1988

The characteristics of elementary teachers perceived and identified as curricular leaders

Celia R. Burger

University of Northern Iowa

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THE CHARACTERISTICS OF ELEMENTARY TEACHERS PERCEIVED AND
IDENTIFIED AS CURRICULAR LEADERS

A Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved:

Dr. Greg Stefanich
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December 1988
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THE CHARACTERISTICS OF ELEMENTARY TEACHERS PERCEIVED AND
IDENTIFIED AS CURRICULAR LEADERS

An Abstract of a Dissertation
Submitted
In Partial Fulfillment
of the Requirements for the Degree
Doctor of Education

Approved:

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Faculty Advisor

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Celia R. Burger
University of Northern Iowa
December 1988
ABSTRACT

The purpose of this study was to identify the characteristics of elementary teachers who were perceived and identified as being influential in curricular change by peers, principals, and district administrators. The study described characteristics which appeared to be shared by 16 elementary teachers selected from 20 elementary schools in one major school district in a Midwestern state.

Subjects were identified from responses by peers, building administrators, and district administrators to the Instructional Leadership Survey prepared by the researcher. Twenty teachers, identified as influential by all three of the surveyed groups, were considered teacher leaders in this study. Sixteen of the 20 agreed to participate in the research project.

The data were collected through semi-structured interviews, demographic data records, and the Myers-Briggs Type Indicator (MBTI). The semi-structured interviews addressed each teacher's educational philosophy, professional role orientation, problem-solving orientation, attribution theory, risk orientation, and relationships. Interview data were analyzed using commonly accepted procedures for content analysis. A modified version of the analytic induction approach to collecting and analyzing the interview data was used (Bogdan & Biklen, 1982). The MBTI data produced a group profile to complement and cross-verify the interview analysis. The findings of the study were verified by surveys of the subjects, a principal, and a district administrator.
The analysis of the data appeared to indicate that the subjects shared five general characteristics: a propensity toward change and the change process; membership in an informal communication network of educators; a belief system centered on a child-centered curriculum, the attribution of success to effort, and a demonstrated commitment to personal professional growth; interpersonal relationships characterized as positive and receptive to individual differences; and a lifestyle in which teaching was a style of living. The MBTI identified ENT/FJ as the composite personality type for the sample.

The study provided information which may facilitate the systematic consideration of factors related to identification, training, placement, and roles of teacher leaders when planning for change in schools. The findings of this study may assist teachers, administrators, and curriculum coordinators in optimizing teacher involvement in curricular and instructional change.
CHAPTER I

INTRODUCTION

Over the past decade a number of studies have focused on identifying the characteristics of effective schools and principals as curriculum leaders. The research has resulted in the general acceptance of the principal's key influence in effecting school improvement (Dwyer, 1984; Edmonds, 1979; Good & Brophy, 1986; Goodlad, 1983; Lezotte, 1986).

The creation, however, of successful schools cannot be achieved by the principal alone. Several studies and theoretical pieces have examined classroom teacher influence on curriculum change (Dwyer, 1984; Eisner, 1985; Feiman-Nemser & Floden, 1986; Fullan, 1982; Garcia & Vizbara-Kessler, 1984; Hall & Hord, 1987; Jwaideh, 1984b; Lieberman & Miller, 1984; Slas, 1973; Willower, 1984).

Although the vital role of teachers in school change has been recognized, the characteristics of teachers who influence other persons relative to school change have not been identified. The identification of traits shared by influential teachers may contribute to an increase in the efficiency and quality of curricular development and implementation.

Both teachers and administrators may benefit from additional knowledge of teacher leadership traits. The identification of characteristics shared by teachers who influence others may add to the understanding of those teachers who affect change regardless of the origin of the curricular innovation. The identification, training and placement of personnel when planning for change may become more
efficient with this knowledge. Also, teachers' increased understanding of teacher leadership and factors which affect teacher behaviors may positively affect teacher interactions with principals and other teachers.

Statement of the Problem

The primary purpose of this study was to identify the characteristics of elementary teachers who were perceived and identified as being influential in curricula change by peers, principals, and district administrators in a Midwestern school district.

Research Questions

The major question of the study was:

What are the characteristics shared by elementary teachers who are identified as curriculum leaders within one urban school district?

The underlying questions were:

1. What are the observed or reported characteristics and behaviors of teachers identified as influential in curricular changes within one urban school district?

2. What, if any, similar characteristics and behaviors do influential teachers share?

3. What are the beliefs, backgrounds, and educational experiences of teachers who are perceived and identified as influential?
Significance of the Study

The leadership role of the teacher in the change process should be of primary interest to the change facilitator (Calfee & Drum, 1986; Eisner, 1985; Goodlad, 1975; Hall & Hord, 1987; Havelock, 1982; Lieberman, 1988a; Martin & Willower, 1981). The degree of teacher involvement in planning curricular changes tends to affect the degree of implementation (Eisner, 1985; Hord & Hall, 1987; Lieberman & Miller, 1984). The ultimate restructuring of schools precipitated by society's transition from the industrial era to the information era calls for expanding teacher roles and increasing their autonomy (Frymier, 1987; Hall & Hord, 1987; Lieberman, 1988a; McCune, 1987). Teacher associations also press for teachers to participate increasingly in decision making. Increased understanding of teacher leadership is imperative for those responsible for restructuring schools.

A number of reports calling for the restructuring of schools have signified the importance of examining the role of teachers as instructional leaders. Reports advocating more teacher involvement in decision making include the Holmes Report (1986), A Nation at Risk: The Imperative for Educational Reform (1983), and the Carnegie Task Force on Teaching (1986). For example, the Holmes Report recommended a differentiated profession with three groups of practitioners. The Career Professional Teacher would exercise authority based on competence and position. The report asserted, "To create a market for professional trained teachers with advanced graduate credentials, it is essential to provide expanded career opportunities and rewards in
teaching. Otherwise prospective teachers will have few incentives to invest in the demanding professional education essential to competent teaching" (1986, p. 41). The Carnegie Report also noted the importance of shared decision making for the purpose of making "teaching more attractive to good teachers who are already in our schools, as well as people considering teaching as a career" (Carnegie, 1986, p. 57). These reports reflected an increasing awareness on the part of the public and the educational institution that teaching must provide more career growth options than mere movement from classroom teaching to administrative positions.

Finally, many teachers are presently involved in leadership change roles. Their involvement occurs either through formal recognition or by emergence. Frequently, they are selected by administrators or colleagues to lead change effort. At other times, they volunteer to serve on curricular projects, share information and ideas with colleagues, and influence peers by example as they go about their daily work.

The findings of this study may assist teachers, administrators, and curriculum coordinators in optimizing that involvement. It has provided information which may facilitate the systematic consideration of factors related to identification, training, placement, and roles of teacher curriculum leaders.

Assumptions

1. Teachers who are influential in curricular changes are recognized by others for their influence.

2. Characteristics shared by teacher leaders can be identified.
Limitations of the Study

1. The sample of 16 elementary teachers who were identified as curriculum leaders in one urban school district in a Midwestern state was limited by size, gender, and geography.

2. The sample consisted of only elementary teachers.

3. Respondents were asked to identify leaders in a hypothetical rather than actual change situation.

4. Participation was voluntary, thereby limiting the study to 16 of the 20 identified teacher leaders.

5. The study was limited to teachers who were leaders in curriculum or instruction.

6. The basic data collection method was self-reporting although triangulation was employed.

Definition of Terms

The following terms were used in this study.

1. Influential Teachers: Those who affect change in the school setting. Influential teachers may facilitate change initiated by administrators or teachers. This may also include behaviors that resist or seek to modify proposed change. Persons in this role may perform a variety of tasks. They may work with individual teachers, develop materials, coordinate program materials with program objectives, model, provide feedback, plan with the administration and other persons involved in the change effort (Hall, Rutherford, Hord, & Huling, 1984).

2. Teacher leaders: Those classroom teachers identified as influential in curriculum change by other teachers and principals and
a district curriculum administrator as indicated by the Instructional Leadership Survey (Appendix A). This study was concerned with only those teacher leaders who were identified by peers, principals, and a district administrator.

3. **Beliefs**: Those philosophical and theoretical views or perceptions regarding the nature of the learner, the role of the teacher, and how education should proceed (Hall et al., 1984).

4. **An innovation**: A process or product that is new to a potential user (Hall & Hord, 1987).

5. **An intervention**: An action, event, or set of actions or events that influence the use of an innovation (Hall & Hord, 1987).

6. **Curriculum**: "That reconstruction of knowledge and experience, systematically developed under the auspices of the school (or university), to enable the learner to increase his or her control of knowledge and experience" (Tanner & Tanner, 1980, p. 38).

7. **Media Specialists**: Media specialists or media teachers coordinate the library and instructional media resources in the schools in the state in which this study was conducted. In most elementary schools, the media specialist or teacher serves as librarian and regularly teaches classes at all grade levels related to reference skills and use of the media center. The media specialist also consults with and assists teachers by providing films, books, and publications for instructional purposes.
CHAPTER II

REVIEW OF LITERATURE

Teacher Leadership and Curricular Change

Recognition of the relationship between teacher leadership and curricular change is essential for the creation of successful schools. The degree of teacher involvement in planning curricular changes affects the degree of implementation (Eisner, 1985; Hall & Hord, 1987; Lieberman & Miller, 1984; Reavis, 1988). Teachers who participate in expanded leadership roles and in curriculum development tend to become involved in actions which include: "building trust and rapport, making an organizational diagnosis, building skill and confidence in others, using resources, dealing with the change process, and managing the work" (Lieberman, 1988a, p. 6). All of these activities help build collaborative structures and a professional culture which enhance the educational experiences for students. Since the teacher is the "major interpreter of school policy and because the teacher is the major mediator of what shall be taught in the classroom" (Eisner, 1985, p. 129), teacher participation in curriculum decision making is critical. Clearly, the leadership roles of the teacher in the change process should be of primary interest to the change facilitator (Calfee & Drum, 1986; Eisner, 1985; Goodlad, 1975; Hall & Hord, 1987; Havelock, 1982).

The ultimate restructuring of schools, precipitated by society's transition from the industrial era to the information era, also dictates change in educational roles. This change appears to be directed toward expanded teacher roles with increased autonomy and
decision-making (Frymier, 1987; Hall & Hord, 1987; McCune, 1987; Miller, 1987; Reavis, 1988). In addition, teacher associations and other professionals press for teachers to share increasingly in decision-making (Barth, 1988; Lieberman, 1986, 1988a; Rallis, 1988).

Although an interest in teacher empowerment and leadership appears in the literature, research identifying teacher opinion leaders and describing their characteristics was notably absent from the literature. Because of this absence, the researcher has selected the closely-related tangential areas of instructional leadership, leadership theory, and personality types as the focus for literature review.

### Instructional Leadership and Leadership Theory

A review of instructional leadership characteristics and behaviors identified in the literature may suggest factors to consider in the identification of teacher leadership traits. Research on principals has generated descriptions of their activities, styles, and leadership behaviors (Blase, 1987; Dwyer, Lee, Rowan, & Bossert, 1982; Hall et al., 1984; Hord, Stiegelbauer, & Hall, 1983; Martin & Willower, 1981; Stalling & Mohlman, 1981).

### Principals and Instructional Leadership

Literature on school effectiveness has emphasized direct involvement of the principal in the instructional program (Anderson, 1987; Dwyer, 1984; Edmonds, 1979; Good & Brophy, 1986; Goodlad, 1975; Lezotte, 1986). Characteristics exhibited by principals in this instructional leadership role have been identified as: (a) exhibiting
high visibility, (b) monitoring student performance, (c) holding high expectations for student achievement, (d) emphasizing basic skills, (e) demonstrating high task orientation, (f) assuming instructional responsibility, (g) coordinating the curriculum, and (h) acting as a source of ideas and materials (Anderson, 1987; Edmonds, 1979; Mazzarella, 1982).

The key role of the principal has been well documented. Studies indicate that, although the principal has been recognized as the key leader, the nature of the principal's activities and decisions is related to the context of the school and may deviate from the eight behaviors noted above (Anderson, 1987; Conrath, 1986; Dwyer, 1984; Glatthorn, 1987a; Hall & Hord, 1987). These same sources further indicate that when the principal performs other functions or demonstrates a different leadership style, other key persons assume some or all of those identified effective leadership behaviors (Blase, 1987; Deal, 1986; Dwyer, 1984; Hord & Hall, 1987; Hord et al., 1983).

**Principal-Teacher Interaction Study**

At least two other complementary leadership roles have been identified. In their studies Hall and Hord (1987) have found a second and a third key change agent to be consistently present in school settings. These complementary roles are usually filled by a teacher or district curriculum administrator who facilitates the change process by making arrangements or providing training, consultation, reinforcement, or monitoring. Just as behaviors of the principal are influenced by the context of the school, the activities performed by
the secondary change agents appear to be largely determined by principal activities or leadership style (Anderson, 1987; Conrath, 1987; Dwyer, 1984; Hall & Hord, 1987).

Studies and experience clearly indicate that all functions associated with instructional leadership cannot be performed by one person. In fact, a second or third key change facilitator appears always to be functioning either by selection or emergence (Anderson, 1987; Glatthorn, 1987a; Hall & Hord, 1987).

A series of studies conducted over a 15-year period by the Research and Development Center for Teacher Education at the University of Texas at Austin documented the role of the Second Change Facilitator (CF) (Hord et al., 1983). The CF performed a complementary role to the principal in facilitating the change process. The Principal Teacher Interaction Study (Hall et al., 1984) examined the teacher role and the daily behaviors of principals who were managing school change.

A sample of nine elementary principals from across the nation was chosen by district administrators for their demonstrated consistency in the use of one of the hypothesized styles. Three Pacific schools were implementing a new writing composition program. Three Atlantic schools were implementing a criterion-referenced math curriculum. Three Mountain district schools were into their third year using a revised science curriculum. The purpose of the study was to identify and describe the innovation-related interventions that occurred during curriculum implementation in the nine elementary schools.
Nearly 2,000 interventions related to school improvement or innovations made by principals, teachers, and district personnel were documented during an entire year in the nine schools. The methodology consisted of in-depth documentation procedures including the principals maintaining written logs, on-site observations, face-to-face interviews, and weekly telephone interviews. Principals were trained to identify and describe interventions made by themselves and others. Data were also collected from teachers for cross-verification. When the researchers in all of the schools simultaneously discovered the Second Change Facilitator (CF), they began using the same procedures to collect Second CF data as those used with the principals. The Third Change Facilitator (CF) role was also noted. Fulltime teachers who assisted in implementing innovations as needed, but who were primarily concerned with their own classrooms tended to fill the Third Change Facilitator (CF) role.

The Second Change Facilitator (CF) role was filled by different persons in various schools. Depending on the school and the principal's style, the role was filled usually by a classroom teacher or resource teacher at the building site, an assistant principal, or a district coordinator. In some cases, the CF role was assigned by the principal. In other cases it emerged. At each site someone assumed the role.

The Second Change Facilitator (CF) was found to be as active as, or more active than, the principal. The CF performed most interventions in the classroom setting. These contacts were usually with individual teachers. Very few telephone or written interventions
occurred. Usually the interventions were interactive and related to "organizational arrangements, training, reinforcing use and coaching, and monitoring use" (Hord et al., 1983).

The kinds of interventions were primarily simple, complex, or chain interactions. Simple incidents were short, spontaneous or planned, and involved one or a small number of persons. Complex types extended over a period of time and involved more planning, more people, and problem-solving activities. Chain interactions were simple interventions delivered to "different persons with the intent of having the same effect on each of these persons" (Hord et al., 1983).

The difference between the principal's interventions and those of the Second CF's suggests the complementary nature of the two roles. The Second CF's role has been described as emphasizing training and problem solving with individual teachers. The principal, however, generally focuses on the total effort by providing "planning, reinforcement, and evaluation" (Hord et al., 1983). This observation was consistent with other studies noting the management leadership of the principal (Dwyer et al., 1982; Martin & Willower, 1981; Wilson & Corbett, 1983).

Variations in the complementary roles have been found to correspond to the principal's change facilitator style (Dwyer, 1984; Hall et al., 1984; Hord et al., 1983).

The relationship between the Second Change Facilitator role and that of the principal was documented in the Principal-Teacher Interaction Study (Hall et al., 1984; Hord et al., 1983).
specific principal change facilitator styles were classified into three distinct facilitator roles—responders, managers, and initiators. Hord and Hall defined style as "the gestalt of knowledge, concerns, behaviors and tone, reflected in the motivation and interventions of facilitators" (Hord et al., 1983). The three principal change styles and the complementary Second Change Facilitator roles were described:

**Responders:** allow others to act. Let things happen. Called upon by central office to get things to happen. **The Second Change Facilitator:** usually a person from outside the school, complements the responder by doing more than the principal.

**Managers:** help others to get job done. Tend to try to do too much themselves. **The Second Change Facilitator:** a person from district or building staff, performs one-half the interventions.

**Initiator:** hold a vision and push others to achieve it by delegating and sharing task responsibility. **The Second Change Facilitator:** a person from district or building staff, performs approximately the same number of interventions as the principal. (Hord et al., 1983, pp. 9-13)

Although the principal has great influence upon the change process, the interaction between the principal and the Second Change Facilitator also impacts the change process. Two key factors of effective shared instructional leadership are, (a) that someone is initiating the improvement efforts, and (b) that the principal is sanctioning those efforts (Anderson, 1987).

Wehmeyer (1987) suggested that media specialists are particularly well-suited to perform the role of indirect leadership, a role determined by expertise rather than by position, because of their strategic location in the communication system of the school.
Engagements in simple incidents with individuals and within the school were recommended based on the studies conducted by Hord, Hall, and others (Wehmeyer, 1987). Strategies relative to the change process were described for media specialists to apply: (a) volunteering to offer support in the early stages of a curricular change such as a literature-based curriculum and then to accept leadership roles, (b) initiating a series of actions designed to link an innovation and the library media program, thereby furthering the media program goals, and (c) planning cooperatively with teachers by asking how they might help, informing teachers of resources, and modeling cooperative curriculum development by modifying media lessons to support classroom content. All behaviors were designed to increase the involvement of media specialists and to bring about gradual change. The Concerns Based Adoption Model (CBAM), another result of the research of the National Research and Development Center for Teacher Education, was noted as a useful diagnostic instrument for monitoring the change process and subjects' stages of concern. Wehmeyer concluded that media specialists exert indirect leadership when they adapt and share their own expertise in response to the needs of the staff and students. This perception of teacher leadership seemed to be congruent with the role of the second change agent described by Hord and Hall.

The literature indicates that high visibility or holding a strategic position in the communication system of the school is a key factor in providing instructional leadership. Other leadership traits which appear to be shared by principals and others in the school
setting are high task commitment and expectations, expertise in content or process, and a sense of responsibility.

**Teacher Perceptions of Effective Leadership**

Teacher perceptions of principal leadership may indicate the characteristics needed by those who help facilitate change. Blase (1987) identified nine task-related factors and five consideration-related factors as representing the major dimensions of effective high school leadership as perceived by 40 teachers from a pool of 75 to 80 male and female teachers in an urban, biracial high school in the Southeastern United States. The qualitative study was the second phase of a two and one-half year investigation into the factors that contribute to changes in teachers' work perspectives over time. In accordance with guidelines for grounded theory inquiry, the second phase of the study was designed to "probe more deeply the dimensions of school principals' effectiveness and ineffectiveness from the teachers' standpoint" (Blase, 1987, p. 591). "Themes, relationships, and interpretations were sampled to the point of repetition" (p. 593).

Three interviews were conducted with 40 teachers in the research setting. After 30 randomly selected subjects were interviewed, they were asked to recommend others whose perspectives should be represented in the interviews. Ten additional teachers were selected from those recommendations.

The open-ended interviews probed for teachers' definitions of effective and ineffective school leadership in the research setting. As themes emerged in the interviews, facilitative questioning techniques were used to probe and validate the findings. Informal
interviews with other teachers in the school were conducted as sources of alternative data. The researcher collected and analyzed the data. A panel of four experts was consulted regarding coding or interpretation when needed, and 12 teachers critiqued the categories and hypotheses derived from the data.

The nine task-related factors were (a) accessibility, (b) consistency, (c) knowledge/expertise, (d) clear and reasonable expectations, (e) decisiveness, (f) goals/direction, (g) follow-through, (h) ability to manage time, and (i) problem-solving orientation.

Five consideration-related factors cited in the data were (a) support in confrontations, conflicts, (b) participation/consultation, (c) fairness/equitability, (d) recognition (praise/reward), and (e) willingness to delegate authority.

Blase concluded that these nine task-related factors and five consideration-related factors represented the "major dimensions of effective high school leadership" (Blase, 1987, p. 606). The data indicated these interdependent leadership behaviors "have, in varying degrees, dramatic effects on teachers and their relationships with significant others" affecting motivation, involvement, and morale. Blase suggested the behaviors produce enhanced interaction among teachers and others, thereby producing a productive cultural structure in the school.

Blase also summarized the impact of school principals. First of all, a change in school leadership can affect "dramatic changes in the sociocultural context of schools" (Blase, 1987, p. 607).
observation was supported by (a) teachers' descriptions of their own behavior changing significantly in response to principals with whom they had worked in other schools, and (b) comparison of the data related to teachers' perspectives of each of the four principals (1974–1986) in the high school that was the site for the study. Second, effective school principals tended to contribute to associative school cultures where interactions occurring among principals and teachers were viewed as "cooperative, empathetic, supportive, respectful, equitable, and productive. In contrast, ineffective school principals tended to create cultures viewed as dissociative" (p. 607). These dissociative cultures had "fragmented, distant, uncaring, nonsupportive, conflictive, inequitable, and in many ways nonproductive" (Blase, 1987, p. 607) interactions.

This study illustrated the importance of distinguishing between leadership competencies and administrative competencies. Blase suggested that the present university training emphasizing administrative knowledge and skills may be misguided. He proposed a more balanced curriculum that emphasizes personal qualities which he perceived as essential to effective school leadership. That agenda would include training in interpersonal and group dynamics, communication, team development, and experiences "designed to increase self-awareness of an individual's values, beliefs, and behavior" (Blase, 1987, p. 609). A final recommendation urged school officials to give much greater attention to the competencies related to working with people when selecting, placing, and evaluating principals.
Another study observed the loosely coupled structure of the high school in which the academic leadership was delegated to teachers while the principal focused primarily on administrative tasks. In a 25-day observational study of five high school principals conducted in 1979 in a Northeastern state of the U.S., Martin and Willower (1981) described a pattern of task-performance behavior. The inquiry focused on the managerial behavior of five high school principals in their job settings. The principals, all males, represented a variety of school types and geographical settings (Martin & Willower, 1981, p. 78).

The researchers used a structured observation technique employing direct observation, notation of all events, and the application of analytical structure to the field notes. All subjects were interviewed in their schools. Interviews pertained to their personal and organizational histories, role perceptions, and problems in their work. Each principal was then observed for a five-day Monday through Friday, observation period. Each individual was shadowed by the observer throughout the daily routine. The structured observation maintained by the observer included chronological, correspondence, contact records, and the analysis of purpose. Field notes were recorded for every activity, including correspondence in which the subject engaged.

Martin and Willower found that organizational maintenance tasks dominated the principal behaviors. They maintained the operation of the school by performing tasks such as scheduling classes, arranging transportation, and informing parents. Since only 7.6% of the
principals' tasks related to the academic program, the researchers concluded that most of the responsibility for the academic program was assumed by the teachers. Pupil control related to "deviant forms of students' behavior" (Martin & Willower, 1981, p. 78) and monitoring building control accounted for approximately 12% of the principals' time. They spent 14.7% of their time overseeing the extra-curricular program. In addition, all principals perceived informal interactions as important and invested time in those interactions. According to Martin and Willower (1981) most principal contacts occurred within the school. The principals performed many tasks, were interrupted frequently, and worked at an accelerated pace. Additional roles filled by the principals included: (a) interpersonal roles in which the principals acted as figureheads when representing the school to the public, (b) informational roles requiring the principal to serve as spokesperson, monitor, and disseminator, and (c) decisional roles involving handling disturbances, allocating resources.

This study supported the notion that principal leadership tends to focus on management functions more than on direct instructional functions and noted a loosely coupled structure leaving academic program responsibilities to the teachers.

**School Cultural Linkages and Change**

The idea of cultural linkages and their effect on teacher behaviors and implementation of change has been examined in several studies and theoretical pieces. This issue is addressed by Firestone and Wilson (1985), Deal (1986), and Sergiovanni (1987). Their
findings and recommendations may have implications for teacher leader behaviors and characteristics paralleling those of the principal.

Firestone and Wilson (1985) suggested ways in which principals can affect change through the cultural linkage patterns of the school. Culture was defined as "the system of publicly accepted meanings for the activities of a group of people" (1985, p. 10). Firestone and Wilson claimed principals can influence the school culture through the linkages which affect, (a) teachers' thoughts about what it means to teach and the task of teaching, and (b) their commitment to teaching in terms of devoting energy and loyalty to the school and teaching. They reviewed the characteristics of school districts in which the culture promoted successful instruction, the symbols of cultures, and ways in which principals can influence the school's cultures. The ways in which principals use linkages may have implications for teacher leaders' use of those linkages. Characteristics present in the culture of successful educational and corporate institutions noted by Firestone and Wilson (1985) were (a) commitment to quality service, (b) willingness to take risks, (c) environment where individuals can learn about new approaches and resources; experiment and take initiative, and (d) close ties to the outside world as a source of ideas and resources.

Firestone and Wilson (1985) also suggested ways in which principal behaviors can shape the culture. They can (a) manage the flow of stories and information, (b) create and manipulate symbols and rituals, and (c) communicate the major themes of the institution to staff through frequent informal interactions.
Cultural, Structural, and Interpersonal Linkages and Change

In a three-year study in 14 schools at elementary, junior high, and secondary levels Wilson and Corbett (1983) examined the effect of cultural, structural, and interpersonal linkages on degree of implementation of new classroom practices. A combination of qualitative and quantitative methods were used. Methodology included the use of extensive observation, open-ended interviews, and formal surveys of teachers involved in change efforts. The schools were selected on the basis of need or interest in the project content area. Relatively tight linkages were established by establishing temporary planning committees to assess school needs. It was noted that all of the schools had variations of subunit linkages.

Quantitative analysis indicated variability across all the indicators with implementation ranging from none to almost all teachers in a school having been influenced by the projects. The three sites where more than half the teachers implemented changes tended to have more structural and interpersonal linkages. The correlations between implementation and interpersonal linkages (staff discussion) and cultural linkage (goal consensus) were statistically significant beyond the .05 level suggesting that "consensus about the importance of a project's content area relative to a school's mission will positively enhance the implementation of project-related changes" (Firestone & Wilson, 1985, p. 15). Certainly the influence of teacher interaction appeared to be a strong factor in this study.
Images of Policy-Makers and Practitioners

Deal (1986) addressed an underlying issue of educational reform: the discrepancy among the images of policy-makers and practitioners. He maintained, "A discrepancy in images may blunt the potential of education reform unless we can probe behind the rhetoric to capture the theoretical conflict that lies at the core of the debate" (Deal, 1986, pp. 2-3). He calls for practitioners and policy-makers to recognize the complexities of school cultures. By entertaining "multiple images of schools as organizations" (1986, p. 7), educators can improve schools and preserve their unique characteristics. This pluralistic approach would appear to require corollary leadership behaviors.

