ED 360 717

EA 025 164

AUTHOR	McQuaide, Judith
TITLE	Teachers' Use of Team-Planning Time: A Case Study.
INSTITUTION	National Research Center on Student Learning, Pittsburgh, PA.; Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS AGENCY	Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO	CLIP-92-01
PUB DATE	May 92
NOTE	85p.
PUB TYPE	Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Cooperative Planning; Grade 6; Intermediate Grades; Junior High Schools; Middle Schools; School Restructuring; Secondary School Teachers; Teacher Role; *Team Teaching; *Team Training; Teamwork; *Time Management

ABSTRACT

Mandated team planning for a school undergoing restructuring is a major policy change with significant effects on teachers and administrators. One junior high school restructuring into a middle school served as a vehicle for studying how teachers spent their time in mandated team planning. Team planning was initiated to help smooth the transition to the new school structure. The case study focused on one newly formed, three-member team of sixth grade teachers. Data were collected over 3 months at the beginning of the school year. The study measured the amount of time spent during team meetings discussing students, subject matter, teaching strategies, program evaluation, and policy issues. Analysis of the discussions illustrates not only the benefits of team planning, but also problems, misunderstandings, and limitations of time use. Team members found the time allotted for meetings sufficient but would have benefitted from guidance on meeting structure and alternative uses of time. Discussion of special student needs often dominated meetings, and some time restriction was needed for this subject. Also, a method for evaluating the effectiveness of team planning was needed. Appendices include a daily schedule, study consent form, interview questions, and study tools. (Contains 45 references.) (JPT)

ED 360 7i7

Teachers' Use of Team-Planning Time:
A Case Study

Judith McQuaide

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA 15260

Technical Report No. CLIP-92-01
May 1992

LEARNING RESEARCH AND DEVELOPMENT CENTER

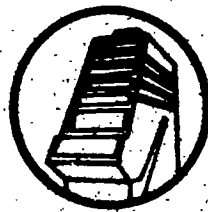## University of Pittsburgh

EA 025-164

Teachers' Use of Team-Planning Time:
A Case Study

Judith McQuaide

Learning Research and Development Center
University of Pittsburgh
Pittsburgh, PA 15260

Technical Report No. CLIP-92-01
May 1992

Classroom Learning and Instruction Project (CLIP)

Technical Report Series

The Classroom Learning and Instruction Project (CLIP) reports consist of a series of technical reports describing a program of research at the Learning Research and Development Center, University of Pittsburgh. This research is supported by a number of private and public non-military agencies and is under the general direction of Gaea Leinhardt. The theme of the research included in this series is the relationship between teaching and learning in particular subject-matter areas, such as mathematics and history. Some papers focus on teachers and how their understanding of specific content (e.g., graphing functions) impacts on their teaching; some papers focus on new assessment instruments that are attempting to measure the complexity of the interrelationship between content knowledge and pedagogy; others focus on the students and how their learning is influenced by their own prior knowledge in a content area and by the teacher's instruction. It is hoped that the cumulative findings of these studies will contribute to our understanding of learning and teaching. Particularly they will contribute to those aspects that are unique to particular topics and may in turn enrich our understanding of the field of teaching and learning as a whole. A list of CLIP reports appear at the end of this report.

TABLE OF CONTENTS

Abstract

One school district's restructuring effort -- the creation of a new middle school -- provided the framework for the following study. Within the new middle school, interdisciplinary teams were established and a daily additional period of team-planning time was assigned to each team. This case study examines teachers' use of team-planning time as it was being introduced in the new middle school setting. It focuses on one, newly-formed, three-member team of 6th grade teachers. Data was collected over a three-month period of time at the beginning of the school year. The study determined the emphasis given, during team discussions, to issues of students, subject matter, pedagogical strategies, program evaluation, and policy issues. A day-by-day analysis provides information on the content of discussions. Analysis of discussions for each of the above categories illuminates not only the benefits derived from the use of this extra planning time, but also problems, misunderstandings, and limitations of time use. Suggestions are provided for improving the use of team-planning time, and address issues of teacher self-evaluation, equitable control of time, and an expansion of this time for professional growth activities.

INTRODUCTION

To Woodglen School District,[1] mandating a daily team-planning period for all middle school teachers was more than a simple policy change -- it was a sizeable investment. Such an investment can only pay off if administrators and teachers share an understanding of the rationale, purpose, and benefits of team planning. Most school districts take for granted that common understanding exists and they treat the change in policy as little more than an allowance of time. Merely scheduling time, however, does not guarantee meeting a program's objectives. In spite of this, few researchers have examined what is expected from team-planning time nor what actually does happen during this time. Few, if any, staff development efforts are directed to its efficient or innovative use. This study focuses on one school and one team of teachers to examine actual use of team-planning time, and explores expanded possibilities and potential for its use.

One school

In Woodglen School District, site of this study, a fundamental component of a restructuring effort involved the change from a traditional junior high school to a middle school. This aspect of restructuring, the creation of a new middle school, provides the framework for this study.

The instructional format of the former Woodglen Junior High School (grades 7, 8, and 9) had been modelled after the senior high. Teachers were subject-matter specialists who taught the same subject to six classes of approximately 30 students each day. As many as 180 students would spend 40 minutes a day with a given teacher. While there was little time to get to know individual students well, there were two rationales for this structure: it prepared students for the academic rigors of high school, which demanded student acceptance of increasing amounts of personal responsibilities, and it allowed teachers to develop expertise in specific subject matter areas, which would ultimately benefit the students.

---

[1]The name of the school district has been changed. All administrators, teachers, and students have been given pseudonyms in this study.

Within the building, subject-matter specialists' classrooms were grouped close to each other and students were expected to move throughout the entire school. Each child had a unique schedule, and consequently, from the students' point of view, there was no sense of continuity in terms of class make-up or travelling with a known corps of friends. Further, in a marked change from their elementary school experiences, students were expected to learn and understand each individual teacher's idiosyncratic rules, routines, and expectations.

The administration and faculty recognized that one problem with this system was the fact that a quiet, average student could experience three years of anonymity at school. Such students risked not being known well by anyone; they might "slip through the cracks." Administrators and faculty believed that average students were not always encouraged to excel, nor were they always educated to their full potential. This situation was considered to be unacceptable to school district personnel.

In an effort to address these student, faculty, and administrative concerns, the middle school concept was adopted by the district. In Woodglen, the original motivation for restructuring came from significant age shifts and population moves. An increase in the number of elementary students caused crowded conditions in elementary buildings. One of the solutions for alleviating the overcrowding was to move the 6th grade students out of those buildings and into another. Taking into account the facilities that were available in the district, administrators decided to restructure the school system and create a new middle school designed for grades 6, 7 and 8, moving the 9th graders up to the high school. Administrators saw this transformation as an opportunity not only to meet the fiscal considerations of the district, but also to better implement age-appropriate academic centers for learning. Various models of middle schools were studied and several plans were combined to meet the needs of this district. Woodglen's interpretation of the middle school concept incorporates the Carnegie Council's (1989) recommendations which outline important dimensions for the middle grades. These are the significant features:

> •*Create small communities for learning* where stable, close, mutually respectful relationships with adults and peers are considered fundamental for intellectual development and personal growth.

•*Teach a core academic program* that results in students who are literate . . . and who know how to think critically, lead a healthy life, behave ethically, and assume the responsibilities of citizenship in a pluralistic society.

•*Ensure success for all students* through creative control by teachers over the instructional program linked to greater responsibilities for students' performance, governance committees that assist the principal in designing and coordinating school-wide programs, and autonomy and leadership within sub-schools or houses to create environments tailored to enhance the intellectual and emotional development of all youth.

•*Staff middle grade schools with teachers who are expert at teaching young adolescents* and who have been specially prepared for assignment to the middle grades.

•*Improve academic performance through fostering the health and fitness* of young adolescents . . .

•*Reengage families in the education of young adolescents* . . .

•*Connect schools with communities* . . .(p. 9)

To successfully implement these middle school changes, numerous staff development programs were directed toward the faculty of the new school. These programs addressed issues of team formation, working in teams, the creation of a new school philosophy, the end of homogeneous ability groups, and even training in computer skills. During the year prior to the opening of the new middle school, specific middle school in-service was offered to faculty in addition to programs on district-wide initiatives that promoted, for instance, new discipline programs, peer partnering, new instructional support teams, and so forth.

Middle school teachers found themselves caught up in two simultaneous reforms: the school district itself was being restructured and the middle school "concept" was being adopted. Buzzwords of change were aimed at the middle school teachers -- shared decision-making, empowerment, teamwork, collaboration, participatory management, shared governance, and so on. Demands on the faculty were high even while clear goals and expectations were still in the process of being formulated and articulated. The most demanding change, from the faculty's point of view, was that within the middle school, interdisciplinary teaching teams were established as the prime vehicle for moving change theories into actions and implementation.

