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A Descriptive Case Study of Staff Development In Two Seventh-day Adventist Districts as They Relate to Potential Change

Michael G. England
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School of Education

A DESCRIPTIVE CASE STUDY OF STAFF DEVELOPMENT
IN TWO SEVENTH-DAY ADVENTIST DISTRICTS AS
THEY RELATE TO POTENTIAL CHANGE

A Dissertation

Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Michael G. England

July 1996

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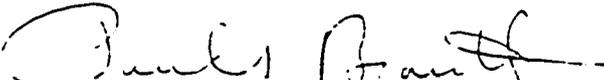
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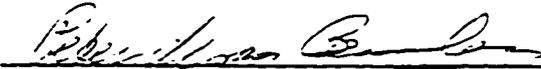
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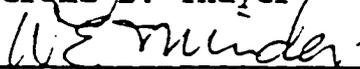
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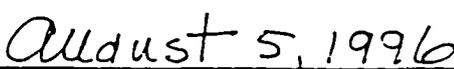
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ABSTRACT

A DESCRIPTIVE CASE STUDY OF STAFF DEVELOPMENT
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THEY RELATE TO POTENTIAL CHANGE

by

Michael G. England

Chair: William H. Green

ABSTRACT OF GRADUATE STUDENT RESEARCH

Dissertation

Andrews University

School of Education

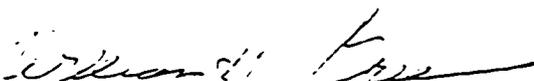Title: A DESCRIPTIVE CASE STUDY OF STAFF DEVELOPMENT
           IN TWO SEVENTH-DAY ADVENTIST DISTRICTS AS THEY
           RELATE TO POTENTIAL CHANGE

Name of researcher: Michael G. England

Name and degree of faculty chair: William H. Green, Ph.D.

Date completed: June 1996

Problem

Leadership at the superintendent level is paramount in
the process of change in Seventh-day Adventist schools. The
superintendent/education director of state-sized districts,
known as conferences, is responsible for staff development
programs. How a superintendent performs his or her duties
in the area of staff development is the focus of this study.

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Purpose

The purpose of this study is to describe staff development programs of two Seventh-day Adventist districts who have a reputation for being "active" in promoting staff development among their teachers. I wanted to know what the superintendents of these districts were doing in this "active" mode of staff development. This study is intended to provide data for other districts to follow similar paths of staff development.

Method

Two conferences/districts in North America were identified as being exemplary in terms of their staff development programs. Using a case study approach, the district programs were analyzed utililizing interviews, observations, surveys, documents, and records. A quantitative analysis of existing survey data (Profile '95) was compared with findings from the qualitative portions of the study.

Results

Several recurring motifs emerged in the area of staff development within the two exemplary Seventh-day Adventist school districts: (1) the superintendents of these districts have a clear sense of organizational vision and values, (2) the superintendents actively promote innovative practices to be used in staff development, and (3) the superintendents challenge their teachers to assess and revise their own

actions in order to improve the likelihood of success for their students.

I discovered that these two exemplary school districts incorporate the following characteristics in their staff-development program: (1) a supportive, cooperative climate in the schools and district, (2) adequate resources provided by the superintendents, (3) implementation of the Joyce and Showers Training Model, (4) time during the school day for collaboration, and (5) realistic goals set by the district.

TO

my parents, Eldon and Rosemary England,
who started me on my first
educational journey

my wife and best friend, Lorene,
who willingly shared my
teaching load at SBJA, and
who NEVER doubted

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CHAPTER 1

INTRODUCTION

A Paradigm Shift in the Way That
Teachers Acquire Knowledge

For the past 3 decades, educational critics have

called for change, for a paradigm shift in the way that

teachers acquire and process new information. One must ask

at the outset why it is important that education develop

such a capacity for change.

Fullan (1993) believed that the foremost reason for

change is for a moral purpose.

> Educators must see themselves and be seen as experts in
> the dynamics of change. To become expert in the
> dynamics of change, educators—administrators and
> teachers alike—must become skilled change agents. If
> they do become skilled change agents with moral purpose,
> educators will make a difference in the lives of
> students from all backgrounds, and by so doing help
> produce greater capacity in society to cope with change.
> (pp. 4, 5)

Fullan (1993) also observed that few educators have

an ever-expanding repertoire of educational innovation and

reform. Those educators believe that change is endemic to

post-modern society. The Seventh-day Adventist educational

system, however, is fundamentally conservative. The ways

in which teachers are trained, the ways in which schools

are organized, and the way in which the educational

1

hierarchy operates, results in a system that is more likely to retain the status quo than to change. Too often when innovative educators attempt change under such circumstances, the results are teacher defensiveness, lack of depth in instruction, or, at best, short-lived pockets of success (Fullan, 1993; Joyce & Showers, 1995; Sparks, 1995).

Parochial Schools Pressured to Change

Parochial schools are not immune to the tumultuous cry for change. There has been much concern, correspondingly, in the Seventh-day Adventist educational institutions to initiate change. Conclusions of a series of surveys of North American Adventist educators, conducted every 2 years since 1987, suggest that educators at every level perceive the need for change in the areas of organization, curriculum, instruction, assessment, and personal needs of teachers (Brantley, 1995).

Having taught in the Seventh-day Adventist educational structure for 19 years, I have seen a number of attempts to make educational transformations through in-service education, or professional development. Too often that process involved educators sitting passively while an "expert" exposed them to new ideas or new practices. Sparks (1995) contends that this endeavor was typically judged by a "happiness quotient" that measured participants' satisfaction with the experience and their assessment regarding its usefulness in their classrooms.

In addition, Sarason (1990) and Fullan (1991) have criticized schools for their fragmented approach to change. School improvement too often has been based on fad rather than on a clear, compelling vision of the school system's future. This shortsightedness, in turn, has led to one-shot staff-development workshops with no thought given to follow-up or to how the new practice would fit in with those that were already in place. Teachers are asked to implement poorly understood innovations with little support and assistance; before they are able to approach mastery, the school has adopted another strategy.

Elmore (1996) addresses this issue as to why change does not take place in systems. He proposes the idea that changes don't occur because of a global reason—not that people do not want to change. It really does not matter what you do for professional development—you still will not change because the conditions under which teachers are asked to engage in new practices bear no relationship whatsoever to the conditions required for learning how to implement complex and new practices with success. Why would anyone want to change his or her practice under such circumstances?

In order to implement significant changes in a school system, an organized method for the development of effective teaching must be designed. As they progress in their careers, teachers need to be encouraged to become aware of new findings in content, pedagogical research, and

innovative teaching strategies and techniques (Joyce &
Showers, 1995). Joyce and Showers (1995) also expressed
the simplest definition of staff development: "The key to
student growth is educator growth. They happen together;
each enhances the other" (p. xv). Therefore, staff
development becomes a very important structure in the
education of the teacher.

The Seventh-day Adventist educational system is not
invulnerable to the public outcry for change. My
superintendent survey (see appendix D) suggests that many
Seventh-day Adventist school districts are wanting change.
Based on the findings in this study, I describe and
document the use of staff development, with emphasis on the
superintendent's viewpoint, as a potential vehicle for
change in two Seventh-day Adventist districts.

Rationale for the Study

The leadership of the superintendent at the district
level is paramount in the process of change in the Seventh-
day Adventist schools. A district is a geographical
organization that typically consists of several Seventh-day
Adventist schools arranged in a one- or two-state area.

The superintendent at the district level in the
Seventh-day Adventist educational system often acts in the
place of a principal in a large public school, particularly
in the areas of supervision and staff development. Most of
the schools in the Seventh-day Adventist system are small

schools—70.5% of the schools employ three teachers or fewer
(North American Division, 1994). As a result, in 70.5% of
the schools, the principals are also teaching full time and
therefore cannot directly supervise. In the Seventh-day
Adventist educational system, a teaching principal does not
have supervisory and/or evaluative responsibilities until
there are at least five teachers in the school. The
superintendent at the district level assumes the
supervisory role. Consequently, in the majority of the
Seventh-day Adventist schools, the weight of educational
reform falls upon the superintendent at the district level.

The principal plays a key part in the change process.
Smith and Andrews (1989) studied 1,200 principals and found
that schools operated by principals who were perceived by
their teachers to be strong instructional leaders exhibited
significantly greater gain scores in achievement in reading
and mathematics than did schools operated by average and
weak instructional leaders (p. 9).

Fullan (1991) further remarked that

> serious reform, as we have seen, is not implementing
> single innovations. It is changing the culture and
> structure of the school. Once that is said, it
> should be self-evident that the principal as head of
> the organization is crucial. As long as we have
> schools and principals, if the principal does not
> lead changes in the culture of the school, or he or
> she leaves it to others, it normally will not get
> done. That is, improvement will not happen.
> (p. 169)

In summary, the superintendent in the Seventh-day
Adventist educational system often acts in the place of

theprincipal in the majority of the schools in terms of staff development responsibilities. Therefore, the leadership of the superintendent at the district level is crucial in the change process.

Most published research regarding educational change deals primarily with public schools. This study is intended to add to the knowledge base about parochial schools in general and identify Seventh-day Adventist school districts that are attempting to bring about change through staff development programs that are initiated by the district superintendent.

Defining the Terms

Staff Development

In this study, I use the term *staff development* to mean any systematic attempt to affect the professional practices, beliefs, and understandings of school persons toward an announced goal. Staff development has evolved in the past 15 years from such terms as *in-service teacher education* and *teacher training*. Some of the other phrases that are currently in vogue are *teacher renewal* and *teacher empowerment*. *In-service education* implies an attempt to pour learning into participants, as if a funnel could be placed at the top of a person's head and knowledge could be poured in. (See appendix G article, "Inservicing the Teachers.") *Teacher training* brings to mind an image of military basic training, as if teachers are being trained to return to the trenches. Because metaphors create images

that suggest meaning, I use *staff development* with the intent to convey the view that *staff* means all members of a school community (not just teachers) and that *development* implies a process of growth over time.

Staff development offers a process for growth to all trained educators. It is designed to influence the knowledge, attitudes, and skills that enable them to create educational concepts and to design instructional programs to improve student learning.

In-service education is not synonymous with staff development. Almost exclusively informational in nature (Burke, Heideman, & Heideman, 1990), in-service education is only one part of staff development. In contrast, staff development goes beyond the informational stage. It involves modifying instructional activities, changing teacher attitudes, and improving student achievement. Staff development is concerned with personal as well as professional and organizational needs.

Professional development implies a long-range plan and is intrinsic in nature. This term will be used in reference to teacher-centered activities.

Change

Effective staff development should move professional staff from *what is*, to *what it should be*. The key term is *change*—not change for the sake of change, but, rather, change for improved instruction. Staff development and

change go hand-in-hand, because the intention of staff development is to change behaviors, attitudes, and skills. One of the many roles of a staff developer is to create the right set of conditions to enable change to occur. Loucks-Horsley and Hergert (1985) maintain that change takes time and attention. It is simultaneously a highly personal experience and one that is tangled in the structures, norms, and idiosyncrasies of the organizations, the school, and the districts in which teaching and learning occur.

Because change takes time and attention, a climate for change needs to be established through the leadership of both the district and of the building principal. This climate should support collegiality, experimentation, joint decision-making, and trust and confidence in professional judgment. Burke et all. (1990) concur that this readiness phase also incorporates the development of a rationale, formation of a foundation of commitment, the establishment of governance, and the construction of written policies, program philosophy, and broad goals.

Change and Innovation

Although the terms *change* and *innovation* are used synonymously in the literature, they have distinct meanings that are important to note here. Larson (1992) notes that distinction:

> Change may occur whether willed or not, whether planned or not, due to forces both within and outside the organization. Change can range in magnitude from simple alteration or substitution of practices to the levels of restructuring ideas and systems and adopting

new values. Innovation, on the other hand, is typically thought of as the intentional act of introducing something new into a situation. Deliberateness is at the heart of innovation. Change can be accidental. An innovation is always a change, but a change is not always an innovation. (p. 12)

Background to Current Staff-Development Movement

1800s to World War II

Since the advent of public education in the United States, schools have seen the need for additional training for their staff. Many of the teachers in the mid-1800s were not trained to be teachers. They were recruited for classroom service because of the greater number of children entering school.

Most of the staff-development training at the time consisted of short 2- or 3-day institutes, evening work sessions, and various courses to remedy teacher deficiencies. Tyler (1971) observed that institutes were largely remedial and attempted to help teachers to learn more practical ideas for classroom application.

Until the 1930s, staff development was basically remedial in nature. Tyler (1971) recalled that this period was one of unusual excitement, as teachers in a select group of 30 schools made the transition from "remedial" to "creative in-service education." The 30s to 40s era also gave rise to the popular "workshop" format.

World War II to the 1970s

Unfortunately, the results of the Eight-Year Study were published in 1942, when the world was engaged in World War II. As a result of the Eight Year Study it could be said: (1) that the practice of in-service workshops had become popular; (2) that some of the new approaches to evaluation were being employed and extended; (3) that staff participation in all aspects of school policy and practice was more frequent and active; and (4) that relationships between college and high school were closer and more flexible to the extent that some of the leading universities had decided to give up the practice of holding entrance examinations. The Eight Year Study brought forward a pertinent array of ideas and effectively crystallized them into workable practices for secondary schools (Connell, 1980).

The Second World War brought in a severe teacher shortage, and staff development became remedial once again, as thousands of teachers received emergency certificates to staff the nation's classrooms. The period after World War II witnessed subtle changes in staff development. The programs became oriented toward personal and curriculum development rather than just remediation.

One of the major views to emerge over the past 4 decades is the central role of the teacher in school improvement (Fullan, 1982). In the early 1960s, many of the models of curriculum reform assumed that large-scale

implementation of an innovation or strategy simply required a great deal of initial planning to ensure curricula that were teacher-proof, curricula that could be implemented through in-service training.

1980s to the Present

Currently, the literature reflects a very different view of the role that teachers must play if school improvement is to be successful. Wideen and Andrews (1987) contend that today's teachers are seen as partners and prime movers in the process of change, having needs and aspirations from which they act out their approaches to their work. Teachers are increasingly being seen as adult learners (Bents & Howie, 1981), exhibiting many of the individual differences in learning style shown by school-age pupils. The work of Joyce and Showers (1980), for example, portrays the teacher as an excellent learner who requires not only theory presentation and demonstration, in the case of learning new approaches to teaching, but also feedback, practice, and coaching. Others (McLaughlin & Marsh, 1978) have pointed to the need for teachers to have ownership over any particular change in which they are about to be involved.

Berman and McLaughlin (1978) examined staff development in the context of broader change efforts associated with various types of federally funded projects. The study used "outcome" measures that corresponded to anticipated results of in-service education efforts and

other programs of professional development. These outcomes
included change in teacher practices, pupil growth, and
teachers' continued use of project methods and materials
following the termination of special-project funding. The
study also examined the influence of many process variables
considered in staff-development programs, such as teacher
commitment to and involvement with project objectives,
staff reward structures, skills training and follow-up, the
role of the principal and district leadership, and the
effects of various aspects of school climate on teachers'
growth and the maintenance of changed practices.

From the 1980s to the present there has been greater
recognition of the need for ongoing professional
development. In-service training, study groups, and other
forms of staff development are crucial components in nearly
every modern proposal for educational improvement.
Regardless of how schools are formed or reformed,
structured or restructured, the renewal of staff members'
professional skills is considered fundamental to
improvement.

**Seventh-day Adventist Efforts
in Staff Development**

Profile '87 (Brantley, 1987), in the section Concerns
of Local Conference Personnel, concludes:

>Teachers were asked to specify who they would prefer
>to give them feedback regarding the effectiveness of
>their teaching. Elementary teachers mentioned
>conference personnel more than any other category,
>suggesting that teachers are generally open to
>observation visits by the conference. Nevertheless,

> teachers take a dim view of the productiveness of
> conference supervision. Of all the resources listed,
> the value of conference visits was rated lowest. A
> sizable proportion of teachers had not received
> feedback from ANYONE who had observed their teaching.
> (p. D-1)

Profile '89 (Brantley, 1989) was a profile of teacher

concerns. Preferences for receiving feedback on teaching

were as follows for elementary teachers:

1. conference (district), 35%

2. other teachers, 26%

3. principal, 22%

This implies that the teachers do want feedback from

the superintendents at the district level. This is

important to note since later in this study I will suggest

the important role of the superintendent in the district.

Profile '91 (Brantley, 1991) was a study to determine

curriculum impact of Seventh-day Adventist schools in North

America. Included in this study were limitations in

support services. District personnel were asked to

complete the following sentence: "The amount of time I

spend in observing and assisting classroom teachers is

. . ." The responses were: Adequate, 10%; Somewhat

adequate, 39%; Somewhat inadequate, 38%; Inadequate, 13%.

Almost half (49%) of the superintendents were

satisfied with the time they spent with their teachers.

Brantley (1991) in this profile stated: "Research indicates

that on-going coaching is by far the most effective way to

institute and maintain curriculum change at the classroom

level. But what can be done when both time and personnel are limited?" (p. 9). This question will be answered by studying the techniques used by district A and district B.

Profile '93 (Brantley, 1993) asked respondents what their preferred format was for in-service and curriculum orientation. Elementary and district superintendents responses are shown in Table 1 (three preferences were selected).

Table 1

Preferred Format of Districts A and B

Preferred Format	Elem.	Super.
Beginning-of-the-year teachers' conventions where materials are displayed and explained	58%	53%
Periodic district workshops held during the year at various regions of the district	43%	40%
Monthly study groups where teachers experienced in the materials can share with other teachers strategies that work	34%	29%
Summer workshops and seminars taken at SDA colleges and universities	23%	19%
Videotapes to accompany materials that explain how to use them	24%	32%
Someone to come to [teachers'] classrooms, explain the materials, and observe [teachers] using them	16%	16%

Note: Data from Project Affirmation Taskforce, 1990.

Brantley (1994) concluded that the traditional

beginning-of-the-year teachers' convention still rates

highest among teachers and district workers. He comments:

"For some reason, teachers appeared reticent about having

persons come to their classrooms, explain the materials,

and watch them using them. Why is this so?" (p. 9).

A report of the Project Affirmation Taskforce (1990)

concluded that flaws are apparent in the organizational

structures of both K-12 education and higher education.

This study recommended that

> all levels of the Church, from the conference through
> the division, recognize that the education staff
> functions are primarily administrative, although they
> include advisory, promotional, and other support
> services. The education staff should be organized as
> an office and not as a service. Therefore,
> superintendents, associate superintendents, directors
> of education, and associate directors of education
> should be administrators of the organization so they
> may fulfill more effectively their administrative
> duties. Their remuneration should reflect their
> administrative and supervisory responsibilities.
> (p. 35)

The last 9 years of the Profile studies (Brantley,

1987, 1989, 1991, 1993, 1995) and the Project Affirmation

Taskforce study provide a background of information from

the teachers' and superintendents' perspective in the

Seventh-day Adventist educational system.

**Implications Today for
Staff Development**

Guskey and Huberman (1995) concur that, to some

observers, the emphasis on professional development implies

that practitioners in education today are doing an

inadequate job. They see the demand for increased in-
service education as an indication of deficiencies in the
knowledge and skills of educators, especially of classroom
teachers. According to this view, efforts must be made to
correct these inadequacies if educational institutions are
to meet the demands of our increasingly complex society.

As Guskey and Huberman (1995) worked with educators
throughout the world, however, they found little evidence
to support that point of view. The majority of teachers
and school administrators whom they encountered were
dedicated professionals who work hard under demanding
conditions:

> Our view is rather that the current emphasis on
> professional development comes from growing recognition
> of education as a dynamic, professional field.
> Educational researchers are constantly discovering new
> knowledge about teaching and learning processes. As
> this professional knowledge base expands, new types of
> expertise are required of educators at all levels. And
> like practitioners in other professional fields,
> educators must keep abreast of this emerging knowledge
> base and be prepared to use it to continually refine
> their conceptual and craft skills. (p. 1)

The educational change literature of the 1980s was
adamant in suggesting that change efforts should focus on
selecting and implementing programs that already had
proved successful (Huberman & Miles, 1984; Odden & Marsh,
1989). But the objectives of education reform in the 1990s
are more ambitious. Staff development consisting only of
good training will be insufficient to accomplish the vast
array of changes now expected of the American education
system (Sparks & Loucks-Horsley, 1989).

As Little (1993) concluded, at least four aspects of the 1990s reforms suggest that effective professional development will need to include more than training. Curriculum and instruction reform will require greater teacher expertise. Elementary teachers must change curriculum and instruction in four to five areas simultaneously, and secondary teachers face school restructuring as well as calls for interdisciplinary approaches to curriculum and teaching. According to Little (1993), these changes are simply more comprehensive, more complex, and require more change than the innovations on which the effective staff-development research was based.

Summary of Background to Current
Staff-Development Movement

In summary, an overview of the past 3 decades indicates that there is a need for comprehensive and collaborative efforts in the area of staff development.

The new tasks in which teachers are required to engage in the 1990s are overwhelming when compared to the traditional staff-development knowledge-base. Teachers are often required to create new professional practices and to learn how to use them—all of which occurs in a context in which nearly all the components—educational objectives, student diversity, curriculum, instruction, student assignment and grouping, school organization, and education management—are changing. Little (1993) concluded that more good training programs are needed but that they are

insufficient for the enormity of the task. What is needed is staff development for the task of "reinventing" teaching.

Fullan (1993) concurs: "In theory, the purpose of educational change presumably is to help schools accomplish their goals more effectively by replacing some structures, programs and/or practices with better ones" (p. 15).

Dichotomies in Staff Development

Along with the growing recognition of the importance of staff development in education has come the growing awareness of current shortcomings. The literature on staff development is abundant with descriptions of failings, and many types of solutions have been proposed (Epstein, Lockard, & Dauber, 1988; Griffin, 1983; Guskey, 1986; Joyce & Showers, 1988; Lieberman & Miller, 1979; Orlich, 1989; Wood & Thompson, 1993). As educational reformers attempt to integrate these various solutions, they sometimes find themselves with incompatible dichotomies.

One of these dichotomies, for example, is that some researchers suggest that professional development efforts designed to facilitate change must be teacher-specific and must focus on the day-to-day activities at the classroom level (McLaughlin, 1990; Weatherley & Lipsky, 1977; Wise, 1991). Other researchers indicate that an emphasis on individuals is detrimental to progress and that more systemic, or organizational, approaches are necessary (Tye & Tye, 1984; Waugh & Punch, 1987).

Several experts stress that reforms in professional
development must be initiated and carried out by individual
teachers and school-based personnel (Joyce, McNair, Diaz, &
McKibbin, 1976; Lambert, 1988; Lawrence, 1974; Massarella,
1980). But those researchers are contradicted by others
who emphasize that the most successful programs are guided
by a clear vision that goes beyond the classroom and
schools, because teachers and school-based individuals
usually lack the necessary skills to conceive and implement
worthwhile improvements on their own (Barth, 1991; Clune,
1991; Mann, 1986; Wade, 1984).

Dorman (in press), in a study among Catholic high
schools in Australia, called into question the emphasis by
school administrators and traditional approaches to
educational administration that view good management
practices as critical to improving student outcomes. He
claims that

> an implicit assumption is that a school-level ethos
> will manifest itself in classrooms through a trickle-
> down effect. Clearly, management practices that
> generate a particular school-level environment are not
> irrelevant to classroom environment but their impact
> is probably not as great as once thought. (p. 7)

In another dichotomy, some researchers argue that the
most effective professional development programs approach
change in a gradual and incremental manner, thereby
safeguarding teachers from possible frustrations caused by
making changes quickly (Doyle & Ponder, 1977; Fullan, 1985;
Mann, 1986; Sparks, 1983). Other researchers, though,
insist that the broader the scope of a professional

development program, the more effort required by the teachers, and the greater the overall change in teaching style attempted, the more likely the program is to invoke the enthusiasm of teachers and to be implemented quickly and well (Berman & McLaughlin, 1978; McLaughlin & Marsh, 1978).

The evidence seems to suggest a weak relationship between the school and classroom environment. School environment cannot be assumed to be transmitted automatically into the classroom in terms of teacher performance or student achievement.

Benefits of the Study

There exists a critical need for information defining what constitutes a good staff-development program—more specifically, what constitutes a successful staff-development program in a Seventh-day Adventist educational district. This need is based on several assumptions: (1) that change is important and necessary in the Seventh-day Adventist educational system, (2) that describing staff development can serve as a catalyst for bringing the best resources to a school organization in order to facilitate change, (3) that the superintendent of a Seventh-day Adventist district plays a critical role in the evolution of a successful staff-development program, (4) that a successful staff-development program can provide new, participatory models of education for district personnel

who want to structure a new vision of education for the future, and (5) that if staff development is an effective change process, then it is plausible that describing districts that have carried out effective staff development is important.

Organization of the Study

In addition to an introductory chapter, research design and methodology, background of informants, and a conclusion, this study is organized into three dominant themes. These themes were chosen using an inductive method after all data were gathered. These themes will provide structures for the interpretation and appraisal of the events described.

Chapters 4, 5, and 6 are based on descriptions of the prominent themes that emerged from the data collected from the two Seventh-day Adventist school districts. The three themes are: the development of a vision of knowledge and understanding (chapter 4), the development of instructional skills and strategies (chapter 5), and the evaluation of staff-development programs through reflective decision-making (chapter 6). Each chapter also includes a description of how each of the two districts under study relates to the chapter's theme and a review of literature necessary for understanding the context and concepts of the theme. Chapter 7 provides a summative analysis along with recommendations from the research findings.

In the Seventh-day Adventist school system, a conference is roughly the equivalent of a school district in the public school setting. Since school district is a more familiar term, I refer to the conference system as a school district. The Seventh-day Adventist conferences are then combined to form a union, which is a much larger geographical area. The unions in North America are then combined to form what is called the North American Division. See Appendix F for a graphic representation of the structure of the Seventh-day Adventist educational organization.

The names of the districts and all participants have been omitted to guarantee anonymity of all responses and confidentiality of all records. The two districts being studied are referred to as district A and district B. Throughout this document, quotations from participants are taken directly from interviews, surveys, or documents and are referenced as a volume and page number from field notes.