Tracing the changing conceptions of schools and organizations over 50 years, Deal noted the pluralistic "array of images that may be embraced almost at will, depending on the training preferences, biases, and experiences of practitioners, policy-makers, or researchers" (Deal, 1986, p. 5). For example, early scientific management logic is still evident in the efficiency features of today's school. The human relations movement of the 1960's continues to influence supervisory and instructional practices in the schools. In the late 1960's, there was an emphasis on the complementary facets of organizational theory: rationality and reasonableness. The notion that, "the structure of an effective organization was not absolute, but was contingent on the technology and environment" (Deal, p. 4) has come to be commonly accepted. The legitimacy of meaning and cultural cohesion in organizational and
educational institutions calls for broadening the concept of leadership beyond the structural perspective. Deal warned that as principals are urged, "to assume a more prominent role in instructional leadership, other important principalship duties such as those of counselor, negotiator, and poet cannot be overlooked . . . attention must be paid to their other vital social functions as extended families, arenas, or temples" (Deal, 1986, 1988).

School Structures and Leadership

The "mindscape" metaphor of Sergiovanni (1987) described the essence of the new kind of emerging cultural leadership that values meaning, purpose, ideals, common cultures, commitment, freedom, collaboration, and shared decision-making. "A mindscape is composed of a person's mental image, view, theory, and set of beliefs that orient that person to problems, help to sort out the important from the unimportant and provide a rationale for guiding actions and decisions" (Sergiovanni, 1987, p. 126). He asserted that successful schools are both tightly and loosely structured. Their basic values and sense of mission are tightly structured, but people in the institution have autonomy in how they embody those values and mission in their decisions and actions. "Successful leaders do not view teachers as workers to be programmed and closely supervised, but as professionals to be inspired and held accountable to shared values and commitments" (Sergiovanni, 1987, p. 127). Sergiovanni (1987) described characteristic leadership behaviors in six areas:

1. Purpose—leading by creating meaning and stirring people to action out of commitment to a purpose.
2. Empowerment—distributing power among others.

3. Power to accomplish—emphasizing helping people become more successful rather than exerting power over them.

4. Density—sharing leadership roles broadly with everyone assuming responsibility.

5. Quality Control—recognizing that quality control is "in the minds and hearts of people at work . . . relates to what teachers and other school professionals believe, their commitment to quality, their sense of pride, how much they identify with their work, the ownership they feel for what they are doing, and the intrinsic satisfaction they derive from the work itself" (Sergiovanni, 1987, p. 123).

6. Outrage—viewing real toughness as principled. Freedom, equality, and interdependence are valued by cultural leadership (Sergiovanni, 1987).

Leadership Traits Shared by Leaders in Business and Education

Some of the traits identified by Sergiovanni were exhibited by the subjects Reavis (1988) studied. In a one-year naturalistic study of six educational leaders in the West Texas area, Reavis (1988) identified traits which appeared to be shared by the subjects. When the results of the study were compared with the findings of several business and industry leadership studies using larger samples of leaders, Reavis found remarkable similarities.

Reavis identified 17 possible subjects who had demonstrated consistent and verifiable high achievement over several years of work with groups of average ability. The evidence of achievement could be prizes, victories in competitions, test scores, or other objective
recognition. From the pool of 17, 6 subjects were selected representing diverse positions: elementary principal, secondary principal, speech and drama teacher, choral music teacher, art teacher, and girls' basketball coach. Data were gathered from personal interviews with peers, students, teachers, and the subjects; observations; and artifacts. The data were sorted into categories and tendencies noted.

The major finding of the study revealed that all the leaders "gave a high number of correctives" (Reavis, 1988, p. 10). Several factors seemed to be associated with consistent use of correctives eliciting confidence and pride rather than anxiety. These leaders (a) first identified areas in which their students had strong interests, and only then did they begin to demand perfection, (b) were experts in their disciplines and stayed current, (c) used their expertise to free their students, (d) provided support and encouragement, (e) had an unshakable faith that their charges could do better than they themselves realized, and (f) genuinely cared for their charges and communicated this caring (Reavis, 1988).

Additional findings interacted with the major finding to account for the achievements of these leaders. The leaders (a) were demanding perfectionists, (b) exhibited a sense of humor and tended toward self-deprecation, (c) gave only limited amounts of praise, (d) stressed such attitudes as self-discipline, responsibility, and always doing your best, (e) attained a high amount of time on task, and (f) were very family oriented (Reavis, 1988).
Comparing the findings of the study with leader characteristics in business and industry, Reavis found that most of the subjects in his study exhibited eight of nine business leadership characteristics identified in the literature. Principals exhibited slightly more of the business and industry leader characteristics than teachers. Reavis suggested that difference might be accounted for by the youthful group which the teacher led. The traits shared with leaders in business were:

1. Vision—"the ability to see beyond what is to what could be . . . More than simply following standard practice, vision points followers to a higher purpose, motivates them, and focuses their energy" (Reavis, 1988, p. 24). Teachers' vision flowed from their expertise in their discipline.

2. Collaborative Style—Shown by "valuing and trusting others and giving wide latitude to one's subordinates (Reavis, 1988, p. 24). While principals and business leaders exhibited these qualities, teachers did not in this study. Reavis appeared to observe the style within the classroom in relationship to students, not to other teachers. He noted that teachers valued their students' individuality and allowed them "limited latitude to think and develop their own interpretations or styles" (Reavis, 1988, p. 24).

3. Optimism, Accepting Failure—A demonstrated expectation to win and the expenditure of the energy required in pursuit of a goal. Losses were perceived as experiences from which one can learn.
4. High Moral Purpose, Fairness—"the goal of winning was subordinate to the development of character and lifelong attitudes about personal conduct" (Reavis, 1988, p. 24).

5. High Aim—"A drive for perfection" was found in the school leaders and in large numbers of average students (Reavis, 1988, p. 25).

6. Results Oriented—Leaders in business and in the study distinguished between performance and outcome. They kept their eye on their goals and did not have misplaced concerns with prescribed procedures. They had not fallen into the trap, "Too often, running a smooth ship replaces having a ship with an important cargo reach its destination" (Reavis, 1988, p. 25).

7. Intellectual Stimulation—Observations and student interviews indicated that the students were "challenged by tough, difficult work that stretched them and that they also were encouraged to think, to use their minds" (Reavis, 1988, p. 25).

8. Contingent Reward and Management by Exception—Reavis viewed his subjects as "transformational leaders who gave their subordinates rewards through their success" (1988, p. 25). The high number of correctives might be perceived as an example of the transactional leader; however, his leaders were coaching and present all the time.

The ninth business leadership characteristic which was not shared by educators related to timeframes in planning and implementing goals. Business leaders tended to work in long-range frameworks while teachers and administrators operated in more present-time frameworks.
Organizational Leadership and Success

In another study of business leaders, a pattern of leadership traits was noted. A five-year study of 90 effective corporate and public leaders across the nation by Bennis (1987) led him to conclude, "The factor that empowers the work force and ultimately determines which organizations succeed or fail is the leadership of those organizations" (Bennis, 1987, p. 197). Despite the diversity of the group, Bennis identified competencies shared by all 90 subjects.

1. Management of attention—Leaders demonstrated an extraordinary commitment to a goal, purpose, vision, or dream. This sense of vision and commitment which Bennis associated with a high degree of efficiency tends to draw people toward the individual.

2. Management of meaning—Leaders communicated their commitment using "a metaphor, a word, or a model to make that vision clear to others" (Bennis, 1987, p. 198). They went far beyond clarifying or explaining. They created meaning through the various layers of the organization.

3. Management of trust—Leaders could be counted on. They were reliable and consistent. Bennis reported that people prefer individuals who are constant and focused in their viewpoints.

4. Management of self—Leaders knew their strengths and built on them. Failure did not seem to be a part of their conceptual framework. They perceived it as a temporary learning condition or "another way of doing things" that prepared them for the next step (Bennis, 1987, p. 198). Bennis referred to management of self as the Wallenda Factor, concentrating on walking the tightrope rather than on
falling. This approach is a way of life that transcends organizational power and leadership (Bennis, 1987).

Leadership based on these competencies impacts an organization by empowering members. According to Bennis this empowerment is manifested by members of the organization in four ways. Individuals believe there is meaning in their work and that it makes a difference. Second, learning and competence are valued. Therefore, risk-taking is supported. Third, a sense of community exists. Finally, people are excited about their work (Bennis, 1987).

Two fundamental concepts underlie the success of any leadership effort according to Bennis: quality and dedication. Quality in the life of the institution evokes a sense of dedication on the part of the worker. This dedication or love of one's work energizes the system to perform efficiently (Bennis, 1987).

Paradigm for Framing Human Action

The Human Action Framing Tool (Terry, 1988), a paradigm for framing problems and human action for authenticity, demonstrates the function of vision or mission described by Bennis (1987) and Reavis (1988). Terry defines authenticity as congruency between truth and reality. Or that "clean moment" when our stated beliefs or missions and our actions are in harmony. The paradigm consists of seven interrelated dimensions illustrated in Figure 1.

The Human Action Framing Tool, intended for planning and diagnosing, consists of the Diamond Model of action in the context of "Meaning" schema and "Existence" needs of those involved in the
process. The following terms (Terry, 1988) describe the components of the tool.

**HUMAN ACTION - FRAMING TOOL**

![Diagram of Human Action Framing Tool](image)

*Figure 1. Human Action Framing Tool. (Terry, 1988)*

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1. Meaning: A significance giving term, that for which action moves. Schematic framework from which one makes meaning including values, ethics, beliefs, and purposes.

2. Mission (M): A direction term, that toward which human action moves. Refers to the purposes, directions, or visions of the future. Mission and power comprise the leadership arena. Leaders frame problems, set directions, and provide vision for management and followers.

3. Power (P): An energy term, that by which human action moves. Expenditure of energy, the activity of making and keeping decisions over time.

4. Structure (S): A form/process term, that through which human action moves. Form, plan, or regularized set of activities. Management is concerned with solving problems as it mediates between power and structure/resources while carrying out the mission of the institutions.

5. Resources (R): A material term, that with which human action moves. Includes anything that can be distributed, including ideas.

6. Existence: A limiting term, that from which human action moves. Ones history of experiences, bias, and psychological "baggage."

7. Fulfillment: An embodiment term, that into which human action moves.

Meaning and existence encompass the dimensions of human action. The lines representing these two dimensions terminate before merging. The space on either side of the horizontal lines separating meaning
and existence represent spirituality. This dimension represents our quest for meaning beyond self and answers to the fundamental questions of "Why me?" or "Why not me?" (Terry, 1988).

The four interdependent dimensions—mission, power, structure, and resources—have a particular hierarchical order, as shown in Figure 2.

Terry has described the hierarchical relationship: "Mission directs power, power energizes and modifies structure, and structure allocates resources. Conversely, resources limit structure, structure curtails power, and power restricts mission" (Terry, 1988). The interaction of mission, power, structure, and resources in decision-making is shown in Figure 3. The model also illustrates the relationship of leadership and management behavior to the four dimensions. He recommends the use of the model for diagnosing and solving problems within organizations. He says:

If one perceives a particular dimension to be the root of the problem, its fundamental source is the next level up on the hierarchy. For example, if one identifies a structural difficulty, a power problem actually exists.

Despite this, the natural tendency of leaders is to solve problems at a level lower than they really are. This model suggests that one must go a level higher than one's initial diagnosis indicates in order to find the real cause. (Terry, 1984, p. 3)

**Personality Types: Leadership Traits and Myers-Briggs Type Indicator Research**

The Myers-Briggs Type Indicator (MBTI) is a widely used instrument for non-psychiatric populations. The function of the MBTI is to provide an increased understanding of one's natural preferences by identifying four major preferred functions or attitudes.
Figure 2. Diamond Hierarchy. (Terry, 1988)
Figure 3. Decision Making Model. (Terry, 1988)

The instrument based on Jung's theory of psychological types, identified the respondents' preferences on four scales. Each scale represents two opposite preferences: Extroversion-Introversion (EI), Sensing-Intuition (SN), Thinking-Feeling (TF), and Judgment-Perception.
(JP). The extraversion-introversion dichotomy addresses whether the subject's direction of interest is toward the inner, subjective realm, or toward the outer, objective realm. The second scale, sensing-intuition, describes the subject's preferred mode of perceiving or acquiring information. The third dichotomy, thinking-feeling, reflects one's mode of decision-making or judging. The final scale, judgment-perception describes the preferred lifestyle in terms of one's orientation to the outer world. These four scales represent eight possible preferences measured by the MBTI. Personality type is the combination and interaction of the four preferred functions.

Several studies using the MBTI have reported leadership characteristics found in the field of education. Examples of such studies follow:

1. In a study of 100 top executive educators in North America, Lueder (1986a) determined that a significant number of the executives had similar psychological types and could be characterized as having a certain style of leadership. The study also indicated that these top executive educators were different from other school administrators.

One-hundred North American executive educators, who had been identified by an extensive nomination and jury process in a previous study (Lueder, 1986a), were asked to respond to Form F of the MBTI. Eighty-three subjects responded. Twenty of the 27 (74%) women and 63 of the 73 (86%) men returned the forms. The sampled group included superintendents, assistant superintendents, directors, and principals. The majority (66%) were superintendents. Selection Ratio Type Table (SRTT) analysis was used to compare the distribution of types within
the sample with a sample of 904 school administrators from the general population. The comparative data were obtained from the Center for Applications of Psychological Type (CAPT). Additional comparisons were made with data representing normal type distributions of teachers, college students, and the general population. The executive data also was separated by sex and compared with appropriate data banks. Focusing on leadership traits, the comparison between the administrative samples is examined here.

The results of the study indicated that the intuitive, future oriented, rational thinking executives were the predominant type of executive educational leaders in the schools of North America. The largest percentage (22%) of the executives were ENTJs and the second highest were ENFJs (15%). ENTJs are extraverts (E) who process information with intuition (N), who prefer thinking (T) to make decisions, and who mainly take a judging (J) attitude toward the outer world. ENFJs differ from ENTJs in their preference for feeling (F) to make decisions. The ENTP and ISTJ were next highest types of 10%. ENTPs are extraverts (E) who prefer to use intuition (N) to process information and prefer to use thinking (T) to make decisions, and who mainly take a perceiving (P) attitude toward the outer world. ISTJs are introverts (I) who like to process information with sensing (S), who prefer to use thinking (T) to make decisions, and who mainly take a judging attitude toward the outer world. A significant number of the executives were found to have similar psychological types and certain leadership style. A .05 level of confidence was used.

Compared with the CAPT school administrator group, the executive
educator group had significantly more ENTJs (22% to 9%); NTs (41% to 20%); and intuitives (71% to 47%). In comparison, Lueder (1986b) reported that the highest percentage of school administrators in the general population is SJ and ESTJ is the typical type. Only 7 of the 83 top executives were ESTJs. There were also significantly more ENTJs in the executive group than in the CAPT data banks representing the general population, college students, and teachers.

Eighteen of the 20 females in the group (90%) were intuitives (N): 60% were NTs and 30%, NFs. None of the women were ESTJs or ISTJs. A significant selection index ratio of 3.48 indicated the chance of a woman in the executive sample being an ENTJ was three times greater than for a woman in the school administration group. Significantly more women ENTJs were found in the executive educator group than in the female general population sample (30% to 2%) and general teacher sample (30% to 5%). Although there were proportionately more male ENTJs in the executive group than in the school administrator group (20% to 9%), there was not a significant difference. There were significantly more male ENTJs in the executive educator group than in the teacher, male college student, and male general population sample. Compared to the general male population there were significantly more ENFJs in the executive sample (13% to 3%).

Using the MBTI research and descriptors, Lueder (1986a) described the significant number of executive educators with an NT preference as having a Visionary: Rational leadership style. He described NTs as "concerned with school and district-wide implications and tend to be
future-oriented in their decisions. They sought facts to develop more possibilities and alternatives in approaching a problem situation" (Lueder, 1986a, p. 9). NTs shared other traits. They tended to:
(a) use research and experts to assist in problem-solving, (b) not always conform to policies, guidelines, or traditional rules, (c) possess an intellectual interest, (d) have direct involvement in problem-solving, planning, and creating, (e) relinquish control when plans are made, (f) use others in seeking possibilities and alternatives, and (g) make decisions themselves or seek a compromise (Lueder, 1986a).

Other types were represented although not significantly: 16 STs, 8 STs, and 25 NFs. An NF preference, a Visionary: Facilitator leadership style, differed from the NT mainly in the way in which individuals made decisions. Both types tended to perceive in the same way. The NTs differed in their decision-making preference. NTs emphasized personal warmth over impersonal analysis of data. They also tended to involve others in decision-making and to reach consensus.

Lueder noted that the findings of this study indicated the Visionary: Rational leadership style to be dominant in the top echelons of the educational field (Lueder, 1986a). This finding contrasted with earlier studies indicating the majority of school administrators had Traditional: Rational leadership styles, who focused more on the present and less on the future. Lueder suggested that there is no one best leadership style and raised questions about the individual-environment fit (1986a). He recommended considering
personality and leadership style when selecting executives to their positions. The factors should also be considered when providing preservice and inservice to administrators.

2. In another study of characteristics of 100 of tomorrow's best and brightest school leaders with 10 years or less experience the sample group differed significantly from other school administrators, college students, teachers, and general populations (Lueder, 1986b). Type distribution comparisons of the sample with the executive educators from the previously described study did not indicate significant differences.

The MBTI (Form F) was used to gather data. Eighty-nine of the 100 subjects responded: 39 of 44 women (88%) and 50 of 56 men (89%). Educational administrators from all levels of the organizations were represented with a distribution of superintendents (31%), associate superintendents (17%), directors (22%), and principals (30%). SRTT analysis compared the type distribution of the sample with representative samples of school administrators, college students, and the general population. Comparisons were also made with the sample of executive educators in the previous study. Appropriate data were separated by sex and comparative data were obtained from the Center for Applications of Psychological Type (CAPT).

The analysis using the Selection Ratio Type Table (SRTT) indicated at a .05 level of confidence the type distribution of the sample to be significantly different from other school administrators, college students, teachers, and general populations. When compared with a CAPT data bank of 904 school administrators, the study
indicated there were significantly more ENTJs (24% to 9%), NTs (37% to 20%), and Ns (70% to 47%) in this sample. There were also significantly more extraverts (78% to 59%) than in the general population of school administrators. Comparisons with teacher populations indicated the presence of significantly more ENTJs and ESTJs in the studied sample. When compared with the leadership styles in the CAPT school administrator sample, this sample had significantly more Visionary: Rational (NT) style leaders and had a 7% increase in Visionary: Facilitator (NF) style leaders.

Lueder (1986b) concluded the Visionary: Rational and Visionary: Facilitator style leaders dominated the sample of both studies of 100 top leaders in education. He suggested that leaders sharing these visionary styles of leadership were replacing the traditional more present-oriented leadership.

3. In surveys conducted with smaller samples in a midwest state, a different profile emerged for superintendents (Terry, 1988). In an MBTI survey of 300 superintendents of schools in a midwest state 70% of the superintendents were found to be SJs (Terry, 1988). Terry described these individuals as sensor judgers who tend to be data driven and oriented toward structure. He reported a recent survey of 15 superintendents in a midwestern metropolitan area resulted in similar findings, supporting the notion that administrators more frequently perform as system managers than as visionary leaders (Terry, 1988). Others have observed that principals also function in managerial roles more frequently than in curricular roles (Blase, 1987; Lieberman, 1988b; Martin & Willower, 1981).
Hoffman and Betkouski (1981) synthesized the studies of 1,389 elementary and secondary in-service teachers to determine shared personality types. The in-service samples were composed of teachers who were in the field and excluded samples of teachers enrolled in graduate courses or volunteers for research experiments. A major consideration for including a study in the article was "a sample size and significance level which provided a basis for generalizability" (Hoffman & Betkouski, 1981). The samples ranged geographically from Canada to California to Florida and in time from 1961 to 1975. The researchers found very consistent results across the studies with a majority of teachers in each sample showing preferences for extraversion (51% to 57%), sensing (53% to 74%), feeling (55% to 66%), and judging (63% to 82%). The modal or most common type for teachers in the field appeared to be ESFJ. This type tend to be (a) exceptionally dependable and hardworking and expects others to be the same, (b) detailed and routine, fact oriented, (c) concerned with the here and now, (d) friendly, tactful, and sympathetic, (e) concerned with harmonious human contacts, (f) warmed by approval, encouragement, and praise, (g) loyal to people, institutions, and causes, (h) mainly interested in things that directly affect people's lives, (i) desirous of having matters settled after judging by a personal set of values, (j) interested in serving or contributing to the needs of others, (k) impatient with discussions, preferring written documents describing change, and (l) receptive to change if it is explained in terms of being more efficient (Hoffman & Betkouski, 1981).
Keirsey and Bates (1984) found the majority of K-12 public school teaching faculties to be made up of SJs and NFs, with 3 out of 5 teachers being SJs. An MBTI data base of California school districts showed a consistent distribution of teacher and administrator types: SJs (56%) and NFs (36%). Only 6% of the school personnel were NTs and 2%, SPs.

National distributions of teacher types reported by Keirsey from earlier studies were similar to the California distribution of teachers and administrators. Referring to those distributions, Hoffman and Betkouski cited the nation's schools as having very few SPs or NTs and a majority of SJs in the teacher population, reporting the distribution: NTs (8%), SPs (4%), SJs (56%), NFs (33%) (Keirsey & Bates, 1984).

Personality type may influence longevity in teaching according to studies of in-service teachers. Those NTs who enter elementary or secondary teaching tend to stay only a few years and gravitate toward higher education. SPs also tend to stay in teaching a relative short period of time. The lifelong career teachers tend to be SJs (56% of all teachers) (Hoffman & Betkouski, 1981).

Teacher types at different levels of education have been described through the Form F and Form G CAPT MBTI data banks. Table 1 illustrates the percentage of teachers in each type at the preschool, elementary, middle and junior high, and high school level. The data source was CAPT MBTI Form F and Form G data banks of cases scored between March 1987 and December 1982 (Myers & McCaulley, 1987). The levels are based on coding for occupations given by respondents. The
Table 1
Percentage of Teachers in Each Personality Type at Different Levels of Education

<table>
<thead>
<tr>
<th></th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
<th>Number</th>
<th>Percent</th>
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<td>7.00</td>
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<td>3.00</td>
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<td></td>
<td></td>
</tr>
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<td>20.00</td>
<td>7</td>
<td>7.00</td>
<td>4</td>
<td>4.00</td>
</tr>
<tr>
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<td>10.70</td>
<td>144</td>
<td>17.91</td>
<td>41</td>
<td>5.10</td>
<td>17</td>
<td>2.11</td>
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<tr>
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<td>12.23</td>
<td>56</td>
<td>4.96</td>
<td>51</td>
<td>4.52</td>
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<td>4.00</td>
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<td>2.00</td>
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<tr>
<td>INFJ</td>
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<td>4.73</td>
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<td>4.60</td>
<td>12</td>
<td>1.49</td>
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<td>4.00</td>
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<td>8.00</td>
<td>2</td>
<td>2.00</td>
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<td>4.60</td>
<td>12</td>
<td>1.49</td>
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<tr>
<td>Middle &amp; Jr.</td>
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<td>2.30</td>
<td>36</td>
<td>3.19</td>
<td>67</td>
<td>5.94</td>
<td>27</td>
<td>2.39</td>
</tr>
<tr>
<td>High School</td>
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<td>16</td>
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<td>0.87</td>
<td>46</td>
<td>5.72</td>
<td>82</td>
<td>10.20</td>
<td>12</td>
<td>1.49</td>
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<tr>
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<td>8.00</td>
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<td>12.00</td>
<td>1</td>
<td>1.00</td>
</tr>
<tr>
<td>Elementary</td>
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<td>0.87</td>
<td>46</td>
<td>5.72</td>
<td>82</td>
<td>10.20</td>
<td>12</td>
<td>1.49</td>
</tr>
<tr>
<td>Middle &amp; Jr.</td>
<td>20</td>
<td>1.77</td>
<td>43</td>
<td>3.81</td>
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<td>10.99</td>
<td>44</td>
<td>3.90</td>
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<td>High School</td>
<td>7</td>
<td>1.08</td>
<td>15</td>
<td>2.31</td>
<td>74</td>
<td>11.40</td>
<td>23</td>
<td>3.54</td>
</tr>
<tr>
<td>ESTJ</td>
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<td>12</td>
<td>12.00</td>
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<td>8.00</td>
<td>5</td>
<td>5.00</td>
</tr>
<tr>
<td>ESTP</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>ESFJ</td>
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<td>8.46</td>
<td>100</td>
<td>12.44</td>
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<td>5.22</td>
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<td>11.52</td>
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<td>7.80</td>
<td>49</td>
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</tr>
<tr>
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<td>55</td>
<td>8.47</td>
<td>57</td>
<td>8.78</td>
<td>28</td>
<td>4.31</td>
</tr>
</tbody>
</table>

table also shows that the distribution of type may support the notion that personality type appears to influence the preference to teach at certain levels. There may be a tendency for S, F, and J to be found in greater proportions at lower grade levels.

Carlyn's study (1976) of 200 pre-service teachers on a Teacher Personality Questionnaire reported significant correlational relationships ($p < .01$ to $p < .05$): feeling (F) was associated with interest in teaching lower grades, extraversion (E), thinking (T), and judging (J) with interest in administration; intuition (N) and perception (P) with a preference to use independence and creativity in teaching; extraversion (E) and intuition (N) with planning school projects; intuition (N) with enjoying working with small groups of students; extraversion (E) and feeling (F) with a high commitment to classroom teaching (Myers & McCaulley, 1987; Hoffman & Betkouski, 1981).

Integrity and caution must be exercised in the use of the MBTI. The intent of the instrument is to enable people to expect the specific differences in people and to cope with those differences more constructively. The underlying theory is that variation in human behavior is the result of logical and observable preferences (Myers & McCaulley, 1987). Hoffman and Betkouski (1981) warn of these drawbacks in using the instrument indiscriminately for staffing in education: (a) making generalizations from one study, (b) concluding that one type of teacher is the most effective based on high visibility or one trait valued by the person in authority, (c) labeling individuals with perceived negative aspects of the type
as opposed to celebrating diversity and building on individual's strengths, and (d) not recognizing that diversity of staff increases the strength of the educational program in meeting the needs of diverse student populations.