This key organizational issue -- working in teams -- proved to be the major stumbling block in the district's reform process because of initial resistance and apprehension on the part of many teachers. The administration expected a group of three or five teachers who were accustomed to working on their own, to change their whole mode of teaching and to begin working together with other teachers as a part of a team. This change required them to unite across subject matters, to share one particular group of

students, to occupy a common space, to operate on a mutual schedule, and give up individual time in exchange for group planning in order to reach mutual goals. In addition, faculty from different backgrounds (junior high and upper elementary) were expected to merge in the new school.

Team-planning time was new for both the former junior high and upper elementary teachers. In the previous junior high format, teachers had been assigned two non-teaching periods a day -- for instance, one study hall and one period of preparation time. Teachers joining the middle school faculty from the elementary schools formerly had one preparation period each day. All teachers in the new middle school program (including the 6th grade team that was the focus of this study) were now assigned three non-teaching periods to work with - two periods for preparation and one for team planning. In addition, the daily schedule allowed for teams to be flexible in scheduling or to arrange for mutually agreed-upon changes in schedules. (See Appendix A).

At an administration meeting about six months before the middle school opened, Woodglen administrators articulated to the researcher what they hoped would be accomplished by teaming, and indicated that the additional planning time was expected be the location for these accomplishments (Administrative meeting, January 28, 1991). Their expectations for positive outcomes from the additional scheduled time included teachers addressing individual student needs, exchanging information, and establishing consistent policies and procedures. These expectations were similar to those found in the literature regarding planning time.

One team

This study focussed on a three-member, 6th-grade interdisciplinary teaching team. Ms. Joyce, Mr. Lawrence, and Ms. Hayes (pseudonyms) came to the middle school from three separate elementary buildings in the district. They were acquainted with one another and, in fact, Joyce and Lawrence had previously worked together as partners in a team during a six-year period in the late 1970s and early '80s. All three were experienced teachers and were chosen by the administration for this study because it was thought that, of all the teams, this one would best engage in a smooth transition.

Joyce was chosen by the team as "leader" for the first year. She considered organizational ability to be her greatest strength. Joyce was in her twenty-second year of teaching, twenty of those years within the Woodglen school district. She had always taught 5th or 6th grade. Joyce had a master's degree in elementary education and was the science-teaching expert on the team. For the prior two years of planning for the middle school, she had been a member of the core group that developed the structure and philosophy of the new school.

Lawrence was in his twentieth year of teaching in the Woodglen school district. Lawrence's certification was in math and he functioned as the math expert for the interdisciplinary team. While he had always worked with 6th graders during the school year, over the course of five or six summers he had also taught calculus and algebra to high school students. In addition to his teaching duties, Lawrence coached basketball at the senior high school. He considered personal flexibility to be his greatest strength.

Hayes taught 2nd, 5th and 6th grades during her twelve years of teaching. Her career had been interrupted by a seven year parental leave and when joining the team, she had been teaching 6th grade for four consecutive years. Hayes had originally requested a grade change within her elementary school. However, in the spring prior to the opening of the middle school, she volunteered to make the building change due to an unexpected position vacancy on the team. The social studies expert, Hayes is also currently enrolled in an elementary guidance and counselling program and considers her greatest strength to be identifying student problems and providing assistance.

Purpose of study

The restructuring of a middle school presented the opportunity to systematically analyze the ways in which a newly formed team of teachers discuss and consider educational issues.

The purpose of this study was to examine initial team-planning sessions of one team of three 6th-grade teachers as they implemented a middle school restructuring program. Specifically, this study sought to understand the emphasis given by the teachers to discussions of 1) students (personal/academic), 2) subject matter, 3) pedagogical strategic discussions, 4) program evaluation, and

5) administrative/policy issues. Follow-up visits were planned to see if the structure and content of the shared daily team-planning periods changed over time.

THEORETICAL BACKGROUND

The theoretical background for this study draws on research that investigates middle school reform, teaching in teams, team-planning, and educational change efforts.

Middle school reform

Over the past twenty years a growing body of literature has focused on middle level students, teachers, and administrators. The need for middle grade reform resulted from a growing awareness that the students in the "middle" had changed over time; their needs were different from those of young adolescents in the past, and different from the needs of elementary and high school students.

Students.   Many educators share a concern for the unique needs of transescent students in today's schools. Between the years of 11 and 14, physical, emotional, social, and intellectual maturation accelerates. The wide range of student diversity within this age group makes them, as a group, distinctive and requires an educational experience particular to them. (see, for example, Carnegie Council, 1989; Georgiady, 1984; Georgiady, Riegle, & Romano, 1973; Kohut, 1988; Lipsitz, 1984). The California Middle Grade Task Force report, *Caught in the Middle* (1987), and the Carnegie Foundation report *Turning Points*, (1989), define and elaborate these singular student characteristics and educational needs. Some of the needs identified for students of this age group include manageable environments and limited space within a building, a small cluster of classmates with whom to travel from class to class, and close contact with a limited number of adults who will get to know them well.

Administration. As the specific educational needs of this age group continue to be identified in current research and practice, increasing attention has been aimed at transforming school facilities and policies. The middle school "concept" refers to a set of change efforts generally considered most

effective for addressing concerns for middle-school-aged children. These concepts are elaborated in *Turning Points* (Carnegie Foundation, 1989) and other studies.

Organizational issues of middle grade restructuring reforms have been widely studied. As the middle grades have become an entity with a unique identity, most researchers have reached consensus about characteristics of middle grade student development, the nature and importance of middle school leadership, and effective change techniques. Successful middle school transitions have been documented by Far West Laboratories (Filby, Lee, & Lambert, 1990) in their guidance casebook for school leaders who are in the process of reform. There are numerous case studies of successful middle schools and school transition experiences, such as those conducted by Filby, Lee, & Lambert (1990), Lipsitz (1984), and Schofield (1982). Based on these and other studies, criteria have been identified for middle school evaluation along a number of dimensions, such as local political issues, central office commitment, school leadership, faculty selection, and so forth (Georgiady, 1984; Lipsitz, 1984).

Teachers. Debate among educators continues as to the desirability of specific credentialling of middle school teachers. Those who favor this specialization point to the wide range of developmental differences among students at this age level and the need for unique teacher preparation (Leinhardt, 1990). The kind of special qualifications and preparation needed by middle school teachers and administrators are examined by several researchers, including Calhoun (1983), George (1975), and Lipsitz, (1984). Specific preparation to teach young adolescents is one of the eight essential proposals of the Carnegie Task Force (1989). Several states already have middle school certification; others are in the process of examining this option.

One change for teachers working in new middle schools is that they are likely to be working in teams for the first time. Despite the fact that interdisciplinary teaching teams play an integral role in the middle school concept, no research studies were found that address teacher preparation in schools of education for working as part of an interdisciplinary team.

Teaching teams have emerged as important in teaching this age group because research shows that students are better served by personal contact with a limited group of adults or a team of teachers rather than by a long list of teachers, as has been the case in many junior high schools. Successful

implementation of the middle school philosophy depends upon staff acceptance of the team concept and

a willingness to cooperate and collaborate within a core faculty grouping. In most case studies of effective

middle schools, the interdisciplinary team is recognized as a key component effecting positive and

successful outcomes (see, for example, Carnegie Foundation, 1989; Filby, Lee, & Lambert, 1990,

Lipsitz, 1984; and Raymer, 1984).

Teaching in teams

Team teaching methods became popular in the early '60s. While studies of current middle school

teaming efforts show a more organized, thoughtful approach to this style of teaching, the definition of

team-teaching is neither clear-cut nor specific. One example of an interdisciplinary team would be a team

consisting of a group of two to five teachers who teach a core group of students within the larger school

context. Each member of the team is responsible for teaching specific courses and each has a single

classroom of students for whom they are the "home" teacher.

Rutherford (1981) has studied the nature of interdisciplinary teams and has found that they

change over time. He classifies these changes according to "levels of use": knowledge, acquiring

information, sharing, assessing, planning, status reporting, and performing. Rutherford also categorized

and analyzed nine different patterns of teaming that exist in schools. These patterns are based on issues

such as the number of members in a team, whether or not teachers share a common group of students,

who is in charge of structuring activities, whether teachers work together or individually with students, and

so forth.

Building an effective team takes time. Rutherford (1981) suggests that three years are needed to

reach an effective team level. This corresponds to the findings in school change literature where, for

example, Fullan (1991) suggests that from initiation to institutionalization, moderately complex changes

take from three to five years while major restructuring can take five to ten years.

Paul George (1984), a widely known leader in the middle school movement, studied

interdisciplinary team organization and identified four operational phases through which all newly formed

teams seem to progress. In George's model, interdisciplinary teams first deal with organizational issues

(e.g., the same schedule and space). The second phase involves establishing a sense of community

(e.g., team symbols, names). The third phase involves issues of instruction (e.g., interdisciplinary units). Finally, in the fourth phase, teams develop an administrative system for handling governmental actions (e.g., shared decision-making). (See Figure 1).

| Organization |—| Community |—| Instruction |—| Administration |
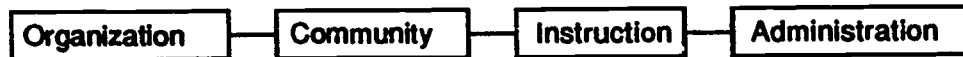
Figure 1: Representation of George's team development model

These stages seem to evolve in a hierarchical way in cases where the team consists of an "intact faculty" -- that is, a change of school structure with all teachers remaining the same. When faculties are combined from various schools, these stages emerge simultaneously although they are incomplete and partially-formed.

