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**The impact of teacher renewal seminars on classroom practices:
A case study of selected participants of the North Carolina
Center for the Advancement of Teaching**

Pressley, Carroll Andrew, Ed.D.

The University of North Carolina at Greensboro, 1992

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THE IMPACT OF TEACHER RENEWAL SEMINARS ON CLASSROOM
PRACTICES: A CASE STUDY OF SELECTED PARTICIPANTS
OF THE NORTH CAROLINA CENTER FOR THE
ADVANCEMENT OF TEACHING

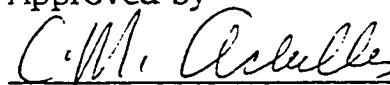
by

Carroll Andrew Pressley

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PRESSLEY, CARROLL ANDREW, Ed. D. The Impact of Teacher Renewal Seminars on Classroom Practices: A Case Study of Selected Participants of the North Carolina Center for the Advancement of Teaching. (1992) Dr. Charles M. Achilles. 207 p.

This embedded single-case study examined the impact on school and classroom practices of selected K - 12 teachers who had attended professional development renewal seminars at the North Carolina Center for the Advancement of Teaching (NCCAT).

The guiding hypothesis was that teacher renewal as evinced by a teacher's experiences at NCCAT resulted in changes in the areas collectively identified as school and classroom practices.

Each teacher subject was involved in an NCCAT renewal seminar designed to assist teachers, with little or no expectation for benefits to students. The assumption that renewal experiences, unlike reform experiences, affect only teachers and not students was questioned.

Shea and McPherson's theory of adult education (1990) provided the framework for the design and methodology of this study. Twelve selected teachers were interviewed, and portraits of their perceptions of the NCCAT experience were presented. Thirty selected NCCAT alumni, via questionnaire, provided data for comparison with the interview participants. Study findings were presented in a format using a combination of humanities research techniques and descriptive statistics.

Study results confirmed the guiding hypothesis. Nine of the 12 teachers portraits acknowledged changes in their classroom practices as an impact of their NCCAT experience. A comparable percentage of the NCCAT alumni acknowledged similar changes in their classroom practices as an impact of having attended NCCAT more than two years earlier. In addition, the Shea and McPherson adult learning theory, a new and untested theory, served as a framework to direct the collection and interpretation of the data.

This study expands our understanding of the improvement of teacher practices in K-12 classrooms. The possibility of a synergy of reform initiatives and renewal initiatives is discussed. Findings and recommendations related to NCCAT, the Shea and McPherson adult learning theory, and educational researchers and practitioners are included.

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The writer wishes to remember a former teacher, Dwight Howell. His friendship provided the writer an opportunity for personal renewal.

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CHAPTER I INTRODUCTION

This study examines a particular organization, the North Carolina Center for the Advancement of Teaching (NCCAT), and its impact in promoting changes in the school and classroom practices of teachers. What makes this question of interest is that NCCAT makes no guarantees to teachers who attend a renewal seminar of affecting their classroom performance, much less the achievement of their students, after they return to their professional duties. NCCAT's principles and modes of operation are closely associated with the concept of teacher and personal renewal. In seeming contrast, those who attempt to evoke changes in teacher performance and student achievement identify their efforts with the term reform. This study explores the possibility that the concept of renewal has significance and applications for those promoting reform, and that the apparent contradiction between the two strategies bears re-examination.

Purpose of the Study

This study investigated a particular response by governmental agencies of the state of North Carolina to some of the recent national concerns relating to certain problems of public education. This response, manifested by the creation and operation of NCCAT,

affords North Carolina teachers, who are identified as being superior, with the opportunity to experience a week-long renewal seminar in order

to enhance teaching as an art and as a profession, by providing career school teachers with opportunities to study advanced topics in the sciences, arts, and humanities, to engage in informed discourse, and otherwise to pursue scholarly interests. (Board of Governors, 1985)

This study examined a selected group of teachers who participated in renewal seminars at NCCAT to determine if the experience had long-term influences on their daily school and classroom practices.

Within the broad framework of the recent waves of educational reform, numerous aspects of the educational process and the business of education in public schools have been examined, and criticized. A major national report, A Nation at Risk, was published in 1983. Since then, most important aspects of public education have come under increased scrutiny. In their 1983 report, the National Commission on Excellence in Education revealed that its main concerns were adding rigor to and raising standards for both teaching and learning in the schools. That same year Ernest Boyer, president of the Carnegie Foundation for the Advancement of Teaching, expressed similar concerns while criticizing a wave of new regulatory activities. He stated that teachers now felt "more responsibilities and less authority, less recognition, less empowerment to do the work" (Boyer, 1983, p. 3). These and other

reports began to provide initiative for the reform and restructuring of each phase of the teaching profession, from selection and training standards to actual classroom practices. Steps were taken to establish recognition and incentives for teachers demonstrating excellence and commitment. Programs similar to ones sponsored by the National Education Association (NEA) in 1985 and 1986, which increased teacher involvement in decision making were instituted by national, regional, state and local agencies and commissions. With these types of programs came reforms from both educational leaders and from the grassroots level urging educators and elected officials to restructure the educational process. (Timar and Kirp, 1989)

Various regional agencies and state-sponsored commissions convened to propose answers to many of the questions raised by these national reports. The "Task Force on Higher Education and the Schools," sponsored by the Southern Regional Education Board cited in its report, Meeting the Need for Quality: Action in the South, ways for the teacher education process conducted by colleges and universities to become more responsive to the needs of students in the public schools. In its report Action for Excellence, the "Task Force on Education for Economic Growth," sponsored by the Education Commission of the States, stressed the need for minimum competencies for students and teachers due to technological changes and global competition in contemporary society. In addition, some national reports followed up their original findings

with plans of action. The Carnegie Forum created the "Task Force on Teaching as a Profession," which published the report A Nation Prepared: Teachers of the 21st Century. The report proposed seven areas of improvement relating to teacher training, recruitment, incentives and rewards.

The state of North Carolina responded quickly to the charges and challenges of these national and regional reports regarding the crisis in education. The governor of North Carolina at the time, James B. Hunt Jr., had served on and chaired more than one of these commissions. Based on directives from his office and the support of the General Assembly, a North Carolina Commission on Education for Economic Growth was established in 1983. The group consisted of 50 leaders from business, education, and government along with parents, students, and media representatives. Their report, published in 1984, identified eight areas relating to ways the quality of education in the state should be improved. The area most closely related to this study was "enhancing the teaching profession" (Owen, 1984). From the report, Governor Hunt proposed seven strategies to implement the commissions' recommendations. The strategy central to this study was the "launching [of] efforts to attract and recruit outstanding scholars to teaching" (Hunt, 1984).

The idea for creating NCCAT is credited to Jean P. Powell, North Carolina Teacher of the Year for 1983-84. She presented the idea as part of a presentation in November, 1983, in Raleigh at a

scheduled hearing conducted by the Commission on Education for Economic Growth. She stated,

We must find a way to enhance the teacher's sense of self-worth, her pride of accomplishment, and her enthusiasm. We have a governor's school for gifted students. Why not something similar for teachers? (Powell, 1983)

Governor Hunt stopped the hearing briefly to discuss Ms. Powell's idea with her. He seemed impressed by her suggestion.

In October, 1984, funding for the planning and conducting of pilot studies for a new center for teachers was obtained from the Appalachian Regional Commission (ARC). That same month, Governor Hunt, who was also co-chairman of the ARC, signed Executive Order 111 establishing NCCAT at Western Carolina University (WCU) in Cullowhee. NCCAT began its operation in the autumn of 1986, and by September, 1991 had served 3,500 individual teachers and a total of more than 5,000 professionals in its program of renewal seminars and professional development activities. NCCAT moved into a new physical facility in September, 1990 and continues to operate adjacent to the WCU campus.

Scope of the Study

While these recent national, regional, and state studies have produced differing and sometimes conflicting answers to the problems facing public education, each has been initiated by the

same concern: improvement of student achievement. Yet in the planning, charter, and operational goals of NCCAT, there is no mention of improved student achievement as a goal for teachers attending a renewal seminar. Instead, rather careful and deliberate statements assure prospective participants the intent and purpose of their experience at NCCAT is to "reward, renew and retain" (NCCAT, 1988) the best teachers possible. Regardless, this study explores the possibility that the NCCAT experience may have an unanticipated impact on teachers; regardless of institutional intent, it may influence changes in their classroom practices and thereby affect student achievement and/or behavior. That is, NCCAT may have discovered an indirect means of achieving some of the goals of the reformer through, in this instance, the vehicle of a renewal program.

Definition of Terms

Responding to its charge from the North Carolina General Assembly and The University of North Carolina's Board of Governors, NCCAT created teacher renewal seminars as a means of promoting "the advancement of teaching as an art and a profession" (North Carolina General Statutes of 1984). In conjunction with *adult learning theory* and a *teacher renewal* program, three components of the teaching and learning process are viewed as measures to gauge the level of impact NCCAT has had on the *school and classroom practices* of teachers. These three components are

pedagogy, curriculum development and staff development.

Definition of these terms precedes the statement of the problem.

Twentieth century researchers have distinguished among the learning patterns of young children, adolescents, and adults. For this study, *adult learning theory* is characterized by complex thought processes, the ability to envision conditions that do not currently exist, and a greater sense of control over environment.

The second term, *teacher renewal*, can be defined by comparing it to teacher reform. The procedures of each strategy involve different means and ends. Reform attempts to change attitudes. Renewal tries to restore attitudes. Reform works to build skills. Renewal strives to introduce ideas. Reform typically attempts to inculcate prescribed points of view. Renewal endeavors to raise alternative points of view. Reform seeks to introduce and implement management goals and techniques. Renewal strives to tap the strengths within recipients and release them. Reform is a process that measures success through outcomes, most typically in the cognitive domain. Renewal is a process that measures success through feelings of confidence, characteristically in the affective domain. Reform efforts often are instituted by a source outside the control or influence of the participant. Renewal efforts almost always are instituted with the consent and cooperation of the participant. Teacher reform efforts are intended to bring rewards to the clients of the teacher. Teacher renewal efforts are intended

to bring rewards to the teacher with little or no guarantee that the student will reap any benefits.

Three terms are grouped within the phrase *school and classroom practices*. The first of the set is *pedagogy*. Pedagogy is the collective methods and techniques utilized by teachers to expose students to new ideas and information. In general terms, pedagogy is the practice of teaching. The second of the set is *curriculum development*. This term includes the various ideas and information selected by a teacher to guide the instruction of the learner. Curriculum development is not distinctive to any one discipline, but rather it is central to every subject the teacher determines that students need to engage. The third of the set is *staff development*. This term denotes efforts designed to assist teachers in doing their work in a different and/or more effective manner. Often, staff development activities are directed toward reform ideas related to improvement in pedagogy and curriculum development.

Statement of the Problem

In defining the term *renewal*, the term *reform* was used as contrast in order to distinguish renewal as a separate activity. However, renewal and reform are not mutually exclusive. Reform movements commonly list outcomes related to increased teacher confidence. Likewise, renewal activities may cause teachers to learn new skills designed to produce desired outcomes. But the two activities have almost always advocated differences in the area of

rewards. Teachers completing the North Carolina reform program entitled "Effective Teacher Training" may feel greater personal confidence; but the prescribed purpose of this reform program is to enact greater student learning and achievement. Similarly, renewal movements may cause teachers to enact new procedures that benefit student achievement. Regardless, renewal programs clearly focus the rewards of their actions on teachers, and not students.

Sensitive to this blurred relationship between reform and renewal, the problem for the study is: Are there circumstances under which a sustained *renewal* experience for a classroom teacher leads to benefits for the teacher's students, colleagues and school in the form of changes in pedagogy, curriculum development and staff development?

The guiding hypothesis inherent in this problem statement does not meet the exacting standards for essentially quantitative research, but within the situation and the problem statement are the three components necessary for sustained inquiry. The teachers participating in the renewal seminar at NCCAT constitute a treatment group. The week long seminars they experienced serve as the treatment. An examination of their school and classroom practices after leaving the renewal seminars yield a treatment response.

Unfortunately, the collection of data did not totally eliminate external threats to validity and causes other than the treatment as having influence over the treatment response. Regardless, a case

study was designed with a satisfactory level of validity following the procedure proposed by Yin (1984) and others. Through methods and techniques utilized in case study research, a guiding hypothesis was constructed. That is, in a majority of cases where teacher renewal is evidenced by a teacher's experiences at NCCAT, there will be reported changes in the area identified for this study as school and classroom practices.

Thus, the structure of the research proceeded from the hypothesis. The research design was to identify a group of teachers [adult learners] from a selected geographic area, follow them through a specific renewal program [teacher renewal]; and examine what changes, if any, occurred in their school and classroom practices [pedagogy, curriculum development and staff development]. Adult learning theory served as a framework to help raise and answer the questions of the study. The background of the problem and the statement of the problem as elaborated, yielded the following central and supplemental questions.

Central Questions

(1) Did the teacher feel that he or she had experienced renewal as a result of NCCAT? Did the teacher feel a greater sense of self-worth?

(2) Did the teacher experience a renewal process characterized by the various stages of the adult learning theory as expressed by Shea and McPherson? Was the teacher exposed to new information? Was the teacher provided opportunity to examine the new information under either existing or new conditions? Did the teacher critically analyze the new information? Did this process cause the teacher to experience an internal rejuvenation? Did the teacher consciously and deliberately act differently, either professionally or personally, as a result of the experience?

(3) Upon returning from NCCAT, did the teacher work to improve the teacher/learner process in his or her school and classroom? Did the teacher develop or update curriculum materials? Did the teacher attempt to share his or her experiences with colleagues, or to affect their collective staff development experiences?

Additional Questions

(1) In addition to any possible influences on the teacher's school and classroom practices, did his or her experience at NCCAT affect his or her personal life, and if so, how?

(2) How long does the sense of renewal last? Do teachers who have experienced NCCAT previously--more than two years earlier--still feel a sense of renewal? If so, do they feel that it is still having an impact on their classroom practices?

Organization of the Study

Chapter II, the first of six additional chapters, examines the context of this study and explains the appropriateness of adult learning theory as a framework for the study. Previous adult learning theories are included. The adult learning theory developed by Shea and McPherson (1990) is described and defended as a suitable framework to direct this study.

Chapter III explains the selection of a case study methodology. The sources, types, collection methods and analysis techniques of the data are identified. The issues of validity, reliability and limitations of the study are addressed.

Chapter IV presents and analyzes the qualitative data of the study. An explanation of "portraiture" as a research method precedes the presentation of the data. The data, collected through a series of three interviews, consist of 12 portraits of teachers from a specific geographic region who attended NCCAT during a six month period. Common and emerging patterns from the data are discussed, along with serendipitous findings.

Chapter V presents and analyzes the quantitative data of the study. Data were collected from 30 teachers in the same geographic region who had attended NCCAT at least two years prior to the portrait group. These teachers completed a questionnaire designed to reflect the information solicited in the interviews of the teachers presented in Chapter IV. Data from this chapter, presented in a series of tables, were used to serve as a comparison to the teachers

portrayed in Chapter IV, and to explore the possibilities of any long-term impacts of a NCCAT seminar.

Chapter VI reveals the findings of the study relative to the guiding hypothesis, the central and additional questions, and the Shea and McPherson adult learning theory.

Chapter VII summarizes conclusions drawn from the study and makes recommendations for further study. A possible synergy of reform initiatives and renewal initiatives is proposed. Four groups responsible for the professional development and/or adult learning of both prospective and current teachers are encouraged to consider further studies based on this study.

CHAPTER II

THEORETICAL FRAMEWORK AND REVIEW OF THE LITERATURE

A researcher is responsible for choosing and specifying a theoretical basis for the inquiry. There are reasons for such a choice. One must understand how previous scholars have conceptualized similar problems. The basis for raising a specific guiding hypothesis or set of questions must be acknowledged. In addition, a researcher is obligated to advise the reader of any particular theoretical bias or viewpoint held by the researcher. This is done not to persuade the reader, but rather to allow the reader insight into the problem being researched, as well as to define the conceptual limits placed by the researcher on the study. In such ways, the theoretical framework is a major factor in composing and directing the researcher's efforts.

Various theories or models could be utilized to view the guiding hypothesis of the present study. Theories of instruction (Dewey, 1939; Skinner, 1973; or Adler, 1984) examine methods used in the classroom as a way of improving student learning. Adler's (1982) reform models promote the value in using some of the types of experiences of participants at NCCAT in the classroom, particularly seminar techniques. Theories of innovation and change (Achilles and Gentry, 1969; Peters and Waterman, 1982; Schein, 1986; Bennis and Nanus, 1985) explore how the introduction of

ideas, information or procedures affects individuals, primarily in the workplace.

While these various theories and models present interesting frameworks from which to view the guiding hypothesis of this study, each provides a context that is not entirely congruent with the current study. The problem being addressed in this study focuses on what *individual* participants experience at NCCAT and what they do differently in their daily school and classroom practices after the NCCAT experience. The focus of this study is on the adult learner. Thus, the theoretical framework for this study is drawn from adult learning theory.

Adult learning is a relatively new discipline, beginning with Lindemann in 1926. Important contributors to its theory over the past six decades have included Bryson (1936), Gibb (1960), Houle (1962), Benne (1967), Knox (1968), Freire (1973), Paterson (1979) and McKenzie (1982). Knowles' ideas regarding adult learning (1984), known as andragogy, were intended to find a "better way to help adults learn than traditional pedagogy" (p. xiii) in light of why, what and how the adult wishes to learn. Joyce and Showers (1988) offer a hierarchy of staff development activities designed to produce improved student achievement. Kohlberg (1975), Mezirow (1985) and Brookfield (1986) theorize how an adult learner uses new knowledge and/or information. They view an adult learner as using a learning experience in one or more of three ways. As a result of the experience, he or she may become more goal oriented, desire to

increase dialogue about the experience, or feel a greater sense of self-determination. Social theorist Jurgen Habermas (1971) described these levels of adult learning as being empirical-analytical - level I, historical-hermeneutic - level II, and critical-emancipatory - level III. These theorists and their ideas regarding adult learning theory, however, stop short of contemplating the full impact of a designed and deliberate learning experience on the participant.

The professional educators responsible for implementing the NCCAT renewal seminar programs acknowledge the occurrence of these levels of experiences, as expressed by Habermas and others, for their participants. (R. B. McPherson, personal communication, May 10, 1990) Yet the uniqueness of NCCAT programming has led Shea and McPherson (1990) to propose an additional level of the adult learning paradigm, the ethical-aesthetic - level IV (p. 21), on the basis of their work in the program. More specifically, through the use of organizational analysis and inductive reasoning, Shea and McPherson propose an evolved theory of adult learning. Their addition of the ethical-aesthetic - level IV (p. 21) to their adaptation of Habermas' work provides a theoretical basis to study the impact of a designed and deliberate learning experience, a renewal seminar at NCCAT, on the school and classroom practices of teachers.

A study that employs a theory developed by practitioners in the program being studied has inherent risks. However, the study focuses on the influence of the renewal seminar on teachers *after* they re-enter the school and classroom, and this adult learning

theory seems to be the best available to allow the researcher to go beyond the immediate seminar experience. Were the study designed to confirm or deny the validity of the Shea and McPherson theory, little more than a verification process would be involved. While the study does comment as to the efficacy of the theory for conceptualizing the study, the value of the theory is in its ability to help explain why and how participants in a renewal seminar act differently, within defined areas, once they return to their organizations (if, in fact, such differences can be found and documented). Since the theory proved to be felicitous in this regard, further questions and future studies can be designed to determine the theory's usefulness in settings other than NCCAT.

An explanation of the Shea and McPherson theory necessarily includes the work of Jurgen Habermas and his theories of the nature of human rationality. Habermas' work has been adapted by various scholars in the field of education, including Bredo and Feinberg (1982) in educational philosophy, Schubert (1986) in curriculum theory, Sergiovanni and Corbally (1984) in educational administration, and Soltis (1984) and Fenstermacher (1985) in teacher education. What Habermas describes as the empirical-analytical mode of inquiry - level I, is labeled by Shea and McPherson as the "intellectual component" of their practitioner-generated theory. These activities include listening for the structure of an argument, clarifying assertions and synthesizing components of a seminar. (1990) The intellectual component includes the desire

and ability to "communicate one's point of view--precisely, clearly and persuasively" (p. 10).

Habermas' discussion of the interpretive-hermeneutic mode of inquiry - level II, is paralleled by the "social and collegial component" and the "experiential component" in the Shea and McPherson theory. This component is addressed in the NCCAT seminar by designed activities in two areas. One group of activities works to maximize interaction directed at meeting the social and emotional needs of the participants in a seminar. Other activities are designed to allow participants to experience the ideas of the seminar in physical and symbolic ways via the rich geographic and cultural offerings of the area where the renewal seminars are conducted, that is, western North Carolina. (pp. 10-12)

The area identified by Habermas as critical-emancipatory - level III, is designated by Shea and McPherson as the "ethical component" (pp. 13-14). It is somewhat obliquely related to Habermas' ideological cultural critique. This category is evinced by addressing a problem from two perspectives. First, what is the current condition of the problem? Second, what ought to be done to cause the current condition of the problem to become more ethically acceptable? Though Shea and McPherson find fragile similarity of their "ethical component" to Habermas, the researcher views this level similar to part of the writings of Emmanuel Kant and his three categorical imperatives (1991) and feels comfortable with the comparisons of the three.

At this point Shea and McPherson propose a new category, one of "personal aesthetics." This level, labeled as level IV, is the balancing of the ethical questions of what "is" versus what "ought" to be. An attempt to balance this apparent dilemma is more likely to occur through the utilization of space and time for self-reflection and creativity. It is evidenced also by participants creating a personal response to the seminar theme. Though the response takes many forms, it is closely related to the ethical component of the theory and involves personal praxis. Shea and McPherson suggest that there is a sense of transcendence from which participants "begin to devise an action plan to remediate identified deficiencies and shortcomings" (p. 23) of their permanent culture at home, as contrasted to the temporary culture of the seminar.

This fourth level involves logic, critical thought, and codes of ethics while allowing the subjective, more creative nature of the person, to enter into the highly personal process of balancing the shortcoming of a society or culture with the seemingly less significant action of an individual. Shea and McPherson see this process of adult learning as possible, desirable, and to an extent self-perpetuating. (1990)

While the Shea and McPherson theory predicts action by the teacher after experiencing a renewal seminar such as NCCAT, it does not predict the type of action to be taken. Such action, however, is the focus of the study. It is predicted that a high percentage of teachers will experience the personal aesthetics - level IV dimension

of the Shea and McPherson theory. That is, these teachers will enact changes in daily school and classroom practices. Specifically, these teachers will enact changes in pedagogy, curriculum development and/or staff development.

The adult learning theory developed by Shea and McPherson provides a clear conceptual guide for the study. Despite its usefulness in this study, the Shea and McPherson theory is an emerging theory and needs to be assessed in diverse settings and organizations. Only through such evaluation can the theory be substantiated and arguments made for its wider use in the field of adult learning.

CHAPTER III

METHODOLOGY

The discussion of the background of the problem, the statement of the problem, and the theoretical framework in the previous two chapters defined the parameters to guide the study in the collection, analysis, and presentation of the data. These parameters set the limitations of the study. An explanation follows of the study design, the data collection process, and how the data are analyzed and presented.

Design

The explanation of the statement of the problem drew attention to the rationale for use of a case study design. Further discussion demonstrates that the conditions for conducting a case study were present. Merriam (1988) states that case study design is

an intensive, holistic description and analysis of a single instance, phenomenon or social unit . . . [Case study design utilizes] qualitative inquiry [that] is inductive - focusing on process, understanding and interpretation - rather than deductive and experimental. (p. 21)

Schramm (1971) says that

the essence of a case study, the central tendency among all types of case studies, is that it tries to illuminate a decision or set of decisions: Why they were taken, how they were implemented, and with what result. (p. 2)

Yin (1984) provides a more technical definition.

A case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context, when the boundaries between phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. (p. 23)

NCCAT's existence and continued operation constitute the contemporary phenomenon. The guiding hypothesis which postulates the relationship, if any, between a teacher's experience at NCCAT and its influence on school and classroom practices explores these boundaries between phenomenon and context. The availability of multiple sources of evidence is discussed below. Thus, a case study is a relevant design for this study.

Within the area of case study methodology, there are different designs. The specific design of a case study is determined primarily by the selection of the study sample or the units of analysis. Both Merriam (1988) and Yin (1984) refer to instances where an unique or exceptionally innovative program exists and where the study sample is comprised of participants in the program. Yin defines this

as an "embedded, single-case design" (p. 45). His rationale for use of this design is threefold. First, single-case studies can be used to determine whether "a theory's propositions are correct, or whether some alternative set of explanations might be more relevant" (p. 43). Part of the purpose of this study is to examine the efficacy of the Shea and McPherson (1990) theory as a guide to research. Second, single-case studies can be used "where a case represents an extreme or unique case . . . with documenting and analyzing" (p. 43). NCCAT is unique in its origin and operation. It has been and continues to be analyzed and documented by groups and interested persons within and outside the NCCAT organization. Several earlier studies (Hoffbauer, 1988; Rud & Oldendorf, 1992) relate to this study. Third, the single-case study can be used as a "revelatory case . . . to observe and analyze a phenomenon previously inaccessible to scientific investigation" (p. 43). The mixture of a recently defined theory by Shea and McPherson, and the availability for study of an essentially unique case constitutes a revelatory case.