Summary

Leading school change is not an easy task. The complex structure of schools and diverse images held by policy-makers and practitioners necessitate a deliberate approach to educational reform and require enlightened and collaborative leadership. No one individual can provide the leadership for all the facets involved in school change.

A review of literature related to instructional leadership, leadership theory, and personality types indicated that principals and teachers interactively lead school change. Principals tend to focus on creating the school culture and managing the environment. Teachers provide complementary leadership in the academic and curricular area. Different principal leadership styles appear to influence the interactions and perhaps the teacher leaders who emerge or are identified to lead curricular change in the school.

Several studies of principal and corporate leadership have identified characteristics and behaviors of effective leaders. Although the educational studies have been primarily qualitative with limited numbers of subjects, they have probed deeply to discern leadership behaviors. Some characteristics, including goal orientation, commitment, expertise, and interpersonal skills seemed to be present in most studies. The identified characteristics and the methodology of these studies have implications for similar studies of
teacher leaders. While teacher leaders have been recognized in the literature and forces call for their collaboration and empowerment, they are just beginning to receive attention in research.
CHAPTER III
DESIGN OF THE STUDY

Introduction

The purpose of the study was to identify characteristics and behaviors shared by elementary teachers who were perceived and identified by peers, principals, and district administrators as having influence on others in the school setting. For the purpose of this study, those teachers identified as being influential in curricular change were defined as teacher leaders. This chapter describes the design of the study delineating subjects, instruments, procedures, and data analysis.

Subjects

The sample, drawn from 20 elementary schools in one major school district in a Midwestern state, consisted of 16 elementary teachers identified as leaders in the school setting. Subjects were identified by peers, building administrators, and two district administrators who responded to the Instructional Leadership Survey prepared by the researcher. This method, which uses key informants and relies on the perceptions of others, has been one of four methods commonly used to measure opinion leadership. It has been demonstrated to be almost as accurate as sociometric techniques, particularly in small systems in which the informants are well-informed (Rogers, 1983). Twenty teachers who were identified as influential by all three of the surveyed groups were considered teacher leaders in this study. Sixteen of the 20 agreed to participate in the research project. The four teachers who chose not to participate were Caucasian females who
appeared to share similar demographic characteristics with those participating in the study.

The subjects were identified from a total staff of 1,126 certified employees, including 38 minority teachers, with 501 elementary teachers of which 445 were female and 56 were male. As shown in Table 2, all of the subjects, Caucasian females, had taught more than ten years. The majority of the teachers were 30-45 years of

Table 2

Personal Data of Teachers Perceived and Identified as Influential in the School Setting

<table>
<thead>
<tr>
<th>Subject</th>
<th>Gender</th>
<th>Education</th>
<th>Age</th>
<th>Race</th>
</tr>
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<td></td>
<td></td>
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<td>MA</td>
<td>MA+30</td>
</tr>
<tr>
<td>1</td>
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<td>43</td>
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<tr>
<td>2</td>
<td>F</td>
<td>X</td>
<td>33</td>
<td>W</td>
</tr>
<tr>
<td>3</td>
<td>F</td>
<td>X</td>
<td>45</td>
<td>W</td>
</tr>
<tr>
<td>4</td>
<td>F</td>
<td>X</td>
<td>46</td>
<td>W</td>
</tr>
<tr>
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<tr>
<td>6</td>
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<td>7</td>
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<tr>
<td>16</td>
<td>F</td>
<td>X</td>
<td>43</td>
<td>W</td>
</tr>
</tbody>
</table>
age, with three of the 16 participants 46-55 years of age. Fourteen of the 16 subjects had acquired either advanced degrees or 15-52 hours beyond the bachelor's degree. One-half held a master's degree or a master's plus 15-30 additional hours. Detailed demographic data are shown in Tables 2, 3, and 4.

Table 3

Professional Experience of Teachers Perceived and Identified as Influential in the School Setting

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Current Teaching Assignment</th>
<th>Years of Teaching Experience</th>
<th>Years in Current Assignment</th>
</tr>
</thead>
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</tr>
<tr>
<td>1</td>
<td>X</td>
<td>*15 X</td>
<td></td>
</tr>
<tr>
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<td>11 X</td>
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<tr>
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<tr>
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<td>17 X</td>
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</tr>
<tr>
<td>16</td>
<td>X</td>
<td>*19 X</td>
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</tr>
</tbody>
</table>

**Note.** *Only includes years of teaching experience in district.*
The mean age of the subjects was 43 with a mode of 43. The mean years of teaching experience was 18 with a mode of 15.

Table 4

Committee Membership of Teachers Perceived and Identified as Influential in the School Setting

<table>
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<tr>
<th>Subject</th>
<th>Committee Membership(s) in Past Three Years</th>
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<td>2</td>
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<td>X</td>
</tr>
<tr>
<td>16</td>
<td>X</td>
</tr>
</tbody>
</table>

While five subjects were media specialists, the positions of the other subjects were varied. Table 5 indicates the distribution of instructional positions held by the subjects. Nine subjects, over one-half of the sample, were regular classroom teachers.
Table 5

Instructional Positions Held by Teachers Perceived and Identified as Influential in the School Setting

<table>
<thead>
<tr>
<th>Number of Teachers</th>
<th>Instructional Position</th>
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<tr>
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<td>Preschool Special Education</td>
</tr>
<tr>
<td>1</td>
<td>Elementary Counselor</td>
</tr>
<tr>
<td>1</td>
<td>Kindergarten</td>
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<tr>
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<td>Pre-First</td>
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<tr>
<td>2</td>
<td>Grade 1</td>
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Instruments

The instruments used in this study were the Instructional Leadership Survey, the Teacher Leader Interview Guide, Supplementary Data Record, and the Myers-Briggs Type Indicator.

1. Instructional Leadership Survey: See Appendix A. Designed by the researcher, the survey identified teachers who were perceived as influential by peers, building and designated district administrators. Respondents were instructed to select from the
designated building not more than three teachers whom they perceived as having peer influence in the school setting.

Responses were scored three points for first choice, two points for second choice, one point for third choice, and zero (0) if not identified. Total scores were used to formulate a rank ordering by peers from which the top three nominees in each school were screened. All of those teacher nominees who were also nominated by the school principal and the district administrator were selected as leaders in the school setting. Of those 20 teachers who were invited to participate in the study, 16 accepted.

2. **Teacher Leader Interview Guide:** See Appendix B. The semi-structured interview, a primary strategy for the data collection, addressed each teacher's educational philosophy, professional role orientation, problem-solving orientation, attribution theory, risk orientation and relationships. Responses were classified according to patterns which emerged in the study. Content analysis was used to interpret the data.

3. **Supplementary Data Records:** See Appendix C. Developed by the researcher, the Supplementary Data Records obtained data relative to teacher experience, gender, leadership and professional experience, and demographic data. Completed during the interviews with teachers and administrators, the data provided personal demographic information for the study. The information obtained in the Supplementary Data Records is included in Tables 2 and 3.

4. **Myers-Briggs Type Indicator (MBTI):** Administered to teacher leaders, the MBTI (Form G) collected comparable data across subjects

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and provided data useful in examining group tendencies or traits.

Developed by Katherine C. Briggs-Myers, the MBTI is based on Jung's type theory as interpreted by Isabel Briggs-Myers. The instrument, appropriate for grades 9-12 and adults, is designed to identify an individual's personality dimensions. Form G, a 126 item version (1983), is the standard form. Test-retest reliability coefficients range from .48 to .87. MBTI validity was determined by its ability to demonstrate relationships and behaviors, motivation, and values predicted by Jung's theory of psychological types. The correlations between the MBTI and the Jungian Type Survey were extraversion (E) .68 (p < .01), sensing (S) .54 (p < .01), intuition (N) .47 (p < .01), thinking (T) .33 (p < .01), and feeling (F) .23 (p < .05) indicating that the two instruments measured the same constructs. Correlations of the MBTI were also reported with 24 other instruments which appeared to assess the same constructs. The instruments included the California Psychological Inventory (CPI), Edwards Personality Preference Survey, Omnibus Personality Inventory (OPI), and Strong-Campbell Interest Inventory (SVIB-SCII). Positive correlations were associated with I, N, F, and P; negative with E, S, T, and J. Correlations may have limitations in reporting the strength of the relationships because they only report the four preferences one at a time thereby not showing the "sixteen types as dynamic entities" (Myers & McCulley, 1987, p. 176). Correlations with the other scales were reported at significance levels of .05 or greater: (a) extraversion (E) -.77 to -.40, (b) introversion (I) .75 to .40, (c) sensing perception (S) -.67 to -.49, (d) intuitive perception (N) .62 to .40, (e) thinking.
judgment (T) -0.57 to -0.40, (f) feeling judgment (F) 0.55 to 0.40,
(g) judging attitude (J) -0.59 to -0.40, and (h) perceptive attitude (P)
0.57 to 0.40.

Another validation of the MBTI conducted with two samples
compared MBTI results with self-assessment of type preferences. The
data indicated that the assessed MBTI type was ranked first in the
self-assessment significantly more often than chance for both samples
(35% $p < 0.001$ and 50% $p < 0.001$) (Myers & McCaulley, 1987, p. 209).

**Procedures/Methodology**

The study was conducted in two phases. The first phase was
carried out in all elementary schools in one Midwestern urban school
district.

**Phase I**

Key informants, commonly accepted sources for identifying opinion
leadership, completed the Instructional Leadership Survey. Elementary
teachers, administrators, and a designated district administrator
selected and ranked, from their respective schools, not more than
three teachers whom they perceived to have peer influence in
curricular development.

Teacher responses were scored assigning three points for first
choice, two points for second choice, one point for third choice, and
zero if not identified. Total scores were used to formulate a rank
ordering from which the top three nominees in each school were
identified.

Any of the three nominees in each school who were also identified
as one of the top three nominees of the principal and the district
administrator were selected as instructional leaders. Of the 20 teachers identified, the 16 who participated completed the Myers-Briggs Type Indicator (MBTI) in this phase of the study.

**Phase II**

**Data collection and analysis.** The researcher trained three colleagues to act as interviewers using a semi-structured interview format. The interviewers were trained in questioning, probing, response recording, and coding in a two-hour session. Following training, a practice interview was video-taped and critiqued by the team and a prominent researcher who is an expert in the use of the interview as a data collection device.

Interviews were conducted for one to one and a half hours with 16 elementary teachers identified as instructional leaders in 13 of the 20 schools in the targeted district. Subjects also completed the Supplementary Data Record immediately following the interviews.

The descriptive nature of this research required on-going analysis during data collection as well as a final analysis. Data analysis was combined with data collection as the transcripts of the tape-recorded interviews were coded and interpreted. During the analysis of data, subjects' lifestyles and family commitments emerged as a category. In order to probe more deeply into this area, the researcher surveyed the subjects asking each of them to describe her family and how it affected her career. Each teacher was asked to indicate the number of children living at home and their ages, other adults in the home, and the types of careers they were pursuing. That data were analyzed and sorted with the original data. The researcher
analyzed all data, coding emerging patterns of behavior and subjects' thinking. This approach, beginning with open-ended questions rather than hypotheses, was based on research guidelines which focused on discovering categories, themes, and theory directly from the data (Bogdan & Biklen, 1982). The coding categories reflected the objectives of the research indicating teacher leadership traits, relationships, strategies, and perspectives.

A modified version of the analytic induction approach to collecting and analyzing the interview data was used which included the following steps (Bogdan & Biklen, 1982, p. 67).

1. Early in the research a rough definition and explanation of the particular phenomenon was developed.

2. The definition and explanation were held up to the data as it was collected.

3. The definition and/or explanation was modified as new cases were encountered that do not fit the definition and explanation as formulated.

4. Data that might not fit into the formulation were actively sought.

5. The categories were redefined until universal relationships were established, using each negative case to call for a redefinition or reformulation.

Data Analysis

The descriptive data obtained from transcribed interviews formed the foundation for the descriptive presentation of the research findings. The demographic data gathered with the questionnaire
provided personal data. Commonly accepted procedures for content analysis were followed in determining coding categories, sorting the data, and in developing the final written product presenting the researcher's focus, interpretation of the data, and explanation of the data.

The MBTI group profile complemented and verified the interview analysis. The MBTI data were scored and analyzed by a consultant trained in the use of that instrument. The consultant prepared a group profile which was shared with the researcher after the interview data were collected and analyzed. In this way the potential for researcher bias was diminished. MBTI group data were used to complement the findings of the interviews and to note group tendencies. The researcher arranged for the consultant to interpret the confidential MBTI results for participants at the conclusion of the study.

The findings of the study were verified by three sources: thirteen subjects, the district executive director of curriculum and instruction, and one principal in whose school three of the subjects taught. The researcher synthesized the findings into a survey instrument which asked respondents to indicate the degree to which the characteristics or tendencies described each of the subjects. Additional comments were also invited. The survey was administered by mail to each subject. The principal and district administrator were interviewed by telephone. The three sources provided another dimension to the study and a cross-verification of the findings.
CHAPTER IV
RESULTS AND DISCUSSION

The major purpose of this research project was to identify characteristics shared by elementary teachers who were perceived and identified as influential in the school setting. A practical aim of the study was to provide information related to the identification, training, placement, and leadership roles of teachers.

Data were gathered through semi-structured interviews with sixteen elementary teachers who were regarded as influential in school change by three different sources: (a) peers, (b) principals, and (c) district administrators. Although the teachers represented a variety of roles, they shared many experiences, skills, and strengths. All appeared to be informed teachers who possessed confidence, a commitment to teaching, and a genuine concern for children.

The analysis of the transcripts gathered from the interviews suggested several characteristics shared by these teachers. This chapter presents the five major categories of characteristics that emerged when the transcript analyses were synthesized.

The data appeared to indicate that this group of teachers shared characteristics in five major classifications:

1. Change Orientation
2. Professional Communication Network
3. Educational Beliefs and Experiences
4. Interpersonal Relationships
5. Lifestyle
This chapter addresses these five major areas. Portions of the transcripts have been included in the appendix to provide the reader with a frame of reference for each of the categories. Copies of all interview transcripts are available to qualified graduate and postgraduate researchers through special arrangements with the researcher.

**Change Orientation**

The first category relates to the subjects' propensity toward change and awareness of the change process (see Appendix F). Focused on goals and student outcomes, they described themselves as constantly evaluating student and teacher needs. Not satisfied with the status quo, these teachers were alert for new or better ways of doing things. They emphasized that they would adopt an innovation only after having sufficient evidence that the change might improve student outcomes. As one teacher stated, teachers "have to be sensitive to children, intelligent, willing to try some new things, but not willing to throw out the old just because it's old and this is new." They seemed to have a flexible, realistic, and practical attitude toward change which required that the innovation be congruent with their goals and values (see Appendix F).

Throughout the interviews, all subjects reiterated their desire to interact with other professionals. They seemed to share the need to work with productive groups of colleagues (see Appendix F and G).

The teachers also exhibited an awareness of the change process. One commented on passing through the "stages of concern" in the change process. This terminology, commonly used in change literature, refers
to the predictable stages one experiences when implementing any change (Hall & Hord, 1987).

A second subject told of approaching her principal about an innovation and how she managed to affect a change in his perception of an instructional approach. When he "sort of bristled and turned me off," she said, "I learned to tread softly for awhile. Don't force this down someone's throat until they understand what you're talking about."

She believed that her decision to use a non-threatening low-key approach and to model the instructional innovation in her classroom resulted in the principal changing his perceptions. She told of meeting with the principal at the end of the year for her evaluation conference. "... he said I had taught him quite a few things this year that he appreciated learning. He admitted several times he had learned so much about the program itself. ... So I think you have to demonstrate to convince people, you just can't talk. You've got to show it." By allowing the principal time to observe and reflect on the innovation and by modeling, she had permitted him to accept the change. Her decision reflected an awareness of strategies for affecting change.

These two teachers' awareness of change characterized the group. A composite analysis of the data indicated group awareness that change occurs over time and through people within the institution (see Appendix F). They tended to initiate change and to pace their change strategies to the people around them. These behaviors were complemented by their strong goal orientation and student centered
focus. The group's change behaviors could be summarized as proactive, goal-oriented, student-oriented, and collaborative.

Professional Communication Network

In addition to possessing an awareness of change, the subjects in this study appeared to operate at the center of the communication network in their respective schools and in the district (see Appendix G). Three categories of behaviors and traits seemed to contribute to their communication roles: (a) involvement in a number of professional committees and conferences, (b) a high degree of interaction with colleagues, and (c) skilled in oral and written communication. In the following paragraphs these three categories of communication behaviors and traits are examined more fully.

Committees and Conferences

Fourteen of the subjects had served on three or more curriculum-related committees in the past three years. Only one subject had not been a committee member. She had intentionally limited her committee involvement in order to focus her energies on obtaining a master's degree. In addition, seven of the subjects had been chairpersons, facilitators, or presenters for one or more of the committees.

The committee involvement spanned the curriculum. The subjects' committee participation included more than the traditional areas of math, science, social studies, and language arts. They also had been involved in committees concerned with use of media and computer technology. Several subjects invested their time in career education,
gifted, and multi-cultural non-sexist education committees requiring curriculum infusion. Several teachers also participated in the committee concerned with the adoption of a whole language instructional approach.

Moving beyond the local level, several participants indicated that they belonged to professional organizations and attended conferences and workshops in order to stay current and to bring ideas back to their classrooms and schools. Although their primary motivation for attending conferences and workshops outside the district was their intrinsic drive for professional intellectual stimulation, their involvement targeted them as communication links between the larger community of professionals and their colleagues.

During the course of the study the researcher observed that many of the teachers knew each other well as a result of their committee involvement. Through their participation on district and building committees, a collegial network seemed to have developed. The subjects' high regard for each other was exhibited when most of them attended a presentation on the interpretation of the Myers-Briggs data gathered from the study.

Prior to the meeting, the anonymity of persons participating in the study was protected. Therefore, the teachers did not discover until the session that they knew many of the other subjects. Indeed, most of them expressed delight when they found good friends in the group. Even two teachers who were team teaching in the summer school program had been unaware of each other's involvement in the research before the meeting. The laughter and lively conversation which
occurred prior to and following the presentation clearly indicated theirs was an established network of professionals.

In addition to district involvement, at least one-fourth had attended state or national meetings or conferences during the past three years. All participants chose to regularly attend workshops, professional meetings, classes, or area educational inservice sessions. They credited these professional experiences with increasing their knowledge. It is possible that their competencies and their network of colleagues increased through these professionally related activities, thereby enhancing their key communicator roles.

Interaction with Colleagues

As indicated in their committee interactions, these teachers seemed to thrive on peer interaction (see Appendix G). The drive to improve the quality of their teaching seemed to compel the subjects to interact with other professionals. Teachers said that these local and national experiences stimulated them. One teacher spoke of these experiences as opening her "to views of other people." Another claimed that friends, books, and classes "get me going again."

Another reflected the spirit of the group when she said, "I think we have a staff that works together and shares ideas. And I depend on that." They purposefully sought interaction with other teachers.

They actively sought out colleagues in order to exchange ideas and to problem-solve. Universally, they cited other people in the profession as their primary source of professional and intellectual stimulation. They learned from each other.
The collegial relationships were reported as primarily professional with limited social contacts outside of school. Many friendships had developed among teachers who had worked together within the district for a number of years. Although socialization primarily focused on professional tasks, some teachers met frequently for breakfast in order to maintain contact.

Teachers valued those friendships which they said provided them with professional feedback and support. They said their colleagues "not only share what's happening at school . . . but are a sounding board . . . we listen to each other and try to help each other and support each other." They perceived themselves as, "friends, not just teachers. I think that's something that takes time to develop, that trust, somebody that you can be honest with and they can be honest with you."

A drive to be supportive of other teachers and to establish a teaming relationship was summarized in one teacher's comment: "Teachers know if they ever have a problem and they come to me, something will occur. Even if I don't know what the answer is, we'll work out something."

Peer support groups were highly regarded by the teachers as a means of problem-solving and reducing teachers' concerns about curriculum change. Peer support groups of from three to five teachers had been formed in a number of schools in the district. The subjects' preference for teaming relationships is reflected in their enthusiasm for peer support groups. As one teacher noted, peer support "keeps things going when "things fall apart."
One teacher cited an example. On a bad day a teacher might say, "They're not writing. They won't take up their journals. They hate them. What am I going to do here besides throw them away?" A peer support team member might say, "Well we went through that," and proceed to share how the problem was solved in that situation.

Media teachers especially perceived staff communication as one of their functions. Comprising over one-fourth of the participants in this study, media specialists noted that they interacted with all teachers and students throughout the year. They regularly taught classes related to reference skills and use of the media center. One media specialist told of making rounds to all classroom teachers daily. At that time she delivered films or books, dropped off books or publications of special interest to particular teachers, made plans for units, or simple chatted briefly. Like other media specialists, she consulted with other teachers on a regular basis, planning special thematic units or events which involved media resources. Her strategies for maintaining a communication network were representative of other media specialists and of the one special education teacher in the study.

The special education teacher also served as a resource person to classroom teachers by providing new input, materials, and assistance when possible. Although she did not view her primary function as a service role for teachers, she recognized the benefits derived from her assuming that role at least part of the time. Her mission was to win and maintain support for the special education program by providing her support services to the classroom teachers.
Skilled in Communication

The subjects perceived themselves as sensitive listeners possessing verbal and interpersonal skills (see Appendix G). They cited diplomacy and persuasive verbal skills among their most important leadership attributes. One teacher said that her principal had called her a mediator and told her she "pulls things together." Like others in the group, she also reported that she was able to see more than one side of an issue.

As a matter of conscience, the subjects believed they should speak up on matters about which they held strong opinions. They perceived themselves as articulate on specific issues. They were equally interested in other teachers' ideas. They regularly initiated contact with colleagues for the purpose of planning, problem-solving, sharing new research or discoveries, and listening.

Clearly, the teachers in this study operated at the center of a professional communication network. Their communication behaviors included (a) involvement in a number of professional committees and conferences, (b) a high degree of interaction with colleagues, and (c) perceived skills in communicating.

Educational Beliefs and Experiences

Subjects' descriptions of themselves and the traits of other educators revealed that they shared educational beliefs and experiences. They subscribed to a child-centered educational approach, largely attributed teacher success to effort and positive attitudes, and pursued professional growth through advanced studies and a variety of career experiences (see Appendix H). The subjects
shared three areas of beliefs and experience: (a) they were committed to a child-centered approach, (b) they attributed teacher success to effort and attitude, and (c) they pursued professional growth through advanced studies and career experience.

**Child-Centered Approach**

When the three themes emerged across the responses to numerous interview questions, the subjects' child-centered educational orientation was particularly evident (see Appendix H). All of the subjects expressed their love and respect for children. Several noted having had special feelings toward children from their own childhood. In fact, several teachers had performed teaching roles with smaller children when they themselves had been very young.

When they spoke of their efforts to meet all children's needs, the interviewed teachers appeared to share a developmental approach to education. As one teacher said, "I think we have to start with the needs of the learner . . . without emphasizing their weaknesses." She added that we need to, "applaud their strengths and let every child know that they have something worthy of our admiration." Without exception, their major priority was children's developmental needs. They believed the curriculum should be adjusted to meet those needs (see Appendix H).

The subjects' flexible instructional approach in meeting the cognitive needs of diverse populations indicated their respect for children's different developmental stages. They employed different teaching techniques and tailored instruction to the students. This style of teaching required flexibility and diagnostic skills. As one
media teacher said, "In one class I can do it one way, the next class coming in 20 minutes later will have a whole different complexion . . . and I'll have to do it a different way . . . ." They told of watching students' expressions, monitoring verbal and signaled responses, and teaming with support staff to determine how to adjust their instruction.

Respect for children was also apparent in the subjects' beliefs about discipline (see Appendix H). Universally, they reported having few, if any, discipline problems. They clearly communicated their expectations to students and were organized. As one teacher said, "I think there has to be structure. And even when you have each child doing a different activity there is a structure. They know what boundaries they can go out of and what they can't." Most rejected the notion of "discipline problems." They indicated that discipline was not a problem if teachers met student needs and controlled the environment.

As one teacher said of underachievers, "challenge them . . . show they they are good at something." She represented the majority of two group's belief that teachers can structure for students' interest and success.

Another summarized the child-centered philosophy, "No matter what way I'm teaching, discipline problems are really at a minimum when you look at a child as an individual and just see what it is the child is wanting or needing or you can always find some way to address the child and give him respect."
Reading the transcripts of the teachers, one has the impression that these teachers were driven by one clear goal: to assure that each child was learning. They channeled their efforts and resources toward achieving that goal.

Teacher Success: Effort and Attitude

The teachers in this study exhibited self-confidence which mirrored their respect for their students. They exhibited their self-assurance when they spoke readily of their perceived strengths and relationships with others. Their self-confidence appeared to emanate from a sense of purpose and inner control in their lives. As one teacher said, "Everything I do today has a purpose . . . there is some higher purpose for what I'm doing; but I make it everyday. I make my purpose each day" (see Appendix H). Another stated, "you have to do what is right for you . . . and everything else will kind of take care of itself . . . be comfortable with what you've decided to do or what direction to go." These teachers articulated a theme of control and confidence that wove through most of the interviews.

This internal locus of control was particularly evident when subjects attributed their achievements to effort and to their expectations to succeed. For example, one noted that competent teaching required "knowing the business well" and being "willing to put the extra effort into it that it takes to go above and beyond just the minimum." Another said, "I'm not afraid to spend a few extra hours . . . I like to see it followed through." Their own emphasis on perseverance and their sense of responsibility required that they all put in extra hours or "whatever it takes" to meet their goals. Their
mission as teachers and their beliefs drove them to be "wholeheartedly
involved."

Again and again, these opinion leaders stressed the relationship
between their efforts and their successes (see Appendix H). They knew
that if they maintained a positive attitude and expended enough time,
effort, and patience, their students could learn. Across the
interviews, they emphasized this conviction by expressing their
intolerance for people who did not choose to do likewise.

Also, the teachers in this study clearly expected success. When
asked about the idea of success, one teacher quickly responded,
"That's something that should happen . . . you should succeed, that's
my whole goal in life. To succeed at what I do . . . I think it's a
whole attitude thing. If you know you will, you will" (see
Appendix H). Her expectations were those of the majority of the
group.

Professional Growth: Advanced Studies and Career Experiences

Individuals in this group also shared similar professional
experience. They had acquired a breadth of experience including
(a) teaching in different grades, schools, or districts (see
Appendix H); (b) serving on a number of committees; and
(c) accumulating several years of teaching (see Tables 2, 3, and 4).
Since all of the subjects had taught more than 10 years, it is not
surprising that they had a variety of teaching assignments and
experiences.

These identified opinion leaders all indicated that they valued
professional growth. Their motivation to learn was a continuing theme
in their responses to a variety of questions across the interviews. For example, the subjects reported regularly choosing to participate in classes or workshops; referred to their drive to increase their competencies by reading journals, researching, and sharing each other's expertise; and perceived the ideal teacher as one who seeks growth. The demographic information supported this observation. Fourteen of the 16 subjects had acquired either a master's degree or 15-52 hours beyond their bachelor's degree. Over one-half held a master's degree or a master's plus 15-30 additional hours. They appeared to be active adult learners.

