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THE PERCEPTIONS OF SELECTED TEACHERS REGARDING STAFF DEVELOPMENT NEEDS AT INITIAL, DEVELOPING, AND EXPERIENCED CAREER STAGES

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The Perceptions of Selected Teachers Regarding Staff Development Needs at Initial, Developing, and Experienced Career Stages

by

Virgil L. Horne

A Dissertation

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TITLE

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GRADUATE COLLEGE **UNIVERSITY OF NEBRASKA**

The Perceptions of Selected Teachers
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Virgil L. Horne, Ed.D.
University of Nebraska, 1986
Adviser: Dr. Robert J. Stalcup

The purposes of this study were: (1) to compare randomly selected elementary and secondary teachers who are identified as being in one of the career stages of initial, developing, or experienced teachers to determine their perceptions of opportunities to participate in the development of staff development activities; the time, place, and structure of staff development activities; and the curriculum presented in staff development activities, (2) to formulate a staff development program plan that addresses career stages' needs; and (3) to recommend administrative actions to implement a staff development program that addresses career stages' needs.

Participants in this study consisted of 750 randomly selected teachers employed by the Lincoln Public Schools, Lincoln, Nebraska, during the 1985-86 school year. The research tool was a survey instrument made up of Likert-type items.

A review of the literature was undertaken to establish a

background of information relating to the impact of adult development and learning styles on staff development and designing staff development for adult learning styles.

The findings indicated that there was significant difference between initial, developing, and experienced stage teachers as to their participation in the development of staff development activities. Developing and experienced teachers concern for place, time, and structure of staff development activities significantly differed from initial teachers. All respondents indicated a high level of preference for participating in staff development activities that address knowledge about a specific curriculum area(s).

Recommendations were made for a staff development program plan that included three types of planning, consideration for location of staff development, and curriculum of staff development programs. Recommendations were also made for administrative actions to implement identification of career stage needs, assessment of teachers' staff development needs at various career stages, and activities that provide opportunities for staff to increase their knowledge about a specific curriculum area(s).

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Chapter 1

INTRODUCTION

Context of the Problem

Change and growth are constants in our complex modern society; the school or staff which does not change and grow is destined to atrophy, to become obsolete, and be a liability rather than an asset to the communities they serve. The education of an individual cannot be considered completed at the conclusion of 14 to 16 years of formal schooling. Learning and growth take place throughout an individual's lifetime and must continually be a renewing experience.

> "The possibility that development continues in the adult years means that staff development programs may be playing a role, not only in teaching new content and new skills, but also in the development of the individual in more fundamental ways as well" (Santmire, 1979).

Inclusion of the knowledge of how adults grow and learn is an important aspect of staff development program planning. In many instances, insufficient attention is given to the distinctive qualities of adult learning--how adults learn, how they prefer to learn, and what they want to learn.

Joyce (1977), Dillon-Peterson (1981), and Duke (1981), appear to agree there are numerous ways to look at people, schools, and change that affect how staff development is designed, delivered, and assessed. While some educators think of staff development as a way of implementing district-wide change and goals; others believe staff development should address teachers' needs. Others feel that staff development is a way of eliminating weaknesses in teachers or administrators; while some educators see staff development as developmental or professional growth. Helping educators do their jobs more effectively or meeting the personal needs and interests of teachers or administrators, has also been a task assigned to staff development.

Wood, Thompson, and Russell (1981) felt that there is little doubt that to understand and use any organizational framework for staff development, one must be aware of the assumptions that undergird it. Different assumptions lead to very different approaches to planning staff development programs and consequently staff growth.

Thus, staff development cannot be "in place" and static. It needs to be flexible and interact with the lives of educators and the organizations in which they work. The goal is to generate a staff development environment which addresses individual needs, the organizations' goals and objectives, and maintains the ability to modify itself as perceived needs and conditions change.

These are significant matters to those responsible for staff development in the Lincoln Public Schools where certified teachers are at various stages in their careers; and, consequently, have various staff development needs. It is apparent that released time for staff development activities must be relevant to the teachers and conducive to student learning or there is little justification for the expenditure of time or finances. The significance of the financial responsibility is perhaps better understood when the actual figures for one year are examined. During the 1985-86 school year, the Lincoln Public Schools employed 1,586 teachers at an average salary of $22,000 a year. Each of these employees was given four days of staff development on contracted time. Using a yearly contract of 188 days and a daily rate of $117.02 for an average of all teachers, equates to an expenditure of $742,374 for staff development for these four days. There are additional staff development activities that require the expenditure of time and funds; however, the four days of contracted time for staff development are representative of the amounts of funds that are expended for staff development by the Lincoln Public Schools. Resource commitments at these levels require high degrees of accountability for staff development activities.

Given this context, several problematic conditions can be identified which formulate the statement of the problem for this study. More specifically, the central problem this

study will address can be stated as follows:

Statement of the Problem

The problem to be addressed by this research is to assess teachers' perceptions of staff development needs at their initial, developing, and experienced career stages in the Lincoln Public Schools.

To address this problem, this study will have three major purposes.

Purposes of the Study

The purposes of this study are:

1. To compare randomly selected elementary and secondary Lincoln Public School teachers who are identified as being in one of the career stages of initial, developing, or experienced teachers to determine their perceptions of opportunities to participate in the development of staff development activities; the time, place, and structure of staff development activites; and the curriculum presented in staff development activites.

2. To formulate a staff development program plan that addresses career stages needs.

3. To recommend administrative actions to implement a staff development program that addresses career stages needs.

The Hypotheses

1. At the 0.05 level, no statistically significant relationship exists when comparing initial, developing, and experienced teachers regarding their participation in

developing staff development programs.

2. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities.

3. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that teach career advancement materials as the primary curriculum.

4. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities in which pedagogy is the primary curriculum.

5. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Definitions:

(1) Staff development--A process designed to foster personal and professional growth for individuals within a respectful, supportive, positive organizational climate

having as its ultimate aim better learning for students and continuous, responsible self-renewal for educators and schools (Dillon-Peterson 1981).

(2) Career stages--Identifying characteristics of individuals at any given level or transition in their professional endeavor.

(3) Initial Teacher--An individual with one to eight years of experience, who is in transition from the experiences of the training institution, or pre-service education, to being a classroom teacher. Initial teachers are characterized by their need for (1) programming that addresses instruction of students, not just a discipline, (2) development of pedagogical skills and clinical experiences that cannot be duplicated in microteaching (Yarger and Mertens 1979).

(4) Developing Teacher--A developing teacher with eight and one-half to fourteen years of experience, who has completed the transitional phase, but is still a novice professional. Characteristics of the developing teachers are: (1) selection of staff development programming is based on self analysis and emphasizes growth rather than filling in gaps of previous educational experiences; (2) recognition that change occurs in self, students, and school systems and the source of the change is usually viewed as external; and (3) "specialty areas" in the education profession become apparent and preparation for a new professional status that

does not relate to a new credential is considered (Yarger and Mertens 1976).

(5) Experienced Teacher--A teacher with fourteen and one-half or more years of experience who has completed all the requirements for the highest-order teaching credential. Security and success as "developing" teachers characterize experienced teachers. This group expresses interest in innovative approaches, in working with other groups of students and other content areas, and even other schools. This interest is usually unrelated to career change or attainment of additional credentials (Yarger and Mertens 1976).

Assumptions

This study is based on three assumptions.

(1) Career stages of Lincoln Public School teachers can be established.

(2) Teachers perceptions of staff development needs are observable and can be measured.

(3) The individuals responding to the survey are willing to express their honest perceptions regarding staff development needs.

Delimitations and Limitations

(1) The population to be surveyed includes selected teachers on staff with the Lincoln Public Schools, Lincoln, Nebraska, during the 1985-86 school year.

(2) Recommendations for staff development programming

are restricted to programs within the Lincoln Public Schools, Lincoln, Nebraska.

(3) Career stages designations are determined by Yarger and Mertens' Sequential Stages and Suggested Focus Areas for Programming in Teacher Education and the actual number of years of experience of teachers currently teaching in the Lincoln Public Schools.

(4) Administrative actions recommended will conform to policies of the Lincoln Public Schools, Lincoln, Nebraska.

(5) The survey will be a measure of a particular opinion or perception of a selected population at a designated point in time and will not constitute a permanent record of the populations' perceptions or needs.

(6) The research finding will apply only to the population surveyed and caution should be demonstrated in applying the results to other public school systems.

Significance of the Study

Howey (1985) contends that though the knowledge base concerning staff development is scattered, there are adequate data to guide the design of programs that can prepare more and better teacher leaders. This study formulated a rationale for staff development activities that address the career stages needs of Lincoln Public Schools teachers. The data from the study will provide information regarding the perceptions of selected groups, namely, initial, developing, and experienced teachers in reference to their

staff development needs.

The sample population represents individuals who influence and determine the educational needs of teachers. Successful implementation of staff development programming will depend to a certain extent on the support and commitment of teachers. Thus, a major significance of the study is that it will determine the perceptions of the identified groups which could facilitate planning and decision making in the area of staff development. Further, the study will increase the effective and efficient use of the approximately one million dollars allocated to staff development activities by the Lincoln Public Schools.

Specifically, the study will provide data to:

1. Compare randomly selected elementary and secondary Lincoln Public School teachers who are identified as being in one of the career stages of initial, developing, or experienced teachers to determine their perceptions of opportunities to participate in the development of staff development activities; the time, place, and structure of staff development activities; and the curriculum presented in staff development activities.

2. Formulate a staff development program plan that addresses career stages needs.

3. Recommend administrative actions to implement a staff development program that addresses career stages needs.

Procedures

The procedures followed in the study are described below with further detail in Chapters 2 and 3.

1. A review of literature was conducted in the areas of adult development and learning styles, and staff development for adults.

2. Based on the review of literature, definitions were formulated for the initial, developing and experienced teacher.

3. The most common factors concerning staff development for career stages were identified in the review of literature and framed into questions for use in the survey.

4. Instrument validation and reliability were conducted through a pilot survey.

5. After the random selection of the sample population, the survey instrument was distributed. Upon return, the data were tabulated and analyzed with the hypotheses being tested at the 0.05 level of significance.

6. Analysis of variance was used to analyze the data. This statistical approach provides efficiency in the study, allows for generalization on a broad scope, and provides a means of taking account of the complexities of interacting factors. (Minium 1978)

7. Based on the analysis of data, conclusions were drawn and recommendations were made.

Organization of the Study

The first chapter introduces the study through presentation of the problem, definition of terms, assumptions, limitations, significance of the study, and the procedures of the research design.

The second chapter of the study presents a review of the literature including adult development and learning styles. The chapter also includes adult development and learning styles as they pertain to designing staff development.

Chapter 3 presents the procedures utilized in the study, including a description of the setting, the research design, instrumentation of the study sampling, and distribution of the survey.

Data are presented and analyzed in Chapter 4. Chapter 5 will include a summary of the findings, conclusions, and recommendations.

Chapter 2

REVIEW OF LITERATURE

Staff development is a process designed to foster personal and professional growth for individuals within a positive organizational climate having as its goal better learning for students and self-renewal for educators (Dillon-Peterson 1981). Education is in the midst of responding to a current revolution by teachers who perceive little systematic attention being given to the identification of a reliable means by which staff development can be provided to address personal and professional needs. The purpose of this study is to assess teachers' perceptions of staff development needs at the initial, developing, and experienced career stages; develop staff development programming to meet those career stages needs; and recommend procedures to implement those staff development programs. The first section of this Review of Literature presents the impact and possible implications of adult development and learning styles on staff development programming. Section two addresses adult development and learning styles as they

pertain to designing staff development.

Impact of Adult Development and Learning Styles

Schein (1978) identifies that every person can be thought of as existing in a world in which there are always multiple issues and problems to be dealt with and these issues and problems can be classified based on their derivation. Issues and problems are derived from biological and social aging processes, family relationships, work, and the building of a career. Schein further states, that forces that act on people in regard to their work/career interact with the biosocial issues and the family issue; but, each group of issues has an independent set of origins, and within the career cycle there are stages and tasks that are seen and experienced by the person in the career.

