ABSTRACT
        This paper presents a detailed example of teachers'
professional development as a part of a district's career ladder
pilot-test program in Arizona. A case study describes a secondary
school teacher who has been a leader in a major national and state
teachers' organization. A description is given of how teachers
develop intellectually and practically that covers: (1) some key
characteristics of teacher leaders; (2) some common social and
emotional reasons for wanting to improve and serve society; (3) a
model for sequential development of higher level teacher leader
skills; (4) the development of a comprehensive mentoring package; and
(5) a presentation of the rationale for the higher level functions of
peer coaching and clinical development. References are included as
well as the table of contents for the mentoring project. (JD)

EDUCATIONAL CHANGE AND REFORM

An Integrated Model for the Professional Development of Teacher Leaders

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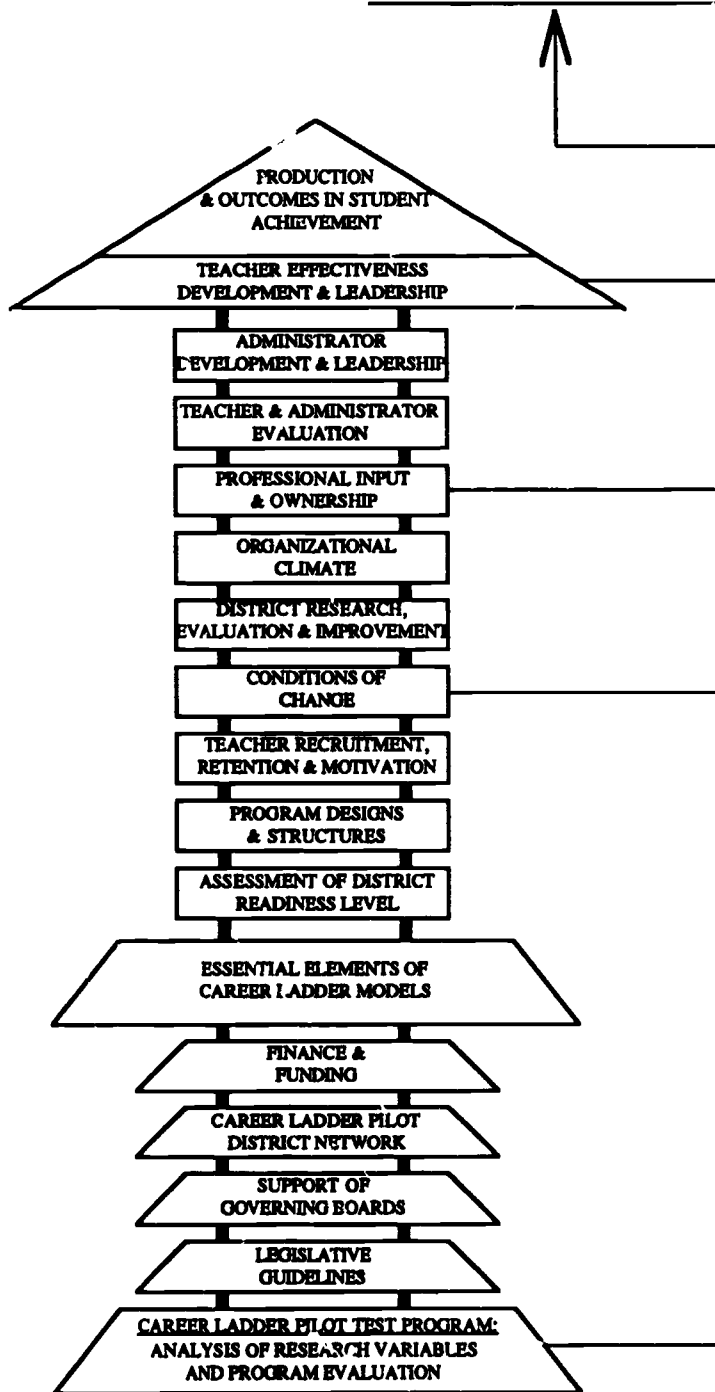
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PRODUCTION
& OUTCOMES IN STUDENT
ACHIEVEMENT