Figure 1 depicts the organization of the study.
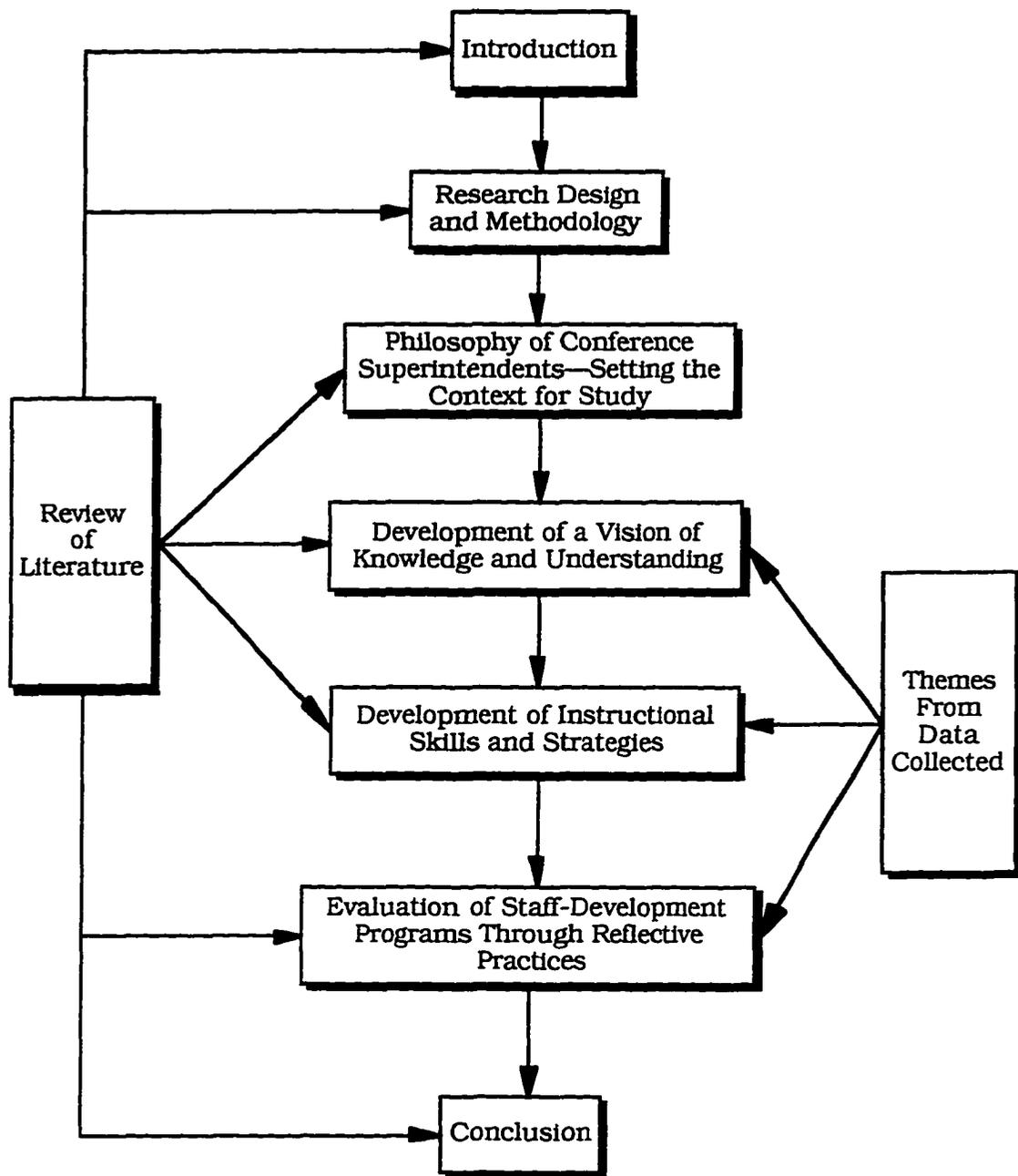
Fig. 1. Organization of study.

CHAPTER 2

RESEARCH DESIGN AND METHODOLOGY

Topic and Focus of the Study

I chose the topic of staff development in schools for a focused study for several reasons. First, adults are lifelong learners. Staff development can create the proper setting for the learning that must take place in order for innovation and change to occur. Second, staff development can serve as a catalyst for bringing the best resources to a school organization to facilitate change. Third, a successful staff-development program can provide new, participatory models of education for educators who want to structure a new vision of education for their school systems.

Selecting the Two Districts for Analysis

Site selection was based on three sources of information: (1) nominations of expert judges who identified Adventist districts that were implementing effective staff-development models; (2) recommendations of union and district superintendents who were polled via E-mail; and (3) results of the Profile '95 survey (Brantley, 1995) which supplied information about educators' knowledge and use of innovative teaching practices.

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After considering the recommendations and data provided by those sources, I chose two districts from the possible 46 in the North American Division, partly for the purposes of comparison and contrast. Both districts were reputed to have developed innovative practices in their local schools. Although each of these districts brought about educational change through staff development, each used difference approaches to do so.

Qualitative Research

Qualitative Research Defined

The topic I wanted to explore is best suited to a qualitative research approach. According to Lincoln and Guba (1985), the purpose of a qualitative study is to accumulate sufficient knowledge to lead to understanding (p. 227). They recommend the use of an emergent research design in which data collection and data analysis are simultaneous and ongoing activities, thereby allowing for the discovery of important understandings. These understandings are then pursued in additional data-collection efforts. In such an emergent research design, not all the specifics of a study can be outlined in advance.

According to Berg (1989), qualitative research is concerned with "the meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things" (p. 2). Unlike quantitative methods, which predict

and forecast results, qualitative methods assume no conclusions prior to the study. In this study I use the meaning of what the people were doing and what it meant to them because I was looking at their perceptions.

Bogdan and Biklen (1982) identify five features of qualitative research: (1) the natural setting is the direct source of data and the researcher is the key instrument; (2) qualitative research is descriptive and in the form of words or pictures rather than numbers; (3) processes, as well as outcomes, are considered; (4) data tend to be analyzed inductively rather than deductively; and (5) "meanings," or participant perspectives, are of essential concern. Since my study is a naturalistic one, I particularly paid attention to features 1, 2, 4 and 5. My study is descriptive and data were analyzed inductively, particularly my superintendent survey.

Erickson (1986) frequently uses *interpretative research* in place of qualitative research because the former term emphasizes the key resemblance among the methods generally referred to as qualitative. According to Erickson, the feature that methods like ethnography, participant observation, case studies, symbolic interaction, phenomenology, and constructive research have in common is a "central research interest in human meaning in social life, and in its elucidation and exposition by the researcher" (p. 119).

Fischer (1986) suggests that qualitative research uses direct observation and verbal description as data and draws out the themes and order inherent in these data. She also maintains that the results of qualitative research are written as narrative accounts.

Qualitative Case Study

This dissertation uses a case study design to describe staff development from the superintendent's point of view. Qualitative data collection and analysis are effective means of presenting this information about staff development, an area in which little research has been conducted in the parochial school setting.

Merriam (1988) suggests that a descriptive case study in education is one that presents a detailed account of the phenomenon under study. She further conveys that a descriptive case study is useful in presenting basic information about an area of education in which little research has been done (p. 27). This is especially true in my study. I did not find a comprehensive study on staff development from the district level.

Yin (1994) postulates that a case study is an empirical inquiry that "investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident" (p. 13).

Bromley (1986) writes that case studies, by definition, "get as close to the subject of interest as

they possibly can, partly by means of direct observation in natural settings and partly by their access to subjective factors (thoughts, feelings, and desires)" (p. 23).

Yin (1994) illustrated four types of case-study design strategies in a matrix-style format (p. 39). This study conforms to Yin's multiple-case design strategy using holistic, multiple units of analysis. Each of the two Seventh-day Adventist educational districts observed becomes the subject of an individual case study, and the study as a whole uses a multiple-case design. Multiple-case design is holistic in nature for two reasons: (1) it examines the staff-development programs that the districts are developing, and (2) it examines the ways in which Seventh-day Adventist districts confront specific problems while developing their particular programs. My purpose is to illuminate the reader's understanding of the process that the districts use in staff development that contributes to a change process.

In summary, I selected the descriptive case study using a multiple-case design because it offers a means of investigating innovative staff-development programs. This enables me to describe two school districts that expert respondents said are doing a good job. Figure 2 diagram illuminates the design of this study.

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┌─────────────────────────────┐
│      CASE STUDY DESIGN       │
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CASE STUDY DESIGN

Type of Case Study:
DESCRIPTIVE MULTIPLE-CASE DESIGN

Holistic in nature looking at more than one case. In this study, 2 Seventh-day Adventist educational school districts.

Method Used in Case Study:
EMEREGENT RESEARCH DESIGN

Data collection and data analysis are simultaneous and ongoing.
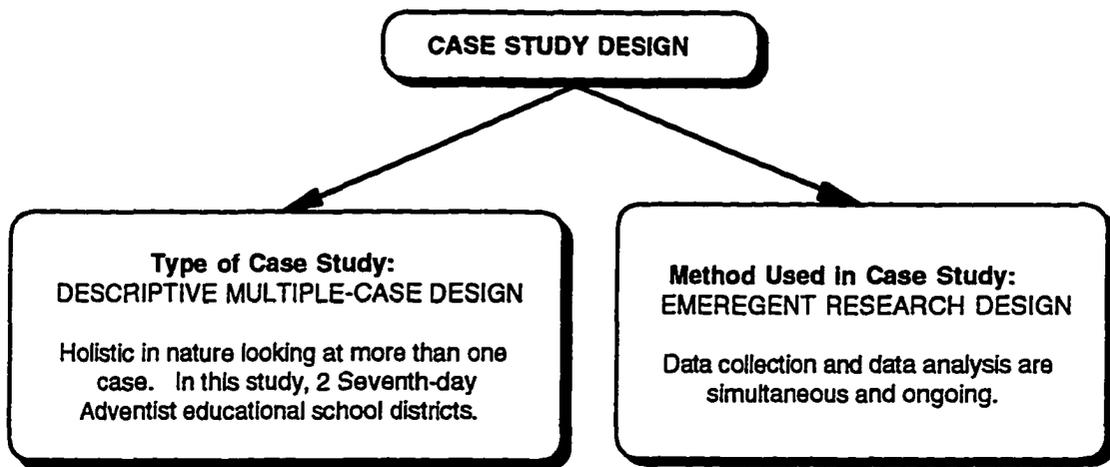
Fig. 2. Case study design.

Information Search Strategy

Using a library computer, I entered descriptors related to staff development. See appendix H for a list of descriptors. The descriptor staff development, for example, listed over 15,200 journal articles and books. I narrowed it down to educational staff development, which resulted in a much smaller number of 587. Since the research literature on staff development is changing so quickly, I looked primarily at the last 5 years. This narrowed the search down considerably. From those listings I found that certain authors were being cited over and over which lead me to the conclusion that they were the "authorities." In addition to looking at these authorities, I also looked at the classic studies in the area of staff development. I also used the educational resource ERIC to locate information relating to staff development.

Data Collection

Data in this study consist of detailed descriptions
of situations, events, people, interactions, and observed
behaviors and includes direct quotations from educators
about their experiences, attitudes, beliefs, and thoughts.
Merriam (1988) observed that

> descriptive research is undertaken when description
> and explanation (rather than prediction based on
> cause and effect) are sought, when it is not
> possible or feasible to manipulate the potential
> causes of behavior, and when variables are not
> easily identified or are too embedded in the
> phenomenon to be extracted for study. The aim of
> descriptive research is to examine events or
> phenomena. (p. 7)

Data collection also includes participant
observation, interviews, program documents, and a survey.
I spent 1 week in each district shadowing the
superintendents and associates. I not only had interviews
throughout the day but traveled with them to schools for
evaluations, school board meetings, teacher hiring
sessions, and study group meetings. In addition to the
week of observation, I corresponded extensively over the
phone and via E-mail to solicit information that would shed
additional light on my study. The collection techniques
that I employed in this study are described below.

Participant Observation

The participant observer (Spradley, 1980) attempts to
enter the lives of others by suspending as much as possible
his or her own ways of viewing the world. As Denzin

(1978) notes, participant observation simultaneously combines document analysis, interviews with respondents and informants, direct participation and observation, and introspection (p. 183).

I observed superintendents and associate superintendents as they carried out their day-to-day duties. These duties ranged from office work, school evaluations, hiring of teachers, and school board meetings. Relying on observations, I began with staff development as the broad focus of inquiry. Through an ongoing process of observing and participating in the setting, important aspects of the setting emerged.

Merriam (1988) presents a checklist of elements likely to be present in an observation. I used these as the parameters for my observations.

The setting: What is the physical environment like? What is the context? What kinds of behavior does the setting encourage, permit, discourage, or prevent?

The participants: Describe who is in the scene, how many people there are and their roles. What brings these people together? Who is allowed here?

Activities and interactions: What is going on? Is there a definable sequence of activities? How do the people interact with the activity and with one another? How are the people and activities connected or interrelated—either from the participants' point of view or from the researcher's perspective?

Frequency and duration: When did the situation begin? How long does it last? Is it a recurring situation, or is it unique? If it recurs, how frequently? What are the occasions that give rise to it? How typical of such situations is the one being observed?

Subtle factors: Less obvious but perhaps as important to the observation were:

1. Informal and unplanned activities

2. Symbolic and connotative meanings of words

3. Nonverbal communication such as dress and physical space

4. Unobtrusive measures such as physical clues

5. What does *not* happen—especially if it ought to have happened (pp. 90, 91).

Interviews

Interviews were conducted with the superintendents and their associates from both districts which lasted for 1 week. Additional interviews were conducted with district A during a national convention. These interviews were open-ended interviews—specifically, informal ethnographic interviews (Spradley, 1980). This interview occurs whenever you ask someone a question during the course of participant observation. By spending the entire day with the superintendents I could spontaneously ask a question when a situation arose that needed clarifying.

Patton (1990) claims that the purpose of open-ended

interviewing is not to put things in someone's mind but to

assess the perspective of the person being interviewed. He

further observes that we interview people to find out from

them those things that we cannot directly observe.

> The issue is not whether observational data is more
> desirable, valid, or meaningful than self-report data.
> The fact of the matter is that we cannot observe
> everything. We cannot observe feelings, thoughts, and
> intentions. We cannot observe behaviors that took
> place at some previous point in time. We cannot
> observe how people have organized the world and the
> meanings they attach to what goes on in the world.
> Qualitative interviewing begins with the assumption
> that the perspective of others is meaningful, knowable,
> and able to be made explicit. (p. 278)

The informal ethnographic interviews were

particularly useful in this study because they allowed me

to make observations in each district setting for 1 week

and the study was therefore not dependent on a single

interview. The interview questions changed over time as

each new interview built on those already done and each

interview expanded information previously obtained.

Follow-up conversations conducted over the phone (average

of 15 calls per district), via E-mail (average of 20

messages per district), and through letters (average of

three per district) allowed me to gather additional data.

Program Documents

Program documents supply unobservable critical

information. They may reveal things that have taken place

before the study began.   Patton (1990) contends that

program documents serve a dual purpose: (1) to serve as a

basic source of information about program decisions and background or about activities and processes, and (2) to provide the researcher with important questions to pursue through more direct observations and interviewing (p. 233). Documents gathered include goal statements from the districts, innovations that they are promoting, and sample school and teacher goal statements. These can be found in Appendices B and C.

Survey

A survey was administered to 81 superintendents and associate superintendents of Seventh-day Adventist districts in the United States in November of 1995. Forty-two responded to my survey. Responses to this survey demonstrate how active the local district was in staff development by examining their goals, vision, and the initiatives currently taking place to promote staff development.

The survey was a descriptive one in which open-ended questions solicited responses expressed in the subjects' own words. These responses were codified into categories using an inductive method. The context of this survey gives a more complete picture of the types of staff development that Seventh-day Adventist superintendents and their associates are using in the United States. The survey also allowed me to compare the results with (1) the Profile '95 survey, and (2) with the superintendents under observation in district A and B.

Data Analysis

Because the purpose of qualitative inquiry is to use direct observations and verbal descriptions as data and to draw out the themes inherent in these data, the process of data collection is not an end in itself. Patton (1990) articulated that "the challenge of qualitative research is to make sense of massive amounts of data, reduce the volume of information, identify significant patterns, and construct a framework for communicating the essence of what the data reveal" (pp. 371-372). After transcribing the interviews from tape to paper, I created categories in which to place the data. Each category was temporarily labeled. After all the data were initially gathered from the two districts, I proceeded to find recurring themes. Having already done a literature review, I then correlated my findings with the literature.

To make sense of the data collected, Eisner (1991) describes four dimensions, or tools, of educational criticism that culminate the activities of qualitative inquiry in the data analysis. They are: description, interpretation, evaluation, and thematics.

Description enables readers to visualize what a place or process is like—in this case, two staff-development programs in Seventh-day Adventist districts. Eisner (1991) describes the process as "shaping text, hearing its cadences, selecting just the right word or phrase, or employing apt metaphor" (p. 89).

Interpretation not only clarifies experiences; it also explains its meaning. Eisner (1991) suggested that interpretation means "illuminating the potential consequences of practice observed and providing reasons that account for what has been seen" (p. 95). For example, interviewing the superintendents in their office and then going with them in the field to corroborate their views with their actual practice allowed me to make interpretation and explain its meaning.

Evaluation is the process that makes appraisals from observations. Eisner (1991) maintains that "evaluation concerns the making of value judgments about the quality of some object, situation, or process" (p. 99). The purpose of my study was not to determine whether the districts' staff development programs are adequate or successful, but to make value judgments. This type of evaluation is found in chapter 7.

Thematics, is the formulation of themes, those recurring messages interpreted from the events observed. Eisner (1991) contends that, "themes also provide structures for the interpretation and appraisal of the events described" (p. 104). I identified three themes from collected data and these are described in chapters 4, 5, and 6.

These four tools of educational criticism described above were used throughout the data analysis and can be found throughout the document. Eisner states that "one of

the major functions of criticism is to provide the content through which readers of different critics can compare and contrast competing interpretations of the same work and thus deepen their understanding of its multiple layers" (p. 105).

Validity

Definition

Kerlinger (1986) maintains that "the commonest definition of validity is epitomized by the question 'Are we measuring what we think we are measuring?'" (p. 417). According to Yin (1994), these three types of validity related to case study design address that question: (1) construct validity, which is related to the characteristics of the concept (or construct) being studied; (2) internal validity, which is related to establishing a causal relationship between conditions studied (not applicable to many qualitative studies); and (3) external validity, which is related to the generalizability of a study's findings (p. 36).

When using Yin's definition, qualitative researchers have much less difficulty dealing with issues about validity than they do with issues about reliability (Merriam, 1988). Based on that definition, the qualitative researcher can, most of the time, answer the question "Are we measuring what we think we are measuring?" positively, because the long-term relationship between the researcher and his or her subjects is a collaborative one (Goetz &

LeCompte, 1984). The researcher's extended contact with the subjects in a natural setting helps to ensure that the researcher is studying concepts and constructs related to his or her area of focus.

I used the data in my study as descriptive rather than predictive so external validity was not a primary concern. I was more concerned with setting the context and parameter rather than predicting or controlling.

Triangulation

One important way to strengthen a study like this one is through triangulation, or the combination of methodologies in the study of the same phenomena or programs. Patton (1990) reports that triangulation validates information obtained through interviews by checking program documents and other written evidence that can corroborate the reports of interview respondents (p. 467). The documents that were given to me by the district superintendents were carefully verified by checking with my interview notes.

The consistency in overall patterns of data from different sources, in addition to reasonable explanations for differences in data from divergent sources, contributes significantly to the overall credibility of the findings of this study. One of the sources used in this study is the Profile '95 (Brantley, 1995) survey in which one out of six teachers in the Seventh-day Adventist educational system (466 elementary teacher responded) were polled in regard to

their educational practices. I used the data from this survey to corroborate the findings from my interviews and documents provided to me from the superintendents. For example, do districts A and B teachers feel the same way towards cooperative learning as their superintendents' do?

Profile '95 Innovative Practices

Elementary teachers and superintendents from the two conferences were selected from the data entered in the Profile '95 (Brantley, 1995) survey. Five variables out of 11 were chosen from the innovative educational practices section of the survey. The 11 variables are listed below with the 5 chosen in bold print:

1. **portfolios**

2. experiments in flexible scheduling/core curriculum variations

3. **teacher study groups/peer coaching**

4. **teaching for multiple intelligences and learning styles**

5. total quality management

6. distance-learning technology/satellite hook-ups for schools

7. **integrated curriculum/thematic instruction**

8. inclusion strategies

9. **cooperative learning**

10. school-to-work programs/business-school partnerships

11. Hypercard, linkway, etc.

These 5 were chosen because they are practices that are primarily emphasized at the elementary-school level and because the two Seventh-day Adventist school districts in my study are actively promoting these educational innovations through staff development.

Using the micro-computer SPSS program (version 6.1), the five variables identified above were singled out. As a result, a percentage of use was obtained for each teacher and superintendent in district A and district B. Elementary-school teachers and superintendents in the North American Division were analyzed in regard to their use of the five educational innovations. Knowledge of this use provides an overview of the North American Division teachers and superintendents, which further allowed me to compare and contrast the views of the two districts with this large group.

Figure 3 gives an overview of the research design in the descriptive case study of two Seventh-day Adventist school districts.
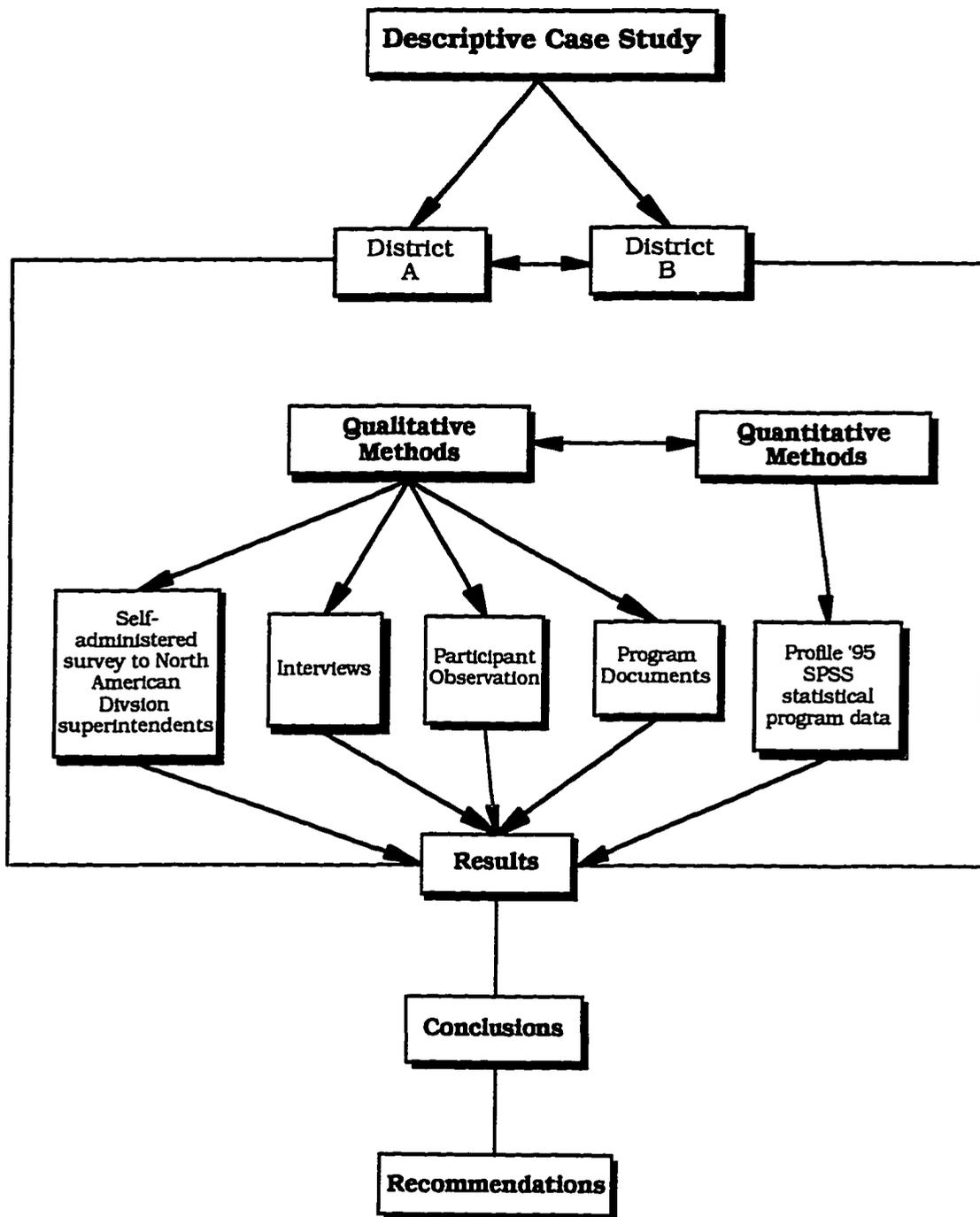
Fig. 3. Research design of descriptive case study.

CHAPTER 3

BACKGROUND OF DISTRICTS AND SUPERINTENDENTS:

SETTING THE CONTEXT FOR THE STUDY

This chapter is designed to set a backdrop for the themes that will emerge in this study. Getting an accurate representation of the key individuals is essential for understanding the themes in the subsequent chapters of this study.

The superintendents and associates of districts A and B have held a variety of positions in the Seventh-day Adventist system that have contributed to their effectiveness as superintendents. The superintendent of district A, who has a doctorate, has served as a pastor, a youth director, a secondary-school principal, and a college-level instructor. One of the associate superintendents is district A has been an elementary-school teacher; the other has worked as an engineer for NASA, an elementary-school principal, a secondary-school principal, and a teacher. Both associate superintendents hold master's degrees.

The superintendent of district B holds a master's degree and has worked as an elementary-school principal, a secondary-school teacher, and a secondary-school principal.

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The associate superintendent, who holds a doctorate, has served as an elementary-school teacher and a secondary-school teacher and has been involved in administration at both levels.

In the following section, the two districts are compared to each other and the North American Division as a whole. This undertaking provides an overall picture of the two districts under study.

Background of Districts Compared

The number of schools with three teachers or less was tallied in the North American Division (NAD) and in the two districts under study. It showed that more than 70% of the schools in the Seventh-day Adventist educational system (in the NAD) have three teachers or fewer. This fact supports my earlier statement that the superintendent acts in the place of a principal in a large percentage of the Seventh-day Adventist schools. Although over 70% of the schools have three teachers or less, only 42% of the students come from these schools of three teachers or less (North American Division Office of Education, *Annual Report*, 1994). Table 2 displays the percentage of one-teacher schools and three-teacher schools in district A, district B, and the North American Division.

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Table 2

One-Teacher and Three-Teacher Schools Compared
(In percentages)

District or Division	% of schools 1 teacher	% of schools 3 teachers or less
District A	39.0	61.0
District B	63.0	93.0
North American Division	39.0	70.5

Note. Data from North American Division Office of Education, *Annual Report*, 1994.

Tables 3, 4, and 5 provide information about the teachers, principals, and students in districts A and B, and in the North American Division.

Table 3

K-8 Instructional and Administrative Staff By Academic Degrees (In percentages)

Location	Highest Degree Earned				
	Below B.A.	BA/BS	MA/MS	Ed.S.	Ph.D./Ed.D.
District A	8.3	61	29.4	1.3	0
District B	7.1	53.5	39.3	0	0
North American Division	5.5	59.8	32.3	1.1	0.7

Note. Data from North American Division Office of Education, *Annual Report*, 1994.

Table 4

K-8 Instructional and Administrative Staff by Experience
(In percentages)

Location	Years of Experience				
	0-1	2-5	6-10	11-25	26 +
District A	18.3	13.0	15.7	43.1	9.9
District B	12.3	17.5	17.0	43.9	8.8
NAD	8.4	17.2	20.0	43.5	10.8

Note. Data from North American Division Office of
Education, Annual Report, 1994.

Table 5

Approximate Number of Students Enrolled by District

District	Approximate Number of Students	
	K-8	9 - 12
District A	2,500	600
District B	700	200

Note. Data from North American Division Office of
Education, Annual Report, 1994.