Once interdisciplinary team arrangements are in place, however, the literature suggests strong teacher satisfaction with them. Teachers usually welcome collegial relationships with other teachers and the benefits of collaboration. Some of the benefits include sharing perceptions of students, receiving reinforcement when dealing with parents, and having close daily contact with other adults.

Team-planning time

Teaching in teams requires scheduling time for teacher coordination, cooperation, and consensus. For a school district, this is a very expensive proposition. Two hours a week of team-planning time is the amount experts consider a minimum for effective teaming (McKenna, 1989). In addition to the expense of providing the actual planning time, the use of the time must be continually assessed and evaluated, which is also costly.

Team-planning time has been considered the heart of the team effort (Filby, Lee, & Lambert, 1990; George, 1982; McKenna, 1989; Raymer, 1984). Team-planning and teaching time were cited as the organizational elements highlighted most frequently by principals, as factors necessary for interdisciplinary team success (See Plodzik & George's [1989] study on interdisciplinary team organization). The literature suggests that this time is necessary for addressing student needs, making instructional plans, setting consistent policy decisions, and for exchanging information (Carnegie Council,

1989; Glatthorn & Spencer, 1986; McKenna, 1989; Plodzik & George, 1989). Common planning times and team meetings are considered significant in Lipsitz's analysis of elements shared by all successful schools in her case studies (Lipsitz, 1984).

During team-planning sessions, teachers are expected to discuss student needs, instructional plans, and exchange information on subject matter and pedagogical strategies. Consistent policy has been considered to be another key factor in meeting the needs of this specific age-group, and the importance of well-established and reliable routines has been documented (Leinhardt, Weidman, & Hammond, 1987).

By establishing a specific time for joint teacher efforts, the goals of the middle school concept are expected to be reached. One interdisciplinary team approach is to assign a team of three teachers to a group of 85 students. Each teacher on the team will have the opportunity to get to know each child personally and academically. Consistent meeting time permits guidance counselors, special education teachers, and school administrators to join in discussions. Interdisciplinary teams traditionally are expected to engage in other services as well as teaching -- counseling, evaluating, diagnosing, and planning (Kohut, 1988). By having a regularly scheduled team-planning time, this time exists every day, which means that student problems do not have to be put off to some future time or hastily discussed during the rushed time when students are changing classes.

Change efforts

A school districts' establishment of a middle school introduces many fundamental changes. For faculty of new middle schools using the team model of teaching, the major work-place change is stepping out of the isolation of the classroom where previously, policy decisions and student interactions were individually determined (Lortie, 1975). The assignment of daily team-planning time forces these teachers to work with colleagues and make mutual decisions.

Some faculty members may balk at this change, but perhaps should be encouraged to adopt its implementation. According to McLaughlin (1990) belief can follow practice. In a revision of previous findings she mentions that individuals who are required to change routines or take up new practices can become believers. Although teaching in interdisciplinary teams might be a hurdle for teachers,

acceptance of extra planning time is not. Most teachers come to *like* team-planning time. They find the new sense of collegiality and the end of isolation to be enriching. There is a shared sense of accomplishments and immediate validation of perceptions of student problems. Studies show greater teacher satisfaction and higher feelings of personal accomplishment registered by teachers with adequate planning time. Such teachers also enjoy the support they feel from their team partners during parent conferences (Blomquist, 1986; McKenna, 1989).

While it is expected that teachers will ultimately find greater professional satisfaction by working in teams, until then, simply mandating changes are not enough. It is exceedingly difficult for policy to change practice (Fullan, 1982), and normative changes are more difficult to implement than structural ones. With a staff of veteran teachers, norms, regarding time away from teaching, are already established and institutionalized. Administrators and teachers alike need to be aware of caveats regarding possible mis-use of this time. These include:

1) The purpose of the use of time may become lost altogether. Teachers already have a schema for time away from teaching (preparation time) as time used for test and homework correction, preparing lesson plans, gathering materials, parent contact, attending to bureaucratic necessities, and so forth. Team-planning time is new -- it does not *replace* preparation time, it is in *addition to* preparation time. Without a shared understanding of its purpose, there is a danger that this time could ultimately become an extension of preparation time.

2) By showing up at the appointed time and place and having *any* sort of discussion teachers may falsely assume that they have participated in planning time. Those who are implementing a change to team-planning must guard against this kind of "false clarity." According to Fullan (1991) false clarity occurs when people think they have changed although they have really only assimilated superficial trappings of a new practice.

3) Domination of the group by one individual or one special interest could lead to discouragement and resentment on the part of other team members. Some monitoring of the team structure itself should be in place.

4) A study by Schofield (1982), suggested that a monitoring system was needed because many of the staff were unaware of the extent to which some programs and policies that were part of initial plans were eroded by the reemergence of old customs. Therefore, a mechanism needs to be in place for team self-evaluation. Time should be set aside to

assess internally how the time is being used, if all team members are satisfied, and whether or not they are proceeding on target.

The establishment of teaching teams and the scheduling of shared time for the teachers is only a beginning. Scheduling time alone is often seen as an end in itself. Both administrators and teachers seemed to think that good use of this time by teachers is a given. There is an unspoken assumption that teachers know instinctively and intuitively how time should best be used, and that guidance or in-service directed toward use of team-planning time was unnecessary, or even insulting. As Robert Feirsen, an assistant principal from New York, mentioned, merely scheduling planning conferences does not guarantee goal achievement (1987).

An educational innovation will not be sustained unless there is a shared understanding of its purpose, rationale, and process (Fullan, 1982). In early team-planning sessions, teams of teachers are likely to use the time in ways that the administration expected and hoped -- for information exchange and setting policy standards. However, successful implementation does not predict long-run continuation (McLaughlin, 1990).

Educational change efforts often fail or falter because there is no shared understanding of ultimate expectations. Some changes never occur because of the bias of neglect (Fullan, 1991) -- they are never mentioned at all.

BACKGROUND FOR CASE STUDY

Background information for this case study was collected over a nine month period prior to the opening of the new middle school. Informal interviews were conducted with administrators, teachers, and other school district support staff. Additional information was gathered from observations of staff development sessions. School district personnel were eager to share the history of the school district over the past 20 years, to explain the motivation for the creation of the middle school, and to discuss some of the reasons for teacher apprehension about the change. Although peripheral to the actual study, background information on the school district helps to illuminate the difficulties inherent in implementing a school change effort such as this.

Teachers weary of change

The four municipalities comprising the Woodglen school district are relatively similar in their composition as predominantly white and middle class. The community is stable; residential and commercial developments have reached a mature stage. Like many school districts across the country, Woodglen had encountered a steady loss of pupil enrollment in recent years, but has now begun to reverse this trend and enter, again, a time of growth. For 1992, projected student enrollment for public schools in the district was set at 4,620 students according to information contained in Woodglen's most recent 5-year-plan report. For a better understanding of current conditions in Woodglen school district, it is necessary to step back in time and examine its history.

In 1971, a state mandate forced Woodglen, a suburban school district in Western Pennsylvania, into a merger with three neighboring, smaller districts. This forced merger touched off many years of struggle and chaos. The state order was designed to benefit the smaller districts, one of which had no high school at all while the other two had small, outdated buildings and limited curriculums and facilities. State officials believed that by combining the schools into one district, the needs of all students would be better served. Woodglen was unprepared for the influx of the new population and for providing the space and facilities that were required.

Before the merger, the district consisted of seven elementary schools (grades 1-6); a junior high (grades 7-9); and a high school (grades 10-12). Immediate plans to build a new high school were underway, but the building would not be finished until 1979. The greatest crunch in the early 1970s was for the upper grades, 10-12, who shared one 1931 building on a split-day schedule. With students also leaving the building for vocational schools during the day, the overlap of departures and arrivals and the complex coordinating of activities contributed to an unstable environment. School administrators also came and went quickly. There were six superintendent changes between 1971 and 1987 when the present superintendent took over. The school board consisted of warring factions as well.

Facilities management occupied a great deal of time for administrators. In nine and one half years, nine school buildings were closed and/or sold. In 1979, the new high school opened for grades 11 and

12; the former junior high became the "intermediate school" and housed only grades 9 and 10; the former high school was now the "junior high" (grades 7 and 8); an old building from one of the merged districts became the "middle school" to which all 6th graders were bussed. Elementary schools were grades 1-5. The middle school lasted for six years, when the new senior high could accommodate the 10th grade; the intermediate school became the junior high again (7, 8, 9) and 6th graders returned to elementary buildings. Many students attended six different buildings in their 13 years of K-12 careers! With each shuffle, teachers and staff packed belongings and left familiar spaces and colleagues. Moves were seldom welcomed. At the same time, teachers feared the loss of positions altogether as the decade of the '70s found many faculty being furloughed.