Limitations of the Study

As discussed by Yin (1984) and others, there are limitations or drawbacks to the use of the case study design in conducting research. This study has attempted to anticipate and react in an appropriate manner to the arguments presented against using this methodology. Yin's first concern is the allowance of biased views to influence the direction of the findings. Second, Yin raises the point

that very little scientific generalization can be provided by using this methodology. The third concern of Yin's is that case studies lead to "massive, unreadable documents" (p. 21).

While expressing the concerns raised in using case study methodology, Yin responds to each of these potential criticisms and offers appropriate techniques to avoid the influence of a biased view. These techniques have been incorporated and detailed throughout the present study. In response to the inability of producing "scientific generalizations," Yin reminds his critics that a researcher's goal is to "expand and generalize theory, not enumerate frequencies" (p. 21). Achilles states that

In traditional quantitative research the study is designed carefully so that the results allow generalizing; in case study research the researcher is required to conduct the study and express the results in such a careful manner that the reader is able to see and understand the possibilities of generalizing and using the results. (Personal communication, Sept. 2, 1992)

This study's focus is to question an institutional assumption and to expand upon the theory of professional development design. Yin concedes that the researcher's abilities and adherence to proper research techniques as the determining factor in producing a case study of acceptable length and quality.

Since each case study is unique in its design and hypothesis, there are limitations specific to each. The limitations of this study advise the reader or researcher examining a similar question. These

limitations also serve to encourage further research of this study's guiding hypothesis and theoretical assumptions. Limitations specific to this study occur in three areas: theoretical assumptions, the uniqueness of NCCAT and its goals, and the collection of data.

The theoretical assumption or framework of this study is recently created. It appeared for consideration by educational researchers at a major annual convention. The original basis for the theory, adult learning, is a topic with a limited scholarly history dating back only to the 1920's. The theory has not been used in any other known studies previous to this study. The Shea and McPherson theory may have far reaching and significant impact, but it has not been tested to the extent necessary for general acceptance.

The second limitation results from the origin and evolution of NCCAT. As a state sponsored agency designed to promote teacher "reward, renewal and retention," NCCAT is essentially exclusive to a particular group in a particular region. This study may promote the efficacy of the NCCAT-type agency as a valuable entity for the teaching profession in general. With increased study this agency might become a model or benchmark for people and programs interested in the goals and objectives similar to NCCAT's. However, generalizations should be drawn with extreme care from this isolated, single-state experience.

In identifying the limitations of this study as they relate to the collection of data, the broad concerns expressed by Yin (1984) are

applicable. This time-consuming study required the collection of large amounts of data. This necessarily limited the number of people selected as a sample. While efforts were made to match the gender and ethnic ratios present in the state (NCCAT also strove to meet those ratios) and the age and experience levels of teachers in the state, the participants were not randomly selected. This raises the question of contamination resulting from a less than accurate representation of the entire population of NCCAT alumni. Additional teachers involved in the study through use of a survey questionnaire present a limitation. In addition to not being randomly selected, they provided responses based on recall of events which occurred up to three years prior. Thus, their responses were reactive and were subject to memory lapse or possible distortion over time.

Also, the possibility that the experience at NCCAT may cause personal rather than professional changes in behavior for the selected participants may have been a limitation. Most people consider their professional lives less private than personal or family life. Asking a person to discuss events relating to personal/family life may result in increased anxiety and a decrease in cooperation and accurate information.

Finally, an additional concern was the possibility of researcher personal bias(es) toward the data collected and the resulting findings. The use of multiple data sources in the study helped to counterbalance any such tendency.

Despite these limitations, questions that lead to answering the hypothesis were non-threatening and could be answered readily by the selected participating teachers. Should the guiding hypothesis lead to further research, future researchers can design and implement studies to ameliorate many of these limitations.

Validity and Reliability

Prior to a discussion of the validity and reliability of case study design, one further distinction of the study is defined, as it relates to the methodology techniques insuring validity and reliability. Yin (pp. 41-43) says that single-case study can be either holistic or embedded. An embedded single-case study, as is this one,

might be about a single public program, [while] the analysis might include outcomes from individual projects within the program (and possibly even some quantitative analysis of large numbers of projects). (p. 44)

This study uses both strategies. A few participants, identified as the portrait group, were studied closely, and data related to them are presented in a qualitative format. Study of a larger group, known as the alumni group, yielded data that are presented in quantitative format for comparison with the results of the smaller group.

Before delineating the methodology of this study in detail, reference to the areas of construct, internal and external validity, along with reliability must be considered. Using Yin's "case-study

tactics" (p. 36), a rationale for this study follows. To insure construct validity, all three tactics suggested by Yin were utilized. These include multiple sources of evidence, an established chain of evidence, and key informants to review the draft case study report. To insure internal validity, two of the three additional tactics proposed by Yin were used. These included time series analysis and explanation-building. Also, the relationship of Shea and McPherson's theory to earlier theories served as a form of consensual construct validity. Due to the recent development of the Shea and McPherson theory and the uniqueness of NCCAT, the ability to replicate the study was not addressed conclusively. While this concern was noted earlier in the discussion of the theoretical framework, it also can be viewed as a basis for further study. Finally, to insure reliability, use of a case study protocol and the development of a case study data base were incorporated in the data collection.

To insure reliability and validity, two pilot case studies were conducted. The qualitative pilot study sample consisted of three NCCAT alumni from the broader population of study subjects. Each alumnus participated in the interview process as explained in the "collection of data" section and outlined in the protocol process. See Appendix A. Their responses and input served two major purposes. First, they reviewed for clarity and applicability the questions asked in the interview process for purposes of data collection. Second, the researcher explained the process of data

collection by the use of interview to allow for discussion of any problems that had not anticipated. In addition, a quantitative pilot study was conducted. Eleven alumni from outside the selected geographic area for this study responded to a pilot questionnaire for similar purposes.

Sources of Data

A major source of data for this study was any teacher employed by a public or private school located in Buncombe County, North Carolina and scheduled to participate in a NCCAT seminar between January 1, 1991, and June 30, 1991. The list, compiled by NCCAT administrative personnel in August, 1990, consisted of 20 participants. Each projected participant was contacted prior to his or her scheduled seminar. The purpose of the study was explained and each teacher was asked to participate in the study. Bruce McPherson, Director of NCCAT, provided a letter of introduction and explanation of the study to each participant. Upon completion of the three interviews, each teacher reviewed his or her descriptive portrait. This allowed each teacher interviewed to serve as a key informant. (Yin, p. 36) These portraits, contained in Chapter IV, provide the richest data for testing the guiding hypothesis of the study. While the population of participants numbered 20, the final number of subjects included in this study is 12.

A second source of data was any teacher employed by a public or private school located in Buncombe County, North Carolina who attended a NCCAT seminar between July 1, 1987 and June 30, 1989. These teachers were asked to complete a questionnaire similar to the questions asked of the interview participants. NCCAT records contained the names of 50 participants during this time period. Questionnaires, along with a letter of introduction and explanation of the study, were mailed to all 50 members of this group. From the population of 50 alumni, 30 completed and returned questionnaires. Their responses are utilized in several areas relating to the central and supplementary questions of the study. The data obtained from this alumni group are presented in various tables typical of survey studies.

A third source of data common to both the teachers who were interviewed and the questionnaires from alumni was the week-long seminar conducted by NCCAT. The seminar corresponded roughly to the treatment phase of a designed experimental study. NCCAT provided several published reports that 1) related NCCAT's goals and purposes for use in the background of this study, 2) provided biographical data needed to identify potential participants, and 3) provided a listing of weekly schedules for participants for use in the interview process. Permission to observe seminars in progress was obtained. Interviews with personnel directly responsible for designing and facilitating seminars increased the researcher's level of understanding of intent and purpose in offering particular

seminars to teachers. Administrative and support personnel at NCCAT provided organizational and procedural information. Each area of data was provided at the direction and with the cooperation of Dr. McPherson, previous Director, and Dr. Kay Shapiro, the Assistant Director and Interim Director at the time of the study.

A final source of data common to research studies was printed sources, published reports and related studies typically housed in libraries. This source of data provided much of the information discussed in various parts of the study, including the sections relating to background of the study, theoretical framework, definition of terms, methodology and presentation of the findings. These data were contained in the libraries of the UNC-Greensboro, UNC-Asheville and Western Carolina University.

Types of Data

To varying degrees the study employed the six sources of evidence relevant to case study research as explained by Yin (1984, pp. 79-89): documentation, archival records, interviews, direct observation, participant-observation and physical artifacts. Use of multiple sources of data combined to provide depth and detail (Patton, p. 22) in presenting the data.

Documentary data were obtained from the interview and survey participants. Questions directed at the teachers in the initial interview and questions 1 - 3 of the alumni survey (see Appendix A) were developed from literature used by NCCAT to recruit and orient

seminar participants. Questions directed at the teachers in the second interview and questions 4 - 13 of the alumni survey (see Appendix A) were created from the adult learning theory of Shea and McPherson. Questions developed for the final interview and questions 14 - 22 (see Appendix A) were a review of the two previous interviews along with questions generated from the guiding hypothesis. A supplemental documentary data source for each teacher interview was the seminar agenda. Teachers reflected on the key events and activities, as they determined them, using the agenda schedules. The alumni surveys reflected information asked of the teachers who were interviewed. In addition, the survey was designed to determine what "staying power" or long-term impact(s) the NCCAT seminar had created.

Archival records increased the understanding of the goals, procedures and organizational structure of NCCAT. Records dating from the working inception of NCCAT to its present operating procedures helped reveal the evolution of priorities among the NCCAT staff. Evaluations done by previous seminar participants explained the kinds of data used by the NCCAT staff to assess its seminars and support services. Application information from NCCAT assisted in locating past, present and future seminar participants to recruit for the data collection portion of the study. Last, correspondence from the NCCAT Director to possible participants in the study provided a source of support and legitimacy to the study.

Interviews were the central data source. They also required the greatest amount of time to collect. In each interview, the researcher attempted to move from eliciting general information to specific, focused information. (Yin, p. 83) Each interview followed a designated protocol process. See Appendix A.

Direct observation, while not a major source of data in the study, was a part of the interview process. The last interview with each teacher was conducted in his or her classroom or work area. This was done deliberately, but without an explanation to the teacher, other than "to see where you work." By visiting the teacher's daily setting, two goals were accomplished. First, any changes in the teacher's school and classroom practices might possibly be observed, including any tangible evidence provided by the teacher. Second, observing the teacher in his or her natural setting provided the opportunity for any "serendipitous findings" or to "illuminate a field observation that was hitherto inexplicable or misinterpreted" (Sieber 1982, p. 187).

Five visits to NCCAT on various occasions were the main method of participation observation. These visits included talking with various personnel at NCCAT regarding specific data. Individuals and groups visited included the director, seminar fellows and facilitators, and administrative support personnel. In addition, visits were made to observe and participate in portions of two separate seminars as they were being conducted.

While not intended to be an especially salient part of this study, physical artifacts became an uniquely interesting type of data. Seven of the 12 teachers interviewed returned from their seminars with some type of artifact that conveyed a particularly significant idea, belief or memory of the NCCAT experiences. Four of the teacher's artifacts were personal creations, while three of the teacher's artifacts were artistic reproductions or quotations relating to the seminar topic. In each case, the teacher voluntarily introduced the artifact and discussed its significance. These instances are detailed in the teacher portraits in the following chapters.

Collection of Data

The multi-dimensional process of collecting data spanned 18 months. With the use of multiple sources and types of data, specific types of data were collected during particular phases of the study. This procedure enforced the concepts of explanation building, creating a data base, and maintaining a chain of evidence. This procedure permitted the use of two separate techniques in analyzing the data. These techniques--explanation building and time-series analysis (Yin, pp. 107-111)--add validity and reliability to the study.

The idea for the study was conceived in January 1990, through a series of meetings and discussions with Dr. Bruce McPherson, then Director of NCCAT. By May, 1990, a fairly well defined study had been projected and a search of the literature and previous related

studies was initiated, including preparation of a research design and a theoretical framework. This phase of the study continued through September 1990. Major activities included visits to campus libraries, trips to NCCAT, and beginning the construction of a guiding hypothesis. When a preliminary prospectus for the study was completed, the collection of data focused on creating a valid interview process for the teachers to be interviewed.

Using texts designed to explain case study design (Yin, 1984; Merriam, 1988), interview protocols were developed. The original drafts of these protocols were field tested with three NCCAT alumni and their recommendations were incorporated into the final protocols. Originally, the researcher intended to interview peers and associates of the participating teachers. However, validity and reliability could be built into the study without this supplementary source of data, and so it was omitted. In conjunction with the interview protocols, teachers planning to attend NCCAT between the period of January and June 1991, were identified by an administrative assistant at NCCAT. Each teacher was contacted by telephone approximately one month prior to his or her scheduled seminar at NCCAT. Prospective participants were contacted by phone and given a verbal explanation of the study. Dr. McPherson furnished a letter explaining the study and urging the teacher to assist in the study. During the first interview permission was obtained from each teacher to use basic biographical data from the

NCCAT application form. This process extended from October 1990 through October 1991.

The interview process involved three separate interviews of each teacher. The first interview, conducted prior to the seminar experience, consisted of questions to determine the reason(s) teachers chose to attend NCCAT. It occurred after the teacher had been notified of acceptance to a seminar at NCCAT, but prior to his or her departure for the seminar. Several questions searched to uncover what the teacher anticipated experiencing while at NCCAT. Another series of questions encouraged teachers to explain what, if anything, they hoped to gain from the experience. A third series of questions determined the teacher's desire or sense of need to attend NCCAT. A final set of questions, essentially autobiographical, established demographic data. These questions was specific enough to build mutual agreement of terms and ideas, but general enough to allow the teacher to disclose any information deemed appropriate.

The second interview occurred within a month after the teacher returned from NCCAT and was designed to provide information relevant to the central and additional questions listed earlier. A series of questions during this interview focused on the teacher's perceptions of what occurred during the week at NCCAT. These questions concentrated on the teacher's feelings of self-worth and self-renewal. An additional series of questions directed the

teacher's attention toward their experiences at NCCAT as they relate to Shea and McPherson's (1990) theory of adult education.

The final interview, held in each teacher's workplace, occurred after they had returned to their classrooms and been engaged in daily teaching activities for three to six months. Questions asked in this interview focused on information needed to fully address the hypothesis. One set of questions sought to determine if the teacher had experienced all four stages of adult learning posited by Shea and McPherson as a result of the week at NCCAT. A second set of questions asked whether the seminar experience led to persisting changes in either professional or personal practices of the individual teacher. A third set of questions focused on what specific changes in school and classroom practices had occurred as a result of the NCCAT experience.

Four of the 20 original interview participants chose to postpone attending his or her selected seminar. Two participants had changed jobs and could not be located prior to the scheduled seminar. One participant moved to an adjoining state prior to completing all three stages of the interview. A final participant's interview was not properly recorded due to inaccurate use of a recording device.

While conducting the interviews, the researcher maintained contact with NCCAT to study the process used in creating and conducting seminars. Two meetings were held with NCCAT Fellows and facilitators, the people most responsible for designing and

orchestrating seminars. These meetings helped to explain how seminars were designed with a specific theme or topic. Two days were spent participating in on-going seminars to clarify activities and events common to many of the seminars.

In addition to these two processes, data were collected from a non-randomly selected group of alumni via a questionnaire. A preliminary questionnaire was completed and field tested with 13 alumni from the geographic area outside of the targeted group. Eleven of the questionnaires were returned. Based on their responses, recommended adjustments were made and 50 questionnaires were mailed to NCCAT alumni employed in any schools in Buncombe County, North Carolina who had attended NCCAT during the period of July, 1987 through June, 1989. Thirty questionnaires were completed and returned. Two were returned undelivered. This process began in May, 1991 and was completed in August, 1991.

During this time two unexpected events occurred. In July, 1991, Bruce McPherson resigned as the Director of NCCAT to assume a position with the University of Illinois-Chicago, thus lessening his participation as a research committee member. Also, the committee directing the study suggested that the method of reporting the findings of the interview participants should rely heavily on an individualized research format known as "portraiture." The expertise of McPherson could still be provided despite his absence from NCCAT. However, the change in reporting

the findings of the interview participants required two additional types of data to be collected. The teachers interviewed had been promised anonymity. Now permission had to be obtained from each person to mention identifying features and descriptors. Also, to understand better the proper use of portraiture research and reporting, the researcher had to identify and examine works explaining this technique. Works by Lightfoot (1983) and Brubaker (February 1990) served as guides to transform each interview participant's data into portraits. This process began in June 1991 and continued through March 1992.

Once completed, their portraits were provided to each participant to examine and critique. This use of what Yin calls "key informants" (p. 36) served as an additional type of data collection.

A final type of data collection, physical artifacts, was not initially intended to be used in the study. In the interview process an interesting pattern relating to this area of data emerged. Seven of the 12 participants made specific reference to an object that held special significance of their experience at NCCAT. Some objects were creations of the participants--poems, journals, pottery, or hand-made objects. Others were reproductions of artwork or quotations of famous leaders, scholars and/or authors. This pattern worked to validate portions of the theory of Shea and McPherson, as well as to answer parts of the central and additional questions of the guiding hypothesis.

Analysis of Data

The analysis of data addressed each source and type of data, though not in the same order as discussed earlier in this section. Rather, the analysis of data aligned the sources, types and collection of data in a manner that allowed the researcher to address and answer the central and additional questions of the study. From these answers, the acceptance or rejection of the guiding hypothesis was made and argued.

Analysis of the data from the 30 NCCAT alumni allowed for comparisons between that group and the 12 teachers interviewed. These data had a strong resemblance to the responses expressed by the participants who were interviewed. The central and additional questions related to the impact of the NCCAT experience were further addressed. The analysis of data then addressed the value of the theoretical framework in explaining the impact(s) of the NCCAT experience. Simple numerical data were analyzed in an effort to identify a relationship between the two groups' responses.

By using this method of analysis, two tactics designed to insure internal validity were utilized. Time-series analysis was incorporated by using current participants and alumni. The 12 teachers portrayed in Chapter IV, portrait group, had attended NCCAT approximately six months prior to the last interview. The teachers who completed the questionnaire included the portrait group, as well as 30 teachers who had attended NCCAT 2 to 3 1/2 years earlier. Explanation-building was addressed by recounting the

teachers' experiences and comparing their rationale for personal and professional changes to those expressed in the theoretical framework. The theoretical framework helped explain the processes and procedures used by the NCCAT participants who enacted changes in their school and classroom practices.

Presentation of the Findings

The presentation of the findings employs the technique described by Yin (1984) as

the multiple-case version of the classic single case. This type of multiple-case report will contain multiple narratives, usually presented as separate chapters or sections, about each of the cases singly. In addition to the individual case narratives, the report also will contain a chapter or section covering the cross-case analysis and results. (p. 128)

The format for the findings is a narrative augmented with numerical displays. The findings are presented for both the portrait group, Chapter IV, and the alumni group, Chapter V. These findings are then discussed in Chapter VI using a cross-case or collective analysis directed at answering the guiding hypothesis and the central and additional questions. The Shea and McPherson adult learning theory is examined for its usefulness in this study.

CHAPTER IV

THE ANALYSIS OF QUALITATIVE DATA

This chapter focuses on the first and major set of data collected to address the guiding hypothesis. First, the chapter details the rationale for use in this study of a particular emerging form of qualitative research known as portraiture. Next, the data are presented in the form of 12 portraits. The chapter concludes with an analysis of emerging patterns in the 12 portraits as they relate to the guiding hypothesis, as well as to some serendipitous findings.

The Research Orientation of the Humanities

Men and women have studied themselves and their environments since the beginning of civilizations. With the advent of even rudimentary science, the issue of reality began to separate the humanities from other forms of inquiry and ways of knowing. Scientists studied the concrete, tangible, provable and reproducible. For the scientist that which was "real" could be measured. While the discovery was produced by an individual, any person who knew the process used to produce the discovery supposedly could produce identical results. For the scientist, objectivity and replication began to equal reality. Conversely, students in the humanities studied the

inner thoughts, feelings and attitudes of others, particularly as expressed in individual creations and artifacts. For the humanities scholar, contexts experienced by the author, artist or musician were unique and could only rarely be reproduced. Yet the unique creation of the author, artist or musician produced an impact that was "real" in that other persons, regardless of environment, potentially could experience a similar effect when encountering the human creation. For the humanities scholar, subjectivity and shared insight seemed important elements.

The Industrial Age gave impetus to a third view of reality. This era was characterized by a period of rapid expansion of scientific knowledge. For the first time men and women began to perceive the ability to control surrounding conditions as a result of new scientific knowledge. Explaining human behavior became the key issue in determining reality. The resulting disciplines of study, collectively known as the social sciences, sought to understand virtually every aspect of human behavior. From this point of view, behavior could best be understood by applying scientific principles, methods and techniques to the activities of individuals and groups. For the social scientist, a hybrid offspring of the scientist and the humanities scholar, explanation of behavior tended to equal reality.

In the contemporary Technological Age, knowledge in all disciplines has increased at such a rate that humans can not absorb all there is to know. The overwhelming explosion of information creates a sense of complexity and confusion. It has seemed that

increasingly neither the humanist, physical scientist, or social scientist had produced knowledge that defines reality adequately.

Reaction to this sense of frustration has encouraged the re-emergence of a humanities research orientation. This time the humanities scholar would include aspects of scientific discovery and human behavior inquiry, in an effort to produce knowledge and clarify reality. This new approach incorporates the physical scientist's desire to replicate discoveries as well as their techniques of gathering and identifying information. The new humanities scholar also acknowledges the skill of the social scientist in predicting human behavior. Humans can, indeed, be expected to act certain ways in given situations. However, this expanded view has not required the humanities scholar to rule out the opportunity for individuals to make choices and produce unique forms of self-expression. Thus the inquirer can appreciate scientific knowledge; acknowledge that humans tend to behave in certain ways; and still recognize individual aesthetic creations that reflect reality. This combination of research postures allows the new humanities scholar [or humanities researcher] to paraphrase the original premise of earliest humanities scholars. Does this individual *conclusion* [creation] of the *researcher* [author, artist or musician] produce a *pattern* [similar effect] *acknowledged by researchers in other fields of study* [as experienced by any or all others regardless of his or her environment]?

Portraiture as a Research Strategy

Much of this argument for the new humanities research orientation is found in the work of Erving Goffman. His book, The Presentation of Self in Everyday Life, presents a "set of features . . . which together form a framework that can be applied to any concrete social establishment, be it domestic, industrial, or commercial" (p. xi). His study of a subsistence farming community explores the thoughts, motives, morals and attitudes of individuals as they interact in various settings. Goffman's method of data collection is participant observation; in other words, he records observable behavior of a group as he actively participates in the group. He defends his approach by arguing that

the illustrations together fit into a coherent framework that ties together bits of experience the reader had and provides the student with a guide worth testing in case studies of institutional social life. (p. xii.)

This technique of data collection, identified as an element of ethnographic research, had been used prior to Goffman's study. But Goffman's work encouraged the expansion of this type of study into different areas of the social sciences and related fields. Researchers studying specific aspects of society associated with leadership and management found cause in Goffman's work to launch similar studies in their areas. Educational researchers adapted Goffman's methodology to begin examining various aspects of the educational

process. Through the techniques of description, questioning, interpretation and inductive analysis, (Bogdan, 1982, p. 29) the goal of qualitative research has been and will continue to be understanding. (p. 2)

Utilizing qualitative research methods, various current researchers argue that, while naturalistic techniques, of which ethnographic research is one, provide useful empirical and analytical data, some freedom from the traditions and constraints of disciplined research methods allows data to be analyzed in less statistical formulas and with greater use of aesthetic perspectives. (Lightfoot, p. 13) Control of the setting is decreased in exchange for the possibility of greater understanding of the situation. The researcher explores the situation for unique and serendipitous results. (Brubaker, Feb. 1990, p. 3) If the researcher can "find valuable or agreeable things not sought," then "understanding and [an additional benefit of] liberation" (p. 3) can be attained.

Sarah Lightfoot explored this type of methodology, labeling it portraiture. She identified her methodology as having a humanities research orientation, in that her research was designed to produce "reality-based pictures" (Lightfoot, p. 9). She selected six schools based on a set of criteria and produced a "portrait" of each school. She utilized the techniques common to qualitative research, what she called the "outsider's more distant perspective" (p. 13). In addition, she sought to include in her data collection "the insider's immediate, subjective view, [with the hope] that the truth lies in the

integration of various perspectives rather than in the choice of one as dominant" (p. 13). Each of the six schools was portrayed as having certain themes based on her data collection. The resulting portraits were then examined to "find the connections between these themes [so] that the observer begins to give shape to the portrait" (p. 15) and thus answer the researchers original question, "What is it that makes a good high school?"

In the present study the researcher incorporates this perspective, the humanities research orientation, combined with the described methodologies and techniques, known as portraiture, in order to confront the guiding hypothesis of this study, as well as its central and additional questions. Themes associated with the guiding hypothesis, along with serendipitous findings, are addressed following the 12 portraits.

Portrait One - Renne

Renne, an art teacher, has been teaching for 12 years. Her current assignment, one she has held for the past five years, is in a high school. Her classroom is a converted vocational education workshop. She has made many adaptations to the room to fit the needs of her students. All three interviews with her were conducted in her classroom during her planning period.