Background of Superintendents Compared

For the purpose of the following comparisons, the superintendents' and associates' responses have been combined to get a comprehensive perspective of the districts. These responses were derived from the informal ethnographic interview process that took place during the intense week of observation.

In district A, the superintendent has two associates who work very closely with him. They concur on their philosophy, goals, and objectives, and they work together to accomplish them. They demonstrated their unity during their interviews for this study. The interviews were conducted at the Association for Supervision and Curriculum Development (ASCD) convention. Each evening, they met to plan which ASCD sessions they would attend on the basis of the innovations and strategies that they were promoting in their own conference. They wanted to make sure that no important sessions were left out and that each of them attended different sessions.

In district B, the superintendent has one associate. They work together, but not in the same manner as the administrators of district A. Observations of and interviews with the superintendent and associate of district B indicated that these administrators tolerate each other's ideas. Although they do not diametrically oppose each other, they do work independently of each other: the superintendent sees to the business operation of

the district, while his associate deals primarily with staff development.

The superintendents' responses provided an idea of their philosophy about their jobs and the educational profession in general. This information is critical to understanding the themes presented in chapters 4, 5, and 6.

Positive Aspects About Their Job

The superintendent of district A enjoys being a consultant to district principals. He contacts them weekly. Visiting the school boards district-wide and seeing the many facets of organizational development gives him satisfaction. Visiting classrooms and seeing what challenges the teachers are facing is also a positive aspect of his job.

The superintendent of district B enjoys the variety that the job provides—from committee meetings at the district office to local school board meetings. He also enjoys seeing teachers make the professional changes in their classrooms that keep them excited about their own jobs.

Negative Aspects About Their Job

One of the negative aspects of the district A superintendent's job is financial—managing a budget. Another is serving as a liaison between the district board of education and the district president—defending the program to the district administration. The district

president presides over the district in administrative
matters, including the churches. Another drawback is the
amount of time spent in car travel—over 50,000 miles a
year. An especially negative part of his role is dealing
with the sensitive issue of telling teachers that they are
not teacher material and do not meet the expectations of
the district.

District B superintendent resents parents and school
board members who insist that their way is the only correct
one. Another negative aspect of the position is returning
from a school board meeting with the realization that
nothing had been accomplished to improve the teachers'
lives. He also regrets having to tell a 58 year-old
teacher that his or her services are no longer needed.

Things That Need Changing in the Seventh-day Adventist Educational System

The superintendent of district A lists the following
changes as necessary for the Seventh-day Adventist
educational system:

1. A larger repertoire of teaching strategies

2. Classroom technology

3. A systematic approach to staff development

4. Less dependency on the 45-minute class period;
that is, more block-scheduling.

The superintendent of district B lists the following
necessary changes:

1. Curriculum for one-teacher schools

2. Increase the appeal of one-teacher schools for teachers

3. Create an environment in which teachers can experience success.

Barriers to Change in the SDA Educational System

It is critical that we understand the superintendents' view of systemic change in this section because staff development is directly related to change.

District A superintendent sees a lack of vision as a barrier to change. He believes that indolence contributes to this lack of vision, that some educators are unwilling to invest the necessary energy, time, and extra work to make changes. He stated that "not having the personality type to risk and innovate is a problem. To be an innovator you have to be a risk-taker" (Vol. 1, p. 115). He also cites the lack of money and the overabundance of bureaucracy as barriers. He adds that eliminating policies is not a catalyst to change.

District B superintendent sees lack of teacher commitment, lack of financing for Christian education, and lack of education of local boards as barriers to change in the Seventh-day Adventist educational system. He states that "if the commitment is there, you will find windows of opportunities" (Vol. 2, p. 53). He also stated that

opportunities" (Vol. 2, p. 53). He also stated that administrators do not avail themselves of opportunities to change when those opportunities do arise.

Change Can Take Place From the
Top Down or the Bottom Up

The superintendent of district A believes that the central office cannot mandate an innovation at a school. He believes in working from the bottom up—but that the "up" have to act as change agents and have to be supportive.

The superintendent of district B also believes in a bottom-up philosophy. Teachers want to change. As they are hired, they are told that ongoing staff development is part of their district program. The difference between the two superintendents' views is that the district A superintendent sees the local teachers taking the initiative with support and resources from the district while district B superintendent sees change taking place through teacher study groups.

Role for Support as
Superintendent

District A superintendent sees his role for support as modeling and encouraging professional growth by providing the appropriate feedback and inspiration to improve. His job is to provide quality, which to him implies continual improvement (using the word quality in reference to William Glasser's quality school concept).

services. After recognizing the specific needs, he can then provide the necessary resources to meet them. By visiting classrooms, he also affirms and supports the teachers.

Characteristics That a Seventh-day Adventist Educator Must Have in the Future

The superintendent from district A believes that future teachers must focus more on process than on content, as well as a greater focus on outcomes and competencies rather than attempting to cover more material. He stresses that tomorrow's educators must graduate from colleges that emphasize learning to learn.

District B superintendent believes that tomorrow's teachers need to realize that teaching is not an 8:00-to-3:00 job. He also states that teachers need an extensive repertoire of teaching strategies and must possess excellent communication skills.

Picture of an Ideal School

The superintendent of district A listed the following characteristics of an ideal school:

1. Teachers are relational and student-centered.

2. Teachers are teaching students, not subjects.

3. Students like the classroom because they like the teacher.

4. The school has master teachers who are enthusiastic about what they are doing.

5. The school is individualized in its approach to diagnosis, prescription, delivery, and evaluation.

6. The school is technology literate-centered.

7. The curriculum is driven by learning—not by memorizing things in the phone book but by knowing where to find the phone book.

8. The school has ideal goals from a Christian standpoint.

9. The curriculum would be integrated.

The superintendent of district B listed the following characteristics of an ideal school as an environment in which the teacher takes an interest in students.

1. Learning is enjoyable.

2. The feeling is, "I care for you and you care for me."

3. Diversity of learning experiences exists.

4. The teacher knows and understands curriculum.

5. The teachers have a vision.

6. The teachers are committed Christians.

7. The school is a community of learners.

8. The school is on the cutting edge in innovations.

9. The school administration uses research findings to support its goals.

10. The teachers are willing to learn from each other.

Idea of Effective Instruction

District A superintendent's idea of effective instruction is that the teachers know of their students' readiness, academic level, and learning style. He also believes that variety of teaching methods is necessary for effective instruction.

District B superintendent's idea of effective instruction is one in which students understand the concepts presented. The students actively participate in ways that allow them to absorb that information.

After being interviewed about their overall views of education, the two superintendents filled out the Gregorc Style Delineator, which provided more information about the way they think and learn. Knowing the learning styles of the superintendents and associate superintendents is helpful to the interviewer because it leads to an understanding of their perceptions as they present their thoughts. For example, knowing that one of the superintendents of district A is concrete random, his visionary and risk-taking features surface, which allows me to keep in context his interviews in proportion with the whole picture. Knowing that a superintendent in district B is abstract random helps me in the interview process sort out his meaning because he tends to be more colorful and metaphoric.

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Gregorc Style Delineator

Looking at the ways in which the adults in school environments tend to think and learn provides another perspective which is seldom viewed. Anthony Gregorc developed the Gregorc Style Delineator (1982) to describe the way humans tend to think and then order their lives. See appendix I for sample inventory.

Gregorc believes that thinking and learning capabilities consist of at least two distinct abilities: perception and ordering. Perception abilities are how information is grasped. He posits that perception can be displayed in the two qualities of abstraction and concreteness. These two qualities form a continuum. Ordering abilities are ways in which information is arranged, systematized, and referenced. These abilities emerge as a continuum from sequentialness to randomness.

Gregorc's Style Delineator is a self-reporting instrument that allows a person to map his or her abilities. One can score anywhere along the continuum in the following areas: concrete/sequential (CS), abstract/sequential (AS), abstract/random (AR), and concrete/random (CR).

People who score high in one or more of the abilities listed above tend to use those abilities in their learning and processing. Characteristics in each category can be compared to those in other categories.

These characteristics can be used to describe the ways in which adults think and learn in a particular environment.

The instrument consists of 10 different sets of descriptive words that are scored by the participant, with 4 being more descriptive of himself or herself, to 1 being less descriptive. The recommended time for word-ranking is 4 minutes. The combined total scores of CS, AS, AR, and CR are then calculated and graphed to represent the dominant (27-40 points), intermediate (16-26 points), and low (10-15 points) styles.

I used this inventory for the purpose of providing context in my study, not for examining the psychometric properties.

District A Gregorc Style Delineator Scores

The superintendent of district A tested out as highly concrete random, with a score of 34. One of the two associate superintendents tested abstract random, with a score of 33; the other associate tested out abstract sequential and concrete sequential with scores of 31 in both areas.

The three officers of the educational department of district A have a balance of personality styles, which can complement each other. All four of Gregorc's categories are dominantly represented as this example illustrates:

When the three administrators met for a beginning-of-the week briefing, the superintendent was very informative,

appeared independent in his thinking, and was more
interested in the application and process of the week's
details (concrete random characteristics). One of the
associate superintendents was very methodical, analytical,
and deliberate in his actions as he planned for the future
(concrete sequential and abstract sequential
characteristics). The other associate superintendent was
relatively emotional in her responses, used more gestures
and body language than the other had, and believed that the
projected week's activities might be a bit restrictive
(abstract random characteristics).

District B Gregorc Style
Delineator Scores

The superintendent of district B tested out
dominantly concrete sequential (CS), whereas his associate
was dominantly abstract random (AR). This is also a
balanced combination: one administrator is primarily
sequential (step-by-step linear progression), and the other
is more random (web-like and multi-dimensional). Even
though the two administrators differ in their learning
styles and perceptions, they are able to appreciate each
other's differences. During the interviewing process, the
superintendent was very deliberate and methodical in his
thinking and relied heavily on past experiences and
accredited experts whose plans have worked. During the
evaluation of one of the district schools, the
superintendent explicitly followed the step-by-step process

as outlined in the guidebook (concrete sequential). The
associate, on the other hand, plans her activities ahead
but can change on the spur of the moment, without even
realizing that she has changed. During a study-group
meeting, for example, she had an activity planned. When
another member of the group deviated from the topic,
however, the associate superintendent picked up on that
topic and developed activities in that area instead
(abstract random).

Having an overall picture of the superintendents'
background, philosophical views, learning styles, and
district statistics provides a solid base for the next step
of this study.

Profile '95 Innovative Practices

Profile '95 (Brantley, 1995) is a survey that
assesses the ideas about curriculum for Seventh-day
Adventist schools. My purpose in using the data from this
instrument is to compare the educational innovative
practices of district A and B with the North American
Division as a whole to determine the level of use. This
survey was administered to elementary teachers, secondary
teachers, district superintendents, and members of the
North American Division Curriculum Committee (there were
over 920 respondents from all the categories). The survey
was intended to describe the perceived need for and impact
of curriculum in the North American Division. The section
"Innovation Educational Practices" was analyzed in regard

to district A, district B, and the North American Division.
Of the 11 innovative educational practices, 5 were chosen
to be analyzed (see pp. 37-38 for list of practices).
These 5 were chosen because these were innovations that
district A and district B are promoting from their central
office and were clearly peculiar to the elementary school.

The North American Division elementary teachers were
asked, "How do you feel about the following innovations?"
The North American Division superintendents were asked,
"How do you think most teachers in Seventh-day Adventist
schools relate to the following innovations?" This last
question was confusing in that I did not know whether the
superintendents were relating to Seventh-day Adventist
schools in general or schools within their district.
Phone calls confirmed the discrepancy and new results
were obtained in July 1996. The superintendents'
perception of teacher usage within their district is
recorded (in percentages) within the superintendent rows in
tables 6, 7, 8, 9, and 10.

The innovations analyzed were: portfolios, teacher
study groups/peer coaching, teaching for multiple
intelligence and learning styles, integrated
curriculum/thematic instruction, and cooperative learning.
The teachers and superintendents had six choices to
select from in each of these innovative educational
practices. They were: (1) not interested in, (2) not heard

about, (3) heard about, (4) would like to try, (5) started implementing, and (6) using with proficiency.

Portfolios

Table 6 provides the portfolio innovation summary of district A, district B, and the North American Division.

Table 6

Portfolio Innovation Summary (In percentages)

District and North American Division	Descriptors					
	No interest	Not heard about	Heard about	Would like to try	Started imple-menting	Using with profi-ciency
District A elementary teachers (26)	11.5	11.5	23.1	11.5	34.6	7.7
District B elementary teachers (7)		42.9	14.3	42.9		
North American Division elementary teachers (466)	7.1	15.2	20.0	33.5	21.5	2.8
*District A superintendents' perception of teacher usage in district			15.0	25.0	50.0	10.0
*District B superintendents' perception of teacher usage in district	10.0	5.0		15.0	25.0	45.0
North American Division superintendents' perception of teacher usage (84)	7.1	9.5	41.7	29.8	11.9	

* Denotes 1996 responses.

**District A: Summary of
Portfolio Innovation**

Eleven-and-a-half percent of the teachers in district A "were not interested," a response that implies that they understood the innovation, but concluded that they "were not interested" in using it. The teachers of district A responded higher in portfolio (42.3%) usage than the North American Division teachers (24.3%) in "started implementing" and "using with proficiency" categories. This fact is not surprising because alternative assessment was one of the innovations that district A was promoting from its district office of education. District A superintendents also responded higher (60%) in "started implementing" and "using with proficiency" categories than the North American Division (11.9%).

**District B: Summary of
Portfolio Innovation**

District B teachers (0%) responded far below the percentage of the North American Division teachers (24.3%) in the "started implementing" or "using with proficiency" categories. This finding seems valid, because district B was not promoting portfolio assessment from its district office of education. Districts A (60%) and B (70%) superintendents' perceptions of teacher usage were fairly close in the two right categories of Table 6.

Open-ended Survey Comparison—
Portfolios

On the open-ended survey that I administered to the North American Division superintendents, not 1 of the 42 respondents acknowledged having promoted the portfolio innovation. According to Table 6, however, almost 12% of the superintendents responded that the teachers have "started implementing" portfolios and 24% of the North American Division teachers have "started implementing" portfolios or are "using them with proficiency."

District A: Summary of Teacher
Study Groups/Peer Coaching

District A is just beginning to dabble in the area of study groups. It is not one of the areas that was being promoted from the district office of education. The teachers of this district responded higher (28.0%) in study group involvement than the North American Division teachers (18.9%) in the two right descriptor categories of Table 7.

District B: Summary of Teacher
Study Groups/Peer Coaching

This district's main thrust is delivering staff development through study groups and all but a handful of their teachers are involved in a study group. It is interesting to note that, although study groups/peer coaching is a district-wide initiative, 14.3% of the teachers were "not interested in" the strategy and only

42.9% believed that they were "using the strategy with proficiency" —even though they met on a monthly basis.

District B teachers (71.5%) responded far higher than the North American Division teachers (22.3%) in the categories of "started implementing" and "using with proficiency."

Open-ended Survey Comparison— Study Groups/Peer Coaching

On the open-ended survey I administered to the North American Division superintendents, 9% responded that they were promoting study groups. According to Table 7, 22.3% of the North American Division superintendents responded that teachers were in the "started implementing" or "using with proficiency" stage. The Profile '95 survey provided a check-list format whereas the survey I administered used open-ended questions. The discrepancy reported in the two formats is significant in this area because the superintendents, when presented with a check-list, selected a higher percentage of use than the open-ended responses. This could be an over-reporting error or a result of not understanding the innovation.

Teacher Study Groups/Peer Coaching

Table 7 shows how the districts and the North American Division compare in the study group/peer coaching innovation.

Table 7

Teacher Study Groups/Peer Coaching Summary (In percentages)

District and North American Division	Descriptors					
	No interest	Not heard about	Heard about	Would like to try	Started imple-menting	Using with profi-ciency
District-A elementary teachers (25)	4.0		24.0	44.0	20.0	8.0
District-B elementary teachers (7)	14.3		14.3		28.6	42.9
North American Division elementary teachers (466)	5.2	12.7	20.8	42.5	13.7	5.2
*District A superintendents' perception of teacher usage in district			30.0	40.0	20.0	10.0
*District B superintendents' perception of teacher usage in district	5.0			5.0	10.0	80.0
North American Division superintendents' perception of teacher usage (85)	1.2	1.2	25.9	49.4	18.8	3.5

* Denotes 1996 responses.

Teaching for Multiple Intelligences
and Learning Styles

Table 8 displays how the districts and the North American Division compare in the multiple intelligences and learning style innovation.

is much larger (32.2%). This discrepancy could be attributed to the fact that multiple intelligences is combined with learning styles. District A superintendents reported to me on only multiple intelligences because they felt that multiple intelligences and learning styles are two entirely different areas. Also, teaching for multiple intelligences is not one of the innovations that district A is promoting.

Seventy-two percent of the teachers in district A fell into "would like to try, "started implementing," and "using with proficiency" categories, whereas the responses of 81.1% of the North American Division teachers fell into these categories. These figures indicate that, overall, district A was less involved in this educational innovation, even though 52% of the district A teachers have "started implementing" and "using pertinent strategies with proficiency," compared to 47.8% of the North American Division teachers. This would seem to indicate the teachers have taken the initiative in this educational innovation without the district actively promoting it.

**District B: Summary of Teaching
for Multiple Intelligences
and Learning Styles**

All of the teachers chose "would like to try," "started implementing," and "using with proficiency" categories whereas only 81.1% of North American Division teachers did so. This finding shows that district B is above (in percentage) the North American Division and

reflects the fact that the recognition of accommodation for learning styles was being addressed in the teacher study groups and were being promoted as educational innovations from the district level. It must be noted again, however, that the disparity of terms "multiple intelligences" and "learning styles" could cause teachers and superintendents to use these interchangeably and thereby skew the data.

Open-ended Survey Comparison—Teaching for Multiple Intelligences and Learning Styles

On the open-ended survey administered to North American Division superintendents, 7% responded that they were promoting teaching for learning styles and multiple intelligences. According to Table 8, 32% of the North American Division superintendents responded that the teachers were in the "started implementing" or "using with proficiency" stage. This difference could indicate a lack of understanding of the innovation, or a discrepancy in the terms "multiple intelligences" and "learning styles."

Integrated Curriculum/Thematic Instruction

Table 9 shows how the districts and North American Division compare in the curriculum/thematic instruction educational innovation.

Table 9

Integrated Curriculum/Thematic Instruction Summary
(In percentages)

District and North American Division	Descriptors					
	No interest	Not heard about	Heard about	Would like to try	Started imple-menting	Using with profi-ciency
District A elementary teachers (26)	3.8	3.8	7.7	19.2	38.5	26.9
District B elementary teachers (7)			14.3	28.6	42.9	14.3
North American Division elementary (469)	3.2	5.1	20.0	27.3	31.1	13.2
*District A superintendents' perception of teacher usage in district			40.0	20.0	20.0	20.0
*District B superintendents' perception of teacher usage in district	15.0	5.0	2.5	32.5	30.0	15.0
North American Division superintendents' perception of teacher usage (84)			15.5	38.1	39.3	7.1

* Denotes 1996 responses.

District A: Summary of Integrated Curriculum/ Thematic Instruction

District A teachers (65.4%) responded higher than the North American Division teachers (44.3%) in "implementing" and "using with proficiency" even though this is not an

area that the district is actively promoting as one of its goals. My observations in the district indicate that one of the associate superintendents is excited in the integrated curriculum innovation and her enthusiasm has been transferred to the teachers. The North American Division superintendents perceived teacher usage as 46.4% in the two right categories (Table 9), which is slightly higher than district A superintendents (40%). This can be attributed to the fact that the North American Division superintendents are not actively involved in the local schools and thus do not have a direct view but rather just a perception through hearsay.

**District B: Summary of
Integrated Curriculum/
Thematic Instruction**

Almost 86% of the responses fell into the "would like to try," "started implementing," and "using with proficiency" categories compared to 71.6% for the North American Division teachers. This is no surprise because the district office is actively promoting this from their office and has listed this innovation as one of its goals, particularly during the study group meetings. District B superintendents (45%) are very similar to the reporting of district A superintendents (40%) in their perception of teacher usage in "started implementing" and "using with proficiency."

Open-ended Survey Comparison—
Integrated Curriculum/
Thematic Instruction

On the open-ended survey administered to North

American Division superintendents, only 5% responded that

they were promoting integrated thematic instruction, yet

46% of the North American Division superintendents (see

Table 9) believed that teachers have "started implementing"

or are "using an integrated curriculum with proficiency."

Cooperative Learning

Table 10 displays a summary of the districts and North

American Division responses regarding the cooperative

learning innovation.

District A: Summary of
Cooperative Learning

Almost 85% of district A teachers had "started

implementing" and "using cooperative learning with

proficiency," whereas only 70% of the North American

Division teachers had done so. Cooperative learning has

been emphasized in district A for the past 6 years; the

responses to the survey question reflect that relationship.

The fact that 11.5% of district A teachers are "not

interested in cooperative learning," compared to only 1.3%

in the North American Division, is interesting to note.

This discrepancy can mean that the teachers do not

understand the innovation, they do not receive enough help

in its implementation, or it may not fit their learning style.

Table 10

Cooperative Learning Summary (In percentages)

District and North American Division	Descriptors					
	No interest	Not heard about	Heard about	Would like to try	Started imple- menting	Using with profi- ciency
District A elementary teachers (26)	11.5		3.8		38.5	46.2
District B elementary teachers (7)					42.9	57.1
North American Division elementary teachers (473)	1.3	1.9	12.9	14.0	48.4	21.6
*District A superintendents' perception of teacher usage in district				50.0	30.0	20.0
*District B superintendents' perception of teacher usage in district	7.5		2.5	17.5	47.5	25.0
North American Division superintendents' perception of teacher usage (85)			10.6	24.7	48.2	16.5

* Denotes 1996 responses.

District B: Summary of Cooperative Learning

All (100%) of the teachers surveyed in district B responded that they have "started implementing" or are

"using cooperative learning with proficiency." That they have responded higher than the North American Division teachers (70%) is not surprising, because district B teachers participate in study groups in which specific cooperative learning strategies are practiced and modeled.

Open-ended Survey Comparison—
Cooperative Learning

On the open-ended survey administered to North American Division superintendents, only 4% responded that they were promoting cooperative learning from their central office. As shown in Table 10, almost 65% of the superintendents responded that teachers have "started implementing" and are "using cooperative learning with proficiency." The discrepancy that exists might be attributed to the fact that cooperative learning is not a new strategy and that superintendents do not feel compelled to promote its use; in other words, they have been holding in-service training in cooperative learning for several years and may assume that the teachers are proficient in using this strategy. Another hypotheses is that the superintendents may not understand the components of the innovation and may observe groups working together at a school when they visit and not completely realize the group dynamics involved in the cooperative learning process.

Profile '95 Innovative Practices Summary

The two districts chosen for this study responded with a higher percentage than the North American Division in using the five innovative educational practices previously described. Portfolios is the only area in which district B has a lower percentage than the North American Division respondents.

Comparisons between district A and district B and the North American Division show that the two districts are ahead in percentages of the North American Division in all five categories, with the exception of district B in the category of portfolios.

Table 11 compares responses of the elementary-school teachers of districts A and B with each other and with the North American Division in the categories "started implementing" and "using with proficiency."

Conclusions

Interviews with the superintendents from district A and B revealed their philosophies regarding their specific positions and the educational profession in general. This information helped in the interpretation of the themes that are developed in chapters 4, 5, and 6 of this study.

As stated in chapter 1, the intent of this study was to describe how a superintendent performs his or her duties in the area of staff development. Using the Profile '95 (Brantley, 1995) data helps corroborate what the experts were saying when choosing districts that have exemplary

models of staff development. The expert informants stated that these districts are promoting innovative educational practices and have an organized staff-development program in place. The data compiled from this study show that these two districts are active and have responded higher than the North American Division in most of the innovative educational practices categories.

Table 11

Summary Chart of Elementary Teachers of Districts A, B, and North American Division (In percentages)

District and North American Division	Descriptor	Educational Innovations				
		Portfo-lios	Study Groups	Mult. Int. Lrn. Style	Integ. Curr.	Coop. Lrn.
District A Teachers	Implementing	34.6	20.0	40.0	38.5	38.5
	Proficiency	7.7	8.0	12.0	26.9	46.2
TOTAL		**42.2**	**28.0**	**52.0**	**65.4**	**84.7**
District B Teachers	Implementing	0.0	28.6	42.9	42.9	42.9
	Proficiency	0.0	42.9	14.3	14.3	57.1
TOTAL		**0.0**	**71.5**	**57.2**	**57.2**	**100.0**
North American Division Teachers	Implementing	21.5	13.7	33.9	31.1	48.4
	Proficiency	2.8	5.2	13.9	13.2	21.6
TOTAL		**24.3**	**18.9**	**47.8**	**44.3**	**70.0**

Chapter 4 describes the dominant themes that were gathered from data analysis.

CHAPTER 4

DEVELOPMENT OF A VISION OF KNOWLEDGE

AND UNDERSTANDING

This chapter examines the vision and implementation of the staff-development plan of district A and district B. The differences between the two districts in their methods for achieving their staff development goals become evident in the following discussion.

Vision

Definition

Representatives for both district A and district B clearly stated that having a vision is necessary for change. Having such a vision seems to distinguish leaders from managers. Sergiovanni (1987) succinctly points out that vision is "the capacity to create and communicate a view of the desired state of affairs that induces commitment among those working in the organization" (p. 57).

Norris (1990) calls vision "creative leadership" and writes, "Leadership is creative to the extent that the leader:

> 1) has a wide knowledge of educational theory and principles, 2) possesses the ability to analyze current situations in light of what should be, 3) can

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identify problems, and 4) can conceptualize new
avenues for change. (pp. 6-10)

Vision Builds Community

A superintendent has an obligation to talk openly and
frequently about his or her beliefs and commitments among
the teachers of the district. Superintendents are
responsible for encouraging a dialogue with their teachers
about what the vision of district schools ought to be.
Bricker (1984) suggests that vision should not be construed
as a strategic plan that functions as a road map that
charts the turns needed to reach a specific reality that
the leader has in mind. It should, instead, be viewed more
as a compass that indicates the direction to be taken,
inspires enthusiasm, and allows people to adapt and take
part in shaping the way that accomplishes the school's
mission. The result of defining vision in this way is
consensus about purposes and beliefs that bonds the
teachers together around common themes. This bonding
provides them with a sense of collegiality that is
important and valuable. With such bonding in place, the
district is transformed from an organization into a
community (Henriquez-Roark, 1995).

Vision Misapplied in the
Change Process

Visions are necessary for success but can be
misapplied by teachers and administrators in the change
process. Fullan (1993) contends that vision comes later in

the change process for two reasons. First, under
conditions of dynamic complexity, teachers need a good
deal of reflective experience before they can form a
plausible vision. Vision emerges from action and is
usually provisional. Second, shared vision, which is
essential for success, must evolve through the dynamic
interaction of organizational members and leaders. This
process takes time and will not succeed unless the
vision- building process is open-ended. Because visions
come later in the process does not mean that they are not
recognized. Just the opposite. They are pursued more
authentically while avoiding premature formalization
because they have been intrinsically accepted.