In 1991, a new restructuring effort was underway that would not only relocate staff again (9th grade moved to the high school; the junior high was eliminated; 6th graders joined 7th and 8th in the middle school) but it would also require faculty at the new middle school to work in "teams" for the first time. Considering that the average teacher in this new middle school had approximately 20-25 years of experience (Principal interview, in McQuaide, 1991d), weariness of packing and moving and re-adapting again could be expected.

Since the mid-80s there has been stability within the administration, with the teaching staff, and with the school board. The present administration spent two and one half years planning the new middle school. In January, 1989, an advisory committee, made up of parents, teachers, administrators and school board members was established for the purpose of becoming informed about middle schools. From this group, a core committee of teachers and administrators was put together to make decisions on new policy.

At least fourteen school district personnel attended conferences on middle schools in Denver, Toronto, Long Beach, Williamsburg, and Cincinnati. The core committee, along with parents and community members, visited twelve area middle schools. On two occasions, 25-30 teachers attended regional conferences on middle schools.

With the mission statement adopted, the philosophy in place, the interdisciplinary teams of teachers carefully balanced, the training of teachers on-going, the curriculum changed, and the schedule

finally worked out, the Woodglen school district's middle school was ready to welcome the new students. However, many teachers remained unconvinced and apprehensive.

Teachers wary of change

"Changes hang heavy," according to Assistant Superintendent, Bill Calfee, of the Woodglen Area School District, referring to the new middle school (Personal communication, May 29, 1991). The staff was weary of being uprooted, wary of the personal effects of change, and leery of administrative motives for change.

While change itself was welcomed by some, more often it causes concern, apprehension, and dissonance for those involved. The change from a junior high school to a middle school in Woodglen Area School District was no exception. A combination of former elementary teachers and junior high faculty from self-contained classrooms merged into "teams" in September, 1991. While some teachers welcomed a "professional partnership," (Staff development meeting, April 22, 1991) others feared a loss of autonomy. Administrative officials estimated that 30% of the staff was actively involved in creating a successful changeover; in the Spring of 1991, the remainder were unenthusiastic and resigned. (Personal communication, May 1, 1991).

At a staff meeting during the Spring and prior to the opening of the new school, teachers expressed three major concerns in addition to the expected loss of personal power: their own limitations; schedule time changes; and the mandate to end ability grouping. These apprehensions reflected the teachers' moving into areas in which they had no track record of expertise.

"For the first 9 weeks, we will all teach keyboarding," explained Joyce, one 6th grade team member. "Do you type?" "No, I can't type," said Lawrence; "What happens if you can't type?" (Staff development meeting, April 22, 1991). While administrative reassurance was offered regarding provision of adequate training, during a site visit in October, Hayes (a member of the team studied) pointed out that the teachers themselves had to teach computer/keyboarding skills. Training had consisted of five hours, once, after school. Hayes had no training in word processing, the next component to be taught, and

mentioned that it was "a difficult task" because her only elementary experience was with "computer games" (site visit, October 4, 1991).

In the wrap-up question and answer period at the same staff-development meeting in April, three questions out of twelve addressed concerns and apprehension over the new time period slated for advisor/advisee meetings between teachers and students. Although planners considered this A/A time a crucial and significant piece of the middle school concept, in a team-only setting, Lawrence asked, "When is *teaching* time? You can't teach math in 32 minutes a day. . . With 40 minutes, A/A gets more time than math!" (Staff development meeting, April 22, 1991) Teachers also expressed agitation over this being an additional "class preparation" and teaching period. The teachers' union threatened to file a grievance over this issue. However, one month into the new school year, each of the three study participants had come to believe that this A/A time was crucial, positive, and significant (Hayes, Joyce, & Lawrence Interviews, in McQuaide, 1991a,b,c).

Policy for the new middle school directed that there be no ability grouping. Although there were pull-outs for "learning support" and "emotional support," mainstreaming had been implemented. However, at the first team meeting in the Spring, with one central office administrator present, the following conversation took place among members of this 6th grade team:

Lawrence	"Will there be grouping of students within teams?"
Joyce	"No."
Admin	"They are very strong on that point."
Joyce	"But it is up to the team whether to group or not."
Lawrence	"Math has to be grouped. . . Could we group for reading?"
Admin	"The administration is really opposed to grouping. Don't ask. Do what works for your team." (Staff development meeting, April 22, 1991)

Mainstreaming proved to be challenging for this team after school began. During team-planning time (November 13, McQuaide,1991e), teachers met with a specialist on the ADAPT method. ADAPT is designed to offer the same curriculum to all ability groups by altering the presentation, demands and expectations of a lesson for specific children. This team, all somewhat familiar with this method, met with the specialist for twelve minutes. Representative samples of curriculum adaptations were distributed. It was evident that the design and use of these adaptations would require a great deal of preparation time.

23

Worried about the effects of mainstreaming, Joyce remarked that she had ". . . changed [her] whole way of teaching" for the low achievers. "Other kids are not being challenged. Everything's been watered down." Hayes agreed. The next day, Lawrence asked, "We're going to adapt for two kids and forget the rest? We can't do that." (November 14, McQuaide, 1991e).

Teachers leery of change

Some teachers questioned the administrative motives for the change to a middle school. This was pointed out by the assistant superintendent on several occasions. "Many on this faculty have been through a lot of moves. In the past, they were not always for educational reasons, but rather were due to space and financial requirements" (Personal communication, May 29, 1991). While this restructuring effort also reflected a need for change due to age population shifts, Dr. Calfee emphasized that two years of study and research had gone into choosing what was best and age-appropriate for this student population. The need for a space or building change was seen as an "opportunity" to implement what had been learned.

Faculty cynics resented another upheaval and questioned the rhetoric and research that indicated need for a specialized program for early adolescents. At the conclusion of a March, 1991 staff development program, one long-time teacher asked, "If this is all so important, why haven't we done it all along for junior high kids? This whole idea is to mask the poor planning of the high school, and the politics of not having built a large enough facility in the first place." (Personal communication, March 13, 1991). He did not accept the administration's vision of seizing the opportunity.

Reacting to change, many faculty members of the former junior high school building wanted someone to "blame" for the loss of colleagues to the high school and for the intrusion of elementary teachers into their space, and for the fact that they could no longer close a classroom door and follow established routines. Rather than focussing on opportunity to do things differently, these teachers sought out negatives. One teacher asked the observer, "Are you going to come back in the Fall to see Playskool?" (Staff development meeting, March, 1991).

It was understandable that some veteran faculty members would also be leery about personal status because of administrative decisions. "The intermediate level is the least prestigious in the entire continuum of schooling," (Lipsitz, 1984). An increase in teacher empowerment and decision-making had not, as yet, been demonstrated; at early stages, to many, it seemed that the system weakened personal autonomy. Traditionally, closed classrooms have fostered a sense of empowerment, highly valued and jealously guarded by some experienced teachers (Lortie, 1975). "The persistence of the closed classroom has tended to institutionalize both the isolation of the teaching setting and the autonomy of the teacher" (Hatton, 1985).

If, in fact, 30% of this faculty was committed to the changeover, even this percentage did not come easily. In this number of 25-30 teachers, many were "converts," including the principal. The conversion did not occur because of administrative rhetoric, peer cheerleading, or personal revelation. Rather, those individual teachers most positively involved were those who had been given the opportunities to attend conferences; leadership was almost thrust upon them. Teacher Dan Little, expressing the views of those who were either genuine enthusiasts or making the best of things, entreated others to join in a positive process of moving forward. In the Spring faculty-led staff development program, he advised, "When the horse dies, dismount. The junior high is dead." (Staff development meeting, April 22, 1991).

Administrative leaders were disappointed in their efforts to arrange a two-day retreat, at a near-by resort, for the teachers prior to the beginning of the school year. According to Dr. Calfee, the school board had been economically cooperative and generous regarding all of the staff development efforts. This retreat was viewed not only as an opportunity for teams to personally interact and bond but also as a reward for the staff. Faculty response, indicating a desire to attend, was approximately 28 out of 85. In May, 1991, the outing was cancelled for all. The school principal did not want cliques or factions to form as opposing groups.

Administrative leaders were well aware of, and dismayed by, the continued skepticism and leery resignation of the majority of the faculty. Dr. Calfee explained that this was the first major restructuring effort he had undertaken; he said he would make one major change in the process if he had it to do over

again. He expressed the desire for the time to wait for a grass-roots push and to have been able to include the teachers more directly in decision-making. He wished for time to provide teachers with research and resources so that they would have recognized the middle school need on their own. "Real success would be assured if the teachers had been the ones demanding the change" (Personal communication, May 1, 1991).

The following study was conducted in the midst of the restructuring that involved the implementation of a major change effort. The study focussed on three of the district's veteran teachers, who were working together as a team for the first time. In the next section, the design and nature of this research project are described and explained.

METHODOLOGY

This section describes and explains the design of the study, the way in which data were collected, the sampling technique that was used, the way in which the data was recorded, and the development of interview questions. An examination of the limitations of the study is provided, and the criteria and methods used for coding data are described.