Their enthusiastic involvement in a number of district professional activities may have differentiated them from the general population. In the past three years, the average participant committee membership was 4.0 with a mode of 3. In addition, some members of the group coordinated special programs in their buildings such as computer instruction and gifted and talented programming. Many of these teachers participated in peer support groups which provided a forum for discussion, planning, and formative evaluation as they implemented programs and strategies. At least one teacher organized a peer support group because she wished to increase her competency in a curricular area. She had found peer feedback to be helpful and perceived peer support groups to be powerful growth devices. Frequently, teachers spoke of facilitating or leading groups. They did not appear to serve as facilitators or formal leaders of all groups in which they participated. But clearly, the subjects shared a number of experiences and traits which contributed to professional growth.
As well as sharing experiences, a majority of the participants shared characteristics relative to age, years of teaching, gender, and race. Tables 2 and 3 illustrate these shared traits.

The motivation to learn, a variety of teaching experiences, and an articulated interest in child development and curriculum may have contributed to the subjects being perceived as opinion leaders.

The subjects appeared to share professional growth patterns and career experiences. All subjects had taught more than ten years, frequently chose to attend professional staff development sessions, and regularly enrolled in graduate courses. They participated in peer support groups for interaction with and feedback from their colleagues.

Relationships

Two traits particularly characterized the subjects' relationships with (a) principals, (b) district administrators, and (c) other teachers. Teachers described those relationships in terms of:

1. Positive working relationships with other professionals.

2. Tolerance for individual differences and expectations for productive relationships with other professionals (see Appendix I).

Positive Working Relationships

The subjects appeared to cultivate productive relationships with their professional colleagues in an effort to increase their own expertise and to create the most appropriate curriculum for their students. Their perceptions of their relationships with principals, district administrators, and teachers are described in this section.
Many of the teachers in this study had worked with a number of different principals. Therefore, their perceptions of their relationships with principals were based on a breadth of experiences. Several teachers also referred to the effect of principals' style on the teacher-principal interaction.

Most teachers indicated that they had good working relationships with present and former principals. Two categories of teacher-principal relationships were described: (a) a professional relationship characterized by warmth and trust, and (b) an authority-subject-oriented relationship.

A majority of the respondents described a professional relationship characterized by warmth and trust. They perceived each relationship as reciprocal with interaction initiated by the teacher or principal.

This teacher-principal relationship was also collegial or consultative in nature. In many cases teachers had been approached by the principal for instructional advice. For example, one teacher described her relationship with her principal: "I have a lot of credibility with him." She added that she felt free to disagree with and to be honest and open with her principal and believed that she influenced the principal's decision making.

Another teacher noted that principals have recognized her expertise: "At times when they've needed help, they've come to me and asked if I wouldn't do something for them. That made me feel good that they respected my ability to do something." She gave examples of tasks, such as "making duty schedules and organizing the schedule for special subjects."
Other interviewees reported that principals had facilitated teachers' employment, had provided support in terms of resources and recognition, and had enabled or encouraged them to grow professionally.

"I've never had a principal I didn't like, and I've had five or six. And that's amazing. I've really had good ones," one teacher stated. The spirit of this comment was echoed by all of the teachers except one.

Interestingly, although several subjects indicated they were sure there were principals with whom they would not want to work, only one interviewee said she had worked with "some that I'd never want to work for again." That teacher was in the second category of relationships described as authority-subject oriented.

The two teachers who seemed to perceive the relationship with their principals as more authority-subject oriented felt they had good working relationships. One said that she thought of the principal as a boss who gives guidance and support. She believed that if she followed district policy and rules, the principal would support her. "So, I've always felt a comfortable relationship with principals," she said.

Another reported that she had worked harmoniously with a dozen principals over the years. She said, "I'm a pleaser." She stated that although she had not shared all principals' philosophies and, "There've been some that I'd never want to work for again, things basically roll along and we keep things going. When you're a pleaser, it helps." This view might be considered an anomaly in this study.
Teachers generally agreed that district administrators were approachable. Most personal interaction with district administrators occurred through workshops or teacher initiation. Other characteristics of the relationship between teachers and district administrators can be summarized in three categories: (a) types of teacher-administrator interaction, (b) teacher perceptions of administrators' competency and response behaviors, and (c) administrative recognition of teacher expertise and teacher response. Those characteristics are described here.

Two types of teacher-administrator interactions were reported. The first was interaction on a needs basis; the second, interaction avoidance. Most teachers said they would go to "an administrator downtown" if they had a concern or need. They felt comfortable initiating administrator-teacher dialogue. They would not approach district administrators to share classroom outcomes or events unless they were "earth shattering." Instead, they would probably share classroom experiences and outcomes in workshops and meetings facilitated by the district administrator.

A second type of interaction was described by another teacher who said, "I'm really uncomfortable with most administrators; there are a few that I like. I keep my distance from them. I just wrote a kind of letter of protest about Phase III. Occasionally I rear my head when I get upset. But I keep pretty distant. They're kind of the other guy." This avoidance of interaction with district administrators was not shared by the majority of the subjects. Rather, the trend was to have contact only on a need basis.
Teacher perceptions of district administrators' competency appeared to affect teachers' attitudes and response behaviors. Interviewees also avoided district administrators whom they perceived as unqualified for their jobs or nonproductive. For example, one teacher said, "I don't have any dealings with those whom I perceive to be nonqualified for their job and not getting things done, and I just skirt those folks."

Another teacher said she did not want to spend time working with district administrators when, "I know there's not a possibility of change or whatever." Most teachers perceived the district administrators as qualified for their positions and respected their ideas. They judged administrators by their records and how well they listened to teacher input. One teacher summarized the relationship, "If you trust them, I think they trust you."

Administrative recognition of teacher expertise and teacher response further described the administrator-teacher relationship. The subjects believed their professional expertise was recognized and respected by district administrators. This recognition and respect contributed to their positive relationships with administrators.

Teachers reported that district administrators recognized teacher expertise by urging them to interview for positions which the administrators perceived as growth areas, by asking them to serve on committees, and by providing district inservice.

Although teachers appreciated the recognition, they consistently indicated their strong desire to remain in their current positions. Throughout the interviews, all teachers were consistent in indicating
that they generally desired their growth to occur laterally, not through administrative hierarchies.

The subjects' relationships with other teachers were reported as primarily professional with limited social contacts outside of school. Several friendships had developed among teachers who had worked together within the district for a number of years. Even their socialization was primarily focused on professional tasks and meetings although some teachers met frequently for breakfast.

Teachers valued their friendships which provided them with professional feedback and support. The colleagues also "not only share what's happening at school . . . but are a sounding board . . . we listen to each other and try to help each other and support each other."

Another added, "We're friends, not just teachers. I think that's something that takes time to develop, that trust, somebody that you can be honest with and they can be honest with you." They sought relationships in which they could share their opinions, initiate contact, and mediate change.

The subjects' drive to be supportive and to establish a team-teacher relationship was reflected in one teacher's comment: "Teachers know if they ever have a problem they come to me, something will occur. Even if I don't know what the answer is, we'll work out something." Peer support groups provided an additional support structure for problem-solving and reducing teachers' concerns about curriculum change. This stated preference for collegial or team teacher relationships was reflected in the enthusiasm for peer support
groups and in the number of committees and workshops in which the teachers chose to participate.

Virtually all interviewed teachers shared the positive perception of the teacher who stated, "Most people at the end of the year would feel good about what I'm able to do." Another teacher stated, "I really like the group of teachers that I am working with." She described the relationship as "one of mutual respect." This respect extended to those who differed in opinions and style, as well.

One might describe these teacher-teacher relationships as generally positive. The range of positive relationships might be placed on a continuum reflecting the difference in opinions and style. That continuum could contain points indicating respectful discomfort, respectful neutrality, mutual respect, professional interaction and support, and a relationship of trust and support.

A representative teacher stated, "I feel on the whole with teachers that I have a good relationship and there are some that maybe I don't. But I don't worry about that." Like other teachers in the study, she accepted the reality that she could not control others' feelings toward her.

Another subject echoed this reality, "I think I can be human about things and at the same time be businesslike about them. I think the reason I am able to get things done is because I say, 'This is what I'd like to do, now what are my ... I'm a realist ... what can really happen here?'" As in their pursuit of other objectives, these teachers aimed for productive relationships. Yet, they were realistic in accepting the possibility that not all of their
objectives might be met nor all of their relationships would meet their expectations.

Demonstrating this sense of reality, two teachers noted, "My opposites are not as fond of me." One referred to herself as a "kind of steamroller." The other perceived herself as wanting to "cure all the world's ills faster than they can be cured." Both concluded that their drive to "mediate ideas and initiate things" were probably intimidating to a few peers who indicated their resentment through body language and action. Although these two teachers perceived some of their relationships to be strained, they accepted that reality and did not seem to be diverted from their goals.

All of the interviewees seemed to accept those conditions they could not change and to focus their energies on those tasks and relationships which propelled them toward their long-range goals. Members of this group also shared a common response to peers who differed from them. This shared response of tolerance to other teachers, principals, and district administrators is the second characteristic described here.

**Tolerance for Individual Differences**

Teachers indicated that they accepted others' ideas and behaviors and adapted their responsive behaviors accordingly. They also appeared to hold expectations for positive relationships with others. For example, "Some people are hard to work with, but I always try to see what's the positive thing about that person and do my best to work with that positive point and try to overlook the other things." Another teacher's "patience" keychain reminded her to "try and work a
way through to try to be positive at all costs." Another said one has "to walk in other people's shoes and see the other side." With principals and with teachers compatibility and professional behavior seemed to be a norm for this group.

One teacher told of the "great respect for each other" shared by one of her former principals and herself. The teacher said she has a "totally different philosophy on how to teach students" than her principal. "Because I felt he didn't have a heart" with regard to students, this teacher said she limited her interaction with that principal. Yet, she described a collegial, open, and honest relationship. "We had great respect for each other, but our philosophies differed. We realized that with each other we could talk . . . we might even get angry . . . but the next day we would speak and be friendly." This teacher stated that she modified her behavior in response to her principal's philosophy and style. A pattern of such responses was noted in the study.

Another teacher reflected several interviewees' observations regarding principals' styles:

Their styles are very different . . . in my current building situation I would say that my administrator's style does not really encourage teachers to do a lot of sharing with him. I think he knows what's going on, and his idea of managing the building is much more of a physical need. If you need materials, if you come to him and explain why you think you need them, you have the materials quickly. But as far as a real close relationship or feel like a lot of support from the administrator that I'm working with right now in classwork . . . no, I don't feel that it's there. Fortunately, in this district there are enough people involved, like I say, our facilitators downtown. I feel comfortable enough with those people that I guess I don't feel as devastated as I would have perhaps as a new teacher in a building.
Without judging one or the other as a preferred style, another teacher described the difference in style between previous and present principals. She described her current principal as a confidante and a team worker. The previous administrator was perceived as, "not the same kind of team player. And she took care of things herself, whereas this administrator sees people's strengths and encourages them to come forth with their abilities."

While commenting on principals' leadership style differences, another teacher said she was pleased to be able to work with both. She observed, "Two of the administrators were not decision makers and I think that pulled our staff together. The gentleman we have now is more of a decision maker. And that is difficult for some people to adjust to." She added that she believed it was all right to have decisions made. Her tolerance for and recognition of the different styles exhibited by principals reflected the views of the rest of the subjects.

**Lifestyle**

Teaching appeared to be more than a vocation for this group of teachers (see Appendix J). For them, teaching was a style of living that extended into their personal lives. They concentrated "extra energy and time into" their teaching outside of school. They also tended to perceive themselves as liaisons between the school and the community. As one teacher said, "I feel a teacher should be a representative of the profession whatever they do . . . I enjoy working with parents and other people in the community as a teacher.
representative. Another teacher described the profession as, "almost a 24-hour-a-day job."

The activities described by others supported this view of teaching as a lifestyle. They chose to interact with parents, volunteers, and children in their homes and in the community. One teacher enthusiastically stated that she loved being involved with parents. Her enthusiasm was echoed by others. On weekends, they also produced classroom materials. Over coffee with friends in the community, conversation tended to turn to education.

In addition, all subjects regularly enrolled in workshops or graduate classes. Advanced studies were pursued for personal growth. One teacher said, "I have a need for that update to enrich me as a teacher . . . not for hours." Others said they "loved going to class and reading professional materials." In short, teaching seemed to be an avocation, as well as a vocation.

The subjects spoke openly of their commitment to teaching and their love for children. Most of the teachers recalled having an interest in teaching and in children very early in their own youth. Their straightforward responses described behaviors which appeared to align with their beliefs, commitments, and love of children. This alignment of beliefs and actions created an element of authenticity and credibility in their responses.

Evidence of this teaching lifestyle emerged very early in the lives of some of the subjects. This early predisposition to teach was particularly evident in the data related to each participant's decision to become a teacher. The degree of the subjects' involvement
in education-related activities outside the school setting further supported the notion of a teaching lifestyle. Family support was a third indicator of the participants' lifestyle.

**Decision to Become a Teacher**

How and when the subjects decided to become teachers divided into two groups:

1. Seven of the 16 teachers who were interviewed said they could not name a specific point in time that a conscious decision was made to teach. They recalled that either they had naturally moved toward the decision over the course of their childhood or that they had always wanted to become a teacher.

2. Nine teachers recalled a definite person or experience that marked the decision point.

Teachers in the first category noted that they always knew they wanted to be teachers. Some even knew what grade they wanted to teach. As one teacher remembered, "Ever since I was old enough to say what I wanted to be, I didn't want to be anything but a kindergarten teacher." Experiences related to teaching were an integral part of these teachers' lives from a very early age. They associated positive feelings with school and teaching.

Five commonalities were dominant in this first category.

1. During their childhood and teen years, these teachers usually had responsibilities for siblings, children in the church school, or other childcare tasks.

2. They recalled admiring their teachers and enjoying being in school throughout their youth.
3. As children they enjoyed playing school and working with children.

4. Relatives who were teachers had been teacher role models. In most cases those relatives were aunts or uncles, as well as parents. Some reported spending large amounts of time with these role models as they prepared instructional materials, prepared the classroom, and taught.

5. They repeatedly expressed their love for children.

The second group of nine teachers recalled a definite person or experience that marked the time and place they made the decision to become a teacher. Two teachers made the decision to become teachers while in elementary school. Two decided while in high school; four, in college. One person changed careers as an adult. The majority of these nine teachers decided after adolescence to pursue teaching careers.

One of three factors influenced each of these subjects in their decision to teach. The three factors were: (a) experiences, (b) persons, or (c) a combination of experiences and persons. Five of the nine teachers recalled influential experiences such as projects serving younger children, a practicum experience, and classroom observations as a member of Future Teachers of America. One recalled weighing the benefits of teaching versus other careers.

Three categories of persons were reported to have influenced the women in this study to consider teaching. Relatives who were teachers were noted as being very influential role models. Teachers formed a second equally influential group. And children with whom the teachers
had interacted during their own youth and young adulthood were influential. While many teachers were influenced by role models, only one recalled being counseled to teach. A college advisor and a college history professor, both of whom she greatly admired, advised her to become a teacher.

Two teachers cited both circumstances and people influencing them to choose teaching as a career. Both persons had prepared for other careers. For one student, when the university she was attending discontinued her chosen major of study, she was forced to change fields. Her friend, an education major, suggested that she try teaching. She stressed that her ultimate decision to teach was, "definitely a thought out choice . . . it wasn't like . . . if I can't be this, I'll be a teacher."

After high school graduation, the other respondent was prepared to obtain a secretarial job and marry. Her parents persuaded her to go to college for "just one year and see how you feel about it then. Then you make the decision." She tried it and finished. She believed, "I was just destined to be a teacher."

Another factor, a cultural circumstance, must be noted as having influenced career choices. Over one-third of the subjects noted that at the time they were growing up and planning their careers, women had limited options. They perceived that they could usually choose one of two careers: nursing or teaching. Further studies of the effect of acculturation on teacher leaders' career choice might provide additional insight into the topic of teacher leadership. In any event, the early influences on these teachers occurred outside the
school setting as frequently as in the school. These occurrences may have contributed to the perception of teaching as a lifestyle.

Degree of Involvement in Educational-Related Activities Outside the School Setting

As mentioned earlier, the subjects tended to pursue teaching-related activities outside the school setting. They frequently worked on projects and interacted with students and parents in the community or in homes. They brought their lives into the classroom and applied the work of the school in the community.

One teacher, who enjoyed doing things "that kids like to do," had for several years taken her students to her home at the end of the school year. She also shared her personal life with the students. She said, "... they know that I'm a human being ... that I'm a mother ... a grandmother. I have pictures of my family at school, and I talk about them. They come to my classroom to visit. I think it's important that they realize that you're another human being. They know I make mistakes, and I admit my mistakes when I make them."

Another considered her students as "a family away from home." She, too, tried to develop "a deeper interest in them as people rather than just a student that I'm teaching in the classroom." She also entertained parents and children in her home. Another teacher made home visits every year. For these teachers who were representatives of the subjects, teaching clearly demanded an investment of time and energy beyond the classroom. This interaction of the personal and professional life was addressed by the teacher who said, "I think a
good teacher is a person with diverse interests and who has a life that they can bring to the classroom."

**Family Support**

Several teachers credited family support with making it possible for them to dedicate excess time and energy to teaching. Seven of the 16 teachers either had no children or had grown children. Five subjects, with children ranging from 4 years to 19 years of age, indicated that spouses or other adults shared responsibilities in the home. Only two reported that they had children 4 years to 12 years and did not have spouse or significant adult support. Most participants agreed that the reduced responsibilities for childcare in their own homes, either because of children's ages or because of adult support, freed them to concentrate extra energy on their teaching careers.

Seven subjects indicated that spouses, significant adults, or roommates had also been educators. They were perceived as supportive and as understanding the unique demands of teaching. Most also engaged in professional discussions and projects with the subjects.

All of the teachers were so focused on their teaching commitment that they seemed to make little distinction between vocation and avocation. Teaching was a lifestyle for them (see Appendix J and L).

**Personality Preference Characteristics As Identified By The Myers-Briggs Type Indicator (MBTI)**

The Myers-Briggs Type Indicator (MBTI), a widely used instrument for non-psychiatric populations, provided additional information on the subjects' self-perceptions. The instruments also provided a
cross-verification of the interview findings. In order to reduce the possibility of researcher bias, the MBTI was administered and scored by a consultant who produced a group profile. In addition, the MBTI data were examined by the researcher after completing the analysis and synthesis of the interview transcription data.

The instrument, based on Jung's theory of psychological types, identified the subjects' preferences on four scales. Each scale represents two opposite preferences: Extroversion-Introversion (EI), Sensing-Intuition (SN), Thinking-Feeling (TF), and Judgment-Perception (JP). The extroversion-introversion dichotomy addresses whether the subjects' direction of interest is toward the inner, subjective realm, or toward the outer, objective realm. The second scale, sensing-intuition describes the subjects' preferred mode of perceiving or acquiring information. The third dichotomy, thinking-feeling, reflects one's mode of decision-making or judging. The final scale, judgment-perception describes the preferred lifestyle in terms of one's orientation to the outer world. These four scales represent eight possible preferences measured by the MBTI.

**Group Profile: ENTJ/ENFJ**

The subjects' personality type is the combination and interaction of the four preferences chosen by the subjects when they completed the MBTI. The distribution of subjects' types as measured by the MBTI are represented in Table 6. Table 6 shows the type distribution of the 16 elementary teachers. For comparison, the table indicates the percentage of female college graduates and elementary teachers in each type as recorded in the MBTI Form F Data Bank of cases scored.
Table 6

**MBTI Type Distribution of Sixteen Elementary Teachers**

<table>
<thead>
<tr>
<th></th>
<th>Sensing Types</th>
<th>Intuitive Types</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>With Thinking</td>
<td>With Feeling</td>
</tr>
<tr>
<td>INTROVERT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ISTJ</td>
<td>N = 2</td>
<td>N = 1</td>
</tr>
<tr>
<td></td>
<td>(12%)</td>
<td>(6%)</td>
</tr>
<tr>
<td>Judging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPFC = 17.12</td>
<td>GPFC = 4.50</td>
<td>GPFC = 3.26</td>
</tr>
<tr>
<td>GPEL = 10.70</td>
<td>GPEL = 17.91</td>
<td>GPEL = 4.60</td>
</tr>
<tr>
<td>Perceptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPFC = 3.24</td>
<td>GPFC = 1.91</td>
<td>GPFC = 4.57</td>
</tr>
<tr>
<td>GPEL = 1.74</td>
<td>GPEL = 4.73</td>
<td>GPEL = 4.60</td>
</tr>
<tr>
<td>EXTRAVERT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENFP</td>
<td>N = 3</td>
<td>N = 3</td>
</tr>
<tr>
<td></td>
<td>(6%)</td>
<td>(18%)</td>
</tr>
<tr>
<td>Judging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GPFC = 2.63</td>
<td>GPFC = 1.55</td>
<td>GPFC = 5.94</td>
</tr>
<tr>
<td>GPEL = 0.87</td>
<td>GPEL = 5.72</td>
<td>GPEL = 10.20</td>
</tr>
<tr>
<td>ENTP</td>
<td>N = 4</td>
<td>N = 1</td>
</tr>
<tr>
<td></td>
<td>(6%)</td>
<td>(6%)</td>
</tr>
<tr>
<td>GPFC = 15.36</td>
<td>GPFC = 3.55</td>
<td>GPFC = 4.16</td>
</tr>
<tr>
<td>GPEL = 8.46</td>
<td>GPEL = 12.44</td>
<td>GPEL = 7.21</td>
</tr>
</tbody>
</table>

**Note.** GPFC = Percent of female college graduates in each type. GPEL = Percent of elementary teachers in each type.

March 1978 and December 1982. Ten (73%) of the 16 teachers preferred extraversion with 5 (31%) of the subjects preferring the ENTJ and ENFJ types. These preferences exceeded the percentage of female college graduates and elementary teachers generally found in the two types. Two (12%) preferred the traditional facilitator (SF) style, also preferred by 11.51% of female college graduates. In contrast, 40.8% of elementary teachers have been recorded in the MBTI Data Bank as preferring the traditional facilitator (SF) style. Four (24%) of the subjects were the traditional facilitator (ST) style, preferred by 40.35% of female college graduates and 21.77% of elementary teachers. The visionary rational (NT) style leaders and visionary facilitator (NF) style leaders accounted for 9 (61%) of the subjects. The results indicate that visionary rational and visionary facilitator style leaders dominated the group and that extraversion was preferred by a majority of the subjects.

The distribution of the data in Table 6 indicated that the composite preferred personality type for this group of 16 elementary teachers was ENTJ and ENFJ. The subjects were evenly divided in their preferences for Thinking and Feeling (F/T). E, N, and J were dominant. Since the group was evenly divided between the F and T modes, characteristics frequently associated with both the ENTJ and the ENFJ types were examined. The MBTI manual describes the two types (Myers & McCaulley, 1987). Table 7 indicates the distribution of subject preferences for the eight possible polarities of the scales.
Table 7

Distribution of Subjects in Each of the Eight Polarities of the MBTI Scales

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Percent</th>
<th>Percent in General Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>E</td>
<td>12</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>I</td>
<td>4</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>S</td>
<td>6</td>
<td>38</td>
<td>75</td>
</tr>
<tr>
<td>N</td>
<td>10</td>
<td>63</td>
<td>25</td>
</tr>
<tr>
<td>T</td>
<td>8</td>
<td>50</td>
<td>35 (Females)/60 (Males)</td>
</tr>
<tr>
<td>F</td>
<td>8</td>
<td>50</td>
<td>65 (Females)/40 (Males)</td>
</tr>
<tr>
<td>J</td>
<td>11</td>
<td>69</td>
<td>55–60</td>
</tr>
<tr>
<td>P</td>
<td>5</td>
<td>31</td>
<td>40–45</td>
</tr>
</tbody>
</table>

ENFJ: Responsive and responsible. Generally feel real concern for what others think or want and try to handle things with due regard for the other person's feelings. Can present a proposal or lead a group discussion with ease and tact. Sociable, popular, sympathetic. Responsive to praise and criticism.

ENTJ: Hearty, frank, decisive, leaders in activities. Usually good in anything that requires reasoning and intelligent talk, such as public speaking. Are usually well informed and enjoy adding to their fund of knowledge. May sometimes appear more positive and confident than their experience in an area warrants.

ENTJ/ENFJ Characteristics

ENFs and ENTJs share several tendencies. ENFs tend to be persevering, conscientious, and orderly. They are inclined to expect others to exhibit the same traits. ENTJs share these organizational characteristics. They systematically plan projects, organizing
efforts, and timelines. They also have little patience with inefficiency. Both types are mainly interested in focusing on the big picture and looking at possibilities beyond the here and now. This visionary or goal-oriented focus makes them vulnerable to overlooking details. Hence, they risk jumping to conclusions or making decisions too quickly (Myers & McCaulley, 1987). ENTJs and ENFJs also tend to share curiosity for new ideas and a tolerance for theory.

Both types seem to be stimulated by conflict (Keirsey & Bates, 1984; Myers & McCaulley, 1987). The ENTJ tends to seek problems requiring new solutions. ENFJs gravitate toward tasks which require the establishment of group cooperation and harmony. They seem to value others' opinions and to enjoy resolving conflicting viewpoints. Although both types are stimulated by conflict, they differ in focus. ENTJs are motivated by logic and a set of rules based on judgments they have made about the world. This type focuses on ideas rather than people. On the other hand, ENFJs base their decisions on personal values which they express fully as "shoulds and should nots" (Myers & McCaulley, 1987). This type focuses on human contacts. ENFJs derive satisfaction from harmonious relationships. They tend to focus on other people's admirable qualities. This sensitivity to feelings may be overlooked by ENTJs who by nature tend to note the illogical and inconsistent. Both types tend to possess the capacity to visualize an outcome or goal and "to communicate that vision to others" (Keirsey & Bates, 1984).
The two middle letters of the ENTJ and ENFJ types indicate the temperament of each type. The judging functions (thinking or feeling) and the perceiving functions (sensing or intuition) comprise the "signature or thumbprint on each of one's actions, making it recognizably one's own" (Keirsey & Bates, 1984, p. 27). The NF and NT functions or processes are considered key to understanding the MBTI Styles. Two of the general characteristics which seemed to relate to the subjects in this study, are described here.