Senge (1990) illuminates further on the concept of
vision:

> Today, 'vision' is a familiar concept in corporate
> leadership. But when you look carefully you find
> that most 'visions' are one person's (or one group's)
> vision imposed on an organization. Such visions, at
> best, command compliance—not commitment. A shared
> vision is a vision that many people are truly
> committed to, because it reflects their own personal
> vision. (p. 206)

> Organizations intent on building shared visions
> continually encourage members to develop their
> personal visions. If people don't have their own
> vision, all they can do is 'sign up' for someone
> else's. The result is compliance, never
> commitment. On the other hand, people with a strong
> sense of personal direction can join together to
> create a powerful synergy toward what I/we truly want.
> (p. 211)

Paradox of Vision in Districts

The critical question is not whether vision is important to the district, but how it can be shaped and reshaped given the complexity of change that is being promoted. A vision dies prematurely when it is only a statement issued by district committee members, who do not allow for personal visions to flourish. A vision can fail to develop when too many people are involved in its inception, when there is a tendency towards superficial talk. Personal vision must be allowed to flourish. Ownership cannot be achieved in advance of learning something new. Fullan (1993) contends that

> as people talk, try things out, inquire, re-try—all of this jointly—people become more skilled, ideas become clearer, shared commitment gets stronger. Productive change is very much a process of mobilization and positive contagion. (p. 31)

With this background in mind, let us look at the individual districts and each of their visions.

District A: Innovations/Strategies Emphasized and Professional Growth Plan

Areas of Emphasis

District A has identified eight areas in which they would like to see their teachers become more proficient. They are:

1. Cooperative learning.

2. Dimensions of Learning.

3. Quality schools.

4. Mastery learning and outcomes-based education.

5. Multi-age classrooms.

6. Technology.

7. Multiple assessments.

8. Character education and faith maturity.

Professional Growth Plan—Part I

Each year, the teachers and principals in district A must submit a professional growth plan (see examples in Appendix B). Beyond that, each school must submit its own goals and these must be interfaced with the district goals.

The teacher plan is divided into three parts. The first part involves individual professional growth. The district wants to know how each teacher plans to accomplish professional growth, such as by reading, taking classes, school visitation, attending workshops or conventions, or using a combination of these.

This particular method not only forces the teacher to plan for professional growth but also serves as a measure of accountability. The superintendent commented that too many Adventist educators spend months—sometimes years— without attending a formal workshop. To remedy this situation, administrators may require all their teachers to attend the same staff-development function, to give every teacher the "same prescription in the same amount." District A is aware that teachers vary in their learning styles and that their desires and needs also differ. As a result, district A has a

professional growth system that provides options for teachers to make individualized plans for their professional growth while maintaining a focus on the school mission. The superintendent and the two associates support growth through such activities as assisting teachers in developing future career goals, encouraging teachers to find and use ways to improve in the classroom, and asking thoughtful questions that clarify goals and establish consistency between beliefs and practices.

The education department of district A has budgeted $49,000 for professional growth. Each full-time certified staff member of a school in district A is eligible for $300.00 a year to attend workshops and regional or national conventions or to use to pay substitute teachers while working on a special curriculum project. One-third of the local schools in the district also budget about $100 per teacher for professional growth of their teachers and principals to be used in combination with the district allowance of $300.00.

Professional Growth Plan—Part II

The second part of the professional growth plan of district A consists of having individual teachers state their goals for the upcoming school year in the area of curriculum and instruction. The superintendent of district A believes that only by taking action can individuals alter

their own environments and make profound change. Fullan

(1993) concur:

> If teachers and other educators want to make a
> difference, and this is what drives the best of them,
> moral purpose by itself is not good enough. Moral
> purpose needs an engine, and that engine is
> individual, skilled change agents pushing for changes
> around them, intersecting with other like-minded
> individuals and groups to form the critical mass
> necessary to bring about continuous improvements.
> (p. 40)

Professional Growth Plan—Part III

The third part of district A's professional growth

plan is defining how the principal or district office can

assist the teachers in accomplishing their professional

growth. This critical component puts the pressure on the

district educational staff to model and encourage

professional growth. As a result, the superintendent sees

his primary function as getting teachers to become and

remain excited about what they are doing. The

superintendent and the associates give teachers and

principals frequent and appropriate feedback and

inspiration. If a teacher is perceived to be at a

stalemate, for example, the superintendent or associate

superintendent suggests that the teacher attend a seminar

to spark his or her interests.

Defect View vs. Growth Approach

Philip Jackson (1971) synthesized two perspectives

from which in-service education may be viewed: the defect

view and the growth approach. From the receiver's frame of reference, the *defect view* is a negative and damaging one. If staff developers and administrators (or planners) imply that the in-service project is to repair an intellectual or technical "defect," then those participating in the training project are viewed as unprepared or incompetent. Jackson also observed that the typical defect-oriented project is arbitrarily assigned; it emphasizes the simple or behavioral aspects of teaching, stresses fast-acting tricks, uses prescriptive techniques, and usually stresses the latest educational fads. Administrators and staff developers with this perspective compare the teacher to an out-of-date machine that can be updated—just like last year's computer.

The consequences of the defect view are to inhibit human potential. The planner draws the specifications, and that is that. Teachers may be reluctant to admit that they do not understand the value of a certain concept or technique and may perceive that what is important is to adapt and use it, whether or not it seems appropriate.

The *growth approach*, conversely, implies that teaching and learning are complex activities in which no one ever masters the totality of the profession. Everyone enters the profession with skills and knowledge that will continuously expand with experience that is gained both inside and outside the classroom. The motive for participation in in-service activities is to gain an

artistry of teaching. The *growth approach* is the keystone upon which human potential is built; it recognizes teachers in a humanistic, not mechanistic, perspective. This approach recognizes that every educator is a continuous learner who wants to solve organizational and instructional problems, wants to be involved in educational decision-making processes, and recognizes that staff development and personal development form an imaginative, inventive, on-going process, that they do not constitute a singular event.

Superintendents' Ideal of Vision and Growth

District A endorses the growth approach to staff development. The superintendent's ideal is continual improvement. The superintendent of district A affirms:

> The teachers have to get the idea that if they are teaching the same today as yesterday they are not improving and if they are simply refining what they've been doing the last five years, it is not a quality classroom no matter how good it was five years ago. (Vol. 1, pp. 120-121)

District A's superintendent and associate superintendents assume the responsibility of facilitating and nurturing professional growth. They fulfill this responsibility by encouraging their teachers and principals to visit other schools, read, attend workshops, and use every means possible to incorporate effective instruction into their repertoires.

When teachers attend these workshops and seminars, they are encouraged by the district office to become

trainers in particular innovations or strategies. For example, district A paid the expenses to send three teachers to a Dimensions of Learning training seminar. In another instance, the district did the same to send teachers to a Quality School Seminar conducted by William Glasser. The district envisages having district-wide trainers of trainers to assist superintendents in their reform efforts. This trainer-of-trainer approach is referred to extensively in chapter 5.

It is the goal of the educational superintendents to attend a seminar once a quarter, if it is held within driving distance. This modeling is imperative if they expect teachers and principals to do the same. Superintendents must attend workshops and read current literature to make themselves aware of current instructional strategies and curriculum/instructional changes to promote them. As the district A superintendent succinctly points out, "If leadership doesn't do what they are asking those in the trenches to do, then the request is hypocritical. We have to model what we want the teachers to do" (Vol. 1, p. 127).

District B: Innovations/Strategies Emphasized and Professional Growth Plan

Areas of Emphasis

District B administrators have identified nine areas in which they would like to see their teachers become more proficient. They are:

1. Dimensions of Learning

2. Models of teaching

3. Cooperative learning

4. Thematic instruction

5. Use of multiple intelligences

6. Use of learning style

7. Use of technology

8. Distance learning

9. Biblical values and character development.

Professional Growth Vision Through Study Groups Using the Training Model

District B has chosen an entirely different medium for increasing teacher professional effectiveness: through study groups. Central to the model is that teachers learn to work with one another in study groups, collegiality generating knowledge about the use of particular teaching strategies. The effectiveness of the study groups and subsequent peer coaching depends greatly on the leadership of five to seven teachers functioning as a unit.

Joyce, Murphy, Showers, and Murphy (1989) reported on training adapted from the Joyce and Showers program that implements research-based strategies of teaching. The model is of interest because it combines an experiential approach to teacher knowledge with explicit attention to the use of externally produced knowledge. The training program, which instructs the teacher in a series of teaching skills, is aimed at restructuring the workplace by

organizing teachers into study groups. This training model stresses collegial work as a way of reaching specific and clearly stated goals regarding teaching performance. This program takes into account teacher beliefs and encourages a clear understanding of the principles and practices that they are expected to apply. The content of the training is focused on learning to use the established teaching strategies that increase student learning.

District B has been using the study-group approach to staff development for the past 5 years (Vol. 2, p. 52). Currently, all but five teachers in that district meet monthly for 4-6 hours. The strategies to be learned were clearly stated and documented, and teachers were provided with illustrative materials supplied by the district department of education. The primary task of the teacher study groups was to develop ways of using the teaching models in their own classrooms. Teachers had a sufficient amount of time to become acquainted with the information and techniques and to achieve a high level of proficiency. The success of the training program depends greatly on organizational and conceptual factors, such as administrative support from the district and the availability of time and resources.

The program, as conceived by Joyce and his colleagues, makes use of research-based Models of Teaching, in which the teachers' achieving a high level of proficiency in executing the models is essential. Reaching

this goal calls for a considerable amount of practice and study, explicit training, and conceptual clarity in the training. The collegial setting provides an incentive to learn new teaching strategies, leading to an understanding of the teaching models that is shared among the teachers at the school (Murphy, 1991). In particular, the training model sets a premium on linking teachers' experiences and fostering acquaintance with new information through discussion, exchange, and practice.

Staff Development as Cultural Change

District B has adopted the study-group concept as its sole means of staff development because the collegial relationships that form ensure that teachers will use the new strategies. As Fullan (1993) has carefully pointed out, shared understandings sustain innovations. If success is to occur in a system designed to sustain study and change, all personnel have to study the content of innovations as well as the innovative process, thereby developing the common knowledge that will guide their collective behavior. The associate superintendent of district B pointed out that to create a full-blown staff-development system is to engage in cultural change as well (Henriquez-Roark, 1995). Joyce and Showers (1995) pointed out that "essentially, teachers have had to learn to work alone, relying on themselves, unentangled for the most part by group decisions or the necessity to coordinate activities with others" (p. 38). As a result, district B

has attempted to develop a system of collaboration to counteract the state of isolation that often characterizes schools and is particularly appropriate because of the small size of the schools and the geographic isolation. There are no teacher lounges or peers to discuss educational matters.

District B strongly supports successful innovations. Not only has synergy developed within individual schools participating in study groups, but district-wide synergy also has developed. With 92% of its staff participating in a district-sponsored activity, such synergy is inevitable.

Funds Available for Professional Growth in District B

District B also has funds available for teachers who want to grow professionally. Table 12 shows how these funds are distributed.

The years spent teaching and the type of school are the primary stipulations for receiving professional growth funds in district B. The superintendent of this district promotes the rationale that teachers working alone in a school are entitled to more funds than are teachers in multi-teacher schools. The rationale behind this practice is two fold: First, one-teacher schools typically have few resources and are usually struggling to meet their budgets. Second, the district recognizes the fact that it takes a special kind of individual to teach in a one-teacher

school. Extra funding provides the means for encouraging and supporting such a teacher.

When questioned about why a teacher in his district had to put in 2 years before receiving any professional growth funds, the superintendent stated that the anticipation in certain staff-development activities may help to retain more teachers.

Table 12

Funds Available For Professional Growth—District B
(In dollars)

Type of School Currently Working	Number of Years Served in District		
	2 Years Completed in District	3 Years Completed in District	4 Years Completed in District
1 Teacher	200	300	400
2 Teacher	100	150	200
3+ Teacher	75	100	150

Analysis of the Vision of Knowledge
and Understanding in District A
and District B

Intrinsic Changes Needed
by Teachers

I believe that teachers do not look forward to in-service training because they have been virtually forced to hear meaningless speeches, participate in pointless

projects, or attend totally irrelevant workshops. A basic assumption of human development is that individuals have needs to be met. Meeting individual needs is quickly translated into successful projects. More important, teachers who have positive experiences become advocates for the staff-development program.

Guskey and Huberman (1995) maintain that teachers' knowledge and beliefs affect how they perceive and act on various messages about changing their teaching. Through their existing knowledge and beliefs, teachers come to understand recommended new practices and activities. These understandings, in turn, determine how the instructional tools actually are used in their classrooms. Just as students' existing knowledge and beliefs serve as the starting points for their learning, teachers' knowledge and beliefs serve as powerful filters through which learning—and change—takes place. The same knowledge and beliefs are also critical targets of change. In other words, teachers simultaneously become the objects and the agents of change (Cohen, 1990; Cohen & Ball, 1990; Putnam, 1992). They must change, and the change must come, in part, from within. This situation makes the achievement of fundamental changes in teaching practices difficult, because a teacher's existing conceptions of learning and of subject matter can be very resistant to change (Fullan, 1993).

The preceding line of reasoning leads to the conclusion that district personnel who wish to reform

educational practice cannot simply tell teachers how to teach differently. Teachers themselves must make the desired changes. To do so, they must acquire richer knowledge of subject matter, pedagogy, and subject-specific pedagogy, and they must come to hold new beliefs in these domains. The staff-development efforts that districts A and B initiated are those that help teachers to acquire or develop new ways of thinking about learning. This is later brought out in chapter 6.

Superintendent Survey Analysis

The following question was asked of 56 superintendents and associate superintendents in 33 Seventh-day Adventist districts nation-wide: "Give a brief description of the ideal conference staff-development program, the one that you would develop if you had unlimited resources." Using an inductive method to analyze the data, six major themes surfaced.

Seminars/Workshops

The only consensus was in the area of seminars/workshops. Ninety percent of the superintendents and associate superintendents responded that seminars and workshops were a necessary part of their ideal vision of staff development. Fifty-seven percent of those administrators stated that a local in-service was of great benefit for the improving of instruction. Sending a teacher to a national convention or bringing in recognized

speakers or college professors was also high on their lists. Unfortunately, this approach to staff development leads to one-shot workshops with no thought given to follow-up or to how the new technique fits in with those that were taught in previous years (Burke, et al., 1990). (See pages 109-111 and 118-119.)

Technology

Approximately 15% of the superintendents and associate superintendents responded that staff development for technology was very important and that hands-on experience was the most beneficial way to train teachers. Several administrators stated that on-line interaction via CompuServe should be initiated, along with installing a satellite dish for educational programs.

Mentoring

One-sixth of the respondents revealed that mentoring should be considered when planning the ideal staff-development program. A few administrators suggested a multi-grade situation that allows a master teacher to model a strategy. Others believed that visiting a master teacher in the area on a regular basis in a one-on-one situation would be most profitable.

Supervision

Seven percent of superintendents and associate superintendents would like to see more time spent on classroom supervision in conjunction with on-going and

informal evaluations. Other respondents suggested that the superintendents make quarterly visits to every teacher and that principals hold monthly meetings with them.

Teacher Meetings

Another 7% of the respondents mentioned teacher meetings or study groups. Three districts would like to organize the faculty into study groups so that their teachers can grow professionally, personally, and socially. They also would like each school to take 1 full day or 2 half-days per month for in-house planning and development. A respondent from another district would like to see paired teams to establish yearly professional objectives and mutual assessment.

Auxiliary Staff

Eleven percent of the respondents would like to see a specialized person in the district office. These specialized people consisted of a full-time person whose sole responsibility is staff development, learning disabilities, and counselor resource personnel. Adding resource people is not effective unless it is focused with very specific goals and one is measuring those goals as far as outcome is concerned (Sergiovanni, 1987).

Superintendent Survey Summary of District A

The superintendent and associate superintendents in district A believe that the ideal staff-development program requires desire, time, and money. Desire comes best by

seeing, not just by reading. The district wants its teachers to witness an innovation in action, not just to read about it. The superintendent wants his teachers to visit a successful faculty study team to understand its function and be motivated to establish one. He believes that more time must be given to staff development with 1 full day per month as the ideal. Resources to hire the facilitators and consultants to motivate the teachers to become a learning community are also necessary. In summary, district A administrators believe that developing a climate in which continual growth is expected and nurtured is the ideal.

Superintendent Survey Summary of District B

The superintendent of district B believes that the ideal staff-development program is the study-group method. He would like to see his teachers paid mileage for travel to the study-group meetings. He would also like to see the study group meet for a full day, instead of a half-day, and substitutes hired rather than closing down the school. The superintendent would also like to hire an additional associate superintendent; one associate would introduce and motivate teachers, whereas the other would follow through by conducting on-the-job evaluations.

The district B associate superintendent also indicated that the ideal staff-development program involves organizing the faculty into study groups so that they can implement innovation and have the opportunity to grow

professionally, personally, and socially. To do so would require intensive training and continuous practice through study groups. The result would be an organization that is continually expanding its capacity to learn. The associate superintendent further communicated that the goal of staff development is to develop an environment in which true community and cooperation combine to form the established norm of the school's culture—a culture in which teachers are able to implement long-term change.

Conclusion

Both district A and district B desire and promote a staff-development program that incorporates a vision of knowledge and understanding for its teachers. To achieve this goal, the leaders of both districts must build a shared consensus about purposes and beliefs that bonds teachers adopting the same vision. In effective schools, teachers focus on curriculum and instruction and their sense of efficacy is enhanced. Efficacy is a key variable in the school-improvement process, because the feeling of making a positive impact on the immediate situation boosts energy and persistence in the face of challenges (Ashton & Webb, 1986, p. 3).

Other than workshops and seminars, there was little consensus among the North American Division superintendents as to what an ideal staff-development program should look like.

Superintendents who hope to function as effective change agents should have a clear sense of organizational vision and values (Deal & Peterson, 1982). A synthesis (Lieberman & Miller, 1981) of the research on schools that were improving their instructional practices concluded that having a clear underlying vision provided the "system" that guided their improvement efforts. The leaders of these schools avoided "seat-of-the-pants" management by taking the long view and using vision and values to guide them without limiting the number of ways to get there. Superintendents who recognize their role as staff developers should not take their first steps on the path to school improvement without having this guide firmly in hand. District A, through its professional growth plan, and district B, via study groups, have such a guide in hand.

CHAPTER 5

DEVELOPMENT OF INSTRUCTIONAL SKILLS AND STRATEGIES

Implementing innovative practices is an exciting way
for teachers to gain new knowledge and skills while their
students benefit from new materials, strategies, and
environments in which to learn. When I use the term
innovation, I mean something that is new to the individual
who is going to use it. It actually may have been around
for a long time, but if it requires behaviors that are not
routine for the person, then it is considered innovative.

District A: Development of Instructional
Skills and Strategies

Hiring of Teachers

District A specializes in hiring teachers who want to
practice new skills and strategies. Almost 50% of the new
teachers (15 to 21) hired each year are beginning teachers.
District personnel believe that first-year teachers do not
have to unlearn old habits before they can be receptive and
open-minded to professional growth strategies. The
superintendent commented that most other districts do not
hire first-year teachers until they are trained by someone
else, a practice that he believed was counter-productive
because they do not have the same vision or share the same

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goals as the district. He remarked that "because we have so many first-year teachers we have to pick master mentor teachers so that they aren't just calling us for questions—they are visiting a master teacher's classroom in our mentoring process" (Vol. 1, p. 105).

Unfortunately, district A's superintendents must work with several school boards that are unwilling to hire first-year teachers because they see such teachers as lacking experience. To help to counteract this difficulty, the district superintendents have been trained to administer the Gallup Organization Perceiver System (G.O.P.S.), an inventory that identifies the 12 best predictors of a good teacher. The teacher themes measured in the inventory include:

1. Mission—the teacher has a deep underlying belief that students can grow and attain self-actualization.

2. Empathy—the teacher can apprehend and accept the state of mind of another person.

3. Rapport drive—the teacher has a favorable relationship with each student.

4. Individualized perception—the teacher makes every effort to personalize each student's program.

5. Listening—the teacher spontaneously listens to others with responsiveness and acceptance.

6. Investment—the teacher has the capacity to receive satisfaction from the growth of students.

7. Input drive—the teacher continually searches for new ideas, materials, and experiences to use in helping the students.

8. Activation—the teacher is capable of stimulating students to think, to respond, to feel, to learn.

9. Innovation—the teacher has the capability of putting information and experience together into new configurations.

10. Gestalt—the teacher has a drive toward completeness.

11. Objectivity—the teacher gets facts and understands first, as compared to making an impulsive reaction.

12. Focus—the teacher knows what the goals are and selects activities in terms of these goals.

District A does not hire anyone who has not taken the G.O.P.S. as part of the interview process. The superintendent articulated that

> we don't use that inventory to hire people solely, but use it to interview for a job. It is a screening device, which so far we have found to be very practical. We don't want to hire a teacher that is not going to score high on more than half of those questions, especially on the questions dealing with rapport drive, empathy, and innovation. (Vol. 1, p. 108)

Administering the G.O.P.S. teacher-perceiver inventory to a potential teacher makes good sense. Based on the responses given during the G.O.P.S. interview the personnel at the district level initially determine whether

or not they want to make an additional investment in the candidate. The superintendents then take the names of potential candidates to the local school board for further discussion. The usual procedure in most other districts is to gather several names of potential candidates (the superintendent usually checks a few references prior to the board meeting), then the local board interviews them to determine if they are effective teachers.

In district A, the decision about hiring a candidate has essentially been made through the G.O.P.S. Using G.O.P.S. scores, the superintendents in essence say to the local board, "here are two or three excellent teachers that we have already interviewed and screened. You can now determine which personality type would work best in your particular situation."

Using the G.O.P.S. makes a great deal of sense because school-board members may or may not have the educational expertise to ascertain the qualities that make a productive teacher. In the procedure described above, educational expertise has already been established at the district level, leaving the local board to determine which of the pre-screened candidates will best fit the unique needs of their school.

The educational administrators of district A believe so strongly in the validity of the G.O.P.S. so that they allocate funds for the principals of their academies and junior academies to become trained in administering the

measurement. This practice saves the district time and empowers the principals in their local areas. District A's superintendents believe that the heart of change is in supervision. The superintendent asserted:

> I think we are going to change and improve proportionate to the goals of the supervisors and the time we put into it more than any other factor. Another change we are working toward is the supervisory skills of the building principal. We figure that if a principal is one-half time, that we are expecting him or her to do written teacher evaluations. Even if the principal is teaching full-time, we buy the principal a day a quarter to do evaluation and then have someone from the office spend that day with them inservicing and training him or her. A supervisory role from the conference is to instill that same vision in the building principal—a vision that we feel is imperative for any kind of change. (Vol. 1, pp. 112-113)

It is interesting to note that the three district A superintendents have been trained in the G.O.P.S. principal-perceiver. This instrument is designed to screen potential principals coming into their district. District A also wants to hire administrators who share in the same vision because they can transfer this same vision to their teaching staff.

Mentoring

In the mentoring process, the teacher assumes a long-term supportive role for a mentoring colleague in one or several teaching responsibilities. Mentoring has an evolutionary quality (Gray & Gray, 1985) in which the experienced teacher assists the beginning teacher gradually to gain competency, confidence, realistic values,

experience, self-evaluative skills, and curricular knowledge. Lieberman and Miller (1991) state: "This teacher leadership [mentoring] enhances the learning environment for students and encourages talented people to remain in the profession" (p. 186).

Providing mentors for the first 3 years of a teacher's career, the superintendent of district A believes, maximizes success and increases loyalty. As stated at the beginning of this chapter, 15-21 new teachers are hired every year in district A. This means that a mentor would be assigned to each of them and they would converse when the need arose and visit each other's classrooms on a monthly basis.

The beginning teachers of district A benefit in many ways by having a mentor assigned to them. Smith (1995) emphasizes the following advantages throughout her dissertation study that was conducted in the Seventh-day Adventist educational system.

1. Different instructional methods are modeled to assist beginning teachers to expand their repertoire of skills. Here the mentor is given the chance to present teaching ideas to the beginning teacher. Not only is the beginning teacher benefiting from observing the experienced teacher in action, but the mentor also receives constructive feedback through the post-lesson discussion with the beginning teacher.

2. Regular observation and feedback are provided. Too often experienced teachers are isolated from a collegial environment of peer supervision. Developing an understanding and knowledge of data gathering of the beginning teacher's instructional practice will open up different perspectives for the mentor in his or her own classroom practice.

3. Working jointly on the introduction of new curriculum materials for both the beginning teacher and mentor's classroom is of great benefit. Whatever the curricular focus, the unique instructional and curricular expertise that both mentor and beginning teacher may bring to this collegial relationship results in an expanded resource of ideas for both teachers.

4. Being a resource and assuming a consultative role; specifically, becoming an educational facilitator for other colleagues has proven to be advantageous. For example, the mentor is responsible for finding and locating resources that are suitable for the students in the beginning teacher's class. These resources also become a resource for the mentor (Smith, 1995).

McCune (1994) found that new teachers within the Seventh-day Adventist educational system believe that beginning-teacher induction and orientation are crucial for their professional growth and development and for their personal job satisfaction. Additionally, these studies indicate that novice teachers desire and expect this

support from their principals and that they believe that mentors are necessary, especially during the initial job-adjustment period. The study also indicates that mentors need and desire training.

Research data from the national Center for Research on Teacher Learning at Michigan State University (*An Annotated Bibliography, 1992*) suggest that while mentors may help novice teachers make situational adjustments to teaching and may reduce the dropout rate among first-year teachers, the presence of mentors does not in and of itself guarantee that teachers will become more skilled at teaching or more thoughtful about their work than they would be without the mentors. They also go on to say that mentoring does not make a difference unless you train the mentor specifically for the intended outcomes.

In summary, the mentor might be considered an invaluable friend, a professional colleague, and a confidant to the beginning teacher. The mentor must be an exemplary teacher; not necessarily a master teacher in all curriculum areas, but a teacher who understands curriculum and instructional process and concepts.

Trainer of Trainers

District A has incorporated a trainer-of-trainers approach in which the superintendents in their district learn a specific program or practice and teach it to the teachers. The superintendent provides the following reasons for developing this program:

1. It is cost-effective to improve staff skills by investing in local trainers who can work closely with the staff. Often, a training opportunity is so far away that covering the travel costs of sending large numbers of people to be trained is prohibitive. It also is not feasible in the district setting to allow everyone who needs the training to attend the session at the same time. Therefore, the investment is made in preparing a small number of people and charging them with the responsibility of training others. The district associate superintendents receive the training and then train their teachers. These teachers, in turn, train other teachers.

2. Local trainers are readily available to provide ongoing assistance to staff. One of the keys to transferring skills from one person to another is to provide opportunity for practice, with feedback. Local trainers can provide refresher training and ongoing assistance more immediately, directly, and inexpensively than can the external trainer or developer.

3. The superintendent of district A strongly believes that people trained and functioning as trainers develop a stronger use of the new program or practice and have a greater commitment to its success in the school and the conference. People who have accepted the responsibility of training and assisting their colleagues seem to develop an investment in success that helps to sustain them and others over the difficulties of early implementation. Also

important are the leadership roles resulting from expertise in a program that can create new professional opportunities for teachers.