A teacher's "professional age" is a term used by Yarger and Mertens (1976) to categorize the different career stages of teachers and describe the staff development needs at these stages. Indeed, age-related factors should be considered when planning inservice programs. For example, age-linked behavior popularized by Sheehy (1976) in her book, Passages, might be considered. The tentative synthesis offered by Sheehy identifies six age-related categories: (1) 16-22 Pulling Up Roots; (2) 22-29 Provisional Adulthood; (3) 29-32 Age Thirty Transition; (4) 32-39 Rooting; (5) 39-43 Mid-Life Transition; and (6) 43-50 Restabilization and Flowering. Yarger and Mertens (1976) point out that a staff

development activity designed to teach a common concept may be responded to in different manners depending upon the age or career stage of the staff member.

Bents and Howey (1981) report that the most common form of staff development is the workshop or lecture, typically occurring at the end of the working day and at a site other than the school. Staff development generally takes place in a group setting with minimal accommodation to individual differences. The Bents-Howey study further suggests that while there was an increase in surveys of teacher "needs," these surveys or diagnoses were at a remote and general level. Needs were usually identified in terms of a curriculum emphasis, (for example, computer technology) or instructional concern, (for example, classroom management) teachers appeared most interested in. In that same report, Bents and Howey indicate that regardless of the activity provided, differences related to age should not be ignored. They further stated that increasingly information gained from teachers with respect to their staff development "needs" should be examined in terms of age-related patterns and concerns.

While learning has always been a natural and essential trait of humanity, Overly, Harris, Longstreet, Mitchell, and Ovando (1979) expressed wonder about the relationship between learning and self-fulfillment. The concept of fulfillment hinges on an array of purposes and potential derived from

personal values, emotions, aspirations, intellectual processing skills, and cultural setting. Overly, et al., further explains that individual self-fulfillment may mean status, money, or a career; but, they point out that one must be able to deal with societal concerns and demands effectively so that the needs of one's self-fulfillment may also be honored. Overly, et al., elaborates that the teacher must be a learner as well as a leader, a consumer of education as well as a coordinator. The practice of lifelong learning is essential for the educational leader and the need for continuous growth as a lifelong learner applies to the development of the educator and thus becomes a source of self-fulfillment.

Tough (1979) states that anticipated benefits constitute a significant portion of the person's total motivation for learning. Though subconscious forces inside the person and the stimuli in his/her environment affect his/her decision to learn, in most learning the person's clear anticipation of certain likely benefits is even more important. Individuals begin a learning project because they anticipate several desired outcomes or benefits that are interrelated (Tough) Roger's (1959) student-centered approach to adult education was based on the following five hypotheses: 1) people can not be taught directly; they can only have their learning facilitated; 2) people learn significantly only those things which they perceive as being involved in the maintenance of

or enhancement of, the structure of self; 3) experience which, if assimilated, would involve a change in the organization of self tends to be resisted through denial or distortion of symbolization, and 4) the structure and organization of self appears to become more rigid under threat--to relax its boundaries, self must be free from threat. Experience which is perceived as inconsistent with the self can only be assimilated if the current organization of self is relaxed and expanded to include it; 5) the educational situation which effectively promotes significant learning is one in which (1) threat to the self of the learner is reduced to a minimum, and (2) differentiated perception of the field is facilitated.

Verduin, Miller, and Greer (1977) describe the influence of the perceptual theory of psychology in adult education. Due to the significance of people's perceptions for behavior and learning, it is most important to give careful consideration to those things that determine or affect human perception. There are several perceptual determinants; the identifiable ones are: beliefs, values, needs, attitudes, and self-experience (self-concept) (Verduin et al.). If the goals for instruction are not those of the learner or not accepted as valid by the learner, the content will have little or no meaning for him. Unless he can see the personal meaning involved, it is doubtful if real learning (behavioral change) will take place in the adult student. (Verduin et

al.) "To understand adults, their behaviors and goals, the adult educator must gain insight into the adult's unsatisfied needs" (Verduin et al. p.12). To meet the adult educators' needs, individual grouping may need to take place.

Individuals may be placed into three sub-groups based on the major conception they hold about the purposes and values of continuing education for themselves. (Houle 1960) The three types are:

1. The goal-oriented learners who use education for accomplishing fairly clear-cut objectives.
2. The activity-oriented, who take part because they find in the circumstances of the learning a meaning which has no necessary connection--and often no connection at all--with the content or the announced purpose of the activity.
3. The learning-oriented who seek knowledge for its own sake.

Solving problems, discovering knowledge, and learning how to learn are aspects of the curricula that must be present in adult education according to Hesburgh, Miller, and Wharton (1973). Education must be convenient, and it must be integrated with the pursuits of family life, careers, leisure-time activities, and the necessities imposed by community involvement (Hesburgh et al.).

Suspicions, dependency, expectations, traditional notions of education, and career concerns are factors

identified by Heffernan, Macy, and Vickers (1979) that must be addressed by educational brokers. The balances between support versus hand-holding, and challenge versus put-down are sensitive aspects that must be considered when working with adults (Heffernan et al.). Recency of education, prior participation in staff development, health status, and social status are factors listed by Hiemstra (1976) that increase the likelihood that adult learners will master what is being taught. Hiemstra further states, that educators who facilitate learning by adults should expect individual differences, should take into account decreasing performance speed, and should believe that every student has the potential for high achievement because of their wealth of experiences and frequently a positive self-concept.

Noting that stabilizing one's career as a teacher occurs in the mid-twenties after several years of experience, Melle (1980) asks what types of individuals, in what roles other than that of the principal, would be best suited to help teachers at this time to symbolize, become allocentric, integrate, stabilize and promote autonomy. The implications of this statement for inservice training of probationary teachers, as well as those who are tenured, are varied according to Melle.

Most adult students, according to More (1978), do not want to acquire academic knowledge for its own sake but

rather seek "cognitive learning," as he calls it, as a means to an end or a method that will help them achieve an ambition or satisfy a felt need. Therefore, More proposes, that adult education should encourage this kind of "personal learning" by helping students to reveal and explain their feelings, values and temperaments.

In the career stage identified by Friedman (1970) as Career Development (approximate age 25-50), the individual devotes energies to learning the techniques of promotion or advancement by mastering technical skills and/or the skills of dealing with people in the work situation. In the next career stage, Plateau (approximate age 35-55), Friedman suggests that there may be a change of values from those relative to promotion and higher salary to the value of work itself, or to one's relations with colleagues.

In his work concerning changes in cognitive and psychomotor characteristics of adults, Huberman (1974) relates a basic issue of "neural plasticity," the capacity of an individual to change learning "sets" (assimilate new information from the environment) or change his patterns of behavior. The key, Huberman discloses, is the extent to which intellectual abilities continue to be used after formal schooling, the crucial variable becomes the potential of the working environment for stimulation and mental exercise.

While discussing the fact that planning is assigned almost exclusively to an authority figure, the teacher,

programmer, trainer, in pedagogical situations, Knowles (1973) points out that this practice is so glaringly in conflict with the adult's need to be self-directing that a cardinal principle of andragogy and, in fact, all humanistic and adult education theory is ignored. A planning mechanism must be provided for involving all the parties concerned in the adult educational enterprise. One of the basic findings of applied behavioral science research, Knowles proposes, is that people tend to feel committed to a decision or activity in direct proportion to their participation in or influence on its planning and decision making.

Fenstermacher (1980) suggests that teachers teach based on intentions. Classifying reasons, motives, plans, and deliberative choices as intention, Fenstermacher indicates that these attributes are subject to praise, criticism, appraisal, and other forms of review. If intentions are shaped largely by induction experiences, then they may be nearly impervious to concepts advanced during staff development programs. Staff development may add mostly to the set of intentions in storage, and have little impact on intentions in use; thus, the problem is to find out how worthwhile advances in knowledge and technique can be incorporated into the intention set in use.

Teachers' concerns are due not only to individual differences but to individual differences as they interact with specific innovation or changes called for in staff

development programs (Fuller 1969). The Developmental Sequence of Conceptual Systems Theory identifies a sequence of four stages called Conceptual Levels with three Transitional Levels between them (Santmire 1979). A more complete understanding of this specific developmental sequence can allow one to identify characteristics of individuals at any given level or transition (Bents and Howey 1981). Bents and Howey further elaborate that the developmental status of an individual will determine specific characteristics of everyday behavior and this will be especially observable in terms of both cognitive functioning and interpersonal orientation. Utilizing Santmire's theory, Bents and Howey makes the following observations about each conceptual level:

> Level I learners are, first of all, oriented toward the practical. They are concerned with determining what to do in particular situations.
>
> Learners who are in Transition to Level II have begun increasingly to realize that there is more than one procedure to accomplish the same end.
>
> A most important consideration in staff development for learners in the Transition to Level II is the relationship between the learners and instruction.
>
> Learners in Level II are more self-directed individuals. These individuals begin to think what they themselves believe to be important rather than simply questioning

for the sake of questioning.

Individuals at Level III would be expected to organize more of their own instruction and need increasingly individualized staff development.

As adult learners move from Level III to higher levels, they would be expected to engage in more team types or arrangements and focus upon more complex and cross-cutting concerns.

Staff development concerns at Level IV take the form of supporting the numerous staff renewal suggestions generated by these individuals. Support and opportunity to exercise options would characterize programs for individuals of high conceptual level maturity.

Hall, Wallace, and Dossett (1973) expanded and generalized the concept of concerns to include "Seven Stages of Concern About the Innovation." In the Concerns-Based Adoption Model (CBAM) Hall, et al. (1973) identified two implications for staff development: 1) staff development for teachers and administrators must begin with the premise of individual differences, and 2) staff development experiences must be thought through programmatically as a process rather than dealt with as isolated occurrences or singular events. Additional generalities which the Concerns-Based Adoption Model identifies that are relevant to staff development are:

1. The change (innovation) is appropriate. Not all innovations are positive; an innovation that might

be positive in one context may have a negative consequence in another context.

2. Change is a process, not an event. Often, decision makers and even adult learners assume that change is an event rather than a process.

3. Change is a personal experience. There is a personal side to change; feelings, perceptions, frustrations are a natural part of change for each person involved.

4. The individual has to be a focal point. Individuals are members of an organization; yet, they remain individuals.

5. Change entails growth. Not only is change a process as it is experienced by the individual within an organization but there are identifiable steps in terms of growth that an individual can move through. Just as the development of adults progresses through various stages, concern also progresses through various stages (Hall, Wallace, and Dossett 1973).

Designing Staff Development for Adult Learning Styles

Malcom Knowles presented his theory of adult learning, which he called andragogy, at the 1969 Williamsburg Conference (Deighton 1971). The word andragogy comes from the Greek aner, adult, and means the act and science of teaching adults. Knowles differentiated the teaching of adults from the teaching of children, pedagogy, with three

concepts:

1. The self-concept in pedagogy is one of dependency; in andragogy, it is one of self-direction and individualization.

2. Learning needs for youths are subject-centered, and the application of learning is not seen until a later date. For adults the learning needs are problem-centered, programs must be individualized, and the application of program content must be immediate.

3. The child's readiness to learn depends on his/her social roles. The adult educator must be primarily attuned to the concerns of the staff and schools he/she serves and be able to develop learning experiences that will be articulated with these concerns.

Andragogy calls for program builders and teachers who are person-centered, who don't teach subject matter but rather help persons learn. Because adult learners tend to be problem centered in their orientation to learning, the appropriate organizing principle for sequences of adult learning is problem areas, not subjects. The problem-orientation of the adult learners implies that the most appropriate starting point for every learning experience is the problems and concerns that the adults have on their minds as they enter.

Ingalls and Arceri (1973) further develop the concept of andragogy by stating that there are four basic

concepts around which differences between andragogy and pedagogy can be illuminated. These concepts are:

1. Self-concept--A child is a dependent person whereas adults are capable of making decisions for themselves; and, consequently, resent being put into situations that treat them with a lack of respect, being talked down to, being judged, and otherwise being treated like children.