Our first meeting occurred a few days before she was to leave for her NCCAT seminar. She greeted me and reminded me of a

phone conversation we had two years earlier. We had been scheduled to work together in an elementary school.

Throughout the first interview Renne displayed far more confidence and enthusiasm than anxiety about her visit to NCCAT. This level of enthusiasm was evident in virtually every participant that would be interviewed. Renne recounted how her principal had encouraged any of the faculty members to apply to NCCAT. Her husband had strongly supported her interest in attending NCCAT.

She was scheduled to attend a seminar entitled "Southern Papermakers." She had read all the preliminary materials supplied by NCCAT and had even pulled out some of her personal materials relating to "papermaking" to review. She felt comfortable in leaving her classes for a week and had what looked to be an enormous amount of materials and supplies available for her students to use in her absence. Her goal for the week at NCCAT was to learn more about making paper. Her colleagues had assured her she would "relax and return to school fired up again." She expected to "be pampered and have fun."

Renne's reasoning for wanting to attend NCCAT was somewhat professional, but primarily personal. She felt a need to do art work simply for herself. Having two small children left little time and "the boys typically want to help when the paints or pastels were pulled out." She also felt a desire to return to earlier days, such as college, when she could think strictly about creativity without interference. The seminar topic was her first and only choice.

While she was familiar with the process artists use to make paper, she was concerned with the level of information to be presented. She feared that not enough time would be allowed to create and that most of the participants, not art teachers, would somehow interfere with her intended efforts of creativity. For her, the week at NCCAT was not reward or retention, but rather renewal. She seemed to truly feel the need to become a student again.

Our second meeting occurred slightly over a month after Renne's return from NCCAT. In reviewing the week's activities, Renne was generally complimentary, though some activities (along with an allergic reaction) did leave her feeling disappointed. In describing the activities for each of the five days, she ended her comments by saying, "It was very relaxed." Unfortunately, she developed an allergic reaction to some type of material in the new facility and had to curtail her involvement in the activities of the week. The last two days of the seminar produced mixed reactions for Renne. She had no interest in touring a local commercial paper factory, but greatly enjoyed listening to the comments and musical performance of a "string" band whose members worked at the factory. The final activity of the week was for her to produce a mixed-media collage from works each participant had created earlier. While most of the group did not want to damage their earlier creations, Renne enjoyed making the collage.

Her perceptions of the week at NCCAT reflected a sense of reward, renewal, separation and exhaustion. The planning,

pampering and professional treatment of NCCAT served as a reward and renewal. Interestingly, she felt separated from being an educator. While she didn't have to teach anyone, she didn't have to learn anything that didn't interest her. After recovering at home from the allergic reaction, Renne felt that her art work was beginning to change and would continue to change.

Renne confirmed each of the four stages identified in the adult learning theory. She agreed that new information was presented relating to manipulative art and commercial paper making. Each activity and event allowed the information to be analyzed and applied to varying situations. Several visits were made to local cultural exhibits. She felt that each activity involved academic, personal and social interaction. The culminating activity, the mixed-media collage, was both an individual activity, but done in a group setting where each shared their creation. She admits that she feels a greater sense of personal self-worth and renewal from attending the seminar. She recapped the week by saying, "I got more out of it than I thought I would."

Our final meeting occurred some six months later. A new school year had begun. Renne was working in the same school and classroom. In reviewing our last meeting, she remembered feeling a sense of self-renewal. She now feels that a more appropriate description would be self-confidence. An unanticipated carry-over impact for Renne is the desire to return to NCCAT as a "teacher scholar" for a week of individual research and study.

With regard to any carry-over impact to school and classroom practices, Renne had not introduced any new material or changed any teaching techniques other than sharing some of her experiences at NCCAT with her students. She had presented a "glowing" report to her faculty of her NCCAT experience and encouraged any and all of her peers to attend.

Renne thinks that he would like to go back to an NCCAT seminar, but in an area not related to her field of expertise. She expressed a uncertainty whether the NCCAT experience had any impact upon her personal, family or community views. She was confident the experience had reinforced several existing views, but did not elaborate on any specific points, other than being confident she can leave her family for a week and know they will be able to function.

Portrait Two - Nancy

Nancy, a high school foreign language teacher, has been teaching for almost 30 years. The first two meetings were conducted in her home. Despite her children being grown and no longer at home, she kept a busy schedule of activities.

Nancy first learned of NCCAT through colleagues at work. She had written a recommendation for a fellow foreign language teacher. Another colleague had attended NCCAT and encouraged her to go. The major influence that caused her to apply was her bridge group. All other members were teachers who had attended

NCCAT. She expected to benefit from her stay at NCCAT by obtaining a broader knowledge base, especially in the area of her topic, "Southern Papermakers." She expected to be able to have more lively conversations with her husband, a chemist, about personal and commercial papermaking. She had read the preliminary information provided by NCCAT relating to the week's activities and what to expect. Her only concern was leaving her classroom and students for a week.

Nancy felt that her most important reason for attending NCCAT was to be renewed. While she never tired of learning, she regularly tried to find ways to increase her knowledge. She felt that the experience at NCCAT would be educational, as well as fun. Her seminar topic was not her first choice, but that did not seem to bother her. Her friends had told her that it would be more fun to attend a seminar outside her area of expertise. Her first choice, "Spanish Painters," had been cancelled. She expressed a personal interest in the seminar topic since she wrote letters regularly and appreciated fine stationery. She also had a personal interest in the environmental issues stemming from the commercial paper industry in an adjoining county. Her friends assured her she would have a good time, meet and make friends with lots of people from across the state.

Our second meeting, again in her home, occurred approximately one month after she returned from NCCAT. Her comments relating to the major activities and events were highly

complimentary. In virtually every activity she felt she learned some new skill or set of knowledge. She spoke highly of the presenters and facilitators.

Nancy felt that the week at NCCAT was highly rewarding and truly a renewing experience. She commented that the facility was similar to staying in a fine hotel. Somewhat amazing, even to herself, was how freed she felt from school and her duties. She could hardly remember what had been her concerns or upcoming plans when she left for NCCAT. Her only disappointment was learning that she had to wait perhaps as much as three years before being eligible to attend NCCAT again. Nancy's impression reflected experiencing all four levels of the adult learning theory identified in the theoretical framework. She felt that everything she did relating to the seminar topic was a new experience. Information presented during the seminar was analyzed, compared and applied to different situations in formal and informal settings. Geographical and cultural offerings included musical artists, art exhibits and the campus environment. She felt that she interacted with the rest of the group constantly in a social and emotional level. The culminating activity was a mixed-media collage. Several teachers commented that they would use the activity in their classrooms. Nancy hoped to utilize techniques she had learned of displaying artwork with her students when they did their spring projects.

Nancy commented that she felt a sense of rejuvenation. She remarked that it took her a while to get back to the normal routine

of things. She also never dreamt that she could make paper, much less such beautiful paper. While she realized that she had worked hard during the week at NCCAT, she never considered it to be work because it was so much fun. She also expressed a more sympathetic attitude toward the commercial paper industry, something she had not anticipated.

When we finished the interview, Nancy shared the paper products she had made. She had specific plans for use of some of the paper. The paper products seemed for Nancy to be a source of fascination, pride and accomplishment.

The third interview occurred two months later, near the end of the school year. We met in her classroom. Nancy expressed disappointment that I could not view the students' spring projects. They had been recently removed from the class to accommodate her move into a renovated part of the school facility. She felt that her experience at NCCAT would have some lasting impact in both a personal and professional nature. She discussed two techniques she was using more frequently in class based on her week at NCCAT. She was encouraging her students to work more in group settings to accomplish work. She also was allowing her students to be more free in their movement and seating in the room. She felt that both had led her students to exhibit a greater level of interest in their work. She also had encouraged her students, family and friends to be more conscious of their natural resources and the option of recycling paper.

While she had not introduced in her classroom any new material related to her NCCAT experience, Nancy related that she had more thoroughly prepared her students for a recent field trip due to her increased knowledge of art. She felt that she had prepared her students to appreciate the Spanish style art viewed on the trip. In regard to her peers, she had shared her experience with her administrators and fellow department members.

Nancy summarized her experience as being uplifting and enlightening, both personally and professionally.

Portrait Three - Elissa

Though petite in size and stature, Elissa conveyed an enthusiasm in her professional and personal interests that most people would find contagious. She teaches social studies classes to middle school students identified as "gifted and talented." She has been teaching for seven years. Her classroom contained numerous examples of student work not commonly found in most classrooms. During our first interview, I was intrigued by personal epitaphs and tombstones students had designed. Also, students had access to advanced audio visual equipment, a 35mm camera, in producing an assignment.

Our first meeting occurred approximately a month before she was to attend NCCAT. Her answers were concise and direct. Along with her regular teaching duties, she taught additional classes and had family obligations similar to any parent with two small children.

She first learned of NCCAT through advertisements, but her incentive to apply for a seminar was a directive from her principal. In essence, she was handed an application; told she had been selected by the administration to attend; and asked to complete the necessary forms.

By attending NCCAT, Elissa envisioned several benefits. Her first hope was to get eight hours sleep a night! She also expected to gain additional information concerning the seminar topic. Her topic, "States of Mind," was a continuing topic of both personal and professional interest. She had done some previous research with a college professor in this area. She had read the preliminary information, the suggested readings relating to the topic, and the orientation packet. She was concerned about 1) leaving her students for a week, 2) preparing adequate lessons plans for the substitute, and 3) that her parents would be visiting from the Midwest when she returned from NCCAT.

Elissa's rationale for attending NCCAT was primarily for profession renewal. Professional reward and retention were not major concerns. Her specific goals were to learn more about brain/mind research and abnormalities involving the brain. In addition to gaining new information, she hoped to be revitalized, to learn for the sake of learning, to take a break, to only worry about herself, and not to gain weight. Her seminar topic had been her first choice, as she remembered, but it would not have been important had it not been her first choice.

Our second meeting occurred slightly over a month after she returned from NCCAT. We met in a faculty lounge. She did not have any pressing duties and talked at length about her week's experience. She had a notebook, containing more than ten pages of notes and diagrams of the week's seminar sessions and events. She talked in detail about each of the day's sessions and the specific information presented. She discussed nine major topics addressed during the seminars and activities. With each topic she portrayed a high level of satisfaction and appreciation with the presentations and those facilitating the seminar.

Her perceptions of the week at NCCAT reflected a high level of reward and renewal. She was amazed at the efforts exhibited by the people at NCCAT to provide for her needs. "The whole staff acted as if we were the most important people on earth. It was an uncommon experience." She was also complimentary of her peers attending the seminar. Her most significant experience was the realization and commitment to continue additional research. Due to her personal goals, she felt the experience would have little or no impact on her choosing to remain a classroom teacher.

Elissa's reaction to the series of questions relating to the theoretical framework of the study confirmed each of the stages identified in the adult learning theory. For her, virtually every activity provided new or additional information. This information was discussed in formal settings, as well as during meals and in the evenings with the instructors and peers. She agreed that there were

activities promoting social and emotional interaction. She did not comment on the geographical or cultural offerings of the seminar other than to say they were provided. She said that the culminating activities involved "mind games and optical illusion activities." Rather than designed to produce conclusions, she felt they produced more questions than answers. She acknowledged feeling a sense of rejuvenation from the week. She felt that the week as a whole had a "mountain top or peak" effect. She again commented about how smoothly everything was run. She expressed a significant, but unexpected impact from the week's experience. Due to the types of research available to her at NCCAT, she had decided to pursue a Ph.D. In her words, "I've found a topic that interests me enough to do all that is required."

Our final interview occurred the following school year, approximately six months after she had attended NCCAT. She was in a different classroom, but had the same teaching assignment. During the summer the school where she taught had reorganized from a junior high school (grades 7-9) to a middle school (grades 6-8). Elissa continued to feel a sense of rejuvenation from the NCCAT experience. She imagined there would be long term impacts from having attended NCCAT. She envisioned "acting more like a scientist." In fact, she and a colleague were conducting an experiment with their students. While she he did not feel that she was using any new teaching techniques, she had developed new materials for her students based on information presented at

NCCAT. She also had used her information notebook, compiled at NCCAT, as part of her classroom instruction with a group of students during a summer camp. As evidenced by her experiment with a colleague and their students, she has shared her experience at NCCAT with her peers.

While Elissa did not feel that NCCAT changed her views about teaching, family or community, her experience had strengthened some previously held views. She said the experience has helped her appreciate the "viewpoints of others." Additionally, she now more firmly believes that "teaching is missionary and that is the highest calling. It is affirming to see that [calling] in others, particularly in a situation where it [teaching] is usually viewed very negatively."

Portrait Four - Nita

"Fair and Tender Ladies," was the topic of the seminar Nita attended. The term is also a simple, but partially accurate description of Nita. She teaches high school English, more particularly the study of literature. She is a person of education, refinement and culture. These attributes, combined with an attractive physical appearance and more than 20 years of teaching experience, gave the impression that she had much to offer her students; she one of the more popular teachers in the school. Her classroom walls displayed student work, along with posters of regional and internationally known authors of the past and present.

Our first meeting, two weeks prior to her attending NCCAT, was in the school library. Her interest in attending NCCAT was apparent from the start of our discussion. She had known about NCCAT from its creation and had kept abreast of its periodic listing of seminar topics. When she read of the seminar featuring Lee Smith, and several regional writers, she applied with a request to attend this particular session. She envisioned specific benefits from attending a seminar closely related to both her area of professional expertise and personal interest. In her words, "I hope to use these materials [from authors Lee Smith, Jim Miller and Kathleen Byer] in my classes as well as learn something about my students' experiences. I'm really excited . . . this topic is perfect for me." In preparing to attend NCCAT, she had read the recommended readings, along with other works of the authors. She had reviewed the schedule of activities and the orientation materiel thoroughly. She noted that NCCAT even recommended certain types of clothing. Leaving her classes was not a concern since she had a student teacher who was teaching many of the classes and handling the other daily duties.

Nita's rationale for attending NCCAT was as a reward for doing well in the classroom, but also to bring back ideas to use with her students. She expected to come back renewed and inspired. She felt that this type of recognition would work to encourage younger teachers to excel and to help keep good teachers in the classroom. Her personal need to attend NCCAT was part curiosity, but mainly to

attend this particular seminar. She expected to accomplish several goals. She planned to talk with the authors about all aspects of writing and publishing. She also hoped to have time to write. As we ended the interview, she explained the relationship of the title of the seminar topic to two of the featured authors. We also discussed our families. Her husband, a political science professor, had been one of my wife's favorite instructors in college.

Our second meeting occurred slightly more than a month after she returned from NCCAT. We met again in the media center. The tape recorder was not functioning properly and Nita located a tape player and cassette. Nita's comments regarding the activities and events of the week seemed to live up to the high expectations she had envisioned prior to attending the seminar. She noted numerous specific details about the various seminar classes and related activities. She felt that she fulfilled her goals of learning more about the writing and publishing process. She also spent time with the featured authors in both formal and informal settings. She expressed no negative comments related to the week's activities. Personal highlights included the seminars with the various writers.

Nita viewed the week as a rewarding and renewing experience. She commented, "They [NCCAT] really treat you as if you were somebody special. Most people there would say that in education they had never been treated so well." She viewed her sense of renewal as primarily professional. She felt that she returned with a more positive attitude and new resources to draw upon in teaching

literature to her students. While she felt more confirmed as a good teacher, she also saw the experience of NCCAT an incentive to keep people in the teaching profession. She, and several of her colleagues, wanted to know when they could attend another seminar.

Nita's comments underline the four levels defined in the adult learning theory of the theoretical framework. She agreed she was presented, and at times overwhelmed, with new information and materials. Both the formal and informal sessions allowed her to analyze and to apply the new information to varying situations. She commented on four experiences involving the geographical and cultural offerings of the area. The culminating activity was an individual evaluation and a group oral sharing session. Nita acknowledged a sense of rejuvenation. Being treated as a professional was her best experience. She also appreciated meeting new friends and talking to professional writers. In describing the emotional impact of the seminar, Nita said, "If it was not a peak experience, it was way up the mountain. It was as good as anything I've done in education." An interesting and unexpected effect of the seminar was how she viewed the featured authors. Before arriving at NCCAT, she had held the authors in awe. When she left NCCAT, she realized, "they are just ordinary people who have a special gift." In addition, she left NCCAT with several additional techniques for use in her classroom.

Our third meeting occurred after the summer had passed and a new school year had begun. We met in Nita's classroom. In reflecting on her week at NCCAT, she commented on a continued sense of rejuvenation. In her words, "Even the memory of NCCAT is relaxing." She expressed some carry-over impact from the seminar that we had not discussed earlier. Like the authors from the seminar, she has begun to use her own personal experiences in her writing.

In regard to specific carry-over impact from NCCAT to her school and classroom practices, Nita mentioned several topics relating to pedagogical techniques. She has encouraged her students to utilize their backgrounds to produce more writing based on their experiences. She commented that "the use of seminar techniques, specifically discussion, is the best method of instruction and I continue to use it in my classes." She had asked her students to keep a journal. She had also encouraged them to take pride in their backgrounds and families. In terms of curriculum development, Nita had already been using two of the featured authors' books in her classes. She had encouraged people in her department to attend NCCAT, along with giving an application packet to a friend. In the area of staff development, Nita had arranged for the school to purchase a class set of the author's books for use within the entire department.

In summing up the overall impact of her experience at NCCAT, Nita viewed it "as primarily a confirming, inspiring event." She

added, "It affirmed some things I already had known. Teaching needs to be vital and alive and real and creative. Teachers need to draw these [same] things out of their students." She commented that her NCCAT experience had inspired her to make every minute of her summer "count." Lastly, upon returning to her classes in the fall, she was reminded of the impact that working with "real live writers" had inspired her. She now felt more inspired to work with the "real live writers and their rich heritage" sitting in her classroom.

Portrait Five - David

David, an elementary school counselor and the only male in this sample of 12 teachers, divides his work time between two schools with 80% at his base school and 20% at a neighboring school. He has 15 years experience in public education. Including counseling, he has certification in high school English, middle school social studies and administration.

Each interview was conducted at a different location. The first interview was in his office at his base school. It was arranged and decorated in a casual manner. Almost everything in the office could be moved or rearranged easily to accommodate varying situations. Books, manuals and manipulative devices were arranged throughout the room and within easy reach for use as needed. For our second interview, David invited me to his home. After the interview we spent considerable time sharing some of our common

interests and discussing our future goals. The third interview, was conducted at the neighboring school, where he shared a work place with several itinerant personnel. This arrangement forced him to transport his materials each visit. Thus, the room was rather bare and stark. In each interview, David's responses to the questions seemed very deliberate. It was not as if he were trying to avoid answering any questions; rather he seemed to appreciate the researcher's efforts in undertaking this study and wanted to provide the requested information in a concise but complete manner. His deliberate answers were not to be confused with a sense of being inhibited. Rather, his answers were as genuine and personal as those of any other participant in the interview process.

David's responses in the first interview did not reveal any unusual or unique information, with one exception. He had heard about NCCAT from his principal. His peers and friends had encouraged him to attend NCCAT. He had completed the preliminary readings and was working around the house so things would be in good shape during his absence. His expectations for the week were to "grow professionally and to be pampered." The one surprising response from David was his explanation of the specific benefits he envisioned from attending NCCAT. He said, "The topic I selected is a core question of my existence."

As the interview continued David explained his personal and professional interest in philosophy and the seminar topic "What Does It All Mean?". He explained that he had taken no philosophy

courses in college or graduate studies. The nature of his job, along with personal interests, created an uncommonly strong desire to explore and understand ideas and issues relating to the seminar topic. As David explained, "The meaning of life is terribly important to me." This seminar had been his first choice.

The second interview took place nearly two months after his return from NCCAT. His comments expressed a strong appreciation for the experience and the benefit it had been to him. He discussed in detail the activities of the week. He added, "the format of seminar and discussion techniques were in conjunction with my thoughts on counseling and life in general." Two particular experiences he noted were singing publicly and being able to spend the week with adults as opposed to with young children.

David felt that the week's experience at NCCAT was rewarding and renewing, but would have little impact on his decision to remain a teacher. The treatment he received from the NCCAT staff and seminar leaders was highly personal and left him "feeling nice and relaxed." The entire week's activities were renewing to the extent he felt he had brought them back with him to home and work. He described the week, in terms of renewal this way, "All teachers need to experience what I experienced the week that I was there. I am encouraging people to submit applications and attend." While NCCAT confirmed his commitment to education, he was pondering what his "precise position on the team" ought to be. He was

considering returning to the classroom as a teacher or to an administrative post.

David's comments seemed to fit the four levels defined in the adult learning theory of the theoretical framework. He agreed new information was presented, especially in the area of Zen philosophy. He commented, "a person who lived over 200 years ago developed a philosophy on the environment that is very much prevalent today in the U.S. [makes him] a pioneer in that regard." He perceived a theme of "balance" emerging from the formal and informal sessions. He also felt encouraged to "draw different ideas from different cultures." He made reference to two cultural offerings during the week's activities and felt the social and emotional interaction of the group worked to begin building new relationships. David acknowledged and actively participated in a culminating activity. He said, "I took a native American prayer, and I requested that I end the session with that prayer." The week's experience left him with a personal and professional sense of rejuvenation. Though he viewed these feelings as more personal than professional, he sensed, "It is hard to separate the two." David affirmed the week as having a "peak or mountain top" effect. He said, "I found myself at the last activity getting a bit emotional." He also mentioned two unexpected impacts from the week. He planned to "do even more good things" for himself so that he would "avoid burning out . . . and that what I have to offer will be useful for the next 15 years."

Our third meeting occurred after a new school year had started. It had been five months since he had attended NCCAT. His first comments were that he has thought back to his experience frequently and had his group picture handy in his office. While he did not note any carry-over impact from his week at NCCAT, when he discussed classroom practices, he mentioned several activities and procedures relating to his NCCAT experience. He felt that he had become a different sort of counselor. He stated, "I'm more direct or more directive than I have ever been. That's the way most children, particularly young children need to be handled." In terms of curriculum development, he had written for and received some materials about children's philosophy. Concerning staff development, he had requested time at a faculty meeting to share his experiences and to promote interest among the faculty regarding NCCAT and his seminar topic.

Portrait Six - Joanne

Joanne, a high school health and physical education teacher, has been teaching in North Carolina for 23 years and a total of 27 years. Unlike most secondary P.E. teachers, she does not coach any athletic teams. While virtually all the participants interviewed were pleasant and helpful, Joanne's personality and demeanor were especially memorable. She was ever cheerful, with a sparkle in her eyes that left one believing she truly enjoyed life and all it had to

offer. Each meeting occurred at her school, the last one in a new facility.

Joanne first heard of NCCAT at a faculty meeting. After pursuing the idea of attending, she learned that several of friends had attended. She applied to attend in 1989, but the seminar she selected was cancelled. Joanne's decision to attend NCCAT was unique to the study in that she had no apparent interest or experience relating to the seminar topic. No particular incident or person influenced her to apply; rather she had requested a particular week to attend with no preference of topics. She envisioned various benefits by attending NCCAT, including a chance to slow down from the pace of daily teaching duties, while being challenged by a "topic different from anything I have ever studied before." She did not seem concerned of having little knowledge of the seminar topic, "What Does It All Mean?". In her words, "They said to come with an attitude and disposition to learn, and I didn't have to know anything about the subject." She had read both the orientation materials and the readings related to the seminar topic. She explained, "I am prepared. I do not want to let my colleagues down."

Joanne's rationale for attending NCCAT was "simply a matter of self-interest and professional growth." She expressed several reasons, similar to other participants for wanting to attend NCCAT, with one humorous exception. She stated, "I don't have to go [to NCCAT], which is not like most staff development programs." She

expected to experience a sense of reward and renewal, but retention in the teaching profession was not a consideration. She expected to benefit both personally and professionally from attending NCCAT.

Our second meeting occurred almost two months after Joanne had returned from NCCAT. The school year had ended. She had packed her materials in preparation for the move to a new facility. We met in the school cafeteria. Following our interview, she was on her way to a summer recreation class sponsored by a local church organization.

Joanne began describing the week's activities in terms of its social and emotional offerings. Her first statement summarized her perception of the NCCAT experience. In a rather joyful tone, she commented, "Everything from the minute you arrived on campus until you left campus was as organized, as friendly, as formal or as informal as you wanted it to be. It was a good time to get together with other professionals." She commented on the leadership and organization of the seminar. She noted the cultural activities available to the participants. She also related the constant discussion evolving from the seminar sessions. Each comment reflected a positive perception of the week's activities and experiences.

Joanne expressed a feeling of reward and renewal from her experience at NCCAT. The various rewards she experienced included the "royal" treatment by the NCCAT staff, the excellent meals, along with the knowledge and professionalism provided by the seminar

leaders and visiting scholars. Joanne's sense of renewal came from "getting away from your routine during the school year." She felt the five days away from her routine and students made the remaining two months significantly less tiring than they would have been otherwise. Regarding NCCAT's goal of retaining superior career teacher, she said, "I've never had any thoughts about not remaining a teacher, but NCCAT provided me with different outlooks and perspectives of others [for] teaching and working with students."

Joanne's responses reflected experiencing all four levels of the adult learning theory used in the study. Her responses reflected a strong confirmation of being presented with new information, along with analyzing the information in formal and informal settings. In addition to describing three aspects of the week's activities designed to experience the cultural offerings, she commented on the various social and emotional interaction of the group members. She identified a culminating activity. She viewed the activity as a group event, but "it could be as individual as the person wanted it to be." Joanne expressed a strong sense of rejuvenation in both the personal and professional areas of her life. She confirmed the week was a "peak and exhilarating experience." While she felt her seminar topic had no specific relation to her field of expertise, she planned to "share this experience with my students."