4. District A believes that teachers accept new learning better from peers and colleagues with whom they can identify. Learning from a respected colleague who is committed to the change and convinced of its worth (in their own setting) can do much to alleviate fears, stimulate interest, and foster the willingness to give the new approach a try.

There are, however, several problems with the trainer-of-trainers program. First, trainers need repetition to perfect the strategy. This goal cannot be accomplished by attending a seminar, just as teachers cannot perfect the technique in a single seminar (see Joyce & Showers, 1988). Second, without the trainers using the training model (Joyce & Showers, 1982), there cannot be a deep understanding of the innovation and, in most cases, the strategy is not performed correctly.

In summary, local trainers have a better sense of how the program or practice needs to be adapted to fit local conditions. Most new programs or practices require some degree of adaptation when transferred to a new setting. Local trainers can assist whomever they train to tailor the program or practice to the unique setting of each Seventh-day Adventist school without violating essential features and implementation considerations. However, without proper

training of the technique, combined with repetition, the new practice may not be effectively transferred.

Importance of the Principal—A Metaphor

The superintendent's position in the Seventh-day Adventist educational setting is analogous in many ways to that of a ship's captain. The ship is the district school. The captain generally sets the course and has the overall responsibility of staying the course or changing it. However, the captain relies heavily on the expertise of the crew to chart the course and to steer the ship according to the chart. The captain also relies heavily on the crew for information that confirms that he is on course or advises him to adjust his calculations.

The ship is part of a larger fleet. While the captain sets the course for the ship, the captain must also ensure that his or her work is aligned with the overall destination of the fleet.

District Superintendent as Principal

The superintendent at the district level in the Seventh-day Adventist educational system acts in the place of a principal in a large public school, particularly in the areas of supervision and staff development (see p. 4).

For changes to occur, the principal or superintendent, depending on the size of the school, must be able to articulate a vision for change without imposing

that vision on the teachers. Staff members are more likely to successfully implement new instructional practices if they are part of the decision-making process. Changes occur when sufficient support is given for financial and human resources for staff development including planning time.

The importance of strong administrative support, particularly that of the principal, is another of the characteristics of the effective staff-development programs documented by research. Administrative indifference results in the inevitable death of training programs (Miles, 1983). Miles also suggests that principals who hope to ensure the success of school-improvement efforts must focus on these objectives: (1) clarifying the goals of the program and their relationship to school goals, (2) protecting teachers from competing demands on their time, (3) providing ready access to technical and institutional support, (4) communicating the importance of the program by giving it the attention warranted by a high priority, and (5) providing a realistic time frame for improvement.

In a comprehensive study of the principal, Sergiovanni (1987) discovered several aspects and implications of the principal's role, among which are the following:

1. The principal plays a major role in the way a school operates instructionally.

2. The principal is of critical importance in determining a school's climate.

3. The principal who shares decision-making with his or her staff has a school with less tension than one administered by a more authoritarian principal.

McLaughlin and Marsh (1978) reported that

> the attitude of the building principal [this would apply to the district superintendent in most SDA settings] was even more crucial to the long-term results of a change-agent project. The support of the school principal for a special project was directly related to the likelihood that staff would continue to use project methods and materials after special funding is withdrawn. Furthermore, principal support positively affected implementation. (p. 75)

McLaughlin and Marsh (1981) also noted that when principals participate in a training program, their presence imparts a message that the training is important (p. 77).

In conclusion, with a good share of Seventh-day Adventist schools being one-, two-, or three-teacher schools, the superintendent plays a major role in the implementation of successful innovations in the Seventh-day Adventist educational system because he or she acts in the place of a principal in a large public school.

Conventions/In-service

During pre-school weeks in August, district A conducts a yearly teacher's convention that is tailored around certain targeted innovations and strategies. The superintendent sees a problem in this "cafeteria approach" to professional growth: Instead of giving the teachers choices about the strategies they want to learn and use, conference administrators dictate the strategies that all the teachers will use, and for how long. The

superintendent disclosed that in the past money had been invested at a variety of training methods without having a defined goal. He expressed that "we have had seven or eight concepts that we are moving towards, but this coming year we are going to emphasize only one." (Vol. 1, p. 112)

In spite of the fact that the 1-day seminar has little effect on teaching practice, holding such workshops continues to be the dominant pattern in staff development. Boschee and Hein (1980) conducted an evaluation of a workshop immediately after it was completed and found that 97% of the teachers said they would recommend the workshop. Six months later, the researchers conducted a follow-up evaluation; they found not only no change in the targeted teacher behaviors, but they also found a shift in attitude that indicated that only 40% of the teachers now stated that they would recommend the workshop. Furthermore, 20% of the teachers now said that they would not recommend the workshop under any conditions. Teacher complaints that surfaced in the 6-month follow-up, in conjunction with the researcher's observations, point out the shortcomings of even the best workshops: the workshop covered too much material; more relevant classroom examples were needed; it focused on the teaching of skills rather than a conceptual understanding; it used a "one-shot" approach; and was structured so that participants could not modify techniques or goals.

In most cases, teachers acquire much of their technical insight informally from other teachers. Most would readily welcome better training, especially hands-on techniques that are easy to implement. Many of the existing staff-development programs, however, are selected randomly and are likely to focus on a current fad whereas the selection of content should be dictated by the need for change that a faculty perceives (Joyce & Showers, 1995).

Schlechty (1985) has observed that there is an odd parallel between staff development and civic efforts to eliminate organized prostitution. From time to time, citizens complain about the problem and authorities launch a campaign to eliminate it. Usually the perpetrators simply shift to another area. The pressure eases. Old habits return, however. Prostitutes show up in a new area and dressed in new clothes. In education, new staff development strategies are introduced to remedy perceived problems. When educators tire of the thrust put upon these activities, a shift is made to a different strategy which usually entails more in-services and conventions.

Summary of Instructional Skills/Strategies of District A

District A has well-defined innovative goals in regard to instructional skills and strategies, but the administration is struggling with the problem of implementation. The superintendent is grappling with several questions:

1. How do you get the teachers to buy into the philosophy of learning new innovations and strategies?

2. How long do you let staff members do their own thing before stepping in?

3. How forceful or directive can you be with staff who are not buying into your philosophy?

In district A, the role of the central office is to get the innovation to start at the grass roots. Administrators believe that they cannot mandate an innovation at a school. The superintendent proposed that

> we have tried to mandate change for a couple of decades in Adventist education. I don't think it is going to work that way. We have to precipitate it and nurture it, but it has to have local ownership and impetus and the desire to do it. The schools that have changed the most dramatically, as I have read the literature, are schools that have designed their own change. They have had all kinds of support—central office, in-service money, and so forth. But the changes have been made by the local people. (Vol. 1, p. 116)

Although district A finds implementing innovative instructional skills and strategies difficult, it realize fully that it is a facilitator in precipitating change.

District B: Development of Instructional Skills and Strategies

Formation of Study Groups

Five years ago the associate superintendent of district B discovered the concept of study groups while taking classes at Andrews University. She presented the concept to the district B teachers at the August teachers 'convention with the intention of starting one study group

in the district and the hope of adding one study group a
year thereafter. Two groups were interested but she
maintained her decision to start with just one. Three
years later, five study groups were operating in district
B. From that one group, word got out about how effective
and productive the experience was. Today, there are 10
study groups district-wide, with all but five teachers
actively participating.

Note that study groups were not mandated from the
district level. The choice about joining such a group was
left up to the individual teachers to decide. Teachers
joined study groups because they believed in the
effectiveness of the experience. The three essential
characteristics of study group components are community,
cooperation, and culture (Henriquez-Roark, 1995), which are
developed in the following several paragraphs.

Community

Community begins in the local school setting, with
teachers and principals meeting together, talking together,
and planning together to formulate the common goals and
objectives that foster a shared vision and commitment.
Eventually, the study groups create a culture of
interdependence in which learning, change, and synergy can
take place. The data from the associate superintendent's
research indicated that teacher study groups formed
interpersonal and collaborative working relationships among
teachers.

Cooperation

A basic tenet of this characteristic is the development of cooperative learning in the study groups. A multitude of literature exists about the benefits of cooperative learning for children (Johnson & Johnson, 1994; Kagan, 1988; Slavin, 1985). However, in the associate superintendent's study, the collegial and cooperative climate developed because the study groups promoted the teachers' and principals' professional growth. They also improved teacher interaction, provided continuous support, and stimulated practical learning and better teaching. Correspondingly, teachers who take part in study groups encourage cooperative learning among the students in their classrooms because they practiced the strategies themselves in the study groups. As principals and teachers take time to discuss together, practice together, and learn together, they are able to gain the confidence and vision necessary to create a self-renewing organization. As a result, the school becomes a learning center for everyone (Joyce, Wolf, & Calhoun, 1993).

Culture

School culture can be defined as the collection of rules and norms that guide teachers' beliefs, values, habits, and assumed ways of doing things. The associate superintendent in district B found that by creating a culture that encourages openness and dialogue, allows mistakes and risk-taking, and promotes freedom and power,

teacher study groups developed an organization where
participants' basic human needs (Maslow, 1970) were
satisfied. She further implies that as these needs were
met, the teachers and principals experienced the caring,
synergistic community that is essential for re-creating
organizations and maintaining continuous growth.

Peer Coaching

District B is also encouraging and initiating peer
coaching through its teacher study groups. As one study
(Fielding & Schalock, 1985) concluded, "It is clear that
coaching is a potentially powerful approach to increasing
teacher effectiveness. . . . It is also clear that teachers
can be trained to serve as supportive and effective peer
coaches" (p. 31).

As in so many other areas, the principal serves as
the key to a successful peer-coaching program (Joyce,
1987). Successful coaching requires both training and
structure; the school principal is in a position to see to
it that these critical components are in place. Peer
coaching is not simply encouraging teachers to visit each
other's classrooms. Peer coaching also ensures that
teachers are trained in methods of data collection, the
analysis of teacher behaviors, and elements of effective
conferencing. Without such training, teachers cannot
function as effective peer coaches. Superintendents
demonstrate that they value peer coaching by supporting
such training and participating in the process themselves.

To stimulate retention and transfer, district B provides teacher study groups with an extensive variety of new tasks. In turn, teachers use the new behaviors in their classrooms. The greater the repetition, the greater the potential for mastery of the behavior and for fidelity of implementation.

Joyce and Showers (1988) recognized the critical importance of transfer—that is, how a specific skill is incorporated into classroom instruction. They concluded that to learn a concept or skill, a teacher must transfer the newly learned information, knowledge, or behavior to a context that differs from the environment in which that knowledge was initially learned.

Each new strategy or innovation that is introduced in the teacher study groups must be discussed and practiced over time. Loucks-Horsley and Hergert (1985) articulate that implementing and mastering any new practice requires more than a 1- or 2-day "hit-and-run" workshop and a cheerful "God bless you." The mastery and application of new concepts and skills do not occur overnight. One-time training sessions—regardless of their length—are rarely sufficient; the training model (Joyce & Showers, 1982) consists of designing the workplace so that teachers can work together to implement changes over time (through peer coaching) which is still the key to transferring the content of training into the repertoire of the classroom and school.

Allowing Time for Professional
Development During the School
Day

An important factor in the success of district B's implementation of study groups is that teachers are given time during a regular school day to meet in their study groups. Initially, the study groups met on Sundays. But even though most of the teachers lived within an hour's drive of a central school, meeting on the weekends took away from family time and put pressure on the teachers. Now on one day a month the schools are in session for only half a day; teachers meet in the afternoon in their groups for the remaining time. One teacher commented, "Having the study group at school helps students know that we as teachers have to keep learning and growing, too" (Vol. 2, p. 57).

Summary of Instructional Skills/Strategies
of District B

Through teacher study groups, staff development is most influential when it is conducted often enough and long enough to ensure progressive gains in knowledge, skill, and confidence. If, as Crandall (1983) and Guskey (1986) claim, change in teacher attitudes and beliefs occur after teachers have had a chance to practice strategies with their students and see the results, then follow-up training is even more crucial than the initial training. Such support over time builds the commitment, shared

understanding, and collegiality characteristic of
successful staff-development efforts.

Both district A and district B have decided to
develop instructional skills and strategies through staff
development. Discussion of the responses to the
Superintendent Survey administered to nation-wide
superintendents will help to provide a complete picture of
how the two districts compare to the North American
Division.

Superintendent Survey Analysis

North American Seventh-day Adventist superintendents
and associate superintendents were asked the following
question: What current innovations or strategies are you
presently promoting from the district level? Using an
inductive method to analyze the data, six major themes
surfaced.

Convention/In-service

As with the general question on staff development
discussed in chapter 4, a dominant theme of the responses
to the question about specific strategies, stated above,
was conventions and in-services. More than 56% of the
districts promote in-service training, workshops, seminars,
and conventions as innovations or strategies. Even though
the 1-day seminar has little effect on teaching practice or
student learning, this method continues to dominate staff-

development programs (Boschee & Hein, 1980; Fullan, 1993; Joyce & Showers, 1995; Sparks, 1995).

Superintendents listed the following innovations and strategies when they discussed conventions and in-service training:

1. Several days of teacher in-service during school year

2. Summer workshops

3. Participation in statewide private school conventions

4. Introduction and training on new curricula and textbooks.

5. In-service for learning disabilities

6. August teacher's convention for college credit in developing thematic units

7. In-service around a presentation of the 21st-century classroom

8. Voluntary small-group teacher in-service and dialogue.

9. Yearly curriculum enrichment day

10. Professional meetings fund for all teachers

11. Pooling resources and have joint teacher in-service with other districts

12. Liberalized professional growth policy that supports attendance at seminars

13. Training and awareness for all teachers as how to work with special-needs children in the regular classroom.

Classroom Strategy

Thirty-six percent of the superintendents indicated that their districts promoted specific classroom strategies. These strategies fell into three main areas: integrated thematic instruction, cooperative learning, and classroom management plans. Strategies that were named less frequently were multi-cultural emphasis, inclusive awareness, multi-age classrooms, Spanish as a second language, and videos for teachers in isolated situations.

Technology

Technology was a major theme in the responses for this question, just as it was in the general question about the ideal staff-development program. Thirty-six percent of the superintendents stated that technology was an innovation or strategy that they are currently promoting. One-fourth provide quarterly in-service for their teachers, and another one-fourth continually encourage their teachers to become knowledgeable in the area of technology. Superintendents expressed a strong interest in getting all the teachers in their districts connected via E-mail.

Despite the interest, only one superintendent responded that the district that he represented actually integrated technology into teaching.

Study Groups/Sharing

Seventeen percent of the superintendents responded that they were using some type of teacher study-groups or study-teams. The responses are listed below:

1. Area study groups

2. Intra-school/inter-school teacher study-teams

3. Peer coaching

4. Creative teams of 8 to 10 teachers who meet once a quarter

5. Small-group planning sessions (3 per year) to develop thematic instruction

6. Groups that share innovative discoveries with one another.

Although the superintendents responded that they were trying to promote some type of collaboration among their teaching staff, they did not explicitly state what information was shared at the teachers meetings, a situation that indicates that no overall plan, or agenda, was in place. Only one response mentioned a specific strategy—thematic instruction.

Assessment

Six districts mentioned the following various types of assessments that were being promoted from their office:

1. Effective teacher evaluation

2. Mastery learning

3. Alternative student assessment

4. Promoting performance assessment

5. Responsible student evaluation

6. Multiple curriculum concepts on test-score results.

There was no continuity among the districts, which is not surprising considering that the North American Division Department of Education issues no recommendations in this area. There also was no mention of portfolios in this survey even though Profile '95 (Brantley, 1995) indicates that almost 42% of the superintendents perceived that the teachers in the North American Division "would like to try" and have "started implementing" this innovation.

District Committee

It was surprising that 14% of the districts listed committees as an innovation. The description of the committees included advisory councils, a futuring committee, a funding committee, an administrator's council, and curriculum committees.

The Superintendent Survey Summary revealed that districts A and B listed more innovations and strategies than did any other North American districts. These findings are discussed in the following section.

Superintendent Survey Summary of District A

District A listed the following innovations that are currently being promoted from its district office. Even though this survey was conducted after my observations of

the superintendent of district A, the list remained essentially the same as the document (see appendix B) given to me during my week-long observation.

Alternative student assessment.

1. Dimensions of Learning

2. William Glasser's quality schools

3. Cooperative learning

4. Mastery learning

5. Multi-age classrooms.

6. Integrated thematic instruction

7. Intra-school/inter-school teacher study-teams.

Superintendent Survey Summary of District B

District B listed the following innovations that are currently being promoted from its district office. Again, this list remained virtually the same as given to me during the observation period.

1. Teacher study-groups

2. Models of teaching (concept attainment, TABA inductive, inquiry, memory)

3. Cooperative learning

4. Simulations

5. Distance education

6. Dimensions of Learning

7. Learning styles/preferences

8. Assertive discipline.

Conclusion

Implementing innovative practices is an exciting way for teachers to gain new knowledge and skills and to introduce new classroom materials, strategies, and environments.

Each district uses a different approach in developing instructional skills and strategies.

District A is a much larger district and has fewer small schools (3 teachers or fewer) than does district B. As a result, the building principal in district A plays a larger role in staff development.

District A uses a variety of strategies: screening candidates, hiring first-year teachers, mentoring, implementing the trainer-of-trainers approach, forming a principal's educational leadership team, and holding conventions/in-services.

Sixty-three percent of district B's schools (NAD, 1994) are one-teacher schools. In this setting, the superintendent or associate superintendent at the district level plays a much greater direct role in staff development.

District B uses teacher study groups to develop instructional skills and strategies that fall into three main themes: community, cooperation, and culture.

Two different districts use two different models for staff development. District A superintendent says these are our goals and we are going to work with the teachers

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and administrators in developing their goals and be sure they are interfaced with the district goals. A kind of smorgasbord of educational innovations is presented and the teachers and administrators can choose whatever they wish— as long as it is on the table. They will provide the support and resources for the eating adventure.

District B says we are going to do our staff development through study groups. The type of study groups we are going to go with are expert study groups. Their definition is that the study group is a way to deliver new teaching strategies that have been verified by research.

The outcomes are similar. The two districts' innovations and strategies they have chosen to promote overlap, but results have been achieved in different ways.

Chapter 6 is the third theme in this study—that is, the districts promoting the idea that their teachers and administrators need to evaluate their staff-development programs by reflective practices.

CHAPTER 6

EVALUATION OF STAFF-DEVELOPMENT PROGRAMS

THROUGH REFLECTIVE PRACTICE

The evaluation of reflective practice referred to in
the title is directed towards the teachers/principals and
the superintendents in the districts.

To facilitate learning, staff-development programs
are delivered in more than one incident over an extended
period of time. The selected delivery model includes
presentation of new material, demonstration, practice,
feedback, and follow-up for evaluation and accountability.
As part of the program design, participants learn
collegially, in cooperative situations, with and from each
other. Pointing to the need for collaborative staff
development in schools, Glickman (1986) refers to the "one-
room school" syndrome, a tradition of isolationism created
long ago, when teachers literally worked alone in such
schools. There are several one-room schools in the
districts being studied, and district staff have not always
made it easy for the staff within these schools and among
these schools to work together to share their expertise,
solve problems, and pursue self-improvement. Creating
collegial or collaborative relationships is a vital

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strategy for supporting individual teachers and for organizing change.

Collegiality is more than congeniality; it is connecting on a professional level with other school staff, looking for new ideas, seeking advice, and establishing a forum to test models of teaching (Little, 1982; Lortie, 1975). Collaboration relates to mutual problem solving. Based on the assumption that multiple perspectives are better than single ones, collaboration can increase collective understanding, strengthen a sense of common mission, and guide individuals who might otherwise be swamped by the demands of facing children alone in the classroom.

In a district where collegiality and collaboration are the norms, teachers and administrators understand teaching to be a craft that is actively learned on the job and something worth talking about. They build a common language about teaching, with the focus on practice rather than on teachers or students (Lieberman, 1986). In such settings, teachers as well as administrators are actively involved in planning for participating in staff-development experiences. The principal or superintendent in the Seventh-day Adventist system models collegiality by engaging in activities, not just sanctioning them. Everyone has something to learn, and everyone can benefit from another's experience.

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Teachers as Learners

Staff-development programs focus on teachers and/or administrators, a population of adult learners with specialized experience and needs. Simmons and Schuette (1988) suggest that the current paradigm for teachers is that of a teacher as reflective practitioner—"one who makes instructional decisions consciously and tentatively, critically considers a full range of pertinent contextual and pedagogical factors, actively seeks evidence about the results, and continues to modify these decisions as the situation warrants" (p. 20)

Exploring this population as a whole, Fullan, Bennett, and Rolheiser-Bennett (1990) examine what they call teachers-as-learners, a group including all professional educators (classroom teachers, teacher leaders, head teachers, vice-principals, and principals). They propose that there are four key aspects of teacher-as-learner:

1. Teacher repertoire: mastery of a variety of skills and practices which increases instructional certainty

2. Reflective practice: careful consideration that results in enhancement of clarity, meaning, and coherence in teacher practice

3. Research: exploration and investigation to discover ways to improve practice

4. Collaboration: focused interchange with fellow teachers to give and receive ideas and assistance.

"The important question," they say, "is how to

integrate and establish the strengths of each of these four

traditions in the individual teacher as learner. Rarely

have all four received intensive attention in the same

setting" (1990, p. 15).

"Successful teachers are thoughtful teachers," wrote

Carl Glickman (1986, p. 99), who argued that helping

teachers to develop their ability to think about what they

do should represent the aim of all staff-development

programs. Research supports the notion that the essential

skills that teachers must develop to be more effective in

the classroom are cognitive in nature. As Showers, Joyce,

and Bennett (1987) summarized:

> Behaviors of teachers are directed by thoughts about
> what to do, when to do it and why. Thus, the purpose
> of providing training is not, simply, to generate
> visible teaching moves that bring the practice to bear
> in the instructional setting, but to generate the
> cognitions that enable the practice to be selected and
> used appropriately and integratively. (p. 85)

Evaluation of Staff-Development Programs Through Reflective Practice

Evaluation of staff-development programs is often

limited to an assessment of the participants' feelings

(Boschee & Hein, 1980) regarding their training. Although

such assessment of the training process is useful, it is

neither a reliable nor powerful predictor of actual

implementation (Little, 1982). Evaluation efforts also

must be extended to the intended results. Principals must

concern themselves both with gathering evidence that what teachers learn in their training gets applied in classrooms and with assessing the effects of the application upon students and teachers. Because principal-preparation programs typically fail to provide principals with strategies for assessing the effects of different instructional initiatives, this is one in which principals are likely to need additional training if they are to fulfill their responsibilities as staff developers.

Teacher Commitment to Ensure
Positive Reflective Practice

Because the ultimate success of a staff-development initiative depends upon the willingness of teachers to commit to that initiative, the task of generating a sense of support and ownership among teachers must be a primary concern of the principal. Conventional wisdom stressed the importance of developing an "up-front" commitment on the part of teachers and advised that they should be given the opportunity to select, organize, and direct their training in order to promote this initial commitment. This approach continues to have its supporters. As one summary of research (Sparks, 1983) advised:

> Several studies of organizational factors and change have concluded that the levels of trust and commitment were higher in programs where participants were involved in project decisions. Collaborative strategies for goal setting, planning and implementation can be valuable tools for developing commitment to professional development activities. (p. 15)

A number of studies, however, have found little or no correlation between successful staff-development programs and early teacher involvement in the decisions regarding those programs (Crandall, 1983; Fielding & Schalock, 1985; Joyce & Showers, 1987; Loucks-Horsley & Hergert, 1985; Miles, 1983). These studies concluded that teachers are able to make a commitment after they are engaged in using a new practice, provided that the practice is "user-friendly" (that is, easily applied in the classroom) and proves to make a difference in student learning (Sparks & Loucks-Horsley, 1989). As one study (Loucks-Horsley & Hergert, 1985) insisted: "Thinking you can create ownership at the beginning of a project is ridiculous. Like trust, ownership and commitment build and develop over time through the actual work of improving a school" (p. ix). Another study (Showers et al., 1987) argued that, without extensive training in a program, teachers lacked sufficient experience and knowledge to make a valid decision about committing to it.

Yet another study (Miles, 1983), however, found that the schools most likely to be successful in institutionalizing a school-improvement effort were those in which the process had been mandated and situations where considerable stability of personnel existed. Programs characterized by administrative decisiveness, accompanied by sufficient assistance to increase teachers' skills, were found to be far more likely to result in sustained school

improvement than were programs launched with initial teacher enthusiasm. The repeated message of these studies is that requiring teacher participation in high-quality programs is entirely defensible. Principals who conclude that teachers should be ignored in the planning and execution of staff-development programs misinterpret the lessons to be derived from this research. As one study (Showers et al., 1987) concluded, "People should be involved in the social process that surrounds training and should be dealt with as people whose opinions matter. . . We believe that teacher involvement [in training decisions] is important and desirable" (pp. 82-83).

Principals or district personnel (administrators) who seek to empower their teachers will generally include them in planning effective programs. This does not mean that principals and other administrators should not influence these programs and the ways in which they are presented. It does mean that principals can involve teachers in the planning of staff development programs if they have established parameters within which all programs must operate.

Evaluation of Staff-Development Programs Through Reflective Practices in District A

As discussed in chapter 4, district A has a professional-growth plan that consists of setting individual goals for its teachers and corporate goals for

the schools where they teach. The superintendent stated that

> we have two sets of goals--individual goals and school goals. The school goals must be interfaced with the conference goals. If the school has 3 goals for the year, one should be a curriculum goal. It is the same with the personal goals. We expect some of the personal goals to be parallel to the conference goals. (Vol. 1, p. 127)

Each year all of the teachers in the district must state their intentions for personal professional growth, their goals for their classroom, and the ways in which the principal or other administrators can assist them in accomplishing those goals.

Over 40 teachers in district A are presently taking part in teacher study groups. The superintendents of district A want to provide support and/or assistance in the actual implementation and application of the new knowledge/skills. District A's ultimate objective is to include some type of accountability to ensure that implementation actually takes place and application is maintained. Lack of personnel inhibits this type of follow-up.

A unique innovation developed by the principals of district A was to establish the Educational Leadership Team. This team meets once a quarter to coordinate goals, develop synergy, and make recommendations to the district superintendents. The superintendent indicated that when all the principals are on the same wave length and are moving forward with the implementation of the district

goals, the powerful sense of community that develops trickles down to their local settings.

Superintendent's Perception of a Reflective Teacher in District A

The district A superintendent believes that teachers have to continually learn better methods in order to reach their students. He remarked that

> an effective teacher is a person who knows where his/her kids are as far as diagnosing readiness, level, and learning style. An effective instructor first knows who they are teaching so it is very student-centered in that respect. Then, because of diagnosis, a teacher is going to be teaching to them, which means they have to have a variety of methods and ways of reaching all those different kinds of kids. It is a variety of teaching methodologies— be it small groups, large group, individualized, cooperative learning, project, lecture, whatever. There will be a rich variety of methodology with the main reason for that variety being that everyone has to be reached somehow. (Vol. 1, p. 120)

According to the superintendent, in order to be a successful teacher in district A, a candidate must have the desire to be a life-long learner.