2. Experience--For a child, experience is what is currently happening to the child. For the adult, experience is the sum total of our life's impressions and our interaction with other persons and the world. In the andragogical approach to education, the experience of adults is valued as a rich resource for learning.

3. Readiness to learn or teachable moment-in pedagogy is determined by the teachers' decision on both the content and when it is to be taught. In andragogy the individual interests and learning needs identified by the learners themselves determines the content, and learners' perception of the demands of their social content and the learners' perception of their social situation determines the time that the content needs to be learned.

4. Time perspective and orientation to learning. Pedagogy thinks of education in terms of preparation for the future rather than doing in the present. In the andagogical approach to education, learning is problem centered rather

than subject centered. Andragogy is a process for problem finding and problem solving in the present; it is an orientation to the discovery of an improvable situation, a desired goal, a corrective experience, or a developmental possibility in relation to the reality of the present situation.

In order to improve the situation or reach a desired goal, the situation or goal must be specifically identified. Palich (1985) describes the complexity associated with enhancing teacher quality and teacher development. No single reform plan, Palaich argues, will suffice. The first steps toward enhancing teacher quality include the precise identification of the school conditions that must be changed to enable teacher growth and the delineation of goals that teacher incentive systems are structured to achieve. (Palaich) Those goals are identified as: 1) improving teaching and learning, 2) improving the school as an organization, 3) changing certain characteristics of the teacher work force, and 4) strengthening community confidence in the school.

Weil (1985) reports that the recent history of inservice education in California, shows a shift from individual-based to school-based inservice, from folk wisdom to a research base, from information to behavior, from a focus on curriculum to a focus on instruction, and school-level policies. Faculties are becoming responsible

not only for improving their own behavior in empirically sound ways but also for improving the school as an educational organization in empirically sound ways (Weil).

Self-directed staff development is based on the assumption that there are certain needs for professional development that the individual teacher can best understand and fulfill (Nicholson, Joyce, Parker, and Waterman 1977). These researchers report that the teacher is seen as a self-motivated craftsman or professional who is interested in maintaining the currency of his skills and knowledge, either because what he is learning will be directly applicable in his classroom or simply because he wants to keep abreast of developments in his field for his own personal satisfaction. In this context of inservice, the motivation and the direction for learning come from the teacher, but certain enabling factors--time, money, educational resources--must be provided either by the schools or by higher education institutions (Nicholson, et al.).

Growth is most likely to take place in a teacher group in which interpersonal relations are such that all persons participate and move toward an acceptable goal--a goal that can be moved forward as learning takes place (Moffitt 1963). In such a group Moffitt contends that growth is likewise best when the unpredictable person or situation is regarded, not as an undesirable phenomenon, but as a possible means of acquiring a new insight or meeting needs.

Discussing operational implications for staff development, Jackson, (1971) suggests three points for consideration:

1. Effective teaching is characterized by the ability to make rational choices through which means are adapted to ends. Programs of continuing teacher education should increase the number of instructional options.

2. To grow, a teacher must have knowledge of the consequences of his own work. Programs of professional growth must provide the teacher with the time and tools necessary to conceptualize his experience, to reach insights that alter his perception of his role and his task.

3. Professional growth should relate to life in the classroom. The continuing education of the teacher should bear directly upon the problems he encounters in his work.

Citing the accumulating data on effective schools, Ward (1985) suggests that the nature of the schools in which teachers work has important implications for the continuing development of their skills and knowledge. In particular, Ward identifies three aspects of schools that warrant attention:

1. The isolation of teachers from sources of information about the strengths and weaknesses of their teaching and from new information and ideas that might improve their teaching.

2. The lack of a future orientation in teachers' work.

3. The feelings of inefficacy that teachers experience.

Berg, Harris, and Walden (1957) surveyed several hundred school districts across the country and arrived at three categories of approaches to inservice education: 1) the centralized approach, in which inservice is initiated and conducted by persons in the central office of the school system; 2) the decentralized approach, in which inservice is the responsibility of the local school staff themselves; and 3) the centrally coordinated approach, in which local programs are coordinated and assisted through the central office.

Bush, in 1971, categorized the four forms that inservice teacher education was currently taking as follows: 1) expository exhortations, 2) demonstration teaching, 3) supervised trials, and 4) analysis of performance. This scheme provides a conceptual framework for sorting out the various methods of inservice.

There is strong evidence to suggest that the most traditional type and widely used inservice education is the workshop (Herman 1957). Herman cautions that workshops may have a problem in that they are extra duty for teachers (after regular hours and sometimes away from their building) and that they are often dictated from above; in a word, they are often not responsive to the teachers' needs.

Surveys of teacher attitudes and comparative studies of

inservice alternatives indicate a strong preference on the part of teachers for types of inservice that can be completed at school during school hours according to a survey by the Florida Department of Education (cited in Nicholson et al. 1977). Team teaching and collegial work are promoted by Goodlad (1975) as techniques of staff development that can be incorporated directly into the act of teaching.

Committee work and team teaching provides an opportunity to learn by observing other teachers and by interacting with the team leader according to Nicholson, Joyce, Parker and Waterman (1977). These researchers further agree that since committee work and team teaching are primarily the by-product of a regular school activity, then its attribute is perhaps the essence of the job-embedded context. Additionally, these researchers feel that the true value of such inservice lies in its unity with the teachers' position and the fact that several purposes are accomplished at once.

Kent (1985) reported that The Teacher Advisor Project of the Marin County Office of Education conducts a program based on two major beliefs: 1) teachers can and will define their own professional development needs in relation to school, system, and professional goals to improve schools and learning, and 2) to affect change in the classroom or school, assistance must be given at the site. Advisors and peer facilitators must be able to use the technical language, model and practice, and teach the language to teachers Kent

concludes. Others also support staff development of teachers at the building level.

In his discussion with Phillip Schlechty, Brandt (1985) quotes Schlechty as follows: "We need a systematic way to assure that the people who pursue lifelong careers in teaching are the kinds of folks we want and that they get the support and encouragement and rewards they deserve." Schlechty continues to express that . . . "all their clinical training experiences occur under the guidance and direction of skilled professionals, instead of talking about principals as instructional leaders, we ought to be talking about them as leaders of instructors".

After identifying the instructors for staff development activities, it is necessary to consider policies and proedures those instructors should follow. Five basic policy assumptions are identified by Clinton (1985) about the kind of inservice program needed in public education. Those policies are:

1. The role of persons other than educators in the design and conduct of inservice education programs. A policy that assumes the legitimacy of such involvement and requires educators to seek outside assistance would result in more effective and better supported inservice programs. The surest way to ensure broad community support for a policy is to work toward broad-based community involvement.

2. Inservice education programs should further state,

school district, and individual school educational goals. Inservice education must be married to educational goals or it risks being irrelevant both to the educator and to the setting in which it occurs.

3. Inservice education programs should address both the needs that educators themselves express and their needs as perceived by others. An inservice education program that provides a comprehensive approach to school needs must be designed with the input of both those who will participate in and those who will benefit from the program.

4. Assessment and evaluation in all aspects of public education, including inservice education, are critically important. There needs to be an ongoing process for assessing the needs of educators and for designing inservice programs to address those needs.

5. The state should require continuing inservice education. The state should not mandate the program or subject area because inservice education should be tailored to district or schools needs and goals.

In their synthesis of research on mentoring new teachers, Gray and Gray (1985) identify the following beginning teachers' needs in staff development: 1) moral support, guidance and feedback; 2) discipline and management; 3) curriculum and lesson planning; 4) school routines and scheduling; 5) motivation techniques; and 6) individualized instruction.

Six specific purposes for staff development are identified by Howey (1985). They are: 1) pedagogical growth, 2) understanding and discovery of self, 3) cognitive development, 4) theoretical development, 5) professional development, and 6) career development. Howey contends that though the knowledge base concerning staff development is scattered, there are adequate data to guide the design of programs that can prepare more and better teacher leaders.

Summary

This review of literature has sought to establish a rationale for a staff development program that addresses adult development and learning styles at various career stages. Career stages were used as a focal point to increase the probability that problem-centered, individualized approaches to staff development would be identified.

Recognizing that andragogy has not always been given the considertion it should, this review attempted to identify those characteristics of adult education that research has identified as being critical to achieving success with adult learners. Individual learning sytles are addressed along with individual processing of concerns to develop criteria for participation of teachers in staff development.

Development of staff development activities, time, place, and structure of staff development activities, and curriculum of staff development activities were identified in this review of literature as conditions that teachers

perceive as being important to their participation in staff development activities. The identification of these conditions and the need to determine the perceptions of Lincoln Public Schools' teachers concerning them, led to the formulation of a survey instrument. Chapter Three will describe the procedures used to develop the survey and the application process.

Chapter 3

PROCEDURES

Introduction

During a period of rapid growth in the curriculum and technology areas of education, it appears imperative for each school district to have well defined goals and objectives for its staff development programming. The writer concluded that goals and objectives for staff development programming could be more specifically addressed with data on the perceived needs of teachers at the various career levels as identified by teachers at those career levels. The purpose of the study as stated in Chapter 1 led to the formulation of the following hypotheses:

1. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their participation in developing staff development programs.

2. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of

initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities.

3. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that use career advancement materials as the primary curriculum for the activity.

4. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activites in which pedagogy is the primary curriculum.

5. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Setting for the Study

The setting of the study was Lincoln, Nebraska, which has a population of approximately 172,000 residents with a per capita income above the national norm. Lincoln is a community highly supportive of education as evidenced by one university, two colleges, one community college, and a strong and viable public school system. Lincoln is also the capital

of Nebraska, thus major state offices are located in the city. Lincoln is the second largest school district in Nebraska with an enrollment of approximately 24,400 students, K-12, who are served by 1,400 certified staff members. The district houses its students in 32 elementary schools, 9 junior high schools, 1 alternative learning center (7-12), and 4 senior high schools.

The Research Methodology

The research design to be employed in this study is survey research. In survey research, large and small populations are studied by means of samples to discover the relative incidence, distribution, and interrelations of sociological and psychological variables. (Kerlinger 1979) The advantages of this data collection procedure are its low cost and ease of accessibility of data collection. The specific form of survey used will be a mailed instrument on which cross-sectional data about perceptions will be gathered.

Instrumentation

The survey instrument used in this study was a modification of the Secondary Staff Development Survey Questionnaire. This questionnaire, developed by Willeke and Walker in 1979, has been used previously by the Lincoln Public Schools to collect data about its staff development program at the secondary level. The questionnaire used in this study was modified to accommodate K-12 teacher

perceptions. Additional questions were included so that specific questions in the hypotheses would be addressed.

The Willeke and Walker instrument as modified for this study, is composed of Likert-type items representing three areas: respondents' level of participation in the development of Lincoln Public Schools' staff development activities; respondents' level of satisfaction with time, place, and structure of staff development activities; and respondents' level of satisfaction with the curriculum offerings of staff development activities. A total of 26 items (or questions) are included in the survey to measure the three areas. The survey instrument was field tested using a sample of 10% of the identified names of the larger sample.

Instrument validation and a test of reliability was completed through a pilot study. The results of the coefficient alpha, a computation of the coefficient for internal consistency and reliability, is reported in Table 1.

Table 1

Reliability Test for the Pilot Study

Scale	Questions	Alpha
Development of Staff Development Activities	1,2,3,4,5	.88
Curriculum of Staff Development Activities		
Curriculum	12,13,19	.61
Pedagogy	11,17,20,21	.54
Career	14,15,16,18	.75
Delivery of Staff Development Activities	7,8,9,10,23,24, 25,26,27,28	.72

The data collected in the pilot study indicate that the survey instrument would have increased reliability if questions 12 and 14 were eliminated. Questions 12 and 14 were eliminated from the survey instrument. The reliability alpha of the pilot survey instrument is indicated in Table 1. Reliability coefficients near 1.00 indicate that the instrument has high reliability. Table 1, above, indicates that the scales Development of Staff Development Activities and Delivery of Staff Development Activities are near the 1.00 indicating a high reliability. The scale Curriculum of Staff Development Activities is presented in three sub-sections. Internal consistency and reliability coefficients for the final survey will be reported in Chapter 4.