Our third interview was approximately six months after Joanne had attended NCCAT. She had been working in her new school

slightly more than one month. The building smelled of new paint and carpet. The gymnasium and dressing rooms lacked the distinctive aroma prevalent in every gym that has been in use any length of time.

Joanne acknowledged a continuing sense of rejuvenation from her NCCAT experience. While she could not elaborate on any carry-over impact of the seminar, she did express a greater feeling of empathy for students in having to conform to "the rules of regular academic structure."

Joanne's responses concerning school and classroom practices reflect little carry-over impact. She feels that she has changed her perception of students relating to their total or overall development. She said, "I probably listen to my students more. . . I have a softer tone and accept students as they are in the overall education process." She has not introduced any new materials to her students, but she has shared various anecdotes from the seminar and the selected readings with her classes. Joanne had done the follow-up advertising and distribution of recruitment material requested by NCCAT. She, somewhat sadly, admitted that she had not shared her experience with fellow faculty members. This is the only time her response and demeanor was less than joyful. She concluded our interviews by saying, "I have just loved teaching forever, so I couldn't be in love with this profession any more. NCCAT did not change my views but it was certainly a much needed mental rest."

As she made the comment her entire body livened and the sparkle in her eye reappeared.

Portrait Seven - Judy

Judy is a high school guidance counselor. Though her children have finished high school, she has been in public education for only nine years. Each of our meetings occurred in her office. Judy's personality and demeanor portrayed the qualities and characteristics many people deem important in counseling. She is soft-spoken and non-threatening. She listened intently to the questions and any explanations offered. After each of our interviews, she asked about the researcher's current working situation and the progress of this study. Her office decor also reflected this same calming and inviting atmosphere.

Judy learned of NCCAT through a colleague. The fellow faculty member seemed so excited about her experience, Judy decided to apply. After being accepted, she examined the various seminar topics until she found one of interest. She felt the seminar entitled "States of Mind" would provide her a better understanding of the related topics and "be a professional growth experience and a personal growth experience by meeting other teachers." She had read the orientation material and the related readings. Her expectations of the week's activities included "a broadening of experience to understand more and to open yourself to new ideas."

Judy felt the need to attend NCCAT for professional and personal renewal. She stated, "Renewal is a process, not an event. The renewal process is extremely important to me." The idea of reward or retention in teaching were of little importance to her. A specific goal Judy expected to accomplish was "to understand the psychological/neurological connection better. In counseling, we certainly do a lot of guidance and personal counseling."

Our second meeting occurred two months after Judy had returned from NCCAT. The school year was almost complete. Judy briefly explained and discussed the activities of the week. After commenting on the various activities, she described many of them as being "quite good."

While Judy's expectation was to be renewed by the NCCAT experience, she admitted feeling a sense of reward from the seminar. She stated, "The overall experience was extremely positive. I felt special that I was a teacher." In terms of renewal, she felt that the experience had helped her to "refocus on my teaching." She added, "I learned a lot about anxieties and how I can take what I learned and help my students." Surprisingly, she also felt that the experience had an influence on her plans to remain a teacher/counselor. She commented, "I was thinking about going into administration before I went to NCCAT. NCCAT helped me to see new ideas for my classes."

Judy's comments related to all four levels of the adult learning theory identified in the theoretical framework. She acknowledged

being presented with new knowledge and information during the seminar sessions. She agreed that this knowledge and information was formally and informally analyzed and applied to varying situations. In terms of the geographical and cultural activities, she identified several she enjoyed. She commented the exercise room was her favorite place for social and emotional interaction with other participants. Judy viewed the closing session dealing with "how the mind interacts with the body" as a culminating activity. She felt that the session was designed to produce some conclusion, but mainly it was a thought-provoking session. She reflected, "It made me stop and think."

Judy agreed that the week had been a "mountain top or peak" experience. She felt a greater sense of professional and personal rejuvenation. She summarized her feeling this way,

I had to get away from NCCAT to feel that [rejuvenation]. The opportunity to think on this level has been very good for me. It opened my eyes to routines. I'm going to bring the knowledge into my counseling. [This summer] I will review what new things I can do with students that I learned at NCCAT.

The last meeting occurred approximately four months later. Judy had started a new school year. She had been given an additional duty, that of testing coordinator for her school. After discussing our common concerns and anxieties with the new assignment, we began the interview. Judy expressed a continuing

sense of rejuvenation from attending NCCAT. She felt that NCCAT was having a carry-over impact in her professional life. Her answers reflected several impacts in the area of school and classroom practices. Judy was using information she received at NCCAT in two areas of her work relating to teaching techniques. She had incorporated knowledge from the seminar in working with students and in helping them with their study skills. She was using techniques involving all five senses in counseling various students. The material involving study skills also had a carry-over impact in the area of curriculum development since it was the introduction of new materials. She has even shared this material with several of her colleagues, thus demonstrating a carry-over impact in the area of staff development as defined in this study.

Furthermore, Judy indicated the experience at NCCAT had a carry-over impact into two areas of both professional and personal interest. She felt that the NCCAT experience has reminded her to "focus [my attention] more on the individual." She had viewed the week at NCCAT as originally influencing her to remain a teacher/counselor. She now felt it had been such a learning experience that its long-term impact has been to encourage her to become an administrator. She had already begun the process and course work toward certification in educational administration.

Portrait Eight - Sophie

Sophie, a high school French teacher has been teaching for 10 years. Of all the participants, she seemed the most reluctant to participate in this study. When discussing the purpose and intent of the study with the researcher, she was concerned that her comments might have some negative effect on NCCAT. After some thought and assurances from the researcher, she consented to participate in the study. In fact, she allowed the first interview to take place in her home. Despite her initial concerns, she seemed to speak freely and openly in providing the information requested in each interview.

Sophie learned of NCCAT from two colleagues who had attended and in her words, "really enjoyed themselves." She envisioned specific benefits from attending NCCAT. She looked forward to "being intellectually stimulated," along with gaining some rest. She added, "I just enjoy learning. There are some things that I have never been able to study before, and I'm going to enjoy learning about them." She had read the orientation materials. In addition, she was completing an extensive list of related readings. She was also collecting various mixed-media materials to take to the seminar, as had been requested. When asked about her expectations of the week, she reiterated, "It will be a learning experience, fun and [a chance to have] contact with teachers across the state."

Sophie expressed a desire to attend NCCAT to be rewarded, renewed and retained as a teacher. She commented, "When opportunities are provided for me, I like to take advantage of them. I feel that this is a gift for us as teachers. I also like to learn new things every summer." Her specific goal for the week was to learn more about the place and time period of the seminar topic. She described the seminar, entitled "Americans in Paris," as a study of American authors and artists who stayed in Paris and Europe during the early 20th century. Sophie expressed a particular interest, both professionally and personally, in the seminar topic. She had been to Paris and was familiar with several of the topics listed in the seminar schedule. She also expected the seminar to benefit her in teaching French.

Our second interview occurred two months after her return from NCCAT. Sophie had started a new school year. She had attended NCCAT during the summer. She began the interview by explaining and giving her impressions of the main activities and events of her week at NCCAT. Interestingly, Sophie described the week in greater detail, with one exception, than any other participant in this study. Her description portrayed a week full of various discussion, activities, interactions and information sharing revolving around the seminar topic. Along with information and discussions relating to the identified authors and their literature, the events of the week included actively participating in various topics relating to music, art, drama, dance, sports and food.

Sophie felt the week at NCCAT served as a reward, a renewal experience, and to a lesser extent a possible factor in remaining a teacher. In terms of reward, she said, "I felt that I was treated for once as a highly intelligent, intellectual and valuable person. I really felt that we were rewarded completely by the experience." While she definitely felt renewed by the experience at NCCAT, she found it difficult to define the extent of her feeling. She commented, "I'm very excited about teaching this year. I guess I would say I feel renewed a lot or significantly." As to the idea of remaining a teacher based on her experience at NCCAT, she offered this viewpoint. "It is not the main factor that keeps me being a teacher, but it wouldn't hurt to do this every three or four years."

Sophie's answers coincide with three of the four levels of the adult learning theory identified in the theoretical framework. She acknowledged being presented with new information and knowledge in almost every activity of the week at NCCAT. She agreed that the information and knowledge were compared, analyzed and applied to varying situations, both formally and informally. She confirmed that various activities at NCCAT were designed to experience the geographical and cultural offerings of the area. In addition, she felt that there were activities designed to promote social and emotional interaction, rather than academic and professional interests. However, while Sophie felt a sense of rejuvenation, she did not view the experience at NCCAT as having a "mountain top or peak" effect. In her words, "It was wonderful, but it was not a big turning point in

my life. It helped me to study an area that I had not been able to study before." She did note that the activities of the week utilized a wide variety of learning styles, materials and activities. Were she able to access such materials, she would incorporate a wider range of techniques designed around different learning styles in her classroom. In particular, she would involve art and the study of art regularly.

The last interview occurred three months after Sophie had attended NCCAT. We met in her classroom. A reproduction of the painting "A Bar at the Folies Bergeres" was displayed in her room. The painting had been a significant theme at the NCCAT seminar. In beginning our discussion, she commented that the feeling of rejuvenation remained. She felt that there was some carry-over impact from the seminar, but "I don't know that it was anything that I didn't anticipate." She said she continued to think about and "to be more aware every day of different learning styles."

In terms of any carry-over impact into daily classroom practices, Sophie was utilizing her experience at NCCAT in several ways. While it was not a new technique for her, Sophie was incorporating the idea of "total physical response" in her class. She was encouraging students to utilize movement in their responses to class discussion and activities. She had done this previously, but she felt that the experience at NCCAT had helped her better prepare and have "more confidence in new ideas and new areas." Concerning curriculum development, Sophie was in the process of planning a

new art project for her students. Previously in class her students had studied Impressionist artists, but this year, "Instead of just studying the artists and their lives, I'm actually trying to incorporate some drawing and coloring," she said. With regard to staff development, she had shared her experiences with one of her administrators and encouraged five colleagues to fill out applications.

When discussing the overall impact of her NCCAT experience, Sophie's comments dealt with three separate areas, yet they were related to each other. First, she felt that the experience was more than worth the required preparation and time away from her family. Second, she had incorporated some new ideas and renewed some old ideas in her classroom. Lastly, she said,

My particular experience may have changed my views in as far as the intellectual curiosity of teachers. My circle of friends is interested in most any subject. I hadn't noticed that among all teachers. In this particular group, all the teachers were so eager to learn. I came away with the feeling that most of the teachers in our state are intelligent and very dedicated to their profession.

Portrait Nine - Marcia

Marcia, an elementary school teacher is certified in grades K-6 and has been teaching for 10 years. She learned of NCCAT through colleagues who had told her that it would be a wonderful experience. Prior to this series of interviews, she had visited the

researcher's workplace as part of an internship study in preparation to become certified in education administration. In terms of any specific benefits she envisioned from attending NCCAT, she said, "I envision a quiet room and privacy and some renewal time, along with quiet time to myself." She had read the orientation and related readings material. She also was doing "all the things you have to prepare to leave your family for that long a period of time." Her expectations for the week were to be "renewed and refreshed."

In discussing the need to attend NCCAT and any possible goals for attending, Marcia's answers reflected an interest level closer to curiosity than necessity. She stated, "I don't know that I really feel a need to go to NCCAT, but I've heard so many good things about it." She had no specific goals that she expected to accomplish in attending the seminar. Interestingly, she was not assigned to her first choice of seminar topics. Rather, she had been scheduled to attend a seminar entitled, "Competition and Cooperation." She remarked, "As it turned out, it's better. I might be able to use it as an administrator. Our principal doesn't like competition, but [he] is very cooperative. I like some competition."

Our second interview occurred during the summer after the school year had ended. Marcia had been back from NCCAT for almost two months. She began by explaining the main activities of the week. Her explanation and evaluation were a mixed review. Certain parts of the week she found highly beneficial in both a professional and personal sense. Other parts of the week she felt

were "a waste of time." In addition, her seminar was shortened from the original schedule due to dedication ceremonies for the new NCCAT facility.

Marcia's perceptions of her experience, in relation to NCCAT's stated goals of reward, renewal and retention, was also a mixture of varying levels. She felt an obvious sense of reward. "The way you are treated . . . was like a reward." In terms of renewal, she felt that the change in routine and the "exposure to new thing was good." She felt that the experience would have no impact on her remaining a teacher. She offered this explanation, "My goal is not to remain a teacher. I did talk to them quite a bit about administration."

Marcia's responses fit three of the four levels defined in the adult learning theory as explained in the theoretical framework section of this study. She agreed that "a lot of new knowledge was presented" during the seminar. Activities, both formal and informal, existed for analyzing, comparing and applying the new information and knowledge. She mentioned two in particular, cooperative games and comparisons of athletic events. Activities designed to experience the geographical and cultural offering were provided. There were several activities designed to promote social and emotional interaction. Marcia again mentioned two specific events. She added, "There was a lot of opportunity for interaction." She felt that there may have been planned a culminating activity, but the week was shortened due to the dedication ceremonies. Upon further reflection, she said, "No, I think we were to come and make

our own conclusions." She admitted feeling a sense of rejuvenation after returning home from NCCAT, but that it was purely personal. She did not experience a "mountain top or peak" effect from the seminar. Rather, she said, "I had high expectations because I had heard so much about it, and it met those expectations." She did not anticipate doing anything differently, either personally or professionally, as a result of attending NCCAT. But, she hoped to "take advantage of their teacher scholarships."

Our third interview occurred after a new school year had begun. The interview took place in Marcia's classroom. It had been five months since she had attended NCCAT. For Marcia, there was no continuing sense of rejuvenation or transcendence related to her NCCAT experience. She explained, "I enjoyed it at the time. It was a worthwhile experience at the time. But, I don't think it gave me an increased level of any of those things." Similarly, Marcia did not see any carry-over impact of her NCCAT experience to her classroom practices. She felt that most of the information and materials she received while attending NCCAT would be more appropriate for the faculty. She had talked at length with her principal about the activities of the week, but none were proposed as staff development topics or activities.

Marcia's response to describing the overall impact of her experience at NCCAT was twofold. First, she felt that the week had served to reinforce some of her previous personal, family and community views. She did not see the experience as having changed

any of these views. Secondly, when asked if the experience was worth the required preparation and time away from home and school, she replied, "It was at the time. It was a rejuvenating time, but it didn't have anything to do with my views as a teacher. Within a week back, it was back to the old grind. I would enjoy going again."

Portrait Ten - Charlotte

Charlotte, a high school English teacher has been teaching for 27 years, the last five in North Carolina. She is the only participant in the study who presently works at a non-public school. She is the most prolific participant in this study having works of poetry and fiction included in several publications. Our first interview took place at her residence about two weeks prior to the scheduled seminar. Her first read of NCCAT in an advertisement in a professional journal. After coming to North Carolina, she submitted an application at the request of the administration where she teaches.

While Charlotte was sure she would enjoy the seminar itself, she particularly looked forward to "meeting people from around the state." Her seminar topic, Mountain Voices, was derived from the book written by Warren Moore. Charlotte was already familiar with the book and had a continuing interest in "mountain people, particularly the music which relates to the teaching of English." She had read the preliminary material relating to the seminar and except

for "ironing my clothes" felt prepared for the week. In addition to "knowing more about the mountains," she expected "a chance to relax and get away from the ordinary." She added, "As I said before, [also to] meet other people. My impression is that the people who go to NCCAT are truly interested in teaching and education."

In terms of NCCAT's goals to renew, reward and retain teachers, Charlotte felt that the experience at NCCAT would most likely serve as a reward. She reiterated that her rationale for attending NCCAT was primarily as a professional courtesy to her administration. She later added that this seminar was not her first choice, but was selected due to a combination of time constraints and lack of space in another seminar. Considering these conditions, along with her previous knowledge and daily contact with "mountain people," she had agreed to attend this seminar because it was, in her estimation, "people oriented." Charlotte expected to benefit both personally and professionally from the week's experience. She had already made a connection between the seminar and her teaching. She said, "I think it would be more interesting for the kids to hear about people I've talked to when we are talking about a particular period in English Literature." She would return to that idea.

Our second interview occurred in Charlotte's classroom. It had been two months since she had attended NCCAT, and another school year had started. We met after classes had been dismissed for the day. The interview began with Charlotte recounting the activities of her NCCAT experience. True to her main interest in

attending the seminar, she spoke primarily of people. To a lesser degree, she reflected on the musical and cultural activities involving "mountain people." While she seemed appreciative of the presenters and their expertise, Charlotte talked more frequently and in greater detail of these "mountain people," their character, spirit and strength. As she discussed the closing activities, she related that many of the seminar participants taught in elementary schools. She felt that working with younger students had allowed them to express their feelings more easily. Nevertheless, Charlotte described the closing activities as a "celebration." She perceived "a genuineness to the[ir] responses about childhood and growing up in the mountains."

In terms of NCCAT's goal of rewarding, renewing and retaining superior teachers, Charlotte reflected that he felt a sense of reward and renewal from attending NCCAT. She commented that the treatment she received made her feel "rewarded for being somebody, a person, and not just a teacher." Working in a private school, she expressed an appreciation that [public officials in] North Carolina "thought well enough of the teaching profession to offer a program like this." Somewhat surprisingly, since she had originally intended to attend as a courtesy, she had experienced a "real sense of renewal. Everybody felt that." While her week at NCCAT had no significant impact on her decision to remain in teaching, she commented, "I can see how the recognition of education and teachers could make a difference for some people."

Charlotte's answers responded to all four stages of the theory of adult learning used in this study. She expressed some uncertainty in terms of being presented with new information or knowledge. She said, "I'm not really sure this particular seminar's emphasis was meant to provide information. It was more on experience and culture." Nevertheless, she admitted learning some things she did not know before, but added, "that was not what was important to me." She also acknowledged activities where the information or knowledge was analyzed and compared to varying situations. Again, she felt that the intent of the seminar was to focus on one's experience. But, there were times in the sharing of experiences when information and knowledge were formally and informally discussed. The social and cultural activities were the activities Charlotte enjoyed most. Unlike some people, she was comfortable interviewing and being interviewed by fellow seminar members. She characterized the culminating activity as "mostly a group activity with individuals speaking to the group." She felt that the week had a rejuvenating impact, primarily personal rather than professional; the "genius of this particular week was appreciating that teachers are people too." In other words, by allowing teachers to be individuals with separate and unique experiences, each could experience a personal awareness while participating in a temporary community setting. In confirming the week as a "mountain top or peak" experience, Charlotte again clarified her perspective. She remarked that her reactions were . . .

probably not what I expected. When I went to NCCAT, I went with the right attitude. I decided to make the week an enjoyable one for me and, I hope for others. If I hadn't gone with that attitude, I don't think I would have gotten as much out of the experience. I didn't really expect a more emotional experience than an intellectual experience. I'm a bit more aware of what's behind a person's face. That attitude toward teaching has been reinforced.

The last interview with Charlotte occurred approximately three months after she attended NCCAT. She felt that the sense of rejuvenation had continued. She theorized as to why that had happened. She said, "NCCAT didn't fall into the trap of educating us, but encouraged us to learn and experience what we wanted." For Charlotte, the transcendent or carry-over impact of the seminar had been to reinforce her previous "appreciation for mountain life and our place in the world. I appreciated the singers and others who did their work, not for tourists, but because it was important to them."

Regarding any carry-over impact to her classroom practices, Charlotte felt that the experience at NCCAT reinforced a principle or belief, more so than any techniques or practices. "I particularly appreciated the seminar and how it reminded us that students are important as people and their experiences are important." Her experience at NCCAT had led her to recommend materials and a particular artist to visit the school as part of their periodic "enrichment" program. Charlotte had made reference to this

possibility in our first interview. She had also urged two colleagues to apply to NCCAT.

In reviewing the overall impact of her NCCAT experience, Charlotte saw little or no change in her views about teaching, family or community. She did offer her perspective of NCCAT's efforts. She said,

This [NCCAT] has been an important experience for teachers across the state to come together. It is particularly important for teachers in private schools, who are in a world of their own, to see how the other teachers cope with problems.

Returning to a more personal view, Charlotte felt that the week's experience was worth far more than honoring a request of the administration. She agreed that the experience was worth the required preparation and the time missed in other areas. While not being specific about when she would like to return to NCCAT, she explained, "I would be interested . . . and more inclined if some topic were to strike my fancy."

Portrait Eleven - Sharon

Sharon is a high school teacher certified in the areas of Gifted and Talented (Grades K-12), Intermediate Reading and Language Arts (Grades 6-8), German (Grades 9-12) and English (Grades 9-12). She is currently teaching German two periods a day and English three periods a day. She has been teaching for 15 years. All three

interviews occurred in her classroom. She had attended NCCAT just after it opened, when seminar topics were assigned with little or no teacher input. Originally she had learned of NCCAT from a former curriculum supervisor.

Sharon expressed no particular incident that influenced her to apply to return to NCCAT. She also had no specific benefit she envisioned from attending a second seminar. She was assigned to her first choice of seminar topics entitled "Of Mythical Kingdoms." She had read both the orientation materials and the recommended book. She was also asked to bring "an object that had a particular or special meaning to us such as a piece of jewelry, a photograph or an old toy." Sharon had no specific expectations in attending NCCAT except, as she put it, "It is something I needed to do for myself. It is a luxury, a way of rewarding myself when no one else had."

While seemingly having no expectations, Sharon did have some specific goals in attending NCCAT. She related, "I'm working on a self-renewal and a total integration. I think this will fit right in with my project." Regarding NCCAT's goal of rewarding, renewing and retaining teachers, she felt a desire to be renewed. She said, "I need the inspiration." In addition she expressed a need to attend NCCAT because of its seminar format and structure. She explained,

I think that sometimes we don't have the chance to go back and to learn for the joy of learning. This way I don't have to achieve a grade. I determine if I pass or fail . . . I'm going for a purely selfish reason. This is personal. If I benefit personally, it will carry-over professionally.

She had selected her topic because it dealt with "creativity and being able to draw from within yourself, and I don't think as adults we are ever asked to do that."

The second session with Sharon occurred approximately one month after she returned from NCCAT. The current school year was almost over, and she was wrapping up the year with the standard activities of high school teachers. We met during her planning period on a day when students were taking exams. Since the scheduled period lasted two hours, there were no time constraints or pending engagements to distract from our meeting. The setting of our interview is important because it was somewhat responsible for the information and reactions Sharon shared in the interview. Having recently returned from NCCAT, her perceptions and reactions were still fresh and powerful. She spoke in greater length and detail than any other participant. While all of the other second interviews lasted 30-45 minutes, the interview with Sharon lasted almost 90 minutes.

As Sharon described the week, she consistently explained each activity as to what was done and its intended purpose. She detailed the first activity.

It was an orientation. Earlier in the day we were given paper and crayons and were asked to draw or write our impressions and why we had chosen this seminar. Later that evening Richard [the presenter] told us how he worked with children and asked them to use their imagination and creativity in expressing themselves. We saw a video of a class he had

worked with and followed their thought processes. He ended with a story about "Frog".

In addition throughout the interview, Sharon shared opinions and feelings of how the activity had affected her. She commented,

Everything we had there was symbolic. We went around the room and shared things about family and special places. It was very personal and meaningful. We all felt that being a role model was a great stress. After this we had a lot of tears and reaching out to one another. We didn't really stick to a time schedule which was very good.

Sharon related several rather unexpected effects of the week's activities. Her seminar members decided to continue meeting as a group. Their decision to continue working together was based on some specific goals of individual members, as well as providing group support and encouragement. The group agreed to think of one another "as we depressurized on the way back to our routines." They also agreed "to have a special reunion at a fellow teacher's castle, a new house being built." Most challenging of their agreements was to assist financially one of their group presenters in obtaining a "Stradavarius" violin.

As expected, Sharon had very strong reactions to the expressed goals of NCCAT to reward, renew and retain teachers. She described the week as "very, very rewarding. Even if I hadn't been a teacher, I would have had the same reward. It was good to share our thoughts without being evaluated." In terms of renewal she said, "I give it a 10. As a teacher, it made me feel good again." Her

reaction to remaining a teacher was, however, in direct opposition to one of NCCAT's major goals. While the week had been valuable for personal reasons, she did not view it as having any impact on her decision to remain in teaching. She explained,

That experience will not keep me teaching. That experience was wonderful to me. If I had another job waiting for me at my present salary, I would go. The fun is not there any more. About my sixth or seventh year in teaching, I knew that there must be something else. About that time I started teaching German which was challenging for me. I have so many preparations that I feel I can't accomplish as much as I should.

Sharon's responses speak to three of the four levels of the study's theory. However, her responses do not follow the pattern of other participants who also experienced three of the four levels. Sharon perceived the week as having met all the levels except Level I, the presentation of new information, knowledge or material. Other participants who confirmed three levels, perceived the week as having met all the levels except Level IV, a sense of rejuvenation and a desire to affect changes in either their personal and/or professional life. Sharon's response to questions relating to Level IV of the adult learning theory, reflect a continued commitment to the goal she had expressed in our first interview. She had been working on a "self-renewal and a total integration" project. She described the week, its impact, and her resulting plans,

It was really great. I had hoped it would be like this. It did, however, take a different curve than what I had expected. It was a human experience. It was my first choice for a seminar. I'm going to do another seminar this summer for self-renewal. I'm planning to do a journey of self-discovery. This has been a very positive, validating experience for all of this self-discovery.