> There are not many teachers who over-apply to go to seminars. We're making headway with that in our conference by being more explicit or upfront with the amount of money available and if you don't use it— you lose it. If you don't use it—you're not growing. They have to get the idea that if they are teaching the same today as yesterday they are not improving. Quality implies continual improvement. If they are simply refining what they've been doing, it is not a quality classroom—no matter how good it was 5 years ago. It has to be better this year than last year. (Vol. 1, pp. 120-121)

Resources Provided by District A to
Allow a Teacher Reflective Practice

Getting teachers to change and to reflect on their

instructional methodology can be limited because of a lack

of resources or because of an emphasis the district places

on textbooks. The superintendent of district A is placing

less and less emphasis on textbooks:

> We don't check on the use of textbooks unless it is
> for accreditation. We are seeing classes that are
> less and less dependent on textbooks and more
> dependent on resources teachers can find or what we
> can find for them. You need to get away from the
> mentality that the textbook *is* the class. The sharper
> textbooks have several resources now. From now on
> . . . we are going to see textbooks based on the
> number of resources it lists. (Vol. 1, p. 121)

By not requiring the teachers to be textbook-driven,

district A allows its teachers to become part of the

process in developing curriculum and reflectively

evaluating what should be taught and way to teach based on

their learning styles.

District A also provides funds ($300 per teacher) to

further their professional growth.

With limited resources, teachers feel frustrated in

their attempts to initiate or sustain change. District A

attempts to provide resources and information about where

resources can be found in order to make a difference in

classroom instruction. The district office sends out a

monthly newsletter which lists area seminars and training

sessions along with those teachers who are trained in the

various innovations so that contacts can be made, if

necessary.

Evaluation of Staff-Development Programs
Through Reflective Practices
in District B

District B has adopted the philosophy that, without extensive training in a program, teachers lack sufficient experience and knowledge to make a valid decision about making a commitment to that program (Showers et al., 1987).

A Reflective Teacher in District B
Through Study Groups

The study-group structure in district B permits the teachers to master a wide range of curricular and instructional strategies and to use them effectively in the classroom. As one study-group member commented, "If you have a problem using a particular strategy, you can bring it back to the group in a month for resolution. You can then get four or five strategies to help you with the problem" (Vol. 2, p. 57).

Another group member expressed this thought: "Whatever objective you are teaching in a study group, you can get it from different angles; before, it was pretty straight forward" (Vol. 2, p. 57).

The more skills that teachers develop and the more teachers broaden their repertoire of teaching strategies, the easier it is to master an even greater number of techniques (Joyce & Showers, 1995).

One study-group member asserted that "study groups help students know that we as teachers have to keep learning and growing too" (Vol. 2, p. 57).

Another commented that "the information from a monthly meeting is fresh in your mind to pull strategies from. If you are in a dilemma, you can use the suggestions to adapt your lesson" (Vol. 2, p. 57)

Faculties that are organized into study groups and coaching teams and that work together for the improvement of the school are more cohesive, have higher morale, and are more responsive to initiatives from one another and from administrative leadership than are faculties that do not use these strategies (Joyce & Showers, 1995).

Group members in district B conveyed that they leave the study-group meetings with a refreshed feeling. One member compared the experience to attending church each week (Vol. 2, p. 58).

The associate superintendent monitors these study groups closely, visiting them monthly and providing the groups with the necessary resources for the particular strategy that they are studying. This cohesiveness with the administration creates high morale and allows the district's initiatives to be more readily accepted. This evaluation by the associate superintendent results in teachers generally using new instructional strategies introduced in staff-development programs more often and with greater skill, using them more appropriately, exhibiting better long-term retention of knowledge about and skills with strategies, being more likely to explain new models to students, and having generally clearer

understanding of the purposes and uses of new strategies (Joyce & Showers, 1988).

District B also publishes a monthly newsletter that identifies local training sessions, reports on study-group evaluations, and includes pictures of the teachers in action in their school.

Superintendent Survey Analysis

Seventh-day Adventist educational superintendents and associate superintendents were asked: How do you presently evaluate how the innovations or strategies are working that you reported in the previous question? This question is directed towards the superintendents and their idea of evaluation of the practices. Using an inductive method to analyze the data, five major themes surfaced.

Classroom Observation

More than 50% (30) of the superintendents responded that they evaluate their programs by classroom observation when they visit the schools in their districts. Some districts ask teachers to outline goals and then match those goals to the practices observed in their classrooms.

Feedback/Input From Teachers

Another 38% of the superintendents reported the use of feedback from teachers in evaluating innovations and strategies. This is both oral (when visiting school) and written. Questionnaires and surveys are distributed in 13%

(4) of the districts. Another 23% survey parents and school board members.

Test Scores

Nineteen percent of the superintendents commented that they use ITBS test scores to determine the effectiveness of the strategies that they are promoting. Higher test scores indicate that the strategies are successful.

Student Behavior

Approximately 20% of the superintendents replied that they observed a positive change in student behavior. For example, when a particular strategy was initiated, students collaborated more, students enjoyed school more, students spent more time on task, students made more noise in the classroom, students exhibited fewer discipline problems, and parents reported that their children were more eager to attend school.

Teacher Behavior

Over 25% of the superintendents noted positive changes in teacher behavior. For example, superintendents responded that teachers showed more interest and satisfaction in preparing units and enjoyed their work more, teachers collaborated more on teaching-and-learning issues, teachers used fewer worksheets and textbooks, and schools initiated specific staff-development programs.

Conclusion

Districts A and B both promote the idea that teachers need to reflect on their practices through continual evaluation. Five summary statements can be made about what these two districts believe about teachers:

1. A teacher needs to have a repertoire of methods for teaching and promoting learning (both districts A and B).

2. A teacher needs to select the methods that best provide for student learning and to adapt those methods when necessary (both districts A and B).

3. A teacher needs experience to develop the repertoire and to make wise choices about which methods to use in a given circumstance (both districts A and B).

4. A teacher needs to continue to learn by reflecting on his or her experience and assessing the effects of his or her behavior and decisions (both districts A and B).

5. A teacher needs to be a member of a group of teachers who, by observing and discussing one another's work, improve their skills (district B).

Wideen and Andrews (1987) reported that reflecting on one's practice implies

> 1. A moral commitment to serve the interests of students by reflecting on their well-being and their progress and deciding how best it can be fostered or promoted.
> 2. A professional obligation to review periodically the nature and effectiveness of one's practice in order to improve the quality of one's management, pedagogy, and decision-making.

3. A professional obligation to continue to develop one's practical knowledge both by personal reflection and through interaction with others. (pp. 73-74)

The ultimate goal of training programs is not to create individuals who unthinkingly follow a cookbook approach to teaching, but to develop thoughtful professionals who have the ability to assess and revise their own actions in order to improve the likelihood of success for their students. Glickman (1986) described this ability to make assessments of and revisions to an immediate concrete experience as "abstract thought." Challenging teachers to discuss the whys and hows of what they do is the most effective means of developing their ability to think abstractly. Staff-development programs should be designed to ensure that this discussion takes place on an ongoing basis. The implication is that if teachers think reflectively, personally, and with others, in regard to their students and pedagogy, the more they will be able to provide successful experiences for their students.

Staff development is not something that is done to teachers; rather, it is what teachers do to enhance their professional practice.

CHAPTER 7

CONCLUSION

This study was conducted to describe how a
superintendent performs his or her duties in the area of
staff development and to document the use of staff
development as a vehicle for potential change. In chapters
3 through 6, the ways in which two Seventh-day Adventist
districts implemented their staff-development programs were
presented.

Several assumptions have been made in regard to a
staff-development program in a Seventh-day Adventist
educational district: (1) that change is important and
necessary in the Seventh-day Adventist educational system,
(2) that a comprehensive description of staff development
can serve as a catalyst for bringing the best resources to
a school organization to facilitate change, (3) that the
superintendent of a Seventh-day Adventist district plays an
important role in the evolution of a successful staff-
development program, (4) that a successful staff-
development program provides new, participatory models of
education for district personnel who want to structure a
new vision of education for the future, and (5) that if
staff development is an effective change process, then

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describing districts that have developed successful programs is important and has the potential to benefit all Seventh-day Adventist educators.

Conclusions

A Vision for Knowledge and Understanding

Each of the two districts studied has a different method for instilling in their teachers a vision for knowledge and understanding in developing teacher skills. District A understands that the learning styles, desires, and needs of teachers vary. The personnel of district A realize that they can achieve corporate goals if they provide a professional growth plan that offers teachers options while still maintaining a focus on the district mission. The superintendent and the two associates support growth through such activities as assisting teachers in developing future career goals, encouraging teachers to think about ways to improve in the classroom, and asking thoughtful questions that clarify goals and establish consistency among beliefs and practices. The focus of this district is developing goals and then acting upon the goals.

The focus of district B, on the other hand, has been to develop a system of collaboration to counteract the feelings of isolation that teachers in the small schools experience and that characterize the Seventh-day Adventist educational system. To achieve their goals, district B

personnel have established district-wide teacher study groups.

As a result, synergy has been developed within the individual study groups as well as among the schools in the district—and a common vision of knowledge and understanding among its teachers.

Vision is not reserved for leaders and is not an ambiguous concept. Vision arises when educators push themselves to articulate what is essential to learning. Block (1987) emphasizes that "creating a vision forces us to take a stand for a preferred future" (p. 102); it signifies our disappointment with what exists now. To articulate our vision of the future "is to come out of the closet with our doubts about the organization and the way it operates" (p. 105).

**Development of Instructional
Skills and Strategies**

District A has been successful in hiring almost 50% of its new teachers from the beginning ranks (Vol. 1, p. 117). This practice allows conference administrators to lay the groundwork for effective teaching and enthusiastic teachers. By recruiting first-year teachers, administrators believe they avoid having to counteract ingrained practices before introducing the methods that will achieve conference goals. Providing mentors for the first 3 years of a teacher's career, the superintendent believes, maximizes success and increases loyalty.

District A also provides funds for teachers and principals to become trainers-of-trainers, a policy that has several advantages: (1) it is cost-effective, (2) it allows local trainers to provide ongoing assistance to staff, (3) it develops a stronger sense of commitment to the new practices and thereby helps to ensure their adoption and success, and (4) it encourages teachers to accept new learning from peers and colleagues with whom they can identify. The trainers-of-trainers approach is where district A has made the greatest strides in the area of staff development.

District B uses study groups as the way to develop instructional skills and strategies. The associate superintendent remarked that

> study groups are the missing piece of the puzzle. The one day in-service or one-week training session doesn't work. If you go to the teacher's classroom a week later, chances are they won't be using what they learned because they didn't have the social support needed to implement. Study groups are not staff development (they are only a vehicle) for implementing innovations. We have all the information about what works so why aren't we using it? Not enough training and support. (Vol. 2, p. 54)

The superintendent of district B realizes that study groups are a main component of his staff-development program. He stated that "we have only three opportunities— teacher's convention, fall, and spring in-service. These are awareness sessions. Study groups meet more personal needs or represent an attempt to clarify a need" (Vol. 2,

p. 54). As shown earlier in this document, study groups
also meet professional needs and provide on-going support.

**Evaluation of Staff-Development
Programs Through Reflective
Practice**

In district A, all the teachers must state their
intentions for personal professional growth, their goals
for their classroom, and how the principal or school
district office can help them to accomplish their goals. A
good staff-development program considers the goals of the
individual teachers as well as those of the school and the
district and makes every effort to integrate these into a
whole.

Demands on schools and teachers come in many forms
and from many places. Responding to these can be piecemeal
or planned. In places like district A, where staff
development works to support growth and development, the
needs stimulated by these demands are incorporated into an
overall plan. As with all professionals, when it comes to
their own development, teachers have privileges as well as
responsibilities. They can choose ways of satisfying their
growth needs while participating in activities that further
the improvement of their school and conference. A good
staff-development program maximizes the extent to which the
personal goals and district goals are integrated and the
extent to which teachers have influence over their
integration.

District B uses the study-group approach to give teachers extensive training in a particular strategy. Without such training, teachers lack the necessary experience and knowledge to make a logical decision about making a commitment to the program. Study groups allow teachers to master strategies, to increase their learning capability, and to respond positively to the social and organizational climate of the district.

Collaboration is essential for personal learning (Fullan & Hargreaves, 1991). Fullan and Hargreaves believe that the ability to collaborate is one of the core requisites of postmodern society. Personal strength, as long as it is open-minded, or inquiry-oriented, goes hand-in-hand with effective collaboration; indeed, without personal strength, collaboration is more form than content. People need one another to learn new tasks and procedures and to accomplish specified goals.

Staff development is currently limited in its development because it is seen as and experienced as separated events, as though teachers' learning can be segregated from their regular work. Research on collaborative school cultures shows clearly that learning is incorporated into the day-to-day interactions among staff who are dedicated to continuous learning (Nias, Southworth, & Campbell, 1992).

District B has made great strides in developing a collaborative school culture district-wide. The

superintendent would like to see teachers, from all over the district, submitting lesson plans and units to the central office from which they can be dispersed to all the other teachers.

The superintendent of district B commented that

> teachers are wanting to change. As we hire new teachers, we tell them that being in a study group is part of the conference program. Start with a small group—and the word spreads. The original group started giving workshops and the word got out. (Vol. 2, p. 51)

One teacher, after participating in a study group for 5 years, said:

> I finally feel like a professional. Two years ago I got my master's degree, but I didn't feel like a professional. But now I can go into the classroom and do things no one else can do. Before, anyone could come and follow my lesson plans and teach. Now, they can't, because they don't know how. (Vol. 2, p. 62)

The goal of staff development is to empower teachers and schools to participate much more fundamentally and critically in defining and shaping their own professional existence and institution (Fullan, 1982).

Recommendations

Staff development at its core is learning how to make a difference through learning and how to bring about ongoing improvements. Based on observation, interviews, and research, I envisage a supportive administrative Seventh-day Adventist district as one that incorporates the following elements:

1. A supportive, cooperative climate in the school and district should exist which communicates appropriate feedback in a positive manner.

2. The Joyce and Showers Training Model should be implemented (Joyce & Showers, 1982). Designing a staff-development structure that works is both aided and frustrated by the research on effective staff development that became synthesized into a "theory and body of knowledge" in the 1980s. In response to the bulk of staff development, which is comprised of awareness sessions and one-shot 1-day training programs that tend to have few if any long-term impacts (Fullan, 1982, 1991; Little, 1982), Joyce and Showers (1988) and Boschee and Hein (1980) framed a theory for how training models of staff development could work. Their theory was supported over time by several empirical research studies (see Sparks, 1983 and Sparks & Loucks-Horsley, 1990, for reviews of this research).

In order for training programs to be successful, Joyce and Showers (1988) concluded that training should include (1) the exploration and presentation of the theory, (2) the demonstration and modeling of the skills being taught, (3) the practice of the skill by those being trained, (4) feedback to the practitioner about their performance, and (5) coaching in the workplace, usually the classroom. The combination of all these components produces change in teacher behavior. Although some teacher change occurs if coaching is part of the process, the

degree of teacher-behavior change increases by a factor of 4 with the addition of coaching (Joyce & Showers, 1982, 1988). Showers and Joyce (1996) go on to say:

> We have been convinced throughout that peer coaching is neither an end in itself nor by itself a school improvement initiative. Rather, it must operate in a context of training, implementation, and general school improvement. There is no evidence that simply organizing peer coaching or peer study teams will affect students' learning environments. The study of teaching curriculum must be the focus. (p. 13)

If more district staff-development programs followed the precepts described in this section, the impact of funds spent on training programs would increase dramatically. With this shift, a wide range of new teaching practices could become incorporated into the educational system, and improve it.

3. If teachers are to be afforded the opportunities to meet, discuss, solve problems, and do research, then the school day will have to be restructured to accommodate these activities. To the extent that these activities are viewed as integral to providing quality schooling, they will be supported. Teachers must have their weekends and evenings for family and personal "down-time." Time must be built in during school hours for a staff development program to reach its greatest potential. Significant change is a lengthy process that needs the support of people, time, and resources to become institutionalized in the organization. Teachers need time to talk with each other, to plan, to share ideas, and to support each other

throughout the paradigm shift process. District B has started this shift process through study groups, and I would recommend that district A also begin to get involved in this area. District A has much larger schools than district B and could easily involve the staff at the school into study groups with very little traveling. Study groups can be easily implemented in district A because of their trainer-of-trainers approach (see pp. 104-107) using the school principal as a staff-developer agent.

4. Integrate models of teaching, cooperative learning, Dimensions of Learning, multiple intelligences, and integrated thematic instruction into Seventh-day Adventist published textbooks and North American Division curriculum guides. Otherwise, the task of improving practice is stymied by the very materials we are producing.

5. Encourage teachers, principals, and superintendents to read the research on staff development. This literature will provide insights that they can adapt to their unique situation in making the best possible effort toward potential change.

Analogy for School Change

Making changes in schools is like operating an oil tanker. Oil tankers are by far the most numerous and important in the world's tanker fleets because so much of the world is dependent upon this natural resource. Of the educational reforms, staff development remains at the heart of school change and is the most important element.

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The captain uses a map to pinpoint the location of the dock that he is leaving and to plot a course to his destination. The same is true for schools. It is imperative that schools engaging in reform know their current strengths and weaknesses, define their goals, and have a detailed plan to help them to reach those goals. Senge (1990) stated that organizations intent on building shared visions continually encourage members to develop their personal visions. Without their own vision, all educators can do is "sign up" for someone else's. The result is compliance, never commitment. On the other hand, several people with a strong sense of personal direction can join together to create a powerful synergy.

Getting the oil tanker out of port is a slow and difficult task. The tanker is large and lacks maneuverability. Schools are similar in that bureaucracy and tradition prevent schools from changing. The tanker needs tug boats, like consultants, to steer it out to sea. A school needs a plan (goals and a mission) that indicates the direction to be taken, inspires enthusiasm, and allows people to buy into and take part in the shaping of the school's mission.

It takes a long time for the tanker to get up to full speed. Similarly, it takes schools multi-years to embrace the concept of change, to plan reforms, and to mount the range of activities that move the reforms ahead.

If the crew of the tanker is not vigilant, the ship may run aground. A similar threat faces staff-development efforts. If 1-day seminars are the only means used, then teachers cannot carry out their respective duties in learning better teaching techniques. Crandall (1983) and Guskey (1986) claimed that change in teacher attitudes and beliefs occurs only after teachers have had the chance to practice strategies with their students and see the results. Follow-up training may be more crucial than the training itself.

All "hands" on the tanker need to be working toward a common goal—getting the tanker safely into port. Duties, whether they be in the engine room, on the bridge, or in food service, are designed to make the realization of this common goal as comfortable as possible for everyone aboard the tanker. The same applies to schools. Teachers, administrators, and parents need to work together to realize the goals detailed in the school improvement plan. Sailors—or teachers and administrators—who work against each other reduce the probability of realizing the common goal—that is, student learning. Individuals must form a bond about what is important in order to transform an organization into a community.

Correcting the course of the tanker once it is moving at full speed requires adequate time: a headroom of three miles and a time period of about 20 minutes. Having a plan or vision is important but time must be built in to provide

flexibility in the vision process. Fullan (1993) contends that visions come later in the change process. Shared vision, which is essential for success, must evolve through the dynamic interaction of organizational members and leaders. Correcting the course of the ship and re-evaluating the course means that visions are pursued more authentically while avoiding premature formalization.

Introducing new technology on the tanker that is designed to make the realization of a safe voyage more certain or making changes in operating procedures requires the appropriate training of new sailors and the retraining of veteran sailors. Not to prepare sailors adequately is to endanger both the crew and the ship. Again, the same is true for schools. As the reform initiatives require teachers and administrators to adopt new practices and beliefs and alter existing ones, they also require staff development to support teachers and administrators as they make frequently complex and personally difficult changes. Once the tanker is in the cruise mode, time can also be obtained for reflection—like reflection on questions for further research.

Questions for Further Research

1. Do teachers exhibit more professional growth in districts where superintendents expect a specified level of proficiency? Does committing to a plan ensure that staff development takes place?

2. How does a district staff-development program transfer to the local school in terms of classroom instruction?

3. How much is the teacher's willingness to try new teaching strategies related to his or her learning style?

4. Do one-, two-, and three-teacher schools in the Seventh-day Adventist educational system benefit more from writing goals than schools that have four teachers or more?

5. Do test scores increase district-wide in districts that set goals or use teacher study groups?

6. Do beginning teachers stay in the teaching profession longer if they write goals, belong to study groups, or are mentored?

Closing Thoughts

A key to ongoing effectiveness is self-renewal in conferences. In the Seventh-day Adventist educational system, districts must seek and find better ways of fulfilling their mission and responding to change. But innovation can be blocked by a thicket of habits, fixed attitudes, settled procedures, and unquestioned assumptions. The existing way of doing things can rapidly harden into sacred routines for individual teachers as well as for an entire district. To guard against resistance to change, superintendents must recognize that one of their most important responsibilities is to create a district-wide commitment to the constant search for a better way of teaching and learning. As Robert Waterman (1987) wrote,

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"Without renewal there can be no excellence. We need to introduce fresh energy into the system to stave off the inexorable forces of decay. . . . [Renewal] is a constant challenge, never . . . quite . . . solved" (p. 21).

If superintendents are to help their schools become renewing organizations, they must recognize several other critical realities. First, the only true source of renewal in a school is people. It is the efforts of individuals— not programs, policies, or prescriptions—that bring about school improvement. Second, individuals cannot achieve renewal if they do not believe in the possibility of it. As Joyce and Murphy (1990) observed, "If the culture of a school is permeated with a belief that the causes of student learning lie largely outside the school, in the genes and social background of the students, school improvement efforts may appear hopeless and even ridiculous" (p. 248). District superintendents must help teachers to believe in themselves and their capacity to bring about improved results. Third, this optimism and confidence must be accomplished by the realization that Seventh-day Adventist district organizational renewal is difficult. Setbacks are likely to occur, and every effort will not prove successful. Bennis and Nanus (1985), who interviewed more than 100 successful leaders, found that they never used the word "failure" but used such terms as "mistake" or "glitch" to describe attempts gone awry. Although they certainly had failures, they viewed them as

situations from which they could learn and thus improve the
likelihood of their success in their subsequent efforts.
District superintendents must help teachers to see
temporary failure and frustration not as a reason to doubt
themselves but as a reason to strengthen their purpose.
Because the superintendent at the district level assumes
the supervisory role in 70.5% of Seventh-day Adventist
schools, the weight of educational reform falls upon his or
her shoulders.

The superintendents in this study recognize that
school improvement means people improvement and have
committed themselves to creating conditions to promote
staff development. In the final analysis, their ultimate
success will be a function of their persistence. Hyman
Rickover (1985) observed that "good ideas and innovations
must be driven into existence by courageous patience"
(p. 415) .

I found two districts that were very active, more
active than others. They approached staff development from
different perspectives but the results of their work is
similar. They had a reputation for being active and I
wanted to know what the people were doing in this active
state. I assumed that at one point in time, these two
districts were like all the other districts in the North
American Division and then, this being a post facto study,
there now appears to be big differences between these two
districts and the other districts in the North American

Division. I am making the assumption that these districts have changed as the result of staff development. I would encourage other Seventh-day Adventist school districts to take a serious look at the staff-development programs of these two districts as a vehicle for potential change.

May district superintendents who accept their responsibilities as staff developers have the perseverance and "courageous patience" necessary to fulfill that role.

APPENDIX

APPENDIX A

CONSENT FORM

CONSENT FORM FOR AN ETHNOGRAPHIC INTERVIEW

Agreement between _____ (the informant) and

_____ (the researcher)

This is a qualitative study which consists of interviews during which time Michael England will ask questions pertinent to Adventist education.

I do not in any way, wish to exploit your rights, interests, or sensitivities.

The results of these interviews will be published in my dissertation.

Please answer the following questions:

_____ yes _____ no   Do you wish to remain anonymous?

_____ yes _____ no   Do you wish to see a rough draft before dissertation is finalized?

_____ yes _____ no   Would you like the opportunity to review with an option of editing portions of the report?

_____ yes _____ no   Would you like the option of not being audio or video taped at any time during the interviews?

_____ yes _____ no   Would you like a copy of the final report?

_____   _____
Informant Signature   Date

_____   _____
Michael England   Date

APPENDIX B

DISTRICT A

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DISTRICT A
GOALS OF THE OFFICE OF EDUCATION

1995-96

THE OFFICE OF EDUCATION WILL:

1. Assist administrators and teachers in implementing responses to the
   Valuegenesis research and recommendations with emphasis on a grace
   and service orientation, faith maturity, and at-risk behaviors.

