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PROMOTING STAFF DEVELOPMENT AT MIDWAY SCHOOL

by
Noreen C. Glading-Hill

A Master's Thesis

Submitted in partial fulfillment of the requirement of the
Master of Arts Degree in The Graduate School of
Rowan University
April 1, 1999

Approved by _____ Professor

Date Approved April 30, 1999

ABSTRACT

Noreen C. Glading-Hill

Promoting Staff Development at
Midway School
1999
Dr. Theodore Johnson
School Administration

Midway School loses forty percent of its teaching staff on a yearly basis. The purpose of this study was to identify specific factors and their relationship to the absence of a professional development program. The study was designed to answer the questions of how professional development affects the attitudes and outlook of teachers, and was staff development the most effective way of achieving positive attitudes or enthusiasm for the teaching profession.

The researcher used six teachers from three distinct groups, all with at least ten years in the teaching profession. All six teachers had experienced either traditional or individual forms of staff development. The teachers were placed equally into three groups. Group 1 teachers had left the teaching profession due to job dissatisfaction. Group 2 comprised those who were teaching, but very dissatisfied with the profession. Group 3 teachers were teaching and satisfied with the profession.

Triangulation of previous research data, and interview data from the current study, led to the classification of Career Decision Circles. The CDCs represented individual beliefs, needs, decision-making processes and important life events to the informants. A staff development circle was added as a link between professional development programs

leading to personal efficacy of teachers and individual readiness factors. The researcher concluded staff development was an appropriate vehicle to promote a positive attitude and enthusiasm among teachers, and individual readiness factors affected job satisfaction through interaction of professional development and personal life.

MINI-ABSTRACT

Noreen C. Glading-Hill

Promoting Staff Development at
Midway School
1999
Dr. Theodore Johnson
School Administration

Midway School loses a large percent of its teaching staff yearly. The purpose of this study was to identify specific factors and their relationships to the absence of a professional development program at Midway. The study concluded that professional development was needed to have a positive attitude for the teaching profession.

Acknowledgements

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CHAPTER 1

Introduction

Focus of the Study

Public education is criticized and accused of mediocrity which results in many segments of society calling for improved school systems. While controversy exists regarding the accurateness of the criticism, most individuals would agree that there is a constant need for enthusiastic and motivated employees in any organization. Few people question the need for caring, competent teachers in every classroom in America. Unfortunately, Fullan (1993) reports that in each school there are teachers who have withdrawn their enthusiasm and who wish they could leave the teaching profession.

Purpose of the Study

The purpose of this study was to identify individual readiness factors and their relationship to staff development programs in the maintenance or rejuvenation of teacher enthusiasm at any school, but most especially Midway School. An additional purpose of this study was to develop possible implications for change, which may lead to more effective professional development models. Specific questions that this study attempted to answer are:

1. How does professional development affect the attitude and outlook of the teacher?
2. Is staff development the appropriate vehicle to promote a positive attitude and enthusiasm among teachers for the profession?

Definition of Terms

To understand the purpose of this study, several important terms must be defined:

1. Individual readiness factors are defined as items related to adult life cycles and the personal circumstances of the teacher that affect job satisfaction.
2. Individualized in-service refers to any method of staff development that gives teachers a personal choice in the topic of study and the method of completion of the program.
3. Professional development is defined as the knowledge and skills necessary for learning on the job. The terms in-service, staff development and professional development will be used synonymously in this study.
4. Traditional staff development refers to programs consisting of classroom teacher observations and a specified number of contractual in-service days in which the district provides information to the teacher on topics of district, state or national interest.

Limitations of the Study

According to Fullan (1993), researchers such as Farber, Hart and Murphy, and Baker, who have studied school change, have increasingly seen a growing segment of teachers in the public and private school system who have lost their interest and enthusiasm for the profession. These individuals appeared to be dissatisfied and unhappy and may be difficult for their peers, administrators, and students to work with on a daily basis. In fact, the attitude displayed by the disgruntled teacher may negatively effect the overall environment and educational process of the school. This is a factor at Midway, and most probably, is a factor at many other schools throughout the nation.

Shanker (1990) commented that numerous professional development programs are

offered to public and private school teachers which appear to have had little effect on changing the attitude of the teacher. Burden and Wallace (1983) emphasized the need to tailor professional development to the stages of growth of the individual teacher if there is to be any success in meeting the teacher's needs. With the challenges that face the public and private schools, and most especially a small special needs school like Midway School, administrators can not afford to continue to use staff development programs which are ineffective and offer few solutions to rejuvenating the dissatisfied teacher. In a study conducted in the public schools in Ames, Iowa, this need was underlined. Joyce, et al (1994) emphasized the constant changes in our society and in technology which cause a need for curriculums and teaching methods to change more rapidly than in previous time periods. This need for constant and timely change is most apparent at a school like Midway School where the student population demands that teachers are kept on the cutting edge in areas such as technology, curriculum, student behavioral management and teaching methodology.

Comments by previously cited researchers raised several questions when this researcher addressed the teaching population at Midway School. Those questions included the following: How did the attitude and outlook of Midway School teachers, who no longer have an interest in their jobs, develop? Was the disengagement of Midway School teachers caused by personal life circumstances, the educational system or a combination of the two issues? Did the educational system fail to provide assistance to Midway School teachers when they began to lose their interest, or did the teachers choose not to accept assistance?

These questions indicated that the plausible causes of teacher dissatisfaction and

unhappiness at Midway School, and most likely in many other schools, are multifaceted and raise the question of the role of staff development in teacher satisfaction. Hall and Hord (1987) in their study of how school change is implemented highlighted two ingredients which apply to the role of staff development programs. Hall and Hord further reminded us that the uniqueness of the individual teacher and the teacher's work environment played an important role in the success of professional development as well as in the implementation of change in schools. Their research established the importance of soliciting the opinion of the individual for success in staff development as the insight of an active participant is very often much different from the developers of a plan. Boyd (1993) further emphasized the value of individual opinion as he defined successful staff development as a means of valuing the affective and humanistic needs of a teacher. A part of valuing the individual was extended to the teacher's ability to accept and use information. Hirsh and Ponder (1991) emphasized the importance of readiness and involvement of the teacher in the development of any staff development plan. These factors were also considered when the teachers of Midway School became the focus of this researcher's study. Although the actual number of teaching staff at Midway is small, (there are currently 15 certified teachers), the factors being studied are apparent in any school or school district.

Williams (1995), in studies of job satisfaction, also supported reasons to concentrate on individual needs. He reported that intrinsic motivation leads to increased learning and sustains change longer than external forms of motivation. His research led to possible conclusions on the question of how attitude and outlook change for teachers who have lost interest in their job. This loss of job interest is a significant factor with the teachers at

Midway School.

Intrinsic motivation is defined by Herzberg as rewards which satisfy psychological needs and freely allow the individual to explore, learn, create, and grow (Williams, 1995). This aspect of intrinsic motivation may provide answers to the question of why change occurs in the attitude and outlook of some teachers over time. However, this concept still does not totally explain the importance of staff development in the attitude and outlook of the teachers at Midway School or at any other school.

Professional development specialists cite many reasons for the continuance of professional development and the available programs. Duke (1994), in a study for the Washington Education Association (WEA), gave several reasons for the need to continue to use staff development. The study supported the use of professional development as a tool to stimulate individual growth which leads to job satisfaction, and will in turn, prevent boredom. Staff development was also seen as a method for retaining good teachers and promoting successful school reform. The WEA study, however, did not provide data to answer the question of the relationship between staff development and individual readiness factors. This is an area that this researcher deemed important; and therefore, tried to explore this venue when studying the teachers of Midway School.

Setting of the Study

Discussions with administrators from various school districts throughout Burlington, Camden, Gloucester and Mercer counties (New Jersey), and former administrators at Midway School, led to the recognition that over the course of their careers, these administrators could name numerous dissatisfied teachers who remained in the classroom, but they could name only a few teachers who had voluntarily left the

classroom to find more personally rewarding careers.

The past efforts of school districts, including Midway School, to revitalize teacher skills have relied on professional development programs. Districts across the nation have spent millions of dollars each year on professional development, and administrators still find teachers, including those at Midway School, who are disinterested or unhappy in their positions. Fullan (1990), in his study of staff development and school improvement supports the need for the staff development, but readily admitted that few effective programs exist. Furthermore, Fullan (1990) contended that the disconnected approach to staff development, separate from the professional life of the teacher and the specific workplace, led to the ineffectiveness observed in many staff development programs. To improve the situation, Fullan suggested that the integration of the personal and professional lives of the teachers in professional development would provide more successful results.

To test these other researchers' findings, this researcher used Midway School where the researcher is currently the acting principal. In addition to having access to Midway's entire staff of fifteen certified teachers, this researcher also had access to a wide and diversified number of administrators, child study team members and other classroom teachers due to the fact that Midway School currently accepts special needs students from ten sending districts in four counties. Those counties are Burlington, Camden, Gloucester and Mercer counties in New Jersey. With routine contact often necessary with the professional staff of these sending districts, this researcher had the ability to question and had the availability of these individuals on a continuous basis.

Significance of the Study

Numerous researchers have studied staff development, school improvement, the process of change, measures of job satisfaction and other related issues to this study; however, the results of studies that included teacher opinions of traditional and individual professional development plans, teacher beliefs regarding the value of professional development and the role of individual readiness factors in staff development were not documented in the literature available to this researcher. Furthermore, this researcher surveyed a group of teachers regarding their beliefs on these topics to determine their opinions regarding the following issues:

1. The effects of individual readiness factors on instruction, teacher outlook, and job satisfaction.
2. The respondent's beliefs regarding the identification and inclusion of individual factors to improve the effectiveness of staff development programs.
3. The perceived value of traditional staff development programs.
4. The perceived value of individualized staff development programs.

The survey led to an indication of the need for a study regarding how professional development affects the attitude and outlook of the teacher and the appropriateness of staff development as the vehicle to promote a positive attitude and enthusiasm among teachers for the profession. The teachers surveyed clearly had opinions on each issue, however, of major significance were their reactions to the need to identify individual readiness factors. The majority of teachers surveyed felt that these factors and the personal circumstances of the teacher affect classroom performance. However, none of the teachers surveyed had ever participated in any professional development program which took these factors into account. The opinion of practitioners, and the lack of

published studies in these areas, supported the need for this study.

Organization of the Study

In chapter two, the researcher conducted a preliminary review of the research on this subject and identified researchers such as Fullan (1993) who cited the existence of dissatisfied teachers currently on staff in the public schools. At the same time, staff development experts like Burden (1983), Shanker (1990), Joyce (1994), and Williams (1995), concluded that current methods of professional development have had little substance for the individual teacher and do not inspire or rejuvenate the teacher. The experiences of practitioners, experts in staff development, and preliminary survey results indicated a need for research in the area of staff development and its connection to individual readiness factors. Neither public or private schools can continue to survive the constant attacks on their value to our society at large. The main defense administrators can have is quality teachers who are interested in their profession, and in providing the best education possible for the children they serve.

The enthusiasm of the teacher and the level of job satisfaction, however, are of increasing importance to any school. It is essential that administrators find ways to use staff development effectively to insure the ability of a teacher to provide a quality educational experience for all students. This study seeks to identify individual readiness factors that effect the attitudes and outlook of the teacher, and to determine if staff development is the appropriate means to promote a positive attitude and enthusiasm among teachers in general.

In chapter three, the methodology and the design of the study will be presented. Five key areas will be explored to support the methodology and design of the study. The first

area is a general description of the research design. Incorporated into this area will be a summary of the preliminary research. A second area will encompass a description of the development and design of the research project. This section will also include the rationale for the chosen approach of using key informants. In the third section, a description of the sample population and the sampling techniques used will be discussed. Additionally, section three will also include the identification of the participants, the steps used in the interview process, the guidelines used for the interview process, and finally, the source of the interview questions used. In the fourth section, a description of the data collection methodology and the management of the data will be discussed. The final section, section five, will discuss the data analysis plan. It will also determine if thematic patterns exist and if any internal consistencies can be determined.

Chapter four will present the research findings; in other words: the results. This chapter should help to answer questions about emerging themes and conceptualizations. Charts and actual transcriptions of interviews will support the results.

In the final chapter, chapter five, conclusions and the implications of those conclusions will be discussed. Additional areas of comment will be on the need for further future study; any organizational changes that may result due to this study; and finally, the leadership attributes the intern developed in the course of the study.

Additional areas of support for the paper will be found at the end of chapter five. These areas will include various appendices and a complete list of source materials used in substantiation of the research project.

CHAPTER 2

Review of the Literature

Introduction

The areas that this literature review explored dealt with the perceptions of the teachers towards traditional and individualized staff development programs, personal motivation, adult learning theory and professional development as a means of promoting teacher satisfaction. A review of the literature found that staff development is criticized because it is perceived by teachers as having little connection to their teaching environment or to their personal needs. This review, therefore, is designed to create links between staff development practices and professional development. The created links were also used to begin the identification of the individual readiness factors that will affect the personal efficacy of the teachers.

Perceptions of Traditional Staff Development

Grossnickle (1987) compared staff development with the traveling medicine shows of the early Wild West stating that staff development typically uses a one-shot group presentation to deliver information. This method of information dissemination has had widespread use, and is often considered efficient for the group in-service format used by many school districts. It is the efficiency, not necessarily the effectiveness of this format, which has resulted in its popularity.

Researchers of professional development models such as Grossnickle, often cite reasons not to use this method of presentation because it has little connection to the

individual teacher and their concerns. Fullan (1991) summarized the failings of professional development associated with the one-shot approach as:

1. Topics are presented by people outside the school who do not know the audience of the in-service program.
2. Usually there is little follow-up or program evaluation.
3. Individual teacher needs are often overlooked in these programs.
4. In-service presenters are often unaware of the teacher's work day
5. The presenter does not have enough adequate knowledge of the district and its problems to provide usable information.

Fullan's opinion of the group approach was supported by the work of Goldenberg and Gallimore (1991). They asserted that the one-shot approach must be eliminated from staff development if there is to be substantive change in the instructional practices of teachers. Both also emphasized the importance of having professional development efforts based on the school environment of the individual teacher. Furthermore, Goldenberg and Gallimore pointed to the lack of successful school reform which has used traditional staff development methods to change teaching methods as proof of the ineffectiveness of the traditional one-shot approaches.

Traditional staff development in addition to in-service, also typically consists of types of teacher evaluations. As in a one time only approach to staff development with all the teachers receiving the same information, researchers have seen the same approach taken in teacher evaluations as part of staff development. Duke and Canady (1991) explained the approach as a form of accountability which was thought to promote professional development. Duke and Stiggins (1986), after completing a study for the National

Education Association, used their data to emphasize the need for teacher evaluation that considered the individual teacher. They referred to teacher evaluation as a journey not an end. Duke and Stiggins also found that the lock-step approach to teacher evaluation is not a process that effectively promotes change or improvement in instructional practices.

In continued research on staff development, Duke (1987) focused on traditional methods and looked for ways to improve the system. Duke saw staff develop as a process, which could promote changes in people. The changes referred to included the knowledge base, individual behavior, understanding of the educational process and attitude. If one accepts Duke's definition of the elements effected by staff development, then questions may arise regarding the effectiveness of the traditional methods.

Stiggins and Duke (1988) later collaborated on a continuation of their study of traditional staff development with the goal of improving standard models. Over the years, their studies have helped many educators re-examine the methods of professional development used in many school districts. Stiggins and Duke identified a paradox in teacher evaluation in that it had the potential to help many teachers, but few actually seemed to benefit from the programs. They enlarged the scope of their study to include the perceptions of teachers in the field. Stiggins and Duke (1988) reported that teachers participating in their research promoted collegial observation and self-evaluation as a means of including the teacher in the evaluation process. Their 1988 study indicated that teachers frequently requested increased communications with administrators, cited specific suggestions for improvement and wanted frequent feedback as an improvement to the traditional approach.

The inquiry into traditional methods pointed to a need for a staff development

program which was flexible enough to meet the individual teacher's needs and still complement the school culture. Duke and Canady (1991) pointed out that another reason traditional evaluation did not often produce growth was that teachers often will not assume the risk when they stand the chance of receiving a poor evaluation. The study of traditional staff development and the realization of its limitations has led to the rise of individualized professional development programs.

Perceptions of Individualized Staff Development

The changing school environment also required continued study in staff development. According to Dodd, "The only prediction we can safely make about the twenty-first century is that it will be characterized by constant change. Educators must prepare students to cope with the unknown as well as the known which requires a very different teacher education program" (Dodd, 1996, p. 30). Dissatisfaction with the traditional approach to professional development has evolved into individualized programs of staff development. An underlying theme of the research on individualized systems was based on the motivation of the individual to learn. This idea made a clear distinction between the traditional approach and the efforts to include individual needs in the program. Joyce et al (1980) recognized that the social environment of the school influenced the behavior of the teachers. Joyce pointed out that each school has a distinctive environment, the teachers within the building had a different perspective than the teachers in other buildings in the same district.

A study of individualized staff development programs in the state of Washington reflected the themes of individual motivation and social climate. Professional Growth Option (PGO) developed as a result of legislation on professional development and

teacher evaluation by legislatures in Washington state. The outcome of the legislation for professional development was a multi-level system allowing for two years of individualized choice followed by a year of administrative evaluation. The outcome was very different from a traditional system. Duke and Canady (1991) explained the difference in terms of evaluation as a control mechanism that placed individual self-interest in conflict with organizational goals.

Individualized programs such as Differentiated Supervision and Staff Development (DSSD) and PGO as developed by Duke have similar elements. Duke et al (1994) in their research of Professional Growth Options (PGO) identified several basic guidelines for individualized programs which are summarized as:

1. A risk-free environment in which documents produced are the property of the teacher and can not be used as a part of the formal evaluation.
2. Participants in the program are clearly identified within the school.
3. Teachers may be removed from the program if their professional evaluation is not satisfactory.
4. The process for development of teacher goals is defined.
5. District financial support for teacher goals is available in the form of mini-grants.

Even in an individualized program such as PGO, there is controversy regarding the appropriateness of including personal goals as part of the plan. The Washington plan allowed for this discretion based on district philosophy. In districts where personal goals were included, Duke et al (1994) found that an overall philosophy based on the premise that goals forcing teachers to put their personal lives in order led to better instruction in the classroom.

Individualized programs such as PGO and DSSD have been used in many states for many years. As with traditional systems, dissatisfaction has been voiced with these systems as well and has led to the continued search for other means of formulating effective professional development programs. One of the more recent ideas to be used as a part of individualized staff development is the teacher portfolio.

In his book, The Teacher's Portfolio, Glatthorn (1996) reviewed basic educational concepts of effective lesson plans that also apply to professional development. Several learning principles supported by Glatthorn are related to the personal need to be able to internalize information for learning to occur. The importance of the stage is on the individual learner and her/his point in the development cycle, along with the ability to accept and process information. Glatthorn also described factors which influence teacher development and point to the additional need for research on the concept of individual readiness factors.

Using the previous definition of individual readiness factors, consideration needs to be made for the relationship to the factors described by Glatthorn for teacher development. Glatthorn (1996) posits that instruction is effected by teacher motivation, the teacher's stage of development and the personal needs of the teacher among other organizational factors. There is a direct connection between the definition of individual readiness factors used in this research , teacher development factors as defined by Glatthorn, the questions of concern regarding staff development and the opinions of teachers regarding this topic.

Topics Related to Individual Readiness Factors

Professional development specialists, school administrators and teachers, themselves,

have spent large amounts of time trying to identify the best ways to provide and promote job satisfaction as a part of staff development. Professional development has evolved from traditional methods to an individualized approach; and yet, dissatisfaction may be found in many school districts by teachers, administrators and school board members. Besides the method of delivery, the study of related fields may help to solve the puzzle of how to link the individual teacher with staff development to provide levels of satisfaction for teachers.

In the 1980s, many studies were completed regarding adult learning theory. Warnat (1980) used Linderman's five key assumptions about adult learners as a basis for his work. These assumptions can be applied to any individual in a learning situation. The five assumptions are very straightforward:

1. Adults are motivated to learn as they experience the needs and interests learning will satisfy.
2. Adult orientation to learning is life-centered.
3. Experience is the richest resource for adult learning.
4. Adults have the need to be self-directing.
5. Individual differences increase with age (Warnat, 1980, p. 4).

These five assumptions could be factors to consider in professional development because they could give insight into individual motivation. Other researchers have made similar findings. Brown (1996) completed a study of job development and motivation based on the concept that job development is the driving force in raising the motivation of an employee. Increasing job involvement can enhance organizational effectiveness and productivity by engaging employees more completely in their work and making work a

more meaningful and fulfilling experience (Brown, 1996). The findings in Brown's 1996 study support the theory of adult learning by Warnat and Burden in 1980.