The Population and Sample

The sample population was selected from teachers employed during the academic year 1985-86 by the Lincoln Public Schools, Lincoln, Nebraska. The sample size was determined by the use of a statistical formula for assuring reliability (Hamburg 1977). The sample size selected was sufficient to draw conclusions regarding teachers' perceptions of staff development needs at initial, developing, and experienced career stages.

The population was stratified into three career stages (initial 0-8 years, developing 9-14 years, and experienced 15 and more years), so that each career stage was represented in the sample. A request for the names and the length of employment of all teachers employed by the Lincoln Public Schools was made to the district's Personnel Department. Six hundred fifteen teachers were identified as having 0-8 years of experience, six hundred sixty-three teachers were identified as having 9-14 years of experience, and six hundred twenty-three teachers were identified as having fifteen or more years of experience with the Lincoln Public Schools. The process of selection was completed by programming the computer to randomly select two hundred fifty teachers from each career stage category.

Data Collection

The surveys were distributed through the school district's central office mail room. Each survey was

personally addressed to the selected teacher. The Staff Development Survey (see Appendix A), contained twenty-six Likert-type items (or questions) representing three areas: 6 items pertaining to the respondents' level of participation in the development of Lincoln Public Schools' Staff Development activities; 9 items pertaining to the respondents' level of satisfaction with the curriculum offerings of staff development activities; and 11 items pertaining to the respondents' level of satisfaction with the time, place, and structure of staff development activities. A cover letter accompanied each survey explaining the purpose of the study, the use of the results, and the importance of the individual's response (see Appendix B). The survey was administered in May of the 1985-86 school year.

One week following the mailing of the survey to the teacher sample, a follow-up memo was sent to each teacher. The memo thanked those teachers who had returned their surveys and encouraged those who had not to please do so.

Table 2 reports the number of surveys distributed, returned, and the percentage of the return for each career stage. A total of 750 staff development surveys were distributed to teachers. Of the total surveys distributed, 469 were returned for tabulation. This number represented a 63% return rate. Of the 250 surveys distributed to each group, the total represents 76% return from initial teachers, 46% return from developing teachers, and 62% return from

experienced teachers.

Table 2

Survey Distribution and Return

Experience Level	# Distributed	# Returned	Percentage
Level 1 (0-8 years)	250	189	.76
Level 2 (9-14 years)	250	116	.46
Level 3 (15 or more years)	250	155	.62

After collection, the data were coded, transferred to computer diskette, and analyzed using the Statistical Packages For The Social Sciences (SPSS).(NIE et.al. 1975) Means and standard deviations scores were calculated for 24 survey items. Two items on the survey (questions 6 and 20) required responses that provided ordinal data. An analysis of variance was used to determine whether significant differences were present. The ANOVA procedure was used to identify significant differences between the groups of the sample population as well as differences within the groups. Post hoc tests (Tukey) were conducted on areas where significant differences were indicated.

Computer services were provided by the University of Nebraska's Computer Center at Walter Scott Hall, Lincoln Campus. Consultants at the Nebraska Evaluation and Research

Center (NEAR), University of Nebraska, provided interpretation assistance.

Summary

The study was conducted to: 1) determine the perceptions of initial, developing and experienced teachers regarding staff development needs at their career stage level, 2) assist the school district planning process in relation to staff development, and 3) assist the school district formulate administrative procedures that facilitate career stages staff development. A staff development survey instrument, developed and piloted by the writer, was randomly distributed to teachers at the initial, developing and experienced career stages. An adequate number of surveys were returned to enable the writer to draw conclusions as to the perceptions of teachers in the sample regarding their staff development needs.

The results of the assessment, the analysis of data, and its interpretation are presented in Chapter 4.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

The purposes of the study as stated in Chapter One led to the formulation of the following null hypotheses:

1. At the 0.05 level, no statistically significant relationship exists when comparing initial, developing, and experienced teachers regarding their participation in developing staff development programs.

2. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities.

3. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that use career advancement materials as the primary curriculum for the activity.

4. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities

that teach pedagogy as the primary curriculum.

5. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Instrumentation

The data gathered and reported in this chapter are based on the Staff Development Survey, an instrument specifically designed for the purpose of this study by the writer. (see Appendix A)

The instrument contains 26 items 6 of which are devoted to development of staff development activities; 11 to time, place, and structure of staff development activities; and 9 items devoted to the curriculum of staff development activities. Respondents were requested to indicate their preference to an item according to the area being addressed. A Likert-type response key was used.

A coefficient for internal consistency and reliability was computed for the final survey. (Cronbach 1951) The results are displayed in Table 3.

Table 3
Study Reliability
by Scale

Scale	Questions	Alpha
Development of Staff Development Activities	1,2,3,4,5	.81
Curriculum of Staff Development Activities		
Curriculum	12,17	.41
Pedagogy	11,15,18,19	.57
Career	13,14,16	.67
Delivery of Staff Development Activities	7,8,9,10,21,22 23,24,25,26	.65

The data in Table 3 indicate the level of internal consistency of the survey used in the study. The closer a reliability coefficient is to the value of 1.00, the more the survey is free of error variance. Sub-scores, as those represented in the Curriculum of Staff Development Activities Scale, will often have lower reliabilities than the total test reliability; however, reporting out the sub-scores provides better data for appraisal of the worth of the sub-scores.

The Staff Development Survey instrument elicited the respondents' perceptions of need for involvement in the development of staff development programs; time, place, and structure of staff development programs; and curriculum used in staff development programs. The mean score indicates the

degree of satisfaction as expressed by the respondents for staff development. The possible range for the mean scores is 1 for satisfactory and 5 for unsatisfactory. A low mean score indicates that a sub-group perceives that the staff development program is satisfactory. A high mean score indicates that a sub-group perceives that the staff development program is not satisfactory. The mean and standard deviation scores in Table 4 represent the overall perceptions of all teachers surveyed concerning staff development satisfaction.

Table 4
Staff Development Survey
Mean and Standard Deviation of all Questions

	Mean	Standard Deviation
Age	40.49	9.69
Total Experience	14.54	8.68
LPS Experience	2.19*	2.99
Degree Held	2.42**	1.21
Question 1	2.05	.769
Question 2	2.63	.586
Question 3	2.20	.746
Question 4	2.52	.612
Question 5	2.62	.615
Question 6	1.58***	.503
Question 7	2.38	.931
Question 8	2.51	1.016
Question 9	2.23	.848
Question 10	2.34	.868
Question 11	2.29	.984
Question 12	1.59	.666
Question 13	2.24	.924
Question 14	2.44	1.019
Question 15	2.17	.914
Question 16	2.50	1.045
Question 17	1.75	.786
Question 18	1.96	.916
Question 19	1.47	.679
Question 20	(See Table5)	
Question 21	2.45	1.051
Question 22	1.97	.920
Question 23	1.90	.849
Question 24	2.80	1.154
Question 25	2.38	.941
Question 26	1.98	.993

*Lincoln Public Schools Experience was coded as follows:
0 - 8 1 9 - 14 2
15 - Plus 3

** Degree Held was coded as follows:

BA	1	MA+18	4
BA+18	2	MA+36	5
MA/BA+36	3	PHD	6

*** Question 6 was a yes/no response, yes was coded 1 and no was coded 2.

Table 4 provides data that relate to the mean and standard deviation scores for all respondents. The first four items of the table provide demographic information. The mean age of all respondents' is 40, while the total teaching experience, regardless of school district, is 14.5 years. The mean of Lincoln Public Schools experience was based on a coding scale of 1 (0-8 years), 2 (9-14 years), and 3 (15 or more years). The mean score of 2.19 indicates that a majority of the teachers whc responded to the survey had between 9 to 14 years of experience with the Lincoln Public Schools. The mean of the degree held question equates to a BA+18 graduate hours status on the Lincoln Public Schools' salary schedule. The mean scores for each of the questions reflect a level of satisfaction by all respondents. Since all questions had a response scale that had 1 as high satisfaction and 5 as low satisfaction, a low mean score would indicate high satisfaction. The range of means for the questions reported in Table 4 is 1.47 to 2.80.

The data in Table 5 provide the mode scores of preferences for the time frame that staff development is offered. The question requested a ranking, consequently reporting a mode score was the only accurate manner of reporting the responses.

Table 5
Mode of Responses to Question 20:
What Time Frame is Preferred?
Rank in Order of Preference 1 - 10

Time Frame Option	Mode Response
Mornings Before School	10
Afternoon Immediately After School	3
Evenings (7:00 p.m. on)	9
Saturday Mornings	10
Midyear Workshops (3 Consecutive Mons. 4-8 p.m.)	2
Immediately After School Year Ends	5
Midsummer (during month of July)	8
Summer Immediately Before School Year Begins	6
Staff Development Days Identified on School Calendar	1
Semester-Long Courses	4

Table 5 data may be interpreted to indicate that respondents ranked staff development days identified on the school calendar as their first preference more frequently than any other choice. Each mode score reflects the preference most often identified by respondents to each time frame.

The mean of means and standard deviation of all questions grouped by scale provide an indication of the overall perceptions of respondents to the need for involvement in the development of staff development activities; time, place, and structure of staff development activities; and curriculum of staff development activities. A low mean of means indicates that the respondents' perceptions of a particular scale is satisfactory. The low mean scores reported in Table 6 may be interpreted to mean

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that over all respondents' were satisfied in the various areas of staff development that the questions on the questionnaire referred to.

Table 6
Mean of Means and Standard Deviation of Questions Grouped by Scale for all Responses on Questionnaire

	Mean of Means	Standard Deviation
Scale: Development of Staff Development Activities		
Ques. 1,2,3,4,5	2.40	.509
Scale: Curriculum of Staff Development Activities		
Staff Development Activities that Attempt to Increase Knowledge About a Specific Curriculum Area(s)		
Ques. 12,17	1.67	.579
Staff Development Activities that teach Pedagogy as the Primary Curriculum		
Ques. 11,15,18,19	1.98	.585
Staff Development Activities That use Career Advancement Materials as the Primary Curriculum		
Ques. 13,14,16	2.39	.778
Scale: Place, Time, and Structure of Staff Development Activities		
Ques. 7,8,9,10,21, 22,23,24,25,26	2.30	.477

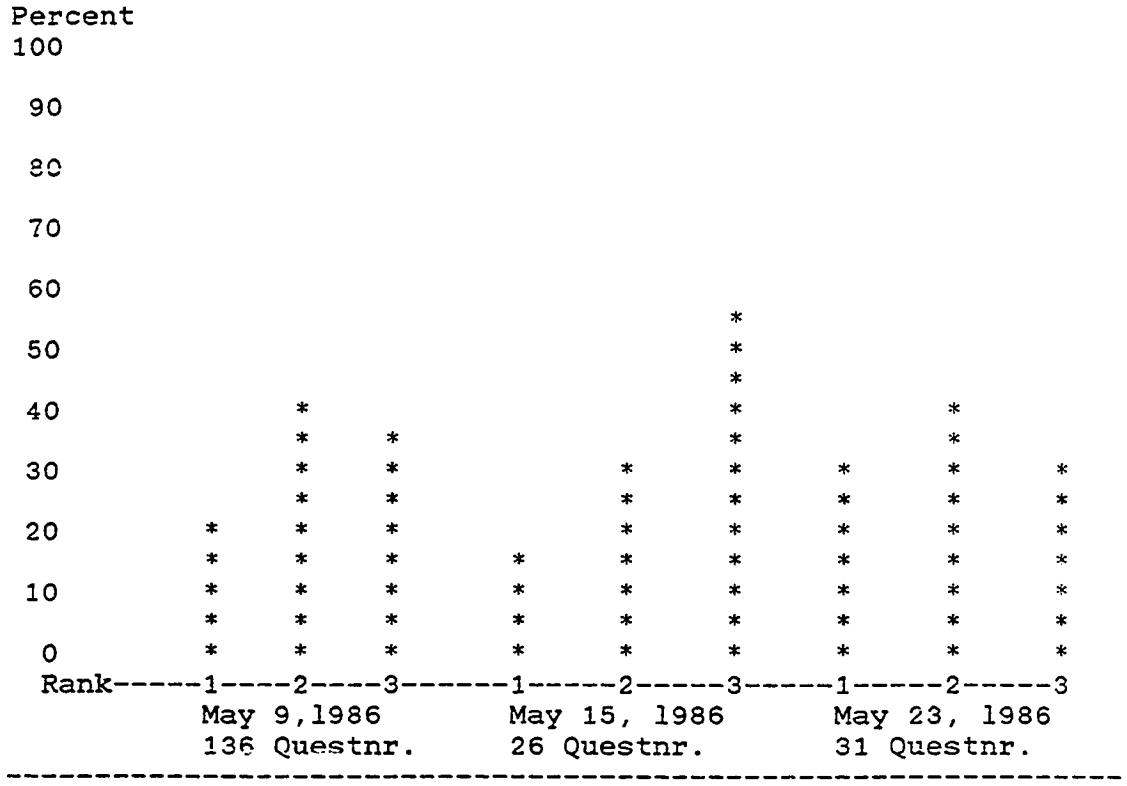
Wave Analysis

A random selection of five questions was made to analyze the variations of responses over the three-week period that the questionnaires were collected. A percentage for each question's responses was calculated and compared to determine if the time the questionnaire was received had impact on the responses on the questionnaire. Similar percentages on each of the responses throughout the three-week period would indicate that the time frame in which the questionnaire was filled out had little impact on the responses on the questionnaire. The analysis of responses by waves over a three-week period is reported in Tables 7,8,9,10,11.