2. Ensure the completion and systematic review of administrator and
   teacher Professional Growth Plans.

3. Ensure the completion and systematic review of School Improvement
   Plans.

4. Promote staff development by:

   A. Encouraging the formation of intra/inter school teacher
      study teams
   B. Exploring alternative school schedules/calendars to
      provide more release time for staff development.
   C. Focusing staff development in the following areas:
      a. A variety of student assessments
      b. Dimensions of Learning (thinking skills)
      c. Quality Schools (William Glasser Program)
      d. Cooperative Learning
      e. Character Education
      f. Technology as a Tool
      g. Mastery Learning
      h. Multi-Aged Classrooms
      i. Integrated Thematic Instruction (ITI)
      j. Awareness and implementation of content area standards

5. Encourage and support innovative practices that apply appropriate
   implementation and evaluation procedures.

6. Implement the inclusion of keyboarding into the elementary curriculum

7. Facilitate parent communication and involvement

8. Inservice school boards on the duties and responsibilities of effective
   boardsmanship.

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DISTRICT A
CONFERENCE
A SYSTEMS APPROACH TO CHANGE
FOCUSED STAFF DEVELOPMENT

TOPIC	NUMBER OF STAFF TRAINED	TEACHERS OF TEACHERS
Cooperative Learning		
Dimensions of Learning (Thinking Skills)		
Quality Schools (William Glasser)		
Mastery Learning and Outcome-Based Education		
Multi-Aged Classroom		
Technology		
Multiple Assessments		
Character Education and Faith Maturity		

DISTRICT A

CONFERENCE

A Systems Approach To Education

RESEARCH and INSPIRATION DRIVEN

EFFECTIVE INSTRUCTION

CHARACTER EDUCATION

CHALLENGING CURRICULUM

FOCUSED STAFF DEVELOPMENT

QUALITY CHRISTIAN SCHOOLS

MULTIPLE STUDENT ASSESSMENTS

POSITIVE SCHOOL CLIMATE

SERVICE ORIENTED

SHARED DECISION MAKING

TECHNOLOGY AS A TOOL
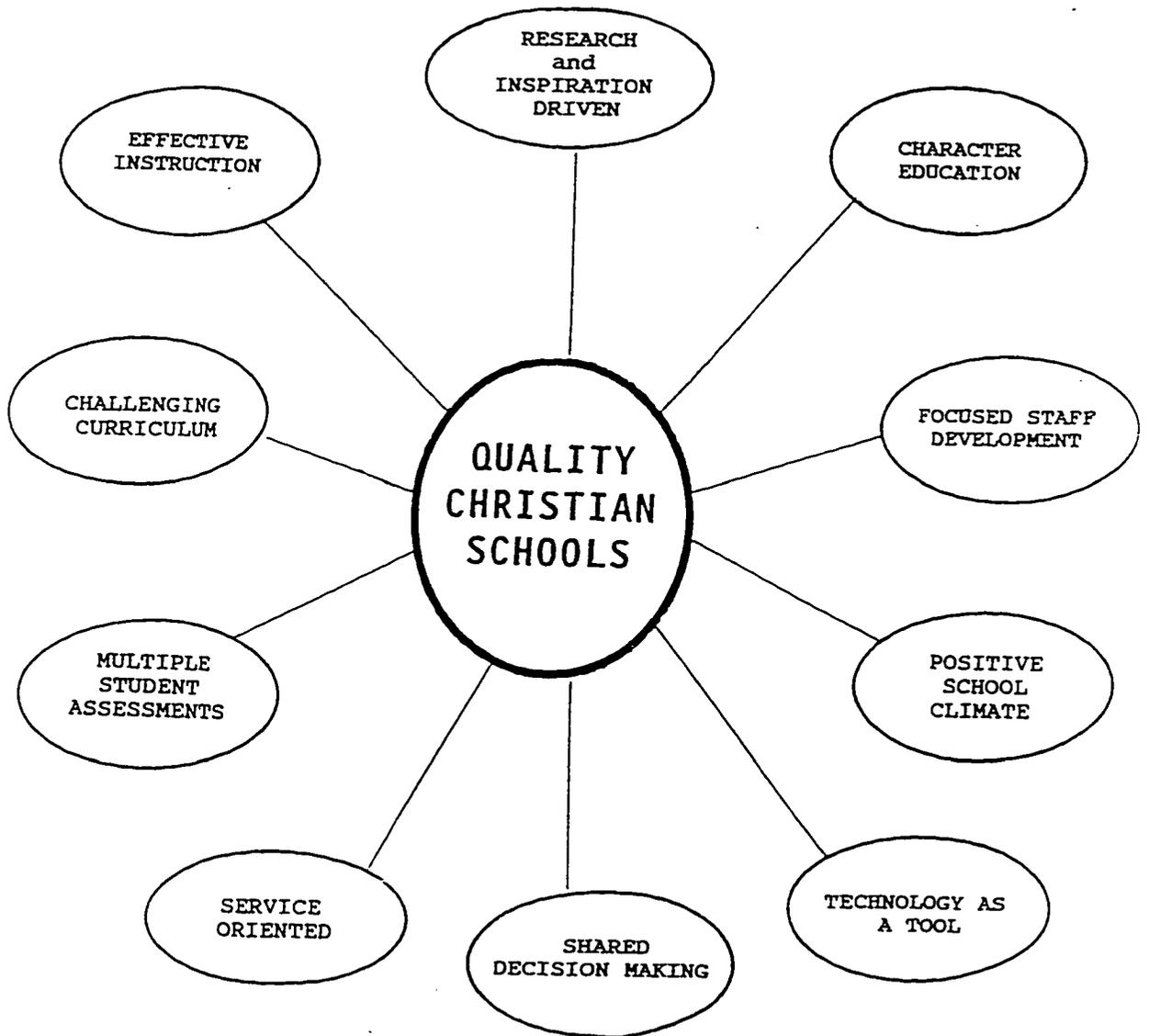
Sample School - DISTRICT A
Staff Goals for 1995-96

1. Provide at least one opportunity for each student to be involved in an outreach service project.

2. Promote academic excellence by recognizing student accomplishments.

3. Encourage struggling students to attain acceptable performance through the use of tutoring and individual contracts.

4. Encourage the development of personal physical fitness through classroom instruction, extra-curricular activities, and physical fitness testing.

5. Foster the continued growth of a positive school spirit through the POPS Program, AJY, student activities, and teacher modeling.

6. Provide activities that promote interaction among staff members, parents, the constituency, and the entire student body.

7. Promote the professional growth of the staff through memberships in professional organizations, school visitations, and attendance at educational seminars.

Sample School -- DISTRICT A
STAFF GOALS
1995-96

1. *To work throughout the year to instill in our students an attitude of true respect for fellow students, staff and teachers, parents, and visitors.*

2. *To work to develop a staff resource center/worship room.*

3. *To concentrate on staff development in two main areas: computer training and Art Costa thinking skills.*

4. *To provide the "Family Math" parent/student program.*

5. *To have the area behind the classrooms landscaped.*

6. *To develop an outside amphitheatre to be used for student classes, chapels, vespers, and special assemblies.*

Sample School - DISTRICT A
GOALS FOR SCHOOL YEAR 1995-1996

SPIRITUAL:

To develop a school climate that encourages our students to have a personal friendship with Jesus Christ.

To have as our theme for the year "God's Banner Over Us Is Love"

To implement outreach projects.

ACADEMIC:

To emphasize Math and the NCTM standards in all grade levels.

To continue with ITI (Integrated Thermatic Instruction).

To continue working toward implementing technology in the curriculum - with computers, CD ROM, E-Mail and Internet.

To continue implementation of "Quality Schools" and cooperative learning stategies in our classrooms.

To pilot NPUC alterative assessment form (Pupil Progress Report).

To pilot Rebecca Sitton Spelling Program.

CLIMATE:

To have a positive and safe learning environment for our students.

To continue emphasizing in training and implementation of conflict resolution skills.

To emphasize specific character values throughout the curriculum.

9/4/95

Sample School -- DISTRICT A
STAFF GOALS
1995 - 1996

Our goals for the 1995-1996 school year are to:

Promote a school climate in which all participants demonstrate Christ-likeness by:

    a.   serving others (spontaneous outreach and more outreach to the local community.)

    b.   applying Biblical principles in solving personal problems

    c.   striving for excellence in all areas of endeavor

Provide quality opportunities for enriching social and physical interaction by:

    a.   increasing relationship building through inter-school activities

    b.   expanding the vision of the ASB to include some activities for the lower grade students

    c.   supporting and encouraging the work of the ASB

Lead the students in developing a spirit of responsibility and trustworthiness toward the school by:

    a.   taking personal responsibility for school cleanliness

    b.   encouraging each other to demonstrate exemplary behavior

    c.   holding one another accountable according to Biblical principles

Model and promote balanced life-styles by:

    a.   encouraging each other toward:

        1)   practicing healthful life activities

        2)   leaving school responsibilities at a reasonable time

        3)   social activities non-school related

Continue to study and implement appropriate curriculum to enhance individual student learning and performance by:

    a.   implementing Dimensions of Learning Framework

    b.   implementing Quality Schools and apply appropriate concepts

    c.   implementing NCTM (Math) Standards

Sample Teacher - DISTRICT A
PROFESSIONAL GROWTH PLAN

NAME _____

SCHOOL __ _____ DATE _

I PLAN TO ACCOMPLISH THE FOLLOWING GOALS DURING THIS SCHOOL YEAR: .·

I. INDIVIDUAL PROFESSIONAL GROWTH (Reading, Classes, School Visitation, Workshops, Convention)

(1) attend workshops on team building & leadership

(2) learn more about Quality Schools.

II. CLASSROOM INSTRUCTION (Curriculum, Instructional Strategies)

(1) Visit 1 or 2 Schools to observe a variety of teaching methods

(2) Stay up-to-date on health issues for my health class.

THE PRINCIPAL OR OFFICE OF EDUCATION CAN ASSIST ME IN REACHING MY GOALS BY:

(1) Keeping me informed about Seminars & workshops

(2) $ from Conference for workshops, prof growth etc.

Sample Teacher – DISTRICT A
PROFESSIONAL GROWTH PLAN

NAME ___ ___

SCHOOL _ _DATE _

I PLAN TO ACCOMPLISH THE FOLLOWING GOALS DURING THIS SCHOOL YEAR: ·

I. INDIVIDUAL PROFESSIONAL GROWTH (Reading, Classes, School
Visitation, Workshops, Convention)

To continue expanding my reptoire
by reading and putting into practice
(thereby learning by experience) the
concepts I am working on as listed
below. I plan to attend at
leaast 1 seminar or convention

II. CLASSROOM INSTRUCTION (Curriculum, Instructional Strategies)

Introduce, practice and refine
Cooperative Learning
Dimensions of Learning
Hands On Science
Math land - with support
Authentic Assessement

THE PRINCIPAL OR OFFICE OF EDUCATION CAN ASSIST ME IN
REACHING MY GOALS BY:

Encouragement, Support, hold me
accountable, being understanding
(you are!) Making me aware
of new approaches and materials.

Sample Teacher - DISTRICT A
PROFESSIONAL GROWTH PLAN

NAME _ _____

SCHOOL . _DATE .

I PLAN TO ACCOMPLISH THE FOLLOWING GOALS DURING THIS SCHOOL YEAR:

I. INDIVIDUAL PROFESSIONAL GROWTH (Reading; Classes, School Visitation, Workshops, Convention)

- I would really like to find a beneficial convention or workshop I can attend in the areas of thematics, coop. learning, 7 intelligences, etc. before the end of 1995
- School visitation day, a summer school class

II. CLASSROOM INSTRUCTION (Curriculum, Instructional Strategies)

- To incorporate more cooperative learning strategies
- To do more hands-on activities

THE PRINCIPAL OR OFFICE OF EDUCATION CAN ASSIST ME IN REACHING MY GOALS BY:

- Help me find a good way to spend my $300 before the end of the year.
- To provide a 3rd Coop Learning class dealing with Kagan's Structures

Sample Teacher - DISTRICT A
PROFESSIONAL GROWTH PLAN

NAME __   _____

SCHOOL   .   __ DATE _____ · ;

I PLAN TO ACCOMPLISH THE FOLLOWING GOALS DURING THIS SCHOOL YEAR:

 I. INDIVIDUAL PROFESSIONAL GROWTH (Reading; Classes, School Visitation, Workshops, Convention)

  Go to regional NCTM Convention
  Summer School work towards Master's
  Reading Journal of Adu. Education
   " Educational Leadership
  Read Education by EGW

 II. CLASSROOM INSTRUCTION (Curriculum, Instructional Strategies)

  Implement Math Standards
  Teach organizational & thinking strate
  Cross-grade teaching in science
  Work towards a writing worksh

THE PRINCIPAL OR OFFICE OF EDUCATION CAN ASSIST ME IN REACHING MY GOALS BY:

 by encouraging and giving
 helpful suggestions

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Sample Teacher - DISTRICT A
PROFESSIONAL GROWTH PLAN

NAME _ _____

SCHOOL   . DATE __

I PLAN TO ACCOMPLISH THE FOLLOWING GOALS DURING THIS SCHOOL YEAR:

I. INDIVIDUAL PROFESSIONAL GROWTH (Reading, Classes, School Visitation, Workshops, Convention)

For professional growth during '95-'96 I plan to visit Kathy & Tom Rooman's classes for 1/2 day each, to obtain teaching ideas and learn (gain) information about how they incorporate the computer in their respective rooms. My second goal is to begin a masters program somewhere?

II. CLASSROOM INSTRUCTION (Curriculum, Instructional Strategies)

-to use more thematic instruction, and spend more time in Mathlands
-to have each child make at least 4 books one of which they totally create -

THE PRINCIPAL OR OFFICE OF EDUCATION CAN ASSIST ME IN REACHING MY GOALS BY:

The Office of Education at the Oregon Conference can assist me by having someone write a Lego Logo grant so that I can improve my computer technology lab. :)

Sample Teacher - DISTRICT A
OFFICE OF EDUCATION
PROFESSIONAL GROWTH PLAN

9/14/95

I plan to accomplish the following goals this school year:

I.   Professional

   1.   Study the Word of God to understand more clearly how its principles apply to my life and my work, to apply the principles and to keep a written record.
   2.   Continue to study and implement the concepts of Dimensions of learning and Quality schools.
   3.   Continue to study and reflect on at least one article in *Educational Leadership* each month.
   4.   Continue to effectively supervise my staff and provide written feedback.
   5.   Continue the progress made in living a more balanced life.
   6.   Complete the Teacher Perceiver interviews and feedback with teaching staff.
   7.   Use my talents to help other educators maximize their effectiveness.
   8.   Refer to these goals regularly.

II. Classroom

   1.   Facilitate the students understanding, acceptance and application of Biblical principles in their lives.
   2.   Continue to apply the NCTM guidelines and effective methodology to facilitate student comprehension and application of mathematics.
   3.   Seek the guidance of the Holy Spirit to understand and meet the unique needs of each student.
   4.   Provide clear, timely, written communication to students and parents to maximize their learning potential and commitment.

III. The office of education can facilitate me in reaching these goals by:

   1.   Pray for me!
   2.   Continue to provide the support, counsel and listening ear that you have been giving.
   3.   Facilitate opportunities for me to use my talents to benefit others.

APPENDIX C

DISTRICT B

DISTRICT B
PROFESSIONAL GROWTH REQUEST
(To be submitted by May 1)

Teacher's Name _____

School taught _____

I have been in the _____ _____ years and qualify to receive S_____.

Professional Growth Policy:

"Years completed prior to current contract year in the same Conference school unless move is initiated by LCOE."

Type of School Currently In	2 Years Completed	3 Years Completed	4 Years Completed
1 Teacher	$200	S300	S400
2 Teacher	$100	S150	$200
3+ Teacher	$ 75	S100	$150

This is a list of my educational purchases and receipts.

DATE	ITEM PURCHASED	COST

_____
Date

Treasury pay the following amount S_____

Charge to account # 302-2008500925

Superintendent Approval _____

DISTRICT B

PRINCIPAL EVALUATION FORM *(by the teachers)*

The purpose of this questionnaire is to assist the Office of Education in learning more about the attitudes of the teachers about their principal. Your principal is being formally evaluated and this information will greatly assist in this important assessment. It is our desire, by using the responses, to assist the principal in realizing how he is being perceived by the teachers. The answers will be confidential and will be used to strengthen the principal's professional effectiveness. Return this questionnaire in the enclosed self addressed envelope within the next two days.

Please read each item carefully. Select the response which most clearly represent your feelings, and circle the number immediately to the right of the response selected. Cross out the question which you feel that you need additional information or time in order to give a response.

1. Are you able to freely communicate with your principal?   1) 1 2 3

    1. Yes   2. Sometimes 3. No

2. Does your principal keep you updated in regards to the
    latest school board decisions?   2) 1 2 3

    1. Yes   2. Sometimes 3. No

3. Does your principal support you professionally?   3) 1 2 3

    1. Yes   2. Sometimes 3. No

4. Does your principal support you emotionally?   4) 1 2 3

    1. Yes   2. Sometimes 3. No

5. Does your principal give you professional assistance
    upon request?   5) 1 2 3

    1. Yes   2. Sometimes 3. No

6. Do you feel you can trust your principal?   6) 1 2 3

    1. Yes   2. Sometimes 3. No

7. Does your principal have planned staff meetings?   7) 1 2 3

    1. Yes   2. Sometimes 3. No

8. Are the staff meeting relevant to the teachers'/school's
    needs?   8) 1 2 3

DISTRICT B

1. Yes   2. Sometimes 3. No

9.   Does your principal take pride in the school?   9) 1 2 3

1. Yes   2. Sometimes 3. No

10.   Do you perceive a positive principal/student relationship?   10) 1 2 3

1. Yes   2. Sometimes 3. No

11.   What area would you like to see your principal strengthen?

_____

_____

_____

12.   What is the principal's greatest attribute which you particularly appreciate?

_____

_____

_____

DISTRICT B
PRINCIPAL EVALUATION FORM (by the school board)

The purpose of this questionnaire is to assist the Office of Education in learning more about the attitudes of the school board members towards their principal. Your principal is being formally evaluated and this information will greatly assist in this important assessment. It is our desire, by using the responses, to assist the principal in realizing how he is being perceived by the school board members. The answers will be confidential and will be used to strengthen the principal's professional effectiveness. Return this questionnaire in the enclosed self addressed envelope within the next two days.

Please read each item carefully. Select the response which most clearly represent your feelings, and circle the number immediately to the right of the response selected. Cross out the question which you feel that you need additional information or time in order to give a response.

1. Are you able to freely communicate with your principal?   1) 1 2 3

   1. Yes   2. Sometimes 3. No

2. Does your principal keep the school board updated in
   regards to the latest school issues?   2) 1 2 3

   1. Yes   2. Sometimes 3. No

3. Does your principal support school board's actions?   3) 1 2 3

   1. Yes   2. Sometimes 3. No

4. Does your principal have the proper material available for the school board meetings?   4) 1 2 3

   1. Yes   2. Sometimes 3. No

5. Does your principal listen to your concerns?   1) 1 2 3

   i. Yes   2. Sometimes 3. No

6. Do you feel you can trust the principal?   1) 1 2

   1. Yes   2. Sometimes 3. No

7. Does your principal handle school issues professionally?   7) 1 2

   1. Yes   2. Sometimes 3. No

8. Do you feel the principal uses good judgement?   8) 1 2

   1. Yes   2. Sometimes 3. No

DISTRICT B

9.   Does the principal take pride in your school?   9) 1 2 3

  1. Yes   2. Sometimes 3. No

10. Do you perceive a positive relationship between the principal and the teachers?   10) 1 2 3

  1. Yes   2. Sometimes 3. No

11. What area would you like to see the principal strengthen?

  _____

  _____

  _____

12. What is the principal's greatest attribute which you particularly appreciate?

  _____

  _____

  _____

DISTRICT B

PRINCIPAL/SCHOOL BOARD EVALUATION COMPOSITE
(Percent)

Areas	Yes	Some Times	No
1. Communications			
2. Update on Issues			
3. Sch.Brd. Actions			
4. Sch.Brd. Material			
5. Listen			
6. Trust			
7. Professional			
8. Judgement			
9. Pride in School			
10. Pr/Tea Rltnship.			
11. Recommendations 12. Commendations	Listed on the following pages.		

Mar.94

"educ\eval.tch\sch-prin.cmp"

DISTRICT B

| WE NEED AND VALUE YOUR INPUT |
| (Teacher Evaluation Form) |

by parents

(Name Is Optional)   (Date)

The purpose of this questionnaire is to assist the Office of Education in learning more about the attitudes of the parents toward the school program and toward the teacher. Your teacher is being formally evaluated and this information will greatly assist in this important assessment. It is our desire, by using the responses, to assist the teacher in realizing how he/she is being perceived by the parents and by children. There are no right or wrong answers. The answers you give will be confidential and will be used to meet your child's needs and also in focusing on approaches to strengthen the teacher's professional effectiveness. Return this questionnaire in the enclosed self addressed envelope within the next two days.

Please read each item carefully. Select the response which most clearly represents your feelings, and circle the number immediately to the right of the response selected. Cross out the question which you feel that you need additional information or time in order to give a response.

Teacher being evaluated: Susan Doe

---

1. Are you able to communicate freely with the teacher?   1)   1 2 3

    1. Yes   2. Sometimes 3. No

2. Are you able to discuss any of your child's concerns   2)   1 2 3
    with your teacher?

    1. Yes   2. Sometimes 3. No

3. Is the teacher meeting your child's needs?   3)   1 2 3

    1. Yes   2. Sometimes 3. No

DISTRICT B

4. Is the teacher concerned about your child   4)   1 2 3
    as an individual?

    1. Yes   2. Sometimes 3. No

5. Is the teacher visible in church on a regular basis? 5)   1 2 3

    1. Yes   2. No   3. Attends a different church

6. Do you feel the teacher has helped your child in   6)   1 2 3
    his/her spiritual growth?

    1. Yes   2. Sometimes 3. No

7. Do you feel the teacher upholds and displays the principles of   7)   1 2
    the church?

    1. Yes   2. No

8. Does your child bring home uncompleted assignments   8)   1 2
    (homework)?

    1. Sometimes   2.   No

9. Does your child receive the necessary help with his/her   9)   1 2 3
    assignments during the school day?

    1. Yes   2. Sometimes 3. No

10. Does the teacher correct and return your child's   10) 1 2 3
    assignments on a consistent basis?

    1. Yes   2. Sometimes 3. No

11. How much do you think your child is learning from   11) 1 2 3
    his/her school experiences?

    1. Almost all they can learn
    2. About half of what they can learn
    3. Somewhat less than they can learn

2

DISTRICT B

12. Reports from the teacher concerning your child's progress
are adequate.

   1. Yes   2. No

12)   1 2

13. The teacher is doing a good job in teaching children the
basic skills:

   1. Yes   2. No

13)   1 2

14. The teacher is doing a good job in providing an exercise
program with meaningful organized physical educational activities.

   1. Yes   2. No   3. Does not teach PE

14)   1 2 3

15. The teacher is generally competent:

   1. Yes   2. No

15)   1 2

16. The teacher is consistent in implementing the school's
rules and regulations.

   1. Yes   2. No

16)   1 2

17. What do you feel are the outstanding strengths of the
teacher? Rank the following with 1 being acceptable
and 4 being unacceptable.

   a. Spiritual   b. Teaching

   c. Discipline   d.   Personality

4

17)   a 1 2 3 4

      b 1 2 3 4

      c 1 2 3 4

      d 1 23

18. What specific recommendation would you give the teacher to improve the program
or make the teacher more effective with your child? Please respond to all previous
"no" questions.

_____

_____

19. What do you or does your child particularly like about the school program or about the teacher that you **particularly enjoy?**

_____

_____

_____

_____

20. Have you discussed your concerns with your child's teacher?   [ ] YES

[ ] I have no concerns
                                                                        [ ] NO

If NO -- What is the reason for not having discussed your concerns with the teacher?

_____

_____

_____

Thank you for the time and interest in responding to the above questions. We want your child to experience a positive learning environment.

DISTRICT B

TEACHER EVALUATION COMPOSITE
(Percent)

Areas	Yes	Some Times	No
1. Communications			
2. Discuss concerns			
3. Needs			
4. Concerned			
5. Church			
6. Spiritual growth			
7. Principles		▓▓▓	
8. Homework		▓▓▓	
9. Receive help			
10. Correct assign.			
11. Learning			
12. Reports		▓▓▓	
13. Basic skills		▓▓▓	
14. PE			
15. Competent		▓▓▓	
16. Consistent		▓▓▓	

Strengths	Acceptable 1	2	3	Unacceptable 4
17. a.Spiritual				
b.Teaching				
c.Discipline				
d.Personality				
18. Recommendations 19. Commendations	Listed on the following pages.			

DISTRICT B

STUDENTS' REACTIONS
TO THEIR TEACHER

Check the Appropriate Box	Usually	Sometimes	Seldom
1. Is the teacher polite to you?			
2. Does the teacher treat the students fairly?			
3. Is the teacher honest?			
4. Is your teacher interesting?			
5. Does your teacher praise you for your work?			
6. Is your teacher patient and understanding?			
7. Does your teacher hold his/her temper?			
8. Does your teacher listen to you when you want to talk?			
9. Does your teacher like you?			
10. Does your teacher admit when he/she is wrong?			
11. Do you feel comfortable with the teacher?			
12. Does your teacher give reasonable assignments?			
13. Is your teacher a good sport?			
14. Does your teacher have a sense of humor?			
15. Can you ask your teacher questions?			
16. Does your teacher give you help when you need it?			

November 13, 1995   [Educ.Forms.M-Z.Student.Q3]

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DISTRICT B

STUDENTS' REACTIONS COMPOSITE			
Areas	*Usually*	*Smtmes*	*Seldom*
1. Polite			
2. Fair			
3. Honest			
4. Interesting			
5. Praise			
6. Patient			
7. Self-control			
8. Listen			
9. Likes You			
10. Admits			
11. Comfortable			
12. Assignments			
13. Sportsmanship			
14. Humor			
15. Approachable			
16. Helpfulness			

Mar 94

DISTRICT B
STUDENT QUESTIONNAIRE

Please answer the following questions to help in evaluating and improving your school. Do not sign your name.

1. How many years have you attended this school?_____

2. What grade are you in this year?_____

3. What do you especially like about your school?

   _____

   _____

4. What could be done to improve your school?

   _____

   _____

   _____

5. What are some reasons for having a Seventh-day Adventist school?

   _____

   _____

   _____

6. How would you rate the spiritual activities of your school?

   _____Superior   _____Adequate   _____Inferior

7. What are the strengths of your school's spiritual activities?

   _____

   _____

8. Does your Bible class help you to develop a personal relationship with Christ?

   _____Yes   _____No

9. Do your teachers give individual help with your studies when needed?

   _____Yes   _____No

DISTRICT B

20. Have you ever volunteered for a community service project?

_____Yes   _____No

21. Number the following activities in the order of their importance to you:

_____Week of prayer   _____Bible class
_____Daily worship   _____Prayer bands
_____AJY meetings   _____Chapels
_____Witnessing/Service activities

22. My teacher likes me.

_____Yes   _____No

23. Students at this school are loyal to the school.

_____Yes   _____No

24. I like the way the teachers and the principal help us.

_____Yes   _____No

25. There is someone at school that I can talk to about my problems.

_____Yes   _____No

26. Taking everything into consideration, how would you rate your school?

_____Our school is the best
_____Our school is good
_____Our school is average
_____Our school is poor

DISTRICT B

PRINCIPAL/TEACHER EVALUATION COMPOSITE *(Percent)*			
Areas	*Yes*	*Some Times*	*No*
1. Communications			
2. Updated			
3. Prof. Support			
4. Emot. Support			
5. Prof. Assistance			
6. Trust			
7. Professional			
8. Staff Meetings			
9. Pride in School			
10. Pr./Stud. Rltnship.			
11. Recommendations 12. Commendations	Listed on the following pages.		

Mar 94

DISTRICT B

TEACHER INTERVIEW RATING		
Professional Areas	1 = Impressive 2 = Above Average 3 = Average	
	Candidate = 1	Candidate = 2
Personal Appearance		
Communication Skills		
Educational Background		
Spiritual Commitment		
Ability to work with the Parents		
Ability to Work With the Pastor		
Classroom Discipline Program		
Ability to Meet Students' Educational Needs		
Ability to Meet Students' Emotional Needs		
Overall Response to Interview Questions		
How I feel having my child in the teacher's classroom?		
My Overall Rating		

[Educ\Teacher.inv\intrview.rtg]

DISTRICT B

TEACHER INTERVIEW QUESTIONS
(Sample)

Educational Background and Preparation

1. What is your educational background?
2. Why did you choose to enter the teaching profession?
3. What specific academic preparation do you have relating to this position?
4. How do you feel your former experience and training will assist you in relating effectively to our elementary age students?
5. Your educational background indicates that you have a baccalaureate degree. Would you be desirous of pursuing higher education with the intention of completing an advanced degree?

Classroom

1. What teaching strategies would you use to motivate low-achieving students?
2. What teaching strategies would you use to challenge high-achieving students?
3. Explain how you evaluate students' work?
4. What is the time element between students' work being turned in and returned?
5. When are the parents informed in regards to students' scholastic progress or lack of progress?
6. What are the most important attributes of a Seventh-day Adventist teacher you feel needs to be role modeled?
7. How would you include religious principles in your instructional program?
8. Would you give one example of how creativity is used in your teaching?
9. How would you use workbooks in your teaching program?
10. What methods would you use to encourage or affirm a student?

DISTRICT B
Classroom, continued

9. How would you make the Seventh-day Adventist philosophy visible in your classroom?
10. What teaching areas do you consider yourself to be your strongest — math, language, science, reading, etc.?
11. What teaching areas do you consider to be most challenging?
12. How will your students know you are a caring teacher?
13. How do you supplement your teaching program to challenge the students and have them look forward to your classes?
14. How would you effectively integrate Christian service as part of the instructional program?
15. What aspect of classroom teaching is most fulfilling or rewarding?
16. How would you use a computer in your classroom?