In 1980, in another study, Burden focused on the personal lives of teachers in relationship to their professional lives. He suggested that there is a need to include these concerns in the formation of any professional development program. Results of this study indicated that teachers believed that their personal lives affected their teaching and that being a teacher affected their personal lives as well (Burden, 1980). In other words, the two factors could not be separated.

During conversations with the teachers, Burden (1980) also discovered that teachers admitted that by the second decade of teaching, they found themselves in a rut. This led Burden to theorize that many staff development programs did not serve the individual teacher's needs.

The results of the 1980 study were further investigated in 1983 as Burden joined Wallace in an additional study of factors effecting staff development. Both Burden and Wallace (1983) viewed professional development as career development focusing on job skills, attitudes and outlook, and job events. They believed each of the factors of career development change as years of experience increase.

These studies suggested that in any profession, experience changes outlook. However, experience should be examined within the constructs of adult development. The cycle of adult learning theory has been well documented and is a factor in learning and motivation. Zemke and Zemke (1995), in studies of adult motivation, identified distinct requirements for adult learning to occur. "There is a window of opportunity during which adults are most receptive to learning and a time after which they can not be

enticed with a chateaubriand or a baseball bat.” (Zemke and Zemke, 1995, p. 33). In other words, adults learn when they see a reason to learn.

Several other key elements in Zemke and Zemke’s (1995) study apply to models of professional development. They emphasize that adult learning must center on specific problems. For example, as adults face life-changing events, such as the personal circumstances of marriage, divorce or death, these events may cause a desire to learn. The Zemke study connects learning to life changing events as a coping strategy. This research also indicated that motivation to learn can be created if it is shown that the knowledge will be useful. In addition, allowances should be made for learning style differences, and a low-risk environment needs to be made available.

For a decade from 1980-1990, Burden and associates did similar studies on adult development as it applied to the career development of teachers. Of importance to professional development models was the concept of developmental ages and career development. Burden (1990) defined development as the phenomenon of change over a time; therefore, he emphasized the need to understand the interaction of physiological, psychological and social aspects in teacher development. Burden explored the work of life-age theorists who identified specific individual patterns in each decade of life beginning with the twenties, and life cycle theorists who saw universal stages appear over the course of a lifetime. In each theory, Burden saw application to teacher career development. From this study, Burden (1990) concluded teachers experience career changes in job skills, attitudes and expectations, and job events which he classified into three stages. A summary of these stages is as follows:

1. Stage One: Survival - occurred in the first year of teaching. Teachers were

subject centered, lacked confidence and were unwilling to try new methods. They maintained their preconceived images of a teacher.

2. Stage Two: Adjustment - occurred in years two through four. Teachers learned about children and tried new techniques to meet their needs as they gained confidence in themselves.
3. Stage Three: Mature - occurred in the fifth and later years. Teachers changed their images of a teacher and gained professional insight. They were willing to try new techniques and felt they had a good knowledge of teaching activities.

Professional Development as a Means of Promoting Teacher Satisfaction

In addition to stages of development, life cycle changes and individual learning styles, teacher satisfaction may be stimulated by the personal desire to achieve and be accepted by others; therefore, if staff development provides an avenue for personal achievement and social incentives, it may also provide teacher satisfaction.

Weiner of the University of California completed studies on the emotional ties of the personal and social needs of the individual to succeed. Weiner (1994) described social motivation as motivation which requires the psychological presence of another and determines the reactions of that person versus personal motivation which occurs in the absence of others. Weiner's general study was not specific to the professional development of teachers; however, there are general findings which apply to teacher satisfaction. The following list indicates several of Weiner's points:

1. In social motivation, when a person with low ability fails, there is not punishment, but when failure is attributed to lack of effort, there is punishment.
2. In personal motivation, self-efficacy is determined by belief in ability to succeed.

The belief that one can not succeed leads to a decrease in performance.

3. Ability and performance are internal to the individual. Ability is stable and uncontrollable while the reverse is true of effort. “Therefore it is of great importance that the lack of effort has more detrimental effects on interpersonal evaluation and more positive effects on achievement striving than does lack of ability as the perceived cause of failure.” (Weiner, 1994, p. 563).
4. Factors of controllability and responsibility are important to the level of achievement.
5. Emotions toward what we think, determines how we feel.

These general findings of Weiner’s have relativity to creating linkages between staff development practices and professional programs that teachers perceive as leading to greater personal efficacy.

The work of Hopkins (1990) regarding teacher personality and school climate can be connected to Weiner’s 1994 study of motivation to provide additional links between professional development, individual readiness factors and personal efficacy of teachers. Hopkins reported that there is a high correlation between the psychological state of a teacher and participation in training according to Maslow’s Hierarchy. Hopkins found that teachers whose psychological rating was high more often implemented knowledge gained in staff development than those teachers with a lower psychological rating. Hopkins goes on to quote the work of McKibbin and Joyce with “the general milieu of the school and the social movement of the times interact powerfully with the personalities of teachers to create personal orientations which greatly influence how teachers view the world (and themselves in it) and those views largely control what the individual can see

as possibilities for personal and professional growth and the kind of options to which they relate.” (Hopkins, 1990, p.42). This viewpoint highlighted one type of individual readiness factor and the importance of individual readiness factors to staff development.

Hopkins’ research on teacher personality and school climate also builds a relationship between staff development, teacher satisfaction, and individual teacher needs. Hopkins’ 1990 study found major implications for the need to identify individual readiness factors and their incorporation into staff development programs. Hopkins (1990) concluded that teachers who operate at a high level of self-actualization use ideas learned at four times the rate of those at a low level of self-actualization. He further found that teachers who were happy, tolerant, and supportive of others incorporated new skills at a higher level, and that a high motivational level of the individual teacher allowed them to develop an energy level which promoted involvement in new activities.

A review of traditional staff development programs has shown a dissatisfaction with their results on the part of teachers, administrators and educational experts in the field of professional development. This dissatisfaction led to the growth of individualized methods of professional development. The review of these programs seemed to indicate that the parties involved affected by their use believed that this was an improved method of professional development. However, by no means was there agreement that an individualized form of staff development led to greater teacher satisfaction. There was little evidence of linkages between either method and the personal efficacy of teachers.

Although individualized forms of staff development such as DSSD developed by Duke allowed the teacher to select the topic and the method of program completion, frequently they failed to include consideration of the individual readiness factors of the

teacher. This failure is in spite of Burden's 1980 study which was an early reflection of the relationship of effective classroom instruction and the teacher's personal life. Factors which are of concern to teachers in their personal life were considered inappropriate for inclusion in most professional development programs (Duke, 1994). Regardless of individualization attempts, many staff development efforts are considered to be ineffective; and yet, clear reasons as to why this is the case were unavailable.

The work of researchers such as Weiner (1994), Zemke and Zemke (1995), Fullan (1991) and Hopkins (1980) led to the hypothesis that the individual readiness factors were a part of the motivation of the teacher to learn, personal life circumstances, and the progress of the individual in the adult development cycle. This study was designed to focus on the identification of individual readiness factors of the teachers of Midway School. In addition, an attempt to identify the linkages between staff development practices at Midway School for the maintenance or rejuvenation of teacher enthusiasm, which could lead to the personal efficacy of Midway School's teachers. In addition to identifying individual readiness factors in Midway School's teachers, this study also analyzed the data to answer the questions of how professional development affected the attitude and outlook of the teachers of Midway School as well as if staff development was the appropriate vehicle to promote a positive attitude and enthusiasm among Midway School's teachers for the teaching profession in general.

CHAPTER 3

The Design of the Study

General Description of the Research Design

The study was designed to identify individual readiness factors and develop a link between those factors and effective staff development. The researcher used data provided by informants in an interview preparation assignment and in an interview to identify the factors and their link with staff development. Additional potential links were defined by developing themes and clusters of data for comparison.

The researcher interviewed six teachers who served as key informants from three distinct teacher groups. The key informants, who had at least five years experience in the profession, were classified into three distinct groups. Group 1 consisted of two teachers who left the profession due to dissatisfaction with the job. Group 2 consisted of two teachers who were currently teaching but were dissatisfied with the profession. Group 3 was comprised of two teachers who were currently teaching and were satisfied with the profession. Five of the teachers experienced an individualized form of staff development which allowed the researcher to study the progression of staff development programs, the effectiveness of these programs, and their relationship to individual readiness factors. The sixth informant experienced a traditional form of staff development.

Each group provided comparisons of staff development experiences and individual factors within a group and across groups with previous research to allow for triangulation of emerging themes which were labeled Career Decision Circles. This protocol provided

information that linked acceptance of professional development to identified readiness factors as seen in the study of key informants. The identification of these factors led to implications for the effectiveness of staff development programs.

A Description of the Development and Design of the Research Instruments

The researcher conducted a survey of classroom teachers to support a need for the study. The survey was completed to assess the teachers' perception of the value of traditional and individualized staff development programs. Additional goals of the survey were to determine the teachers' viewpoint on the effect of individual readiness factors and the importance of considering these factors in professional development programs. Another goal was to determine the teachers' opinions regarding satisfaction with staff development.

The teachers selected for participation in the survey were from Midway School and several of the sending districts associated with Midway School. All districts were familiar with both the traditional method of staff development and an individualized method. The individualized method used was the Differentiated Supervision and Staff Development model (DSSD) developed by Dr. Daniel Duke of the University of Virginia (Appendix E). The entire teaching staff of Midway School as well as three of the sending districts participated in the survey.

Survey instruments were distributed via the building principals to the teachers. The survey (Appendix D) was conducted during November of 1998. The distribution of the forms was during a faculty meeting. Completion of the survey was on a voluntary basis. Of the 240 surveys distributed, 110 were completed and returned to this researcher.

The survey results indicated that many of these teachers, seventy-one percent, thought

that an individualized staff development program was more effective than a traditional program in improving instruction. Eighty-one percent of the respondents further felt that all staff development programs would be more effective if consideration was given to individual readiness factors. An overwhelming number, eighty-nine percent, felt that individual readiness factors and the personal circumstances of the teacher affected classroom performance, while seventy-one percent of those responding to the survey agreed that the addition of a mode including individual factors would improve the effectiveness of these individualized staff development programs.

TABLE 1

Results of the Preliminary Survey (N=29)

<u>Item</u>		<u>Agree</u>	<u>Disagree</u>	<u>Uncertain</u>
1. Traditional staff development programs consisting of classroom observations and in-service days lead to improved instruction.	f	29	38	40
	%	27	36	37
2. Individualized staff development programs such as DSSD lead to improved instruction.	f	78	09	23
	%	71	08	21
3. DSSD is a more effective staff development program than traditional programs such as teacher observations and group in-service programs.	f	63	12	35
	%	57	11	32
4. The design of staff development programs would be more effective if consideration were given to individual factors such as adult learning styles, adult life cycles and personal circumstances of the teacher.	f	87	07	14
	%	81	06	13
5. Individual factors as identified in the previous question, effect classroom teacher performance.	f	98	04	08
	%	89	04	07
6. A traditional staff development model can successfully accommodate the individual factors listed above.	f	17	45	48
	%	16	40	44
7. The addition of a mode which includes the opportunity to study individual factors listed in statement 4 would improve the effectiveness of DSSD.	f	78	02	30
	%	71	02	27

A Description of the Sample and Sampling Technique

The researcher interviewed six teachers who served as the key informants from three distinct teacher groups. Of the six study participants, five of the teachers had experienced an individualized form of staff development, while the sixth participant experienced only a traditional method. It was necessary to have representation from an individualized and traditional form of staff development in order to study the progression of staff development programs, the effectiveness of these programs, and their relationship to the individual readiness factors of the teacher. By including study participants who had participated in DSSD or other individualized programs, a comparison could be made. This in turn led to possible implications for including factors of the teachers' personal lives into staff development.

All participants had at least five years of teaching experience. This minimum number of years allowed the informant to compare their staff development experiences with individual readiness factors and levels of satisfaction over a period of time in the job.

The groups, as defined, were necessary to provide comparisons of staff development experiences and individual factors within a group and across groups to allow for a triangulation of any possible similarity of themes. In addition, any similarity of themes was further viewed for further study. This procedure was used to develop and provide information that could provide connective links for an acceptance of professional development to theoretical arguments concerning individual readiness factors for staff development and the effectiveness of staff development programs.

A Description of the Data Analysis Plan

The key informants' approach was preferred for the study rather than a random

sample due to the specificity of information required. The personal interest of the informant in the topic, and the cooperative attitude of the informant was essential for the success of the study. The attitudes of the participants towards the job at various periods of their professional lives needed to be clearly communicated. Therefore, it was necessary for the members of the group to feel safe and free to express their attitudes towards the job to the researcher. The level of trust required was highly unlikely to be found in a random sampling of the survey participants. The informants selected in Groups 1 and 2 also needed to be able to admit that they were frustrated with their careers. It was also important to have comparable personal backgrounds which included positive life cycles as well as disappointing periods in their lives in order to study the relationships of professional development and identification of individual readiness factors. The informants in Group 3 demonstrated that they were satisfied with their careers.

It was important to identify informants who would freely share details of their personal lives, thought processes, and personal emotions relating to work as well as to the important people in their lives. Time constraints involved in the study also required key informants who were dedicated to the topic of the study. These participants may not have been found in a random selection process.

The time commitment involved not only the interview, but also required the participant to take time to become familiar with the concepts such as adult development cycles, learning styles, and motivational concepts such as intrinsic and extrinsic motivation in order to respond to interview questions. The key informants spent time in personal analyses of their lives and work prior to the interview by using a data collection chart provided by the researcher. A conversation between informant and researcher

followed the receipt of the worksheet.

This process gave the researcher the opportunity to build a positive working relationship and begin a personal relationship with the key informants which provided for a more in-depth and frank response. By selecting key informants according to group classification and conversation prior to the interview, a better opportunity existed to develop the relationship necessary for the collection of sensitive, personal data. It also allowed for a pool of informants who were capable of deep reflection regarding staff development and the teacher as an individual.

The participants for the study were identified using two methods. The first method consisted of teachers who had completed the initial survey, which justified the need for the study, and were willing to participate in the research project. Additional participants were selected by the researcher using the sequential case study method to complete group categories. In Group 1, the researcher was forced to find a second key informant by the referral of other educators who had not participated in the original survey. Only key informants who met group definitions were included in the research. This step was necessary to allow for sufficient data analyses and comparisons to develop a theoretical base.

Through the use of the groups as described, the researcher searched for identification of individual readiness factors and for a connection between these individual readiness factors and staff development. Specifically, research focused on individual attitudes toward the profession as a part of adult life cycles, personal relationships and interests, and motivational factors. The study of these questions through the defined groups led to the identification of individual readiness factors and to the isolation of factors.

A link was formed between individual readiness factors and staff development, using the data provided by informants and data from previous research. The completion of a data chart by the informants, found in Appendix B, began the linking process. The researcher was then able to define potential links by developing themes and categories for comparison by using the explanation building method of analytic study links described by Yin (1994).

A semi-structured interview was used as the vehicle for data collection because a structured interview did not allow an opportunity for details pertinent to each individual to be uncovered. Marshall and Rossman (1995) coined the phrase in-depth interviewing for this type of interview technique. Their definition of in-depth interviewing, as a conversation with a purpose, correctly characterized the interview procedure for this study. However, due to the multi-case nature of the study, a degree of systematic questioning was needed rather than allowing the informant's story to evolve without the defining borders of several standard questions. The standard interview questions can be found in Appendix C.

While many case study interviews are conducted using an open-ended format, this method would not allow for the researcher to uncover specific details needed for this study or aid in replication. This study required personal information which was often not shared voluntarily such as the disclosure of personal life experiences that were sensitive or embarrassing. This information was often given only after probing or by returning to the questions later if they were originally avoided. For significant theories to be generated, the personal details were vital to the study.

Prior to the interview process, the researcher met with the key informants to discuss

the reason for the study, their expectations, and the possible personal effects as a result of the study. The broad conversation topics included the reason for the informant's interest in the topic, time availability, personal interests and how the individual handled stress. Although the interview itself was not stressful, it was important that the informant was aware of potential stress which may have been caused by time requirements and personal introspection.

Using an unstructured interview as a conversational base, the researcher explained the interest in the topic based on personal experience, previous observations, current literature and the information sought through the study. The informant was instructed to ask questions or to interject their opinions and experiences at any time they felt it would be appropriate. If the potential participant did not become involved voluntarily in the conversation, probing questions were introduced to promote conversation as necessary.

Any or all of the following questions were used in the initial conversation:

1. What leads to your interest in the topic of the study?
2. Tell me about your personal hobbies or interests?
3. Will you be able to devote time to the study?
4. Have you talked with any of your family, friends or colleagues about your participation in the study?
5. Do you have any comments?
6. Do you anticipate any effect to your personal or professional life as a result of participating in this study?

There was no particular order in which these questions were asked, nor was there any assurance that all of the questions would be used with each respondent. The flow of

conversation directed the order and the inclusion of these and other questions.

The first goal of this researcher throughout the conversation was to establish a personal connection and develop a rapport with the potential study participant. The second goal was to pinpoint the degree of productivity achieved by the inclusion of this participant in the study, and to determine if the individual was appropriate for the research base of the study.

Appropriateness was defined by the degree of the rapport established between the researcher and the potential informant, evidence of thought given to participation in the study by the potential informant, willingness to share thoughts at a deeper level rather than a superficial level, time commitment to the study, the ability to articulate the potential impact of the study on the informant, and the enthusiasm exhibited for participation in the study. The profile of the individual as matched to the group definition was determined prior to the conversation. The length of initial conversation was determined by the quality of the interaction. A time limit of 30-60 minutes was used, as a longer period would be considered excessive and could allow for in-depth conversation that would damage the interview by touching on topics which should be reserved for the in-depth interview.

The setting for the interview was important in accurately determining the outcome of the conversation. All possible steps were taken to ensure that the informant felt safe, secure and comfortable. At the same time, the researcher also needed to feel at ease in the environment in order to be able to develop a rapport with the potential informant. Settings included the home or workplace of the researcher or the informant. The environment was agreeable to both parties. It was essential that the location allowed for

conversation to be heard by both parties but exclude interruptions by a third party.

Following the initial conversation, the researcher and the informant came to an agreement concerning the individual's appropriateness for the study. If neither the researcher nor the informant felt confident that the individual was appropriate for the study, another informant was selected.

Following the initial conversation, if the informant remained a part of the study, a date and time were selected for the first interview. This interview occurred within seven days of the initial conversation to prevent distance from developing between the researcher and the informant. After selecting a date and time for the interview, this researcher asked the informant to complete an interview preparation assignment. This assignment is found in Appendix A. The data chart assignment was designed to help the informant organize details of their teaching situation and then parallel their life experiences with staff development participation. This assignment was designed to enable the informant to provide complete, explicit details when answering interview questions. Data charts were collected by the researcher at the beginning of the interview and questions were also generated from this information.

Burden's 1980 study was an early reflection of the relationship of the teacher's personal life to the effectiveness of classroom instruction and professional development. Selected questions from this study were used as a base for the researcher's current research. The preparation assignment and the semi-structured interview using an in-depth technique included additional questions regarding teaching assignments and individual life experiences. Individual life experiences, which were of importance to the study, included a detailed self description, a profile including personal relationships, personal

interests and satisfaction with oneself. In some cases, satisfaction with the self led to other questions of emotional outlook which the informant believed to be important for the study. Relationships were established between the key informant and people of personal importance, colleagues, and administrators. The interview assignment contained additional questions regarding teaching experience/behavior, individual opinions/values, professional knowledge and the association of these topics with staff development.

Follow-up interviews were conducted as needed based on the initial interview process and on-going analysis to clarify any questions for the researcher. However, as unclear issues were identified and explored during the interview process, follow-up interviews were limited to specific issues. Using the unstructured interview technique, informants were asked to clarify any statements which appeared to be unclear.

A Description of the Data Collection

Data were recorded through notes taken by the researcher during the interview and direct quotations were identified in the script. The interviews were also recorded for comparison to ensure accuracy. Interviews required a minimum of 90 minutes, while some interviews were two hours in length. Follow-up interviews varied in length due to the unstructured format. A confidant with 25 years of experience in public education was used to question the researcher regarding the data collected and the researcher's interpretation of the data. This questioning was based on the confidant listening to the interview tape and reading the analysis of this researcher. If critical differences in interpretation of data were found by the confidant, this researcher questioned the informant as to the correct meaning. To further ensure accurate interpretation, this researcher repeated what was heard during the interview and gave the informants the

opportunity to correct any misunderstanding.

Data analysis occurred following each initial interview. Analytic procedures consisted of cross-referencing respondent's answers within groups and between groups, of recording frequent responses, and of determining relationships of current interview responses and findings from previous research questions. This made it possible to evaluate the internal coherence of the triangulation theory. The data were analyzed from these perspectives and were used to form patterns and clusters of related data. The data were represented graphically as Career Decision Circles.