The data in Table 7 indicate the percentages of responses to the question, "How often are you given the opportunity to participate in the development of a LPS staff development activity?"

Table 7
Analysis of Response by Waves Over a Three-Week Period According to Perceptions of Selected Teachers Regarding Staff Development Needs at the Initial, Developing, and Experienced Career Stages

Question 3

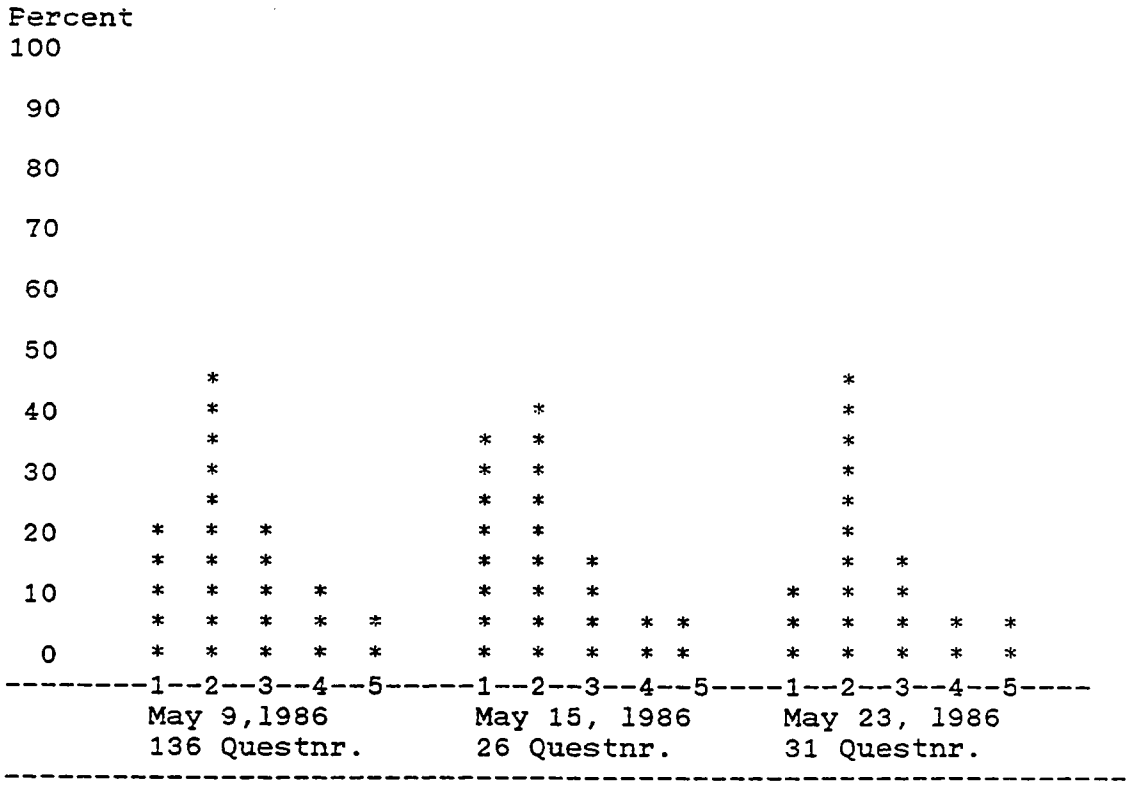


The relative closeness of the percentages of responses to the question over the three week period may be interpreted to mean that the time frame that the survey was filled out in had little impact on the perceptions of the respondents.

Percentages of responses to question 11, "Would activities relevant to teaching strategies increase your level of participation in staff development activiteis?" are listed in Table 8.

Table 8
Analysis of Response by Waves Over a Three-Week Period According to Perceptions of Selected Teachers Regarding Staff Development Needs at the Initial, Developing, and Experienced Career Stage

Question 11



The relative closeness of the percentages of responses to the question over the three week period may be interpreted

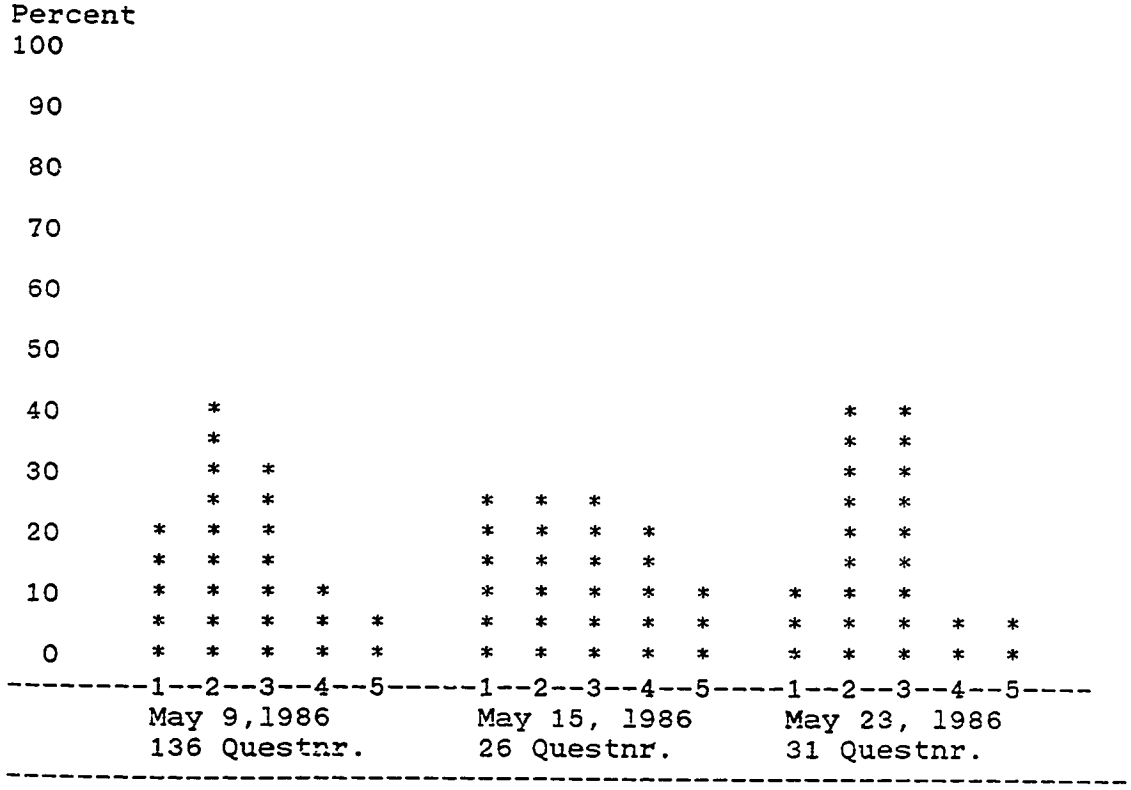
to mean that the time frame that the survey was filled out in had little impact on the perceptions of the respondents.

Percentages of responses to question 14, "Would reality therapy increase your level of participation in staff development activities?" are listed in Table 9.

Table 9

Analysis of Response by Waves Over a Three-Week Period According to Perceptions of Selected Teachers Regarding Staff Development Needs at the Initial, Developing, and Experienced Career Stages

Question 14



The relative closeness of the percentages of responses

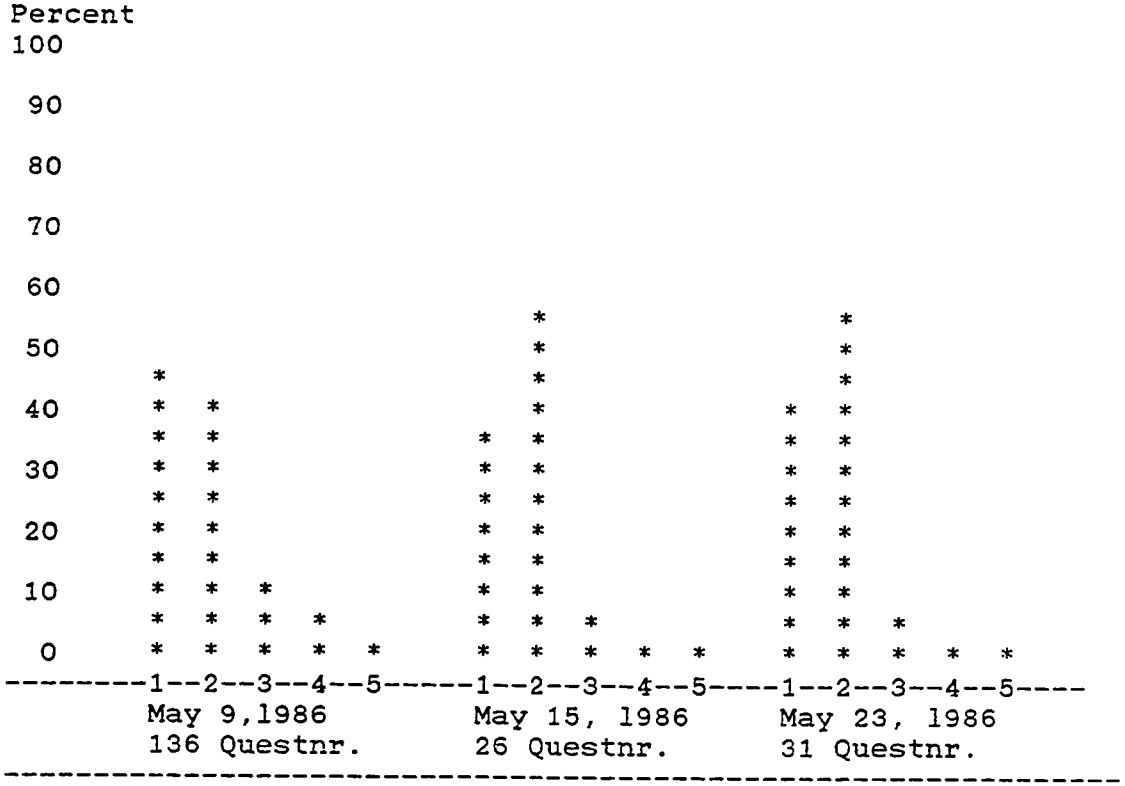
to the question over the three week period may be interpreted to mean that the time frame that the survey was filled out in had little impact on the perceptions of the respondents.

Percents of responses to question 17, "Would a course concerning new trends and the latest research increase your level of participation in staff development activities?" are listed in Table 10.