Classroom Discipline

1. What do you consider to be the key factors for maintaining effective classroom discipline?
2. How would you handle a student who is a consistent behavioral problem in your class?
3. What techniques will you implement in establishing classroom rules and regulations?
4. How would you assist in preventing the destruction of school property in your classroom?
5. What type of disciplinary control would you consider the most effective in maintaining an orderly classroom environment? Why?
6. Do you believe students should have a part in establishing, maintaining, or revising any rules or standards in your classroom?
7. How would students be able to differentiate between "acceptable" versus "unacceptable" behavior in your classroom?
8. What 2-3 rules would you consider to be the most important in maintaining an orderly classroom environment?
9. How and when are parents involved in a student behavioral problem?

Professional Growth   DISTRICT B

1. What is the most exciting thing happening in the area of education today?
2. What was the last book you read that had a significant impact upon your classroom teaching strategies?
3. What activities do you participate in to keep yourself "current" in the teaching profession?
4. Do you regularly read the Journal of Adventist Education?
5. What interesting educational material have you recently read?

Spiritual Growth

1. What is the most exciting thing happening in the area of your spiritual growth?
2. What was the last book you read that had a significant impact upon your spiritual life?
3. When do you find time for your spiritual reading?
4. What church activities do you enjoy getting involved in?
5. What is your attitude towards the Spirit of Prophecy?

Professional Relationships with Colleagues

1. What would you do to help develop and maintain cordial and friendly relations with your colleagues?
2. How would you respond to constructive criticism from the principal, through a performance evaluation or by the office of education?
3. How would you resolve a problem with a colleague?

Professional Relationship to Parents

1. How would you communicate student progress to parents?
2. What strategies would you implement to maintain an effective relationship with parents?
3. How will you involve parents in the learning process?
4. If a student's performance was unsatisfactory, at what point would you request a parent teacher conference?

DISTRICT B
Professional Relationship to Community Leaders

1. How would you involve the pastor with the school activities?
2. How would you involve the Home and School leader?
3. How would you involve the School Board Chairman?
4. How would you involve the parents?

SDA Philosophy of Education

1. What is your philosophy of education?
2. What are a few of the key differences between SDA philosophy of education vs. a secular one?

Professional Accountability to the Office of Education

1. Has your attendance been in the "acceptable" range for the past several years of employment?
2. Do you have any medical problems that will hinder you from performing your professional responsibilities?
3. Do you promptly complete and return the requested material from the Conference Office of Education?

Professional Commitment to Local SDA Church

1. Will you attend regularly and support actively the activities of the local church?
2. Do you consider your personal life to be just as important a responsibility as your professional responsibilities in the classroom? Why?
3. How have you been involved in your present church?

Closing Observations

1. What questions haven't we asked that you wish we would have asked?
2. What questions would you want the school members to respond to?
3. If you are selected for this position, what can this school board do to help assist you?
4. Why should you be hired for this position?
5. How much time do you need to respond if you are invited to be the teacher?
6. Why would you consider this teaching opportunity?

DISTRICT B

October 23, 1995
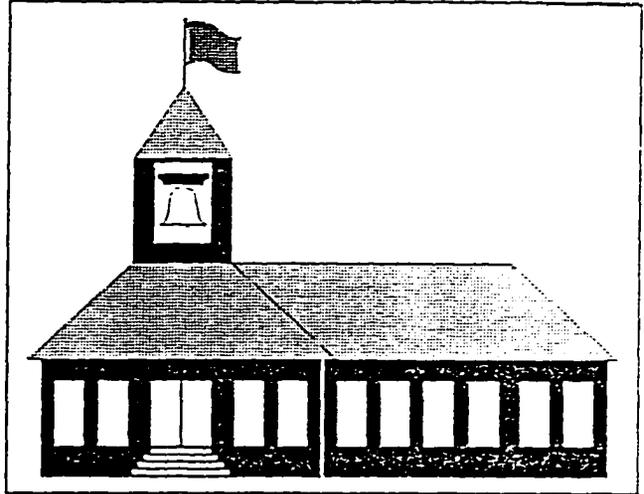
Dear Parents:

Our school will be evaluated within a week. The school board and self-study committees have been working hard responding to the school evaluation instrument. The purpose of a school evaluation is to:

Assist the school in appraising its total educational program.

Involve the total staff as well as members of the constituency in the evaluation process.

Identify strengths as well as weaknesses.

Identify areas requiring further study.

Involve the parents to appraise the school and its program.

We appreciate you having a genuine interest in your school by taking time to respond to the enclosed questionnaire. The questionnaire is to be returned in a sealed envelope and will be given directly to the evaluation team. The school board will be given a summation report on this questionnaire.

Yours to Appraising Our School,

Glenda Ashlock

[Eval letter tool]

DISTRICT 8
PARENT QUESTIONNAIRE

Please complete the form. Do not sign your name. Return it to the school in a sealed envelope. We want you to share your ideas to help in evaluating and improving your school.

1. How long have you had children in this school?_____

2. Please circle what grades your children are in:

   K-3   4-6   7-8   9-10

3. Why have you chosen this school for your children to attend?

   _____

   _____

   _____

4. From what sources do you receive most of your information about the school?

   ____Teacher   ____School visits
   ____Children   ____School newspapers
   ____Other parents   ____Principal's newsletter
   ____Home & School meetings   ____Other (Specify)
   ____Parent-Teacher conferences   _____

5. Do you receive all the information you want about the school? ____ ____
                                                   Yes No

   If no, what additional information would you like to have?

   _____

   _____

6. What are some things you especially like about your school?

7. Do you have any suggestions that might improve the school and the educational program?_____

   _____

8. How do you evaluate the educational requirements of the school in terms of the needs of your children? Please check one.

   Too Difficult   About Right   Too Easy   No Opinion

9. What do you think about the discipline in your school?

   Too Severe   About Right   Too Lax

10. Additional Comments:(Use the back of this page.)

APPENDIX D

SUPERINTENDENT SURVEY

November 21, 1995

Dear _____ ,

I am a doctoral student at Andrews University and am presently in the process of gathering data for my dissertation. My area of focus is SDA educational reform through staff development.

I need your input as to what is currently being done in your conference which will enable me to get a larger description of staff development in the SDA educational system.

My dissertation is qualitative in nature. Because I want to describe innovative programs and practices that conferences are promoting, the descriptive case design will be the most practical method. It will also be most useful in presenting basic information about staff development in parochial education, where little research has been conducted.

The report will be synthesized so that no one person or response could be identified. Your responses will be kept in extreme confidentiality. Instead of mailing the survey, I looked in the on-line educator's directory and e-mailed this to those who had a CompuServe address.

I need your reply to the following three questions before Christmas vacation. Thanks for taking time out of your busy schedule to help me with this research project.

Sincerely,

Michael England

SUPERINTENDENT STAFF DEVELOPMENT SURVEY

Conference _____

Number of schools in conference: _____

Number of teachers in conference: _____

Give a brief description of the ideal conference staff development program, if you had unlimited resources?

_____

_____

_____

_____

_____

_____

What are some current innovations or strategies you are presently promoting from the conference level?

_____

_____

_____

_____

_____

How do you evaluate whether or not these innovations or strategies are working?

_____

_____

_____

_____

_____

_____

Would you like a copy of a summary of this survey?   yes   no

APPENDIX E

PROFILE '95

Profile'95

An Assessment of SDA Curriculum — Conference personnel edition

What are your ideas about curriculum for SDA schools? Information from the Profile surveys helps determine the direction of curriculum development in the North American Division. All individual responses and comments are kept securely in confidence. Please, do not place your name anywhere on the face of this form.

Please check ✓ *ALL* of the following that describe your work responsibilities—

a. Indicate   O   whether you are a   O superintendent   or   O associate

b. Primary orientation?   O elementary,   O secondary,   or   O both or no special emphasis

Essential Goals for Students.   The North American Division Futures Commission would like to know which goals you feel are *most essential* for all SDA students in Adventist schools.   Select only *THREE* by circling Ⓔ

E Discovering, accepting, and valuing the principles found in God's Word	E Developing life-long learners with aesthetic appreciation
E Embracing and sharing the tenants of the Seventh-day Adventist Church	E Achieving and maintaining optimum health through balanced living
E Competence in academic coursework, e.g., English, math, science, history, etc	E Belief in brotherhood of mankind and the worth of self, others, environment
E Critical thinking and the development of logical problem-solving skills	E Skills in interpersonal relationships (family and others)
E Knowledge and skill in the use of technology for communication and learning	E Awareness of career options and world of work including those related to the mission of the Church

Would you *add, delete, or revise* any of the goals listed above?   O NO   O YES   If yes, how?

_____

_____

. **Urgent Needs of Teachers.** Which areas below deserve the most urgent attention on behalf of educators in North American SDA schools? Select the _THREE_ most urgent areas by circling (U).

U **Assessment** appraising classroom learning in ways that are accurate and comprehensive

U **Spiritual** developing a more vibrant faith in God (self and students); leading students to Christ

U **Curriculum** integrating the crowded curriculum in ways that show connectedness and relevance

U **Instruction** learning effective, up-to-date ways to promote improved student achievement

U **Technology** preparing our children and ourselves for an information society

U **Organizational** building a climate for cooperation and quality in schools.

U **Personal** promoting healthy lifestyle and well-being among educators.

Are there _OTHER_ critical areas of teaching you feel are important that do not fall under the seven categories above?

_____

_____

- **Innovative Educational Practices.** How do you think most teachers in SDA schools relate to the following innovations? Check ✓ in the appropriate space.

PORTFOLIOS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

EXPERIMENTS IN FLEXIBLE SCHEDULING / CORE CURRICULUM VARIATIONS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TEACHER STUDY GROUPS / PEER COACHING

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TEACHING FOR MULTIPLE INTELLIGENCES AND LEARNING STYLES

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TQM

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

DISTANCE LEARNING TECHNOLOGY / SATELLITE HOOK-UPS FOR SCHOOLS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

INTEGRATED CURRICULUM / THEMATIC INSTRUCTION

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

INCLUSION STRATEGIES

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

COOPERATIVE LEARNING

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

SCHOOL-TO-WORK PROGRAMS / BUSINESS-SCHOOL PARTNERSHIPS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

HYPERCARD, LINKWAY, ETC

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

Profile'95

An Assessment of SDA Curriculum -- Elementary/Jr. Academy Edition

> What are your ideas about curriculum for SDA schools? Information from the Profile surveys helps determine the direction of curriculum development in the North American Division. All individual responses and comments are kept securely in confidence. Please, do not place your name anywhere on the face of this form.

Please check ,∅ ALL of the following that describe your work responsibilities--

O multigrade classroom   O self-contained room (one/two grades)   O Departmentalized by subject
O principal or head teacher   O kindergarten teacher   O grade 9 and/or 10

Essential Goals for Students. The North American Division Futures Commission would like to know which goals you feel are *most essential* for all SDA students in Adventist schools. Select only *THREE* by circling Ⓔ

E	Discovering, accepting, and valuing the principles found in God's Word	E Developing life-long learners with aesthetic appreciation
E	Embracing and sharing the tenants of the Seventh-day Adventist Church	E Achieving and maintaining optimum health through balanced living
E	Competence in academic coursework, e.g., English, math, science, history, etc	E Belief in brotherhood of mankind and the worth of self, others, environment
E	Critical thinking and the development of logical problem-solving skills	E Skills in interpersonal relationships (family and others)
E	Knowledge and skill in the use of technology for communication and learning	E Awareness of career options and world of work including those related to the mission of the Church

Would you *add*, *delete*, or *revise* any of the goals listed above?   O NO   O YES   If yes, how?

_____

_____

Urgent Needs of Teachers. Which areas below deserve the most urgent attention on behalf of educators in North American SDA schools? Select the _THREE_ most urgent areas by circling (U).

U   **Assessment** appraising classroom learning in ways that are accurate and comprehensive

U   **Spiritual** developing a more vibrant faith in God (self and students); leading students to Christ

U   **Curriculum** integrating the crowded curriculum in ways that show connectedness and relevance

U   **Instruction** learning effective, up-to-date ways to promote improved student achievement

U   **Technology** preparing our children and ourselves for an information society

U   **Organizational** building a climate for cooperation and quality in schools.

U   **Personal** promoting healthy lifestyle and well-being among educators.

Are there _OTHER_ critical areas of teaching you feel are important that do not fall under the seven categories above?

_____

_____

Innovative Educational Practices. How do you feel about the following innovations? Check ✓ in the appropriate space beneath the innovation.

PORTFOLIOS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

EXPERIMENTS IN FLEXIBLE SCHEDULING / CORE CURRICULUM VARIATIONS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TEACHER STUDY GROUPS / PEER COACHING

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TEACHING FOR MULTIPLE INTELLIGENCES AND LEARNING STYLES

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

TQM

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

DISTANCE LEARNING TECHNOLOGY / SATELLITE HOOK-UPS FOR SCHOOLS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

INTEGRATED CURRICULUM / THEMATIC INSTRUCTION

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

INCLUSION STRATEGIES

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

COOPERATIVE LEARNING

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

SCHOOL-TO-WORK PROGRAMS / BUSINESS-SCHOOL PARTNERSHIPS

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

HYPERCARD, LINKWAY, ETC

( )not interested in   ( )not heard about   ( )heard about   ( )would like to try   ( )started implementing   ( )using with proficiency

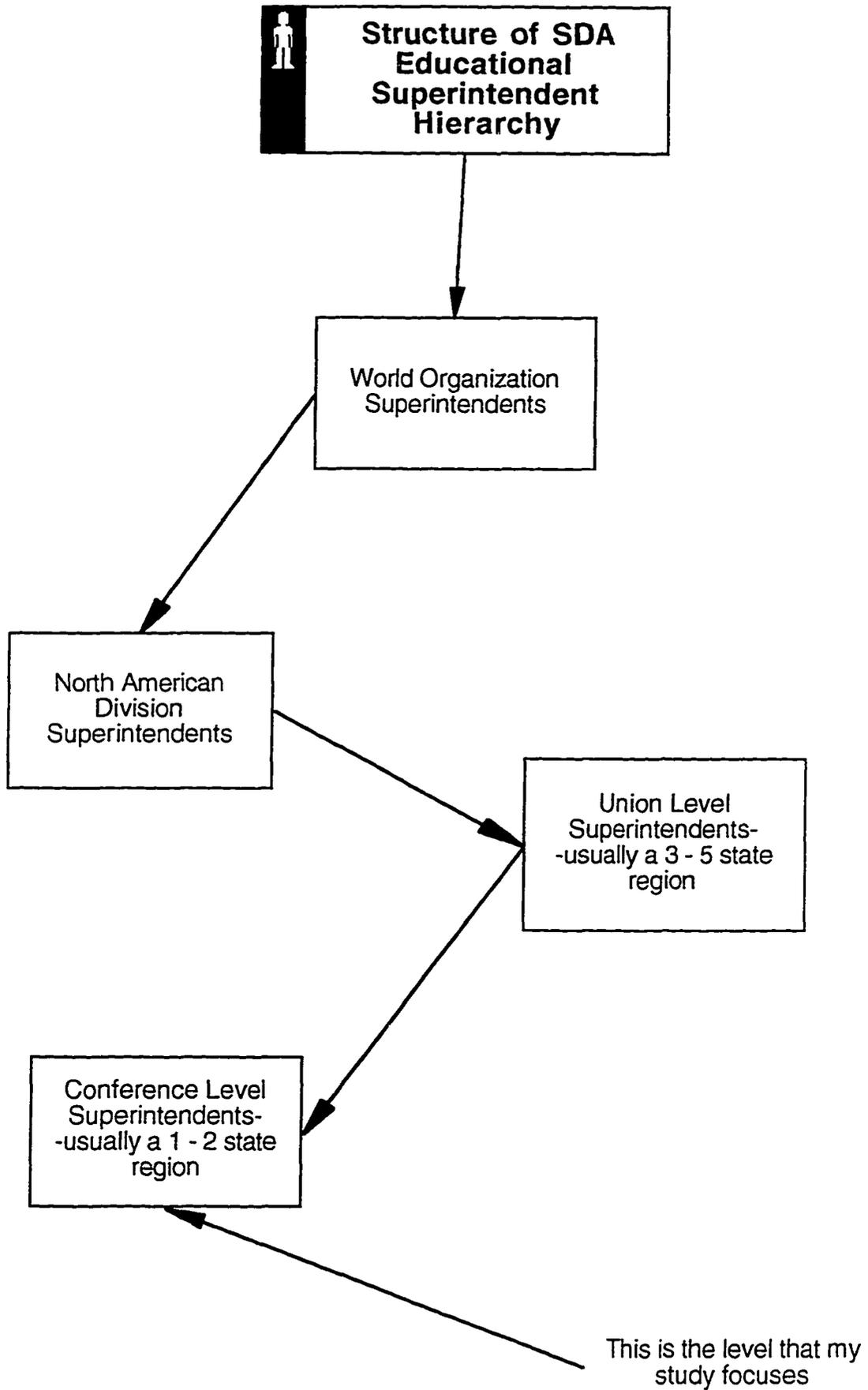APPENDIX F

SEVENTH-DAY ADVENTIST

EDUCATIONAL SYSTEM STRUCTURE

Structure of SDA Educational Superintendent Hierarchy

World Organization Superintendents

North American Division Superintendents

Union Level Superintendents- -usually a 3 - 5 state region

Conference Level Superintendents- -usually a 1 - 2 state region

This is the level that my study focuses

THEORETICAL FRAMEWORK
AN "OPEN SYSTEM"

The way one thinks about an organization is strongly influenced by the metaphors used to describe it. The metaphor used here is that of a school as an "open-system." In this figure, the school is at the center, embedded within the local, conference, and NAD which shape and influence the daily worklife of teachers, students, and administrators. The term "open system" is drawn from biology and impolies that an organization is like a living organism that exists in, influences, and is influenced by its environment. To understand the whole, one must have studied both the whole as well as its parts and their relationships.

North American Division (NAD)

Local SDA Conference

Immediate School Community

**School
Transformation Process**
√ Core Tasks
√ Group Processes
√ Individual Processes

+ Feedback —

INPUTS

Purposes

OUTCOMES

+ Feedback —
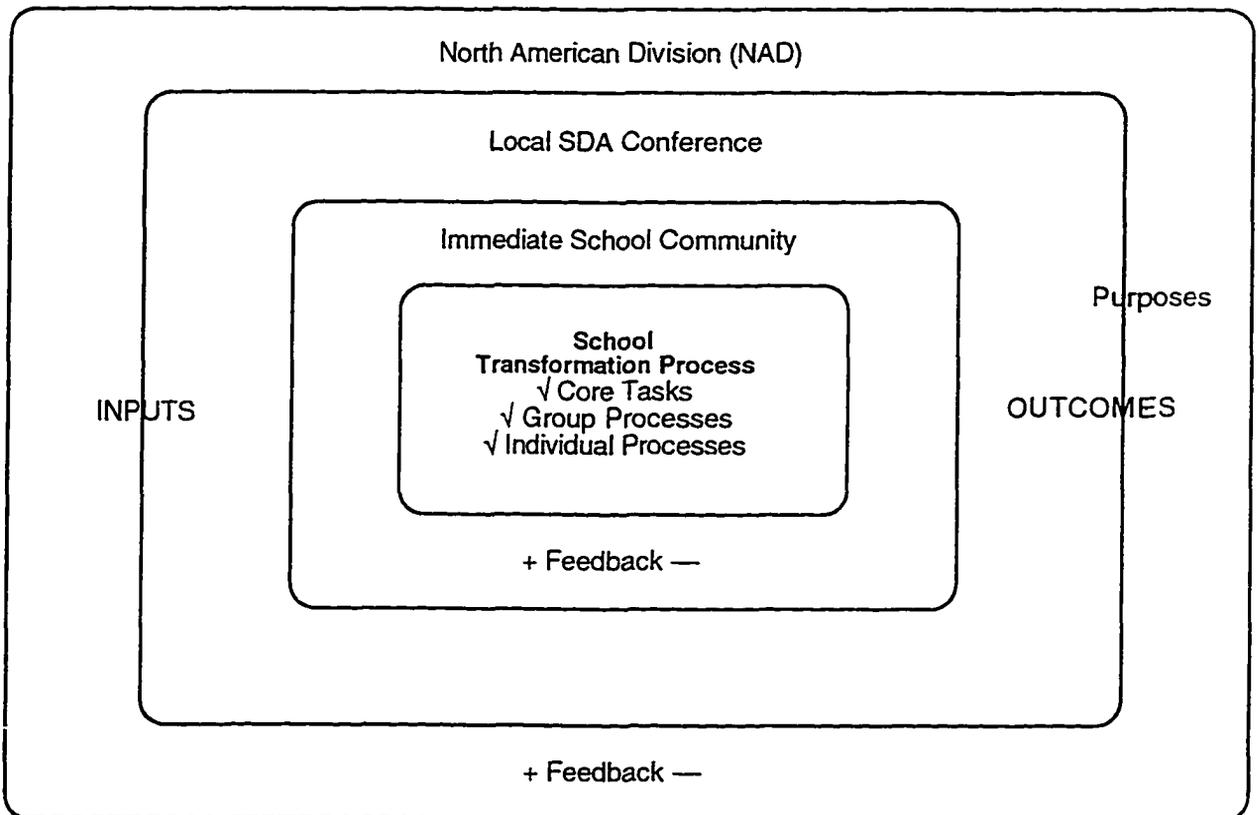
Source: Adapted from Hanna, 1988

APPENDIX G

INSERVICING THE TEACHERS

INSERVICING THE TEACHERS
by Toni Sharma
A Pastoral tale with a moral.

I can't help but remember Grandpop breeding his old jersey heifer,

Flossie. She sure was a pretty cow, silky red with big gentle eyes. One

summer day, Grandpop came in from milking and announced it was time to

call the inseminator, Zeke Johnson, 'cause Flossie was acting mighty

jumpy. Zeke had a 24-hour answering service; you had to strike while the

iron was hot, he used to say.

Well, a couple of hours after the call, Zeke pulled up in the yard in his

old Chevy pickup. He got out kind of slow and important like. In the back

of the truck was this great big barrel of bull semen and a long rubber glove.

Grandpop told Zeke he wanted to breed his heifer to a bull with a good

butterfat record. Zeke pulled out a big old long tube from the barrel and

headed for the barn.

When we got there, Flossie had her head penned in a stanchion, and

she was making funny noises low down in her throat. Zeke put on his

rubber glove and checked her to make sure she was ready to breed. Flossie

wasn't very happy about that, but then you don't ask a cow's opinion

('cause she wouldn't have one), and she sure didn't have any choice,

penned up like she was.

Zeke turned around and said, "This here bull's been dead for 10 years,

but his semen's got a strong history." Then he inserted that tube, gave a

squeeze, and it was done. Grandpop said he'd know in 21 days if she'd

settled. I felt really sorry for poor old Flossie. She didn't get to join in the

act. She didn't have any fun. It just happened to her four times and she didn't take, it was off to the butcher with her.

I remember asking Grandpop why he didn't keep a bull of his own. He said, "For seven bucks I can get the best bull there is, don't have to worry about upkeep, and don't have to mess with his ugly temper." So Flossie, from the time she was big, got serviced when she was in heat, had a calf nine months later, nursed the calf for six months, and then got serviced all over again.

My last inservicing went pretty much like Flossie's. The only difference was that no one had the same clear proof that it took. The teaching staff was herded into a meeting, penned by contract language that said the principal could hold a monthly inservice meeting and teachers must attend. A visiting expert appeared, producing a projector and transparencies from the trunk of his car. He checked by to see if we were ready by stating, "Everyone wants to know about Developing Functional objects in Conjunction with the Warner Basal Series, Group Yellow, don't they." Then he proceeeded to insert an hour and a half of details into us. And in the end, like poor old Flossie, we didn't get to join in the act and we didn't have much fun. It just happened.

Too often, those in charge of inservice training make decisions for teachers just like the ones Zeke and Grandpop made for Flossie. They decided when to bring us together. They assume that injections of information they select will be helpful to all teachers, regardless of their individual needs. They assume that teachers have too narrow a perspective

and that teachers' opinions are not valid. And finally, they assume that a direct and measurable outcome must result from inservice training.

Unfortunately, it's all to easy to subscribe to those assumptions. Intimidated by the lack of control in my teaching environment and convinced by years of higher education that the visiting expert knows best what I need, I have allowed my head to be penned in the stanchion.

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

APPENDIX H

SEARCH DESCRIPTORS

Search Descriptors Used in Study

educational change	administrator role	teacher attitudes
inservice-teacher-education	faculty development	program design
educational policy	school restructuring	school-based management
participation decision making	reform efforts	staff development
resistance to change	change strategies	delivery systems
trend-analysis	teacher responsibility	educational innovation
educational improvement	teaching styles	theory-practice-relationship
systemic change	program evaluation	professional development
instructional improvement	change agent	social change
teacher improvement	instructional effectiveness	educational quality
superintendents	principals	management development
education-work-relationship		

APPENDIX I

GREGORC STYLE DELINEATOR

Please Note

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UMI

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VITA

TEACHING AND ADMINISTRATIVE EXPERIENCE

1994-1996	Principal and teacher, grades 6-8: South Bend Junior Academy, Indiana Conference
1993-1994	Principal and teacher, grades 9-10: Tillamook Adventist School, Oregon Conference
1991-1993	Grades 5,6 teacher: Portland Adventist Elementary School, Oregon Conference
1987-1991	P. E. teacher, grades K-8: Portland Adventist Elementary School, Oregon Conference
1984-1987	Grade 7 teacher: Milton-Stateline School, Upper Columbia Conference
1981-1984	Principal and teacher, grades 7-9: Central Valley Jr. Academy, Upper Columbia Conference
1977-1981	Grade 5 teacher: Captain Gilmer School, Fletcher, North Carolina

CERTIFICATION

Adminstrator/Professional Commissioned Ministry of Teaching Credential (SDA Certification)
Endorsements: P.E. , Social Studies, Science, Bible
Washington State Certificate (lifetime)

EDUCATION

B.S. , 1977	Andrews University: Majors: Elementary Education & Social Studies
M.A., 1980	Western Carolina University: Middle Grade Education Curriculum emphasis
M.Ed., 1986	Walla Walla College: Administration
Ph.D., 1996	Andrews University: Leadership in Curriculum & Instruction

HONORS

Pi Lambda Theta, 1995 to present
Phi Delta Kappa, 1996 to present

PROFESSIONAL ORGANIZATIONS

Association for Supervision and Curriculum Development
Authentic Assessment Network
Brain-Based Learning Network
Center for the Advancement of Ethics and Character Development Network
Cooperative Learning Network
Curriculum and Instruction Network
Curriculum Teacher's Network
Dimensions of Learning Network
Multiple Intelligences Network
Staff Development Network
Multi-Age Network

OTHER

Published book: Fantastic Field Day Flings, 1990
Published book: Positively Phenomenal Physicality, 1994.
Curriculum Committee: Lake Union Conference
Dimensions of Learning trainer
Multiple Intelligences trainer
Integrated Thematic Instruction trainer
Cooperative Learning trainer
Athletic Director and volleyball, flag football, and basketball coach: Portland Adventist Elementary School
School Newspaper Editor
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