This researcher looked for themes which indicated what factors of individual readiness were present for successful and unsuccessful staff development, as defined by the participant. This researcher was also able to isolate data which indicated the degree of importance of motivational factors, adult life cycles and personal circumstances of the individual. By discovering patterns between all interviews conducted, the researcher established that themes were present for informants in each group. The themes formed the clusters or Career Decision Circles; these elements were described as individual needs, individual beliefs, individual decisions, and staff development and life events.

The use of these procedures combined with the literature from previous studies provided for the validity of the study. Clusters were discussed with the informant to determine their opinions on the completeness of the individual readiness factors listed, and their connection to effective or to ineffective staff development programs. Study methods allowed for theoretical sensitivity by including the emotional nature of the participant during the stages of their career and their personal life as described during the initial interview.

The case study interview provided a greater opportunity for the understanding of the individual readiness factors that were part of every teacher's background. The use of the survey method does not allow for sufficient theoretical sensitivity that is often needed whenever an individual approach is valued. Therefore, the study required an interview process. In accommodating theoretical sensitivity, however, it is possible for a researcher and/or participant bias to develop. To guard against that possibility, the researcher had questions reviewed by the confidant prior to the interviews. The respondents were also asked to make certain that the intent of their responses were clear in the transcripts. The confidant also was asked to review the conclusions of this researcher to look for researcher bias. Without these measures, it might have been possible that this researcher's bias might taint the outcome of the study.

With these safeguards against bias, the study should be able to be replicated by any one who is using any group of teacher informants. Accuracy of replication will be dependent on the match of sample participants to the original study, duplication of the interview questions and process and the analysis techniques used.

Open coding was used following data collection to modify general concepts or to form categories for comparison of data across Groups. Categories used in analysis included job satisfaction, personal happiness, type of staff development, and life events for each job. Jobs were referred to by numbering in chronological order each position in the profession. Group 1 also required analysis of the concepts involved in the decision to leave teaching. Within each category, properties were identified according to the timeline which grew from the progression of jobs along the continuum of the careers of each of the key informants.

Following open coding procedures, the data were reassembled to form themes for each group. Within the themes of each group of informants, events and incidents pertinent to each informant were clustered and comparisons to previous research was made. The circles were used to formulate answers to the research questions and to identify individual readiness factors of importance for effective professional development programs.

Cluster topics emerged following comparisons of statements by informants of this study and findings of previous research. The themes which appeared in current and previous research led to cluster classification or Career Decision Circles. The defining of the circles provided a continued base of analysis to identify individual readiness factors and the role of staff development in the motivation and rejuvenation of the teacher.

CHAPTER 4

Presentation of the Research Findings

The Career Decision Circles of Individual Needs, Individual Beliefs, Individual Decisions, Life Events, and Staff Development contained specific data items for each informant. Individual readiness factors were identified based on the common elements of the Career Decision Circles for each informant. The Staff Development Circle became the link between the individual and the level of the teacher enthusiasm or job satisfaction.

Group 1 Data Collection

Group 1 was comprised of two teachers who had left the profession due to dissatisfaction with teaching. Susan and Daniel felt their professional dissatisfaction was effecting all aspects of their lives. Each key informant was able to summarize his/her feelings of dissatisfaction. The informants expressed their feelings in a chronological progression of jobs starting with Job 1 and progressing to the current or final position held in the profession.

Daniel stated, "In education there was a separation from my life." Now I don't have that separation. My work comes directly from understanding who I am." Susan felt differently than Daniel, although the result was the same. Unlike Daniel, Susan would like to return to teaching some day, but only under conditions where she and the administrator do not conflict, and only where there is not a competition for her time between family and job. Of her decision Susan stated, "I had the chance to leave this building the year before, but because I loved the people I worked with, and the Special

Education Director was supportive, I thought it would be OK. In hindsight, if I had taken that offer, I would probably still be in the system today with support from another administrator.”

Profile of Daniel

Daniel believed that he had entered teaching for the right reasons which he defined as “to help students”. Throughout his career, themes emerged which indicated that teaching in the public school system was not the right avenue for Daniel to use his teaching skills. “I was much more satisfied when working with adults. They chose to be there, and I found that I did better with older people.”

A second theme which emerged was that Daniel, throughout his career, was searching for satisfaction. He states, “I stayed in education for 13 years after beginning ‘Trager’ training, and thought education was not right for me.” It also became apparent that stress developed over the years and the professional stress affected his personal life. Although Daniel had questioned his career choice, he had not thought of leaving it until he began ‘Trager’ training.

As Daniel found personal satisfaction with new methods of learning, and when he met people who believed in the same ideals, and expressed the same attitude about life, his dissatisfaction with teaching became complete. He expressed this feeling as, “I found an opportunity to interact with people in a completely different way”. The contact with these instructors and the new ways of thinking, although not identified by Daniel at the time, led to the first steps in deciding to change his career. He stated, “I was unhappy in the job. I knew it wasn’t what I wanted to be doing. I was happy with ‘Trager’.” Following a sabbatical, Daniel was able to make the break from public education and

enter a career with 'Trager'.

Interview of Daniel – Key Informant Group 1

Daniel taught for twenty-six years in five settings, and found job satisfaction in only one of the positions. Job one and three were as a high school and middle school math teacher in Cape May County, New Jersey. Daniel also taught adult education for a brief time as his second assignment. This was the only teaching position which brought professional satisfaction to Daniel. "The key was the age and level of the student I was working with and the student's willingness to be in class. The fourth and fifth jobs were in middle and a high school in Burlington County, New Jersey.

The satisfaction Daniel felt in his second assignment, and the corresponding lack of satisfaction he found in the other teaching assignments, was the first indicator Daniel had that something was not right for him in the teaching profession. His only time of satisfaction in teaching came in the field of adult education.

Personal Factors

Daniel began his career with full-time employment as a middle school teacher following graduation from college. He characterized himself as "tolerant, liberal, humanistic, and I was happy to work in an integrated school trying something new". He led an active social life, which he described as similar to many individuals in his age bracket. His pattern of life remained steady during Jobs one through three.

Following the three assignments in Cape May County, New Jersey, Daniel began job 4 as a full time middle school teacher in Burlington County, New Jersey. He was dissatisfied with the job "due to the level of the assignment" and was only partially satisfied with his personal life in his new surroundings. During this time, Daniel felt that

his level of professional stress was growing, and expressed it as, “I felt I could not reach a person, make authentic contact with a person”. It was a stress that began while in the work environment in Cape May County, and became even greater in his new school until a point was reached when it also affected him in his personal life.

As with many people, Daniel was unaware of the degree of his stress and how it was effecting his body on a daily basis. During Job 4, the connection was made for him when he experienced a severe back injury after a routine physical move. According to Daniel, this injury was very painful and “caused me to realize that I wasn’t something that could be pushed too hard. My back injury was related to a lot of stress, and the incident let me see how much stress had affected me. I saw that stress affected my personal satisfaction with life, at work, and with happiness in general. It affected all aspects of my life, including what I did for a living.”

To deal with the pain associated with the back injury, Daniel began to receive training in the ‘Trager Approach’. The ‘Trager Approach’ is a body workout system which uses a mind/body approach to increase relaxation and mobility through the use of touch, movement and medication. This event occurred in 1983, and not only helped Daniel with the pain associated with the back injury, but it caused him to begin to analyze his life in terms of both personal satisfaction and professional satisfaction. As a result, Daniel began to spend most of his personal time in activities which were centered around ‘Trager’.

Professional Factors

Daniel spent thirteen years struggling with a career which did not meet his needs, and one in which he found less and less satisfaction. This bothered Daniel as he thought about his attitude when he began to teach, and later in his career. “When I first started to teach,

I was extremely child oriented, and an advocate of anything we could do for kids. I characterized this belief as having been idealistic.” Daniel categorized his initial experience in teaching as “partially satisfying”. Daniel said he found “complete satisfaction in teaching adult education”, and during his assignment, he began to feel a teaching career was the right choice for him. However, when he returned to a teaching assignment in the middle school in the same district, partial satisfaction returned. Daniel’s brief experience of complete satisfaction caused him to have thoughts which fluctuated between leaving teaching and of staying in the profession.

Daniel participated in a variety of professional development programs as a part of district requirements. In his first three jobs, he remembered staff development as curriculum oriented tasks. “I learned to write behavioral objectives, rewrite curriculum, clarify objectives and develop teaching goals. Staff development was curriculum based.” In 1980, his focus regarding professional development changed to one of achieving supervisory certification in the state of New Jersey. In order to complete this task “I took several courses in learning styles and felt this form of self selected professional development was beneficial. What was offered by the district did not appeal to me.” However, the traditional staff development of in-service days and teacher observation offered by the district had little relevance to daily duties. In fact, he characterized in-service as “superficial, entry level” experiences until he had the opportunity to participate in DSSD.

After transferring to the high school into a part time position, Daniel became involved with DSSD. In this method of staff development, he opted to become involved in Colleague Consultation or Peer Observation. “Colleague Consultation was good, but I did

not take advantage of it because I knew I was going to leave teaching.” He admits that the in-service programs improved during his career. However, Daniel was no longer interested in the teaching profession. “I think we had pretty good in-service at the time for someone who was committed to education, but I was not committed.”

When Daniel moved from the middle school to the high school, he also went from full time to part time. Daniel’s change from full time teaching to part time status, and the resulting loss of income, was not a factor in the dissatisfaction Daniel felt with the profession. “It was hard to give up the money, but it became apparent that what I felt inside, my belief system, was not compatible with the job.” He characterized the dissatisfaction as the inability to reach the total child, and the increased expectations for teachers by parents, administrators and the state.

“As I taught math, more and more I was aware that I was interacting with the emotional development of children, and increasingly, as a teacher, we were expected to do more and more parenting. I was frustrated that I couldn’t do more with the whole child. I was happier at the high school than at the middle school due to the age of the student; however, this change was not enough.” His training in the ‘Trager Approach’ caused him to see education differently. “I began to see education was teaching people as fragmented beings; mostly intellectual and cognitive, and it certainly didn’t have a sense of what a whole being was about or how to educate holistically. This was what I was learning to do with the ‘Trager Approach’ which had no place in the educational structure.”

During this period of his professional life, Daniel began to see the effects of the job related stress on his personal happiness. He saw his dissatisfaction with education as a

result of it being separate from his life. “I was unhappy at school, and very happy out of school. I was part time, so I got a decent salary, but essentially was unhappy in the job. I knew it wasn’t what I wanted to be doing.” At this point, in an effort to determine what he should do, Daniel took an educational sabbatical to observe school settings across the United States.

After this experience, he returned to his teaching job and hoped to find satisfaction. However, in a short period of time, the stress became overwhelming. Even the loss of numerous family members in a short period of time “and not receiving any support from the school when they died” had not effected him as greatly as the incompatibility of the profession with his personal life and needs. At that point, Daniel did what he called a “re-evaluation of life” and decided to leave the teaching profession stating, “it was hard to give up the money, but it became apparent that what I felt inside, my belief system, was not compatible with the educational system”.

Summary of Daniel’s Interview

Daniel struggled for over a decade with the decision to leave the profession which he chose because he felt that he could help students. He described a feeling of sadness for the students “because I knew what I was doing in ‘Trager’ could help students, but I couldn’t use these skills in the public schools. I wasn’t doing the kids any good by teaching them pre-algebra when the students didn’t even know how to say what they thought. It was very frustrating. In education there was a separation from my life. Now, I do not have that separation. My work comes directly from understanding who I am.”

When asked how he felt in retrospect about teaching, and if anything could have been done to help him remain in teaching, Daniel was very direct. “I found an opportunity to

interact with people in a completely different way, in a way that education as it exists doesn't provide for in a classroom. I now teach in a holistic way using the 'Trager Approach' to a healthy lifestyle." He made another interesting observation regarding his lack of satisfaction in the field of education. Daniel pointed out that "teachers were never asked what could have been done differently in schools to benefit everyone". However he commented, "I never felt the support in teaching which could have allowed me to be honest if I had been asked." The researcher asked Daniel if he would ever consider returning to teaching. There was no hesitation in his response. It was an emphatic "I would never go back to teaching".

Profile of Susan

The second informant in Group 1 was Susan. Susan was very focused on her reasons for leaving teaching, and classified them as a "life change" due to having a baby. A theme that Susan expressed was the need to feel that she was being treated as a professional and at the same time her personal needs were recognized by the administrator of the building. The theme which was heard throughout the interview was the importance of her relationship to the principal. She described the stress of the relationship as "it was very stressful. I held off resigning because I heard the principal might be reassigned. I had heard from friends who had left the building that it was completely different with other administrators. Having a child was a definite factor."

Susan also saw staff development as a major focus for her as a teaching professional. She believed that how staff development was implemented reflected how much respect the principal had for the faculty members. Due to her experience with staff development in this job, she stated, "I felt terribly disrespected. There was no emphasis on what I knew

best.”

Susan would like to return to teaching. Because of the attitude of the principal toward personal needs of the teacher and the implementation of staff development, she was in effect forced out of the profession. She expressed it as “Had my situation been different, I would have stayed. I had the ability economically to stay home, but I loved teaching, the people I worked with, and I would have loved to have stayed in the building.”

Interview of Susan – Key Informant Group 1

Susan, a mother of two small children, is married to a successful dentist. His success gave her the economic freedom to leave teaching, and many people assumed that she left to raise her children. This was not the case, and Susan would like to return to teaching under the right conditions. Susan stated, “the right conditions are defined by the type of staff development and the management style of the principal.”

Personal Factors

Susan is a person who has always found happiness even during times of difficulty such as the lengthy illness of her father with terminal cancer. She has a positive outlook on life, and is totally committed to her husband and children. Some people would describe Susan as having a storybook life. In fact, other than her father’s death, her life events have been positive.

After graduating from college, “I has a non-teaching degree and didn’t know what I wanted to do. The idea of teaching happened as a result of indecision and needing a job. Private schools did not require certification, so I took a job teaching to see if I would like to teach.” She began teaching in Virginia, and then decided to move to Georgia where she taught for seven years.

During that time she returned to New Jersey for a friend's wedding, and at that event met her soon to be husband. The marriage caused her to return to her hometown area, and she continued her education, obtaining a master's degree in special education. After several years of marriage, Susan and her spouse decided to have children.

After the birth of her children, Susan found that she loved motherhood. A conflict arose between the time necessary to be the kind of mother she wanted to be and the time needed to complete the duties of her job. This caused stress that was difficult to deal with and was in addition to the stress caused by working with special education students and their parents on a daily basis. She stated, "if I hadn't had a child, I would have simply requested a different placement."

Professional Factors

Susan held an undergraduate degree in government, and had never considered teaching as a career. When she moved to Georgia, this was the only job experience that she had; and therefore, she decided to stay in the area of private education. The change during this period was that Susan chose to work in a special education environment which taught ADHD and LD students. Susan commented that "something clicked when teaching students with labels, and I decided to go back to school for certification." It was during this period that Susan made the decision to return to college as soon as possible to become a certified special education teacher.

Several professional factors were important in her second job which helped her to make this decision. Susan said the job was "incredible". She credited this feeling to the principal and the board of directors. She stated that "they made us feel we were the most professional, valued teachers, that we were doing something really special with the kids

which made a completely whole feeling and made me very happy”. In regard to the role of staff development, Susan saw the program as directly related to the classroom. Examples cited included techniques on how to work with the special problems of the students. “I felt they scooped up an hour of what we did in the classroom and showed us how to improve things.” Another factor leading to complete satisfaction was that staff development was relevant and optional. Susan described it as “staff development was relevant. We were sent to local, state and national things that related directly to the classroom. We were given the option of the staff development we wanted to participate in. Situations with families were taken into consideration. They always made me feel I was a professional, not in income, but in every other aspect”.

Susan also felt that this job was satisfying due to the respect she felt from the administration. She was able to point to specific items which to her demonstrated the level of respect given to teachers. “We were encouraged to try new things. I was supported in writing new social programs for ADHD students and allowed to try it. We were allowed a lot of creativity and could get approval for ideas without layers of management.”

Due to money, Susan eventually had to leave Job 2 and take a new position. Job 3 was of short duration as a remedial teacher in a correctional center. She remembered, however, that her level of satisfaction was complete due to the continued feeling of respect for her as a teacher. When she resigned from this position, it was to return New Jersey and marriage.

In Job 4 Susan experienced partial job satisfaction. Susan was hired at a school comprised almost entirely of minority students to teach fifth grade. An example of a

reason for partial satisfaction was the attitude of the parents and their feelings toward Susan which she expressed as “they sent their children to a school where they expected their children to have black teachers to teach the children about the culture. The parents especially wanted to know what I was going to do during black history month”. Susan felt constant tension in this job and was under criticism from the parents from the beginning which caused her to be dissatisfied. After two years, she decided to accept another position in another public school system in New Jersey.

Job 5 was as a special education teacher at the high school level. This was a new experience for Susan, and she was apprehensive about the position. However, in a short time she developed a total respect for the high school principal and once again her feeling a complete job satisfaction returned. She was told by the principal “that I was the expert and do what I needed to do and ask for advice when I needed it”.

A concrete example of the level of respect she felt in this job which remained with the informant was a discipline issue. Susan had sent a student to the office for discipline, and was concerned that she would not be supported. A short time later, the principal brought the student back to the classroom, and in front of the class said, “What is your preference? Do you want suspension, detention or a warning; it is your call. The class knew from his statement that I was in charge”. She in turn felt respected for her knowledge as a teacher. During Job 5, Susan also saw staff development as a positive part of being a teacher. “Teachers were allowed to select in-service programs based on the direct relevance to the classroom”.

The feeling of complete satisfaction turned to one of total dissatisfaction in Job 6. Susan changed positions to try teaching in the elementary school. After two years, she

found it was a mistake which ended with her leaving the teaching profession. Susan defined the cause of her dissatisfaction as a “personality difference with the principal, and I did not trust her”. Susan cited many examples of feeling lack of respect, conflict between administrative expectations and family responsibilities, and the lack of opportunities for personal selection in any staff development program. One comment highlighted many of these issues. “I was questioned once about adding or subtracting 10 minutes from an IEP meeting rather than being recognized as the expert. We aren’t ever asked what our prior experiences are or if you’ve ever done an activity before. We’re treated like we’re total idiots.”

In her last position, there were four special education teachers in the building. Susan was assigned the responsibility of testing students for placement, re-evaluation of students, as well as teaching a group of students. She enjoyed good rapport with her peers, liked her assignment and felt close to her students.

During the first year in the job, Susan gave birth to a baby and took a maternity leave of 37 days. During the leave time, she still reported to school on “eleven of those days because of testing and state report deadlines”. Following to the maternity leave, Susan returned to her position.

Over the school year, friction had developed between Susan and the principal mostly concerning staff development. However, at this point, the problem grew as Susan was no longer willing to stay after contract hours or report extra early on a regular basis for staff development. Susan was not the only teacher who felt this way. “Teachers were asked to come in a half hour early for staff development. There were a lot of behind the scenes disgruntlement and some very angry teachers at being asked to do this. Often only a few

would say anything, and then later we would be called into the office for not being a team player.”

Susan’s original concern had been that the principal used staff development for her own purposes and the teachers did not have any input. As an example, Susan felt “insulted” when she was required to come in early to learn to use a laser disk. She “had used one in graduate school, knew how to use the equipment, but still had to attend the session”. There was only one disk player in the building with little software; and therefore, there was little opportunity to use the equipment in the building. The principal told her when she asked to be excused, “no, it will do you some good to listen to it”.

Susan described the environment as “very stressful, particularly for mothers and new mothers”. Susan stated “the principal believed there was a strong correlation between the number of hours put in at the building and the kind of job a teacher was doing. I resented being asked at 4:30, are you going home already?” Susan was further frustrated by stories from friends who reported that it was not that way in other buildings in the district.

The final frustration came when the special education teachers were asked to give a 30 minute presentation to the faculty at a mandatory staff development meeting which was to be held one hour prior to the normal starting time. The other meeting topics ran over schedule, and classroom teachers wanted to go to their rooms and prepare for the students’ arrival. The team only had 7 minutes to make their 30 minute presentation. “We had done posters, and gotten literature for teachers. I suggested we wait until the next faculty meeting to present, but the principal said, no, go ahead and do the presentation.” Susan remembers feeling, “What that meant to me was I don’t care what you really are telling us. What I care about is I had a special education presentation for the faculty, and

can report it to central office. My ideas, judgment, and professionalism were not appreciated, and those things were important to me.”

Finally, after two years of this environment, Susan gave up her position. She simply could not take the stress any longer. Susan had come to a point where she had “deep trust issues” with the principal, and felt totally “devalued” as a professional.