TEACHER EFFECTIVENESS
DEVELOPMENT & LEADERSHIP

ADMINISTRATOR
DEVELOPMENT & LEADERSHIP

TEACHER & ADMINISTRATOR
EVALUATION

PROFESSIONAL INPUT
& OWNERSHIP

ORGANIZATIONAL
CLIMATE

DISTRICT RESEARCH,
EVALUATION & IMPROVEMENT

CONDITIONS OF
CHANGE

TEACHER RECRUITMENT,
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AN INTEGRATED MODEL FOR THE PROFESSIONAL DEVELOPMENT
OF TEACHER LEADERS

Overview

Models of educational change and reform in this country have seldom lasted longer than a few years. The reasons for this she t duration have been clearly documented and seem to be quite well known generally among professional educators and political leaders.

In initially developing policy research and evaluation for a major five-year pilot-test teacher incentive program, Packard (1986) found several crucial reasons why little progress has been forthcoming from so many attempts.

Understanding the Way Things Work

At first analysis, it seems amazing that such little progress has resulted after so many years of effort and expenditure of extensive funds and resources. In reality, however, change and reform which involves large and complicated organizations, structures and bureaucracies is much more difficult to effect than initial observations may have suggested. Understanding of the "way things work" is a relatively simple process; for lasting change, the crucial issue is how to bring concepts, processes and organizational structures together to "cause them to function well."

A Specific Model for the Way Things Actually Work

For educational systems to work efficiently and effectively, all of the support factors for student and teacher development must be focused on the desired outcomes; students and teachers must have intelligent and directed support to develop their potentials for the greatest possible progress and production. The model depicted on the first page has been devised after three years of extensive research with 15 pilot-

test school districts and sponsoring agencies. Its interrelated components of program support and focus are all important for successful initiation and ongoing implementation of change and reform (Packard, 1988).

Support Conditions for Change

Important and focused conditions within large and complex systems and bureaucracies have an excellent chance for progress and change if the following ingredients are available and operating in a positive direction:

1. political and governmental components from state offices to local school boards must be knowledgeable, cooperative and willing to provide innovative laws, policies, programs and funding;

2. districts must have the conditions available to be ready for change and possess necessary characteristics or conditions which are compatible with change;

3. the local school administration must be knowledgeable about all societal issues interrelated with the school function, about the educational needs of teachers and learners, and skillful in communication and in effective procedures for solving problems;

4. all individuals affected by, and involved in, carrying out the goals of the organization must have input and feel a sense of ownership;

5. an "organizational climate" must be developed which will foster or promote a sense of belonging, trust and ownership of organizational goals and objectives in its participants; and

6. teacher and administrative evaluation systems must be fair and objective and related to the criteria or goals of the organization.

Focus of Support Conditions for Change

The specific focus of all the previously mentioned support factors is the following:

1. a strong teacher incentive and development program must be in place;

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2. teachers (instructional experts) must be brought along to reduce the problem of "teacher isolation," in order to provide those who will work with mentoring, coaching and clinical supervision and share clinical supervisor responsibilities with administrators; and

3. responsibility and accountability for improving student social, emotional and academic development must be clearly and professionally recorded and reported.

In general, the model shows interrelated components of support and focus for educational change and reform (Packard, 1988). If all these factors are working well, the chances for teacher development and improvement in student learning are good. The following is a specific example of the positive outcomes which can result if these support and focus factors are in place.

The Development and Productivity of a Teacher Leader

A year after implementation of the pilot-test career ladder (teacher incentive) program in Arizona, it was becoming evident that a major positive factor had to do with the professional development of teachers. Staff development practices moved ahead rapidly in districts that were not "afraid of change," whose administrative leadership was secure about their roles and saw the need for competent instructional leaders coming from school personnel who were classroom teachers. In some districts, a new type of position was beginning to be formulated; a hierarchy was beginning to appear in the teacher ranks; teacher leaders were emerging (Packard, 1987).