Both NFs and NTs are futuristic and focused on possibilities. They differ in that NFs think of the possibilities in terms of people and NTs in terms of principles and logic. NTs tend to deal with abstractions more than NFs who are more interested in observing people and seeking relationships. Both types seek change and new ideas. NTs require that the innovation fit logical criteria. NTs are known for their tendency to question the credentials of authorities or sponsors of an idea, innovation, or theory before accepting it. Compared to the NT, the NF can "be a dilettante in pursuit of knowledge" (Keirsey & Bates, 1984, p. 65) flitting from one idea to another. Yet both NFs and NTs are attracted to verbal communication and the transmission of ideas. NFs are so attracted to these areas that they are frequently found in the teaching profession. Keirsey and Bates (1984) asserted that most school faculties are composed of STs and NFs. The NTs attraction to acquiring knowledge tends to lead them to increasingly complicated areas such as science, mathematics, architecture, engineering, and philosophy where they tend to pursue careers.
NFs and NTs generously expend their energy on their commitments. The commitments differ in that NFs have a lifelong pursuit for meaning and self-actualization. They pursue relationships and interactions with people for the purpose of helping others, transmitting ideas and attitudes, and affirming their own identity. NFs who, like NTs, make up about 12% of the general population, tend to expend unlimited time and energy into a cause that is significant and provides service to people. Particularly, if the commitment is a creative endeavor, they can be unreasonable in their demands on self and others in their pursuit of perfection. They tend to always expect more than what is evident in persons and in situations. NTs are driven to acquire increasing competence in all domains. They are self-critical and tend to sense that they hover on the brink of failure. This sense of impending failure due to their perceived lack of knowledge leads to their constantly raising their standards of excellence. This drive for excellence makes, "Learning a 24-hour preoccupation" (Keirsey & Bates, 1984, p. 53). They "live in their work . . . work is work and play is work" (Keirsey & Bates, 1984, p. 33). NTs are much like scientists in their pursuit of understanding or power over nature. They strive to understand, control, predict, and explain realities.

**Comparison of the Interview Analysis With MBTI/Group Profile**

The MBTI group profile supported the key findings of the interview data analysis and suggested some additional traits. The MBTI particularly reinforced the findings related to:

1. **Futuristic orientation and sense of vision.** Goal-directed, the majority of the teachers tended to be organized and responsible.
They persevered in efforts to meet their goals and would direct all their energy to meet a commitment.

2. *Attitudes toward change.* Stimulated by conflict, they sought change.

3. *Teaching commitment and lifestyle.* The MBTI assessment described the subjects as orderly, conscientious, responsible and persevering. They directed their energy to fulfill their commitments. According to the MBTI descriptors, their task commitment and the drive to increase their competence could become unreasonable in the demands on self and others. The MBTI described the possible downside of the teaching lifestyle noted in the interview data.

4. *Inquiring nature.* They tended to seek knowledge, to probe, and to question. By nature they were inclined to question the credentials of authority, to develop criteria by which to evaluate innovations, and to demonstrate curiosity about ideas.

5. *Sociability.* Both sets of data indicated the teachers valued others and were highly sociable. The MBTI described the subjects' communication style as hearty, frank, and verbal. That assessment indicated the subjects would probably facilitate group cooperation with ease.

The MBTI description added to the interview analysis by indicating the risks inherent in the behavioral characteristics of the group type. A disposition for noting illogical and inconsistent thinking might cause ENTJ and ENFJ types to overlook people's feelings. Their goal-orientation and task commitment could block their sensitivity to human needs. Finally, this type's predisposition
to change tends to increase subjects' vulnerability to becoming dilettantes of change.

Verification of Data Analysis

The findings of the study were tested for verification with three sources: Subjects, a district administrator, and a principal of the school in which three of the subjects taught. The researcher synthesized the findings into a survey instrument (see Appendix K). Respondents were asked to consider each set of characteristics and to what degree they described their perception of the subjects. Using the scale of 1-5, they indicated the intensity of their agreement or disagreement with each item by circling the chosen number. The higher the number (5), the more intensely the agreement with the description. For example:

1  2  3  4  5
Not true of me  Somewhat true of me  Very true of me

All subjects were surveyed by mail. Thirteen of the 16 surveys were returned. The district administrator and principal responded to the survey through individual phone interviews. The mean subject responses to all identified characteristics except the decision-making approach ranged from 3.8 to 5.0 indicating verification of the analysis. The mean middle range ratings of 3.0 and 3.5 on the two decision-making scales appeared to reflect the MBTI analysis which divided the group evenly by subjects' preferences for a thinking or a feeling approach to decision making. The principal and district administrator responses ranged from 4.0 to 5.0 with the child-centered approach and success attribution traits noted as being particularly
true of the subjects. Table 8 shows the responses. The three sources provided appeared to verify the findings.

Table 8

Verification of Data Analysis

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Subjects (N = 13)</th>
<th>Principal (N = 1)</th>
<th>Administrator (N = 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rating</td>
<td>Rating</td>
<td>Rating</td>
</tr>
<tr>
<td>Change</td>
<td>4.6</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Lifestyle</td>
<td>4.6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Professional Communication Network</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Committee Involvement</td>
<td>3.8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>b. Interaction with Colleagues</td>
<td>4.5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>c. Peer Collaboration</td>
<td>5.0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>d. Sensitive Listeners</td>
<td>4.5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Educational Beliefs and Experiences</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>a. Child-Centered Approach</td>
<td>4.6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>b. Success—Effort &amp; Attitudes</td>
<td>4.6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>c. Advanced Studies &amp; Experience</td>
<td>4.2</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Relationship</td>
<td></td>
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<td>b. Tolerance</td>
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| Personality Preference
| Characteristics (MBTI)                                |                   |                   |                       |
| a. Initiate Action/Focus on People                   | 4.7               | 5                 | 5                     |
| b. See Big Picture/Seek Possibilities                | 4.8               | 5                 | 5                     |
| c. Analytical/Decision Making                        | 3.0               | 4                 | 4                     |
| d. Person-Centered Decision Making                   | 3.5               | 4                 | 4                     |
| e. Goals/People Needs                                | 4.2               | 5                 | 5                     |
| f. Planned/Free to Adapt                             | 4.7               | 5                 | 5                     |
Teacher responses reinforced the data analysis relative to change, lifestyle, a professional communication network, educational beliefs and experiences, relationships, and personality preference characteristics (MBTI). The comments tended to further support findings and to clarify the differences in responses (see Appendix L).

The survey responses of the principal and district Executive Director of Curriculum and Instruction appeared remarkably consistent. The congruency with the research findings also was notable. Their remarks illustrated that congruency. "The level of their dedication goes beyond almost anything one can understand. Their families have almost become immersed in the educational process. It's almost like their way of life," the district administrator observed. The principal said, "Their primary reason for existing is teaching."

A teacher of students with special needs was an example of this immersion and advocacy for student success. According to her principal, "These kids would get lost without her. She mentors them clear through high school and adulthood." The principal added, "They are all exactly what you described. Above and beyond... they are so student centered, it's amazing. They will do anything to help kids anytime. They do it for intrinsic reasons." Commenting on a representative teacher, the district administrator noted that the subjects considered it a "personal challenge to figure out what makes a kid tick and make interactions work... It's their belief if they can get deep enough to figure out how each kid is learning, they can assure success for each one."
The principal spoke of the subjects' sensitivity "to needs of students and teachers" and their acceptance of "individuals where they are." She added, "They never stop learning . . . all those people are risk-takers. Their personality colors how they take risks." She stated that all were change oriented, but their style of approaching change varied. One would jump into change "off the deep end" with a very divergent approach. Others exhibited a logical, sequential, "cautious approach" and desired more training and preparation prior to adoption and implementation. The district administrator agreed saying, "Style may vary, but outcome is the same."

This group of teachers operated, according to the district administrator, "like a sounding board for the rest of the staff." They studied proposed changes and "when convinced become excellent proponents." The principal also relied on their leadership. The three identified leaders in the school had all served on the school cadre, "a group of employees who help principals make decisions for the school." Recognizing the different and complementary leadership styles and competencies of the teacher leaders in the school, the principal had mentored and coached them in honing their leadership behaviors.

A media specialist, one of the subjects, was described by the district administrator as a representative leader. She filled a "key role" and influenced "totally what goes on in the building. More perhaps than the principal." Both administrators viewed this subject as a school and district leader. She led the development of a different "delivery model" for media programs. Previously, students
The shift called for teachers to request assistance from media personnel when planning and teaching the classroom curriculum. The media teachers then worked in the class and in the media center with children focusing on and extending the classroom instructional objectives. The success of the change was credited to her "taking responsibility even when she doesn't really own the responsibility." She responded to teacher reluctance to adopt the model with the attitude that she had "to work harder." She was perceived as believing that "if you give the right effort and time, you have the power to change the situation."

Another subject, a media specialist, was viewed by the principal as having an "incredible knowledge of all of the kids" whom she sees regularly because of her strategic position in the school. That teacher was described as always welcoming another challenge and as possessing "an incredible management style." Media teachers provided strong leadership in the district according to both the principal and the district administrator.

The administrators noted that these teachers were informally serving as mentors and master teachers. They were affecting change as only peers can and were "less threatening than principals or administrators." The two administrators' responses to the survey appeared to be congruent with the findings of the study.

**Summary**

The purpose of this study was to identify characteristics shared by elementary teachers who were perceived and identified as
influential in the school setting. The data were gathered through
semi-structured interviews with 16 elementary teachers who were
regarded as influential in curricular change by peers, principals, and
district administrators. Interview data were analyzed using commonly
accepted procedures for content analysis. A modified version of the
analytic induction approach to collecting and analyzing the interview
data was used (Bogdan & Biklen, 1982). Emerging patterns in the
subjects' responses were coded and data sorted into categories. The
coding categories reflected the objectives of the research indicating
teacher traits, relationships, strategies, and perspectives. The
descriptive data obtained from the transcribed interviews formed the
foundation for the narrative report of the research findings. The
demographic data provided personal data to complement the interview
analysis.

The analysis of the data appeared to indicate that the subjects
shared five general characteristics:

1. A propensity toward change and the change process.
2. Membership in an informal communication network of educators.
3. A belief system which (a) focused on a child-centered
curriculum, (b) attributed success to effort, and (c) demonstrated
commitment to personal professional growth.
4. Interpersonal relationships characterized as positive and
receptive to individual differences.
5. A lifestyle in which teaching was a style of living.

The MBTI identified ENTJ (extraversion, intuition, thinking,
judging) and ENFJ (extraversion, intuition, feeling, judging) as the
composite personality types for the sample. The MBTI profile supported the key findings of the interview data analysis and suggested the risks inherent in the behavioral characteristics of the group type. MBTI findings complemented and verified the interview data.

The findings of the study were verified by three sources. Thirteen subjects, a district administrator, and a principal of the school in which three of the subjects taught responded to a survey instrument synthesizing the results of the study. Teacher responses supported the data analysis relative to change, lifestyle, a professional communication network, educational beliefs and experiences, relationships, and personality preference characteristics (MBTI). The comments tended to verify the findings and to clarify any differences in responses. The responses of the two administrators also supported the findings of the study.
Several studies and theoretical papers have examined classroom teacher influence on curriculum change (Dwyer, 1984; Eisner, 1985; Feiman-Nemser & Floden, 1986; Fullan, 1982; Garcia & Vizbara-Kessler, 1984; Hall & Hord, 1987; Jwaideh, 1984b; Lieberman & Miller, 1984; Slas, 1973; Willower, 1984). The research over the past decade however has focused on identifying the characteristics of effective schools and principals as curriculum leaders.

Although teacher influence in curriculum change has been noted, minimal attention has been directed toward identifying the characteristics of influential teachers. The identification of traits shared by influential teachers could contribute to an increase in the efficiency and quality of curricular development and implementation. Additional knowledge of teacher leadership traits could benefit both teachers and administrators in the identification, training, and placement of personnel when planning for change.

The purpose of this study was to identify the characteristics of 16 elementary teachers who were perceived and identified as being influential in curricular change by peers, principals, and district administrators in a Midwestern urban school district. A practical aim of the study was to provide information which might facilitate the systematic consideration of factors related to identification, training, placement, and roles of teacher leaders. The major question of the study was: what are the characteristics shared by elementary teachers who are identified as curricular leaders within one urban school district?
A review of literature related to instructional leadership, leadership theory, and personality types indicated that principals and teachers interactively lead school change. The principal tends to focus on creating the school culture and managing the environment. Teachers provide complementary leadership in the academic and curricular area. Different principal leadership styles appear to influence the interactions and perhaps the teacher leaders who emerge or who are identified to lead curricular change in the school. Several studies of principal and corporate leadership have identified characteristics and behaviors of effective leaders. Although the educational studies have been primarily qualitative with limited numbers of subjects, they have probed deeply to discern leadership behaviors. Some characteristics, including goal orientation and commitment, seemed to be present in most studies. While teacher leaders have been recognized in the literature and forces call for collaboration and empowerment, they are just beginning to receive attention in research.

Characteristics of 16 elementary teacher leaders who were perceived as being influential in curricular change by peers, principals, and district administrators in a Midwestern urban school district were identified. Although the study was limited in scope, the findings revealed several implications for the identification, training, placement, and roles of teacher leaders.

Data were gathered through semi-structured interviews, the primary data source, and sorted into categories as patterns emerged. Analysis appeared to indicate this group shared characteristics in

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five major categories: (a) Change Orientation, (b) Professional Communication Network, (c) Educational Beliefs and Experiences, (d) Interpersonal Relationships, and (e) Lifestyle. ENTJ and ENFJ were identified as the composite personality type for the sample. The MBTI profile tended to support the key findings of the interview data analysis. The findings of the study were further verified by three sources: 13 subjects, a district administrator, and a principal of the school in which three subjects taught. The responses from all three sources of verification were congruent with the findings of this study.

Discussion and Conclusions

Data were gathered through semi-structured interviews with 16 elementary teachers regarded as influential in school change. Analysis appeared to indicate that this group of teachers shared characteristics in five major classifications:

Change Orientation

Composite analysis of the data indicated group awareness that change occurs over time and through people within the institution. Focused on goals and student outcomes, the interviewed teachers constantly evaluated student and teacher needs. Alert for new or better ways of doing things, they adopted innovations only after having sufficient evidence that change might improve student achievement and meet students' affective needs. They also seemed to share the need to work with productive groups of colleagues. The interviewed teachers' change behaviors might be summarized as proactive, goal-oriented, student-centered, and collaborative.
Professional Communication Network

Clearly the teachers in this study operated at the center of a professional communication network. Their communication behaviors included:

1. **Involvement in a number of professional committees.** The majority of the interviewed teachers had served on three or more curriculum-related committees in the past three years. In addition, approximately one-half had been chairpersons, facilitators, or presenters.

2. **Peer collaboration and interaction.** They appeared to thrive on peer interaction. The drive to improve the quality of their teaching and to meet student needs seemed to compel them to interact with other professionals. They tended to visit with other teachers, to attend local workshops, to participate in state and national conferences, and to read for the purpose of exchanging ideas and problem-solving. All teachers cited other people in the profession as their primary source of professional and intellectual stimulation.

3. **Sensitive listening behaviors.** The subjects mediated and were able to see more than one side of an issue. They possessed persuasive verbal skills and tended to speak up on matters about which they held strong opinions. They were equally interested in other teachers' ideas.

Educational Beliefs and Experiences

These teachers appeared to:

1. **Subscribe to a child-centered educational approach.** Their goal was to assure that each child was learning. With that goal in
mind, they adjusted the curriculum and instruction to meet those needs. Their flexible instructional approach, which was designed to address the cognitive needs of diverse populations, indicated their respect for children's different developmental needs. They tended to believe that discipline problems were minimized if one will look at a "child as an individual and just see what it is the child is wanting or needing."

2. **Attribute teacher success largely to a combination of effort and positive attitudes.** Success was attributed by these teachers to their finding purpose in what they did. They tended to believe that if one knew the business well and were willing to put in the effort, whatever it takes, one could succeed. These teachers articulated a theme of control and confidence. They clearly expected success. They knew that if they maintained a positive attitude and expended enough time, energy, and patience, their students would learn. They emphasized this conviction in their expressed avoidance of people who displayed a negative attitude and who did not expend extra effort.

3. **Pursue professional growth through advanced studies and career experience.** Individuals in this study had diverse experiences having taught in different grades, schools, or districts. They had also served on a number of committees. In the past three years the mean participant committee membership was 4.0 with a mode of 3. The mean years of teaching experience was 18. All teachers had taught 10 or more years.

The subjects pursued professional growth. Fourteen of the 16 subjects had acquired either a master's degree or 15-52 hours beyond
their bachelor's degree. Over one-half held a master's degree or a master's plus 15-30 additional hours.

**Interpersonal Relationships**

Two traits appeared to be particularly characteristic of the teachers' relationships with principals, district administrators, and other teachers. Those relationships could be described as:

1. **Positive working relationships with other professionals.** They realized, however, there were people who might not feel positive toward them. They accepted that reality and were not diverted from their goal to meet children's needs.

   The dominant teacher-district administrator interaction was on a needs basis. Demonstrating an interaction avoidance, one teacher indicated that she viewed district administrators as "the other guys" and only approached them when she became very upset.

2. **Tolerance.** Members of this group of teachers shared a common response to peers who differed from them. They accepted others' ideas and behaviors and adapted their responsive behaviors accordingly. They continued to hold expectations for positive relationships and to "try to be positive at all costs." Compatibility and professional behavior seemed to be a norm for this group.

   Noting principals' diverse leadership styles, the subjects indicated they adapted their behaviors to respond to that of their current principals. This observation appears to support the tentative findings of Hord and Hall (1987). The finding suggests further examination of the principal-teacher interaction and leadership style.
Lifestyle

Teaching appeared to be more than a vocation for this group of teachers. For them, teaching was a style of living that extended into their personal lives. They concentrated extra energy and time into their teaching outside of school. Many chose to interact with parents, volunteers, and children in their homes and in the community. All subjects regularly enrolled in workshops or graduate classes. As they spoke openly of their commitment to teaching and their love of children, many recalled having an interest in teaching and in children very early in their own youth. As young people, they had worked with younger children by baby sitting, teaching Sunday School, or assisting adults who were in teaching roles. Family support of and interest in their teaching careers were other indicators of their teaching lifestyle.

Personality Preference Characteristics (MBTI)

As a group the interviewed teachers shared MBTI personality preferences. They initiated interaction with others and preferred extraversion focusing on people and the external environment. They were energized by their interactions with people and tended to prefer to communicate by talking. They also liked action and preferred to acquire information by finding the big picture and looking for patterns that were beyond the accumulated facts of information. They sought new possibilities and new ways of doing things. They tended to value imagination and inspiration.

The group seemed to be evenly divided on the preferred way of making decisions or judgments (ENTJ and ENFJ). One-half preferred a
more analytical approach to decision-making or judgments. They preferred objectivity based on a standard of truth seeking to predict the logical consequences. The other half preferred to decide on the basis of person-centered values dealing with how much they cared about the issue or innovation, how much personal investment it would require, and the alternatives.

Both goal-orientation and people needs were important to this group. Generally, the subjects preferred to have things organized and planned, yet have the freedom to adapt for individual students and to be open to new ways of doing things.

The analysis suggests that the subjects' professional involvement may have placed each of them in a unique position instrumental to change. From these professional experiences, they may have acquired technical and cognitive competencies beyond their colleagues. Yet, they were not so different that they lost their identity as teachers. Their competencies differentiated them enough to serve as catalysts for change without creating a communication gap. Their circumstances correlated with two principles of change. First, the transfer of ideas occurs most frequently between individuals who share similar beliefs, lifestyles, and education. Subjects in this study retained communication status as peers or near-peers with other teachers. The second principle of change is that followers tend to seek information and advice from opinion leaders who are perceived as somewhat more technically competent than themselves. Subjects in this study shared their own expertise through inservices and other interaction with colleagues. Like the ideal change agent, these teachers represented
safety and competence. This unique relationship maintained by teacher leaders with peers needs further study.

Mission and Vision

Subjects in this study appeared to focus on mission or vision more than on structure and resources. This trait has been noted consistently in leadership models and studies. As the subjects' intense focus on mission and energy emerged during the analysis of the interview transcripts, it reflected the interaction of mission, power, structure, and resources in decision-making as proposed by Terry.

Characteristics of the Subjects and Relationship to Mission and Power

Meaning: The data indicated that the subjects tended to act from a schematic framework of common beliefs and values. They professed their love for children and their orientation toward a developmental educational philosophy. They believed that teachers can structure for student interest and success. The subjects valued interaction with other people and respected ideas of others. Professional growth, knowledge, and competency were valued. They held expectations for success and perceived their lives as having purpose beyond themselves. A belief in a higher spiritual being was articulated. A strong work ethic appeared to be present as indicated by references to effort. The subjects correlated effort to success and believed in committing time and energy to a task until it was completed. The data indicated that the subjects' direction and energy were determined by these beliefs, values, and ethics. This congruency among meaning, mission,
power, structure, and resources indicated an authenticity in their behaviors.

**Mission:** The subjects appeared to think in the area of mission and power. They referred to the purposes and directions of their actions and considered the future. These teachers appeared to be driven by one clear goal: to assure that each child was learning. They channelled their efforts and resources toward achieving that overarching goal. This alignment of meaning and mission continued to be evident as the characteristics and traits identified in this study were examined in terms of power, structure, and resource.

**Power:** Four traits exhibited by the teachers in this study particularly defined their personal power:

1. They emanated a sense of mission or vision as they spoke of their teaching and the needs of their students.
2. This confidence about their purpose seemed wedded to their lifestyle and their work.
3. Their acceptance of and respect for a power greater than themselves seemed to give them strength.
4. They did not appear to need to be in charge. Some members of the group had declined leadership positions within the system. They appeared to wield power not by position but by welcoming warranted change, communicating vision and mediating change with peers, and accepting the realities of themselves and others.

Several specific examples of the subjects' focus on energy or power was noted. The selective use of power and energy was clearly demonstrated. The teachers described evaluating change carefully
before adopting. They spoke of seeking opportunities, clarifying and modifying innovations, and planning based on children's needs. They were also in touch with reality. They recognized their own limitations in terms of successes, failures, instructional limitations, and relationships. They acknowledged that they could not control others' feelings and were sensitive to people and how change affected them. They sought collaborative efforts and adapted their responses to others' needs and styles. They also clearly communicated their expectations to students and analyzed student interest and needs. They exhibited a sense of inner control and confidence. They shared a degree of passion for speaking and acting upon issues that mattered to them. These behaviors demonstrated that many of their activities focused in the leadership domain of power and mission. They appeared to expend their energy toward planning and communicating in order to carry out their mission.

**Structure:** The strategies and activities were aligned with their focus on mission and power. An informal network of teachers maintained contact in order to provide support and share ideas for improving instruction. Some teachers told of systematically making daily contact with other teachers in their buildings. Others attended regularly scheduled meetings in specific disciplines. They told of watching students' expressions, monitoring verbal and signaled responses, and teaming with support staff to determine how to adjust their instruction. This flexible instructional approach reflected their values and the decisions they had made relative to mission and power. They structured for student success and interest. By
establishing clear boundaries for the students, they believed they avoided discipline problems and maximized learning. In this way they moved toward their goal of every child learning. Finally, the structure of their lives appeared to be affected by their mission. They pursued teaching-related activities outside the school setting and brought their lives to the classroom.

**Resources:** Knowledge, ideas, students, teachers, time, and effort were the primary resources mentioned in the interviews. The subjects sought new ideas and strategies that would improve their instruction. Valuing "knowing the business well," they persevered putting in extra hours or "whatever it takes" to meet their goals. These resources aligned with the subjects' mission. Notably, they did not speak of workbooks, class size, or physical environment which are generally prime resource considerations of teachers.

**Existence:** As a group the subjects seemed relatively free of limiting attitudes and behaviors. Their tolerance, flexibility, reality orientation, and positive attitudes evidenced this freedom. They accepted different perspectives, adapted their instruction to meet student developmental needs, accepted their own and others' limitations, and held expectations for success. They seemed to believe that there is a reason for everything, even adversity. They indicated that if they focused on their goal and put forth their best efforts, things would work out.

**Summary**

The tendency of the subjects in this study to focus on mission and power clearly affected their perceptions of structure and
resources. This leadership tendency was examined by placing the results of the data analysis in the framework of the Human Action Framing Tool. The instrument illustrated the interdependency of mission, power, structure, and resources.

Implications of the Study

The results of this study have many implications for the identification, training, placement, and roles of teacher leaders. Some of those implications are:

1. If teacher leaders can be readily identified and involved in the planning process from the assessment of needs phase to the innovation adoption phase, change efforts may be viewed as more legitimate and implementation may occur more rapidly. The quality of decision-making should be enhanced when performed in a systematic way by an expanded leadership team including identified teachers, their peers, and administrators. This type of leadership calls for collaborative structures based on a perception of power as energy rather than control over people. The inclusion of teacher leaders in the power structure should enhance the legitimacy and the efficiency of the decision-making process regardless of the administrator's style.

2. Principals and administrators may be able to optimize teacher leadership and facilitate change through skillful staff placement. If the role of teacher leaders is to be optimized, the administrative leadership must consider the dynamics of their interactions with peers and principals. It would seem that this factor should direct staff placement. The teacher leader's personal mission should also be a
consideration in staff placement. The strength of the commitment to a personal cause may be so strong that it overshadows the district mission, thereby impeding its fulfillment.

Caution must be exercised not to overuse identified leaders. Burnout may occur or overexposure may diminish their effectiveness. When assigning staff to schools, the consideration of complementary styles of principals and teacher leaders as well as the traditional factors of content expertise and competence may also optimize teacher leadership thereby impacting program implementation and student outcomes.

3. Placing teachers such as media specialists who are in the center of the school communication network in strategic positions should effect change more rapidly and effectively. Placing classroom teachers as well as media specialists in key communication roles should increase the number of teachers providing leadership and influencing others, thereby affecting change more rapidly and more effectively. If classroom teachers were afforded opportunities to be more mobile in the school setting and to interact during the school day with other staff members, perhaps other leaders would emerge. This implication of the study calls for restructuring schools to allow teachers to share leadership roles without leaving the classroom permanently. This approach would provide flexible scheduling and much peer interaction. Perhaps the culture and norms of schools can be affected by considered placement of teacher leaders.

4. Staff leadership experiences and inservice in coaching, mentoring, and developing curriculum may increase identified leaders'
skills and facilitate the emergence of other leaders. Certainly, a community of professionals may develop in the process.

Recommendations for Further Study

The results of this study suggest several areas for further investigation.

1. Similar studies with other influential teachers in diverse settings are needed to add to the description of teacher leaders thereby refuting or confirming the findings of this study.

2. A comprehensive description of the life of a teacher leader using observation and peer reporting techniques would add an important link to this relatively new chain of research. This strand of research would be enhanced if the roles and behaviors of identified teacher leaders were examined in actual change situations.

3. The subjects of this study appeared to be the personality types who historically have moved on to administrative positions or to careers in higher education. These teachers, however, were adamant regarding their intent to remain in the classroom. Studies tracing their careers may determine if teachers such as these are changing their career patterns. The nature of their role in affecting change over time should also be examined.