Design Issues

Patton's (1990) guidelines for conducting qualitative research influenced the design of this study. A combination of qualitative and quantitative analysis was appropriate for this data. In analyzing the emphasis given during team-planning time discussions to each of the five issues (students, subject matter, pedagogy, evaluation, and policy), a quantitative approach was used. In analyzing the content of the discussions that occurred during the team-planning sessions, and the content of teacher interviews, a qualitative approach was used.

The five categories chosen for analysis were selected with the aim of covering all topics that might be discussed. An effort was made to anticipate all possible relevant topics and to be comprehensive in order to ensure that all episodes of speech could be coded. It was expected that the teachers would discuss students because the overarching goal of the middle school restructuring program was to ensure

that no student would be overlooked. It was expected that teachers would discuss policy because they were in the midst of implementing a new program that involved new policies. It was also expected that pedagogical strategies would be shared because they are the tools of the trade, and when professionals meet they usually share this kind of information. It was assumed that subject matter would be discussed because the teachers all taught language arts, and they were expected to coordinate interdisciplinary units across subjects. Finally, it was assumed that program evaluation remarks would be a part of early planning sessions, given that this was a new program.

As a case study, this research was designed to be an in-depth investigation of one particular team of 6th grade teachers. The team selected might not be representative of other 6th grade teams, and was probably quite different from the 7th and 8th grade teams. Nevertheless, it was expected that from a study of this teams' use of time, general patterns and characteristics of use of planning-time would emerge. In seeking to understand *why* some things happened, instead of only reporting on *what* happened, problematic issues common to many teams could be determined.

The unit of analysis was episodes of speech from the three team members (Joyce, Lawrence, and Hayes) and from other support personnel during team-planning meetings. Since actual *team-planning time data* was collected in three phases over a three-month time period, each set of data also was compared over time.

Selection of the team of teachers was made by the school principal, Dr. Brookshire, who was asked to predict the best-functioning group. He chose a ". . . 6th grade group because they had traditionally functioned as a team," unlike the 7th and 8th grade teams (Principal interview, lines 13-20, McQuaide, 1991d). (Dr. Brookshire was referring to the fact that this team, with elementary and middle school backgrounds, previously experienced close, collegial working relationships with other teachers.) Although Dr. Brookshire expressed confidence in each of the four 6th-grade teams, his selection of the observed team was based primarily on his knowledge of the team leader, Joyce, and her active involvement as a core member of the middle school planning committee (Principal interview, lines 47-53, McQuaide, 1991d).

The analytic design strategy is one of naturalistic inquiry. No attempt was made to manipulate the research setting and there was no predetermined course established by or for the researcher. An inductive analytic approach was used, allowing important analysis dimensions to emerge from patterns found in the case under study, without presupposing in advance what the important dimensions would be.

The scientific validity of the data was strengthened by having all of the observed team-planning meetings audiotaped and then transcribed. Strategies for coding data are included and insure the possibility of training another coder.

Data collection

The entire data base for this study was collected over a ten month period of time, in a variety of settings, and from multiple sources. In January 1991, the researcher met with three school administrators (assistant superintendent, director of educational services, and the current junior high and future middle school principal) who provided the rationale for the creation of their new middle school, the progress toward accomplishments of the restructuring effort to date, the concerns and problems that were emerging from the process, and their hopes and expectations.

In March and April, 1991, the researcher attended the two staff development sessions designed to inform teachers of change efforts and to facilitate mechanics of the transition. One of these meetings was run by an outside consultant and one was faculty-led. During May, 1991, the researcher spent 14 days in the district's central office, serving a practicum, and interviewing administrators for background information. The practicum involved spending one week each with the assistant superintendent, the staff development specialist, and the director of educational services while they performed their professional duties. Team-planning time data collection will be further described in more detail. Approval for this study was granted by the school administration. Each teacher signed a permission form (Appendix B) which indicated their willingness to participate in the study.

Sample of team-planning time

The sample of subjects for this study consisted of one three-member 6th grade teaching team. In deciding on the sample of meetings to observe and interviews to conduct with this team (and related personnel), subjective considerations were involved. One consideration was the appropriate amount of time needed in order to identify general patterns in the data. Another consideration was the number of consecutive days of observation needed to provide continuity in the discussions. To minimize classroom and teacher disruptions, self-imposed limits were set on the total number of observations and interviews conducted.

Upon advisement and school principal and teacher agreement, the following schedule was decided upon for data collection: (See Figures 2 & 3).

Activity	Dates	Times	Present during team planning
*Preservice planning observation	Aug. 29, 1991	12:00-2:30	Joyce, Lawrence, Hayes
*Planning Time observation	Sept. 4, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Hill, Spring, Diehl
	Sept. 5, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Hill, Spring, Roberts
	Sept. 6, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Hill, Spring
Full Day, Lawrence *interview, and planning time observations	Sept. 30, 1991	7:55-3:00	Joyce, Lawrence, Hayes, Hill, Spring, Herman
Full Day, Joyce *Interview and planning time observation	Oct. 1, 1991	7:55-3:00	Joyce, Lawrence, Hayes, Spring
Full Day, Hayes *Interview, and planning time observations	Oct. 4, 1991	7:55-3:00	Joyce, Lawrence, Hayes, Spring
*Principal Interview (Brookshire)	Oct. 4, 1991	8:30-9:15	
*Planning Time observation	Nov. 13, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Sprinker
	Nov. 14, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Spring
	Nov. 15, 1991	10:20-11:00	Joyce, Lawrence, Hayes, Petty

* Audiotaped session

Figure 2: Data collection schedule

The roles of key participants in the study are shown on an organizational chart in Figure 3, below. Ms. Sprinker, the Instructional Support liaison from the central office was not a key member of the team; Ms. Roberts, the gifted education teacher was present during team-planning for a limited time on one day of observation.

Calfee

(Assistant Superintendent)

Brookshire

(Principal)

Diehl   Herman

(Assistant principals)

Joyce Lawrence Hayes   Spring   Hill
                                (Special Ed)   (Guidance)

(Team)
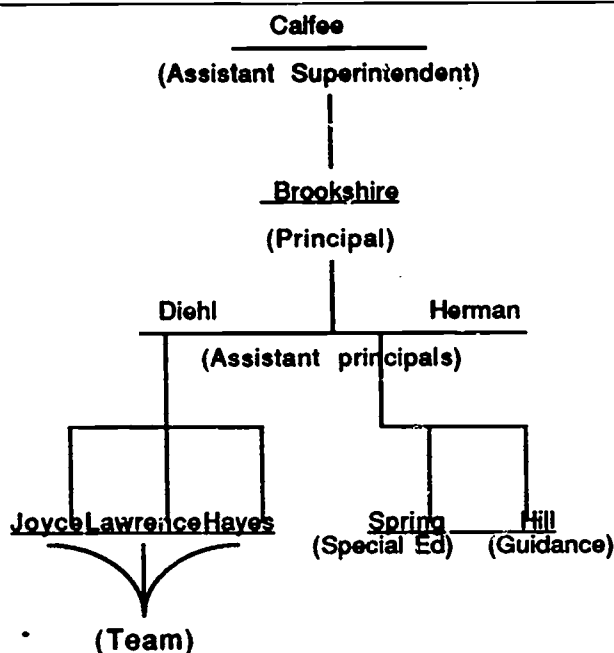
Figure 3: Key study personnel and positions

Recording observation data

Whether observing classroom interactions or a teacher planning session, an accurate recording of events is often problematic. Prior to obtaining permission to audiotape all meetings for this study, a coding chart was partially developed, incorporating features from the *Student-level Observation of Beginning Reading System* study (SOBR) (Leinhardt & Seewald, 1981) and from *A Model for Assessing Team Meetings* (Feirsen, 1987). The *SOBR* observational system is content-based, uses a time sample approach, and the codes used are easily collapsed for a quick and accurate recording of numerous bits of information. The Feirsen model is based on the Flanders' (1964) coding system which also uses a time

sample approach and codes for six measures of meeting-interaction analysis. Each of the six measures contain sub-codes. Use of the scheme proved unnecessary because the teachers granted permission to audiotape all sessions. Audiotapes of the team-planning sessions serve as an accurate representation of speech episodes and were also available for later verification.

As shown in Figure 2, eight and one half hours of team-planning time were audiotaped and field notes were collected by a single researcher on ten different days. One full school day was spent with each member of the three-person team. Interviews with each of the three teachers and the principal were conducted.

The development of teacher interview questions (see Appendix C) evolved in the following manner: 1) sample questions were considered from Patton (1990) and Lipsitz (1984) and were adapted for this occasion; 2) original questions were created for this school and the purpose of this study; 3) these two sets of questions were then combined and discussed with other teachers and researchers; and 4) the questions underwent several revisions after consultation with three advisors. A chart was developed on which the need for each question and an expected response were listed and a pilot interview was conducted with a former elementary teacher. Again revisions were made. Questions were prepared in a similar manner for the interview with the principal (see Appendix D). All interviews were audiotaped.