Specific Purpose

The purpose of this paper is to present a detailed example of teachers' professional development as part of a district's career ladder pilot-test program in Arizona. This particular case study describes a secondary school teacher who has been a leader in a major national and state teachers' organization. This teacher became involved in a wide variety of developmental functions related to the career ladder program and met the classroom and extended responsibilities performance criteria as a top level, teacher leader.

Characteristics of a Teacher Leader

From an outside evaluators viewpoint, there are certain kinds of characteristics which seem to be evident in those individuals who emerge as teacher leaders. Among those traits are: (1) basic intelligence and motivation to gain knowledge and skills important for leadership and effective teaching; (2) ability and desire to take risks for the possibility of improvement, and (3) continued successful experience as a professional leader and classroom teacher (even though in the "traditional system" they were rewarded based on years of experience rather than level of performance).

To become a teacher leader it is important to combine an intellectual base with the practical productivity of theory development and instructional application. This helps provide the needed emotional and social reasons for directing personal energies toward improvement and development.

In this particular example, the teacher combined formal university course work with development of an instructional leadership model and actual implementation of parts of the model. First, a sample of the intellectual social base will be provided, then, the actual model development and application will be described.

The Knowledge Base

In formally studying the issues of change and reform, the subject of this case study demonstrates social and emotional interests which are common among professional teachers (see Exhibit B for examples of basic intellectual pursuit). While the exerts of the intellectual base are only a small representation of the total reality of this case, they should give the reader an example of the thinking and motivation involved which provided the energies, directions and rationale for focusing in on specific issues of instructional leadership.

A Model for the Development of Teacher Leaders

Educational reform at the district and school levels must strongly promote a hierarchy of systematic, continuous and consistent staff-development practices. Above all, teachers' need to perceive

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themselves as "leaders" in every sense of the term. That is, they must view themselves as possessing the requisite decision-making capabilities, as well as the power to implement them.

A primary prerequisite for effective teacher leadership is the existence of a supportive environment. It has been shown that student success is more likely to occur within the context of a school climate which is actively committed to continuous interpersonal growth and development (Schlechty). It is important to note that the staff development process presented in this paper is not intended as an escape route out of the classroom. On the contrary, its purpose is to provide specific incentives for teachers to remain in the classroom, as well as the opportunity for teachers to enhance their skills.

Above all, the system needs to create conditions which will provide the career professional educator, or Lead Teacher, with the opportunity to exercise expert leadership. Relative to this goal, Dr. Susan Rosenholtz (no date) has identified three factors which directly affect teachers' commitment and which impact upon their leadership function. These are: (1) perceived task autonomy; (2) belief in teachers' ability to facilitate students' learning; and (3) ongoing opportunities for learning and self-development. An alternate way of defining this interactive relationship has been proposed by Schlechty (no date):

"Every Leader, A Teacher

Every Teacher, A Leader

Every Student, A Success."

Development of a Comprehensive Mentoring Package

Exhibit A, provides a table of contents for a very comprehensive mentoring package which is designed to assist teachers who want and need help and encouragement (Bas-Isaac, 1988).

Another key aspect of a supportive academic environment is the development of a collegial working relationship among teachers. Both Kent (1985) and Cohen (1987) have discussed the importance of quality interpersonal relationships among teachers as necessary to school effectiveness and professional development.