3. An historical study tracing the development of the linkages within the schools and the district may provide insight into how communication networks evolve and how they impact change and the emergence of teacher leaders. In addition, studies might explore how teachers influence change through the cultural linkages and if characteristics that tend to shape the school culture are exhibited by
teachers. Those characteristics included (a) managing the flow of stories and information, (b) creating and manipulating symbols and rituals, and (c) communicating the major themes of the institution to staff through formal interactions. (Firestone & Wilson, 1983).

4. Studies similar to this investigation should be designed to include males and females from elementary, junior high, and high school levels in varied educational and geographical settings.

5. A study focused on media teachers might determine if the number of media teachers identified in this study was an anomaly or if they consistently emerge as leaders in other school settings. The teachers in this study believed they were leaders and had received leadership training. Further investigation is needed in this area. The researcher might ask: Are media teachers commonly found in the role of curricular leader? Do media teachers tend to be more involved with administrators than other teachers? Does their self-perception as curricular leader relate to their being perceived as leaders by other?

6. Further investigation of the principal and teacher interaction may lead to increased understanding of the nature of that relationship and its effect on change. The following questions might be explored: What is the relationship between the type of teacher leaders who emerge or are appointed and principal styles? What effect, if any, does the context of the school and the staff profile have on the type of teacher leadership that emerges or is appointed?
7. Future research should focus on the interaction of various change agents, whomever they might be, in seeking answers to questions relative to the effectiveness of the change agents' styles and behaviors in different settings, stages of change, and issues.
References


Edmonds, R. (1979). Some schools work and more can. Social Policy, 9, 32.


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APPENDIX A

INSTRUCTIONAL LEADERSHIP SURVEY
Purpose:

The purpose of this study is to identify teachers who are perceived to be instructional leaders in their respective schools.

Definition:

A teacher who is an instructional leader is a person who performs a leadership role in facilitating curricular change at the building level. The change event may be the adoption of a new textbook, curriculum or instructional design, or the implementation of a structure such as teaming or a computer lab. Whatever the change, the teacher instructional leader's attention is focused on helping teachers with the educational task. The leadership role may include making arrangements, providing training, consultation, reinforcement, and monitoring.

Directions:

Imagine that your school is implementing a change that affects all teachers and students in your building. All staff members will be trained in the new program which calls for infusing the teaching of thinking skills across the curriculum. Based on the definition, select up to three (3) other teachers in your building whom you perceive as instructional leaders for the implementation of this program. Rank your choices 1 to 3, with "1" indicating your first choice.

1. ________________________________
2. ________________________________
3. ________________________________
APPENDIX B

TEACHER LEADER INTERVIEW GUIDE
During the next hour you will be asked questions related to your views of how children learn, your interests and background, and your educational experiences and relationships. There are no right or wrong answers. We're simply trying to find what characteristics are shared by teachers like yourself who are perceived by their colleagues as influential in curricular change. If at anytime you feel you want to add more information than the questions call for, please do so.

We'll be tape-recording the session, so that your responses are recorded accurately. These tapes will be transcribed, erased, and the notes used for categorizing teacher responses. At no time will your responses be identified with your name. Confidentiality will be maintained.

Educational Philosophy

1. Why did you become a teacher?

2. What characteristics do you have that you think might cause others to identify you as influential in curricular change?
   (Probe) Your strengths?

3. If there are parts of the educational program that could be changed, who should have the responsibility to plan and implement change?
   (Probe) Is it the principal's role? The teachers?

   (Probe) Reasons why you have trouble meeting these students' needs.

5. What concerns do you have relative to student needs and your curriculum?

6. Describe the ideal teacher.

7. Describe the ideal curriculum.

Professional Role Orientation Beyond the Classroom

1. What kinds of professional tasks do you prefer?

2. Describe the kinds of professional activities you would prefer to coordinate or in which you would prefer to participate.

3. What is your strongest curriculum area?
4. Where do you receive most of your professional and intellectual stimulation?

5. What are the professional traits of colleagues that you admire?

6. What are the professional traits of colleagues whom you avoid?

Relationships

Problem Solving Strategies
1. When you have a problem or a difficult choice to make, how do you go about solving it? What do you do? To whom do you go? Give an example of problem or difficult choices you've made.

(Probe) What steps do you follow?

Risk Orientation
1. When teaching and developing the curriculum, do you prefer to have detailed/specific teacher instructions or do you prefer general instructions? Please explain.

2. Do you prefer experiences in which you are certain of your ability to perform or those in which you are pressed to the limit of your abilities? Please explain and give some examples of your experiences.

3. How would you feel about working on a project that you knew would ease you out of a job?

Attribution Theory
1. If you were to identify a motto or "words to live by" that you rely on when things get difficult, what would it be?

2. How do you feel about failure? Describe a failure or the closest thing to failure which you have experienced. Why do you think you failed.

3. How do you feel about success? Describe a success which you have experienced. Why do you think you succeeded?
APPENDIX C

SUPPLEMENTARY DATA RECORD
To be completed by the interviewer during the Teacher Leader Interviews for the purpose of providing contextual data.

**Teacher Leader Data:**

1. Gender:
   - Female
   - Male

2. Age:
   - Under 30
   - 46-55
   - 30-45
   - Over 55

3. Race:
   - Black
   - White
   - Hispanic
   - Other, please indicate

4. Number of years in teaching:
   - 1-5
   - Over 10
   - 6-10

5. Number of years in current position:
   - Under 5
   - Over 10
   - 7-10

6. Highest educational degree obtained:
   - Bachelor's Degree
   - Master's Degree + 30
   - Bachelor's Degree + 15
   - Master's Degree + 60
   - Master's Degree
   - Doctorate

7. Please indicate the area of major study in highest degree obtained.
8. Please list colleges or universities attended and number of years attended or degrees attained.

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9. List curriculum-related committees on which you have served in the past three years. Describe your role.

10. Perception of school and colleagues:

Most teachers have what degrees? ______________________

Average age of teachers. ______________________________

Average experience of teachers. _______________________

Size of school compared to others in district. __________

School Data (obtained from administration):

1. Student enrollment in school _________________________

2. Number of administrators in school __________________

3. Number of full-time teachers in school _______________

4. List curriculum committees functioning in the school or district-wide involving teachers from this school in the past 12 months.

Family Support

Please describe your family and how it affects your career. Include the number of children living at home and their ages, other adults in your home and the types of careers they are pursuing.
APPENDIX D

LETTER TO ALL TEACHERS REQUESTING SURVEY DATA
April 30, 1988

Dear Colleague:

As a part of the Doctorate of Education requirements at the University of Northern Iowa, I am studying characteristics shared by elementary teachers who are influential in curricular change. A practical aim of the study is to provide information that will assist teachers and administrators in planning for curricular and instructional change. The study will also provide participating teachers with insight into their preferred personality styles and professional leadership. I hope you will find the study of sufficient interest to participate by completing the attached Instructional Leadership Survey, requiring less than five minutes of your time. If you choose to participate, your anonymity is assured by the uncoded and unsigned survey.

The survey conducted in several elementary schools will identify a number of teachers who are perceived as curricular leaders. From that group of teachers several will be invited to be interviewed and to complete the Myers-Briggs Inventory, a personality preference instrument.

The study focuses on describing the characteristics of teacher leaders. Therefore, the methods and instruments do not evaluate teachers nor schools. I assure all participants that data will be confidential. Any publication resulting from this study will generalize findings and protect the identities of individuals and institutions. Individuals will not be identified by name or characteristics.

Furthermore, I will be prepared at the conclusion of the study to share all results with any interested participants. In this way, I hope to reciprocate your cooperation in this research project.

Again, I will appreciate your choosing to contribute to this research by completing the survey and forwarding it to the Research and Development Office by May 1, 1988. If you have any questions relative to the assurance of confidentiality and the rights of human subjects, please contact Ruth Ratliff, Office of the Graduate College, (319) 273-2748. If you have questions about the study, please contact me at (319) 291-4810.

Sincerely,

Celia R. Burger
APPENDIX E

LETTER TO TEACHERS IDENTIFIED AS INSTRUCTIONAL LEADERS:

INTERVIEW AND MBTI
Dear (Name of Teacher Leader):

In a survey I recently conducted in your district as a part of my doctoral study, you were one of several teachers identified by colleagues as curricular and instructional leaders. The survey was the preliminary step in my research to determine if there are characteristics shared by teacher leaders. The practical aim of the study is to provide information that will assist teachers and administrators in planning for curricular and instructional change. The study will also provide participating teachers with insight into their preferred personality styles and professional leadership. I hope that you will find the study of sufficient interest to participate.

If you choose to participate by being interviewed and completing a Myers-Briggs Type Inventory (MBTI), you will give a total of approximately two hours of your time to the study. In return, you will be provided an opportunity to receive an interpretation of the MBTI and your personality type preference at no cost. The personal interview will be scheduled at your convenience during the next four months. Interview questions address such topics as your views of how children learn, your interests and background, and your educational experiences and relationships.

The study focuses on describing the characteristics of teacher leaders. Therefore, the interviews and the MBTI are descriptive, not evaluative. I also assure you that data will be confidential. Any publication resulting from this study will generalize findings and protect your identity. You will not be identified by name or characteristics.

Furthermore, I will be prepared at the conclusion of the study to share all results with all interested participants. In this way, I hope to reciprocate your cooperation in this research project.

Again, I hope you will choose to contribute to this research by participating in a personal interview and by completing the MBTI. If you have any questions relative to the assurance of confidentiality and the rights of human subjects, please contact Ruth Ratliff, Office of the Graduate College, (319) 273-2748. If you have questions about the study, please contact me at (319) 291-4810.

Thank you for considering this invitation to participate in a study that may contribute to teacher leadership in curriculum and instruction. Please return the enclosed postcard indicating your decision and the preferred interview time.

Sincerely,

Celia R. Burger
APPENDIX F

CHANGE ORIENTATION
Change Orientation

Subjects

1

Well, I'm not satisfied with the status quo and I get bored very easily. I don't believe in just changing to change; but I am always looking at how can we do this better and how can we serve or work with our clients or students or parents, or whoever we're working with? If something is working well I am not saying you should just change it but I also think there is always new information—there is always something maybe we need to look at a little different way of presenting it. Taking the same material but looking at a different way of presenting it. I would even say that some curricular changes should be made right on the spot but you need a base to go from... I get tired of things, such as being on the curriculum annually. Some people enjoy being on a curriculum committee for five years. I have a rule, two years and then the third is if its something I feel I'm doing a good job in or there is a real strong interest, then that's enough. "... the things that I enjoy teaching the most are things that are brand new. I really enjoy doing something brand new which stretches me, makes me dig into things. The things I hate teaching are the things that maybe I have taught twenty-five times and I'm sick of it. It would be terrible to have to teach something for twenty-five years. Even if the kids varied, it would be the same stuff."

9

I think it's important to be stimulated and to get with other people from around the country and just see what's happening beyond your own little building.

15

I think I can be human about things and at the same time be business about them. I think the reason I am able to get things done because I say, "this is what I'd like to do, now what are my... I'm a realist... what can really happen here. No oh, gee, wouldn't it be great if I could do this and this and this? But, really, realistically within a system or within, or taking into consideration administration and parents and other teachers, and what you have available. What really, of what you would really like to do, what really could be done?

15

Then I proceed from there. I say, I make a compromise if I have to. Because I believe that something is better than nothing. And just from there. I just take it step by step. I am not a wholistic person, I'm definitely left brain. I go step by step. Well, we'll try this and see how far that goes and then just kind of see what the reaction is and then I act upon that.
Interview Question: Do you prefer experiences in which you are certain of your ability to perform or those in which you are pressed to the limit of your ability?

Subject

13 Probably where I'm pressed to my abilities. It seems like those are the situations I'm always in so that must be what I like. Even though it kind of worries me sometimes but I end up that it always works out but I guess ... I guess where I'm pressed. That goes along I think with my change of jobs. Inside I like challenges, I guess, and high expectations of myself.

14 Always comfortable to do things that you are familiar with. But I also think that there comes a time when you have to take a challenge and you need to push yourself. That's what I have done when I have changed grade levels. I have forced myself and pushed myself to make a move to a different grade level which forces me to find out more about different curriculum areas of different grade levels. Working with different students. That pushing myself to the limit, I can think recently we had a special day at our building and I wasn't the chairman of the committee but as it turned out I ended up that chairman role with the person that was chairman, being the co-chairman which she was much more comfortable with. I like to organize things and it's uncomfortable for me to be in a group when things are not organized. I see that as a role that I have as an organizer in getting things done. So I think I've pushed myself to the limit in that case because I wanted that to be a success. Not saying I told you so but because I felt that it had a lot of value.

14 I think being a part of curriculum committees and seeing the development of programs, taking the concerns of teachers and how can those be modified and how can we help on those particular things ... the Reading Association, I belong to that. I think gathering is another source of information. Taking classes, I think that to update your classroom teaching and finding out what is new and available is important also.

16 Well, there are lots of little successes in teaching with individual children. I guess right now since this is so top in my mind the whole language philosophy, the change in my teaching techniques. I feel like there are a few of us in our district who have been instrumental in pushing this to the forefront and establishing a support group. It met last September in my building, sixteen of us and grew too big that the district said go back to your original group don't
Subject

16 get this too big we don't want to shut anybody out so we invited anybody who wanted to come and they thought we were going to push ahead too far before the district was ready and I can understand that. But I guess I feel successful in some ways in making those little changes in people and helping to educate or keeping them updated. I hear a lot of people thanking me and I always share and they are grateful for that. So I feel that's a success, I've done my little part in making education better.

Interview Question: How would you feel about working on a project that you knew would ease you out of a job?

12 I would go ahead. I believe in it strongly enough that I would go ahead and I'd believe that I would convince people along the way that what I was doing was right and therefore I wouldn't lose my job.

Interviewer: You'd work both ends of it.

12 I would because I think I could convince them. I think I convinced a lot of people this year. I really did. I was the first one in my building to start this, and I've got, even my principal almost a convert.

Interviewer: So you initiated this change in your building?

12 Yes, and really not too many are into it. I was wanting to gain a few more followers along the way. But I'm pretty much it.

7 That would be all right with me.

Interviewer: Why do you say that . . . why do you say that would be all right with me?

7 Because, obviously we've determined that I like change in the first place. Even though it might ease me out of a job that I really enjoy doing, I know that would then push me into finding a job that I would . . . well, I guess I've never been in a situation that I didn't like the job I was doing. Even though I wasn't certain beforehand that I would. So moving to another job or being without a job is certainly frightening but there would always be a way out of that, I'd feel.

Interviewer: So you would have no concern?
Subject

Oh, it would, I would certainly go through stages of concern, but I would do it. I would do it if I really thought this project was good for the betterment of what we were doing.

Interviewer: For the quality of the project?

Oh, yes.

Philosophically I would say if it benefitted the children, I would do it, but my reality says I need to have that paycheck coming in.

Interviewer: How would you work that?

I would . . . I'm very humanitarian and I would do that. If I really believed that project was essential to the children in this district and I would lose my job because of it, I would still work on that project.

I'm not real uncomfortable with the idea of not spending the rest of my life in a particular job. I guess I must be kind of a risk taker because I figure every time that a door closes three more open. I have always been real fortunate in that area so that I would not avoid a task because of the future. My husband works in a factory and this comes up a lot. We can't do that because there won't be any jobs left. So that doesn't bother me. If the door closed and I was surplus and was moving on to another building I thought I'd try a practicum in business to see if I like that better so . . . no, if the situation is better because of the work that you're doing and a job changes, that doesn't bother me that much.

. . . I enjoy a curriculum committee if it's effective, if it's not, I don't want anything to do with it.

I like to do things that I can see what we've done something when we have left the building. I don't like to go and just discuss and discuss and go home. What came out of that? I don't feel like taking anything away from that meeting. Those kinds of things I like to stay away from. Professional tasks that I prefer are like the REP Council, you can see that it's not just helping you as a teacher but it's helping the whole district and it's give other people an idea. We have high school, middle school, and elementary people on there, as well as principals and specialists such
as music, art, and PE. You can see the problems they are having in their areas and be more understanding of what happens. It gives you a whole district view other than just an elementary building. I really like to see something come out of what we do.

I like the organization types of committees that gives some kind of drive to an entire group of people, some kind of goal, somebody that sets time to set things up and say these are things we're going to shoot for. Those kind of committees I like.

I have paperwork. I don't like the paperwork. That frustrates me. I like working with other resource people. I worked on the Gifted and Talented Committee this year to help identifying gifted and talented. I really enjoyed that because I was working with the principal, the counselor, other teachers and the media specialist. Other professional tasks . . . that is really hard for me to answer because I see my one job as being responsible for my children. I put my whole into that. I get frustrated with things that interfere with that. So maybe the reason I mentioned the ELP Committee is because I am still dealing with helping determining kid's needs.
Collegial Interactions

Subject

16 I enjoy my associations with teachers and teacher support groups. I helped with a few other people to start a whole language support group in our district which then went to the AEA. I belong to IRA and like to go to conferences and conventions where I get to share ideas and learn from people who have written lots of the books that I read now. I enjoy that.

2 I do enjoy working mostly with the kids but I've kind of expanded that now to working with teams of teachers and administrators.

8 I love staff development, I love being out there with the people that are in the district. I like to see what's going on and meet whose out there and that goes K-12, special ed, regular ed. And I do that in the summers for the district. I have a ball with it, I love it.

12 I like to work with my peers and I find I love to get out into meetings and absorb what other people are doing. So I really enjoy support group meetings. I have enjoyed the past couple of years where I sort of am in a leader position, which I never thought I would be, but it's a co-leader, I'm not all by myself, I wouldn't want to be all by myself so I'm sharing these duties with maybe three other people.

7 I'm sure in my own building it came from this Math Committee I was chairman of, we had a really good unit this year that we put a lot of effort into. I think it's just being involved wholeheartedly in things, probably. As far as administrators, I've just always been open to administrators, coming in and sharing. I always have to share with people how exciting this is. So probably communicating with people and with administrators that's going on, always looking for something better that could go on, something different to go on.

Interview Question: You've worked on some curriculum committees, what strength there would you have that might be characteristic that would cause people to identify you as a leader? Would there be any there?

6 ... pretty flexible and that as new ideas come along even though I'm getting older, I have been able to identify with them and keep what is good from the past and take on new
Subject

6 concepts and I think that people know that I share the good from the old. We also talk about what we can do with the changes.

6 I think so, I'm enthusiastic. I try to see the good in new ideas and I'm always willing to try them. I think that people . . .

7 Probably enthusiasm when it comes to, I like to change, I like to change what I'm doing. Not the grade I'm teaching but whatever program is coming along or whatever it is. I would assume enthusiasm.

7 Perhaps not pushing something on someone, being a little diplomatic in dealing with people who are not willing to go along with something new and just understanding where they are coming from and then going on with my own thing and suddenly perhaps they'll ask me, "what are you doing?" Rather than pushing it off on them.

12 Well, yes I think probably because I really get excited about making changes in the way I teach and keeping up with . . . and trying out things that are a little bit new. Not giving away all of the old but accepting something new and I really get excited about it so maybe my excitement wears off a little bit on other people.

16 That's probably because I open my mouth and speak up. I think probably my Peace Corps experience in getting out and doing something about the needs leads me to not stay quiet when I see there's a need. I initiate or read and share information with other people.
APPENDIX G

PROFESSIONAL COMMUNICATION NETWORK
Committees, Conferences, and Professional Development

**Subject**

**Interview Question:** Where do you receive most of your professional and intellectual stimulation?

1. From other media specialists, from the professional organizations I belong to: American Library Association, American Association for School Librarians, Iowa Educational Media Association, AEA, Media Director. I do a lot of journal reading in those areas from those organizations.

2. I have enjoyed being on the district committees that I'm on. It kind of opens you up to views of other people and seeing where they are coming from and the impressions that they have of schools. That's a real eye-opening. I am taking classes, staff development classes, and that always gears me up to try new things in my classroom.

7. Attending workshops. Usually, a workshop will stimulate me to do some kind of reading.

9. ... and of course the national meetings I told you about are really good stimulation.

12. The second place, I just read all the time and a lot of them are recommended by friends or I've read about something and I guess the third place is taking the classes. There hasn't been a summer that I haven't taken a class of some sort for years. It gets me going again.

13. ... I would love to read more but I don't seem to find the time to read as much as I would like to. I do read magazine articles. So I guess, other teachers or other speakers. Not just teachers because I try to go to out of district things like I went last year alone. I've gone to Andrea Butler and Donald Graves. And I go out of town to Des Moines or wherever to hear these people. So, other educated people, not just teachers and magazine articles, and then books, simply because I don't have the time to read through the books like I'd like.

14. I think committees, my cohorts from various buildings, you go to meetings and somebody might tell you about a neat book to read to the kids, always listening for other ideas. Basically from other teachers or from something they have said or maybe I read something and you put things together. I think we have a staff that works together and shares ideas, and I depend on that.
Subject

**Interview Question:** What characteristics do you have that you think might cause others to identify you as influential in curriculum change?

8 I stay on the cutting edge.

Interviewer: Tell me about that.

8 No matter what theory's going around or philosophy or what new courses they're offering, I always try to get in there to see how they fit. I'm always quite amazed that people think that a preschool teacher isn't a curriculum leader or instructional leader. But I believe that's one quality. That I know what's going on out there, and that I try to apply whatever new information works to the children I work with. The second is that I know how to play an audience.

Interviewer: Talk about that.

8 If I really believe in something I can sell it to the other people in my building. They're willing to try.

Interviewer: You have strong interpersonal skills?

8 Yes.

Interviewer: Any other strengths that you see that you have.

8 I suppose I have good verbal skills, I am very assertive, and if I believe in something I'll talk it up. Say, "give it a try."

9 I generally know what's going on in the district and in various aspects and because I do then I speak up at appropriate times or ask questions at appropriate times that would lead them to know that I am aware of what is happening district-wide. I think the position that I'm in, of media specialist, is certainly one that is very obvious that they come for help and therefore I do have to know the curriculum. I do have to know the materials, I do have to know if we don't have it who else to contact and I suppose they perceive that as being knowledgeable.
Interaction With Colleagues

Subject

1. . . there are several of us that get together and talk about the things that we should be doing or things that we are doing.

2. Well, my administrator, my principal is real good at coming around in a very casual way bringing up concerns or ideas and kind of bouncing some ideas off of me and having me think through things and that's one area, the discussions I have with him. My colleagues, of course. We are a pretty closely knit group. I feel a lot of discussions go above the just the kind of teacher talk that you may get otherwise.

4. Actually, I think I'm very fortunate in that so many of the people that I teach with are so stimulating to be around. And I think they stimulate me to do things. And hopefully it's a cycle, that we stimulate each other. We also have some excellent people as facilitators in the district who I think encourage us to do things and stimulate us. My husband is also in education, so I think too it is a kind of total picture where we are talking education quite a bit and that acts as a stimulus too.

5. I love talking to people . . . I love sharing ideas with other people.

Interview Question: Where do you receive most of your professional and intellectual stimulation?

6. Reading professional magazines but also getting together with people on our staff.

7. I learn better with people interaction, absolutely.

10. From other staff members, from taking classes, I've taken some classes at UNI and some at Iowa. Mostly from other people though.

7. Some of it is from discussions with the principal, I do enjoy, our principal is very good in curriculum and we've just had her for one year and it's been really exciting to be able to talk with someone. Talking with other teachers.

9. Well, I receive, besides the places that I mentioned, I think our own media group. . . . That I find very, very important, not only just from the dissemination of information but . . . the opportunity of getting together.
We had our state media convention here in Cedar Rapids in April and some of us went to meetings that others were putting on, and that was how we found out what they're doing in the district. I said, "isn't it a shame that we had to come to a state meeting to find out what you're doing across town." But I really felt that just having the opportunity to visit with my colleagues, everything is so rushed, rushed, and hurried, hurried all the time that that was important.

Probably from my teachers. . . . We do, meet so often for breakfast, several of us meet on a regular basis just to kind of share and talk. But probably I get most any kind of stimulation from my teaching peers in my building. I have another media specialist that I work with that is so different, night and day. My principal would certainly be one; and my peers that work with me . . . on like language communication and that type of thing.

. . . friends that I really trust, teaching friends.

Probably from other teachers, because I'm so involved with other teachers all the time.

**Interview Question:** What characteristics do you have that might cause others to identify you as influential in curricular change?

I also think that one of my skills is that I'm a good support for those people. If they have a concern or a question about something new that's going on, we'll talk about it together. They'll come and say, "I don't even know where to proceed from here. Give me some ideas where to start." I'll say, "well, I don't have all the answers, but let's try to work something out." And I'm pretty visible in my building.
Communication Skills

Subject

2 "... I'm outspoken. I state my mind, or I at least give my opinion."

3 "I'm not afraid to say what I think; and I do so tactfully, so that I don't step on other people's toes."

11 "I've always maintained a pretty positive attitude in my teaching environment, outgoing. I think that appeals to other people. And many of co-workers are much more withdrawn. Also my job is one where I'm certainly in the center of things as a media specialist and (the district's) philosophy has always been that media is the center... I have good communication skills probably because of my background, I'm an English major. Good writing skills, not professional but adequate. Again an outgoing nature, a positive nature. Those basically would be ..."

12 I never really have thought of myself as a leader and I never really have wanted to be like a curriculum so called curriculum advisor but if people ask my advice, I'm there and I try to give them my time in the building that I'm in or which ever building I'm in, to listen to their concerns and try to help them work through some of their problems. Not really by giving them any specific advice but mostly just by listening to this and supporting them. Being supportive, I think that's so important when you work in a building, to get along with each other. Because life is too short to not get along and if you're working in a situation and your life at work is miserable then what a waste that would be. So I really feel like that's a real, you know, the faculties that I've worked with, that's always been one of the good strengths that I've enjoyed and just being a part of a real working faculty.

13 I believe in what I do. I think that's probably the best way to put it. I won't do something if I don't believe it. And if I believe it, I speak out about it. If I don't like something, I will in as nice a way as possible. I don't like to get irate, and I don't like to say this is the only way, but I will voice my opinion if I really believe something strongly... A philosophy of mine... "it never hurts to ask or to question." I think it's very important to question things if you don't really think this is working or going the way you feel that kids are learning in the best way. I think you should question and you should research and then you should go to the people that matter and let them know what you have researched or ask some..."
Subject

questions about the research and the background and why we are doing this kind of thing.

14 I think I'm a good listener. I mentioned I was a good talker, too... I can often times see both sides of an issue. There are times... when somebody is negative about something, I take some of their ideas, but also try to draw them to a positive side... . . ."  

14 A good listener... able to see both sides... helping to draw those together.  

15 I am very verbal. I'm very strong in my actions, my opinions. Very assertive. At the same time I really can... people have told me I'm very sensitive and perceptive to differences. It's not like this is me and this is the way I go, I can kind of get into whatever it is. I've had several people tell me that I'm real sensitive to others and the way they see things. I'm able to look at things from their point of view. Would you call it open minded? Probably perceptive. And sensitive to other ideas.  