Summary of Susan’s Interview

Susan observed a similar condition in education that was reported by the first respondent in Group 1. She commented that “we aren’t even asked what our prior experience is and if you’ve done an activity before or if there is anything you would like to learn. I answered surveys that programs were irrelevant and that caused problems for me later.” Staff development procedures became a large issue between the principal and Susan, and was a factor in her leaving the profession. Another factor was the overall tone in the building. “In the two years in Job 6, I worked with people who had a lot of issues such as death, divorce, and illness in the family. I observed that if people were treated with more compassion in their job, the personal tragedies would have been easier to handle.”

The themes heard in the interview of this key informant were repetitive. Susan wanted to feel respected for her knowledge. Often she “felt terribly disrespected. There was no emphasis on what I knew best. We weren’t asked for input, especially in the area of staff development.” It would have been important to have the administrator understand that she had other commitments that single teachers may not have had which prevented her from spending excessive hours in the building. “Teachers coped with staff development by saying this is the way it is, and bringing things to do at the meetings.

They never absorbed material that was presented.” Unfortunately, according to Susan, her personal opinions and needs were ignored, and she felt she had to leave teaching. “I was not satisfied with what I was doing for a living because I just wasn’t appreciated or respected as a professional who completed four years of college and two years of graduate work.”

The situation in which Susan found herself was not unique. It was also seen in studies completed in 1983 by Burden and Wallace. They identified a need at that time to tailor professional development to the stages of development of the teacher, and Boyd in 1993, emphasized the value of accepting the individual teacher’s opinion in implementing successful staff development.

Group 1: Emerging Themes

Theme One: Re-evaluation of Life

In both cases, the key informants suffered from high levels of stress which adversely affected their professional and personal lives. The effects of stress on their personal happiness led them to examine the cause and conclude the stress developed from their jobs. The informants titled this general theme as “re-evaluation of life, or a life change” which led the respondents to leave the teaching profession. They made a decision on what was truly important to them in their lives. When the decision was made, it was their personal happiness which was of the greatest value – not the career.

This theme was expressed numerous times in both the data preparation documents and in the interview. A review of the worksheets completed by Daniel indicated that a direct relationship existed between professional satisfaction and personal happiness. At times, Daniel experienced professional satisfaction, and he also found personal

happiness. In his documentation, Daniel supported this belief by indicating that he could no longer connect with students, no longer believed in the teaching methods used in educational systems, and enjoyed a greater involvement with 'Trager'. He utilized a sabbatical to try to reestablish enthusiasm for the profession, but without success.

Quotations from interview data combined with other data collection information supported the theme of re-evaluation of life. A revealing statement from Daniel stated, "in education there was a separation from my life. After my sabbatical, I came back to the educational system and found it was wrong for me. Although I came back hoping to integrate things I had learned and take advantage of the part time teaching situation, I was unhappy in the job. I knew it wasn't what I wanted to be doing." The sabbatical and a stress related back injury were life events which were major factors in Daniel's decision to leave teaching and gave additional support to the theme of re-evaluation of life.

Susan had similar experiences which supported the themes of re-evaluation of life which she termed a life change. In the data preparation documents, Susan indicated she had complete personal happiness after meeting her husband, regardless of her satisfaction with her job. Throughout her interview, she provided data which documented this happiness and the fact that her family came first in her life. Susan made this point clear when she stated, "having a child was a definite factor in my decision to leave education".

The value of personal life was further illustrated in an interview summary statement, "I worked with a lot of people who have had major issues in their lives. If they had one less thing to worry about in their job, these things would have been easier to handle. But when you have issues in both places, it's tough." In Job 2, Susan emphasized that "situations with families were taken into consideration in planning staff development".

This was one more indicator that a re-evaluation of life occurred when her personal happiness was threatened by the demands of Job 6.

Theme Two: Role of Staff Development

A second theme which became apparent was the relationship between staff development and individual decisions regarding the relevance of staff development and job satisfaction. The informants saw little connection between staff development provided by the school, their jobs, and individual decisions regarding appropriate professional development.

Daniel's interview preparation documents indicated satisfaction in Job 2 which included limited staff development requirements. These staff development experiences were curriculum based with direct application to the classroom. Later, in Job 5, he commented that when offered the opportunity to participate in DSSD, and to make individual decisions, it was an improvement. However, Daniel had begun to believe he would leave teaching and said, "we had pretty good in-service at that time for someone who was committed to education, but I was not." In situations where he had no latitude to make individual decisions, he characterized staff development as "superficial entry level in-service". Currently, in Job 6, as a self-employed person, he has made individual decisions regarding professional development, and had become completely satisfied with his choices.

Susan was the only key informant who had not formally participated in a Differentiated Supervision and Staff Development program. However, she was the most satisfied in Jobs 2 and 5 where she was given the opportunity to make individual decisions regarding her professional development. The importance of this theme was seen

when Susan spoke of the relevance of staff development she remembered; “we were given options of the staff development we wanted to participate in”. In summary statements, Susan also pointed again to the importance of this theme when she said, “administrators need to make staff development valuable to what teachers are doing”.

Theme Three: Need to Feel Valued and Respected

Both key informants were adamant in their interviews regarding this theme. The need to feel valued and respected as a teacher and as an individual was an underlying theme of related experiences as well as a single theme. Each respondent indicated theme three was vital to their job satisfaction and a factor in their decision to leave teaching.

Daniel expressed the need to feel valued by saying “teachers were never asked, I never felt the support”. He did not feel he was valued or respected because he had no personal freedom to include any of the philosophies of education used by his trainers in the ‘Trager Approach’. Daniel strongly believed the public school system taught students as “fragmented beings”. He knew how to “educate holistically”, but he was not valued as a professional who could be trusted to use the appropriate techniques. “I was frustrated that I couldn’t do more with the whole child.”

In Job 6, Susan simply felt “devalued” by a lack of respect. In this position, she “never felt her ideas, judgment or professionalism was appreciated. I felt terribly disrespected; there was no emphasis on what you knew best.” When contrasted with her comments in Job 2 of “the administration made us feel we were the most professional, loved teachers; they always made me feel I was a professional”, it was apparent that the need to feel valued and respected was essential for Susan to have job satisfaction.

Theme Four: Personal and Professional Life Connection

Both respondents felt a need to have their personal lives be compatible with their professional lives. The lack of connection or compatibility between the two caused stress both at work and at home; this led to a re-evaluation of their lives. Their need to have both parts of their lives compliment one another in conjunction with the other themes, caused Group 1 informants to go through an evaluation process which led to their exit from teaching.

From interview quotations, the importance of this theme was clear. Daniel summarized the theme as "in education there was a separation from my life". When asked directly by the researcher if he believed there was a connection between job satisfaction and personal happiness, Daniel did not hesitate and said, "absolutely, they are totally interchanged. A theme for my life now is no separation".

Susan did not state the importance of theme four as directly as Daniel but rather made several comments to support the importance of the theme in her decision to leave education. The birth of her daughter was the most striking example of Susan's need for compatibility between professional and personal life. She emphasized that the environment for new moms was stressful, and said "if I had not had a child, I would simply have requested a different placement. Having a child was a definite factor in my decision to leave". Susan could not make her personal life compatible with the professional life in Job 6 because "the demands were too strong in that building".

Conceptualizing the Themes

The themes represented the feelings of the informants as described in the interview, in each job held, and in the information gathered in analyses of interview preparation documents. The themes, therefore, were comprised of numerous pieces of information

which were related to one another, and could be clustered under a representative name. The clusters illustrated the ideas, feelings, and thought processes which formed the basis for the informants' decision to leave the profession or remain in their career. Group 1 informants chose to leave the profession.

The linking of the clusters led to the development of possible explanations for the role of professional development in the attitude and enthusiasm of the teacher, assisted in the identification of the individual readiness factors, and demonstrated how they worked together to form the career decision. The clusters collectively represented the career decisions and their graphic illustration provided an avenue for conceptualizing the themes as they related to each group of informants.

In Group 1, there is no intersection or alignment of the clusters of data. The lack of intersection was the result of the internal conflict of the informants which ended in the decision of the informants to leave the profession.

The Individual Needs and Individual beliefs were items of personal evaluation. When Daniel stated, "my work comes from who I am", it is evident that the public school system did not allow flexibility to provide for his personal needs. Although DSSD allowed for individual choice, and therefore relevance for participants, that system had limitations set by the school system which could not provide the support that Daniel needed to use a holistic approach to education. Daniel needed to work with others who had the same beliefs he had in a holistic educational system. The lack of support for his beliefs was also a factor in his stress and unhappiness. This pattern was seen in all of his jobs except Job 2 and 6. Eventually, the stress of being dissatisfied at work and the personal unhappiness resulted in a serious back injury.

When the clusters of career decisions were studied as a total picture, the reason for Daniel's decision to leave education comes into focus. He saw no connection between the ideas he believed in and what was required of a high school teacher in the public school setting. The stress, professional dissatisfaction, and personal unhappiness which resulted from the lack of cluster connection led Daniel to the re-evaluation of what was most important to him. He decided to leave teaching for a career which allowed a merging of the clusters of career decisions.

The decisions Daniel made in his career came as a result of many years of dissatisfaction marked by one event related to his health; this changed the course of his professional and personal life. He found he needed to work in an environment which supported a total connection of mind and body, and brought a connection between personal and professional life. This connection made sense to Daniel, and when he studied the concept, he found it was the final piece needed for him to see it was time to change his professional focus.

Explanation of Decision Circles

The pictorial representation shows the lack of compatibility between teaching and Daniel's needs. The clusters of the decision circles were a visual representation of patterns which were seen as a part of the themes of the research of Group 1 and for Daniel specifically. The lack of intersection of any of the clusters illustrated the incompatibility of all aspects of career and personal life for Daniel in the teaching profession.

CAREER DECISION CIRCLES

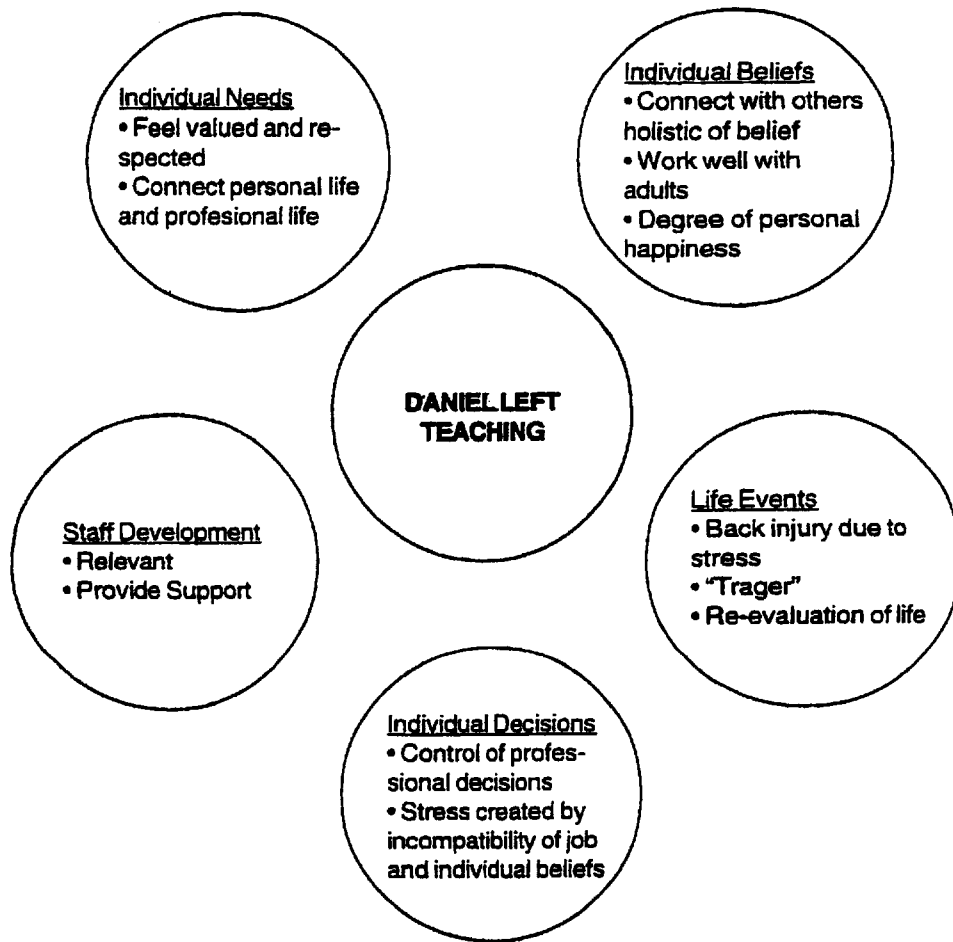


Figure 4.1 Career Decision Circles of Daniel

CAREER DECISION CIRCLES

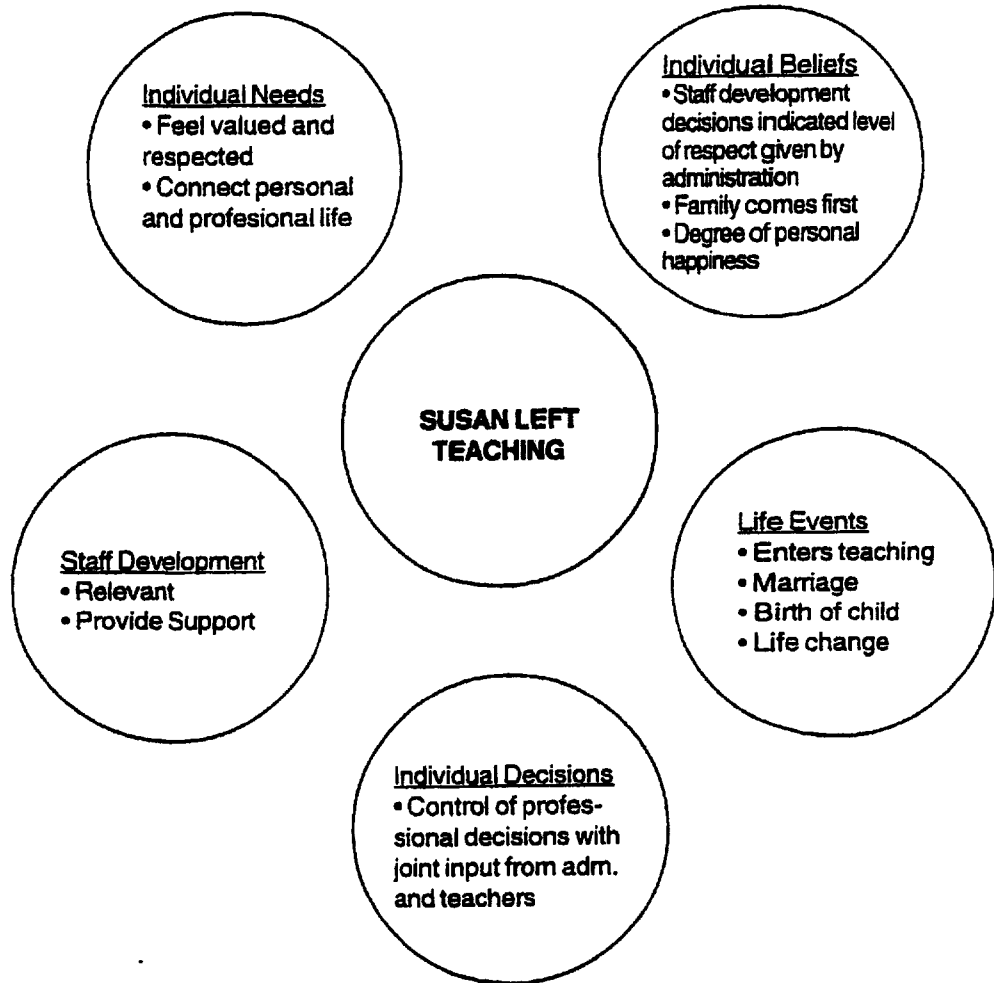


Figure 4.2 Career Decision Circles of Susan

Explanation of Decision Circles

Once again, the graphic representation shows the lack of compatibility of personal and professional life as well as the other areas leading to a re-evaluation of life and the decision to leave teaching. However, Susan's decision was based on different life events, beliefs, and experiences with various systems of staff development.

Job 1 did not contribute significantly to the development of clusters, but served to begin Susan's career in education. Job 2 provided an environment in which Susan developed a belief that administration and teachers made joint decisions regarding staff development. This belief did not change as Susan began Job 6. The lack of involvement in staff development decisions in Job 6 led to a high level of stress in the job. Susan had transformed the meaning of staff development from a process of learning to one which she believed demonstrated how the administration respected her as a teacher and valued her expertise and experience. Susan also had come to believe that professional development could not be relevant for her if she was not asked what was needed in order for her to perform well in the classroom.

Researchers such as Boyd (1993), and Hirsh and Ponder (1991), had completed studies which indicated Susan's need was found in many individuals. Research indicated cases of successful staff development plans were found which demonstrated the humanistic need of teachers must be considered if the teacher was to learn from the experience. To Susan, this principle was violated in Job 6 by the building administrator who totally directed staff development activities. This method of administration violated Susan's clusters of individual needs and beliefs which were entrenched in Susan by patterns established in previous positions.

Life events played a large role in her decision to leave teaching. Susan felt additional stress when the principal pressured her to remain after school beyond the school day rather than going home to her family. The conflict over family time versus school duties was also seen as a professional respect issue and did not promote a connection between personal and professional life. To stay in a position which did not make her feel respected and required her to take time away from her family was too stressful to allow her to continue in the profession. The life event of becoming a mother was the final factor in the life events cluster which forced the decision. Although this was the culminating event, all study data regarding this key informant contained a pattern of importance on personal happiness beginning at the time when she met her husband.

Group 2 Data Collection

The teachers interviewed in Group 2 were individuals who had been completely satisfied with their careers for many years, but had become dissatisfied with their profession. Themes for Trish and Pam were similar for both teachers. Trish expressed her feelings as, “the negative atmosphere and the current feeling of lack of respect for what I do in my job or what teachers can do in general, lack of support from parents and student attitudes make me feel discouraged and sad.”

The second respondent, Pam, also had issues of respect that have caused a change in her satisfaction for the profession. Pam described her feelings as “I have classes I want to teach, but I’m not happy with the faculty. It’s hard for me to think of a career change or to move to another school district. With thirteen years of experience, no other school district will hire me at an equal salary.” The views of Group 2 key informants on staff development and its impact on their professional satisfaction vary with the opportunities

offered to them and the relevance of the activities of the activities to the classroom.

Profile of Trish

Trish began her career with a permanent position teaching senior level English. Her personal interests, such as reading, helped Trish relate to her students and encouraged them to increase their own reading. From the beginning, Trish was involved in the school culture as a senior class advisor and entwined personal and professional life. This pattern is seen throughout her career as she explained, “my personal interests were driven by the job. I helped with the play, took field trips, coached sports and officiated. The sports interest was an outside interest first. I liked to read and bring that to the classroom. What else would you expect from an English teacher?”

Because of Trish’s belief that a teaching career and personal life are interwoven, she turned to her career during her most difficult periods in her personal life for support. “Through anything that happened in my life, I was still very happy with my job. The irony is that now that I am completely satisfied with my life, I hate my job.” What turned out to be most disturbing as well as perplexing for Trish was the total separation of job and personal life which developed at this point in her career. “I don’t think that it is supposed to be that way. It makes me feel sad that I finally reached a point where I feel good about my life, and my job is not part of that happiness.” The pattern of satisfaction was seen to reverse in the past five years to one of her personal life providing the happiness and satisfaction which had formerly come from her job.

Interview of Trish – Key Informant Group 2

Trish had taught as an English teacher for 27 years in two different jobs in the same school district. In her first year of teaching Trish stated that her “idealism resulted in

some disappointment”; however, after the initial realities of the job were accepted, she was completely happy. That feeling of complete job satisfaction was shattered during the past five years, and led her to a point of wanting to leave the profession. “I stay for the security of a dependable paycheck, and only have a few years to retirement.” Retirement in the near future was the only factor that kept Trish in the classroom.

Personal Factors

Trish began her career with a traditional background professionally and personally. After graduating from college, she accepted her first teaching position as a high school English teacher, and shortly thereafter, got married. Marriage was followed by the arrival of her first child. Trish reported, “I had complete satisfaction in all aspects of my life”. Following three years of teaching, Trish changed jobs within the same school district and continued to teach English in a different high school.

Following the change in positions, Trish gave birth to a second child. She was a full time teacher, and her husband felt she should be a full time homemaker. With the demands of teaching, motherhood, and the responsibilities of being a homemaker, stress developed in the marriage, and Trish divorced. Following the divorce, Trish said she “was under pressure to fulfill job requirements and take care of two children by herself while she was recovering from a disappointing marriage”.