Our third interview occurred following the summer and the beginning of a new school year. Sharon's teaching duties had remained similar to the previous year with two classes of German and three classes of English. She stated a continued feeling of rejuvenation from attending NCCAT. She perceived a carry-over impact from her week at NCCAT, primarily in her personal life.

As anticipated, Sharon viewed her week at NCCAT as having little, if any carry over impact to school and classroom practices. She did not identify any changes in the area of pedagogy. Regarding curriculum development, she had utilized some of the relaxation exercises with her students. She explained, "It is not part of appropriate English curriculum, but they did help on days when the students were agitated or I was agitated." In terms of staff development, Sharon had shared her experiences with some of her peers and had invited a fellow teacher to apply to NCCAT.

Sharon's concluding remarks about the overall impact of her week at NCCAT reiterated the personal impact of her experience. The week had not changed any of her views about teaching, but rather her personal views. She had followed through with her plans to attend a second seminar. She described it as "dealing with

feelings and thoughts that happened to you as a child and how they affect you now." She summarized her experience at NCCAT as "a personal time [of] doing something for me." She ended the interview by comparing the value of the seminar at NCCAT to the problems created in preparing to leave the classroom for a week and then returning. She said,

It was extremely difficult to get a week's worth of work done ahead of time and try to prepare beforehand. Then it took a week afterwards to recuperate and clean up the disorganized mess when I got back. I would do it if it were the same topic. I have real reservations about just any particular topic. . . but I would do it again.

Portrait Twelve - Lettie

Lettie teaches math and science to sixth and seventh graders. Her enthusiasm, personality and appearance belie her 38 years of teaching experience. The first interview was conducted late in the spring on the steps of her formerly-assigned school. She was scheduled to attend NCCAT the following week. During the summer she would transfer to a different campus organized as a middle school. It was nearing the end of the school year and a "field day" had been scheduled for students to participate in numerous recreational and athletic activities. As we talked she kept a watchful eye on the students, directing them to the appropriate locations and assisting them with their questions. Watching the students react to

her, it was apparent she cared about them as individuals. Likewise, she expected the cooperation and courtesy of each student.

Lettie learned about NCCAT originally from her principal. Also a fellow teacher had recently returned from a week at NCCAT and shared with her how enjoyable the week had been. She added, "My principal really encouraged me to apply." She envisioned two benefits from attending NCCAT. She said, "I will be treated like a queen. Also, I need some type of revitalization." Lettie had read the orientation and additional suggested materials. She was unsure what to expect of the week at NCCAT, except "that I will be sure to get useful, interesting information. They said I wouldn't regret going."

Regarding NCCAT's' goals of reward, renewal and retention, Lettie felt that the week would serve as a source of renewal. She explained, "I think teacher morale is very low and I need to be renewed. The transitions that I am going through [in my school district] are very difficult, and I want to renew myself." Lettie expressed several goals related to the seminar topic she hoped to achieve .

I hope to get some ways to help myself deal with the stresses of teaching. I hope to learn ways to help deal with other people. . . I feel there will be more personal benefits since my topic is not related to math at all. When I saw it [the topic] detailed, it made me feel that it would be something that would be useful to me. In my family there is a history of heart trouble. . . I need to learn more about the heart.

Her seminar topic, "The Trusting Heart", focused on attitudes and beliefs and their relationship to one's physical well-being, or to the mind-body relationship.

Our second interview occurred the following autumn in Lettie's classroom. It had been three months since she had returned from NCCAT. She had completed the move to her new school, and continued to teach math. Rather than detail each activity and event, Lettie summarized the week's experience.

I thoroughly enjoyed every activity and felt that each activity was a key activity. The ones where we were actively involved were most enjoyable. All of us had experiences that each of us could relate to. These activities were group discussions and reflection time. Our recreation time was quite good. We exercised a lot. At night we could informally talk about what we did during the day and what we thought of it. They all related to how we could relieve stress and rely on our trusting heart. I can't think of any session that wasn't enjoyable and useful. All of the leaders were quite good especially the main seminar leader. I enjoyed every minute of it.

In terms of NCCATs' goals, Lettie perceived her experience as one of reward and renewal. She said, "I had never before felt such a sense of being appreciated. . . I was treated like a queen. I was treated so specially. It was wonderful!" She described her sense of renewal relative to her work. "I was down thinking about all the things left undone at school and moving to a new school. But when I came back, I felt renewed and prepared for a new challenge. I didn't want to leave NCCAT." she exclaimed. With 38 years experience,

remaining a teacher was not a significant reason for Lettie to attend NCCAT. She did jokingly remark that her experience at NCCAT might cause her to remain a teacher, "If for no other reason, to go back to NCCAT again!"

Lettie's responses point to all four levels of the adult learning theory used as the theoretical framework of this study. She acknowledged receiving new information and knowledge relating to the areas of stress and stress management. She agreed that the information was compared and analyzed in varying settings, both formally and informally. She identified three specific activities designed to experience the geographical and cultural offering of the area. She especially enjoyed the social interaction at meal times. She identified a culminating activity where each person spoke with the seminar leader "about things we could bring home." The week's experience left Lettie with a sense of rejuvenation, both personal and professional. With a smile she said, "Now I feel like I can make the move to another school. It helped me overcome my fear of changing schools. . . My heart is still beating. . . I feel that I can handle anything that confronts me." Lettie regarded the week as a "mountain top or peak" experience. She added, "I felt the whole experience was better than anything else I had ever been to." Her resulting plans reflected the seminars' themes. She responded, "I'm trying to look into the hidden feelings behind someone's actions. It has helped me to better recognize individual differences. I'm managing stress better, as well."

Our final interview occurred four months after Lettie had returned from NCCAT. She had been working in her new assignment for two months. She continued to feel a sense of rejuvenation from having attended NCCAT. She felt that there had been some carry-over impact from her experience at NCCAT to the present, but was uncertain as to any specific ideas. She said, "I can't really pinpoint anything. I think I look at some situational things a little differently." In terms of any carry-over impact of her NCCAT experience to daily classroom practices, Lettie identified the area of curriculum development. She explained, "I've tried to instill in my students that everyone acts differently, that they are all different. This relates directly to my seminar experience." She felt that what changes in pedagogy she had enacted were related to her new teaching situation, not her NCCAT experience. Regarding staff development areas, she had encouraged a fellow teacher to apply, and that colleague had already been accepted. Also, she had recommended to her administrator that the faculty be given training in stress management.

Lettie described her overall feelings of NCCAT by saying, "I hope I can live long enough to come back again." She summarized her experience and its impact this way, "I'm dealing with kids differently. I used to give up on some kids, but now I keep working on ways to reach them."

Emerging Patterns of Experience and Learning

This section of the chapter includes an analysis of the portraits compiled for the study. Each teacher (n=12) was interviewed at three intervals relative to his or her NCCAT experience. Each interview was designed to solicit responses concerning specific areas of focus. These data are presented chronologically, based on specific areas of focus and in conjunction with the order of the questions in each of the three stages of interviews (See Appendix A - set of interview protocols). Common responses and experiences shared by the 12 teachers then are explained. These responses and experiences are analyzed, and the associated implications are discussed.

The first interview occurred between one month and one week prior to each teacher's NCCAT seminar. The areas of focus of this interview were 1) the professional and biographical characteristics of the group, 2) influences that caused the teachers to apply and to attend NCCAT, 3) the teachers' rationale for attending NCCAT, 4) the teachers' expectations of the NCCAT experience, and 5) their perceptions of NCCAT's goals and objectives.

The second interview occurred from one month to three months after each teacher had attended NCCAT. The areas of focus of this interview were designed 1) to gauge the participant's perceptions of NCCAT's effectiveness in meeting its stated goals and objectives - to reward, renew, and retain career teachers, 2) to review their NCCAT experiences, and 3) to begin to assess the

effectiveness of the theoretical framework of the study as a means of addressing the guiding hypothesis.

The third interview occurred from two months to six months after each teacher had attended NCCAT. The area of focus of this interview was to determine any residual impact of the seminar experiences. In particular, the researcher looked for specific evidence of seminar impact on the classroom practices and school life of the teachers.

Common Patterns from the First Interview

Selected questions of the first interview were designed to establish a rapport with the teacher, to collect professional data common to all teachers, and to provide basic biographical data (See Appendix A - Interview Protocol, first and last question). In terms of biographical and professional data, the 12 teachers can be described in the following manner. Three teachers were employed by the Asheville City Schools system, eight were employed by the Buncombe County Schools system, and one was employed by a non-public school known as The Asheville School. All 12 teachers worked in Buncombe County in North Carolina. Eleven of the teachers were females and one was male. The racial make up of the group included 11 whites and one black. The average years of teaching experience equalled 18.3 years. The least experienced

teacher had completed seven years of teaching, while the most experienced teacher had completed 38 years of teaching.

The collective data essentially reveal a group of white female teachers slightly past mid-career, assuming that 30 years constitutes a career for most K-12 teachers in North Carolina. This sample is roughly equivalent to the entire population of NCCAT alumni.

What or who influenced the teachers to attend a NCCAT seminar? There were three major sources of influence. Four of the teachers had been encouraged by their principals. Five of the teachers had been encouraged by their colleagues or peers. Three of the teachers had been instructed by their principals to apply as a reward for their teaching performance.

NCCAT uses several methods to inform teachers of its programs and purposes, as well as to recruit teachers. These methods include individual efforts of NCCAT alumni, outreach efforts by staff (e.g., speeches, workshops), and advertising in every school system and school in North Carolina through mailings to superintendents, principals, and alumni. Yet, from the data of this group, school principals play an unexpectedly vigorous role in persuading teachers to apply and attend NCCAT. Most NCCAT staff would suspect that word of mouth, from teacher to teacher, is the most powerful recruiting device. But such is not the case here.

A teacher's rationale in selecting a seminar topic can be divided into two categories. Seven teachers chose and were assigned to a seminar topic related to their areas of professional

expertise. The remaining five teachers offered varying explanations for their selection. Two were assigned a seminar topic relating to personal interests, while their first choice had been a topic relating to professional interests. One teacher was assigned a seminar topic relating to professional interests, while her first choice had been a topic relating to personal interests. One teacher chose and was assigned a seminar topic of personal interest. One teacher chose a seminar topic based on a personal preference as to the best time of year "to leave the classroom for a week."

These data reveal that 9 of the 12 teachers tried, with seven being successful, to select a seminar topic closely associated with their disciplines, teaching assignments, and professional interests. This is somewhat contrary to the permission of NCCAT for teachers to select, often if not always, seminar topics vastly different from their areas of professional interest and responsibility. It would seem that teachers take a more conservative view of NCCAT's definition of teacher renewal than does the NCCAT staff. Perhaps NCCAT is such a unique organization, and its emphasis is so different from the vast majority of teacher reform initiatives and professional development experiences, that teachers apply old and familiar criteria to the selection of newly available renewal seminars.

Concerning the goals of teachers in attending NCCAT, 11 of the 12 teachers stated additional or different goals from those of NCCAT. Six teachers hoped to obtain more knowledge about the specific seminar topic. Three of the teachers envisioned a renewed

interest in both professional and personal areas relating to the seminar topic. Two of the teachers envisioned a personal renewal as the primary goal in attending NCCAT. One teacher expressed no specific goal in attending NCCAT.

These data support the earlier findings, that teachers tend to take a more conservative view of NCCAT's purposes and goals than does its staff. NCCAT promotes "learning for the sake of learning," along with the idea that renewal is essentially personal and internal. This group's responses indicate that fewer than half of the teachers attending NCCAT, 5 of 12 in this study, were primarily seeking a renewal experience.

Despite the fact that fewer than half of the teacher's expressed goal was to experience a sense of either personal or professional renewal, the vast majority of these teachers expected to receive various benefits associated with two of the three goals as stated in the NCCAT application - the rewarding, renewing, and retention of career teachers. Ten of the 12 teachers anticipated being treated well, refreshed, or able to relax from the normal routine while attending NCCAT. All 12 of the teachers expected the week at NCCAT to be personally and/or professionally renewing, a growth experience, or an intellectual challenge. None expected the week at NCCAT to influence them to remain a teacher.

In terms of NCCAT's goals to reward and renew teachers, this group indicated that NCCAT was accomplishing these two goals very effectively. It may be that NCCAT's past performance in these two

areas is so well known and so commonly expected, that among teachers who apply to attend, these two areas become a lesser goal for the teacher. Thus, their selection criteria for seminar topics, as stated earlier, was based primarily on professional or personal interests. In other words, if the teacher expected to be rewarded and renewed by the NCCAT experience, selecting a topic became a matter of prime importance for the teacher. This could explain why the vast majority of teachers selected seminar topics related to professional interests and responsibilities.

A similar explanation can be applied to the lessened impact NCCAT seems to have in influencing the retention of career teachers. This group averaged 18.3 years of teaching service which equated roughly to length of service of the typical teacher attending NCCAT. Most people are not likely to make a career change with that many years of professional experience, unless unusual personal or professional factors are involved. Eight of the 12 teachers in this group expressed no interest in pursuing any other type of professional career. Three of the four remaining teachers expressed an interest or desire to make a change in professional duties and responsibilities, but such a change to an administrative role was still in the area of education. Only one teacher expressed any interest in leaving the field of education, citing "burnout" as a symptom of personal frustrations with education. Again, it could be that teachers who attend NCCAT seminars fully plan to remain teachers. The idea of retention may be of interest to legislators and NCCAT

staff but is of no significant consequence to teachers who participated in this study. If NCCAT is interested in more effectively addressing the issue of teacher retention, it will have to search out, as yet unidentified, a differing population of K-12 teachers in North Carolina, one that is deliberately earlier in career.

In summary, analysis of the data from the first interview indicates the following patterns. Typically, in reference to this sample, teachers attending NCCAT are predominantly female, white and in the middle stages of their professional career. They have been influenced to attend primarily by their principal, while their peers play a lesser but important role. The goal of most teachers in attending NCCAT is to obtain professional, and to some extent personal knowledge or information that will benefit them, based on their duties and responsibilities. Teachers attending NCCAT expect to be rewarded and renewed in various ways, but do not expect the experience at NCCAT to influence their career decisions.

Common Patterns from the Second Interview

One focus of the second interview was the teachers' impressions of NCCAT's effectiveness in achieving its stated goals of rewarding, renewing and retaining career teachers. This area of focus is an extension from the first interview and potentially adds support to the earlier implications and explanations. While 10 of the 12 teachers anticipated being rewarded during their week at

NCCAT, only four remarked that this area was of major importance to them. Despite the fact that every teacher praised the NCCAT staff for its professional treatment and genuine personal interest, their responses confirmed data from the first interviews that the idea of being rewarded for being a teacher, while greatly appreciated, was not of great importance to most teachers in their decision to attend NCCAT.

Likewise, teacher responses relating to a sense of renewal from attending NCCAT confirmed data from the first interview. While all 12 teachers reaffirmed NCCAT's effectiveness in providing a personally and/or professionally renewing experience, 8 of the 12 teachers viewed the week's experience as being more predominantly professionally renewing. Six of the eight teachers identified the week's activities as causing them to feel a sense of both personal and professional renewal. Two of the eight teachers viewed the week as one of professional renewal. The remaining four teachers categorized the week's activities as promoting a sense of personal renewal. These data mirror the earlier data and implications that teachers select seminar topics that they envision will provide a specific professional benefit; although a significant minority of teachers select seminar topics they view as offering personal benefits and renewal opportunities.

The major area of focus of the second interview was to explore how many of the teachers perceived experiencing any or all of the four levels of adult learning proposed in the theoretical framework

of the study. These four stages, identified and detailed in Chapter Two, are the basis for formulating the guiding hypothesis of this study.

The first stage, identified as the "intellectual component," theorizes that adult learning begins when people, after being exposed to new or additional information, listen, clarify and synthesize the information. Eleven of the 12 teachers acknowledged having experienced this level of learning. Ironically, the one teacher who did not experience this level confirmed experiencing the other three levels. She responded that the seminar she attended was not designed to provide information, rather it was a seminar to experience personal renewal and to "get in touch with one's feelings."

The second stage, labeled the "social, collegial" and "experiential component", is evinced by learners being allowed and encouraged to interact with peers in providing contexts for information. Learners also are provided opportunities to experience any special cultural opportunities in the area where the learning is occurring. All 12 teachers confirmed this stage during their NCCAT experience.

The third stage, known as the "ethical component", proposes that learning is elevated when learners examine information in light of conditions that would be more ethically acceptable. The theory postulates that those learners who experience this stage elicit personal responses to the dilemma of "what is versus what ought to

be." Each of the 12 teachers identified an activity or event during their week at NCCAT that was designed to evoke such a response related to the seminar topic.

The fourth stage, labeled as "personal aesthetics", implies that adult learning is maximized when, a person creates a "plan of action" based on his or her personal ethical response. This plan of action identifies the shortcomings of some current condition(s) in the learner's life and envisions ways to produce more desirable conditions.

Through this process adult learners attain the ability to "become more than they are now", and through their action to "make the world a better place." The resulting byproducts of attaining this level of learning are a feeling of transcendence and a sense of rejuvenation. The adult learner perceives the ability to overcome defined problems, and thereby, experiences a greater sense of self-worth. Ten of the 12 teachers said they experienced this final stage of the theory.

Several implications regarding adult learning can be derived from the data of the second interview relative to the theoretical framework. The responses of teachers as to why they attended NCCAT and their impressions of the experience give additional support to existing theories that adults learn based on their perceived needs, goals and/or desires. In addition, the theoretical framework used in this study to explain how adults arrive at or attain various levels of learning describes rather accurately 10 of

the 12 teachers participating in this study. Eleven of the 12 teachers confirmed stage one of the theory. All 12 confirmed stages two and three of the theory. Ten of the 12 teachers confirmed stage four, the most important stage for purposes of the study. In addition, it seems that NCCAT has succeeded in creating seminars, based on the data from the first and second interviews of the 12 "portrait" teachers, that effectively move most participants across a continuum from information gathering to transcendent feelings and personal action.

Emerging Patterns from the Third Interview

The third interview was designed to determine more about those teachers who experienced the fourth level of learning. How many of them acted differently in their professional lives? In particular, what, if any, daily classroom practices did they change as a result of their NCCAT experience? What other professional experiences were altered in their own community settings? Three areas were scrutinized - pedagogy, curriculum development and staff development.

As a way of moving toward the focus of the interview, the teachers were asked to explain if they originally perceived and continued to feel a sense of rejuvenation from their NCCAT experience. All 10 of the teachers who felt an initial sense of rejuvenation continued to experience a similar sense of rejuvenation. Three of the 10 teachers perceived the level of

rejuvenation had increased since the second interview. Additionally, one of the two teachers who originally did not perceive a sense of rejuvenation now felt a sense of rejuvenation. This teacher now also confirmed specific different behaviors in two of the three highlighted areas.

In two of the three areas identified as classroom practices, pedagogy and curriculum development, half of the teachers confirmed having made some deliberate changes in their routines. Six of the 12 teachers identified specific pedagogical changes, either in the way they instructed or dealt with students. Likewise, 6 of the 12 teachers identified curriculum development changes in terms of information and/or materials they chose to present to their students. In combining these two areas of classroom practices, a total of eight teachers detailed changes in one or both areas. Four teachers detailed changes in both pedagogical practices and curriculum development. Two teachers identified changes in pedagogical practices but not curriculum development. Likewise, two teachers explained changes they made relative to curriculum development but no change in pedagogical techniques. In each case, the teacher affirmed that the changes were the result of his or her NCCAT experience.

In the third area identified as classroom practices - staff development - teacher responses indicated varying amounts and levels of changes resulting from their NCCAT experience. Three of the 12 teachers had made conscious and direct efforts designed to

assist peers in carrying out their professional duties and responsibilities in a different and/or more effective manner. One teacher, not having identified any changes in pedagogical or curriculum development areas, encouraged the principal of the school to consider a particular topic, related to her seminar topic at NCCAT, as the focus of the next staff development activity of the school. One teacher convinced fellow department members to incorporate new materials in their classes. She was introduced to the materials during her week at NCCAT. One teacher persuaded a colleague to join her in conducting experiments with classroom students. The basis for these experiments was discussed during the teacher's NCCAT experience.

In addition, 11 of the 12 teachers had spoken to some or all of their colleagues about their NCCAT experience and its impact. While this action by these 11 teachers should not be viewed as a deliberate effort to influence staff development activities at their schools, some level of rejuvenation influenced them to share their experiences with peers in the hope others would experience similar benefits.

In concluding the third interview, all 12 teachers were asked to summarize what overall impact the NCCAT experience had created or reinforced, be it personal or professional. Six of the teacher viewed the week as having reinforced various professional beliefs and practices. Three teachers identified specific changes in their professional practices that resulted from experiencing NCCAT.

One teacher cited personal growth and renewal as the main impact of the week at NCCAT. Two teachers, who agreed that the week was worthwhile, said that they experienced no sustained impact as a result of attending NCCAT.

Prior to addressing the data relating to the guiding hypothesis, a comparison of the data of the second and third interview in terms of the theoretical framework is in order. The data of the third interview continued to support the overall strength and initial credibility of the Shea and McPherson theory. In the second interview, 10 of the 12 teachers confirmed experiencing the fourth level of the Shea and McPherson theory, which implies some course of action would be taken by the teacher. In comparing the summary statements of the 10 teachers to their responses during the second interview, all 10 continued to confirm some lasting impact as a result of attending a NCCAT seminar.

While 6 of the 10 summarized their NCCAT experience as reinforcing existing professional beliefs and practices, this does not exclude the seminar's impact as affecting changes in these teachers actions or behaviors. It can be argued that reinforcement of existing beliefs and practices works to increase the use of these ideas and practices. It can also be argued that some of these beliefs and practices were not being utilized prior to attending NCCAT. Thus, this reinforcement could be compared to "pulling a previously used and somewhat forgotten object out of storage and putting it to use." In addition to these six teachers, the four remaining teachers

reiterated specific professional or personal changes as a result of attending NCCAT.

An additional aspect of the data relating to the Shea and McPherson theory should be noted. The time lapse between the second and third interview ranged between one month and six months. While these virtually identical responses not only confirm the data relating to the Shea - McPherson theory, they imply the possibility of long-term impact for those experiencing all four levels of the theory.

Having analyzed the data relative to the theoretical framework, several insights focusing on the guiding hypothesis of the study follow. More than one-half of the teachers' in this study acknowledged that their experiences at NCCAT led to changes in classroom practices designed in some specific way to affect student learning. For 8 of these 12 teachers, they either changed their teaching methods and techniques, and/or introduced new information and material to their students as a result of attending NCCAT. While NCCAT, an organization founded on the principles of teacher renewal, makes no claims of affecting teacher performance, much less student learning, two-thirds of the twelve teachers participating in this study perceived that attending NCCAT had at least a partial impact in the area of classroom practices designed to affect student learning. In addition, at least one teacher's experience at NCCAT so affected her professional and personal

feelings that she sought to make the information available to peers through staff development activities at school.

Two possible explanations of the impact of a NCCAT seminar on a teacher's classroom practices are proposed. It is possible that teachers, whether aware or not of the rationale or theory supporting seminar techniques, have chosen to implement and adapt this teaching method to their classroom practices. Should this be the case, the significance of the seminar approach to learning has valuable implications for further study relating to student achievement. This explanation suggests that those interested in educational reform should consider incorporating the principles of educational renewal in designing proposed reform efforts.

The second explanation is based on the previously mentioned theory that adults learn based on personal needs, interests and desires. Indeed, 7 of the 12 teachers selected seminar topics related to their professional interests and responsibilities. Perhaps these teachers perceived the need, and NCCAT provided the opportunity to learn ways to improve their classroom practices. If this more closely reflects the reason that these teachers instituted changes in their classroom practices, then NCCAT's organizational principles and methods of conducting seminar experiences can still be considered highly effective in creating an atmosphere conducive to changing teacher's classroom practices. In other words, unless those promoting educational reform can substantiate a highly successful method of instituting change, they should consider

incorporating the techniques utilized by NCCAT in providing seminar experiences.

Serendipitous Findings

While the study focuses on a particular question, data from the interviews produced several patterns of responses relevant to the larger issues of educational reform and renewal. Each of these patterns, not related specifically to the focus of the study, has significance for proponents of both reform and renewal.

The most common pattern of these serendipitous responses was the high level of professional treatment and courtesies afforded to teachers while at NCCAT. Nine teachers noted, with much enthusiasm, the combination of physical amenities, personal attention and professional courtesy provided by the staff of NCCAT during their stay. In some fashion, each teacher interviewed expressed a deep sense of appreciation and gratitude for this "royal treatment". It would seem that teachers are not accustomed to a sense of first class consideration as provided by the NCCAT staff and program designers.

An additional unsolicited response by seven of the 12 teachers was reference to some particular object of significance related to their NCCAT experience. These objects ranged from personal creations, such as pottery and handcrafted paper, to reproductions of recognized works of art. These objects, when mentioned or displayed, evoked two complementary reactions from the teachers.