10 I think the advantage we have of having the flexible time. I have a lot of time to be around the classrooms, to be around the teachers to know what they are doing. And if they have questions I also have the time to call somebody and find the answer. We've also had through the (district), when they install new curriculum, they make sure the media people know what it is and know about the materials and have our own in-service.  

Interviewer: What do you do that makes people see that you will use that time for them? What are some things you've done with teachers?  

10 I think probably the most important thing is I try to do what I call "making rounds." I try to hit every teacher once a day if I can. Just so that they know I'm there and if there is something they want they know that sometime during the day I will appear and I can get for them what they need or help them with what they're doing or help them with a group of kids if they need help that way.  

Interviewer: What about your basket?  

10 My basket, my basket! My IMC is upstairs and all my teachers are downstairs in a big building. So I just have a little basket that I carry along and if people want things I gather during the day, or whatever, every time I go down I
Subject

take my basket with me and deliver things to where ever they're supposed to go. It's just a way for me to keep track of where something is. Cause there are two media people within about ten feet of each other, so we have a lot of stuff that might get mixed up. So I discovered the basket system works pretty good.

Interviewer: You use that on your rounds then?

10 Yes, I take the basket with me.

Interviewer: So every teacher knows that at some point during the day you are there to touch base?

10 Yes.
APPENDIX H

EDUCATIONAL BELIEFS AND EXPERIENCES
Child-Centered Approach

Subject

4 I think I was always interested in children. Grew up on a farm and had a lot of responsibilities with other children in the family and church school at an early age and taught Sunday School when I was still in junior high, that kind of thing, a lot of babysitting. Just enjoyed working with kids.

5 I love kids. I am one of those strange people who decided in 2nd grade to be a teacher. I decided to be in education and I've been happy in counseling; looking forward to administration. I'm maybe a born teacher, in second grade I knew I was going to be a teacher. I just followed through the whole way. I have never wanted to do anything else, ever.

9 I'm sure I became a teacher for many reasons. I was in an era when you either became a nurse or a teacher. I knew I didn't want to become a nurse. I had teaching background in my family, somewhat, so that was undoubtedly an influence. I really cared about child learning, and I guess that's the reason.

10 The ideal teacher is one who knows what she's teaching, for one, does a lot of grouping, so the kids attain their own goals. So she's challenging the high kids and not frustrating the slow kids. Somebody that really cares about the kids themselves, I guess that would be my idea.

11 I basically like children, and I like the age that I work with which is K-5.

13 I've always loved children.

14 I always had an interest in students. Many years ago even just playing house it was always fun to be a teacher.

15 Well, I have always liked children, and I've had a lot of experience with children.

16 I guess first of all the teacher should be open to the needs, the emotional needs of the child. We can't kill their self-concept by what we say. We've got to be very positive with young children . . . should not squelch the self-concept of a child . . . the teacher should have the interest of the child at heart, know how to be organized and be able to manipulate the materials, be able to run a 29 ring circus. I have students in my classroom who are
Subject

16 working on lots of projects in small groups or individually. I think the ideal teacher has to be very flexible. I feel like I am both very organized and very flexible and at one time I used to think that that wouldn't work together because I had to have everything laid out. I am finding that I am not doing lesson plans real well anymore because I am flexible with the needs of the children as we move from day-to-day. I have an overall plan but I'm much different than I used to be. I guess what my concept of being a teacher used to be had changed greatly since I've started feeling this difference in empowering the students and really viewing learning from the point of view of the student learner rather than the teacher dictator, see the teacher as a facilitator. The teacher should be a facilitator.
**Child Centered Approach**

**Subject**

1. First of all, I start with what I call the outline of what I want to teach, it's the basics. And then I pull in information, either additional, I tailor it according to the students I'm teaching. If they are all in one large group, and I have a very diverse group, I still impart the basic body of knowledge that I want them to gain. I start out with that, but I might employ some different teaching techniques. Being aware that there are very many visual learners as well as the auditory learners that doing something with a hands-on activity is a motivator as well as you learn much quicker that way. And I have found that there are some things I don't think you can be 100% on everything but you look at who you have there and then you work with it.

1. It involves the empowerment of students, the community of learners, all of us supporting each other and learning from each other.

3. Everybody is starting from one place and some just go faster. Some of them come to me with a lot of ability and are already doing a lot of reading and know the sounds, the alphabet and can count. So I'm aware that there are many, many places so you just can't say you're going to teach to everybody the same. You have to make a lot of flexible plans when you are teaching for them even in kindergarten.

3. The discipline problems I don't have a lot of problems in my class with discipline because I try to teach that these are the rules and the rules are for everybody.

4. I think you are constantly adjusting your materials. Lots of times I think you can do a lot of the same things, they can be part of the whole group in many ways but you adjust what you expect of them in a way of shortening assignments and it takes a little more time getting them started with things and I think these kids need a lot more of the hands-on kinds of materials, a lot more experiences with concrete things before you expect them to be very abstract in their thinking.

5. For any child experiencing a problem the best thing you can do is help them have small bites of success and keep it coming.
If your child were mentally retarded you would want the special placement. If your child is gifted he needs a special placement. You would no more come to my door banging to get your child in an MR class if they didn't need it. We need to treat it as special education. But it is just as vital, statistics show the suicide rates and the drop out rates are the same, not the same, they're higher than the average kid. But that's a crucial problem, and again you go back to modifying and extending their work to keep them interested.

The slow learner needs to do the very same kinds of things that the fast learner needs to be doing. But needs to have the time to put those early structures in place and really the while idea of the individualized learning that the slow learner is not going to be doing the same activities that the fast learner is doing as much.

No matter what way I'm teaching discipline problems are really at a minimum when you look at a child as an individual and just see what it is the child is wanting or needing or you can always find some way to address the child and give him respect. You need to have a definite structure to what you do so children know what to expect. Making allowances for understanding that this child can't quite fit into that but still didn't give this child another kind of structure, I think there has to be structure. And even when you have each child doing a different activity there is a structure, they know what boundaries they can go out of and what they can't.

I don't believe that you can take a program and stuff kids into it, you have to develop a program for the kids that you have in your classroom.

Teachers need to know about children's learning styles. All children don't learn by reading, all children don't learn by just hearing. They need to be aware of all the modes of input they can provide so all those children can learn. I don't believe that any child has a discipline problem. I just believe that we haven't programmed appropriately for that child. I don't believe children have discipline problems. I believe we make them in the classroom.

I would certainly give them a different kind of assignment and we work on a different kind of project than I would a more average group. But as far as materials which is basically where I see my role more so than maybe interacting with those individuals, when I do my ordering I try to be
very conscious of picking materials that I think are going
to cater to these various groups. For example, a year or so
ago I purchased quite a few materials geared directly to
high achievers, not necessarily gifted and talented but that
caliber. Very different materials and I felt that we
certainly lacked in that area of thinking skills and so
forth. So I purposely bought a number of materials to cater
to that group.

Again because of the nature of at least the center I run, I
run a very active center, and a real loving center, I do a
lot of hugging, a lot of warmth. We do a lot of self
concept building and many times is a reason for the
discipline problems so that by the nature of the center and
my personality I can reach out to those children without a
lot of difficulty. I suppose my interest in like low
ability or children with learning problems, again I'm
constantly going to my teachers and saying let me know if I
can support you in any way in these areas and many times I
will be working individually with these children. I suppose
even more strongly than that I try to make my collection,
support their needs. I recently moved into a library that
did not have a strong high interest level cap set of
materials for the older and the younger child so that's been
a real high priority of mine to purchase that type of
materials. Even with materials I try to support that type
of child because he so definitely needs.

Try to find out what they're good at, challenge them. Get
them started that way. Show them they are good at something
because every kid, once they find out what they're really
interested in, go at it that way.

It's situation, minute by minute, and day by day. I had a
child this year that often drove me nuts. But we managed to
make it through the year and I tried always to remember the
good things that I liked about him and he did have some neat
things. You've got to keep those in mind or you begin to.
.. I really try to self examine myself at the end of every
day. Have I picked on this child unnecessarily, have I
singled this person out, and I really try to self .. I
really think teachers should everyday self examine
themselves to make sure they're staying human and remember
this is a child, not an adult. .. I sometimes think too
much of the time as teacher we're forcing this child to bend
to the will of the teacher and I catch myself caught up in
this, "okay, you're going to do what I tell you to do," kind
of thing/type of syndrome. Whether it suits this child or
not and I think sometimes I try not to get too petty with a
child that's acting up.
It's just a logical way to teach all children at their own rate of speed.

So it goes back to the teacher. Now, I know we only have so many minutes in the day but we are responsible for everyone of those children whether they are fast or slow learners and we have to put in the effort that it takes to meet the needs of those children.

... the gym teacher picks a class out of the primary and then out of the intermediate, to get the sportsmanship award, and my class, every year that I have been in this building, which has been four years, has won the first one for the primary. I just bubble inside but I think the key factor is the kids know how to do things without me there. They don't have to have me there saying, "be quiet, line up not, etc." They are responsible for their own behavior and their own actions and I think that that carries over into the phys ed, they learn how to share, they learn in the classroom and I really think that's teaching them as a total human being to be a better human being and a more considerate, sharing human being. It's not just teaching them gym, music, or art or any one thing. And so now that I've bragged a little I probably won't get it this fall. But anyway it does happen and it carries over into music and the other areas too. They can learn to work together quietly, because they are used to it in the room. They're not used to sitting with their hands folded at a desk.

Accept them for where they are and make them feel good about it. Let them take the risk, a slow learner might be working with one of my best artists and you know by the semester they're working together on a book. Maybe one is the best artist and maybe the other one is the best writer and it's so much fun to see some of the kids who are struggling so hard working with some of the best students on a combined book. I think they feel they can do that because they can risk that. They know it's going to be okay.

But I think the kids know their limits, that it's not a yah hah time. I think there has to be some quietness in the classroom. To me I guess it's some kind of an organizational pattern. That the kids know my expectations of them and I guess I thinking more of a routine that they have that to follow also.

In my educational philosophy I believe that when kids are ready to learn, they'll learn it as long as you expose them
to it. To me that's my job. I feel more like an assessor or a diagnostician. It's not like this is my curriculum every year. I spend the first month figuring out what I've got. Where we need to go from there and what is it you need, and then determine it. See that is really time management. Because you have to say, stop here now and what did you see and lot of record keeping and decide these kids over here I need to work on this. I would like to do more of that.

Yes, there is a lot more choice on their part. I find that my role now is more getting them started, getting them to see what's available, and getting them to make their choices. Because by the end of the year this year they were doing that so much independently where at the beginning of the year they weren't and it's because it's so different for them. It's not so much do this, do this, do this. It's now you're going to get to choose but at the same time you can't just let them go. You have to guide them through that to teach them how to make their choices.

I do more whole group like the first half hour of the day and then it's more individualized work and it frees me up to go around and work with kids on an individual basis and I've done some ad hoc grouping too where you go around and you see all of these kids and you see there are ten kids that don't get the same thing and the next day you do maybe a short time of whole group work and then you do the ad hoc group and then you do your . . . and I do think teacher assessment, seeing if you don't free yourself up like that to be able to move around you never get it.

I think we have to start with the needs of the learner, allow children that ability to make decisions and choose types of learning that they want to do. We really can make much more of our learning, teaching in the classroom, meet the needs of the students without emphasizing their weaknesses. That we applaud their strengths and let every child know that they have something worthy of our admiration. I guess I feel we need to make all children successful.

Well, I think we always have children who may appear to us to have discipline problems but part of it may come about because they have an emotional problem going on either with their self concept at school or at home and it can become a discipline problem. I try to do a lot of building of their self esteem in how I talk to them and try not to give negative comments. And that's hard sometimes, we will get tired out feel like we're being bombarded. But I also turn
Subject

16 to each other for their positive support we do a lot of clapping for each other and saying that's good and do a lot of building of self esteem in the classroom. I've found I have less discipline problems partly because I'm letting children select things that they want to learn, projects they want to work on that's related to their learning, helping to facilitate the needs according to their needs and interests rather that it always being teacher directed. I think we have got to teach children to learn to make decisions and to use in their best judgment what is good for them because it also allows us to see where they are and what they think and feel and go from there in supporting them or creating new experiences to take them further.
Teacher Success: Effort and Attitude

Subjects

1 I think a good teacher questions, questions themselves as well as questions what they are being asked to do not for being insubordinate but just always searching for "how can I be a better teacher?" Also, communicates well with parents, those are the things I think, I think the sense of humor and the sensitivity are very important.

1 Right, I think that one of my main strengths is being perceptive and sometimes I feel that I am almost too aware of what is going on around me and then other times I can withdraw and get my own things done but I feel that part of teaching is serving. It's not imparting a body of knowledge but it is also serving. Whether it be serving the staff, or the students, or the parents, you are serving them. And again you need to be in tune with what their needs are to be serving and that's I guess how I look at it.

2 Again, I think it's because it's something I enjoy doing and with each little success I guess that gives you confidence and desire to go on to bigger and better things. Looking back over 11 years of teaching I can see that I have really improved. I've kind of gotten a position that I guess some people would see me as a leader and that makes me feel good that I would be a leader in my profession. It's something that I worked hard at, that I kind of decided years ago that I would do and so that's what I do, but I work at it.

2 I think the ideal teacher knows her business well and is willing to put the extra effort into it that it takes to go above and beyond just the minimum. Whether that's more time or whether that's just volunteering to do things in the school where you could just sit back and let others take over.

2 I try to avoid people with a real negative attitude or sarcasm when it comes to students. The teachers who check in at 8:00 and out at 4:00 and I don't mean that you have to put extra time in, I'm just saying the teachers who do the minimum and it's just a job.

2 Well, I guess in some ways in school I'm outspoken, I state my mind or I at least give my opinion. I guess I have enthusiasm and I put in a lot of extra hours and I think that's a real visible thing that other teachers see and frankly I'm really surprised. But I guess those are some of the characteristics.
I guess I'm not afraid to say what I think and I do so tactfully so that I don't step on other people's toes. I do a lot of curriculum work for our building, I'm on a lot of committees. We have a cadre which is our principal's cadre which makes decisions for the building. How we spend money, who goes to conferences, etc. and I have been on that for five years. I guess I volunteer for a lot of things and I'm not afraid to spend a few extra hours working on curriculum. I like to see it followed through in the classrooms and I'm willing to help other teachers if they have questions about new curriculum things that are coming about. I guess I am just very vocal in my building about meetings that I have been sitting in on and what good things are happening.

Gripers, I just don't like people who gripe and gripe and gripe. I try to be tactful about it, I listen and let them have their opinion but I feel that that is their right but I don't like it and I generally my statement is, "Why don't you get on a curriculum committee and see if you can make some changes that you're talking about?" At that point those people don't want anything to do with it because they would rather gripe than make a change. And so those are the people I try to avoid.

I guess, most recently because I have been working so hard on taking classes and probably talking with them a lot with other people in my building and trying to stimulate some of them to take some of the things that I have been involved with and have enjoyed.

One of the things I hear a lot, and maybe this doesn't look curricular, is enthusiasm. Probably more than anything else I have enthusiasm. I can go to the worst meeting in the world and I will look for the two things, enthusiasm and positive attitude. I will come out of there with the two things that I like. One of my goals as a counselor is to keep that morale, keep that attitude good in the building.

Negativism. I hate negativism. That a double negative. I really I can't say I avoid. Occasionally I will adopt one just to see if I can . . . I real challenge. That's weird but I really do. I will seek someone out and see if I can make them more positive. That really bothers me if . . . you know it goes back to the old thing, "half empty, half full, the glass of water." When I teach children I'm continually trying out to them "what can you do, what's positive, what's good." It really bothers me to see professionals who are concentrating on the negative, or will get really upset with someone else over a very small thing.
Subject

5 I think look for the positive. I think no matter how bad it gets there is always something that is good. There is always something that you can joke about. Something you can laugh about. You can take the grubbiest little kid, that has the most academic problems, that does some horrible things to the teachers, but chances are there is a piece there that you can find. I just think there is always something. Or maybe you'll have ten meetings to go to and only one is any good but I think you have to grab onto what is good because the opposite ruin many good people, really good, good teachers that I'll see ten years later and they're ready to quit. It's because they didn't find enough positive in their life.

6 I guess I'm sort of an optimist and I guess I visualize the path beyond and feel things will be all right when you get to the end.

7 Success is hard work. I feel the things you devote your time to, that you are really . . . I don't like to do things half way . . . really do things, spend the time to do the best I can. The thing I feel most successful about is chairing that math committee. I had to give a Board presentation on it. I hate giving speeches in front of groups but I made myself do it. And I felt good about it afterwards. But really putting lots of effort into it and seeing it flourish is success to me. You can't be successful unless . . . even though I do wing it a lot on things that I've had experience in doing. Something that you do really well you've put a lot of effort into doing.

7 One of them is being hard-working and that's, I just don't feel we can do our job without being hard-working and on top of the game and it takes time outside the school. so, I admire those people who do that if it's going in the right direction. Ability to interact with children and make them feel as if they are learners and I've always admired that in teachers and I think that's half of the ball game. You've got to have your act together with what you're going to be presenting to them, but that's probably, to that's . . .

9 Yes, I do. I know it would be better if I could think of something but I . . . something as simple as a successful lesson or . . . okay I feel my lessons are successful because they have been well thought through and planned and have materials organized and ready to go. Have the group prepared . . .
I am a dependable person. If I say something is going to get done or whatever, it will. They know that if they request something that I will carry through and get it for them... being responsible and those kinds of things.

People that are willing to go the extra mile. People that are willing to work on something after 4:00 p.m. or something before 8:00 a.m. People that don't gripe about anything new you try. You know, give constructive criticism but don't say, "oh, that will never work or gosh, do we have to do this, or gosh, what is this going to do to my day, you know, poor me!"

If I don't know the answer I will make the effort to go find something that might help them with the problem.

Well, success is, you know, it can be a matter of degree. I really try to look at failure as a possible success because I really have a real upbeat attitude. I try to always have an upbeat attitude so that I know that, I've had enough success in my life... still there's always going to be with each failure there will be an equal amount of success, I think. So I look at it as we can get excited about little things, we don't have to wait for big successes.

I think success is what you yourself want it to be. I'm a believer that you can do almost anything you want to if you want to do it bad enough. I don't ever want to become the president of the United States, so I never will, I don't want to become an administrator, so I probably never will, but I truly think that... there are situations and things that will never allow you to do some things but within reason I think if you want to do something within reason, I think you can do it. You can be successful at it, it will probably take a lot of work and it depends how much you want to put into it. I think you can do it.

They know that I have spent a lot of time working. Here again what's important to me. If something is important to me I will work 24 hours or whatever it takes to accomplish that and then I may die for a day. But I won't sit back and let someone else do it. I guess if I feel strongly about it I want to see that it's done in what I feel is a good way to accomplish it. So I don't just say something and then fall back out of the picture. I follow through with it. If I say I will have a 20 page report done by tomorrow at noon I think people are depending on me, or I said I was going to do this to somebody, It's very important that I follow through with it. Maybe that's why too, and yet I try to be very conscientious about it with other people.
Subject

13 That my destiny . . . that things will happen. If I'm still doing the best I can in all areas, things will happen for the best for myself and I will be satisfied with that I guess.

14 I'm willing to work more than just the time of the 8:00 to 4:00 day. That if there is something that needs to be done, I'm willing to do that. I don't do it to get a pat on the back, but because I have a sincere interest. If that's going to help things go better in our building or my classroom, then I want to do it to help.

14 Success is wonderful. You feel very good about yourself. I think that you've made other people feel good and I like that because I mentioned earlier I don't like conflict. The most recent success I can think of is the Enrichment Day we had at school. Yes, it took a lot of hours of planning and working but it was well worth it. I'm more than willing to do that in order to help something work out.

Interviewer: So you're saying it succeeded because . . .

14 Extra work and desire and willingness to take the extra step.

14 Patience. Willing to go the extra mile. Willing to share ideas. Accept criticism. Willingly work with other people. A sincere desire to help children. Have a sense of humor. Understanding and caring. I don't think you can do it on your own. I think working with other people is extremely important. Getting as many ideas as you can. I think trying new ideas. Not being afraid to experiment. Accept failure and go from there.

14 I can often times see both sides of an issue. There are times when I do try to, when somebody is negative about something, taking some of their ideas but also trying to draw those to a positive side and helping things out.

15 I did describe the one to you, the writing one. That was a big one this year. I was successful with it and it was really, I mean, nobody could understand it, they didn't know where I was coming from. I was doing this all year long and I thought I'd made a big mistake here I should not have done this, this group is too immature. And I thought all year I'm going to keep on, I'm not going to give up, I've started it and I'm going to follow through with it and they did it. It really sold me because I thought I was doing something right.
Interviewer: Why do you think you succeeded in that?

15 Because I didn't give up on it, because there was a point when I could have said, it's not working. Also the writing workshop I went to had classes like a support group once a month. See so you could go back and that was a real key. That makes something live or die. That follow-through through the year. You know when you take a summer workshop, then you go back and you try to do it, if you have those follow-up groups and those support groups, it gets you through some of those rough spots the first two years.

Interviewer: So, sticking with it and the support group.

15 Yes, the support group, that made it successful.

Interviewer: Are there any other factors to which you would attribute your successes?

15 Really being honest with myself and really facing, just really staring the problem right in the eye. How can it be solved? And wanting to solve it. And not being afraid, you can't be afraid to try something. This is true both professionally and personally, I would say.

15 You kind of gravitate towards a certain group of people and the people you gravitate to are people that I have to definitely say that they are people that are real vivacious outgoing people. That are real energy . . . a lot of energy . . . and have very strong beliefs. Those are people that I gravitate to. The people that I know just don't think about--it's just a job to them and it's not a profession.

16 I read a lot, I am very dedicated, I work hard. I always try to add new ideas or develop new materials based upon what I feel the needs of the kids are but that may not have been produced and then I want to share that with other people.

16 Staying current, up-to-date and research and trends in teaching I guess being dedicated to the kids. Seeing them go beyond what is the minimum, which I guess the minimum to be a teacher I don't consider to be good enough. So I admire the teachers that go beyond.
Subject

Interviewer: How do you perceive success, then?

10 That's something that should happen.

Interviewer: Oh! All right, talk about that.

10 You should succeed, that's my whole goal if life. To succeed at what I do.

Interviewer: I think I'm hearing you say "you will succeed!"

10 Yes, I think it's a whole attitude thing. If you know you will, you will.

10 Then if you fail, then you just say, "I wonder why that didn't work? It should have."

Interviewer: So failure is temporary?

10 Yes.

Interviewer: But success is permanent?

10 I hope so.

Interviewer: What are some successes that you've experienced?

10 Taking, like last year we had a new teacher who worked with a teacher that I've worked with for a long time. She came from the school of "you go to the library once a week for a half an hour and somebody reads to you and you go away and you never go back." It took us all year but we got to the point where her kids were coming in small groups and her kids weren't coming for that wonderful half hour block. I thought that was a success because I wasn't sure we were going to win that battle in the beginning. And I didn't do it alone, it helped to have the other teacher that said, "this is what my kids are doing." Then she saw, "oh, maybe we should try that."

Interviewer: So, you're attributing that success to . . .

10 To the teamwork of the two of us.

Interviewer: Okay, you had some planning there . . .

10 Oh, yes.
Interviewer: And you stuck with it over time.

10 Yes.

Interviewer: Any other elements that contributes to that?

10 Just the being around, you know. Being there every day, visiting with that person every day, saying . . .

Interviewer: That personal contact keeps coming through here, doesn't it?

10 I think that's so important to me. Yes, you're not going to get anywhere if you sit at your desk, you're not going to gain anything. Course I spent a lot of years in a portable building and the teachers didn't want to come out there so that's probably how I got started. Kids didn't mind coming out through the rain and the snow and the slop, but the teachers didn't want to come.

11 An ideal teacher has a good grasp of the curriculum and yet is willing to move away from curriculum when they need to. They don't live and die by the textbook. A good teacher is one who stays on top of things by taking good inservice courses. Good teachers are willing to get involved in many levels of building activities, whether it's academic or whether it's social, just an integral part interwoven into the whole context of the building.
APPENDIX I

INTERPERSONAL RELATIONSHIPS
Locus of Control

Interviewer: If you were to identify a motto or "words to live by" that you rely on when things get difficult, what would it be?

1. Well, I believe in prayer. I think I would have to say prayer, looking ahead, and doing by best to smile at whatever the situation is to find something positive about it. If you can find something positive about a situation, then you can work with it. If you can't find something positive about a situation, then it defeats you.

You have to cut the shoulds out of your vocabulary and realize that as long as you keep your goals in mind and you are aware of what's going on then you will be a success. But you have to be careful that you don't put those successes on a scale because maybe some of them are, you shouldn't equate one success with another one or equate yours with someone else's. Sometimes your biggest successes are that child that comes and gives you a hug that you've been working with and this is true about teachers, I think they take these things and say it makes it all worthwhile that you have finally reached a child that has been so difficult to work with and maybe it has nothing to do with your teaching, maybe it's just a relationship that comes from hall duty or something but they really need that. Those to me, those successes are sometimes more important than any curriculum committee chair or anything like that that might get written up somewhere. Sometimes those successes that individuals or the teacher that after five years, all of a sudden you see them changing and it may not be just what you've done but I feel we are all instruments in other people's lives.

You have to do what you think is right for you. You have to do what makes you happy first and everything else will kind of take care of itself, I guess. You have to be comfortable with what you've decided to do or what direction you go.

Our building has one, sort of. I can probably rely on, it's "nothing ain't a big thing." It's sort of using bad language but anything that comes up it's no big thing, we can work it out, deal with it as it comes up and don't make a big thing out of it. Our principal has what she calls opportunity and when she comes to us with an "opportunity" we know it's going to be a big thing. That is sort of what our school motto is, "nothing is no big thing." It is just that we have to take each step at a time and work it out together.
Well, I don't know, I guess I'm a strong church person as well as... it is important in my life.

Well, certainly religious beliefs... well, I do rely and believe in divine guidance and letting go of anxieties about whatever it is and trusting in both God and my abilities to be able to find a course that will get me through. Find some humor and you'll get through whatever it is. Find something that will... definite humor. Everyday is on purpose. Whenever things get tough or things aren't going well, I tell myself that every day. That everything I do today has a purpose. And I have to believe that and that tomorrow will have another purpose. I really do believe that every day of my life is on purpose. I can't blame the things that I did on anyone else or the decisions that I made on anyone else, that I created the purpose for the day...

God definitely flows through my life. I don't always like the answers He gives me, but He is an important part of my life...

There is some higher purpose for what I'm doing, but I believe that I make every day.

Well, I guess that I'd have to say that I believe that things have a way of working out the way they're supposed to work out. I'm not always a very patient person so that's not always... I can't always sit back and wait for that to happen but I guess I believe that things will work out the way they're supposed to.

This too shall pass.