During this time, Trish characterized her teaching position as a place of happiness. She stated, “my job gave me the reason to get up in the morning. My job was what kept my sanity. Even if I was not happy in my personal life, I was always happy with my job.” This is a clear reminder of her initial concept that the school culture was an important part of her life.

Trish's personal life continued to have its ups and downs for over a decade through remarriage and a temporary separation from her second husband, death of a parent and the death of a colleague. Trish defined this period as "one of partial happiness with life." During that entire period, however, she continued to have complete job satisfaction. It is only now, at the end of her career, that Trish felt she has complete happiness with her personal life. "I am older and things are different. I just feel more secure which leads to personal happiness."

Trish completed graduate school, saw her children establish careers and develop lives of their own and found complete happiness in her marriage. Trish described this period in her life as, "the kids are raised and have a profession so that stress is gone and my marriage has improved". She felt it was ironic that now that she had found complete satisfaction in her personal life that she was dissatisfied with her professional life. "My job and colleagues helped me to survive when my personal life was not the best. Now I can no longer look to the job for satisfaction." Her current dissatisfaction appears to be strongly connected to a change from DSSD back to a more traditional method of professional development rather than any factor in her personal life. This assumption was confirmed by Trish's description. "We have gone from having staff development which my colleagues and I felt was beneficial and helped me grow professionally, to a surprise observation. It has gone from positive to negative."

Professional Factors

Early in the interview, Trish pointed out that she experienced some initial disappointment with teaching and with staff development. This feeling that staff development had little to do with the classroom grew from her initial experience in the

1970s when the district provided all teachers with the same information. “When I first started to teach, there was no relationship between staff development and what I was doing in the classroom. For in-service days, we went to one location and listened to a speaker. This was combined with surprise observations with no follow-up.

This changed with the implementation of DSSD. In Differentiated Supervision and Staff Development, Trish found meaning in professional development as it related to the classroom. Trish felt it was beneficial “because I could focus on something I was doing in the classroom” in the self directed mode. Trish’s level of satisfaction with the profession improved; however, she saw a weakness in the program because it had no component to help a teacher cope with individual concerns.

Trish cited an example of a need for this component when in 1987 a department member died in an accident while on vacation. “The department helped each other out. They went out together after school and on weekends and talked about the colleague.” Trish observed that “we have a means to help students deal with the loss of a friend and teachers are trained to help students cope. There should be a way to develop a method of helping teachers cope with grief which affects the school and the job they are doing.”

During the period of time that DSSD was used for professional development, Trish completed her master’s degree and became chairperson of the English department. Her outlook about the teaching profession and satisfaction with the job was very strong. Trish continued to be involved with the life of the school, and felt valued as an experienced teacher who could help beginning teachers grow in the profession. Trish stated that “growth and satisfaction occurred as experienced teachers helped new teachers and veterans learned new skills from teachers just out of college.” Even though Trish was still

the department chairperson, a change in her level of satisfaction had occurred. When questioned about the reason for the change, Trish pointed to disrespect from parents, administrators, and to the regression in the staff development to a traditional approach.

In the traditional method, the teachers had gone back to a system of formal observations and group presentations on topics selected for teachers. Trish expressed her current feelings of frustration with staff development as “when you are required to participate in staff development and something is shoved at everybody with no regard for their experience level, assignment, and personal ability, it doesn’t help anyone. DSSD encourages teachers who are dissatisfied to do something about it.” Trish believed that her satisfaction with the job would improve if DSSD were still available because of her desire to learn. “Returning to DSSD would be one thing that would help to change my current attitude.” She explained her feelings as “I like to learn new things just to learn them, and DSSD was a means of learning new concepts. Everybody’s different and DSSD gave me a chance to work on strengths and weaknesses rather than being grouped for one topic.” The return to traditional staff development had helped to create the image that the administration no longer trusted teachers to be in charge of their professional development, and fostered a feeling by teachers that they were no longer respected as professionals.

Her feeling of a lack of respect from administrators was enforced by lack of support from parents, and the attitudes of some students towards teachers. Trish commented that “these factors make me discouraged in my job and sad because it was all I ever wanted to do and do it well. Staff development is not there to help me grow, it’s not even staff development. I see a relationship with staff development and job satisfaction because

instead of someone asking how can I help you be better at your job, someone is coming to the classroom and saying this is what you're doing wrong.”

Trish spent most of the interview saying why she wanted to leave teaching and could clearly articulate the negative feelings. However, for a brief moment, she shut out the negative, and expressed former feelings for teaching which still existed. “When I am in my classroom, there are days I like what I do. It’s outside my classroom with the attitude of everyone toward teaching and the change in staff development that overpowers the good in the classroom.”

Summary of Trish’s Interview

A review of the data provided by interviewing Trish and a comparison of published data on the topic of professional development provided for triangulation of the data. Fullan (1993) reported that a segment of teachers in the public school system had lost their interest and enthusiasm for the profession. Burden and Wallace (1983) suggested that professional development was compatible with stages of development of individual teachers. The findings of these researchers were supported in the data provided by this key informant.

Trish had been a satisfied teacher from 1968 to 1993, before joining a segment of public school teachers who have lost their enthusiasm for the profession. It was apparent that Trish placed great importance on her job as a part of her life and stated that during some periods of her life, it was what had kept her going.

When she spoke of her current dissatisfaction, a large part of the loss of enthusiasm was connected to a return to a traditional form of staff development. “Staff development has no positive impact now on my job as they have gone back to traditional staff

development.” A second item of importance in the relationship to the loss of job satisfaction for Trish was the perceived lack of respect given the teaching profession by parents as well as administrators.

Profile of Pam

Pam had themes in her interview which were of a more personal need in regard to job satisfaction than educational demands. What was important to her were issues that had an impact on the environment and relationships within the school. The first concern expressed was a need to have a positive relationship with her fellow teachers expressed as “feeling welcome”.

Professional respect from her peers was also important to Pam. When she taught in environments in which she felt peers did not respect her ability, she was extremely dissatisfied with the job. Another theme was the effect of personal life on satisfaction in school as expressed “as things got better personally with my colleagues, I became more satisfied with the profession.” Although “I do not see myself becoming satisfied.” Pam intended to remain in the profession until she retired with 30 years of service. However, one had to ask if this was possible based on her current comments and level of dissatisfaction.

Interview of Pam – Key Informant Group 2

Pam began her career as a teacher in order to be a girl’s basketball coach. “Teaching was something I did during the day; the most important thing started at 3 o’clock” – basketball practice. From the beginning, Pam was a teacher who had no involvement in the school except for sports. “I have no desire to get into it.”

Pam has spent her 13 years as a teacher in the same school district, and until this

point, vacillated between satisfaction and partial satisfaction. She strongly believed she had done a good job with the students. Pam strove to help students learn, but she left each day to spend her time “enjoying life” outside of school as partial satisfaction became dissatisfaction.

Personal Factors

Pam recently earned her master’s degree and saw her formal education as complete. She increased her salary when she received her master’s degree, and used the money to enjoy activities of a personal interest which included travel, working on her house and just “enjoying life”.

One negative factor in her life which required time and attention was her father’s illness. Pam’s father was diagnosed with Parkinson’s disease seven years ago, and it has progressively worsened. Pam recalled when he was diagnosed, few faculty and no administrators knew about the situation. Pam said, “I was spending time at the hospital, driving back to school with little sleep, and it didn’t matter what was happening at home, I had to do my job with little support.” This apparent lack of caring was another issue which led to dissatisfaction with teaching.

Pam began her career in a ninth grade building. Although upperclassmen had classes in the building, the student body was largely comprised of freshmen. It was separated from the main building by two parking lots. Pam felt that the first six years in this building brought satisfaction in teaching because of its small size, and that at the beginning of her career, there was a core group of faculty who were friendly and supportive. Over time however, “the atmosphere changed as members of the faculty changed, and so did their relationship with me”. Pam’s relationship with her peers was

always a large determiner of her job level of satisfaction.

The only time Pam felt complete job satisfaction was when she was assigned to teach freshman math to students located in the middle school. This unusual situation occurred due to the relocation of students during construction at the high school. “I liked the small building; its small size; it was new, and people made you feel welcome. The faculty was more caring. They’re like that with their students, and it carried to the faculty members.” This comment highlighted that for Pam to have satisfaction in her career, she needed to have a strong personal relationship with her peers. In fact, professional factors were less of an issue than the personal relationships.

Professional Factors

After eleven years, Pam took a sabbatical to complete her master’s degree. “It was the best thing I could have done in teaching. It gave me a break, a new start, a boost in energy, and a chance to think about things I wanted to do. I came back with the type of energy I had when I first started teaching.” Following her sabbatical, she returned to Job 3 to teach in the middle school which brought complete satisfaction. After two years, she had returned to a remodeled, technically complete high school. However, her level of satisfaction had turned to dissatisfaction in Job 4 due to her “relationship with my colleagues”.

Pam now teaches Algebra and computer science. She stated, “when I am in the classroom, I am happy, satisfied and do a good job. It is when I come out of my room, and other faculty members don’t acknowledge my presence that I feel unsatisfied.”

A second factor in her dissatisfaction is the amount of “administratively generated paperwork, required meetings, and a change of staff development”. Staff development

was a combination of DSSD and administratively directed professional development. “This year the administration has determined that the focus for the year will be technology which is forcing me to grow but not to see my job differently. Staff development will not lead to more happiness.” Therefore, teachers were still able to select a DSSD mode, but their efforts had to focus on technology. “Staff development in the past taught teachers to work together and effected our satisfaction level.”

Her partial satisfaction was also caused by the attitude of colleagues toward her. Pam stated, “I am not respected because I don’t have a good relationship with several key faculty members. I think respect should come from what you do in the classroom, not if you are the most sociable faculty member.”

The lack of respect by colleagues was a major contributor to her current dissatisfaction. Pam contrasted the difference in the faculty in the middle school, and saw the high school staff as “cliques”, whereas, the middle school was seen by Pam as “friendly”.

When Pam was a coach, she had an internal support system with other coaches, and was doing something which brought her enormous satisfaction. The obvious question was why Pam hadn’t returned to coaching with her return to the high school environment. Pam said that she was “burned out after ten years of coaching, and I have no desire to get back into basketball”. She had decided to do her job and find satisfaction in the happiness she felt in her personal life.

Summary of Pam’s Interview

It was disturbing to hear Pam as she described her outlook on her professional life. Her comments caused one to wonder just how long she would remain in teaching. “I am

in it for thirty years, but if there were an opportunity for me to find something else I really wanted to do and the salary was comparable, I would do it. I have a good educational background, but I'm not sure where I would go to make the same salary."

Pam identified periods of personal unhappiness and commented that there was a difference in her attitude toward the job when she was happy in her personal life. "I always felt when my life was at its lowest point personally, my professional effectiveness was at its highest. I was at my best in the classroom when I was most unhappy personally. It gave me focus on something other than the bad things that were happening in my life. I channeled my energy toward being a good teacher. When I am at complete happiness personally, the job is something I do to make a living, and there are other things in my life I would rather be doing." Pam has begun to concentrate on those other things.

Group 2: Emerging Themes

Theme One: Used Job for Support When Personal Life was in Turmoil

Both key informants in Group 2 used their profession to endure difficult periods in their personal lives. The theme was supported by direct quotes by both Group 2 key informants. Trish stated "my job gave me the reason to get up in the morning. My job was what kept my sanity even if I wasn't happy in my personal life". Pam continued to document the same feelings when she said, "I was at my best in the classroom when I was most unhappy personally. It gave me a focus on something other than the bad things that were happening in my life". This is the direct opposite of the relationship of professional and personal life of the informants in Group 1.

Interview preparation documents pointed to several life events in Trish's life which

supported the theme including divorce, death of parents and a colleague, and a temporary separation from her second husband. Pam had similar events including the end of a serious, long-term relationship, and dealing with the long and uncomfortable illness of her father after he was diagnosed with Parkinson's Disease.

Theme Two: Personal Interests were a Part of Professional Life

This theme was equally strong in the interview data. Pam expressed the connection vividly as she told of her personal interest in basketball. "Basketball was always a big part of my life, and a big reason I went into teaching was so I could coach." Trish also saw teaching and personal interests entangled for the major portion of her career. In fact, she described it as "personal interests were driven by job" and gave several examples. She coached sports because of her personal interests, and explored her love of travel with students as she chaperoned several trips to England. "It went both ways, but mostly personal interests somehow connected to school." Once again, this theme was the opposite of Group 1 responses.

Theme Three: Respect in the Profession was Required for Job Satisfaction

Although respect was an important theme for Group 2, each informant saw the importance of respect from two different groups. Pam placed emphasis on the respect of her colleagues, while Trish felt that the respect of the administrators, the public and the students affected her job satisfaction. Trish described her current job as one that had a "negative atmosphere and a lack of respect for what I can do in my job, or what teachers in general can do". Pam was unconcerned about respect from this perspective, but is greatly affected by a lack of respect from her peers. She felt she was not respected because of a "lack of a good relationship with several key faculty members". Pam also

believed “respect should come from what you do in the classroom”; however, that is not the case in her school. The result was a growing dissatisfaction with teaching.

Theme Four: Staff Development Influenced Job Satisfaction

The method of staff development used in the school was a factor in job satisfaction for both informants, but not to the same degree. Both respondents had experience with DSSD, and felt the opportunity for self-selection gave relevance to professional development. However, in its current form, Pam saw staff development as disappointing, but her relationship with her peers was the main reason for her dissatisfaction combined with other professional issues.

The administrators in Pam’s school modified the philosophy of self-selection of DSSD to one selection within a topic established by the administration. “This year working on technology is forcing me to grow, but I don’t see my job differently. I do not see me becoming more satisfied.” Trish saw a greater effect of staff development in her growing dissatisfaction with her teaching position. “We have gone from having staff development which my colleagues and myself thought was beneficial to... principals have been told to find something negative in a surprise observation. Staff development is not there to help me grow, it is not even staff development.” Trish links a lack of respect for teachers to the administrative decision to return to a traditional form of professional development which angered her. She informed the researcher the effect had been that “I do not feel like going in and staff development is a disappointment because there is nothing helping me to deal with it”.

Theme Five: Teaching as the Best Career Option

Both informants began teaching with total job satisfaction and believed that the

profession and their personal lives were interconnected. Data preparation documents and interview data clearly showed that there was job dissatisfaction, but personal happiness was stronger than at any other time in the informants' lives. This departure was striking from the beginning of their careers. Despite their dissatisfaction, the respondents indicated that they intended to remain in the profession because they had no better answer.

Trish stated clearly that she stayed for two reasons. "I stay for the security, and I have a few years to retirement." Pam indicated she planned to remain in the profession until retirement. Her length of employment needed to be far longer than Trish's, as Pam had only taught for thirteen years. Pam's reason had less to do with retirement, however, and more to do with a lack of options. "I am in it for thirty years, but if there were an opportunity for me to find something else I really wanted to do and the salary was comparable, I would do it."

Conceptualizing the Themes

In the study of Group 2 key informants both were teachers who began their careers with enthusiasm and had lost that enthusiasm as well as job satisfaction. The clusters allowed for grouping to identify the cause of the change. Similar patterns were seen in the career decision circles of both informants.

In each case, the informants stayed in the profession for financial reasons and a lack of options in other careers. A closer review of the data indicated that was not the sole reason for them to remain in the profession. The informants' dissatisfaction with their jobs was so strong that they found it difficult to see beyond the uncomfortable times. A review of responses indicated there still remained a thread of their inner enthusiasm for

the profession represented by intersecting circles.

Explanation of Decision Circles

The career decision circles demonstrated in almost every instance that teaching was no longer the correct field for Trish. However, a thin strand of the original love that Trish had for teaching still existed; and therefore, Trish decided to remain in teaching.

The remaining connection was found in the Individual Decision circle. Although Trish stated that she would like to leave the profession, the Individual Decision circle indicated that Trish continued to enjoy the teaching function and interaction with the students. This thin strand kept her in teaching, and it was supported by the statement, “when I am in my classroom, there are days I like what I do. Returning to DSSD would help to change my current attitude.” This statement indicated that Trish remained committed to the profession and looked for an opportunity to regain the merge of professional and personal life.

While Trish had chosen to remain in teaching, there was a significant deterioration in her job satisfaction as seen in the clusters of the Individual Needs, Staff Development, and Individual Beliefs. She had moved from the total job satisfaction expressed as “my job gave me the reason to get up in the morning” to “now I can no longer look to the job for satisfaction”. These statements documented the change in job satisfaction while the exact opposite had occurred in her personal life.

The significance of Trish’s decision was also seen in the change in job satisfaction related to staff development. The relationship gave substantial support to the importance of professional development on the effect of the attitude and outlook of the teacher, and its use in promoting a positive attitude and enthusiasm for the profession. Staff

CAREER DECISION CIRCLES

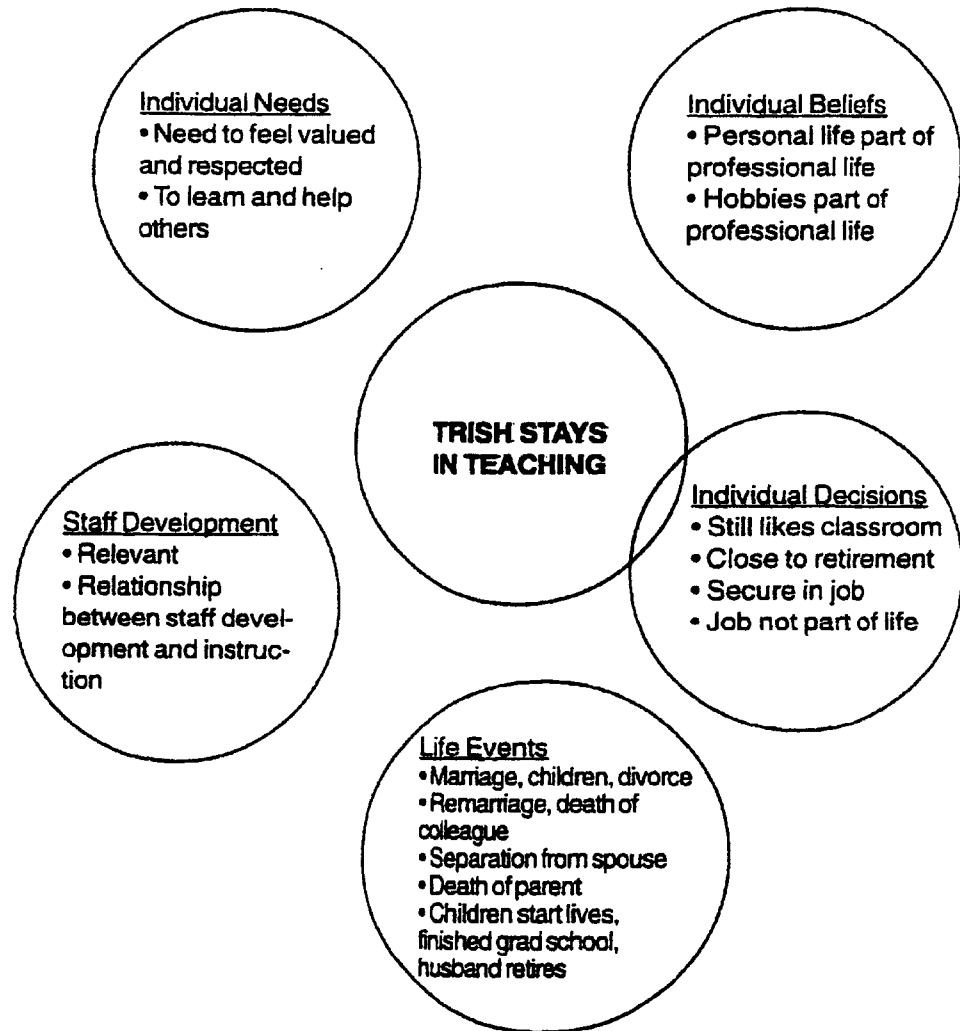


Figure 4.3 Career Decision Circles of Trish

development was a career decision circle which moved away from Trish's decision to stay in teaching indicating the importance of this topic in her professional life and in her current dissatisfaction.

Explanation of Decision Circles

Pam indicated in every aspect of the interview that the greatest factor in job satisfaction was her relationship with her peers. Her personal relationships as well as the level of professional respect she received from colleagues determined her career satisfaction. Pam became dissatisfied when the faculty divided into "cliques", and she no longer fit into the group.

This event occurred in part because of her decision to leave coaching which resulted in a change of social friendships as well. Resigning as a coach was a major life event in terms of personal motivation and in her desire to teach. "Basketball was always a big part of my life, and a big reason I went into teaching was so I could coach." Coaching was also a means for Pam to feel satisfied because "I was working with girls who really did want to get better, and then in the classroom, I had kids who could care less. It's a whole different scenario in coaching. Basketball was more personally satisfying. I took a team with hardly any wins and became a championship team. I saw a direct impact of what I had done."