Table 10

Analysis of Response by Waves Over a Three-Week Period According to Perceptions of Selected Teachers Regarding Staff Development Needs at the Initial, Developing, and Experienced Career Stages

Question 17

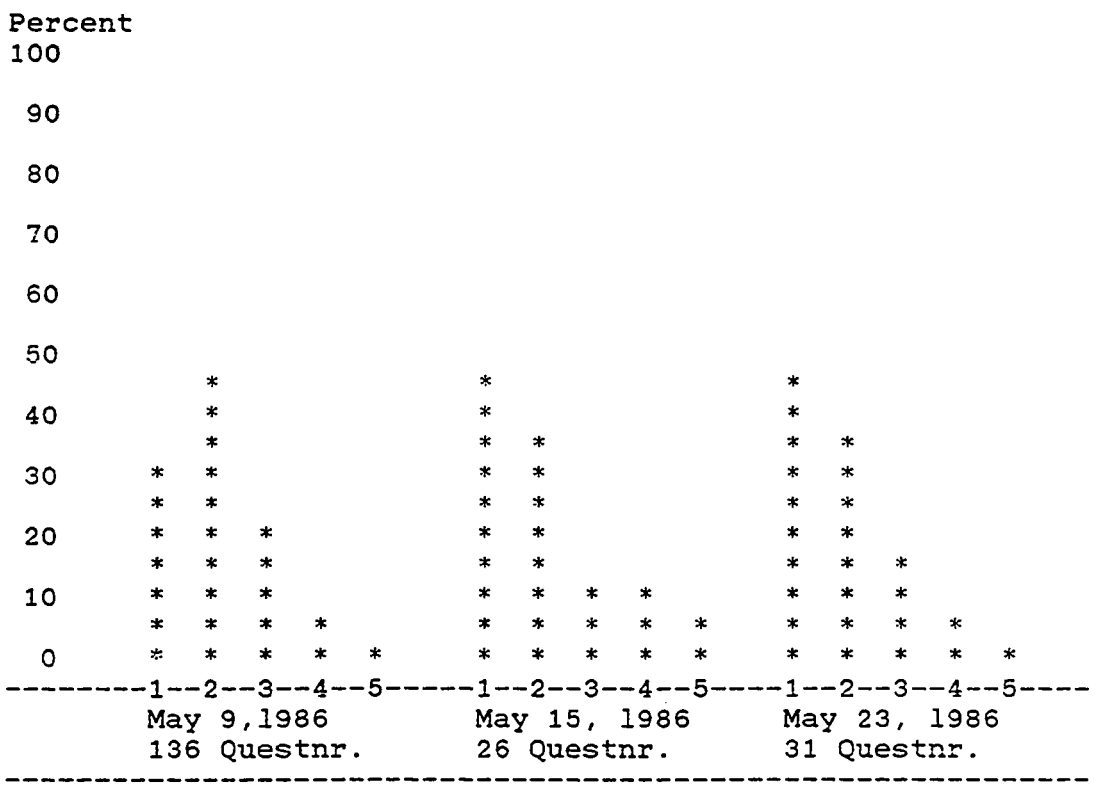


The relative closeness of the percentages of responses to the question over the three week period may be interpreted to mean that the time frame the survey was filled out in had little impact on the perceptions of the respondents.

The data in Table 11 indicate the percentages of responses to question 23, "Your preference for demonstration of materials or techniques combined with a supervised trail followed by some form of feedback as the structure of staff development activities?"

Table 11
Analysis of Response by Waves Over a Three-Week Period According to Perceptions of Selected Teachers Regarding Staff Development Needs at the Initial, Developing, and Experienced Career Stages

Question 23



The relative closeness of the percentages of responses to the question over the three week period may be interpreted to mean that the time frame that the survey was filled out in had little impact on the perceptions of the respondents.

Hypotheses Testing Procedures

Each hypothesis was tested using the Statistical Package for the Social Sciences, SPSS, to determine mean

scores and standard deviations for items and groups of items. (NIE 1975) Mean scores are calculated by response of sub-groups (initial, developing and experienced teachers). An analysis of variance (ANOVA) was used to determine the relationship between the mean scores and to determine whether significant differences were present. The analysis of variance procedure was used to determine the significant differences between the sub-groups. Post hoc tests (Tukey) were conducted on areas where significant differences were indicated.

The following null hypotheses were formulated and tested to determine how the sample population perceives staff development in the Lincoln Public Schools.

Null Hypothesis One

At the 0.05 level, no statistically significant relationship exists when comparing initial, developing, and experienced teachers regarding their participation in developing staff development programs.

The data obtained by testing hypothesis one provided information on how development of staff development was perceived by initial, developing, and experienced teachers; and indicated that there is a statistically significant difference at the 0.05 level in the perceptions of the different career stage teachers regarding participation in developing staff development programs. Means and standard deviations were calculated for the responses of each group

for development of staff development programs questions and presented in Table 12. The mean scores by sub-group were 2.54 for initial teachers, 2.39 for developing teachers, and 2.24 for experienced teachers.

Table 12
Means and Standard Deviations of
Teacher Responses by Career Stages to
Development of Staff Development Activities.

Career Stage	n	Mean	Standard Deviation
Stage 1 (0-8 Years)	189	2.54	.453
Stage 2 (9-14 Years)	116	2.39	.492
Stage 3 (15 or more Years)	155	2.24	.539

An analysis of variance was conducted for each of the staff development areas with sub-groups (initial, developing, and experienced teachers) as factors. As displayed in Table 13, the analysis of variance for development of staff development activities revealed there was a significant effect by sub-group, $F(2,450)=16.848$, $p<.05$. This may be interpreted to mean that initial, developing, and experienced teachers differed significantly in their perceptions of what is satisfactory in participating in the development of staff development activities.

Table 13
Analysis of Variance for
Development of Staff Development Activities

Source of Variation	Degrees of Freedom	Sum of Squares	Mean of Squares	F Ratio
Main Effects				
LPSEXP	2	8.23	4.11	.000*
Residual	450	109.91	.24	

*Significant at 0.05 level

Since the null hypothesis was rejected, the independent variable (Lincoln Public School Experience) was further examined to determine which of the sub-groups (initial, developing, and experienced teachers) were statistically significant from each other. A Tukey (Winer 1971) was conducted on the means. The Tukey procedure identified a variation of .132 was required between sub-group means in order for statistical significants to be present. As displayed in Table 14, the difference between Stage 1 and Stage 2 teachers was .1493, the difference between Stage 1 and Stage 3 was .3037, and the difference between Stage 2 and Stage 3 was .1544. This may be interpreted to mean that statistically significant differences exist between all three career stages in satisfaction of participating in the development of staff development activities.

Table 14
Tukey Analysis for
Development of Staff Development Activities

Career Stages	Initial % Difference	Developing % Difference	Experienced % Difference
Initial	-----	.1493*	.3037*
Developing	-----	-----	.1544*

*Statistically Significant

Null Hypothesis Two

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities.

The data obtained by testing hypothesis two provided information on the perceptions of initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities. Means and standard deviations were calculated for the responses of each group for place, time, and structure of staff development activities questions. The means for each sub-group, as reported in Table 15, were 2.21 for initial teachers, 2.36 for developing teachers, and 2.34 for experienced teachers.

Table 15
Means and Standard Deviations of Teachers' Responses by Career Stages to Place, Time, and Structure of Staff Development Activities.

Career Stage	n	Mean	Standard Deviation
Stage 1 (0-8 Years)	189	2.21	.435
Stage 2 (9-14 Years)	116	2.36	.468
Stage 3 (15 or more Years)	155	2.34	.521

An analysis of variance was conducted for each of the staff development areas with sub-groups (initial, developing and experienced teachers) as factors. As displayed in Table 16, the analysis of variance for place, time, and structure of staff development activities revealed there was a significant effect by sub-group, $F(2,450)=4.278$, $p<.05$.

Table 16
Analysis of Variance for Place, Time, and Structure of Staff Development Activities

Source of Variation	Degrees of Freedom	Sum of Squares	Mean of Squares	F Ratio
Main Effects LPSEXP	2	1.91	.95	.014*
Residual	450	100.52	.22	

*Statistically significant at .05 level

Having rejected hypothesis two, the independent variable (Lincoln Public School experience) was further examined to determine which of the sub-groups (initial, developing, and experienced teachers) were statistically significant from each other. The Tukey procedure indicated that a variation of .126 between sub-groups means would qualify as a statistically significant variance. The percentage differences indicated in Table 17 show that the difference between Stage 1 and Stage 2 was .1469, the difference between Stage 1 and Stage 3 was .1296, and the difference between Stage 2 and Stage 3 was .0173. These data may be interpreted to mean that there are statistically significant differences between Stage 1 and Stage 2, Stage 1 and Stage 3, but not between Stage 2 and Stage 3.

Table 17
Tukey Analysis for
Place, Time, and Structure
of Staff Development Activities

Career Stages	Initial % Difference	Developing % Difference	Experienced % Difference
Initial	-----	.1469*	.1296*
Developing	-----	-----	.0173

*Significant at 0.05 level

Null Hypothesis Three

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their

preferences for participating in staff develcpment activities that teach career advancement materials as the primary curriculum.

Information collected on hypothesis three examined the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff developmnet activities that teach career advancement materials as the primary curriculum. Means and standard deviations were calculated for the responses of each group for the questions that related to career advancement as the curriculum for staff development activities. Sub-group means are reported in Table 18 and indicate that initial teachers mean score was 2.23, developing teachers 2.48, and experienced teachers 2.54.

Table 18
Means and Standard Deviations of Teachers' Responses by Career Stages to Staff Development Activities That use Career Advancement Materials as the Primary Curriculum for the Staff Development Activity.

Career Stage	n	Mean	Standard Deviation
Stage 1 (0-8 Years)	189	2.23	.749
Stage 2 (9-14 Years)	116	2.48	.775
Stage 3 (15 or more Years)	155	2.54	.787

An analysis of variance was conducted for each of the

staff development areas with sub-groups (initial, developing and experienced teachers) as factors. As displayed in Table 19, the analysis of variance for career advancement materials as curriculum for staff development activities revealed that there was statistically significant effect by sub-group, $F(2,450)=2.977$, $p<.05$.

Table 19
Analysis of Variance for
use of Career Advancement Materials as the
Primary Curriculum for Staff Development Activities

Source of Variation	Degrees of Freedom	Sum of Squares	Mean of Squares	F Ratio
Main Effects LPSEXP	2	8.76	4.38	.001*
Residual	450	264.06	.587	

*Statistically significant at .05 level

Based on the analysis of variance, hypothesis three was rejected and the independent variable (Lincoln Public School experience) was further examined to determine which of the sub-groups (initial, developing, and experienced teachers) were statistically significant from each other. The Tukey procedure indicated that a variation of .205 between sub-group means would qualify as a statistically significant variance. The percentage differences indicated in Table 20 show that the difference between Stage 1 and Stage 2 was .2557, the difference between Stage 1 and Stage 3 was .3124, and the difference between Stage 2 and Stage 3 was .0567.

This data may be interpreted to mean that there is statistically significant differences between Stage 1 and Stage 2, Stage 1 and Stage 3, but not between Stage 2 and Stage 3.

Table 20
Tukey Analysis for
Career Advancement as the Primary Curriculum
for Staff Development Activities

Career Stages	Initial % Difference	Developing % Difference	Experienced % Difference
Initial	-----	.2557*	.3124*
Developing	-----	------	.0567

*Statistically significant at .05 level

Null Hypothesis Four

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that teach pedagogy as the primary curriculum.

The data obtained by testing hypothesis four provided information on the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that teach pedagogy as the primary curriculum. Means and standard deviations were calculated from the responses of each group for the questions that related to preference for participating in staff development activities that teach

pedagogy as the primary curriculum as displayed in Table 21. The mean scores by sub-group were 1.87 for initial teachers, 2.00 for developing teachers, and 2.09 for experienced teachers.

Table 21
Means and Standard Deviations of Teachers' Responses by Career Stages to Staff Development Activities That use Pedagogy as the Primary Curriculum for the Staff Development Activity.