A lot of times problems seem like a really big problem right now. But sometimes if I just wait it out it will become a nonproblem, the other person will give up. Or if I make a decision, it will be over and nobody will remember it a month from now. Unless I suppose it's a real major decision but... so I just have to keep remembering what seems important now may not be important in a month, and my whole job probably does not depend on the outcome of this crisis, in most cases.

My strengths, I think that just knowing what's going on, caring about what's going on. Not only with the teachers but with the kids.

One of the things, I have a plaque on my desk that says, "Creative minds are rarely tidy." That would be one. I don't want people getting on my case if there's a lot of
Subject clutter. Because second grade's in the middle of an art project in the IMC, don't bother me with that. It will get cleaned up. The other one, probably the one I would hand over my desk would be, "don't tell me, we've always done it that way." That's a real turn off for me, I don't want to hear what you've always done. Let's try something a little different.

Tomorrow's another day, a new day.

Oh, to do the best you can at whatever you're doing at the time you're doing it. That's been my whole life, I don't know why I didn't think of that right away. That's how I was raised, very much and I really totally believe that and if you're doing the best you can at the time that you're doing it, that's all anybody can expect, even yourself.

I think I'm a very conscientious person. I do care about people, very, very much. Sometimes too much. Maybe that's why too. I hope that comes through and I think that's probably why too they know that I really care about what is going on. And the key is what is going on for the best for the kids. That's what's number one. I hope that comes through with them, that they know that to me is number one.

Everything always works out. There is a reason for everything. Both of those. My mother always says never is an awfully long time. I truly believe there is a reason for everything.

It's not mine, is that all right? If you can't fight, and you can't flee, flow. I get real stressed.

Interviewer: You hand motions are telling me too that in a dialogue of more than one person, more than two people, are you kind of indicating that you might mediate ideas? Or am I putting words into your mouth?

Yes, I have done that definitely.

Interviewer: The way you were moving made me think oh, I'm listening to that person and this person . . .

Yes, and I do, that's true. That is very true. I think some people have a lot of ideas, teachers you know in a community of teachers, but some of them don't proceed with them. You know, they air them over lunch, and that's it and I'm not like that. I think probably the one quality is that I feel very strong about whatever my opinions are or whatever my beliefs are I feel very strongly . . . strongly enough about them to act on them.
Subject

Interviewer: So when you are under stress, that helps you.

15 I just let it go. Accept the situation and let's figure out what we can do from there.

16 Well, there are several different things I guess. There is always "if at first you don't succeed . . ." I guess things can always get better . . . it will be a brighter day tomorrow . . . Sleep on it, and take a new look. I guess I look fairly positively on life and don't feel like it's the end of everything if a problem occurs. I try not to look on it as a negative experience but as a growth experience.
Subject

1 I'm a media specialist/elementary librarian for an elementary school. It involves coordinating the Gifted and Talented Program at the building level, computer instruction and computer coordination for the building, it involves all media services including print and nonprint, all audio visual services involving equipment as well as video taping, anything that has to do with audio visual services, that's the basis, plus being aware of curriculum taught at all grade levels, providing some enrichment activities where needed, team teaching with the classroom teachers and then teaching library skills. Somewhere along the line managing the collection.

3 I think what we've gotten into recently are a lot of peer support teams. There are a lot of people in the building who have expertise in certain areas and others who don't. In order to get some help in that area we have formed some support teams. Just recently Math Their Way was introduced in the primary grades. I was teaching first grade at the time and did not take it and the next year I was teaching kindergarten and that was the math program for kindergarten and I felt very inadequate. So I went to a couple of teachers in our building who had Math Their Way and asked if we could form a group so we could visit about things and what we were expected, where the programs are going, how to get started, and what materials we need, and we did that weekly for about a month after school first started and I felt a little better about getting in to my program. We also have done a lot with mastery teaching, the Madeline Hunter Model and we did some peer support teaming on that also.

4 Well, partly because in my own work for my Masters I have been concentrating so much on the math area I feel right there that that's the area I'm most, I'm well versed in that area maybe more than others and I've done a lot of class work in working with manipulatives and have done some research in that area so that's probably the area in which I feel the most comfortable.

5 I'm on the Math Curriculum Committee, I love that, math has always been a love of mine. I like personal development type things. I'm on the School Improvement Committee . . .
Subject

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Subject

5 I think that more than anything, that and the interest and the generality of my career. Having the teachers know that I've taught everything but kindergarten. They know I've been there and can understand, even though curriculum continues to change, I think I have a pretty good basic knowledge of child development and the curriculum just fits together.

6 I have been in three schools. I taught intermediate grades, language arts, social studies and right now I have one more year in media than I did teaching . . . 17 years in teaching and 18 years in media. I started in 7th . . . I was in the classroom middle and late 50s and all the 60s.

9 You're saying outside, you mean like joining clubs, organizations? Well, I'm not as active outside as I was before children. I feel like when my children are the ages that they are now that it is difficult for me enough to balance the work with the homefront and so I am not as active as I once was or hope to be once they are on their own because I feel like the extra time that I have needs to be devoted to them and their activities. I belong to our local educational association, I'm not active as such, I was more so. I belong to PDK, my husband and I are both educators and so we see that as something that not only can we do together but for professional stimulation, reading journals.

9 Yes, I do. I have attended National Association of School Librarians, their national conference. I've gone to the last three in different cities and I find that professionally stimulating. You come home and you are all in a high and you're ready to . . . I have attended a critical thinking skills in St. Louis, I did that not this year but the year before. I worked on a project for our local AEA and as part of that I went to National Film Market in Chicago this fall for the very first time so that was another new experience. So I guess, those kinds of things are important because . . .

9 I guess I see myself coordinating more at the building level if there is something going on which being involved with the computer, the Constitution Committee I was coordinating those kinds of things. I see myself as a participant more at the district level rather than.

10 I've been on a lot of curriculum committees, where curriculum is decided on, when they choose textbooks and that kind of thing. Just meeting, I've done a lot of computer instruction. Teaching people how to use
Subject

10 Appleworks, teaching people how to use programs with kids, showing them how to use a big monitor, or in my school we have a video deck, and a computer lab, that kind of thing is what I like to do, I guess.

11 I've been on Language Communication since it began and I enjoy that because it gives me a K-12 perspective which is . . . you tend to get isolated in the area you work. I enjoy . . . I do things with the social committee in the building and that's certainly a way to get a handle on feelings of the staff and that type of thing. I'm our CREA rep this year. I have done that a few years so that's fine. It kind of ties you back into the more professional aspect of your job, the legislative support . . . so that's the kind . . .

13 Well, that changes through the years. When I first started writing curriculum for Cedar Rapids it was always social studies. That was my major. From there it went to the writing. From there it went to math. Now I'm doing math and writing both. I really, really love the social sciences, I like philosophy and psychology and I like studying people and those kinds of things. I suppose I'd have to say that. Actually that's how I got my major because I just was always taking courses that I enjoy just because I enjoy takings courses from Coe or wherever. It ended up that I had a major in those courses.

Interviewer: Do you want to expand on some of your experiences in that area that you mentioned to me.

14 Many, many years ago we started out with Aquisinaire Rods. I was one of the starter with those. Our school being new, a lot of people came and observed and our open space areas and our children using those particular rods. We also had special education students integrated into our programs too. A lot of people observed to see if they could tell a difference between the regular students versus those. That was probably the starting point with math and science working with those. Then I started with some mini-interest centers and pulled in students from a local junior high that would be working with students the same time I was teaching. I can't think what we called it now but that was another phase. Then I worked as a project leader with our district K-6 elementary math and science, and I traveled to all of the buildings in our city at that time in helping the teachers with math and science things that they had . . . Taught half-time and did that half-time. Certainly didn't
know all the answers but tried to find the answers for them. I thought people were pretty receptive to that because as a classroom teacher they knew that I was going through some of the same frustrations they were with various things. Being in the district for a long time they knew me. Continuing into math, working with a lot of math and science committees then, we had what we called triads where the whole district was in three different sections. Committees would come in, which I was the chairman of, from that we had an ad hoc committee group. I was working as a participant then and got a member of the secondary science and math curriculum areas a also. So I get an idea of what was going on there. Then I worked with personal development committee in setting up personal awareness, family life type activities and goals. The gifted and talented program we revised that, probably about four to five years ago. I helped with that in sharing ideas. Continuing with science committee. The last three years I've done some science lessons on television that are aired on a Wednesday morning, and all of the teachers have an opportunity to watch those.

I think definitely coordinating math and science are areas that I really enjoy working with. Mainly because those areas take in everything. Also we talked earlier about the Phase III. Right now our school needs more playground equipment, anyway I volunteered with the PTA to be on a committee to help and expanding on working on some suggestions for the playground. That goes along with professionalism, it's part of our school, the physical activity. Finding enriching activities that we can do with the kids at school.

I'm going to some workshops and I'm coming when I go to a workshop, I go to it and get all the ideas and then I go back and I try them. To me, I don't really get it until I take it back and try it, use some of it and do it. Probably the one that I started out with when I first started teaching that, I was strong in that in school, all the way through school. It was easiest for me, reading and then writing. Then math I'm fairly good at now, now I'm working on science and trying to be better at teaching that and getting excited about it. Now I'm really enjoying it.

In my Peace Corps days I worked with science and trained teachers in science and conducted in-service in the Philippines and Manila. I've done lots of work in math in theory (DAP) Developmental Activities Project and Math Their Way. So I feel like I have done a lot of work in the math area. Then I'm doing lots of reading and search for ideas in the area of reading and writing so I feel that I'm pretty...
I'm probably among few in the district that have really stepped off the deep-end and going totally whole language and did this last year without, with my principal's approval, but not the district not feeling like we should have been there yet, but I went ahead with a pilot type . . . we officially pilot this next year but I already did on my own last year.
APPENDIX J
LIFESTYLE
I feel that a teacher should be a representative of the profession in whatever they do. Whether it's serving on a camp board, or serving on a committee in some professional other type of an organization. I feel that they need to be making people aware of the strengths of education and the needs of education. I enjoy working with parents, too. I enjoy working with parents and other people in the community as a teacher representative and I enjoyed the part that I had when working at the public library where I felt there was a real need for a correlation between the public library and the school system. I feel that we need to all work together and so that was something that I initiated on my own and out of that came the third grade field trip experience for all children. But that is something I sort of felt "this needs to be done, so I'm going to do it on my own."

Well, I think in my personal life, I don't have any children and my husband is also a professional and he works a lot of hours so that gives me the freedom to concentrate extra energy and time into my work where you know other people have priorities on other places.

I love going to class. If I could get someone to pay me I'd be a full time . . . no not because I love teaching too, but if someone would pay my way I would go to school forever. I love going, I love sharing ideas with other people. I like taking the district type activities. I like reading professional magazines. I'm a member of Kappa Delta Phi and PDK and those kinds of things and the journals and the activities they provide are enjoyable to me.

Yes, I like to also, I don't know that you coordinate this . . . when we have parent presentations in our building at PTA, I love to be involved with the parents too. It's neat for them to see what's going on and to see teachers as we are out of the context of parent conferences.

I consider myself a successful professional but that doesn't make me any better than any of my colleagues. That doesn't mean that I'm any smarter than them, it just means that I'm personally satisfied with who I am and what I'm doing.

Last week I coordinated a presenters group where we're teaching teachers how to improve their presenting skills in front of their colleagues and peers . . . I also am facilitate a Math Their Way workshop which is math manipulatives for primary grades. What else am I doing this summer. I'm doing some things for me too. I like taking courses. I'm taking one at UNI and I'm taking a computer workshop this summer and I'm going to some conferences so . . . I love to be with educators.
Subject

I think a good teacher is a person with diverse interests and has a life that they can bring to the classroom.

From my...not my colleagues that I teach with but from my community, the community. From my colleagues but not my colleagues that are in my school building. I have this one friend that really got me into teaching, she's not teaching right now but she's stayed real involved and she's stayed real up to date and I had an open house at my house one day in March and I invited all kinds of people. It was funny because in the morning most of the people from my town and neighborhood came over and then in the afternoon it was mostly teachers. We just sat around and it was great, we were talking about this and that got into what should we change, what should be different. That's where I get it from. Two really good friends, I wouldn't say they're friends that I go to so much with my problems but it's friends because we are all three in education and that's what we talk about and we have kids that are the same age and we talk about them for about ten minutes but we really talk about education.

Well I guess a lot of it is self although I have a close friend who teaches second grade and we chat on the phone for an hour or more almost every day. We don't teach in the same school. The teacher who teaches next door to me, I guess really introduced me to these ideas and she was further along in her thought processes about changing the philosophy of your teaching before I was but she's not as verbal as I am and she also does not have the outside time that I have to do all the reading, she has a family and doesn't feel that she can go to the meetings and do as much as I have but I really look up to her and admire her. So I feel I am getting that stimulation from my colleagues and that I am also self motivation.

Well, I suppose I consider myself ideal in some ways so I guess I would probably describe myself except that I am so dedicated that I probably spend too many hours away from school working on school things. My husband and I do not have a family, have children so, and he's a teacher also so we both do a lot of school work. Almost a 24 hour a day job.

The classes I've taken have all been one's that I feel I have a need for that update and enrich me as a teacher. I am not especially concerned with the hours. The hours I get go for nothing as far as salary goes and I am not concerned about the salary at this point. Probably when I retire I'll be sorry I didn't get that additional retirement money based
Subject

16 upon my earnings but my husband and I both feel this way, that our happiness and our joy and our enthusiasm toward teaching can't be based upon what we get monetarily. We have both chosen to take classes that we had lots of interest in rather than for earning a specific degree.

16 Well, I did that in the Peace Corps. I guess helping people to become self-reliant both in that setting of being a Peace Corps volunteer and in I guess I am very practical in a lot of ways. I don't think money should be spent unnecessarily, I don't think people's efforts should be spent running around the golf course or the same track again. I think we should learn from something that's already there and proceed on. So even if it meant putting myself out of a job I guess I would feel it was inevitable anyway so don't fight it.

Interviewer: Why did you become a teacher?

(Probe) People who influenced you to become a teacher?

1 I think I became or I know I became a teacher because that's all I ever wanted to do, from the time I was real small. I think that's typical of many children that they admire their teachers. Many people in our family were teachers and I decided. All I did was play school so I wanted to become a teacher. I looked into other professions such as nursing, and other things but I always came back to I wanted to be a teacher.

1 ... I just had a great admiration for, my mother was a nurse, and my father was a farmer and owned a business and was a business administrator. So they were not directly involved in teaching but I had uncles and aunts who were principals and teachers and I always admired them so I think that's shy.

2 I enjoyed working with children throughout my high school years and in 12th grade I had an experience where we created a children's book and I went into a classroom and presented our book to a second grader and that was I guess a real decision-making time in my life where I had to decide I was going to college and I kind of wanted a direction to go. And so I guess that kind of told me I should go for a teaching degree in elementary education. That sounds real interesting. Seems like all of us have some sort of either a person or some experiences that have influenced us.

3 Well, to start with my mother was a teacher and I just grew up with teachers all around me and I felt that there was a lot of expectation from my mother for me to become a teacher. I spent a lot of time with her at school, the
country school or the town school that she taught in and I enjoyed working with children. I worked with children all summer at swimming lessons and I just sort of fell into it and I have enjoyed it.

Several teachers that I had I really respected and I wanted to be like them. And forever and ever I wanted to be a kindergarten teacher and actually I started teaching in first grade for many years and ended up in kindergarten when my children were born and I went back half-time. But ever since I was old enough to say what I wanted to be I didn't want to be anything but a kindergarten teacher.

A long time ago, when I was in elementary school, I had the opportunity to be what they called a duty girl, I used to help. I always got to help the blind children at lunch time and then stay in the room with them while they played while there and was no teacher and I thought she was the most wonderful person alive and I wanted to emulate her. I was in the fifth grade. I'm really in this business because of kids, that's why I stay.

Well, my mother had taught before I was born and so she always encouraged me to do well in school and I know was the factor that I even went on to college because I was the first person in my entire family who ever went on to graduate from college. Course that was a big deal and very important. I participated in my Future Teachers when I was in high school and I went down to the grade school and worked with intermediate kids even at that time and enjoyed it and I assume had gotten positive strokes and reactions so again that would been an encouraging factor. The experiences I had were positive ones and therefore, it continued to lead me in the direction of thinking about teaching.

As a child I was very visible at school, I spent a lot of summers there. I spent a lot of my extra hours there because it was a positive experience. So I think a lot of that carried over. I enjoy teaching, just the profits of teaching I enjoy, and I enjoy the interaction. One summer I was kind of at one of those crossroads where I decided if I really wanted to stay in education, so I took a practicum experience and that reinforced all of those things that business cannot offer what I enjoy and that stimulated me to go back into teaching, and I enjoy what I'm doing.

Well, I'll tackle why I became a teacher first of all. Teaching is my second career, so I started out in life being a secretary and after doing that for a few years and getting
married and putting my husband through college I wanted to
go to college myself and coming from a family of teachers,
my mother and father were both teachers. I had grown up
with the teaching profession. So I always admired them and
I have five children so enjoyed children and felt it would
be an ideal career to have along with our children so I
would have summers and similar hours to what they had and
that I could have a job and raise a family at the same time.

Well, basically by parents, my mother-in-law also taught all
of her life so I'm sure she influenced me a great deal. I
always felt she was a really excellent teacher.

Probably the basic thing was that my mother was a teacher
and so she talked to me a lot about teaching. When I was
too young to babysit I would drag my older sister, who
didn't care about babysitting, to babysit because I was too
young. So she would go so that I could go along to babysit.
She never cared about it as much, so I have always been
extremely interested in working with kids. Here again our
family was very active in church and all of the activities
that go with church and at a very young age I was working
with preschoolers and helping teach them. I love music, I
would sing songs with them and doing finger plays when I was
extremely young myself. So I believe I have just grown up
with a real interest in working with children. But then as
I said, with my mother being a teacher, she would talk about
teaching and we were farmers, I was raised on a farm and at
the time I went through school, what do girls do? You're a
nurse or a teacher or a wife. At that time being a country
girl in a small town I was never presented with a lot of
other options. It just seemed very natural for me to become
a teacher and then I did have this older sister who ahead of
me did go to Teachers' College and had started teaching by
the time I was through high school. I had stayed with her
in the dorm so there again with my already interest in
children and then having these little points that kept
coming out at me, that got me involved, just made it a
natural thing to do.

I became a teacher because I have always wanted to be a
teacher. Ever since I can remember that's what I always
wanted to do.

They were two really, really outstanding teachers in high
school and they didn't really talk me into going into
teaching but they said things and did things that made me
think that this is something that I would like to be.

I guess model teachers probably influenced me.
APPENDIX K

VERIFICATION OF DATA ANALYSIS
Six major categories of characteristics emerged when the teacher interview transcript analyses were synthesized. Although the teachers represented a variety of roles, they appeared to share many experiences, beliefs, and traits. The major categories are briefly described on this inventory.

Please consider each set of characteristics and to what degree they describe your perception of yourself as an opinion leader. Using the scale of 1-5 please indicate the intensity of your agreement or disagreement with the item by circling the chosen number. The higher the number (5), the more intensely the agreement with the description. For example:

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

1. CHANGE: Composite analysis of the data indicated group awareness that change occurs over time and through people within the institution. Focused on goals and student outcomes, the interviewed teachers were constantly evaluating student and teacher needs. Alert for new or better ways of doing things, they adopted innovations only after having sufficient evidence that change might improve student achievement and meet students' affective needs. They also seemed to share the need to work with productive groups of colleagues. The interviewed teachers' change behaviors might be summarized as proactive, goal-oriented, student-centered, and collaborative.

Not true of me Somewhat true of me Very true of me

Comments: ______________________________________________________________________
______________________________________________________________________________

2. LIFESTYLE: Teaching appeared to be more than a vocation for this group of teachers. For them, teaching was a style of living that extended into their personal lives. They concentrated extra energy and time into their teaching outside of school. Many chose to interact with parents, volunteers, and children in their homes and in the community. All subjects regularly enrolled in workshops or graduate classes. As they spoke openly of their commitment to teaching and their love of children, many recalled having an interest in teaching and in children very early in their own youth. As young people, they had worked with younger children

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by babysitting, teaching Sunday School, or assisting adults who were in teaching roles. Family support and interest in their teaching careers was another indicator of their teaching lifestyle.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

Comments: ________________________________________________________________

3. PROFESSIONAL COMMUNICATION NETWORK: Clearly the teachers in this study operated at the center of a professional communication network. Their communication behaviors included:

a. **Involvement in a number of professional committees.**
   The majority of the teachers interviewed in this study had served on three or more curriculum-related committees in the past three years. In addition, approximately one-half had been chairpersons, facilitators, or presenters.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

b. **A high degree of interaction with colleagues.**

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

c. **Peer collaboration.** They appeared to thrive on peer interaction. The drive to improve the quality of their teaching and to meet students' needs seemed to compel them to interact with other professionals. They tended to visit with other teachers, to attend local workshops, to participate in state and national conferences, and to read for the purpose of exchanging ideas and problem-solving. All teachers cited other people in the profession as their primary source of professional and intellectual stimulation.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

d. **Being sensitive listeners** who mediate and are able to see more than one side of an issue. They possessed persuasive verbal skills and tended to speak up on matters about which they held strong opinions. They were equally interested in other teachers' ideas.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me
4. EDUCATIONAL BELIEFS AND EXPERIENCES: These teachers appeared to:

a. Subscribe to a child-centered educational approach. Their goal was to assure that each child was learning. With that goal in mind, they adjusted the curriculum and instruction to meet those needs. Their flexible instructional approach in meeting the cognitive needs of diverse populations indicated their respect for children's different developmental needs. They tended to believe that discipline problems are at a minimum when one looks at a "child as an individual and just see what it is the child is wanting or needing."

b. Attribute teacher success largely to a combination of effort and positive attitudes. Success was attributed by these teachers to their finding purpose in what they did. They tended to believe that if one knows the business well and is willing to put in the effort, whatever it takes, one can succeed. These teachers articulated a theme of control and confidence. They clearly expected success. They know that if they maintained a positive attitude and expend enough time, energy, and patience, their students would learn. They emphasized this conviction in their expressed avoidance of people who displayed a negative attitude and who did not expend extra effort.

c. Pursue professional growth through advanced studies and career experience. Individuals in this study had diverse experiences having taught indifferent grades, schools, or districts. They had also served on a number of committees. In the past three years the average participant committee membership was 4.0 with a mode of 3. All teachers had taught 10 or more years.

Comments: ________________________________________

________________________________________________________

________________________________________________________________________
5. RELATIONSHIPS: Two traits appeared to be particularly characteristic of the teachers' relationships with principals, district administrators, and other teachers. Those relationships can be described as:

   a. Positive working relationships with other professionals. However, they realized there would be people who might not feel positive toward them. They accepted that reality and were not diverted from their goal to meet children's needs.

   1  2  3  4  5
   Not true of me    Somewhat true of me    Very true of me

   b. Tolerance. Members of this group of teachers shared a common response to peers who differed from them. They accepted others' ideas and behaviors and adapted their responsive behaviors accordingly. They continued to hold expectations for positive relationships and to "try to be positive at all costs." Compatibility and professional behavior seemed to be a norm for this group.

   1  2  3  4  5
   Not true of me    Somewhat true of me    Very true of me

   Comments: ____________________________________________________________

6. PERSONALITY PREFERENCE CHARACTERISTICS (MBTI): As a group the interviewed teachers shared the following tendencies.

   a. They initiated interaction with others and preferred extraversion focusing on people and the external environment. They were energized by their interactions with people and tended to prefer to communicate by talking.

   1  2  3  4  5
   Not true of me    Somewhat true of me    Very true of me

   b. They liked action and preferred to acquire information by finding the big picture and looking for patterns that went beyond the accumulated facts or information. They sought new possibilities and new ways of doing things. They tended to value imagination and inspiration.

   1  2  3  4  5
   Not true of me    Somewhat true of me    Very true of me

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c. The group seemed to be evenly divided on the preferred way of making decisions or judgments. One-half preferred a more analytical approach to decision-making or judgments. They preferred objectivity based on a standard of truth seeking to predict the logical consequences.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

d. The other half preferred to decide on the basis of person-centered values dealing with how much they cared about the issue or innovation how much personal investment it would require, and the alternatives.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

e. Both goal-orientation and people needs were important to this group.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

f. Generally, this group preferred to have things organized and planned. They preferred to have the freedom to adapt for individual students and to be open to new ways of doing things.

1 2 3 4 5
Not true of me Somewhat true of me Very true of me

Comments: _______________________________________________________

_______________________________________________________________

_______________________________________________________________
APPENDIX L

VERIFICATION OF DATA ANALYSIS: COMMENTS
Change Orientation

"I feel the work with productive challenges is very valuable and cooperative learning activities with students is very beneficial."

"By interacting with others, research, and my student responses I constantly re-evaluate."

"Change is inevitable--growth is optional!"

"I see myself a bit more 'impulsive' in trying innovations than stated in the third sentence, even though student achievement is still the goal."

"Peer group or support groups give teachers a place to share new ideas and gain new points of view."

Lifestyle

"Teaching is a lifestyle for me. My husband is an educator, and our daughter is an education major. Many of our social activities take place with other educators."

"My parents were both teachers. When I was in ninth grade, I would fill in for my mother in her country school when she was ill. Now I can't believe I subbed for her at that age!"

"My mother was a teacher. I grew up around educators. I married an educator."

"Very true of me."

"Teaching, in some form, has been a part of my entire life. I could not give as much of myself to teaching if it was not for family support."

Professional Communication Network

"I find it very difficult to sit back and listen to issues that I believe are wrong. I must truly believe in whatever I do and speak out on."

"I find that I have become more willing to speak up on matters that are important to me now--not so much in my early teaching years."

Educational Beliefs and Experiences

"Being an active participant is the only way I feel that I can really be a part of a committee or group."
"I believe that I do set goals and purpose in my teaching. I have high, but realistic expectations. However, it isn't always easy to avoid negative people in teaching and those that don't put forth extra effort."

"I have not served on too many committees until this last year."

"I have only taught first and prefirst grades and have only been in two buildings, one district. There have also been a few children whose behavior continued interfering with their learning through entire year."

"Due to a heavy classload while completing M.A. degree, I have not served on as many district committees. Have taught twenty years."

Interpersonal Relationships

"I feel each person has to do whatever is most comfortable for them or do what they can do with the best approach they can do in their own way. I may admire someone greatly and may gain much information from them. But I have to teach in my own style and respect others who have other styles."

"I don't feel that we all have to share the same goals and ideas. It takes a variety of ideas and behaviors to make a good teaching staff."

"I may not be diverted from my goals, but I would probably reassess them (when others don't feel positive toward her). I hate arguments; I would rather find a way to compromise."

Personality Preference Characteristics (MBTI)

"I always have more plans than necessary and need to know what is expected of me. But I also feel all of this organization must be flexible to fit the people or needs of the moment."

"This group of questions were the most difficult for me to answer. I am a well-organized person, but also can change those plans at a moment's notice. I don't get upset if things don't go as I planned."