Audiotapes from the preservice session, the nine in-school teacher planning times, and four participant interviews were transcribed for analysis. These transcripts consisted of half-page width text to allow for coding on the other half of the page, and included computer-generated line numbers for purposes of easy reference to specific dialogue and for quantifying the amount of talk.

Data collection limitations

Limitations of the study included the fact that the team held frequent, informal meetings which were not included in the research. Other problems arose when a member of the planning team was not available on a scheduled observation day either because of illness or because of teacher pull-outs due to conferences and workshops. Adjustments to the original design were necessary, and compromises were deemed acceptable.

Another limitation on the data collection was the selection of the August 29th preservice session as the first data point. The teachers had spent most of the 28th and the morning of the 29th in full-faculty meetings and all members of this team had been in the school building and setting up new classrooms throughout the month of August. Numerous informal spontaneous meetings had already occurred. When the researcher attended a team session on the afternoon of the 29th, teachers were more concerned with physical room and supply set-up and readiness for the first day of school than they were about "teaming" issues.

Scheduled observations were shuffled to accommodate teacher pull-outs for workshops, and a break of one day interrupted the hoped-for three-days-in-a-row continuity (however, the teachers did not meet as a team on the day missed).

Coding

Transcripts of the regularly scheduled team-planning sessions were coded in their entirety for emphasis given to 1) students, 2) subject matter, 3) pedagogical strategic discussions, 4) program evaluation, and 5) administrative/policy issues. "Emphasis" was measured by the number of lines of speech pertaining to each of the five categories. Casual conversation -- greetings and personal remarks -- were few and were deducted from the total number of lines of a transcript.

Categories were not necessarily mutually exclusive -- that is, at times one category was embedded within another. For instance, subject matter discourse could be embedded in a discussion of pedagogical strategies. Overall, this embedding occurred in 5% of the data. If a particular episode of speech was found to contain one category embedded in another, both categories would be coded and that was noted in the coding scheme. In each such instance however, the significant or major code was clearly identifiable.

Each transcript was carefully examined and every section of dialogue was assigned a coding number corresponding to one of the five categories under study. Codes and line numbers from transcripts were transferred to a data sheet. This data sheet was helpful for retrieving examples of speech because dates, line numbers and categories were quickly available. (See Appendix E.) The total line

numbers of speech devoted to each category were then tallied and transferred to a coding chart. This

same coding chart was used for the comparison of the three-day chunks as well. (See Appendix F.) A few

exceptions were made to a straight 1 through 5 coding. These included the following:

1) The category of students. Emphasis given to discussions of students was broken into two

sections: "1A" for regular education students and "1B" for mainstreamed special education students. For

a possible future study, both "1A" and "1B" segments of dialogue were further coded as either "IA"-

individual, academic; "IP" - individual, personal; "GA" - group, academic; or "GP" - group, personal. These

six sub-codes were not tabulated in addition to the totals for the student category, but were a breakdown

of the totals. Coding on a protocol that involved an academic discussion of a single, regular education

student would be marked "1A-IA." Examples follow of coded discussions involving regular education

students. Special education student discussions were broken down in the same manner. (See Figure 4)

1A-IA:
Joyce: "And she said, 'I've already had all this stuff last year' . . . "
Lawrence: "She's a new student. . . Well, let's see how she does on the first few tests, that's all. .
          ." (September 6, 1991; lines 694-95, 701, and 731-732).

IA-IP:
Joyce: "Okay, also in my homeroom, Wendy Smith is really having a very bad day today. She got
       a stomachache, and she's crying and she didn't want to go to the nurse, she didn't want
       to talk to Anita, and I said, 'Are you nervous?' 'No.' But she doesn't want to be here . . ."
       (September 6, 1991; lines 252-256).

1A-GA:
Joyce: "I wanted to talk to you guys about a couple of my kids that are not LD but are causing a
       lot of___, I mean, their grades are really in bad shape in my homeroom. . ." (October 3,
       1991; lines 861-864).

1A-GP:
Lawrence: "Did you notice the kids from Hickory tend to talk out more?". . . (October 3, 1991;
          lines 139-40).

Figure 4: Examples of speech coded for discussion of students.

---

2) The issue of embedding. In some cases, while categories did not overlap, one category might

be embedded within another. For instance, in a discussion of detention policy, a specific student's

behavior may have prompted the discussion and may be a part of it. If policy was the major focus, this

section would be coded with a "5." Within that section on policy, those lines devoted to a specific student

were also coded with a ⑴Ⓑ^{5} under the student category. This code represented discussion of a

special education student (1B) embedded in a policy discussion (5). By keeping a separate account of

embedded information, these lines of protocol could be easily extracted and deducted from the total line

numbers, allowing analysis of mutually exclusive elements.

RESULTS AND DISCUSSION

The actual use of teachers' team-planning time has been examined in three ways. First, each

individual session was studied for the emphasis given to discussions of students, subject matter,

pedagogy, evaluation and policy issues. The emphasis given to each has been represented by a bar

graph for each session. These results are followed by a discussion of selections from the contents of the

discourse on that particular day. When more than one category is discussed, the category mentioned first

is generally that with the greatest emphasis. Not every category is discussed for each day; selections are

intended to be samples only from the daily team-planning discussions.

Each three day set of data results were tallied, and in the second section, the three sets are first

combined for a comprehensive look at the emphasis given each category over the nine observation

sessions. Next, the three sets of data are compared to determine whether or not there were changes in

structure or content over time.

In the third section, each of the five above mentioned categories has been examined in greater

depth. For instance, in the student category, a synthesis of all student discussion over the nine days of

observations has been analyzed. Examples of teacher discussions have been selected from the

transcripts to provide an accurate description of team-planning time conversations.
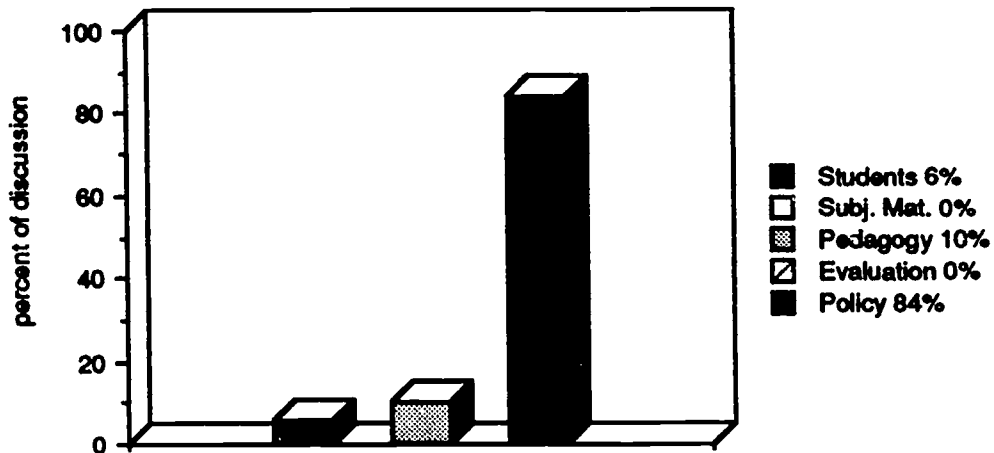
Use of team-planning time by day

Session 1: Second day of school

Figure 5: Use of team-planning time, September 4, 1991

Legend:
- Students 6%
- Subj. Mat. 0%
- Pedagogy 10%
- Evaluation 0%
- Policy 84%

On the second day of school, policy discussion dominated team-planning time. (See Figure 5.) One policy issue stood out as the major focus, and this issue arose from a conflict about schedule changes between the team of teachers and the school administration.

The new middle school teachers had been promised "scheduling flexibility and team decision-making" as benefits of the restructuring effort. After careful consideration, this team switched their three classes around so that children returned to their homebase teacher for that particular teacher's subject matter lesson at the end of the three member team rotation. Rationales for this move included less frequent locker visits and touching base with the same group at the beginning and end of the academic sessions.

The teachers explained the change to the students and had them alter individual schedules. When word of the revamped schedules reached the administration, the teachers were told that this particular type of flexibility was not permitted because office records would no longer be accurate regarding the whereabouts of the children, this kind of change might create a burden for special education teachers, and the switch would create a computer-change nightmare.

The teachers were confused, especially given that, from their point of view, they had simply taken advantage of one of their new "benefits." Contrary to one of the administration's concerns, the special education teacher quickly agreed to modify her schedule to accommodate the changes. The teachers spent their planning time on the second day of school lamenting the loss of the option to make schedule changes, and planning a course of action to change schedules back with the students. The guidance counselor met with administrators, and by the end of the period, the teachers were finally given permission to let the changes stand. This mis-communication, however, caused almost an entire period to be spent on discussion of the issue. On the other hand, several benefits resulted from the emergence of this problem: the teachers were ultimately rewarded in their first attempt at decision-making; the teachers were better aware of the paperwork complications of a schedule change in a school with a large population; and it appeared that they were also made aware of the necessity of knowing where each child was at any given time.