This major life event affected many aspects of Pam's Decision Circles. Individual needs and beliefs were changed due to the relationships which were affected by the elimination of coaching as part of her life. The lack of coaching denied Pam the opportunity to see she was making an impact on the lives of students, and at the same time, this caused her to be cut off from the friendships which developed between coaches.

CAREER DECISION CIRCLES

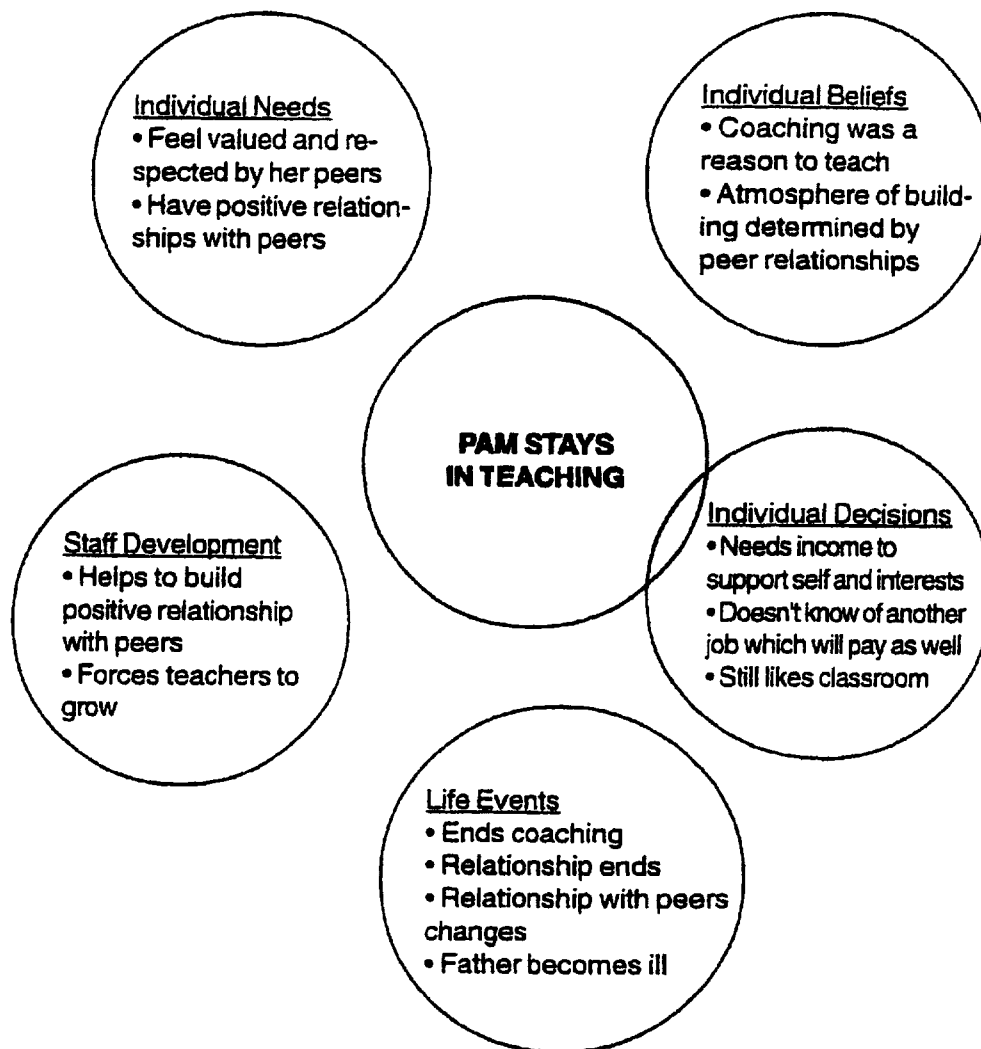


Figure 4.4 Career Decision Circles of Pam

This shift in relationships caused a change in Pam's perception of the atmosphere of the building and further alienated her from her colleagues causing greater job dissatisfaction.

However the economic impact of making a career change continued to keep Pam in teaching. The days when she ignored the impact of peers and concentrated on the students and her classes she did find some satisfaction. "Teaching is at a point where I have the classes I want to teach, but I am not happy with the overall faculty." Regardless of professional satisfaction, Pam was determined to remain in teaching and remain in a solid economic position afforded by teaching.

Group 3 Data Collection

Group 3 data collection followed the same pattern as the previous groups, but revealed general themes of teachers who were satisfied with the profession. Initially, Tammy and Robert seemed to have very different outlooks. However, analyses of the data, professional commonalties emerged in both themes and cluster comparison. Although they both classified themselves as satisfied with the profession, this satisfaction did not come easily for either of them. Both key informants traveled through a period of time questioning if teaching was the right profession for them before finding satisfaction.

Tammy characterized the beginning years as "I started out very unhappy. I was unhappy with my performance as a first year teacher and the support I received. I thought of leaving teaching and tried to decide what else I could do besides teach." Tammy came to understand that much of her unhappiness was "due to her own attitude" about herself. As she matured and made changes in her outlook, she became satisfied with the profession.

Robert was always satisfied with the teaching profession and enjoyed the classroom.

Robert found dissatisfaction with the income produced by teaching and left “to make money”. He came back to teaching when the increased income could not produce personal satisfaction.

Profile of Tammy

Dissatisfaction occurred for Tammy in temporary situations where Tammy had little opportunity to find the stability and the security that is associated with familiarity. This finding was supported in the interview phase when Tammy characterized herself as a person in the beginning stages of her career as needing external validation that she was doing a good job. “I am a person who is success and approval oriented. I need the pats on the back; I need the good job, atta girl atmosphere to feel I am productive.”

Interview of Tammy – Key Informant Group 3

Tammy had taught English to high school students in the public system for twelve years. Currently, she classified herself as completely satisfied with career and personal life. “As the years have gone by, I find myself more satisfied with my job. I have set goals for myself and grown as a person and as a teacher.” This was not always the case as seen in the interview preparation worksheets. According to Tammy, she spent the first four years of her career either dissatisfied or partially dissatisfied. As Tammy answered the interview questions, it became apparent that her feelings about herself had a major influence on her satisfaction with the teaching profession throughout her career. She identified the change in level of satisfaction as “I became more confident and my attitude improved”.

Personal Factors

At the beginning of her career, Tammy felt a need for external validation which she

expressed as “I needed the pats on the back; I needed the good job, atta girl atmosphere to feel I was productive”. After three years of teaching, Tammy found satisfaction from her own internal sense of accomplishments rather than from external sources. A question that arose was what had occurred to give Tammy the confidence to change from the need for external approval to an internal approval leading to partial satisfaction in the job.

According to Tammy, several factors were responsible beginning with her personal life.

During Job 1 and 2 Tammy was in a very unsettled period of her life. She had just graduated from college, and had moved to an unknown area. “I moved to an apartment I hated and was on my own for the first time. I knew no one. Because I was a long-term sub, I didn’t think I would be there permanently. I felt I would teach nine months and go home.” As a result of moving to a city where she knew no one, Tammy was searching for friendships. Unfortunately, her first relationship had negative effects on Tammy in many ways. “I entered a relationship which was unhealthy. After dating the man for several weeks, I found out he was married and had to deal with the shame that went with the situation. The shame developed because it was against my personal ethics, and I had set them aside to stay in the relationship I felt bad about myself for being in that relationship. It contributed to negative feelings about school. I didn’t think I was a good person; therefore, why would I be successful at work.” There was no stability or familiarity with any aspect of her life. During this period of time, Tammy questioned if teaching was the correct profession for her, but stayed in teaching because she was unable to determine a better career choice given her college preparation.

Tammy made the change from the need for external validation and in her dissatisfaction with teaching, at approximately the same time she ended the personal

relationship. “When I broke the relationship, I felt better about myself, somewhat unhappy, but pulled myself out of a hole. Things fell into place, and I felt better about myself and my job a little bit at a time.” Her attitude towards herself and her profession improved, and she established the confidence that allowed her to decide what benefit was found in the available staff development program.

Professional Factors

Tammy’s job changed from a temporary teaching position to a permanent one in the Job 3 assignment. This was a new job in the same school which now provided tenure with an assignment that made her a member of one faculty. As a tenured teacher, Tammy was also eligible to participate in Differentiated Supervision and Staff Development (DSSD) rather than be required to use a traditional method of staff development.

When Tammy was required to participate in traditional staff development, she was dissatisfied. She expressed these feelings as, “I was frustrated with the district in-service presentations that were supposed to be miracle mixes with no follow-up. I decided to pick and choose from the information presented based on what I wanted to work on for myself.”

Until she achieved tenure, she had made her own decisions about what was valuable in the group staff development process. Tammy saw traditional professional development as “evaluative” rather than as a growth process. However, in terms of evaluation, Tammy also had doubts about the value of traditional methods. In terms of the unannounced classroom observation, she stated, “I’ve done nothing but develop the ability to deceive if necessary”. Tammy also saw other weaknesses in traditional staff development which affected job satisfaction. “There was no consideration for my personal circumstances or

learning style. There was no follow-up to the 40 minute observation. In those beginning years, I thought I wasn't doing well. Someone could have told me that I was." The situation became critical for Tammy when she received her first evaluation and believed that her rating was so low she would be terminated. "I did not know that 80 was the top rating on the evaluation form. I cried until another teacher informed me that 80 not 100 was the top rating."

Tammy indicated that her level of satisfaction increased with the inclusion of DSSD as a part of her professional development. She participated in two modes of the system and stated, "I found a lot of satisfaction in the self-directed mode because it was an opportunity for me to design a project and determine when to implement it. However, I am not sure it was an effective way for an administrator to evaluate a teacher." Tammy described the benefits of a differentiated system as "it gave the person some space. I had to say when I would learn something, and I could make it work with what was happening in the classroom and in my life."

Tammy also felt that personal activities could fit into an individual system of staff development. "My love of reading helped with activities associated with being an English teacher, and the self-directed approach allowed me to include personal interests in the classroom. Most importantly, the opportunity to officially be allowed to take control of my own professional development meant that I could select realistic topics which I could practice in the classroom." The ability to use what was taught to her and to have time to practice a theory or skill made it very valuable staff development.

Reviewing her twelve year career, Tammy articulated details which effected her level of satisfaction over the course of her career. She discovered "in teaching, things seldom

go your way, you have to learn to get your satisfaction other ways. Students leave and you don't know your affect, instead you have to just know you did well as a teacher and hope it got through." Because of the individual nature of the profession, Tammy saw a need to connect the daily work to life in general. She expressed this need as "certain jobs have a lot of emotional involvement so that it is very important for people to have a place to go home and be able to spill out the feelings about teaching. It is important to have someone tell you that you are doing a good job."

Summary of the Interview of Tammy

The interview preparation process and interview data of Tammy indicated consistent themes throughout the process. Comparison of patterns, themes and clusters of data were used in triangulation of the data. Data suggested consistent evidence that dissatisfaction with the profession occurred in times of instability and staff development did not improve the situation. The data provided a connection of the preparation data and interview data which showed that an event in Tammy's personal life occurred leading to a change from external validation to internal validation which affected satisfaction with the job and with staff development. A connection between individual need and individual belief was seen as the change agent in her level of satisfaction.

Triangulation of individual decisions and outlook was made with reference to the studies of Zemke and Zemke. Zemke and Zemke (1995), in studies of adult motivation, identified the need for the learner to see a connection to what was being taught and a specific problem being addressed. The researchers also found that life-changing events may cause a desire to learn as a coping strategy. Review of the data in the triangulation process highlighted the decision-making process and individual beliefs regarding how

Tammy used material from staff development.

Profile of Robert

Robert began his career in the geographical area in which he had grown up as a child. He was fortunate to begin teaching at a time when permanent teaching contracts were still available. Robert was prepared for his career in the technical sense; however, he was unprepared for the financial hardships which faced teachers in the early 1970s. "I left teaching in my early career to make more money as a salesperson. That goal was achieved, and I came back to teaching for the satisfaction I felt in the classroom." Although Robert was satisfied with teaching, financial instability caused him to leave teaching. However, he missed teaching and returned while moonlighting at part-time jobs and accepted extra-duty contracts in his school district. These efforts were important to his financial needs.

Interview of Robert – Key Informant Group 3

Robert taught physical education and health in the public school system for twenty-five years. He classified himself as completely satisfied with career and personal life. Robert was always satisfied with the profession, but found in those beginning years that the salary was not sufficient to support a family and enjoy leisure activities. Therefore, his dissatisfaction was based on the inability to support a life style to which he and his family aspired rather than the duties of teaching.

Robert tried several other professions before he realized that teaching was the most satisfying career for him, and that the monetary rewards which he found in other jobs, did not produce professional satisfaction. Robert characterized these feelings as "when you find yourself coming back to the same thing, that's how you know this is the right thing

for you”.

Personal Factors

Interview preparation documents and interview data established that Robert found complete satisfaction in teaching, but only partial satisfaction with his personal life. As a result, Robert became very involved in school activities, and spent increased time in school rather than at home. His partial satisfaction in his personal life turned to one of dissatisfaction leading to a separation in his marriage and eventually to divorce. “I was satisfied with my job even when my personal life was very, very bad. One thing that kept me sane was my professional life versus my personal life.” After his divorce, Robert classified himself as completely happy and maintained his professional satisfaction with teaching. He reflected on the relationship of staff development to his personal life prior to his divorce.

When the school district changed from traditional staff development to DSSD, Robert participated in the staff-directed mode to learn about the field of technology. As a result of his knowledge, he became the building computer coordinator as a part of his duties in Job 7.

Earlier in the interview, Robert had said, “Staff development did not contribute to my partial satisfaction with my personal life. The only correlation staff development had was with what I learned in school and the interrelationship with the school itself.” However, as he thought about the period of time when he became the computer coordinator, Robert reflected on this experience in relationship to his personal life.

The initial reason Robert decided to learn about computers in the classroom was not to become the coordinator, but to be a better teacher. However, his interest grew to the

point where he spent more and more time at school training and then completing the duties of computer coordinator. Robert found that “as school offered programs which brought me satisfaction, it also drew me away from my family. The more active I became in school, the less time was devoted to family things.” Reflecting upon his marriage, Robert questioned, “if I had spent more time at home with the family, possibly my divorce could have been headed off.” The significance Robert saw between staff development and his personal life caused him to also contemplate his relationship between personal activities and interests and his career.

In Job 1, Robert taught a course in the physical education department called “Outdoor Education”. “To teach the course well, I thought I should experience the activities rather than be a textbook teacher. Twenty years ago, I learned white water rafting to teach as a part of the course. I liked it so much that I continued with white water canoeing, and now I am a kayak instructor for my personal enjoyment.” He stated, “if it hadn’t been for that first course, I would not have developed the hobby.”

Professional Factors

Although Robert enjoyed his position as a physical education teacher, he left the teaching profession in search of a career which would meet his monetary needs. The path he selected was one in sales with a national fundraising corporation. Robert characterized the need to try a different venture as “I left because I didn’t want to spend 30 years in my career and say maybe I should have tried this, maybe I would have been more successful in something else.”

Robert did succeed in providing greater financial success, but he was very dissatisfied with the sales position. Although he made more money, he came back to teaching where

he felt satisfaction “when a child’s face lights up as they learn something new”.

When asked if staff development could have helped him in the profession during that last time period, Robert commented that “staff development was largely irrelevant in the early years”. He described his experience with professional development as “there was little real staff development as the school offered an in-service day where we sat in the auditorium, read newspapers and listened to a lecture”. Meaningful professional development came during Job 7 in the form of programs which provided a format for Robert to be of service to others. Meaningful professional development according to Robert “makes the teacher feel what they are doing really matters by contributing to the school itself. Meaningful staff development came from training in student assistance, peer mediation, and in computer education”. Training in programs such as student assistance training and peer mediation provided skills which Robert used immediately in his classes and in the total high school program. Robert also believed that staff development “helped me to work better with my peers as I taught them to use the computers”. He emphasized “the staff development was only valuable when I saw it helping me be a better teacher”. This theme was seen through his initial reason for entering teaching which was to communicate with and to help children.

Summary of Robert’s Interview

The interview preparation documents indicated themes which were verified in the interview phase of this respondent. Through the process of triangulation of quoted material, general interview data and interview preparation data, comparisons indicated consistency in the themes and patterns which led to the Career Data Circles. There was a consistent satisfaction with the teaching profession in spite of other financial concerns

and a lack of satisfaction in the personal life.

Comparison of the data collected in the survey to document the need for the study and interview data for Robert found a link between this key informant and eighty-one percent of the survey respondents. The survey respondents believed that staff development programs were more effective if consideration was given to several items including personal circumstances of the teacher. In the study of this key informant, there was a direct relationship between staff development and personal life.

Group 3: Emerging Themes

Theme One: Search for Satisfaction

Although the key informants of Group 3 were completely satisfied with their profession, both individuals spent a period of time at the beginning of their careers questioning if they had made the correct decision to enter teaching. For Robert, the questioning was not due to dissatisfaction with teaching, but rather a desire to determine if there was a better way to make a living. "I left teaching because I didn't want to spend 30 years in my career and then say maybe I should have tried this, maybe I would have been more successful. I knew I had to leave and make a decision early on because of salary needs." Even though Robert made a larger salary in a sales position, he returned to teaching because he could not find the professional satisfaction that occurred in teaching.

Tammy also questioned her career choice, but it was not due to monetary demands. Tammy's dissatisfaction with teaching was driven by unhappiness in her personal life and her perception of how she was performing in her position. Tammy came to realize that dissatisfaction with the job came from her attitude about self. She stated, "I made internal adjustments and decided I was going to do this and make my own happiness". Tammy

had considered leaving teaching but did not feel she had any other marketable skills. By a change in “her own attitude”, Tammy determined she had ended the search for satisfaction and found it in the teaching profession.

Theme Two: Personal Life and Job Satisfaction

The personal lives of Group 3 respondents had a direct impact on their job satisfaction. Each informant used their career to provide happiness that was lacking in their personal lives. When asked about the relationship between the two, Tammy characterized the connection as “a lot, a great deal” of connection. Because Tammy was in a personal relationship she was ashamed of, she stated, “I didn’t think I was a good person; therefore, why should I be successful at work”. Her general unhappiness regarding her personal life, living arrangements, and lack of friendships caused her attitude to taint her professional perspective.

When Tammy was able to change her personal life to a more satisfying one, her job satisfaction also changed. When Tammy married, she became very happy in her personal life which affected her professional outlook. “My satisfaction in the job and in my life are connected now. If I have a bad day, I can talk to my husband and get encouragement at home. I very seldom go to school unhappy.” Tammy connected school activities to the personal life she and her husband had which led to greater professional satisfaction. They spend many hours attending athletic events and other student productions. While Tammy saw a positive change in satisfaction in both areas of life, Robert’s connection between personal life and job satisfaction was somewhat different.

Robert found satisfaction with the teaching profession but could not tolerate the salary. However, he never found more than partial happiness in his personal life and

marriage. Robert used his teaching position to bring him the happiness he was not able to find in his personal life. As things got worse at home, Robert spent more time on extra-curricular duties at school. "My level of satisfaction in the professional area was much greater than the personal satisfaction at home." Robert saw a direct link to his personal life and the level of job satisfaction. In the case of this informant, he used the job satisfaction to fill the gap that existed in his personal life.

Theme Three: The Importance of Staff Development

The role of staff development in job satisfaction was seen as a constant theme for the key informants of Group 3. Tammy believed that staff development could have been used to help her develop her skills, but instead there was "a lack of follow-up to traditional staff development". As a beginning teacher, Tammy was never sure how well she was performing. She saw the required in-service days as having little connection to what was happening in her classes. "Staff development must be realistic, teachers must have access to the materials presented, and time to practice the skills needed to implement training." DSSD promoted greater job satisfaction for Tammy because "I had a say on what training I would receive and when I would receive the information. This was very different from the frustration that went with different in-service presentations and courses through the district that were supposed to be miracle fixes without follow-up." DSSD helped Tammy build confidence in her abilities as a teacher; and therefore, her "attitude and satisfaction improved".

In the beginning of his career, Robert saw no importance in the staff development presented as "we sat in the auditorium, read newspapers and listened to lectures". With the adoption of DSSD, Robert found greater satisfaction in his job as he saw staff

development being meaningful “because I was contributing to the school itself”.

When professional development included skills which allowed Robert to help students and peers, he felt he was “important to the organization” which led to greater job satisfaction. Staff development changed from an unimportant function to an experience which enhanced Robert’s overall job satisfaction. Professional development was seen as valuable when it made “a direct impact on the teacher where the teacher felt they were learning something which contributed to the class or the school at large”.