Career Stage	n	Mean	Standard Deviation
Stage 1 (0-8 Years)	189	1.87	.574
Stage 2 (9-14 Years)	116	2.00	.775
Stage 3 (15 or more Years)	155	2.09	.787

An analysis of variance was conducted for each of the staff development areas with sub-groups (initial, developing, and experienced teachers) as factors. As displayed in Table 22, the analysis of variance for pedagogy as the primary curriculululum for staff development activities revealed there was a significant effect by sub-group, $F\ (2,450)=5.588$, $p<.05$.

Table 22
Analysis of Variance for
use of Pedagogy as the Primary Curriculum for
Staff Development Activities

Source of Variation	Degrees of Freedom	Sum of Squares	Mean of Squares	F Ratio
Main Effects LPSEXP	2	3.72	1.86	.004
Residual	450	149.99	.34	

Rejection of the fourth hypothesis led to examination of the independent variable (Lincoln Public School Experience) to determine which of the sub-groups (initial, developing, and experienced teachers) were statistically significant from each other. The Tukey procedure produced a percentage of .154 to determine statistical significants. Table 23 indicates that the difference between Stage 1 and Stage 2 was .1262, the difference between Stage 1 and Stage 3 was .2188, and the difference between Stage 2 and Stage 3 was .0926. This may be interpreted to mean that there exists a statistically significant difference between Stage 1 and Stage 3, but there was not a statistically significant difference between Stage 1 and Stage 2 or Stage 2 and Stage 3.

Table 23
Tukey Analysis for
Pedagogy as the Primary Curriculum for
Staff Development Activities

Career Stages	Initial % Difference	Developing % Difference	Experience % Difference
Initial	-----	.1262	.2188*
Developing	-----	-----	.0926

*Statistically significant at .05 level

Null Hypothesis Five

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Hypothesis five data provided information on the perceptions of teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s). Means and standard deviations were calculated for the responses of each group for the questions relating to preference for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s). The means for each sub-group, as reported in Table 24, were 1.60 for initial, 1.67 for developing, and 1.73 for experienced teachers.

Table 24
Means and Standard Deviations of Teachers' Responses by Career Stages to Staff Development Activities That use Curriculum as the Primary Curriculum for the Staff Development Activity.

Career Stage	n	Mean	Standard Deviation
Stage 1 (0-8 Years)	189	1.60	.566
Stage 2 (9-14 Years)	116	1.67	.553
Stage 3 (15 or more Years)	155	1.73	.612

An analysis of variance was conducted for each of the staff development areas with sub-groups (initial, developing, and experienced teachers) as factors. There was no statistically significant difference in the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Summary of Findings

Three major areas of staff development were identified for the study as development of staff development programs, delivery of staff development activities, and curriculum of staff development activities. Teachers were surveyed through the use of a survey instrument designed for this research to measure their participation in the development

of staff development programs; their perceptions of preferences for participating in activities depending on place, time, and structure of the staff development activities; and their perceptions of preferences for participating in activities depending on the curriculum offered at the activity. The responses were examined by sub-groups (initial, developing, and experience teachers) to determine if significant differences existed between the perceptions of the sample population.

Of the five null hypotheses, four were rejected and one was validated. The rejection of the four hypotheses was due to the following significant effects: There was a significant difference between initial, developing, and experienced stage teachers as to their participation in the development of staff development activities.

The perceptions of initial stage teachers were significantly different from developing and experienced stage teachers regarding the place, time, and structure of staff development activities.

Developing and experienced stage teachers' perceptions of career advancement as the primary curriculum for staff development activities were significantly different from initial stage teachers.

Initial stage teachers differ significantly from experienced stage teachers in their perceptions of pedagogy as the primary curriculum for staff development activities.

Comments of Respondents

At the conclusion of the survey, respondents were provided the opportunity to make additional comments concerning staff developmemt. Of the total 750 surveys distributed, 469 were returned for tabulation and 49 of the respondents had written comments concerning staff development. The comments were general in nature, but could be categorized into the following four groups: curriculum concerns, place, time, and structure of the activities concerns, planning concerns and concerns for staff development activities that take time away from classrooms and do not compensate teachers financially for participation.

A majority of the comments concerning curriculum dealt with the fact that the teachers had participated in many staff development activities early in their career with the Lincoln Public Schools and, at this time, had difficulty finding any activities in staff development that served a classroom purpose or had personal interest. There were more comments made about curriculum of the staff development activities than the combined total of the other three areas.

Place, time, and structure of staff development activities was commented on in both a postitive and negative manner. The primary theme of these comments dealt with the fact that staff development activities were scheduled and located at times and locations that accomodated administrators, not teachers. Additionally, concerns were

expressed about the strategies staff development activities leaders used in teaching staff development activities. As one respondent stated, "perhaps staff development for staff development facilitators on how to teach adults: am very frustrated over being treated as an elementary student, in term of learning environment, methods, and approach of facilitator".

Although the previously mentioned comments are affiliated with planning, some respondents addressed their comments directed to the issue of planning. The concerns expressed about planning were a lack of involvement in the selection of the curriculum for staff development activities and the lack of solicitation of teacher input for total planning of staff development.

The only group of comments that contained no positive comments concerning staff development activities came from those respondents who expressed concerns about being taken from classroom preparation activities to attend mandatory staff development activities and those respondents who felt that staff development activities should provide financial compensation for teachers required to be in attendance. Time demands of teachers was mentioned repeatedly by this group of respondents.

Chapter 5

Summary, Findings, Conclusions, and Recommendations

Summary

The study was designed to assess teachers' perceptions of staff development needs at the initial, developing, and experienced career stages; develop staff development programming to meet those career stages needs; and recommend procedures to implement those staff development programs. The study examined the relationship between the groups regarding their participation in the development of staff development activities; their perceptions to their preference for the time, place and structure of staff development activities; and their satisfaction for the curriculum of staff development activities. This chapter includes a summary of the study, findings, conclusions and recommendations.

Staff development is a process designed to foster personal and professional growth for individuals within a positive organizational climate having as its goal better learning for students and self-renewal for educators (Dillon-Peterson 1981). Education is in the midst of responding to a current revolution by teachers that perceives little systematic attention being given to the identification of a reliable means of providing staff development that addresses personal and professional needs.

Three major areas of staff development are the development of staff development activities; the time, place and structure of staff development activities; and the curriculum used in staff development activities. The researcher defines development of staff development activities as the process of providing opportunities for those individuals who are involved in the staff development activities to have input in the planning of the activity.

The time, place, and structure of staff development activities addresses the time of day, month of the year, activities conducted at a central location or local site, and the nature of the teaching strategies used in conducting staff development activities.

Curriculum of staff development activities is defined by the researchers as activities that teach pedagogy as the primary curriculum, activities that teach career advancement as the primary curriculum, and activities that teach about selected curriculum area(s) as the primary curriculum.

Based on a review of literature in the areas of staff development and adult development and learning styles, it was determined that there may be a disparity between the participation and perceptions of initial, developing and experienced teachers concerning staff development activities. The extent of change and growth that results from staff

development activities will be influenced and determined by initial, developing, and experienced teachers within a district. Thus, the perceptions of these groups will need to be carefully considered when determining the implementation of a staff development program.

The Hypotheses

1. At the 0.05 level, no statistically significant relationship exists when comparing initial, developing, and experienced teachers regarding their participation in developing staff development programs.

2. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding the place, time, and structure of staff development activities.

3. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that teach career advancement materials as the primary curriculum.

4. At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that teach pedagogy as the primary curriculum.

5. At the 0.05 level, no statistically significant

relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Procedures

To complete the study the following steps were necessary.

1. A review of literature was conducted in the areas of adult development and learning styles, and staff development for adults.

2. Based on the review of literature, definitions were formulated for the initial, developing, and experienced career stages.

3. The most common factors concerning staff development for career stages were identified in the review of literature and framed into questions for use in a survey.

4. The Staff Development Survey (see Appendix A) was used to measure the perceptions of initial, developing, and experienced teachers regarding their career stages needs of staff development.

A total of 26 items with 6 items devoted to development of staff development programs; 11 items devoted to time, place, and structure of staff development activities; and 9 items devoted to the curriculum of staff development activities were on the Staff Development Survey.

Respondents were requested to indicate their perceptions to an item according to the area being addressed. A Likert-type response key was used.

5. Instrument validation and reliability was conducted through a pilot survey of staff of the Lincoln Public Schools, Lincoln, Nebraska.

6. The sample population was selected, through a random sampling procedure generated by a computer, of initial, developing, and experienced teachers associated with the Lincoln Public Schools.

7. A total of 750 surveys were distributed. Of the total distributed, 469 surveys were returned for tabulation. This number represented a 63% return rate. The totals also represented 76% returned from stage 1 teachers, 46% return from stage 2 teachers, and 62% return from stage 3 teachers.

8. Data from the survey were tabulated and analyzed. Mean scores and standard deviation scores were calculated for each of the 26 items. An analysis of variance was used to determine the relationship between the mean scores and to determine whether significant differences were present. Post hoc tests were conducted on areas where significant differences were indicated.

Findings

The findings of this study are based on the data presented in Chapter 4. Mean scores were calculated for each of the twenty-six items of the Staff Development Survey

needs assessment. The possible range for the mean scores was 1.0 to 5.0. The range of the scores was 1.47 to 2.80.

Hypothesis One

At the 0.05 level, no statistically significant relationship exists when comparing initial, developing, and experienced teachers regarding their participation in developing staff development programs.

Findings

1. The perceptions of initial stage teachers (M=2.55) differed at the 0.05 level of significance from developing stage teachers (M=2.40) and also differed at the 0.05 level of significance from the experienced stage teachers (M=2.24).

2. The perceptions of developing stage teachers (M=2.40) differed at the 0.05 level of significance from experienced stage teachers (M=2.24).

Hypothesis Two

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced stage teachers regarding the place, time, and structure of staff development activities.

Findings

1. Initial stage teachers (M=2.22) differed significantly at the 0.05 level from developing stage teachers (M=2.36) and also differed at the 0.05 level of

significance from the experienced stage teachers (M=2.34).

2. The perceptions of developing stage teachers and experienced stage teachers did not differ significantly for the area of delivery of staff development activities.

Hypothesis Three

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced stage teachers regarding their preferences for participating in staff development activities that teach career advancement materials as the primary curriculum.

Findings

1. Initial stage teachers (M=2.23) differed significantly at the 0.05 level from developing stage teachers (M=2.49) and also differed at the 0.05 level of significance from the experienced stage teachers (M=2.55)

2. No significant difference existed between the developing stage teachers and the experienced stage teachers regarding their preferences for participating in staff development activities that teach career advancement materials as the primary curriculum.

Hypothesis Four

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities

that teach pedagogy as the primary curriculum.

Findings

1. No significant difference existed between initial stage teachers (M=1.88) and developing stage teachers (M=2.00) regarding their preferences for participating in staff development activities that teach pedagogy materials as the primary curriculum.

2. Initial stage teachers (M=1.88) differed significantly at the 0.05 level from experienced stage teachers (M=2.10) regarding their preferences for participating in staff development activities that teach pedagogy as the primary curriculum.

3. No significant difference existed between developing stage teachers (M=2.00) and experienced stage teachers (M=2.10) regarding their preferences for participating in staff development activities that teach career advancement materials as the primary curriculum.

Hypothesis Five

At the 0.05 level, no statistically significant relationship exists when comparing the perceptions of initial, developing, and experienced teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Findings

1. No significant difference existed between the

perceptions of initial, developing, and experienced stage teachers regarding their preferences for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s).

Conclusions

Based on the findings of this study, the following conclusions are presented.

1. Participation in the development of staff development activities is greater among experienced stage teachers than initial or developing stage teachers. Developing stage teachers participate to a greater degree than initial stage teachers in the development of staff development activities.

2. As compared to developing and experienced stage teachers, initial stage teachers are more satisfied with the place, time, and structure of staff development activites.