Session 2: Third day of school. On the third day of school, team-planning discussions focussed on regular education students. (See Figure 6) The discussions were primarily information exchange.
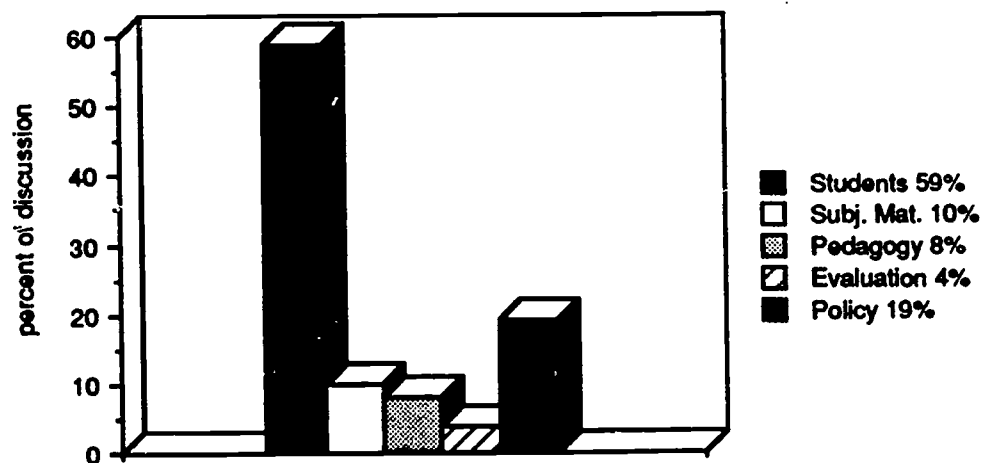

Figure 6: Use of team-planning time, September 5, 1991

The "gifted education" teacher introduced herself and briefly discussed plans for students in that program. The guidance teacher talked about individual record changes like, "Robert Jones came to me

today and said he has a new last name." Approximately one third of the time spent discussing students was devoted to one individual, Jessica, who wanted to switch teams because none of her former elementary friends were in her group. The teachers and guidance counselor strongly opposed the change but showed empathy for the child, caring and concern about how to best make her comfortable, and sensitivity to her needs. The discussion about one student and her lack of acquaintances, prompted many other students in the class to be identified by one of the teachers. Information about these other students was shared for the purpose of possibly linking up Jessica with another child. Typical transcript quotations include: "Kate is from Pine Elementary. Nice girl." "Tami is from that school. Wonderful, beautiful girl." "Lorie, another nice girl. They are really nice kids." and so forth.

Administrative tasks unique to the beginning of school, occupied 19% of the time. These tasks included making certain everyone had enough books, discussing procedures for student referrals to special programs, and clarifying the children's schedules with the guidance counselor. The three teachers continued to share best methods for "housekeeping" tasks -- for instance, reaching a consensus on the best forms to be used to record book numbers and so on.

Cne discussion of an individual student who had missed some classes ("He wanders a lot") brought up questions about attendance procedures. All three members of this team came from elementary buildings and continued to follow familiar customs. In an elementary building, it was easy to keep track of students. In the middle school, the attendance system was different; the teachers were never told of the differences; and they were puzzled by the daily attendance sheets that were delivered. At one point early on, Joyce tried to get some clarification ("I have a question about attendance...") but at the same time, the guidance teacher was leaving, several simultaneous conversations were ongoing, and the question was lost. This administrative issue would be revisited again at the end of the month.

Subject matter and pedagogy were closely linked and often embedded as teachers discussed specific lessons and strategies with the special education teacher, so as to coordinate programs and to some extent, teaching styles.

Evaluation of the program and school personnel consumed little time. Evaluation comments included references to items ("We don't have enough books." "I hope the buses get better.") and to people ("Ted [assistant principal] will stand behind you.").

Session 3: Fourth day of school. During the third session of observation, the greatest emphasis of the discussion was, like the day before, on students. (See Figure 7.)
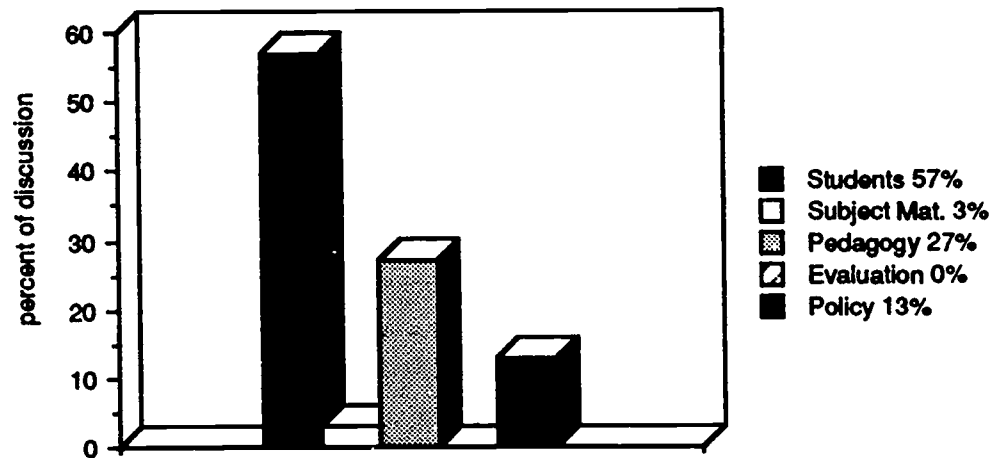

Figure 7: Use of team-planning time, September 6, 1991

Legend:
- Students 57%
- Subject Mat. 3%
- Pedagogy 27%
- Evaluation 0%
- Policy 13%

Because of the availability of daily team-planning time, teachers were able to quickly compare notes on individual children. ("Does he do his homework for you?" "She has a short attention span; fidgets a lot." "This is one kid you might want to highlight for the next couple of days.") Most of the student discussion however, involved one specific child, new to the school district whose needs were being identified. The process, and this child will be discussed later in the analysis of student discussions.

Almost one third of the team-planning time on the fourth day of school was devoted to the coordination of the team's first attempt at teaching an interdisciplinary unit. The theme of the unit, introduced by Joyce, involved learning about "natural resources." The team determined skills that could be developed in science, math, and social studies within this theme. Each teacher would then incorporate the unit into language arts by having students conduct research and write paragraphs.

Session 4: Twentieth day of school. During the fourth session of observation, which occurred part way into the school year, policy issue discussions took up 88% of this team-planning session. (See Figure 8.)
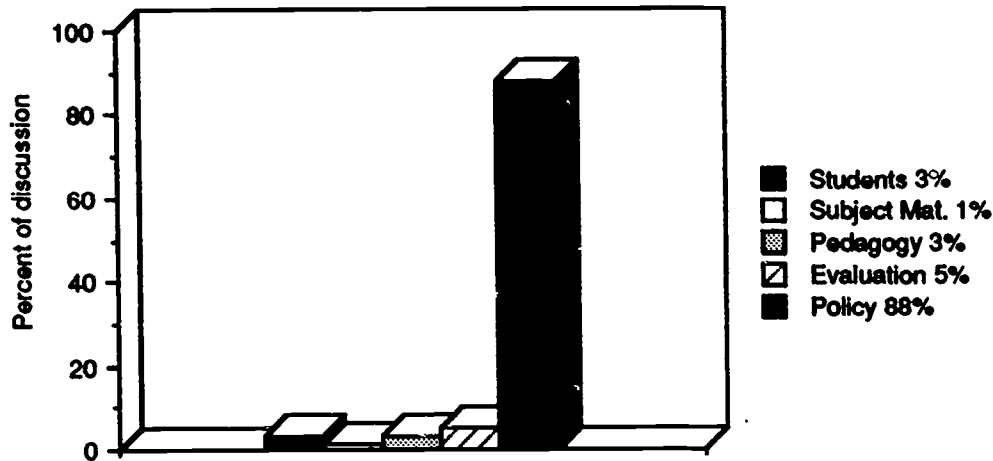
Figure 8: Use of team-planning time, September 30, 1991

Most of the teacher conversation was devoted to a clarification of school policies, prompted by information exchanged at the first "building council" meeting. (Once a month the teacher who was team leader attended a meeting with school administrators and other team leaders to discuss policy issues.) This team-planning time discussion was a natural extension of that meeting.

Within the policy discussion, some time was spent clarifying attendance procedures. Because of their elementary school teaching backgrounds, this team of teachers was unaware that they needed to take attendance each period. They considered the rationale for this newly encountered policy, debated practical methods of compliance, and finally, were joined by the assistant principal who further explained the policy.

Also discussed in the policy segment were the mechanics of the grading system and plans for "curriculum night" (parent visitation of the school). Joyce had volunteered to work with the principal on planning "curriculum night," and was taking advantage of this team setting to get feedback and suggestions from Lawrence and Hayes.

Discussion of disciplinary procedures took up the remainder of the policy component of this team-planning session. Several issues caused conflict. Details of the disciplinary procedure conflict will be described more fully in the analysis of policy issues. However, it should be noted here that these conflicts were triggered by two problems: the natural inclination to try to fit old habits into the new program, and the struggle to create a shared individual and collective meaning for the new school philosophy.