Theme Four: Feelings about Self

In the case of both informants, their beliefs about themselves affected their performances in the classroom. Tammy suffered from low self-esteem in the beginning of her career due to her personal life and to the lack of feedback from peers and supervisors. “I thought I was a weak link and other department members did a better job until I checked with students and found I wasn’t weak.” When Tammy “made internal adjustments” and believed she was a good person, her satisfaction with her job improved. “I pulled myself out of a hole. Things fell into place, and I felt better about myself and my job.”

Professional satisfaction grew for Robert as he felt he was contributing to the organization, and as he felt a sense of personal importance to his peers and to the students. He had a constant theme of needing to feel important to the school and expressed that need as “making a teacher feel what I am doing really matters”. When Robert lost the sense of importance in his personal life, he turned to his career for fulfillment. It was the professional arena which provided the positive sense of self.

Conceptualizing the Themes

Group 3 informants were completely satisfied with their careers and had been satisfied during most of the years they had been in teaching. The Career Decision Circles indicated a strong connection between all of the clusters. The decision of the informants to remain in teaching was seen in the intersection of all of the circles.

Staff development was given credit for job satisfaction by these informants. However, the manner in which they merged their personal lives and interests was also an important factor in their satisfaction with the profession. Individual needs, beliefs, decisions, and life events supported professional satisfaction.

CAREER DECISION CIRCLES

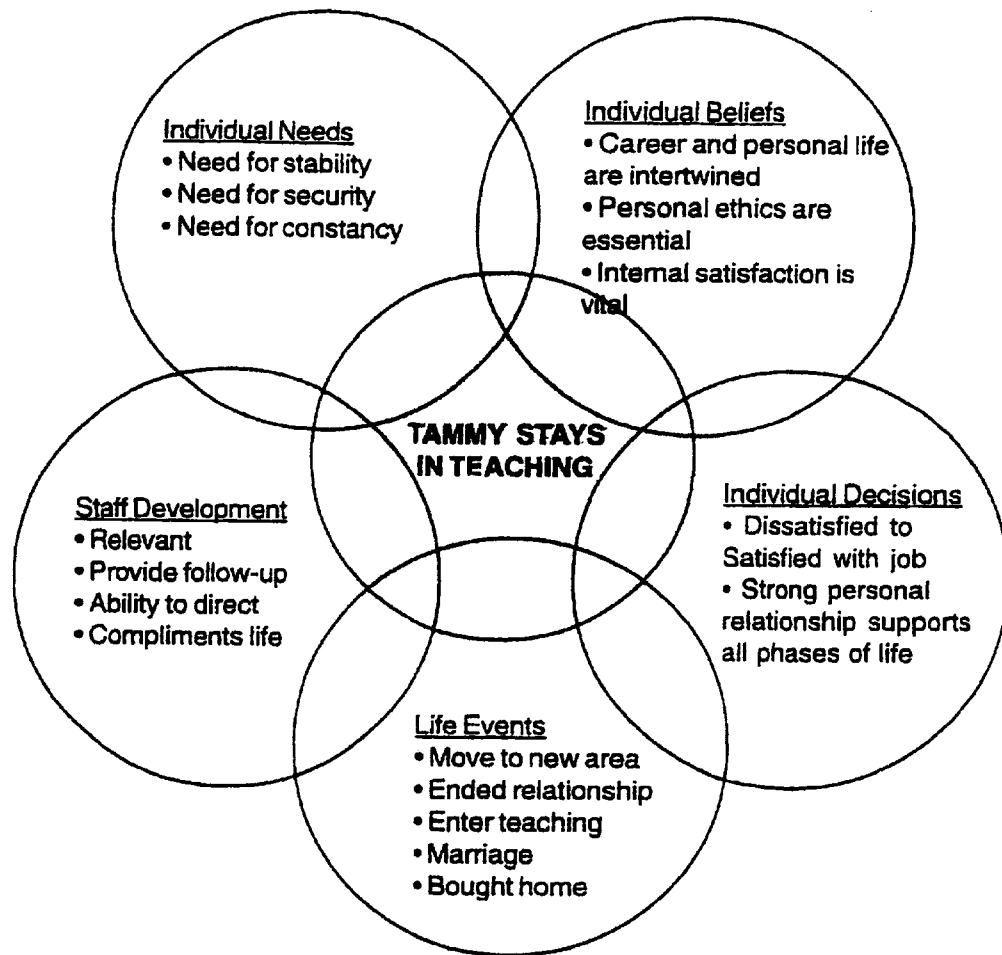


Figure 4.5 Career Decision Circles of Tammy

Explanation of Decision Circles

Moving to an unfamiliar area following graduation from college was a major life event for Tammy which affected all three of the individual circles. The relocation accentuated all of the personal insecurities that were a part of Tammy. Her needs for stability, security, and consistency were all violated. This violated her self-confidence and affected her personal and professional life.

In her personal life, Tammy was vulnerable in her selection of friends and the development of relationships. The desire to satisfy her individual needs caused Tammy to accept a relationship that violated her individual beliefs regarding personal ethics and caused a decrease in self-confidence which also affected her ability to find internal satisfaction. The combined results of the individual Needs and Individual Beliefs Circles affected her individual decisions.

As long as the initial situation existed, Tammy was dissatisfied with her career, and staff development in the beginning years offered no support. When Tammy progressed through the life events to end the relationship, other elements of the Career Decision Circles also changed and led to satisfaction in the profession and happiness in her personal life. The circles represented the shift in levels of job satisfaction and personal happiness. As staff development changed to a differentiated format, all circles merged to form complete job satisfaction and personal happiness. Tammy's decision to remain in teaching was supported by a strong connection of all the Career Decision Circles which brought a sense of closure to her individual decisions and integrated life events and staff development.

CAREER DECISION CIRCLES

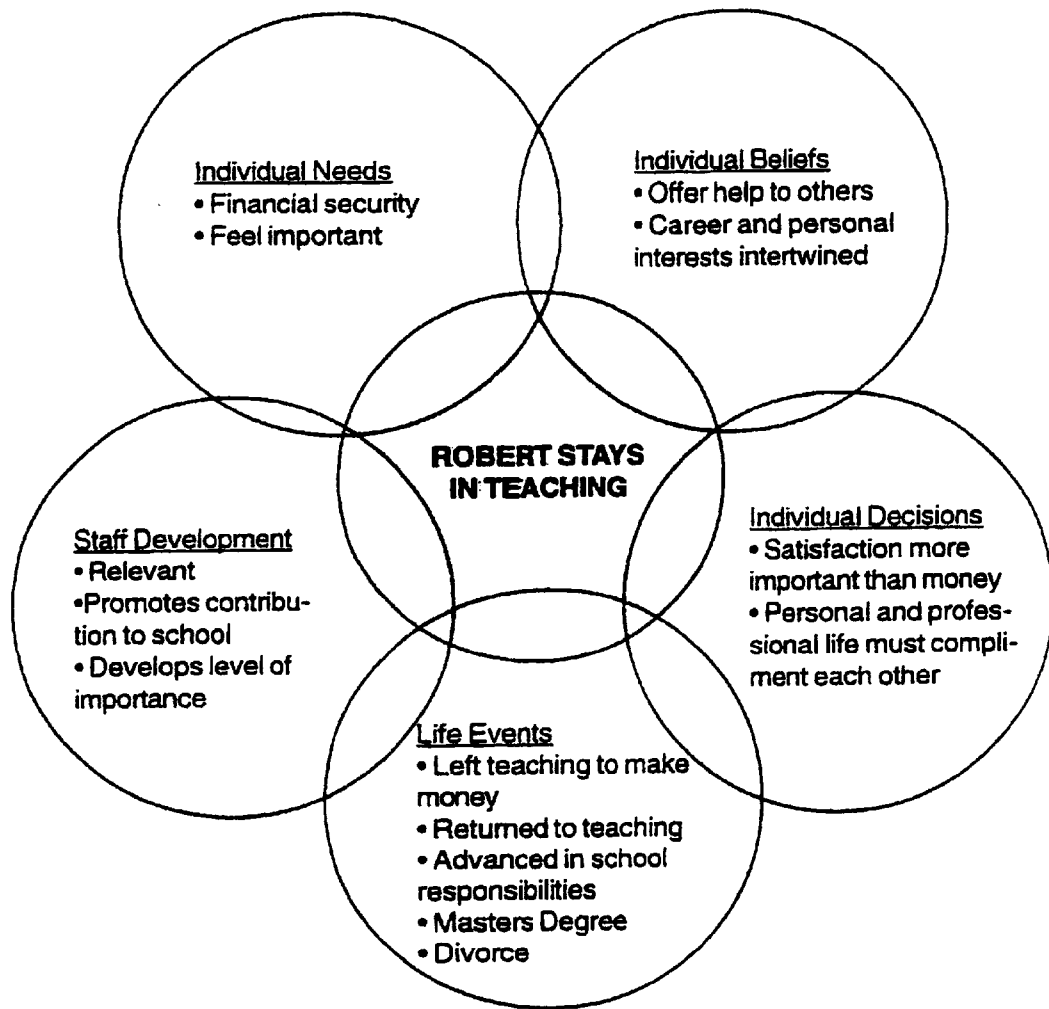


Figure 4.6 Career Decision Circles of Robert

Explanation of Decision Circles

Robert's Career Decision Circles emphasized the consistent and connected themes of individual factors and staff development. One of the most significant issues in his life events circle was the decision to return to teaching. This event marked the change in attitude and outlook from money being the driving force in Robert's life to finding personal satisfaction. Divorce was the second greatest life event. With this event all of the remaining decision circles aligned which led to Robert's decision to remain in teaching.

With the critical shift in outlook, elements of the individual circles joined to support the decision. A significant effect of the change was the realization that helping others contributed to feelings of satisfaction, and as a result, filled the personal need to feel important. Staff development, as a delivery system changed, became the vehicle to support and to promote individual needs, beliefs and decisions.

As the decision circles aligned, Robert's professional satisfaction deepened and the compatibility of his personal and professional life became more apparent. The conflict between the two ended with another life event, specifically, his divorce. In the interview, Robert clearly indicated that he realized there was an ongoing conflict between the two when he stated, "the more active I became in school, the less time was devoted to family things". Robert's divorce removed any remaining friction between personal and professional life and reinforced his desire to remain in his career choice. Robert's experience supported the work by Zemke and Zemke (1995) who found life events such as divorce created a desire to learn. Involvement in career was seen as a coping situation.

Summary

The analyses of data from the three groups of key informants provided insight into the

importance of staff development and its appropriateness to promote a positive attitude and enthusiasm among teachers for the profession. The resulting data of the study also identified individual readiness factors which influenced the effectiveness of professional development programs, job satisfaction, and teacher enthusiasm. The identification of individual readiness factors, which existed within each group, provided insight into the reason for Group 1 informants to leave the teaching profession while Group 2 and 3 informants stayed. It was also apparent that staff development was a factor in the level of satisfaction in Group 2 and 3 with the profession.

CHAPTER 5

Conclusions, Implications and Further Study

Introduction

This study found that professional development strongly affects the attitude and outlook of the teacher. It was also found that individual readiness factors existed which influenced the degree of success of staff development programs. There were similarities in the individual readiness factors across the groups; however, as the word implies, there were other factors which were dependent upon the individual informant. It was the individual differences which posed a challenge to an educational institution's approach to professional development.

The importance of those differences was documented in the work of previously cited researchers. Duke (1994) stated his belief that individual programs which forced teachers to put their lives in order led to better instruction. Robert was a key informant of this study whose life experiences supported this view of Duke. As an example, Robert was a satisfied teacher, but when he put his personal life in order following a divorce, every area of the Career Decision Circles aligned, and his level of job satisfaction increased.

General Conclusions

The data revealed staff development was an important vehicle to promote a positive attitude and enthusiasm among teachers. The degree of job satisfaction of the informant was found to be a reflection of attitude and enthusiasm for the profession. Individual readiness factors effected job satisfaction through interaction with professional

development and the personal life of the teacher. The interaction of individual readiness with professional development influenced the individual career decisions of the teacher. The emergence of individual readiness factors as an important element influencing successful staff development indicated a need to re-examine current methods of many educational institutions when devising professional development programs.

If we are to keep experienced teachers in the field who consistently produce positive results, staff development must be modified to support them as they move through their life cycles. If professional development is unable to provide this type of support, a growing number of productive teachers may remain in teaching but become ineffective while other teachers with potential will become disgruntled and leave the profession. The research questions, which were the foundation for the study, were investigated in the conceptual framework of the individual readiness factors of teachers and their relationship to staff development. Several conclusions can be drawn as themes emerged from the study of the identified groups as well as the identification of individual readiness factors.

One purpose of the study was to identify individual readiness factors which could potentially effect the success of staff development. The study of the three groups led to the identification of several individual readiness factors. Significant individual readiness factors which were identified included the need for respect, the need for connection between personal and professional life, the need to feel valued or important, and the need for personal happiness of the individual.

The identification of these factors was made as a result of frequent responses, cross-reference between groups and comparison with the findings of previous research, which

led to the development of the Career Decision Circles. Respondents of all three groups saw the need for respect, individual needs, beliefs, personal lives and their feelings about being valued professionally as factors which affected their perceptions of staff development and job satisfaction.

Restatement of the Research Questions and Conclusions

How does professional development affect the attitudes and outlook of the teacher?

Professional development affected the attitudes and outlook of the teacher by the manner in which it supported or conflicted with individual readiness factors, and therefore, the level of job satisfaction the informant experienced. The Career Decision Circles of all three Groups illustrated the effect of staff development in conjunction with individual readiness factors on job satisfaction and the career decisions of the informants. The career decisions of the informants illustrated the relationship of staff development in the maintenance or rejuvenation of teacher enthusiasm.

In the case of the teachers in Group 3, professional development supported their individual needs and led to a positive attitude resulting in job satisfaction. The progression of staff development to an individualized approach was found to be a significant contributor to a positive attitude toward staff development and the profession. Tammy's comment "it allowed me to take control of my own professional development" was an indicator of the importance of compatibility of staff development and individual beliefs. This statement supported the individual belief that career and personal life were intertwined. The change to an individualized form of staff development assisted Tammy in developing confidence in her teaching abilities through dialogue with colleagues. The dialogue which occurred provided a basis of comparison for Tammy on instructional

strategies between teachers. This event led to the growth of intrinsic motivation rather than external motivation as a means of satisfaction for Tammy. For Robert, professional development gave him the means to learn new skills which allowed him to become more involved in the life of the school. This involvement filled the individual need that Robert had to feel important through service to peers and students.

In contrast, Group 1 respondents did not participate in a staff development program which met their individual needs. Staff development was in conflict with their individual readiness factors which resulted in a negative attitude and outlook for these informants. In Group 1, professional development also played a direct role in the career decision made by the respondents to leave the profession.

In the case of Daniel, professional development affected his attitude and outlook through the neglect of his personal needs. Daniel saw that staff development in the early years was used to provide time for curriculum revision not the professional growth of the teacher. Staff development was “superficial” and offered no supportive framework in which he could search for the reasons or the solutions to his unhappiness. Therefore, he came to believe that staff development held no relevance for him, and by the time Daniel felt that staff development was “pretty good”, he had decided he would leave education.

For Susan, professional development had a significant effect on her level of satisfaction in two different ways. Staff development played a positive role during the years in which she identified herself as a completely satisfied teacher, and unfortunately, staff development eventually played a role in her decision to leave the profession. Susan believed staff development was a means of administrators demonstrating respect for teachers.

When Susan categorized herself as a satisfied teacher, she was also satisfied with the staff development available to her. Susan felt valued and respected by her administrators and credited staff development for this outlook. As Susan became dissatisfied with staff development, she came to classify herself as no longer being satisfied with teaching. This occurred when Susan worked for an administrator who she believed demonstrated little respect for her. Susan developed this belief as a result of the principal making staff development decisions without input from teachers. Susan voiced this resentment “as there was no emphasis on what I knew best”. Staff development and its implementation at the building level became the catalyst for her decision to leave the profession. The path of her decision was seen in the Career Decision Circles. The circles pointed to the conflict between professional and personal life.

Group 2 informants displayed job satisfaction during the period of time when they participated in DSSD. Group 2 informants developed a negative attitude and outlook when individualized staff development was taken away by the administration. As the informants were forced to return to traditional staff development, their job satisfaction became one of dissatisfaction. Frequent responses of this group indicated reasons for the change in attitude. These responses included a perceived lack of respect and conflict between staff development and individual needs. Data from Trish’s interview illustrated this finding.

Trish used her teaching position as a crutch for the unhappy years in her personal life. With the adoption of DSSD, staff development became an important contributor to her attitude and outlook. A result of DSSD was that with increased professional interaction with peers, she saw herself as a more valuable part of the faculty and job satisfaction

increased. Trish saw professional development as a means of learning, sharing and building a rapport with colleagues. Her attitude became more positive using DSSD as a means of individual growth in building the skills needed in the classroom. She also felt more respect from peers and supervisors as she completed successful self-directed projects and demonstrated her knowledge to the administration and her peers.

The administration did not see DSSD in the same positive light as Trish, and returned the district to a traditional method of staff development. Trish saw this as a regression and as a decrease of professional respect by the district administration for teachers which both frustrated and angered her; therefore, Trish's outlook was easily understood. She saw staff development as a major cause of her dissatisfaction because it no longer met her individual needs or helped her to improve teaching skills.

Pam also saw improvement in professional development when DSSD was included; however, she came to view DSSD as a means not only of learning new skills, but also as an opportunity to earn respect from her peers. The greatest contributor to Pam's job satisfaction was her relationship with her peers; and therefore, staff development was an important tool to her. A comparison of responses between Trish and Pam found both informants believed involvement with peers was an important by product of DSSD. The difference between the two informants was seen in the degree of importance attributed to the professional versus the personal effects of the program. Trish saw the connection as largely a professional responsibility, while Pam saw the relationship with peers affected by DSSD professionally and personally. This was reflected in her comments regarding the "cliques" which existed in her faculty. Is staff development the appropriate vehicle to promote a positive attitude and enthusiasm among teachers for the profession?

Staff development is the appropriate vehicle to promote a positive attitude and enthusiasm among teachers for the profession. All six informants gave examples of the effect of staff development on their attitude and outlook for the profession. The results of the study indicated its productiveness was strongly affected by the teacher's ability to accept and use the information offered through any type of staff development program. The teacher's ability to accept, internalize, and use information presented through professional development was found to be influenced by individual readiness factors.

Link of Individual Readiness Factors to Successful Staff Development

One individual readiness factor found was the level of respect the teacher felt was given to them by supervisors or colleagues. It was seen as a crucial factor in each group for staff development to be an effective means of promoting enthusiasm. Three of the six informants saw the delivery of staff development as a statement of the degree of respect that was given to them by administration. Two of the six respondents focused on the degree of respect of peers as they participated in the individualized mode of staff development. Only one informant did not classify respect as an important factor. The need to be respected branched out into other related needs such as feeling valued or important within the organization.

One possibility for the value placed on these needs may be the stage of career development of the informants. All of the informants had five or more years of teaching, which according to Burden (1990) was termed the mature stage. This stage was characterized by the teacher feeling that they had a good knowledge base of teaching activities and that they were ready to try new techniques. In the case of Susan, Trish and Pam, the change to an administratively directed format of staff development violated the

basic tenets of the mature teacher stage and caused severe discomfort leading to dissatisfaction with their respective careers. The change affected the level of job satisfaction which was summarized by Trish as “a lack of respect for what she does”.

Personal happiness was another individual readiness factor which affected the teachers’ acceptance of staff development and/or their job satisfaction. This factor emerged as the one single item of the study which was pervasive in its affect on the key informants. The search for personal happiness and the effect of one’s employment on personal happiness forced the teachers in Group 1 to leave the profession. Although there were different results for the other groups, the effect of personal happiness was a determinant of enthusiasm and successful staff development.

The respondents of Group 2 clearly indicated that when personal happiness was missing in their lives, they turned to their profession for satisfaction to fill the emptiness. However, each respondent also had a period of time in their lives in which they found both personal happiness and job satisfaction. It was during this period that they described themselves as totally satisfied with their profession. Although Group 2 respondents had chosen to remain in the profession, they were no longer satisfied with their jobs, but continued to see themselves as having high levels of personal happiness.

For the respondents of Group 2, their careers had begun with job satisfaction and personal happiness merged. Due to changes in staff development practices, they found the individual readiness factors of respect, importance, and connection of job and personal life moving in opposite directions which caused little job dissatisfaction. As was the case in Group 1 informants, these respondents also chose to focus on personal happiness rather than trying to maintain the merging of the two when strong issues of

respect and feeling valued emerged in the workplace.