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One promising avenue to this goal is in the area of mentoring. As Figure 1 shows, effective mentoring serves as the basis of the entire staff-development structure. Each of these aspects will be discussed in turn.
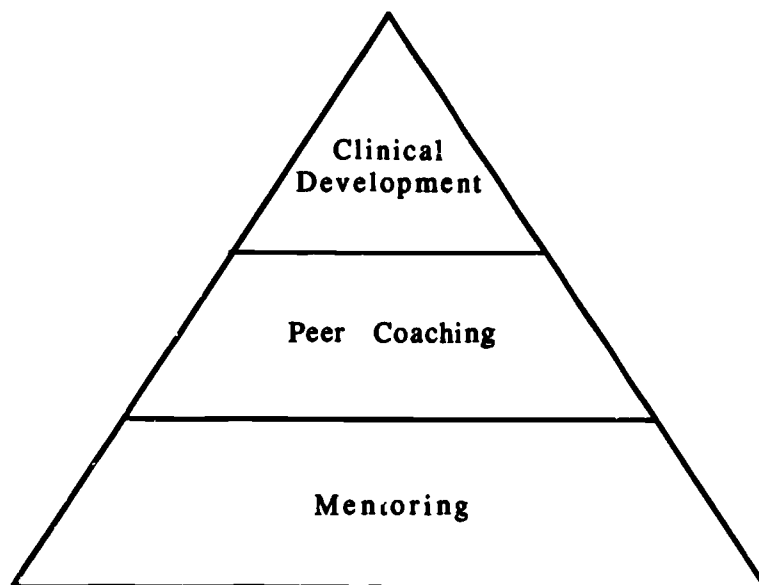

Figure 1. Sequential Teacher Development
and Leadership Model

The Mentoring Function. The proper induction of new teachers is absolutely essential to the development of effective professionals. Contrary to popular opinion, teachers are made, and not born; they simply do not emerge from universities as "finished products." Lortie (1975) has stated, "No way has been found to record and crystallize teaching for the benefit of beginners. It is a process of learning while doing."

According to Barnes and Huling-Austin (1984) the following problems are typical of those faced by new teachers:

1. Assignment and misassignment in or out of their area of accreditation.

2. Isolation from other teachers.

3. Organization and planning.

4.   Motivation of students.

5.   Classroom management.

6.   Discipline.

7.   Interaction with parents.

8.   Evaluation of student work.

How can the mentoring process facilitate this adjustment process? "Mentor teachers" are those who have mastered a myriad of instructional skills and are dedicated to promoting excellence int he teaching profession. They play a number of key roles for newcomers, including role model, counselor, resource, guide, coach, sponsor and colleague.

Perhaps the most valuable contribution of the mentor may be realized in his/her indirect contribution towards relieving the chronic teacher shortage. Statistics show that between 40 and 50 percent of all new teachers leave the profession before their sixth or seventh year. Even more troubling is the fact that the more talented teachers are the ones who are most likely to leave. Strategic intervention is, therefore, needed to meet the needs of beginning teachers in order to help prevent discouragement and premature abandonment of the teaching profession (Ryan, Newman, Applegate, Lasley, Flora and Johnston, 1980). The effective mentor will have had experience with the primary sources of difficulty identified by Barnes and Huling-Austin (1984). By recognizing these potential trouble spots, as well as providing ongoing assistance and support for their resolution, the mentor helps to reduce the departure of such potentially successful and talented newcomers.

The Peer Coaching Function. The second essential element of positive teacher training and development identified in Figure 1 is peer coaching. This strategy involves two teachers working closely together on training activities. Some examples would include joint development of lesson plans, observation of the actual lesson by the peer teacher, and constructive feedback and discussion afterward (Neubert and Bratton, 1987).

A number of prerequisite factors are necessary for successful peer coaching to take place. Above all, a climate of interpersonal trust is absolutely essential. In addition, Tom Bird (no date) has identified the following criteria for successful peer-teaching experiences:

1. The coach must possess the knowledge and skill.

2. The teacher is willing to present a lesson which shows his/her level of proficiency.

3. The teacher is willing to participate in and accept the coach's observations and critique.

4. Mutual respect is essential.

5. Accurate recording of observations and clear insightful analysis is imperative.

6. The teacher must be willing to make adjustments and experiment with new teaching styles and strategies.

7. Both the coach and teacher must continue to improve.

Perhaps the primary benefit of peer coaching is in its development of an environment which is supportive of innovation and risk-taking. Successful teaching involves an openness to change. This includes as a willingness to experiment with new techniques, as well as the ability to deal with unexpected outcomes. The collegial nature of the peer-coaching interaction is conducive to the development and reinforcement of these behaviors.