Teachers who had made objects or accomplished some physical task, expressed a strong sense of pride in their newly developed skill. Each felt confident he or she could repeat the feat, given the opportunity. Teachers who created some object related to the seminar had placed it in a location of importance, similar to the way people display pictures, relics and icons in a location certain to be noticed by others. These objects served as reminders of the experience at NCCAT and allowed the teacher to return to and to recreate the experience. In other words, an inanimate object served to bring back to life a place, a time and an event.

Two additional patterns of responses reflected personal desires and fears common to teachers. Four teachers expressed a sense of freedom from the anxiety of evaluation while at NCCAT. As teachers they feel pressured to conform to and perform at an acceptable level as determined by others. Their week at NCCAT did not require them to maintain the status of a role model for others. Similarly, five teachers noted an increase in their self-confidence resulting from interaction with fellow teachers. This interaction included the sharing of similar experiences of frustration, joy and pride related to teaching. Not unexpectedly, this increase in self-confidence mirrored an increased level of respect for their peers.

The final pattern of responses, seemingly unrelated to the focus of the study, may have applicability to an unwritten assumption of the study, the premise that perception is reality. In the theoretical framework of this research there is almost total

dependency on the teachers participating in the study to reveal information unique to them and their experiences. The data collected from them is based on their understanding of specific questions, and their responses are based on their perceptions of what they experienced. These statements explain a pattern of responses from a majority of teachers relating to their perceived chances of affecting change in their students. Seven of the twelve teachers expressed a greater awareness of being able to affect change in their students. This perception would seem to be necessary in any teacher prior to attempting to affect changes in students, whether the change is in student behavior or achievement. For purposes of this study, perhaps it is requisite that a teacher perceives the ability to affect change in students before the teacher will change his or her classroom practices. If so, then 10 of the 12 teachers confirm the premise of the guiding hypothesis.

CHAPTER V

THE ANALYSIS OF QUANTITATIVE DATA

Chapter V presents quantitative data and their analyses related to the guiding hypothesis and additional questions of the study. The quantitative data were collected through the use of a questionnaire designed to gather information similar to that solicited from the teacher interviews. Data were obtained from two separate groups: (1) a group identified as NCCAT alumni; and (2) the same 12 teachers portrayed in chapter IV. The alumni group consisted of 30 teachers who were employed in any public or private school in Buncombe County, North Carolina and who had attended NCCAT between July, 1987, and June, 1989, more than two years prior to the 12 teachers whose experiences were reported in Chapter IV. Second, the 12 teachers portrayed in Chapter IV also completed the questionnaire, excluding questions 1, 2 and 22, after having returned from NCCAT for a period of at least six months.

The questionnaire duplicated questions asked of the 12 teachers interviewed at various stages of their NCCAT experience. Like the interview questions, detailed in the interview protocols (see Appendix A), the questionnaire produced data explaining the teacher's perceptions of the impact of the NCCAT experience. It was divided into sections representing the various stages of the interview process. Questions two and three focused on the perceptions prior

to the NCCAT seminar (see Appendix B), while questions four through seven addressed the teachers' perceptions after returning from the NCCAT seminar. Questions 8 - 13 searched for the professional impact of the NCCAT seminar.

A fourth part of the questionnaire sought information relative to the overall perceived impact of the NCCAT experience. This portion of the questionnaire addressed several additional areas relative to the guiding hypothesis and the central and additional questions of the study. It also provided data pertinent to the theoretical framework of the study.

Questions 8 - 19 solicited information regarding the learning experiences of the teacher in light of the Shea and McPherson adult learning theory. In addition, these questions incorporated the concept of renewal, whether professional and/or personal, and its various applications to the teacher's NCCAT experience. In questions 20 - 21, teachers categorized their impressions as to the overall effectiveness of NCCAT in offering a worthwhile renewal experience. Question 22 made available the opportunity for any additional comments. Finally, a possibility was provided in the response area of each question for the teacher to list any comments amplifying his or her response. A comment was made by at least one respondent for each question.

Questionnaire totals were converted into percentages. Separate listings of the responses of the alumni group, of the portrait group and of the combined total allowed for a comparison.

Comparison of the alumni group and the portrait group, identified as the "percentage of agreement," produced data to assist in answering the questions related to the guiding hypothesis of the study. This percentage of agreement was calculated by dividing the smaller percentage group response into the larger percentage group response. The percentage of agreement was based on the assumption that the information provided by the participants came from perceptions of their experiences. If each group expressed similar perceptions, and thus responses, their experiences were likely to be indicative of other teachers attending NCCAT. Thus, while this percentage of agreement did not constitute a statistically significant number, it served as a source of reliability in that the larger the percentage of agreement, the greater likelihood that both group's responses reflect the larger NCCAT alumni population.

Having categorized the data, two questions were addressed. First, were responses similar or different? Second, did the data indicate, through a high or low percentage of agreement, the likelihood of any carry-over impact from the teachers' NCCAT experiences? If so, was the impact identifiable as short-term, as evidenced by a moderate or strong response from only the portrait group? Or was there any long-term impact, as evidenced by a moderate or strong response from both groups with a high percentage of agreement, resulting from their NCCAT experience?

Data presented are in accordance with the format used in the questionnaire. See Appendix B. The percentages of responses of

the two groups are listed in the appropriate column. The third column totals the responses of both groups. The "percentage of agreement" of the two groups appears in the fourth column. Sets of questions designed to gain information relating to a specific area of the study are identified prior to a presentation of the data of each individual question. Analyses of the collective sets of questions follow the data.

For purposes of analyzing the data, the "percentage of agreement" was divided into three categories. Percentages ranging from 1% to 33% were identified as being either low or weak. Percentages ranging from 34% to 66% were identified as being either average or moderate. Percentages ranging from 67% to 100% were identified as being either high or strong.

Presentation of the Data

Question one was designed for the alumni group to identify which period of time, ranging from July, 1987 to June 1989, he or she attended NCCAT. This question originally was to divide the alumni group into subgroups, but this group analysis was abandoned and the question simply served as a means of verifying attendance at NCCAT. See Table 1.

Table 1

Dates of Attendance (Renewal seminars typically cover a five day period.)

	Portraits	Alumni	Total
	(N = 12)	(N = 30)	(N = 42)
	N / %	N / %	N / %
1 / 1990 - 6 / 1990	12 / 100		12 / 29
1 / 1989 - 6 / 1989		8 / 27	8 / 19
7 / 1988 - 12 / 1988		7 / 23	7 / 17
1 / 1988 - 6 / 1988		11 / 37	11 / 26
7 / 1987 - 12 / 1987		4 / 13	4 / 9
TOTAL	12 / 100	30 / 100	42 / 100

Prior to the NCCAT Visit

Questions two and three requested data regarding the teacher's initial knowledge and perceptions of NCCAT. Question two sought to determine how participants first learned of NCCAT. Question three asked teachers their expectations of the NCCAT experience in relation to the three goals listed in the NCCAT application form, that is, to "reward, renew and retain career teachers." Table 2 contains the data for both questions.

Slightly more than half of the alumni group first learned of NCCAT through fellow teachers. Less than one fourth of the alumni group learned of NCCAT through either administrators, advertisements, or some other source of information.

Peers played a moderate role for the portrait group in learning about NCCAT. Administrators were slightly more responsible for informing members of the portrait group about NCCAT than were peers.

Data from the two groups reveal that almost one-half of the teachers listed peers as the initial source of information and encouragement to apply for and attend a NCCAT seminar. Administrators were the second most common initial source of information regarding NCCAT. The low percentage of agreement between the two groups suggest that either the portrait group or the alumni group are not indicative of the larger NCCAT population. Of these two, peers seemed to be the most consistent initial source of information. Advertisements, while having a high percentage of

Table 2

Teacher's Initial Knowledge and Perceptions of NCCATQ2. How Teachers First Learned of NCCAT

Peers		Administrator		Advertisement		Other		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %
4 / 33	16 / 53	5 / 42	4 / 13	2 / 17	5 / 17	1 / 8	5 / 17	42 / 100
Total	20 / 48		9 / 21		7 / 17		6 / 14	42 / 100
62% Agreement		21% Agreement		100% Agreement		47% Agreement		

Q3. Reason(s) Teacher Desired to Attend NCCAT (Totals for this question will not equal 100% since teachers could select more than one answer.)

Reward		Renew		Retain		Other		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N= 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %
6 / 50	17 / 57	11 / 92	23 / 82	3 / 25	3 / 10	1 / 8	4 / 13	NA
Total	23 / 55		34 / 81		6 / 14		5 / 12	NA
87% Agreement		90% Agreement		60% Agreement		62% Agreement		

agreement, seem to be the third most common initial source of information and encouragement to apply for and attend a NCCAT seminar.

Alumni group responses indicated that teachers had high expectations of some type of renewal experience as a result of attending NCCAT. The group also had average expectations of being rewarded in some fashion while attending NCCAT. Few teachers expected the seminar they attended to influence their decision to remain a teacher. Teachers who responded as having other expectations explained the special or unique circumstances that brought them into contact with NCCAT.

The portrait group's responses supported the two most common expectations identified by the alumni group. Likewise, the expectation that attending NCCAT would in some way cause or assist a teacher to remain in the teaching profession was in moderate agreement. However, only a minority of either group believed their NCCAT experience would influence them to remain a teacher.

Analysis of the data from both groups in questions two and three led to the following findings. Close to one-half of the teachers in this study first heard of NCCAT through their peers. Slightly over one-fourth of the teachers first heard of NCCAT via their principals. An additional one-fourth first heard of NCCAT through advertisements or some other means. Most of the teachers attending NCCAT expected to engage in some type of renewal experience. Being rewarded in some manner was an expectation of

slightly more than one half of the teachers. Most did not expect their NCCAT experience to influence their decision to remain a teacher.

Following the NCCAT Experience

Questions four through seven sought to determine an understanding of the teacher's rationale in selecting a seminar, and his or her perceptions of NCCAT's goals after attending the selected seminar. Question four investigated the teacher's reasoning for attending a particular NCCAT seminar. Questions five through seven probed each teacher's perceptions of the extent to which NCCAT accomplished its goals of "rewarding, renewing and retaining career teachers" in his or her particular seminar. Results are listed in Table 3.

Combining the data of the two groups in questions four through seven allowed for the following analysis. Teachers in each group had various reasons for selecting a particular seminar topic. The data indicated that three-fourths of the teachers in the portrait group selected a seminar topic for both professional and personal interests. The remaining one-fourth selected a seminar topic of personal interest. Data from the alumni group did not follow the pattern of the portrait group in selecting a seminar topic. Only one-half of the alumni group selected a seminar topic of both personal and professional interest. One-tenth of the alumni group selected a

Table 3

Rationale for Seminar Selection and Perceptions of NCCAT's GoalsQ4: Specific interest of teacher in assigned seminar

Professional		Personal		Both		Neither		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %	N / %
0 / 0	5 / 17	3 / 25	9 / 30	9 / 75	12 / 40	0 / 0	4 / 13	42 / 100
Total	5 / 12		12 / 29		21 / 50		4 / 9	42 / 100
0% Agreement		83% Agreement		53% Agreement		0% Agreement		

As a result of your NCCAT experience, do you . . .Q5: Feel rewarded as a teacher?

Yes		No		Total
Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %
10 / 83	30 / 100	2 / 17	0 / 0	42 / 100
Total	40 / 95		2 / 5	42 / 100
83% Agreement		0% Agreement		

Q6: Feel renewed as a teacher?

Yes		No		Total
Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %
9 / 75	29 / 97	3 / 25	1 / 3	42 / 100
Total	38 / 90		4 / 10	42 / 100
77% Agreement		12% Agreement		

Q7: Feel more likely to continue teaching?

Yes		No		Total
Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %
6 / 50	7 / 23	6 / 50	23 / 77	42 /
Total	13 / 31		29 / 69	42 / 100
46% Agreement		65% Agreement		

100

topic of solely professional interest. Only in the area of personal interest did the two groups closely resemble one another. The lack of a consistently high percentage of agreement suggests that one of the two groups does not closely resemble the larger NCCAT population.

Both groups of teachers overwhelmingly perceived NCCAT as having achieved two of its three goals; that of "rewarding and renewing" teachers as a result of attending a NCCAT seminar. More than four-fifths of the teachers in the portrait group said that they felt a sense of reward from having attended NCCAT. Three-fourths of the portrait group acknowledged feeling a sense of renewal from having attended NCCAT.

The alumni group's responses were unanimous in that all participants felt a sense of reward from having attended NCCAT. Similarly, all but one of the 30 teachers in the alumni group continued to feel a sense of renewal from having attended NCCAT at least two years prior to completing the questionnaire.

Both groups of teachers were less optimistic of NCCAT's ability to influence them to remain in the teaching profession than to provide them with a rewarding and/or renewal experience. One-half of the portrait group believed that their experience would cause them to remain in teaching. Less than one-fourth of the alumni group felt their NCCAT experience would cause them to remain in teaching. However, of the 30 teachers in the alumni group, 19 chose to add written comments to question seven. Fifteen of the 19

comments reflected the idea that these teachers had already made the decision to remain in teaching prior to attending NCCAT. In addition, 5 of the 12 teachers in the portrait group commented in their interviews that they had decided to remain in teaching prior to learning of NCCAT.

Professional Impact of NCCAT Visit

Questions 8 - 13 focused on the teachers' perceptions of how a NCCAT seminar affected their school and classroom practices, with questions 9 - 13 addressing the guiding hypothesis of the study. Question eight directed the teacher's attention at the general notion of having enacted some type of change in his or her classroom as a result of attending NCCAT. Question nine addressed pedagogical practices and any changes the teacher had enacted after attending NCCAT. Questions 10 and 11 identified changes in curriculum and/or in the materials or topics the teacher chose to present to students after having attended NCCAT. Questions 12 and 13 drew attention to how the teacher may have tried to influence his or her peers and administration to enact changes in the school as a whole through staff development activities after the NCCAT experience. Data for questions 8 - 13 are presented in Table 4.

Data from question eight indicated an almost even division among the teachers in both groups regarding the impact of a NCCAT seminar on their choosing to enact some type of change in their

Table 4*

Perceived Impact of NCCAT Seminar on School and Classroom Practices

Q8: Extent of having enacted changes of some kind in the classroom

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
5 / 42	12 / 40	6 / 50	14 / 47	1 / 8	4 / 13	
Total	17 / 40		20 / 48		5 / 12	42 / 100
95% Agreement		97% Agreement		61% Agreement		

*In questions 8 - 19 of the questionnaire the teachers were given five possible choices. Four of these responses; "No Discernible Effect", "Slight Effect", "Moderate Effect" and "Significant Effect" were combined into the two categories of "No Discernible or Slight Effect", and "Moderate or Significant Effect" for purposes of analysis. This adjustment was in keeping with the analysis of the data obtained from the series of interviews used to produce the 12 portraits in Chapter IV. It also provided a means of comparing the data of the two groups.

While the fifth response category "Unsure" is shown in the tables, only 5 of the 14 questions totalled a response in this category of greater than 10%. Four of the totals came from the alumni group. One of the five totals came from the portrait group. In all but one question the portrait group did not register any responses in this category. Given this pattern and the very low percentage of responses, the category of "Unsure" is not addressed further in the written analysis of this study.

Table 4 cont.

Q9: Extent of changes in teaching techniques (pedagogy)

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
9 / 75	19 / 63	3 / 25	6 / 20	0 / 0	5 / 17	
Total	28 / 67		9 / 21		5 / 12	42 / 100
84% Agreement		80% Agreement		0% Agreement		

Q10: Extent of introducing new material to students

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
10 / 83	18 / 60	2 / 17	10 / 33	0 / 0	2 / 7	
Total	28 / 67		12 / 28		2 / 5	42 / 100
72% Agreement		52% Agreement		0% Agreement		

Table 4 cont.

Q11: Extent of devising and/or using new topics or units of study
(curriculum development)

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
10 / 83	18 / 60	2 / 17	10 / 33	0 / 0	2 / 7	
Total	28 / 67		12 / 28		2 / 5	42 / 100
72% Agreement		52% Agreement		0% Agreement		

Q12: Extent of proposing ideas to your administration and peers
(staff development)

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
5 / 42	17 / 57	7 / 58	9 / 30	0 / 0	4 / 13	
Total	22 / 52		16 / 38		4 / 10	42 / 100
74% Agreement		52% Agreement		0% Agreement		

Table 4 cont.

Q13: Extent of proposing workshops or staff development activities

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
8 / 67	20 / 67	3 / 25	5 / 16	01 / 8	5 / 16	
Total	28 / 67		8 / 19		6 / 14	42 / 100
100% Agreement		64% Agreement		50% Agreement		

classrooms. Close to one-half of the teachers in the portrait group felt their experience at NCCAT had no or slight impact to enact any changes in their classrooms. Exactly one-half said their NCCAT experience had a moderate to significant impact to enact any changes in their classrooms. The responses of the alumni group were almost identical to the portrait group. The high percentage of agreement between the two groups would seem to indicate that they are representative of the larger NCCAT population.

Question nine, regarding changes in pedagogical techniques, provided data less supportive of the guiding hypothesis, but with a high percentage of agreement between the two groups. Three-fourths of the portrait group and almost two-thirds of the alumni group said their NCCAT seminar had no or slight impact on their pedagogical practices. One-fourth of the portrait group and one-fifth of the alumni group said their NCCAT experience had either a moderate or significant impact on their pedagogical practices. The high percentage of agreement of both group's responses indicate the likelihood that their experience is reflective of the larger NCCAT population.

In question 10, a majority in both groups reported no or slight impact in the choice of material(s) they introduced to their students after their NCCAT experience. Over four-fifths of the portrait group and three-fifths of the alumni group expressed this response. Less than one-fourth of the portrait group and one-third of the alumni group viewed their NCCAT experience as having a moderate or

significant impact on their choice of material(s) they introduced to their students. While the percentage of all teachers indicating a moderate to significant impact in this area was greater than in the area of teaching techniques, it was still in the low range.

Data from Question 11 mirrored data from question 10. Both questions sought similar information, thus accounting for the identical responses.

Responses to question 12 reinforced the pattern that a slight majority of teachers found that their NCCAT experience had little or no influence upon any of the three areas identified as classroom practices. However, the greatest number of responses occurred in the category of moderate to significant occurred of any questions in this section. More than one-half of the portrait group and almost one-third of the alumni group felt their NCCAT seminar had had a moderate or significant impact on them to propose ideas to their administration and peers. This increase was anticipated since sharing one's experiences with peers, especially experiences perceived as professionally beneficial and rewarding, was seen as a natural desire of most people regardless of their line of work. The moderate to high percentage of agreement of the two response categories indicate that these two groups could be representative of the larger NCCAT population.

In question 13, a response supporting the guiding hypothesis required the teacher to take deliberate and planned action to attempt to influence the professional development of his or her

peers. Despite the fact that two-thirds of both the portrait group and the alumni group of teachers felt that their NCCAT experience had little or no impact upon any of the areas identified as school and classroom practices in this study, overall one-fifth of the combined groups felt that his or her NCCAT experience was in some way valuable enough to share with peers and administrators in such a way as to influence future staff development activities at school. In terms of the likelihood of any carry-over impact, responses to both questions 12 and 13 indicate that the interests of teachers in sharing new ideas and efforts at influencing staff development at their schools could be viewed as short term.

In summary, a moderate percentage of teachers perceived that their NCCAT experience had a moderate to significant impact in the three areas identified as school and classroom. Of the three areas, more teachers were encouraged to take some type of action designed to influence their peers through staff development efforts than in the areas designed to influence their own students through pedagogical or curriculum development efforts. The impact of a NCCAT seminar on the teachers' efforts to influence staff development activities at their school seemed to have a short term carry-over impact.

When the above responses were combined with the response category Slight Effect, the results expand the size of the possible impact of a NCCAT seminar on a teacher's school and classroom practices. One-half of the alumni group acknowledged at least one

of the three areas identified as school and classroom practices as having been influenced at a Moderate to Significant level by their NCCAT experience. When the responses to questions 9 through 13 were combined to include the range or response categories from Slight Effect to Significant Effect, more than three-fourths of the alumni group selected at least one of the three areas identified as school and classroom practices as having been affected by their NCCAT experience. Combined responses of the portrait group closely reflected the combined responses of the alumni group. Two-thirds of the portrait group teachers used only two of the response categories, Moderate to Significant Effect. When using three of the response categories, Slight, Moderate, and Significant Effect, three-fourths of the portrait group were included.

Likewise, when the response range was expanded, the percentage of agreement also increased. The original grouping produced a percentage of agreement of 75%, and the expanded grouping brought the percentage of agreement to 97%. Presenting the data in the same format used to analyze each question of the survey further clarified this analysis. See Table 5.

Overall Impact of NCCAT

Questions 14 - 21 provided specific information concerning the overall impact of the teacher's NCCAT experience. These questions solicited the teacher's viewpoint on several issues

Table 5

Possible Groupings of Data Reflecting the Impact of a NCCAT Seminar on Teacher's School and Classroom Practices

Conservative Grouping

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
4 / 33	15 / 50	8 / 67	15 / 50	0 / 0	0 / 0	
Total	19 / 45		23 / 55		0 / 0	42 / 100
67% Agreement		75% Agreement		0% Agreement		

Any Measurable Impact

None		Slight to Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
3 / 25	7 / 23	9 / 75	23 / 77	0 / 0	0 / 0	
Total	10 / 24		32 / 76		0 / 0	42 / 100
92% Agreement		97% Agreement		0% Agreement		

relating to the first of the two supplementary questions of the guiding hypothesis. Specifically, questions 14 - 21 examined 1) the teacher's viewpoints concerning teaching as a profession, and 2) personal, family and community perceptions based on the NCCAT experience. See Table 6.

Questions 14 - 17 assume that a renewal experience can work in two complementary ways. One assumption is that a renewal experience leads to changes in an identified area. A second, and often overlooked possibility, is that a renewal experience reinforces existing viewpoints, attitudes and/or practices in the identified area.

Concerning question 14, two-thirds of the teachers in the portrait group and one-half of the teachers in the alumni group felt that their NCCAT experience had no or little impact toward changing their views about teaching as a profession. Over one-third of the two groups combined felt that their NCCAT experience had changed their views about teaching at a moderate to significant impact level. Interestingly, almost two-thirds of the combined groups acknowledged that their NCCAT experience reinforced their beliefs about teaching as a profession either moderately or significantly. Both sets of responses reflecting the majority of the two groups produced a high percentage of agreement and thus appear indicative of the larger NCCAT population.

Data from question 15, related to the personal viewpoints of teachers as a result of attending a NCCAT seminar, yielded two

Table 6

Impact on Views Changed and/or Reinforced from Attending NCCATQ14 a: Views changed about teaching

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
8 / 67	15 / 50	2 / 17	13 / 43	2 / 16	2 / 7	
Total	23 / 55		15 / 35		4 / 10	42 / 100
74% Agreement		40% Agreement		44% Agreement		

b: Views reinforced about teaching

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
6 / 50	8 / 27	6 / 50	20 / 67	0 / 0	2 / 6	
Total	14 / 33		26 / 62		2 / 5	42 / 100
54% Agreement		75% Agreement		0% Agreement		

Table 6 cont.

Q15 a: Personal or individual views changed

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
5 / 42	10 / 33	7 / 58	18 / 60	0 / 0	2 / 7	
Total	15 / 35		25 / 60		0 / 5	42 / 100
79% Agreement		97% Agreement		0% Agreement		

b: Personal or individual views reinforced

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
4 / 33	6 / 20	8 / 67	23 / 77	0 / 0	1 / 3	
Total	10 / 24		31 / 74		1 / 2	42 / 100
61% Agreement		87% Agreement		0% Agreement		

Table 6 cont.

Q16 a: Views toward family changed

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
8 / 67	24 / 80	4 / 33	3 / 10	0 / 0	3 / 10	
Total	32 / 76		7 / 17		3 / 7	42 / 100
84% Agreement		30% Agreement		0% Agreement		

b: Views toward family reinforced

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
8 / 67	21 / 70	4 / 33	7 / 23	0 / 0	2 / 7	
Total	29 / 69		11 / 26		2 / 5	42 / 100
96% Agreement		70% Agreement		0% Agreement		

Table 6 cont.

Q17 a: Views toward community changed

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
8 / 67	22 / 73	4 / 33	6 / 20	0 / 0	2 / 7	
Total	30 / 71		10 / 24		2 / 5	42 / 100
92% Agreement		61% Agreement		0% Agreement		

b: Views toward community reinforced

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
9 / 75	21 / 70	3 / 25	6 / 20	0 / 0	3 / 10	
Total	30 / 71		9 / 21		3 / 8	42 / 100
93% Agreement		80% Agreement		0% Agreement		

results. First, almost two-thirds of the combined groups felt that their NCCAT experience had a moderate to significant influence on relating to the first of the two supplementary questions of their personal viewpoints. Second, over two-thirds of the combined groups acknowledged that their NCCAT experience reinforced their existing personal viewpoints. The responses produced a strong percentage of agreement. The NCCAT seminar served to sustain these views for an extended period and appears representative of the larger NCCAT population.

Based on the data from question 16, a NCCAT seminar seemed to have very little influence on the views of a teacher toward his or her family. Three-fourth of the portrait group and four-fifths of the alumni group perceived that their NCCAT seminar had no or slight impact their views of the community. Less than one-fourth believed their NCCAT seminar had a moderate to significant impact of changing their family views, and slightly more than one-fourth said their seminar reinforced their family views at a moderate or significant level. Responses to both parts of the question (a & b) produced a high percentage of each group of teachers who felt that the NCCAT experience had little or no impact on their family views.