The importance of the individual readiness factors of respect and feeling were embedded in the effectiveness of staff development as both respondents in Group 2 saw staff development as vital to their job satisfaction. When satisfaction with staff development decreased, job satisfaction decreased and the focus for both informants in this group turned to ensuring their personal happiness. As both informants clearly stated in their interviews, they believed personal life and professional life should be intertwined. Their current status was unnatural for them, and it is unlikely job satisfaction would return unless the two once again merge.

The data of Group 3 key informants indicated all of the individual readiness factors were important to them; however, the way in which they were affected by these factors was very different based on the path of their personal lives. Tammy's initial dissatisfaction with teaching was based on the individual readiness factor of personal happiness. Tammy revealed that it was not until she ended an unhappy relationship that she was able to begin to experience professional growth and develop job satisfaction. As a result of the relationship, Tammy was unable to feel respect or to value herself. The effect of personal happiness highlighted a direct connection between personal and professional life as Tammy correspondingly did not value or respect herself as an experienced educator. After ending the relationship, Tammy allowed the individual readiness factors to be internalized, and she began to find staff development a valuable tool for professional growth.

Tammy's experience was an example of the importance of the life cycles of teachers which was supported by earlier research of Burden and Wallace (1983). They

emphasized the importance of the stages of individual development on the effectiveness of professional development. Williams (1995) in his research of job satisfaction also found individual needs were important ingredients in the level of career gratification. Tammy was not the only informant whose outlook supported research findings. The information shared by Robert and Tammy regarding both their personal and professional lives supported previous research and gave continued value to the consideration of individual readiness factors in creating staff development programs.

Robert delineated the relationship between the personal life, staff development and professional satisfaction. Personal happiness was always low in comparison to job satisfaction. Additionally, he emphasized the significance of staff development to his professional growth which led to greater job satisfaction and less attention to personal life. Robert found with increased staff development and the opportunity to become involved in school programs, personal happiness and professional satisfaction became one.

Conclusions

Cross Reference Between Groups

All three groups were comprised of teachers who believed that staff development played an important role in job satisfaction. They also saw an important connection between personal and professional life. Group 1 informants, after many attempts, were unable to merge the two areas. The conflict between personal and professional life for Group 1 informants created severe stress which forced these teachers to make a decision regarding which was most important. In both cases, personal lives were of greatest importance; and therefore, Group 1 informants left the profession. The individual

readiness factors of these two informants were in conflict with staff development; and therefore, staff development was not able to support their individual needs. The total conflict of personal and professional life, individual readiness factors, staff development, and individual needs and beliefs were seen in the failure of the career decisions circles to intersect.

This was a direct contrast to Group 3 informants. These respondents merged their personal and professional lives by incorporating personal activities with job requirements. They used staff development to reinforce their strengths and support individual needs. The stress that developed in the lives of Group 3 informants was driven by unhappiness in their personal lives, and they replaced the unhappiness with professional satisfaction. When their personal lives were put in order, they eliminated the unhealthy stress and built stronger connections between the two elements of life. The intersection of the career decision circles illustrated these phenomena. The integration of individual readiness factors and staff development was the opposite of Group 1.

Group 2 informants displayed characteristics of each of the two other groups. During the period of time these respondents were given an individualized staff development option, they classified themselves as satisfied with their job and vocalized thoughts that were aligned with Group 3. However, the regression to a traditional form of staff development caused a closer alignment with Group 1.

The return to a traditional staff development program caused significant job dissatisfaction and placed professional development in conflict with individual readiness factors. These respondents had found significant satisfaction in their jobs but turned to their personal life for happiness as job satisfaction deteriorated. While the change in staff

development resulted in a closer alignment to Group 1, the informants did not experience a sufficient degree of stress to cause them to leave the profession. Intersection of individual needs and the decision to remain in teaching provided a single strand of professional satisfaction as illustrated by the career decision circles.

Themes in the Literature Supported by the Study

Previous research completed by Warmat (1980), Fullan (1991), and Glatthorn (1996), found that the individual needs of the teacher were important considerations in effective, professional development. The ability to meet the needs and interests of the individual and allow the adult learner to be self directing were components that these researchers indicated should not be ignored in professional development programs and were supported by this study.

Other researchers, such as Williams (1995), studied job satisfaction in terms of intrinsic motivation. Williams demonstrated that when an individual learned due to a need that was created by intrinsic motivation, increased learning and sustained change occurred for a longer period of time than external forms of motivation. Robert's need to be valuable to peers was a supporting example found in this study. The lack of flexibility available in traditional forms of staff development failed to promote intrinsic motivation as seen in Group 2. The adoption of individualized programs such as DSSD allowed for teacher directed staff development and opportunities for the growth of intrinsic motivation but did not necessarily consider the elements defined as individual readiness factors.

The importance of individual needs was seen to be a vital element in job satisfaction and pointed to the strength of personal happiness in career decisions. Both Daniel and

Susan left teaching because their individual needs, beliefs, and decisions were in conflict with professional responsibilities and staff development. In each case, a life event occurred which forced a career decision. The decision to leave teaching was based on the inability of the teacher to remain in a profession which was incompatible with their personal lives and happiness. Duke and Canady (1991) found staff development which promoted conflict between the interests of teachers and the goals of professional development to be ineffective. Their research encouraged the development of individualized staff development plans. This study identified improvement in staff development as DSSD was introduced.

Glatthorn (1996) also identified teacher motivation and personal needs as factors in the success of professional development. This finding was seen to apply to all three groups of informants. The findings of previous research regarding teacher needs, motivation and relevance were all supported by this study. The added dimension of individual readiness factors gave further support to previous research and indicated the need for additional research.

Progression of Staff Development

Effectiveness of staff development was seen as an evolving process as informants moved from a traditional to an individual method of delivery. Reflection upon the responses of the informants of Group 2 and 3 demonstrated the change in attitude and outlook towards staff development as it progressed from a traditional format to an individual one. The key informants of both groups viewed staff development as a means of creating a positive attitude and enthusiasm for the profession as participants in DSSD. When the school district administrations of Trish and Pam made the decision to modify

or eliminate DSSD, the informants felt that their individual needs were no longer being considered and staff development immediately had less validity for these teachers.

According to researchers such as Fullan (1993) and Wamat (1980), the change from a system that allowed for self-determination and the fulfillment of individual needs could have been expected to promote the negative feelings expressed by the informants of Group 2. A result of the regression was that the informants began to focus on their personal lives which they now separated from their careers.

Both Pam and Trish indicated that at one time their personal and professional lives were meshed. When cross referencing responses from this study and previous research, similarities were seen among informants' responses. Burden (1980) reported that the teachers who participated in his study believed that their personal lives had effected their teaching and that being a teacher affected their personal lives. During the personal crisis of Trish's life, she reported that her job gave her the reason to get up in the morning. It was what helped her to keep her sanity. Pam expressed similar sentiments over the course of her career.

In the case of both Group 2 informants, their change in enthusiasm and attitude occurred with a change in staff development which no longer filled their needs. Zemke and Zemke (1995) emphasized the importance of capitalizing on the timing of individual needs when promoting adult learning. Their studies focused the need for relevance in any adult training program to the learner's work environment. Trish and Pam were examples of the needs referred to by Zemke and Zemke. Both respondents felt they no longer were experiencing true staff development, as they had lost the ability to tailor their learning to areas which directly affected them on a daily basis.

Intrinsic motivation and the psychological state of the teacher were both factors in the studies of Weiner (1984) and Hopkins (1990) that were supported in this study. A major difference between the key informants of Group 3 and the other two groups was the continued intrinsic motivation of Tammy and Robert in their professional outlook; this outlook had been lost by the respondents of the other two groups. Tammy and Robert made several references to internal feelings of satisfaction which had enabled them to continue to be involved and productive in staff development efforts and experience continued job satisfaction.

Themes That Were Not Supported by the Study

Previous studies indicated that the social environment of the school was an important consideration in developing staff development programs. Joyce (1980) strongly believed the social environment of the school influenced the behaviors of teachers. Whereas this may have been true of the other groups who participated in the Joyce study, only one informant in this study, Pam, felt this was a factor in the effectiveness of staff development and job satisfaction. Another finding which was not corroborated in this study was the importance of developmental ages as referred to by Burden in his 1990 study. While many of Burden's findings supported this study, his findings on developmental ages could only be inferred in the results of this study.

Limitations of the Study

The study provided insight into the individual and personal side of staff development. The research questions which were answered and the identification of individual readiness factors offered an additional dimension to the creation of effective staff development programs. As a study that was focused on the humanistic perspective of

staff development, there were descriptions of the emotions and beliefs of the informants. Although perspective enabled the researcher to open doors to another dimension of staff development, there were also limitations inherent in the study.

As the study focused on people, their feelings, and the informant's point of view, some difficulty may exist in replication of the study. In order to minimize this concern, several steps were taken to support replication efforts. Procedures for completion of the study were closely followed and monitored by a research confidant, and key informants were consulted as their data was analyzed. Multiple sources of evidence such as previous research results, literature, and interview data were used to provide a pattern for other researchers who may desire to continue with research in this area. The data discovered was presented graphically in the Career Decision Circles.

As a semi-structured interview format was used, there were some variations in questions based on the experiences of the informants. The use of a multi-case logic approach was used to provide for replication. Standard questions were replicated in each interview using the same procedures and were then followed by questions which pertained to that particular respondent. Case study protocol, as suggested by Yin (1994), was followed to provide a guide for further research.

The individual personalities, emotions, beliefs, and experiences provided a unique perspective which could not be controlled just as the particular characteristics of the people we have met throughout our everyday life could not be controlled. The unique characteristics of the individual could not be controlled by the researcher, but the effects on the research were diminished by following established protocol.

Significance of the Findings

The study provided answers to the questions of how does professional development affect the attitude and outlook of the teacher, and is staff development the appropriate vehicle to promote a positive attitude and enthusiasm among teachers for the profession.

In each group, staff development was seen to affect the attitude and outlook of the teachers. In Group 1, Daniel found he was in the wrong profession, and staff development as it existed had no means of helping a teacher such as Daniel transition out of the profession or to find satisfaction. Daniel, however, believed that for someone who wanted to teach, an individualized method was more valuable than a traditional one. Susan saw the lack of input to her own staff development as crucial to her dissatisfaction. The pattern was strong throughout her career and ultimately led her to such intense levels of stress and frustration that she chose to leave the profession. Both Trish and Pam attributed, in part, their current dissatisfaction to staff development, while Group 3 key informants expressed an increase in professional satisfaction when DSSD was introduced.

From analysis of the data, it was found that professional development affects the attitude and outlook of the teacher by affecting their overall satisfaction with the profession. This effect was seen in several areas including teacher stress, feelings of respect, value, and importance as a person, the teacher's belief in his/her abilities, conflict/connection between personal responsibilities and teaching duties, strength of professional relationships between faculty members, and the ability to learn skills of value to the school. Relevance of staff development to the teaching assignment was seen as having a major effect on satisfaction with the profession by all respondents.

By answering the question of how does staff development effect the attitude and

outlook of the teacher, the study also answered the question of the appropriateness of staff development to promote a positive attitude and enthusiasm among teachers. It was seen that the use of staff development programs affected teacher satisfaction and enthusiasm in all three groups. It is an appropriate method of promoting a positive attitude and enthusiasm among teachers. However, its value is effected by the presence of individual readiness factors.

Support for the Findings

Support for the findings was found in statements made by each key informant which were included in the narrative of the group data collection, in the study's analyses and in previous research studies. Comments in reference to staff development such as "growth and satisfaction occurred as experienced teacher helped new teachers... , staff development taught teachers to work together and affected our satisfaction level, and meaningful professional development makes the teacher feel what they are doing really matters by contributing to the school" indicated the importance of staff development on teacher attitude and outlook. Perhaps the most persuasive data which supported staff development as the appropriate vehicle to promote enthusiasm was Susan's view of staff development as a statement of respect by administrators for teachers. Her outlook indicated that staff development should not be just an expected activity for teachers.

In addition to answering the research questions, the data assembled through the completion of the study identified several individual readiness factors of teachers which were effect staff development in schools. Individual readiness factors were identified through statements made by informants in the interview, analysis of the interview preparation documents, and cluster comparisons. Individual readiness factors which

affected staff development programs included the need to feel important and valued, happiness in personal life, belief that they are respected as a professional, and the connection between personal life and professional life.

The study revealed that although the questions were answered regarding staff development and individual readiness factors were identified, there were also implications for further study in the areas of individualized staff development.

Further Study

Additional study is needed to define how individual readiness factors could be incorporated into professional development programs for greater effectiveness. Issues of accountability in a system which is individualized were raised by the informants and were not addressed in this study. As assessment is a focal issue in education today, the continued study of any individualized form of staff development as a reliable evaluation tool must be considered and recommendations for valid assessments identified.

The study also pointed to a need to complete additional research to develop assistance plans for teachers who are uncertain if teaching is the appropriate career choice. Currently, no mechanism exists for teachers to determine if periods of professional dissatisfaction are short term due to specific problems or if it is an ongoing concern. While industry has developed models to aid employees in a transition to different careers, education has not taken this step. Failure to help with career transition for disgruntled teachers may be detrimental to the teacher, students and school-wide success.

Additional research may also be needed in the field of employee assistance. This topic was not included in this study, and is often thought to refer to drugs and alcohol. The study of employee assistance plans for emotional support should, however, be

researched for inclusion in staff development models. The experience referred to by Tammy at the beginning of her career may have been avoided if support had been offered as a part of employee assistance.

As the research indicated, staff development is an important component which affects the attitude and outlook of the teacher. It is a method of promoting enthusiasm for the profession. The study, however, demonstrated that staff development is not effective in isolation of the individual readiness factors which ultimately guided the teachers in this study in their decisions regarding the profession. The informants in review of the data from this study were not surprised by the results. Instead they saw many similarities between themselves and commented on the numerous times they had heard peers make similar comments.

The identification of individual readiness factors provided additional data which indicated why staff development is not always effective. The factors as identified pointed to the need to consider the individual, their feelings, needs, and people and events, which are important to them in their lives for staff development to be effective. If these factors are discounted, and the teacher believes they must make a choice between personal happiness and professional satisfaction, this study has shown that the profession will suffer. By using staff development as an opportunity to join the teacher's personal life, interests, beliefs, needs and life events with her/his career, an environment is created which allows the teacher to feel satisfied and eager to continue with the important job of educating children.

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Appendix A
Interview Preparation

Appendix A

Interview Preparation Document

For each teaching position describe the following:

1. Duties, years of service.
2. District profile (urban, suburban, rural) and geographic location.
3. Level of satisfaction (complete, partial, unsatisfied).
4. Profile of parents (economic status, level of education, parent expectations).
5. Profile of administration and faculty (years of service, relationship with each).
6. Describe the form of staff development and your participation.

After completing these questions, please complete the data chart attached. Thank you for your participation.

Appendix B

Data Chart

Appendix B

Data Chart Completion and Example

Parallel your personal life in the following areas with each teaching assignment:

1. Personal happiness (complete, partial, unhappy). This should be completed as a self-description.
2. Important life events which occurred during the teaching assignment and your level of happiness. Please include personal interests, finances, health and sense of satisfaction.

Example of Data Chart

<u>Teaching Assignment</u>	<u>Satisfaction Level</u>	<u>Happiness Level</u>	<u>Events</u>
Taught ABC Elementary	Complete	Complete	Married Buy house MA degree

Appendix C

Initial Interview Questions for Group 1

Appendix C

Initial Interview Questions for Group 1

1. Can you summarize why you left teaching?
2. Was there a time when you were motivated to teach? Why?
3. How did you change over the years as a teacher?
4. What caused you to become a dissatisfied with teaching?
5. To what extent did your activities outside of school influence your decision to leave teaching?
6. To what extent did your personal relationships influence your decision to leave teaching?
7. What type of staff development did you experience? Did the programs allow for adult learning styles or life cycles of the teacher?
8. Did these programs have any effect on your level of satisfaction with teaching?
9. Do you believe that staff development which included consideration of motivational factors, adult life cycles, adult learning styles, and personal circumstances of the teacher could have increased your satisfaction with the profession?

The remainder of the interview was dedicated to giving the respondent the opportunity to talk freely about items that they felt were important to the study but not covered in the questions or to go into greater depth with subjects brought up during the questioning.

Review of the interview preparation assignment would precede the initial interview. If items from the assignment had not become a part of the interview discussion, it would be included in the discussion at this point.

Appendix C

Initial Interview Questions for Group 2

1. What is causing you to question your motivation to continue teaching?
2. Summarize your level of satisfaction with teaching over the years.
3. What are your interests and activities outside of teaching?
4. To what extent have these activities influenced your teaching?
5. To what extent have your personal relationships influenced your teaching?
6. What type of staff development have you experienced? Did the programs allow for adult learning styles or life cycles of the teachers?
7. Are these programs having any effect on your thoughts about leaving the profession?
8. Do you believe that staff development which includes consideration of motivational factors, adult life cycles, adult learning styles, and personal circumstances of the teacher could increase your satisfaction with the profession?

The remainder of the interview was dedicated to giving the respondent the opportunity to talk freely about items that they felt were important to the study but not covered in the questions or to go into greater depth with subjects brought up during the questioning.

Review of the interview preparation assignment would precede the initial interview. If items from the assignment had not become a part of the interview discussion, it would be included in the discussion at this point.

Appendix C
Initial Interview Questions for Group 3

1. Summarize your level of satisfaction with teaching over the years.
2. How has your motivation to teach changed over the years?
3. What are your interests and activities outside of teaching
4. To what extent have these activities influenced your teaching?
5. To what extent have your personal relationships influenced your teaching?
6. What type of staff development have you experienced? Did the programs allow for adult learning styles or life cycles of the teacher?
7. Was there a time when you considered leaving teaching? (If yes, then answer question 8; if no, then skip question 8 and go on to question 9.)
8. Why did you consider leaving teaching?
9. Have staff development programs influenced your satisfaction or dissatisfaction with teaching?
10. Do you believe that staff development which includes consideration of motivational factors, adult life cycles, adult learning styles, and personal circumstances of the teacher could increase your satisfaction with the profession?

The remainder of the interview was dedicated to giving the respondent the opportunity to talk freely about items that they felt were important to the study but not covered in the questions or to go into greater depth with subjects brought up during the questioning.

Review of the interview preparation assignment would precede the initial interview. If items from the assignment had not become a part of the interview discussion, it would be included in the discussion at this point.

Appendix D

Justification for the Exploration of Individual Factors that Influence Traditional Staff

Development and DSSD

Preliminary Survey

Appendix D

Justification for the Exploration of Individual Factors that Influence Traditional Staff Development and DSSD Preliminary Survey

1. Traditional staff development programs consisting of classroom teacher observations and in-Service days lead to improved instruction.

AGREE DISAGREE UNCERTAIN

2. Individualized staff development programs such as DSSD lead to improved instruction.

AGREE DISAGREE UNCERTAIN

3. DSSD is a more effective staff development program than traditional programs such as teacher observations and group in-service programs.

AGREE DISAGREE UNCERTAIN

4. The design of staff development programs would be more effective if consideration were given to individual factors such as adult learning styles, adult life cycles, and personal circumstances of the teacher.

AGREE DISAGREE UNCERTAIN

5. Individual factors, as identified in the previous question, effect the classroom teacher's performance.

AGREE DISAGREE UNCERTAIN

6. A traditional staff development model can successfully accommodate the individual factors listed above.

AGREE DISAGREE UNCERTAIN

7. The addition of a mode which includes the opportunity to study the individual factors listed in statement 4 would improve the effectiveness of DSSD.

AGREE DISAGREE UNCERTAIN

To determine the affect individual factors have on staff development and teacher performance, personal interviews will be conducted. **If you would be willing to be interviewed regarding this topic, please print your name and telephone number.**

NAME

TELEPHONE NUMBER

THANK YOU FOR COMPLETING THIS SURVEY!

Appendix E

Explanation of Differentiated Supervision and Staff Development (DSSD)

Appendix E

Explanation of Differentiated Supervision and Staff Development (DSSD)

A differentiated system allows teachers three options in choosing one or more modes of professional development which they may change from year to year. The three options in DSSD are as follows:

Colleague Consultation or Peer Coaching – A system of teacher observation conducted by peers for the purpose of improving instruction without evaluative measures.

Administrative Consultation – A partnership developed between a building administrator and a faculty member for the improvement of instruction. The administrator observes to provide feedback on instructional practices identified by the teachers as an area of potential improvement.

Self-Directed – A system to allow teachers to explore ways of refining their teaching skills. Methods typically used in this mode include conducting a research project, writing a professional paper or conducting a workshop.

The DSSD concept was developed by Daniel Duke of the University of Virginia.

Biographical Data

Name	Noreen C. Glading-Hill
High School	Merchantville High School Merchantville, New Jersey
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