3. Initial stage teachers find participating in staff development activities that teach career advancement materials as the primary curriculum more acceptable than developing stage teachers and experienced stage teachers. Developing stage teachers and experienced stage teachers do not vary significantly in their acceptance of staff development activities that teach career advancement materials as the primary curriculum.

4. Experienced stage teachers find participating in staff development activities that teach pedagogy as the

primary curriculum less acceptable than initial stage teachers and developing stage teachers. Initial stage teachers and developing stage teachers do not vary significantly in their acceptance of staff development activities that teach pedagogy materials as the primary curriculum.

5. The perceptions of initial, developing, and experienced stage teachers were of no significant difference when considering the acceptance of staff development activities that teach knowledge about a specific curriculum area(s).

Recommendations

Based on the findings and conclusions of this study, the following recommendations are made.

Recommendations for A Staff Development Program Plan That Addresses Career Stages Needs

1. The Lincoln Public Schools, Lincoln, Nebraska, should adopt a planning procedure that provides for input from all employees. A successful staff devlopment effort will require planning at several different levels. Harris (1980) suggest that at least three levels of planning are needed. To these three, this writer adds yet a fourth. These four planning tiers are explained below.

Master Plan

The master plan, also called the strategic plan, is the most general and encompassing of the four tiers of planning.

The master plan sets forth the basic orientation, assumptions, and direction for the other levels of planning. It provides a framework for further planning efforts. A master plan should be a semi-permanent document. Changes should occur as the basic assumptions and methods of staff development change.

Comprehensive Plan

Whereas the master plan provides a framework for making staff development plans, the comprehensive plan is the staff development plan at the district level. The comprehensive plan will generally change from year to year and parts of it may be modified even more frequently, as needed. Formulating the comprehensive plan will require deciding who will do what, for what audience, when, and where. The master plan will guide this formulation, but the comprehensive plan will be the formulation.

Program Plan

Program plans act as supplementary aids to the comprehensive plan. This may be best explained through an example. One means of accomplishing certain staff development purposes is to initiate a periodic news sheet. This news sheet would be designated as a "program", a one-page or two-page document that outlined the purposes and methods of the program. This information will be useful in communications concerning the program and in guiding its operation. The program plan will also be useful in

evaluating the program, in making changes, or in deciding whether it should continue.

Session Plans

Session plans might also be called operational plans. The session plan is the most specific of the planning levels. As the name infers, the session plan is for the individual staff development session. The session plan takes the information of why, what, for whom, how, who, when, and where from the comprehensive plan and adds the substantive information which leads to staff development instruction. Active solicitation of all staff members by the staff development office should take place to enhance participation in development of all of these staff develoment plans. Particular attention should be given to initial teachers to encourage them to participate and assure them that they are welcome to participate.

2. Based on the perceptions of developing and experience stage teachers, attention should be given to the location of staff development activities that involve these teachers.

3. Initial stage teachers, when compared to developing and experienced stage teachers, have differing perceptions regarding their preference for participating in staff development activities that teach career advancement materials as the primary curriculum. Information should be shared with initial stage teachers continuously regarding the

availability of such classes. Awareness sessions, newsletters, and workshops, all giving initial stage teachers information and the opportunity to explore career advancement materials, will increase their awareness and help satisfy this one staff development need at the initial teacher stage.

4. Based on the perceptions of initial and developing stage teachers, pedagogy as the primary curriculum for staff development activities is considered preferable; thus, it is recommended that pedagogy as the primary curriculum should be included in a number of staff development activities.

5. It is recommended that district-wide committees for staff development actitivities which attempt to increase knowledge about a specific curriculum area(s) should be used to determine what curriculum area(s) are taught. There was no significant difference between the three groups concerning preference for participating in staff development activities that attempt to increase knowledge about a specific curriculum area(s), and all three groups had low mean scores which indicates a general acceptance for such activities.

Recommendations for Administrative Actions to Implement a Staff Development Program that Addresses Career Stages Needs.

1. Building principals should identify the career stages of the teachers in their buildings and provide appropriate staff development activities materials to them.

2. Staff development activities should be generated

based on the assessed needs of the teachers at various career stages; generic staff development activities will be held to a minimum number and be placed as a low priority for funding.

3. The district-wide staff development program should be organized in a manner that allows for a variety of activities offered from a geographically centralized location and from individual school buildings.

4. Building-level staff development activities should reflect the needs of the staff of that building in accordance with district-wide staff development plans. Individual buildings may choose to vary from the district plan when staff assessments indicate the need and arrangements with the staff development office are completed.

5. Budget allocations should give priority to those staff development activities that address the needs of staff at various career stages and the district's established emphases.

6. Specific activities that provide opportunities for staff to increase their knowledge about a specific curriculum area(s) should be developed based on staff input and publicized in a separate brochure.

7. All leaders of staff development activities should have an application level competency in the concepts of andragogy presented by Malcom Knowles.

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Appendix A

STAFF DEVELOPMENT SURVEY Needs assessment

Age_____

Sex: Female _____ Male _____

Building Level:

Elementary _____

Junior High _____

Senior High _____

Type of Teaching Certificate you currently have:

Pre-Standard _____

Standard _____

Professional _____

Number of Years Teaching Experience_____

Number of Years Teaching in LPS (Including 85-86)_____

Subject Area of Major Assignment or Grade_____

Highest Degree Earned_____

Number of College Credits Earned in Last Two Academic Years_____

What is your best estimate of the number of hours you were involved with LPS Staff Development during the 1984-85 school year and the first semester of the 1985-86 school year:

I did not participate in LPS Staff Development during this time._____

1-3 hours_____

4-6 hours_____

7-9 hours_____

10-14 hours_____

15 hours or more_____

Based on the hours you indicated above, what type of staff development activity did you attend?

Number of hours in workshops_____

Number of semester course(s) you have taken_____

PLEASE COMPLETE THE FOLLOWING PAGES

STAFF DEVELOPMENT SURVEY

Instructions: Please answer the following questions concerning your level of participation in the development of LPS Staff Development Activities. Circle the response that best represents your participation.

1.How often do you participate in the development of an LPS Staff Development activity.	Frequently (3 or more times)	Occasionally (1 or 2 times)	Never
2.How often do you take the leadership for planning and developing an LPS Staff Development activity.	Frequently (3 or more times)	Occsaionally (1 or 2 times)	Never
3.How often are you given the opportunity to participate in the development of a LPS Staff Development activity?	Frequently (3 or more times)	Occasionally (1 or 2 times)	Never
4.How often are you given the opportunity to take leadership in the creation of an LPS Staff Development activity?	Frequently (3 or more times)	Occasionally (1 or 2 times)	Never
5.Have you conducted an LPS Staff Development Activity?	Frequently (3 or more times)	Occasionally (1 or 2 times)	Never
6.Given the opportunity would you be interested in conducting a LPS Staff Development activity?	Yes	No	

The following questions ask you to indicate your preference about some aspect of staff development. Please place an X next to the word(s) that best reflects you feelings.

7.How satisfied are you with the building-sponsored staff development programs?

1._____very satisfied
2._____satisfied
3._____neutral
4._____dissatisfied
5._____very dissatisfied

8.How satisfied are you with the staff development programs sponsored by the subject area consultants?

1._____very satisfied
2._____satisfied
3._____neutral
4._____dissatisfied
5._____very dissatisfied

9.How satisfied are you with the quality of presentations made by those who actually conduct the staff development classes and activities?

1._____very satisfied
2._____satisfied
3._____neutral
4._____dissatisfied
5._____very dissatisfied

10. As an adult learner, how satisfied are you with the teaching strategies used by the person conducting the classes or activities.

1._____very satisfied
2._____satisfied
3._____neutral
4._____dissatisfied
5._____very dissatisfied

What would increase your level of participation in staff development activities?

11. Activities relevant to teaching strategies (IDM, etc)(pedagogy)

1._____very important
2._____important
3._____neutral
4._____not important
5._____very unimportant

12. Learn more about my teaching subject area (curriculum)

1._____very important
2._____important
3._____neutral
4._____not important
5._____very unimportant

Please indicate your preference for taking the following staff development courses.

13. Assertiveness Training for Educators (career)

1._____completely acceptable
2._____reasonably acceptable
3._____borderline
4._____moderately unacceptable
5._____extremely unacceptable

14. Reality Therapy (career)

1._____completely acceptable
2._____reasonably acceptable
3._____borderline
4._____moderately unacceptable
5._____extremely unacceptable

15. Enhancing Thinking (pedagogy)
    1._____completely acceptable
    2._____reasonably acceptable
    3._____borderline
    4._____moderately unacceptable
    5._____extremely unacceptable

16. Peer Coaching for Instructional Improvement (career)
    1._____completely acceptable
    2._____reasonably acceptable
    3._____borderline
    4._____moderately unacceptable
    5._____extremely unacceptable

17. New Trends and the Latest Research (This course is offered in all subject areas) (curriculum)
    1._____completely acceptable
    2._____reasonably acceptable
    3._____borderline
    4._____moderately unacceptable
    5._____extremely unacceptable

18. Computer Literacy K-12 Teachers (pedagogy)
    1._____completely acceptable
    2._____reasonably acceptable
    3._____borderline
    4._____moderately unacceptable
    5._____extremely unacceptable

19. Techniques You Can Use Immediately In Your Classroom (This course is offered in all subject areas) (pedagogy)
    1._____completely acceptable
    2._____reasonably acceptable
    3._____borderline
    4._____moderately unacceptable
    5._____extremely unacceptable

20.In what time frame do you prefer to participate in LPS staff development activities. Please rank the times by placing a "1" in your first choice a "2" in your second choice and continue until you have indicated your tenth choice by placing a "10" on the line next to your least liked time frame.

_____mornings before school
_____afternoons immediately after school
_____evenings (7:00 p.m. on)
_____Saturday mornings
_____midyear workshops (3 consecutive Mondays, 4-8p.m.)
_____summer immediately after school year ends
_____midsummer (during the month of July)
_____summer immediately before school year begins
_____staff development days identified on the school calendar
_____semester long courses

Please indicate your preferance for the following approaches to the structure of staff development activities by placing an X on the line next to the word(s) that best reflect your feelings.

21. Independent, individual projects
_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

22. Teacher active role (e.g. generating a set of instructional materials)
_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

23. Demonstration of materials or techniques combined with a supervised trial followed by some form of feedback.
_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

24. Teacher mutual assistance, everyone teaches some part of the activity.
_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

25. Overall staff development plan--activity is one in a series of activities from a long range staff development plan
_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

26. Self-initiated and self-designed-- teachers choose what goals and activities will be included in a staff development activity.

_____like quite a bit
_____like fairly well
_____borderline
_____dislike moderately
_____dislike very much

IF YOU HAVE ADDITIONAL COMMENTS YOU WOULD LIKE TO MAKE CONCERNING STAFF DEVELOPMENT, PLEASE USE THE SPACE PROVIDED BELOW.

THANK YOU FOR YOUR ASSISTANCE

Appendix B

LETTER TO RESPONDENTS

DATE: May 8, 1986

TO: Selected Staff Members LPS

FROM: Virgil Horne, Graduate Student, Universtiy of Nebraska

SUBJECT: Staff Development Questionnaire

You have an opportunity to assist direct the focus of the Lincoln Public Schools Staff Development Program and to help me complete a degree at the University of Nebraska. Your input is important and will be used. The information will not be used to single out individual responses, but rather to group together responses of people with similar experiences and needs.

In a continuing effort to improve the staff development program and provide positive, worthwhile activities and experiences, the Staff Development Office and I request that you take the time to respond and share your ideas regarding staff development offerings you have experienced while employed in the Lincoln Public Schools.

Please complete all information as accurately as possible. The information obtained from the survey will be used by the Staff Development Office and me for planning and research purposes. A summary of the survey results will be available to you by returning the enclosed separate request form for survey results.

Thank you for your cooperation.

PLEASE REMOVE THIS LETTER FROM THE QUESTIONNAIRE AND RETURN THE QUESTIONNAIRE TO BOX 6, PSAB PRIOR TO May 23, 1986.