Question 17 data produced similar results. At least two-thirds of the teachers in both groups viewed their seminar as having no or slight impact toward either changing or reinforcing their community views. The high percentage of agreement would indicate that this perception is reflective of the larger NCCAT population.

Questions 18 - 21 requested a teacher's evaluation of his or her NCCAT experience on several dimensions including 1) the professional impact, 2) non-professional impact, 3) time and energy expended versus the perceived resulting benefits, and 4) the level of interest in attending a future NCCAT seminar. The two groups' responses were compared for possible carry-over impact of a NCCAT seminar. Table 7 includes data from questions 18 - 19.

While the percentage of agreement in the two response categories of question 18 varied, teachers were almost evenly divided as to their impression of the seminar's influence on their professional life. Any conclusions drawn from these data would be conjecture, since many previous questions revealed similar responses and high levels of agreement. The increased percentage of alumni responses in the category Moderate or Significant Effect may indicate that the professional impact of attending a NCCAT seminar increased as the time from having attended NCCAT lengthened.

Responses to question 19 appear to be contradictory, especially when compared to the questions directed at changes in family and community views. However, when compared to question 15a concerning changes in personal views, the response rates were almost identical. In both questions slightly over one-half of the teachers felt the changes in their personal views and lives were moderately to significantly affected by attending a NCCAT seminar. These changes continued to exist for an even larger percentage of

Table 7

Impact on Professional and/or Non-Professional Life from Attending NCCAT

Q18: Impact on professional life

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
7 / 58	9 / 30	5 / 42	18 / 60	0 / 0	3 / 10	
Total	16 / 38		23 / 55		3 / 7	42 / 100
52% Agreement		70% Agreement		0% Agreement		

Q19: Impact on non-professional (personal) life

None or Slight		Moderate or Significant		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
4 / 33	13 / 43	8 / 67	16 / 53	0 / 0	1 / 4	
Total	17 / 41		24 / 57		1 / 2	42 / 100
67% Agreement		75% Agreement		0% Agreement		

the alumni group than the portrait group, indicating that any changes in a teacher's personal views as a result of attending NCCAT may be more strongly affected with time

Opinions and Impressions of the NCCAT Experience

To this point, the discussion has emphasized specifics of "the impact of a NCCAT seminar". The idea of an overall impression or evaluation is an appropriate description of the information requested in questions 20 and 21. When someone experiences some type of event or extended activity, the person invariably develops an overall impression of the event or activity. People may ask about the experience, but in a general way. Typical questions asked might include: "What was it like?" "Was it worth all the effort and hassle?" and "Would you do it again?" Questions 20 and 21 addressed this type of general opinion. Responses are shown in Table 8.

A last question encouraged the teachers to discuss any issue or to ask any question that may have arisen as a result of completing the questionnaire. Their responses are a type of qualitative data, and a summary of their comments is included.

Question 20 revealed an overwhelming appreciation for the benefits received as opposed to the extra efforts required by teachers who left their classrooms for a week to attend a NCCAT seminar. No previous questions produced as large a number of

Table 8

Concluding Opinions Regarding NCCATQ20. Was the experience of the NCCAT seminar worth the required preparation and time missed from school to attend the seminar?

Yes		No		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
12 / 100	27 / 90	0 / 0	0 / 0	0 / 0	3 / 10	
Total	39 / 93		0 / 0		3 / 7	42 / 100
90% Agreement		0% Agreement		0% Agreement		

Q21. If possible, would you be interested in attending another NCCAT seminar?

Yes		No		Unsure		Total
Portrait	Alumni	Portrait	Alumni	Portrait	Alumni	
(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 12)	(N = 30)	(N = 42)
N / %	N / %	N / %	N / %	N / %	N / %	N / %
12 / 100	28 / 93	0 / 0	0 / 0	0 / 0	2 / 7	
Total	40 / 95		0 / 0		2 / 5	42 / 100
93% Agreement		0% Agreement		0% Agreement		

similar responses with such a high percentage of agreement. A long term carry-over impact was apparent as 90% of the alumni responses supported the unanimous responses of the portrait group.

Responses to question 21 served as an additional vote of confidence for NCCAT's ability to provide a meaningful experience for the teachers. Only question 20 produced as strong of a percentage of agreement among the teachers. Forty of the 42 teachers indicated their interest in attending an additional NCCAT seminar at some point in the future. This level of interest in returning to NCCAT had long-term impact as evinced by 28 of the 30 alumni group's response.

While question 22 did not seek specific information regarding a teacher's NCCAT experience, it provided a opportunity for respondents to react and to respond to any point(s) of interest created by the questionnaire. This question was not answered by the portrait group at the request of the researcher. Of the 30 alumni respondents, 23 chose to raise specific points. These responses were grouped, where applicable, as they related to possible long-term impacts of a NCCAT seminar. Thirteen of the respondents identified in some way a continuing sense of being either renewed and/or rewarded as a result of attending NCCAT. Four of the respondents expressed a continued appreciation for the "professional" treatment and respect they received while at NCCAT. Four of the respondents were unrelated to the ideas of the study.

One teacher explained her continued contact with peers she met while at NCCAT. Only one teacher made any comment that was interpreted as not being flattering of NCCAT and its overall impact.

Data from questions 14 - 22 provided a base for the following summary. A majority of the teachers believed that their NCCAT experience served to reinforce previously held ideas concerning the teaching profession. The group rated this reinforcement as being moderate to significant, and long-term in its duration. For a majority of the teachers, the NCCAT experience influenced their personal views at moderate or significant level. This influence had long term carry-over and possibly increased over a period of time as shown by the responses of the alumni group. Many teachers recounted that their NCCAT experience had little or no impact on their family or community views.

Almost two-thirds of the teachers believed that their NCCAT seminar had a moderate or significant influence on their personal and/or professional lives. This perception continued and even increased in the area of professional impact, well after the teachers had returned home. Slightly more than one-third of the teachers felt that their NCCAT seminar had little or no influence on their personal or professional lives. The overwhelming majority of teachers believed that the benefits of attending NCCAT outweighed the sacrifices of time away from their students and family. Fully, 95% of the teachers were interested in participating in a future NCCAT seminar. The most common written response to the open-

ended question, constituting one-third of all remarks, expressed a strong sense of reward and/or renewal from having attended NCCAT.

Summary

Chapter V presented and displayed the analysis of the data from a questionnaire completed by two groups of teachers who had attended a NCCAT seminar. These two groups were identified as the alumni group and the portrait group. Findings drawn from the data resulted from analyses based on two areas related to the guiding hypothesis of the study. One area examined the consistency of the responses of the two groups in order that they may be further utilized to address the guiding hypothesis. The second area sought to determine what, if any, carry-over impact resulted from attending a NCCAT seminar. Findings in this area provided information to address the first of the two supplementary questions drawn from the guiding hypothesis.

The summary analysis that follows includes information based on the percentage of agreement as a way of estimating the consistency of the responses. The possibility of any carry-over impact is also addressed.

1. Almost one-half of the teachers first heard of NCCAT through their peers. Slightly more than one-fourth of the teachers first heard of NCCAT via an administrator. While these two groups were the most important source of learning about NCCAT, a distinction cannot be made between the level of importance of administrators

and peers as the most importance initial source of information for potential NCCAT participants. Advertisements also served a role in informing teachers of NCCAT.

2. A significant majority of the teachers expected to be renewed in some manner as a result of attending NCCAT. Ninety percent of the teachers acknowledged experiencing some sense of renewal as a result of attending NCCAT. A vast majority of the teachers went to NCCAT expecting some kind of renewal experience. They were not disappointed. This sense of renewal continued to exist for an extended period for all but one of the 30 teachers in the alumni group.

3. NCCAT was credited with providing a rewarding experience by seven-eighths of the teachers, although only five of every nine teachers expected to be rewarded by the seminar. A long-term impact of this appreciation was evidenced by the alumni group unanimously responding that they each continued to feel a sense of reward from having attended NCCAT.

4. Data regarding a NCCAT seminar's influence on a teacher's decision about remaining a teacher was not conclusive, other than to say that most of the teachers attending a NCCAT seminar neither expected nor credited the seminar with influencing them to remain a teacher.

5. Regardless of how the levels of influence were grouped, the data supported the statement that a majority of the teachers perceived some measurable level of influence on their classroom practices after they attended a NCCAT seminar. In terms of any carry-over impact, the data were not conclusive. A ranking of the three areas of school and classroom practices indicated that more teachers directed their efforts in the area of staff development than in pedagogical or curriculum development activities.

6. Of the three non-professional areas--personal, family, and community views--only one was identified by a majority of the teachers as having been influenced at a moderate or significant level after attending a NCCAT seminar. The only carry-over impact

determined was in the area of changing or reinforcing one's personal views after attending NCCAT.

7. No conclusion was determined as to the impact of a NCCAT seminar in changing or reinforcing teacher's views of teaching. Any carry-over impact was unascertainable.

8. While the data indicated that a majority of the teachers felt a professional and/or personal impact as a result of attending NCCAT, influence on a teacher's personal life appeared to decrease with time and the influence on a teacher's professional life appeared to increase with time.

9. Overwhelmingly, the teachers gave NCCAT high marks in its ability to carry out an effective renewal experience. Written comments on the questionnaires supported NCCAT's efforts to renew and reward career teachers. Four of every five written statements by the teachers addressed the topics of reward and renewal in a positive manner.

Chapter VI

FINDINGS

Chapter VI elaborates on the analysis of the data in the previous chapters and expands on the previous insights of the study. These findings are grouped into three areas. These areas include 1) the guiding hypothesis of the study, 2) the central and additional questions of the study, and 3) the theoretical framework as defined in the Shea and McPherson adult learning theory. Discussion in each area addresses the portrait group data and the alumni group data prior to providing composite findings.

The Guiding Hypothesis of the Study

The guiding hypothesis of the study, presented in Chapter Two, predicted that in a majority of cases, where teacher renewal is evidenced by a teacher's experiences at NCCAT, there will be reported changes in the area identified for this study as school and classroom practices. School and classroom practices were divided into three categories. These three categories--pedagogical techniques, curriculum development and staff development--have been identified at times by various reform initiatives as having possible impact on student achievement. Data provided by both the

portrait group and the alumni group confirmed the guiding hypothesis.

Analysis of the portrait group data, presented in Chapter IV, identified 9 of the 12 teachers as having enacted changes in their school and classroom practices as a result of attending NCCAT. Four of the 12 teachers described changes in both of the areas of pedagogical techniques and curriculum development. Two additional teachers explained specific changes they had made in pedagogical techniques. Two additional teacher discussed new materials and methods, curriculum development, they were using as a result of attending NCCAT. One additional teacher identified efforts she made to share information she had learned while at NCCAT with her peers through possible staff development activities coordinated through the school administration.

The questionnaire completed by both the alumni group and the portrait group, discussed in Chapter V, was designed to obtain data that would hopefully reinforce the data provided from the interviews with the portrait group. When the data from the alumni group were arranged to reflect a response of any measurable impact (Slight, Moderate or Significant Effect) of a NCCAT seminar on his or her classroom practices, slightly over three-fourths of the teachers in the alumni group gave positive responses. When the data were arranged to reflect a more supportive response (Moderate to Significant Effect) of a NCCAT seminar on his or her classroom practices, slightly over one-half of the teachers in the alumni group

gave positive responses. In addition, the questionnaire responses of the portrait group strongly resembled the data collected in the interviews of the same group. While the data from the portraits identified 9 of the 12 teachers as having been influenced in their school or classroom practices as a result of attending NCCAT, 8 of the 9 teachers responded in the questionnaire that NCCAT had impacted their school and classroom practices at a moderate or significant level.

Thus, at least two-thirds of the portrait group and at least one-half of the alumni group were influenced by their NCCAT experience to enact changes in one or more of the three areas identified as school and classroom practices. From this analysis a conservative composite of data drawn from the two groups revealed that a total of five-ninths of the two groups was influenced by their NCCAT experience to enact changes in one or more of the three areas identified as school and classroom practices. A more generous view of the data indicated that three-fourths of both the portrait group and the alumni group were influenced by their NCCAT experience to enact changes in one or more of the three areas identified as school and classroom practices.

The use of various case study tactics for reliability and validity (Yin, pp. 35-37), utilized throughout the study and discussed in detail in Chapter III, undergird the study's findings. The issue of reliability was addressed by the creation and use of an interview protocol. This technique allows for the replication of the study by

the present or another researcher, in addition to providing for a method of categorizing the portrait group's responses while allowing for the serendipitous to occur. The questionnaire completed by both the portrait and the alumni group created a data base which could be replicated in future studies.

The use of various types of data contributed to the construct validity of the data. All six sources of evidence discussed by Yin (pp. 79-92) for the development of construct validity were generated in the qualitative and quantitative data base. In addition, having the portrait group complete the questionnaire served as a comparison to the qualitative data collected in their interviews. An established chain of evidence (pp. 96-97), through the use of an interview protocol combined with the questionnaire based on the interview protocol, allowed for data to be cross-referenced and compared through a numerical comparison, the percentage of agreement. Finally, each of the teachers portrayed in Chapter IV served as "key informants" as identified by Yin. (pp. 137-140) In this process, each teacher assisted in the composition of the data by reviewing and editing a draft copy of his or her portrait.

The internal validity of the study was addressed by the use of explanation-building and time-series analysis. (p. 36) Explanation building involved the use of an adult learning theory developed by Shea and McPherson which "shaped the data collection plan and therefore [gave] priorities to the relevant analytic strategies" (p. 100). This theory explained a process of adult learning which

allowed for the guiding hypothesis to be explored. (p. 101) Time-series analysis was a natural outgrowth of the theory behind the study. The study had to incorporate a time sequence for the three interviews of the portrait group to be able to promote a causal relationship. Likewise, a time sequence for the determination of the alumni group was necessary to propose a possible long-term impact of the causal relationship.

Possible implications of the research and the meanings of the study's findings can be addressed now. Consider again the tension between renewal and reform that has been a sub-theme of the study. The study confirmed this original intellectual suspicion which launched the study. Despite the fact that far more teacher reform programs exist than teacher renewal programs, the study provides evidence supporting the perhaps novel notion that teacher renewal experiences can be influential in promoting teacher and educational reform. Both short-term individual responses and long-term group responses in the study indicate that a renewal experience has had impact in teacher behavior in the school and classroom professional setting.

If this is the case, why are more educational reformers not incorporating teacher renewal techniques into reform programs? Indeed, expanding the study's findings into areas other than education raises the speculation of the applicability of renewal experiences in promoting change in the adult workforce at large. It would seem possible that a business or industry wishing to change

ideas, attitudes or even the work habits of its employees would find value in this study. The range of possible applications would seem to extend to any area of duty or level of organizational responsibility assigned to a worker.

Three possible answers to this question are proposed. First, it is possible that the combination of the uniqueness of NCCAT's inception and operation along with the previously untested adult learning theory used in the study are so contemporary that the awareness level of educational reformers must be raised in order for them to begin to consider the incorporation of renewal principles and processes into reform programs. While NCCAT is new, previous adult learning theories contain many of the elements promoted in the Shea and McPherson theory. Thus it would seem that lack of knowledge is, at best, only a partial explanation.

A second explanation involves a rather simple calculation, cost versus perceived benefit. This explanation might hold for both educational reformers and business and industry leaders. Most educational reformers and business and industry leaders probably would describe a renewal program like NCCAT offers as an expensive investment. Most probably would argue that similar results could be obtained by bringing reform experts to the schools of the teachers, rather than provide transportation, housing and lodging, and geographical and cultural offerings as NCCAT does. Indeed, this study was conducted as a result of such a strategy of educational reform utilized by UNC-Greensboro. The researcher

would have never been able to experience this program or conduct this study had it not been offered as a satellite program of UNC-Greensboro at the campus of UNC-Asheville.

The third explanation involves a presumption commonly held by educational reformers and business and industry leaders. Like business and industry, educational reformers promote a particular product. For the educational reformer, the ultimate and most valued product is greater student achievement. Most reformers and business and industry leaders probably would be concerned by the inability of NCCAT to predict specific outcomes from its renewal seminars. While many might appreciate the additional precision and predictability of the Shea and McPherson theory, or may have the funding to create and conduct a program similar to NCCAT, they might still express concern and reservation over the lack of assurance of prescribed and particular benefits. The educational reformer would want to know how use of the theory or creation of such a program would increase the chances of the reform he or she prescribed being enacted by the participants. Business and industry leaders would want to know how the required investment in training and facilities, while not directly affecting production, would ultimately increase profits.

It is this last explanation of the lack of use of renewal experiences by educational reformers and business and industry leaders that increases the potential value of the study and its findings. While the study was not intended to identify highly

specific outcomes, it establishes a connection between and contends that a relationship exists between two seemingly unrelated areas, that of renewal and reform. This connection and possible relationship could serve as a step in the direction of unifying and promoting a synergism of ideas. If not in existence previously, there now is cause to envision a marriage of the beliefs of the reformer and the renewer with the result of a more potent offspring. Professional development (or adult education) programs which combine reform and renewal aspects may be stronger than those which are isolated as only reform or only renewal programs.

Central and Additional Questions

The central questions identified three areas and the additional questions identified two areas related to the guiding hypothesis. These questions - except question one of the additional questions - were actually a series of questions focusing on a specific topic. The topic was stated in the first of the series of questions and is identified in each of the following paragraphs addressing the topic. The accompanying questions are then discussed as part of the specific topic.

Question one of the central questions asked, "Did the teacher participant feel that he or she had experienced a sense of renewal as a result of attending NCCAT?". Ten of the 12 teachers in the portrait group and 39 of the 40 teachers in the alumni groups reported experiencing and a continuing sense of renewal as a result of

attending a NCCAT renewal seminar. The accompanying question asked, "Did the teacher feel a greater sense of self-worth?". While only the portrait group responded to this question, each of the 10 teachers identifying a continued sense of renewal expressed or conveyed a greater sense of self-worth. The similar nature of these two question, their close relationship and their identical responses allow for the implications of both questions to be addressed simultaneously.

Findings of question one of the central questions have implications for both NCCAT and the Shea and McPherson adult learning theory. NCCAT has created and continues to provide highly effective renewal seminars. Though each seminar differs in its focus, several practices and procedures were identified by both groups as contributing to the sense of renewal experienced as a result of attending NCCAT. Participants in the study responded that one or more of the following conditions caused them to feel a sense of renewal and/or increased self-worth. A combination of the attractive and well equipped facility, the variety of well organized and orchestrated group sessions, the constant personal service provided to the participants, and the quality of the presenters/presentations served to make them feel more valued as persons and teachers.

Question two asked, "Did the teacher participant experience a renewal process characterized by the various stages of the adult learning theory as expressed by Shea and McPherson?". Level I - the

intellectual component - was reflected in two accompanying questions, "Was the teacher exposed to new information?", and "Was the teacher provided opportunity to examine the new information under existing or new conditions?". Eleven of the 12 teachers in the portrait group acknowledged these events happening. The one differing response explained that the seminar she attended was designed to provide personal and emotional reflection as opposed to academic and professional knowledge.

Level II - the social and collegial component - was addressed with two accompanying questions, "Was the teacher allowed and encouraged to interact socially and emotionally with members of the seminar?", and "Was the teacher offered opportunities to experience the geographical and cultural offerings of the area as they related to the seminar?". All 12 of the teachers identified specific opportunities for social and collegial interaction and edification.

Level III - the ethical component - was incorporated with the accompanying question, "Did the teacher critically analyze the information presented by NCCAT?". Again, all 12 teachers agreed that the week's activities cause them to be intellectually and/or ethically challenged.

Level IV - personal aesthetics - was included through two accompanying question, "Did this process cause the teacher to experience an internal rejuvenation?", and "Did the teacher consciously and deliberately act differently, either professionally or

personally, as a result of the experience?". Ten of the 12 teachers in the portrait group expressed having experienced level IV.

Shea and McPherson predict that a person who attains this level of knowledge typically will devise a "plan of action" based on his or her experiences. The theorists do not project the nature of this plan. Rather they envision that it would involve not only logical, critical and ethical thought, but would include the person's subjective and creative processes. The resulting behavior typically would focus on an imbalance in a society or culture. This theoretical level is most significant to the present study for it suggested the possibility that a renewal seminar could have impact on the professional behavior of the participants, and thus affect their school and classroom practices.

Responses from the alumni group, via a questionnaire, indicated that at least one-half and possibly as many as three-fourths of this group experienced theoretical level IV as a result of their NCCAT seminar.

Question three of the central questions asked, "Upon returning from NCCAT, did the teacher work to improve the teacher/learner process in his or her school and classroom?". This question was the crux of the study. It produced the guiding hypothesis of the study, as detailed earlier in the previous section of this chapter. While 10 of the 12 portrait teachers acknowledged experiencing level IV of the Shea and McPherson theory, 9 of the 12 teachers in the portrait group identified deliberate actions they had

taken in the areas of school and classroom practices. Two of the remaining three teachers related how they had spoken repeatedly of their experience to peers and had encouraged them to attend NCCAT. Responses from the alumni group, depending on the categorization technique utilized, ranged from slightly over one-half to three-fourths as having enacted changes in his or her school and classroom practices.

Question one of the two additional questions asked, "In addition to any possible influences on the teacher's school and classroom practices, did his or her experience at NCCAT affect his or her personal life, and if so, how?". This question explored the possibility that persons experiencing Level IV of the adult learning theory would choose to develop a plan of action outside their professional lives. Data relating to this question was less conclusive. While all 12 of the teachers in the portrait group agreed that the week spent at NCCAT had some type of personal impact, only six teachers expressed examples or evidence of the extent and area of personal impact. The alumni group responses revealed that 16 of the 30 teachers felt that their week at NCCAT had an appreciable, either moderate or significant, impact on their personal lives. The data may indicate that any personal impact resulting from attending NCCAT lessened over an extended period of time.

Question two asked, "How long does the sense of renewal last?". While 9 of the 12 teachers in the portrait group enacted

changes in their school and classroom practices, 10 of the 12 teachers expressed a continuing sense of renewal six months after having attended NCCAT. Twenty-nine of the 30 teachers in the alumni group expressed a continuing sense of renewal a full two years after having attended NCCAT. The data seemed to indicate that the professional impact of attending NCCAT, unlike the personal impact, strengthened over an extended period of time.

Though the possibility of extended personal impacts and extended professional impacts were addressed in separate questions, a discussion of the two areas is warranted. NCCAT makes available the opportunity for previous participants to interact with other participants, along with various NCCAT staff. This is done through periodic "alumni" gatherings conducted throughout the state. While these gathering take on both a personal and professional aspect, written comments from the questionnaires suggest that "alumni" use these meetings to establish professional networks and relationships on several levels. Examples of teacher networks include regional groups of NCCAT alumni choosing to form a support group and to meet more frequently than the official NCCAT "alumni" meetings. Additional comments from the questionnaires indicate that individual teachers with common professional assignments have corresponded and continue to share ideas and information. This has been done both through conventional and electronic mail. Since the "alumni" gatherings include a broad mixture of people who attended a variety of

seminars, the common bond they share is their professional interests. Thus, an explanation for the possible increase in the professional impact of attending a NCCAT seminar over an extended period of time.

This finding also allows for a discussion of possible benefits for educational reformers who incorporate renewal principles and techniques in their efforts. The study did not examine any reform movements to examine the staying power of their efforts. However, one of the premises of reform movements provides the rationale for incorporating renewal principles and techniques into any reform effort. Reform initiatives originate from the premise that something is amiss, skewed or operating inadequately. Thus, a more effective program or method is necessary and desired. At some future point, this more effective program is viewed as outdated or as having lost its effectiveness, especially in an every changing society and world. Shea and McPherson suggest that the method used by the adult learner to attain the level of personal aesthetics remains available to the learner in any future experience which involves the possibility or necessity of some type of change in the learner's behavior. Thus, they envision the learner enacting the process to the extent it becomes self-perpetuating and the learner moves closer to the concept of learning as a life long activity.

Shea and McPherson Theory

Data from the portrait group give strong confirming support to the Shea and McPherson theory. Nine of the 12 teachers in this group said they experienced all four levels of the theory as a result of their NCCAT experience. One of the 12 teachers acknowledged experiencing all but level I of the theory. Two of the 12 teachers felt they experienced level I through level III of the theory.

Though the questionnaire completed by the alumni group did not identify specific levels of the Shea and McPherson theory, responses to selected questions indicated support for the theory. Level IV - personal aesthetics - served to propel the study and was the source for creating the guiding hypothesis. Several questions arranged throughout the questionnaire addressed this aspect of the theory. Question six, with its emphasis on a perceived sense of renewal, was closely akin to the idea of rejuvenation for those who experienced a level of personal aesthetics. Questions 8 - 13 focused attention on the school and classroom practices of teachers. These responses reflected a "plan of action" as identified in level IV. Question 19 examined the non-professional impact of attending NCCAT. This impact was viewed as another possible plan of action. Lastly, while questions 20 and 21 were designed to gauge the overall impact of a NCCAT seminar, they were also indicators of the sense of rejuvenation experienced by the alumni group.

