconvenience	1	2	3	4	NA
8. My participation was challenging for my children during the summers.	1	2	3	4	NA
9. My participation was challenging for my children during the school year.	1	2	3	4	NA
10. Information about the program and its requirements was easily obtained.	1	2	3	4	NA

	SD	S	A	SA	
11. Meetings, classes, visits were net as outlined and/or scheduled.	1	2	3	4	NA
12. The program provided me with in-depth Understanding.	1	2	3	4	NA
13. I would enroll I the program or a program like it again.	1	2	3	4	NA
14. I was satisfied with the support I received from the university professors.	1	2	3	4	NA
15. I was satisfied with the support from my Employer.	1	2	3	4	NA
16. I was satisfied with the support I received from the program director.	1	2	3	4	NA
17. The program met my professional needs.	1	2	3	4	NA
18. I implemented most of the strategies.	1	2	3	4	NA
19. I implemented learning in the classroom..	1	2	3	4	NA
20. I plan to pursue a Ed. S., Ed, D, or Ph. D. in the near future.	1	2	3	4	NA
21. I would recommend this program to a colleague.	1	2	3	4	NA
22. I was able to discuss my concerns, questions challenges, and frustrations with Field-based personnel.	1	2	3	4	NA
23. I would recommend extending the program to be offered for 4 summers and 3 school years..	1	2	3	4	NA
24. During the past two school years my cohort group met _____ times.					
25. I will complete the program in the summer of 2000. Yes _____ No _____					

Please complete the following: (use the back if necessary)

What I like the best about the Field-based Master's Program is:

What I liked least about the Field-based Master's Program is:

I would like to recommend the following:

I would like to give the following advise to other cohort groups:

How has the Field-based Master's Program changed you?

Comments (use back if necessary)

APPENDIX C
INTERVIEW QUESTIONS

Interview Topics

The interview topics included in the Field-based Master's Program Research included:

- **Background Information**
- **Philosophy of Education**
- **Knowledge About the Field-base Master's Program**
- **Reasons for Joining the Program**
- **Implementation of Processes (use of strategies)**
- **Cohort Groups**
- **Expectations**
- **Feelings About the Program**
- **Feelings About Program Implementation**
- **Communication Throughout the Program**
- **Summer Training Comparisons**
- **Implementation Year Comparisons**
- **Future Plans**
- **Program and Personal Concerns**
- **Recommendations**
- **Advise to Others**
- **Family Reactions to the Program**
- **University and Employer Support**

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VITA

Vita

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Objective To improve the quality of education through curriculum and staff development, supervision and instruction and partnership collaborations; to enhance an organization's productivity through teamwork, training and development initiatives; and to assist educators in implementing appropriate developmental research-based practices to promote learning and to benefit society.

Experience
1998-present

Milwaukee Public Schools
Milwaukee, WI

C & I Supervisor, Head Start Program Education Manager

- Member of Staff Management Team
- Supervision and Management of Education Program and Staff
- Classroom Monitoring for Federal Regulations--Bi-lingual and Inclusion
- Curriculum Developer, Designer, and Implementor, Grant Writer Team Member
- Staff Training and Development Initiatives; Staff Empowerment Activities
- Coordinates Programs and Events; Event Keynote Speaker
- International Consultant, Conference Presenter, Facilitator, Participant
- Coordinates Community and Family Initiatives
- Consultant: School Districts, Private Organizations
- International, National, State, and Local Affiliations

1994-1998

School to Work Implementor/Teacher

- Coordinated School/Community Activities, Initiated "Adopt a Business" Program
- Participated on Curriculum, Multicultural, Staff Development, Technology, Sunshine Committees; Grant Writing Team
- Elected to Site Based Management Council, Shared Decision Making Council, and Governance Council; Coordinated Job Fairs and Careers on Wheels
- Instructed Grades 2 & 3 Inclusion; Home Visits; After School Programs
- Cooperating Teacher for Student Teachers and Field Students for several Colleges & Universities

1994-1997

Lutheran Social Services
Milwaukee, WI

Community Integration Specialist (secondary employment)

- Acclimated Developmentally Disabled Adults into the Community; an Advocate
- Initiated and Advised Customer Board (received state recognition)

- 1992-1993 **Milwaukee Psychiatric Hospital**
Milwaukee, WI
Counselor (secondary employment)
 - Chemical Rehabilitation and Psychosis
- 1986-1994 **Milwaukee Junior Academy**
Milwaukee, WI
Educator/ Counselor
 - Instructed grades 1-10 (various years and subjects)
 - Coordinated Programs and Events; Event Keynote Speaker
 - Initiated and Named "Little Eden," Day Care and Preschool
 - Lake Union K-12 Curriculum Committee, Wisconsin State Representative
 - School and Program Evaluator, North American Division Curriculum Writer
 - Conference Presenter, Facilitator, and Participant; Counselor**Conducted Summer Programs, Family Involvement, Supervised Student Teachers**
- 1976-1986 **Sharon Junior Academy**
Milwaukee, WI
Principal/Teacher
 - School Operations Responsibilities
 - Instructed Grades 1-10 (various years and subjects)
 - Coordinated Parent Association; Coordinated Programs and Events; Event Keynote Speaker
- 1979-1986 **Home Extension Center, Inc.**
Milwaukee, WI
Administrator - "Learn At Your Own Pace" Preschool Program
 - Total Operations, State Licensing, Staffing
- 1972-1973 **San Diego Unified Schools**
San Diego, CA
Teacher
 - Instructed Two and Three Year Olds
- Education**
Andrews University **Ed.D.** Candidate Curriculum & Instruction
Ed.S. Curriculum & Instruction
M.A. Education: Guidance & Counseling
B.A. Psychology
- Interests** Family, Developing Environments, and Planning Events
- References Available Upon Request*