The Clinical Development Function. At first glance, readers may be surprised to see clinical development at the pinnacle of Figure 1. This factor has typically been more closely associated with the evaluation process. However, its greatest impact is actually felt in the realm of staff development.

Judgmental statements of performance and prescriptions for change and improvement differentiate this final component from the other two. However, it is important to note that its primary objective remains the same: that is, the establishment of a strong cooperative and collegial atmosphere. Above all, teachers need to be able to strive for optimum levels of instructional competence without feeling distrustful, anxious or threatened by the evaluation process (Atcheson and Gall, 1987).

As envisioned in the pyramid, clinical development is a process which can be implemented at any level. Experts in the various areas of instruction, classroom management and supervision must first be identified. These resource persons must also be willing to serve as facilitators, role models and performance

delineators. The "clinician" for instructional development provides guidance and direction for all teachers needing assistance, from novice to the more experienced instructor. Through this rigorous, structured strategy, teachers are helped to attain maximum proficiency levels of academic performance, as graphically depicted by its peak positioning in Figure 1.

SUMMARY

An Integrated Model for the Development of Teacher Leaders includes understanding and implementing interrelated models from the state through individual teacher operations. There must b. adequate support conditions for change with goals and objectives focused on the most positive development of instructional staff and for the improvement of social, emotional and academic student outcomes.

With the support of positive and integrated systems, teachers can have the incentive and motivation to take risks and to combine formal study with practical development and implementation of leadership models and activities. In this case, an example of how teachers develop intellectually and practically has been given. It describes the areas of: (1) some key characteristics of teacher leaders; (2) some common social and emotional reasons for wanting to improve and serve society, (3) an actual model for sequential development of higher level teacher leader skills, (4) the development of a comprehensive mentoring package, and (5) presentation of the rationale for the higher level functions of peer coaching and clinical development.

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EXHiBIT A

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for the

Mentoring Project

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EXHIBIT A

MENTORING INSERVICE

Developed
and
Presented

by

EUGENIA P. BAS-ISAAC

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EXHIBIT B

Change

EXHIBIT B

Change

Change is a necessary ingredient to the continuation of any viable process. Thomas Jefferson

explained change in eloquent simplicity, saying:

> I am not an advocate for frequent changes in laws and constitutions. But laws and
> institutions must go hand-in-hand with the progress of the human mind as that becomes
> more developed, more enlightened, as new discoveries are made, new truths discovered and
> manners and opinions change. With the change of circumstances, institutions must
> advance also to keep pace with the times. We might as well require a man to wear still
> the coat which fitted him when a boy . . .

The educational system is in the process of change. It must evolve if it is to meet the needs of

society. Our public educational system is the foundation of our democratic society.

> Dictators delight in the ignorance of their subjects. Authority blossoms in a bed of
> stupidity. A democratic people must, by contrast, be well-informed and capable of
> rational calculation. For the triumph of evil, it is said, all that is necessary is that the
> good do nothing. For the triumph of despotism, all that is necessary is that people be
> ignorant.

Goble, 1985

Therefore, the necessity of maintaining and at the same time improving our educational system should be

this nation's number one priority.

Reform

It's High Tide (Time): The Third Wave is Breaking at the School House Door.

The process of educating the future workforce in America's society must be viewed as intrinsically

bound to the economic and social health of the country.

As society changes, so do its needs and so do the demands placed on its members. Therefore, the

process for educating society must also change in order to meet those new demands. Failure to meet these

needs places the "National At Risk."

The American economy relies on an educational system able to provide a highly skilled and well

educated workforce. All members of society must be able to contribute to that economic well-being

(Cohen, 1987). No longer can the educational community be satisfied to maintain a "status quo," and

continually focus only on raising the basement levels of achievement. The system must now also strive to

raise the upper levels of achievement and increase the number of students functioning at those maximum levels.

In order to educate a highly skilled and knowledgeable workforce, the instructors must be highly skilled, educated and trained (Bas-Isaac, 1988).

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