The alumni group's responses served as an additional source of confirmation of the theory's validity. Twenty-nine of the 30

alumni group members perceived a continuing sense of renewal after having attended NCCAT at least two years prior to completing the questionnaire. Depending upon the way responses to questions 9 - 13 were grouped, between one-half and three-fourths of the alumni group reported changes in their school and classroom practices as a result of attending NCCAT. Slightly more than one-half of the alumni group said that their experience at NCCAT had moderately or significantly affected their personal lives. Finally, 27 of the 30 members rated the benefits of attending NCCAT worth the efforts required to leave their families, homes and classrooms for a week. Of the 30 alumni members, 28 were interested in returning to NCCAT for another seminar. The responses of the alumni group, indicating a continued sense of rejuvenation and a possible plan of action, implied that at least a majority of the alumni group experienced level IV of the Shea and McPherson theory.

Combining the two groups of data allowed for the following findings relative to the theoretical framework of the study. In both groups a majority of teachers expressed having experienced level IV - personal aesthetics - as a result of their NCCAT experience. In total, 39 of the 42 teachers expressed a continuing sense of renewal/rejuvenation as a result of their NCCAT experience. Twenty-five of the 42 teachers confirmed a moderate to significant effect on their school and classroom practices as a result of attending NCCAT. These changes in school and classroom practices translate into the "plan of action" identified in level IV of the Shea

and McPherson theory. Seven additional teachers felt their week at NCCAT affected their school and classroom practices at a slight level. Thus, the Shea and McPherson theory proved very effective in directing this study's efforts to determine the impact of a renewal experience, NCCAT, on the school and classroom practices of selected teachers.

However, data collected during the study gave rise to several questions regarding the theory. These questions address two levels of the theory, Level II - the social and collegial component - and Level IV - personal aesthetics.

Questions relevant to Level II - the social and collegial component - resulted from a review of the literature of adult learning theory. In particular, while many of the theories proposed social and intellectual interaction as a means to increase the level of knowledge and understanding of the learner, even to the extent of providing humanities based experiences (Achilles, 1969), none made mention of incorporating the geographical and cultural offerings of the surrounding area. The idea of cultural offerings can be associated with the idea of exposure to new information, which is the beginning point of most adult learning theories. The use of cultural offerings could also be associated with the humanities approach (Achilles) or even the interpretive-hermeneutic mode of inquiry of Habermas (1971), which served as one foundation for the Shea and McPherson theory. However, none of these theorists project the necessity or desire to incorporate an exposure to

geographical settings as proposed by Shea and McPherson. It can be argued that this component is an offspring or an additional avenue for providing the social and cultural interaction necessary for adult learning to be maximized. But, its absence from any previous theories draws attention to its newness and raises the question of its necessity. If it is a necessity for use of the theory, the usefulness of the theory is greatly diminished. If it is a non-essential part of the theory, in essence an additional opportunity, the theory's practicality and applicability is increased.

Two additional questions surfaced from the study regarding Level IV - personal aesthetics. The first question deals with the theory's ability to predict the "plan of action" of the learner who attains a level of personal aesthetics. Shea and McPherson did not indicate what this plan would be, other than that it would involve a highly personal process of confronting the shortcomings of a society or culture by the seemingly less significant action of the individual. Thus, a "plan of action" could be devised to address personal areas of interest, professional areas of interest, or a combination of several areas of interest. Of the 10 portrait teachers identified as having attained the level of personal aesthetics, nine enacted changes in their school and classroom practices. Evidence of "plans of action" involving areas other than professional interests were not as apparent. Of the nine teachers who enacted changes in their school and classroom practices, six noted that there was also some degree of personal impact due to their experience at NCCAT.

Of those six, only two teachers felt the personal impact was as great or greater than the professional impact. However, both detailed a personal "plan of action". The one teacher who acknowledged experiencing all four levels of learning, yet failed to enact any changes in school or classroom practices, neither disclosed any personal "plan of action". Interestingly, one of the two teachers who did not acknowledge experiencing the level of personal aesthetics felt she had created a "plan of action" which could be interpreted as involving both personal and professional areas of interest. It may have been due to the lack of attention by the researcher in the area of personal "plans of action", but the data relative to this portion of the theory were not conclusive.

The second question regarding level IV - personal aesthetics - of the Shea and McPherson theory evolved from the seemingly conclusive evidence supporting the professional "plans of action" devised by participants who experienced the level of personal aesthetics as a result of attending a NCCAT seminar. Of the nine teachers who had enacted changes in their school and classroom practices, seven had selected and were assigned to seminars relating to their professional areas of expertise. One of the remaining two teachers had selected a seminar of professional interest, but had been assigned to a seminar of personal interest. Only one teacher had selected and been assigned a topic of personal interest. Both of the teachers who attended seminars of personal interests viewed certain techniques they had experienced at NCCAT as having

possible benefit to their students, and thus incorporated the techniques into their specific area of expertise. The one teacher mentioned previously who had not acknowledged experiencing the level of personal aesthetics, but had developed a personal and professional "plan of action", also selected and was assigned to a seminar relating to her professional expertise.

This analysis raised the question of the appropriateness of the Shea and McPherson model in appropriately describing these teacher's experiences at NCCAT. Teachers who enacted changes in their school and classroom practices could have been motivated to attend NCCAT by a desire to improve their school and classroom practices. If this was the case, a revised adult learning theory would be necessary. Perhaps it was as simple as Jean Powell had said in 1984, when she proposed the idea for such a place as NCCAT. These were superior teachers who were motivated to become even better. NCCAT's role would be to serve as an additional resource that would allow them to continue to hone their skills and refine their craft. Thus, another argument is raised for combining the usually separate reform and renewal objectives established for helping public school teachers.

Following this thought process one step further leads to the conclusion, however, that the Shea and McPherson theory was most appropriate for this study. This additional step involved re-examining the responses of 1) the two teachers who attended seminars relating to personal areas of interest, 2) the three teachers

who were instructed to apply and attend NCCAT as a reward for their teaching performance at their respective schools, as well as, 3) the responses by the teacher who had devised professional and personal "plans of actions", even though she said she had not experienced the level of personal aesthetics. Had a theory been utilized which was based on the perceived needs and desires of the adult learner, the two teachers who attended seminars of personal interest and the three teachers who had attended at the instruction of their principals would have little or no reason to enact any changes in their school and classroom practices. Conversely, the teacher who had not experienced the level of personal aesthetics, but had attended a seminar of professional and personal interest should have enacted changes in her school and classroom practices. This process reaffirmed the Shea and McPherson theory as being appropriate for the illumination of the NCCAT seminar process.

A discussion of this last question is included here because the process led to an additional implication or speculation regarding a proposed relationship between educational reform and educational renewal. Where the Shea and McPherson theory could lack credence with the educational reformer is in its inability to predict the "plan of action" for those who achieve the level of personal aesthetics. This led the researcher to speculate on a possible hybrid theory. A theory that encompasses both the Shea and McPherson theory and previous theories based on human needs and desires may show that learners attaining the level of personal aesthetics will

enact "plans of action" that are reasonably predictable. In so doing, the educational reformer and the educational renewer will be more closely intertwined, and the resulting synergism will propel the learning of educators into a new dimension.

Summary

Findings from both the qualitative and quantitative data supported the guiding hypothesis. A majority of both the portrait group and the alumni group enacted changes in their school and classroom practices as an impact of attending a renewal seminar at NCCAT. As a result, educational renewal is seen as having various implications for promoters of educational reform. Also, possible future relationships between educational renewal and educational reform are proposed.

Findings from the central and additional questions provided the following conclusions supporting the guiding hypothesis and theoretical framework of the study. An overwhelming number of teachers experienced a continued sense of renewal and greater sense of self-worth as a result of attending NCCAT. In varying degrees, a majority of both the alumni group and the portrait group experienced the four levels identified in the Shea and McPherson theory of adult learning. Likewise, a majority of both groups enacted changes in one or more of the three areas identified as school and classroom practices. Findings relating to any personal changes as a result of attending NCCAT were inconclusive. It

appeared that the personal impact of attending NCCAT decreased with time, while the professional impact increased with time. Finally, the sense of renewal experienced by a vast majority of those attending NCCAT continued to exist at a high level over an extended period of more than two years.

The adult learning theory of Shea and McPherson was strongly supported by findings of the guiding hypothesis and the central and additional questions. Despite questions arising from the analysis of the data relating to the Shea and McPherson theory, it was determined to be an appropriate theory in guiding the investigation and explaining the results of the data relating to the guiding hypothesis. Discussion of this new adult learning theory, in conjunction with selected previous theories, led to implications and speculations of a hybrid theory of adult learning combining the usually separate and distinct areas of educational reform and educational renewal.

Chapter VII

CONCLUSIONS AND RECOMMENDATIONS

Beginning with A Nation at Risk in 1983, various commissions and blue ribbon panels have examined the condition of public education in the United States and advocated a myriad of changes to cure its various ailments. Most of these reports diagnosed the illness as professional lack of competence and accountability, and the major symptoms as falling student test scores and inadequate student achievement. Each study proposed remedies labeled as reforms. By following the prescriptions and carrying out rehabilitation activities, the patients, America's professional educators, would be revitalized, and they would recover. Given the proper conditions, i.e. time, money and materials, soon the United States would recover to its reputation for having the best educated students in the world.

Conclusions

This study questioned the assumption that educational reform is the most potentially effective strategy for improving public education. Reform initiatives, while promoting a specific cure, may provide relief from the ailment, but often they do little to address the cause of the illness. Renewal initiatives, however, attempt to

identify the virus that created the illness at its source and to propose possible solutions to prevent the condition from reappearing. In this study, one cause identified in 1983 by the North Carolina Commission on Education for Economic Growth was an imbalance in the "enhancement of the teaching profession" (Owen, 1984). This led to the creation of the North Carolina Center for the Advancement of Teaching (NCCAT). Opened in 1986, NCCAT has served over five thousand teachers and educators with a program of renewal seminars and professional development activities. NCCAT's major goal has been to "reward, renew and retain career teachers" (NCCAT 1988).

The study predicted that, while NCCAT makes neither mention nor guarantee of improving student achievement, its goals and principles of offering renewal seminars to teachers has, indeed, influenced participants to enact changes in their school and classroom practices. These changes possibly could affect student achievement. The rationale for this proposal came from a theory of adult learning developed by Shea and McPherson as a result of their work at NCCAT. The study utilized techniques commonly identified as case study methodology. Findings of the study confirmed the guiding hypothesis of the study.

Significance of the Study

The study was derived from the combining of a contemporary theory of adult learning and an interest in the impact of a unique

teacher renewal program. The adult learning theory of Shea and McPherson (1990) defines the highest level of learning for adults as including a sense of rejuvenation for the learner. This sense of rejuvenation transcends the temporary learning experience and results in an individual and highly personal "plan of action" (p. 21) based on the learning experience.

NCCAT was created as a partial solution to the problems confronting education as determined by regional and state commissions studying the condition of education in North Carolina and the southeast region of the United States. Legislation establishing NCCAT was passed by the North Carolina General Assembly and executive orders were decreed by Governor Jim Hunt, Jr. in 1984. NCCAT's directive was to enhance the teaching profession by providing renewal seminars to career teachers identified as superior. This was determined to be best accomplished by providing seminars designed to reward, renew and retain career teachers. From its opening, NCCAT's professional staff and trustees have identified their efforts to be closely aligned to the concept of teacher renewal.

The adult learning theory of Shea and McPherson was selected as a framework for exploring the possibility of a relationship between educational renewal initiatives, as evinced by NCCAT, and educational reform initiatives. Reform initiatives often target persons other than those attending and receiving the training in the reform proposal as the final recipients of the reform proposals.

Teachers, for example, typically attend training sessions and staff development activities designed to improve their students' performance. Reform initiatives offer a prescribed program of action designed to resolve a specific problem. Renewal initiatives, on the other hand, commonly provide organized experiences designed to assist those in attendance, with no intention of any carry-over impact for those who come in contact with the participant of the renewal experience. In addition, renewal experiences provide information and experiences relating to a broad topic, with the belief that people, when provided with contrasting viewpoints, can determine appropriate personal responses.

The significance of the study is that it finds that a renewal initiative, such as NCCAT, can produce results comparable in type if not necessarily in scope to those prescribed by educational reform initiatives. While the languages of renewal initiatives and reform initiatives are quite different (see Appendix C), implications of the findings of the study provided rationales and offered possibilities for educational reformers to intertwine educational renewal goals and practices in their efforts, or vice versa.

Recommendations regarding NCCAT

Recommendations regarding the goals and principles of NCCAT include the following.

1. NCCAT should explore ways to increase its effectiveness in promoting the retention of career teachers. To do so, it may need to focus on a different population of North Carolina teachers (i.e., average or below average professionals rather than superior professionals).

2. NCCAT should devise additional methods to encourage teachers to select and participate in seminars involving the non-professional interests of teachers.

3. NCCAT should develop methods to encourage district, state or regional agencies seeking to implement reform programs to utilize renewal goals and techniques in their efforts.

Recommendations for further study

Recommendations for further study regarding adult learning theories include the following.

1. Further studies involving the use of the Shea and McPherson theory are necessary to specify its usefulness. Studies which examine, in particular, the validity and reliability of components unique to the theory are encouraged.

2. Theories which envision ways to successfully incorporate the goals and principles of both educational reform and educational renewal should be devised.

Recommendations for further study related to teachers actively involved in educating students include the following.

1. Teachers not identified as "superior career teachers" should be incorporated into teacher renewal programs similar to those now at NCCAT to examine the impact on their school and classroom practices.

2. Prospective teachers preparing to become professional educators should be exposed to teacher renewal programs similar to NCCAT to examine the impact on their beginning school and classroom practices.

3. Entire faculties of individual schools should be incorporated into a teacher renewal program similar to NCCAT to examine the impact on the school and classroom practices of an entire single school.

Recommendations for further study of educational reform movements and/or educational renewal movements include the following.

1. Studies should be conducted which more precisely measure the impact of a teacher renewal experience on a teacher's school and classroom practices.

2. Studies should be conducted which measure the impact of a teacher renewal experience in areas of teacher behavior that are known to affect student achievement.

3. Studies should be conducted to determine if programs or initiatives exist that promote and effectively utilize concepts inherent in both reform and renewal experiences.

4. Studies should be conducted which focus on how and why the dissimilarity between renewal initiatives and reform initiatives can and should be reconciled.

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APPENDIX A

INTERVIEW PROTOCOL

Participating Teacher - Stage I

Prior to NCCAT Experience

Interviewer Statement. This is the first of three interviews. These questions are the beginning of following you and others through the NCCAT experience to examine its impact on classroom teachers. While your answers will not be altered, for purposes of the final report your identity will remain anonymous. The final transcript of this interview process will be submitted to you for your approval prior to use in the study.

1. Interests and Expectations

- A. How did you first learn about NCCAT?
 - B. When did you decide to apply to NCCAT?
 - C. Was there a particular incident, experience, or person that most influenced you in that decision?
 - D. Are there any specific benefits you envision as a result of attending NCCAT?
 - E. Now that you are scheduled to attend, what special plans and activities are you making in preparation for your week at NCCAT?
 - F. Were you told to do anything specific, to be ready for your week at NCCAT?
 - G. What, if anything, has NCCAT stated you can expect to happen as a result of your week's experience?
-

Interviewer Statement. In the application, NCCAT lists as its goal "to reward, renew, and retain career teachers."

2. Goals, Needs, Rationale

- A. Are you wanting to attend NCCAT to be rewarded, renewed, retained - some or all of these - or none of these?
- B. Why do you feel the need to attend NCCAT? (If you haven't already answered this question.)
- C. Are there any specific goals you expect to accomplish as a result of your NCCAT visit?
- D. Do you expect to benefit personally and/or professionally from your NCCAT experience?
- E. What seminar topic have you selected? Why did you select it?
- F. Was it your first choice? If not, does that bother you?
- G. Is the seminar topic you selected of any particular professional or personal interest to you?

Interviewer Statement. For purposes of statistical data, these questions are specific to you. The responses will be translated into numerical responses.

3. Biographical Information

- A. May this study use the biographical data sheet you submitted to NCCAT for purposes of statistical data?
- B. (Review the data sheet.) Have any of these changed since you submitted the application?
- C. Is there any other biographical information that you feel is important for me to know?

Participating Teacher - Stage II

Following the NCCAT Experience

Interviewer Statement. I have a copy of your seminar schedule for the week. Your topic was _____. These questions are to confirm the week's activities.

1. Review of Week's Activities

- A. Please, briefly explain what took place during each of the key activities listed on the itinerary.
- B. What were your reactions or impressions of each activity? (Report the list of activities.)

Interviewer Statement. Reminder: NCCAT's goals were to reward, renew and retain career teachers.

2. Perceptions of NCCAT's Goals

- A. To what extent do you feel you were rewarded for being a teacher at NCCAT?
- B. To what extent do you feel you were renewed as a person and/or teacher by your NCCAT experience?
- C. To what extent do you feel your experience at NCCAT will help cause you to remain a teacher?

Interviewer Statement. These questions relate to the theory behind the study. Your answers are neither right nor wrong. They simply help to decide if the theory used in the study has any predictive ability. I have used the theory to develop some hunches about what happened to you at NCCAT. Your answers help me to decide if my hunches were good ones.

3. Theory of NCCAT's Effect

- A. During your week at NCCAT, were you presented with new information, knowledge or material? During which activities in your schedule did this occur?
- B. Were there activities where the new information, knowledge or material was analyzed, compared or applied to different situations? Was this done informally, within the seminar group, or both?
- C. Were there activities designed to experience the geographical and cultural offerings of the area? Were there activities which promoted social and emotional interaction, rather than academic or professional interaction?
- D. Was there a culminating activity designed to bring the seminar topic to a close? Did this activity suggest individual action, group action, or both? Was this activity designed to produce conclusions about the seminar topic that could be taken back to your school or to your home?
- E. As a result of the NCCAT experience, do you feel a sense of rejuvenation? Is it personal or professional? Do you feel a greater sense of self-worth. . . self-reliance. . . self-renewal? Are these feelings primarily personal or professional?
- F. Did the experience of NCCAT have any "mountain top" effect? Was it a "peak" experience? Has the experience of NCCAT had an impact upon you that you did not anticipate? Was the impact personal or professional? Do you plan to do anything differently as a result of your NCCAT experience?

Participating Teacher - Stage III

School and Classroom Practices

Interviewer Statement. Review the stages of the theory through questions. Your answers are neither right nor wrong.

1. Review of Shea and McPherson's Theory

- E. Do you feel you experienced a sense of rejuvenation--an increased level of self-worth, self-renewal, and self-reliance?
- F. Do you feel the experience at NCCAT had a transcendence effect? Have you done anything differently as a result of your NCCAT experience that you did not anticipate?

2. Professional Transcendence

Interviewer Statement. These questions relate to any carry over effect of NCCAT to what I call "school and classroom practices." Your answers are neither right nor wrong. They simply let me know if I've made correct hunches.

- A. Have you consciously done anything differently in your classroom since your return from NCCAT? Have you changed any of your teaching techniques (pedagogy)? Do the changes have any relationship to your seminar topic or experience as a learner at NCCAT?
- B. Have you introduced any new material(s) to your students since your return from NCCAT that you had not planned to use prior to NCCAT? Does the materials have any relationship to your seminar topic? Have you devised any new study units or topics (curriculum development) since you returned to NCCAT? Do these units or topics have any relationship to your seminar topic or experience at NCCAT?

- C. Have you discussed your experience at NCCAT with any of your peers at your school? Within your administrative unit? Have you proposed any new ideas, workshops or staff development activities to your peers since your return from NCCAT? Do they have any relationship to your seminar topic or to your NCCAT experience?

Interviewer Statement. Again, these questions are your perceptions. Your answers are neither right nor wrong.

3. Overall Effects

- A. Has your NCCAT experience either changed or reinforced any or your views about teaching? Has your experience either changed or reinforced any of your personal, family or community views? Recap what you have done differently as a result of the NCCAT experience that you had not planned on doing prior to NCCAT.
- B. Was the experience worth the required preparation, time away from school, having to catch up when you returned? Would you do it again? How soon?

Interviewer Statement. When people conduct research they like to be as sure as possible what they gather as data can be confirmed or verified. With this type of data collection (interview), there are very few ways to confirm the information. One way is to talk to other people who know the participants well and have regular contact with them. To confirm this study (make it more scholarly acceptable), I need to talk with some of your peers who know you best. I may be asking them some basic questions about what differences in your actions they have witnessed since you returned from NCCAT.

- A. Please identify two or three people who knew that you were going to NCCAT and have had regular contact with you since your return. These people can be fellow teachers, administrators, or evaluators.

APPENDIX B
QUESTIONNAIRE
OF
NCCAT ALUMNI

REMINDER: Feel free to continue comments on the back of the questionnaire if space provided is not adequate.

INFORMATION PRIOR TO NCCAT VISIT.

1. I attended NCCAT during the following period.

- | | |
|---|--|
| <input type="checkbox"/> July-December 1987 | <input type="checkbox"/> January-June 1988 |
| <input type="checkbox"/> July-December 1988 | <input type="checkbox"/> January-June 1989 |

2. I first learned about NCCAT from:

- | | |
|--|--|
| <input type="checkbox"/> Peers | <input type="checkbox"/> Administrators |
| <input type="checkbox"/> Advertisement | <input type="checkbox"/> Other, please explain |

3. NCCAT lists as part of its mission to "reward, renew, and retain career teachers." Which of these were major reasons for your wanting to attend NCCAT? You may check all that apply.

- | | |
|---------------------------------|--|
| <input type="checkbox"/> Reward | <input type="checkbox"/> Renew |
| <input type="checkbox"/> Retain | <input type="checkbox"/> Other, please explain |

PROFESSIONAL IMPACT OF NCCAT VISIT.

8. To what extent have you done anything differently in your classroom as a result of your participation in a NCCAT seminar?

No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

9. To what extent have you changed any of your teaching techniques (pedagogy) as a result of your participation in a NCCAT seminar?

No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

10. To what extent have you introduced any new material(s) to your students as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

11. To what extent have you devised and/or used any new topics or units of study (curriculum development) as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

12. To what extent have you proposed any new ideas relating to your school with your peers as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

13. To what extent have you proposed any workshop or staff development activities relating to your school with your peers as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

Please list specific examples, if possible.

OVERALL EFFECT OF NCCAT.

While this study attempts primarily to determine the professional impact resulting from your participation in a NCCAT seminar, it does not exclude the possibility of additional work-related and/or personal impact. In other words, your week at NCCAT could have little or no effect on your teaching while having significant or tremendous effect upon you personally. Likewise, impact resulting from your participating in a NCCAT seminar can work to reinforce existing ideas or viewpoints, whether personal or professional. These questions explore this idea and attempt to draw concluding comments.

14. a. To what extent have your views changed about teaching as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

b. To what extent have your views about teaching been reinforced as a result of your participation in a NCCAT seminar?

- ___ No Discernible Effect ___ Slight Effect
 ___ Moderate Effect ___ Significant Effect
 ___ Unsure

15. a. To what extent have your personal or individual ideas changed as a result of your participation in a NCCAT seminar?

- ___ No Discernible Effect ___ Slight Effect
 ___ Moderate Effect ___ Significant Effect
 ___ Unsure

b. To what extent have your personal or individual ideas been reinforced as a result of your participation in a NCCAT seminar?

- ___ No Discernible Effect ___ Slight Effect
 ___ Moderate Effect ___ Significant Effect
 ___ Unsure

16. a. To what extent have your views towards your family changed as a result of your participation in a NCCAT seminar?

- ___ No Discernible Effect ___ Slight Effect
 ___ Moderate Effect ___ Significant Effect
 ___ Unsure

b. To what extent have your views toward your family been reinforced as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

17. a. To what extent have your views toward your community changed as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

b. To what extent have your views toward your community been reinforced as a result of your participation in a NCCAT seminar?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

18. To what extent has your participation in a NCCAT seminar affected your professional life?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

19. To what extent has your participation in a NCCAT seminar affected your non-professional (personal) life?

- No Discernible Effect Slight Effect
 Moderate Effect Significant Effect
 Unsure

20. Was the experience of the NCCAT seminar worth the required preparation and time missed from school to attend the seminar?

- Yes No
 Unsure, please explain
-

21. If possible, would you be interested in attending another NCCAT seminar?

- Yes No
 Unsure, please explain
-

22. Now that you have answered my questions, are there any additional comments relating to any aspect of your NCCAT visit and its effects, you wish to make? Feel free to make as many comments as you wish.

APPENDIX C

REVIEW OF REFORM AND RENEWAL

As a means of promoting further study of the relationship between renewal initiatives and reform initiatives for the adult learner, the following is a review of the concepts, terms and practices associated with each as discussed in this study.

REFORM

1. A procedure designed to assist someone other than the adult learner.

2. The force directing the learning is external, outside the control of the learner.

3. The rationale for the learning is based on politically determined decisions.

4. The impact of the learning is measured in quantitative data.

5. The level of learning might not exceed Level I - intellectual - of the Shea and McPherson theory.

RENEWAL

1. A process designed to assist the adult learner.

2. The force directing the learning is internal, within the control of the learner.

3. The rationale for the learning is based on personally determined decisions.

4. The impact of the learning is measured in qualitative data.

5. The level of learning is designed to include Level II, III, and IV - social and collegial, ethical, and personal aesthetics of the Shea and McPherson theory.

6. The learning emphasizes the philosophical questions of "how . . . ?" and "what . . . ?".

7. The learning is bounded by a prescribed time and/or sequence.

8. The learning is centered in the cognitive domain.

6. The learning emphasizes the philosophical question of "why . . . ?".

7. The learning is not bounded by a prescribed time and/or sequence.

8. The learning emphasizes the affective and cognitive domain.