Session 5: Twenty-first day of school. During the fifth session of observation, student discussion was the main focus (73% of the transcript). Within the category of student discussion on this day, primarily one particular student's needs were addressed. (See Figure 9.) This was the same student who was
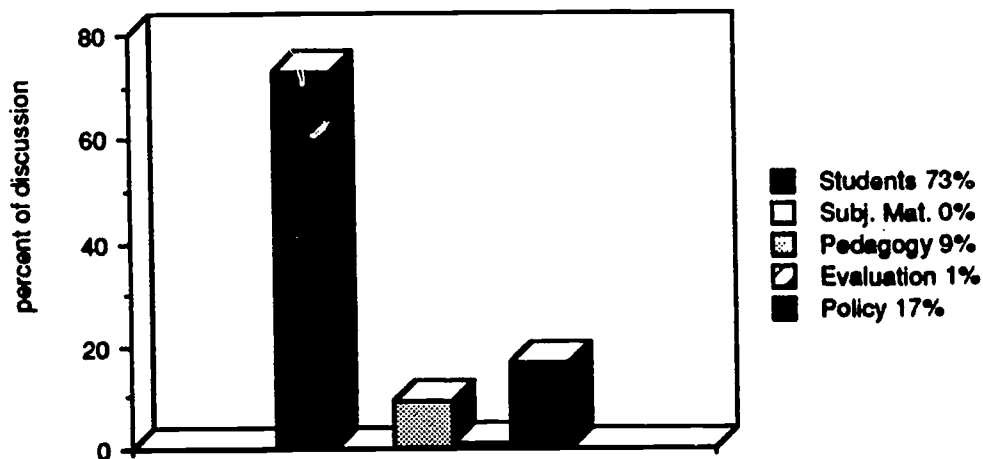
Figure 9: Use of team-planning time, October 1, 1991

identified as having difficulties during the first week of school (See Session 3). On this October day, the special education teacher solicited detailed information about this child's strengths and weaknesses in the classroom. Other special needs children were discussed as well, although in less detail.

Policy discussions on Day 5 (17%) pertained to progress reports. Lawrence had developed a unique form (consisting of a very detailed list of items) which was adapted by this team and meant to be sent to each child's parent. The team was unaware that the middle school administrators planned to continue the former junior high school policy of sending "poor work notices" to only those students experiencing difficulties. Again, lack of mutual understandings caused confusion and resulted in loss of

time to a discussion of this problem. It was pointed out to the team that the existing forms which the administration planned to use, were packaged in triplicate copies, each copy having a particular destination. The issue of which forms to use was resolved by an agreement in which administrators allowed the teachers to use the form they had developed and permitted them to send it to all parents, as long as the proper offices received copies.

It was not teaching-strategies that made up the 9% of pedagogical discussions, but rather strategies shared by the teachers pertaining to both a specific classroom activity (conducting a book club) and student evaluation procedures. Regarding the book club, teachers shared strategies that had worked well in the past. Student evaluation was a general topic, addressing no student in particular, and referred to the sending of progress reports (for instance, Lawrence explained what exactly he had done in the past, why it was done that way, and the benefits of such a strategy.)

Session 6: Twenty-third day of school.

Legend:
- Students 62%
- Subj. Mat. 0%
- Pedagogy 4%
- Evaluation 1%
- Policy 33%
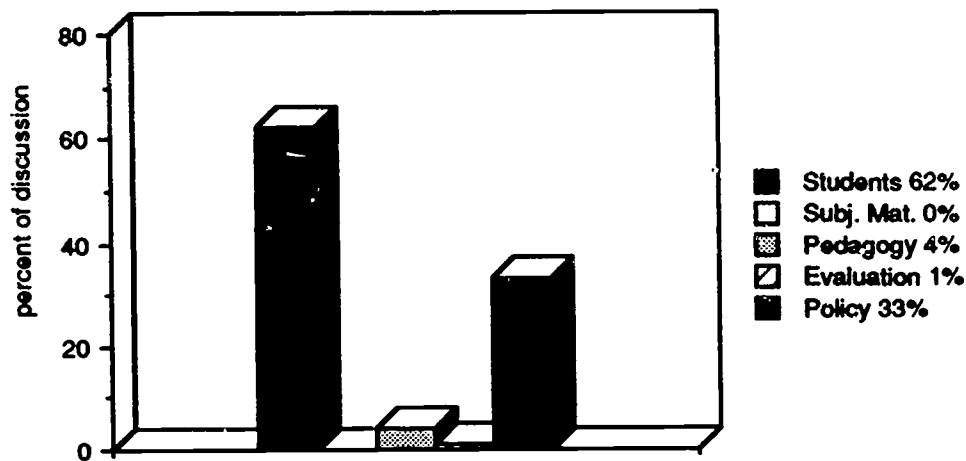
Figure 10: Use of team-planning time, October 3, 1991

Although the greatest emphasis this day was on students (See Figure 10), an odd administrative duty took up time early in the session. One student was withdrawing from the school and it came as a surprise to the team as they struggled to assign appropriate grades. --Lawrence, "Was that fast or what? He walks in this morning and says, 'I'm leaving.' I said, 'Oh, you are?' He said, 'Yeah.' I said, 'Why?' He

said, 'They caught us.' I said, 'They *caught* you?' He said, 'We live in Greenside'." (Not in the Woodglen school district.)

Other policy/administrative tasks included tracking down overdue library books, working on mechanics of progress reports, discussing detention policy, and creating a team-identity name. (This was the only 6th grade team still without a "team identity" and while it was on the agenda each day, it continued to get put aside.)

More than two thirds of the discussion about students centered on special needs students, as the team decided to put some children on a pass/fail system. (Joyce, "Ann might be a possible pass/fail. It might be too abstract for her. But as long as she's doing the work, I think I should pass her. I mean, I'll give her a passing grade. Martin, I feel, can do the work.")

Pedagogical discussions (4%) during the sixth session observed, again involved the team sharing particular current classroom activities with the special education teacher. Evaluation discussions were aimed at detention procedures once again.

Session 7: Fifty-second day of school.   During session seven, the team-planning session was split into two meetings. The first meeting, which was held in the cafeteria and lasted approximately 15 minutes, involved discussions with a specialist about specific ADAPT methods.

The ADAPT program had been designed for support pedagogical strategies that could be changed and adapted to meet the needs of the variety of students with different abilities. This particular program had existed within the school district for at least eight or nine years (Hayes' husband, a former teacher, had used the same materials in 1982 [Hayes interview, McQuaide, 1991a]). All three members of this team had attended a full in-service program ADAPT methods, and this day's meeting was primarily a refresher. Ten pages of sample worksheets were distributed and the specialist attempted to answer teachers' questions.

42
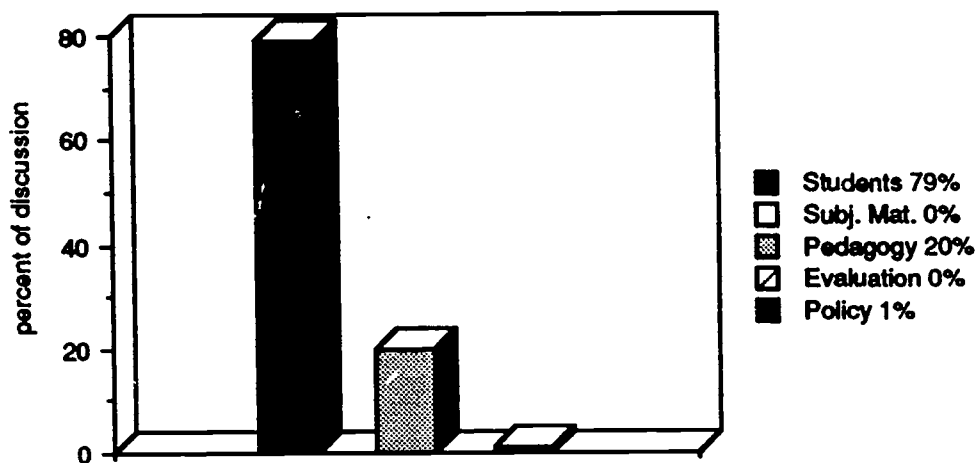
Figure 11: Use of team-planning time, November 13, 1991

For the remainder of the planning time, the team met with the guidance counselor and discussed one particular regular education student. As a consequence, 79% of this day's team-planning discussion was student-centered. (See Figure 11) This student was experiencing health, academic, and emotional difficulties. A meeting had been held the previous day with the child's mother who had expressed a great deal of hostility toward the teachers.

Because of the opportunity provided by available time for an in-depth discussion of this student, the team of teachers and the counselor were able to identify confusing and conflicting stories from the parent, to share teaching strategies used with the child, and to identify patterns of behavior that were cause for alarm. Consensus was reached on how to proceed, specifically, to keep a close watch on the child, to consult with the school nurse, and to have the counselor conduct a further investigation into the family.

Session 8: Fifty-third day of school. Emphasis on students (73%) was the main focus of discussion on Day 8. (See Figure 12.)
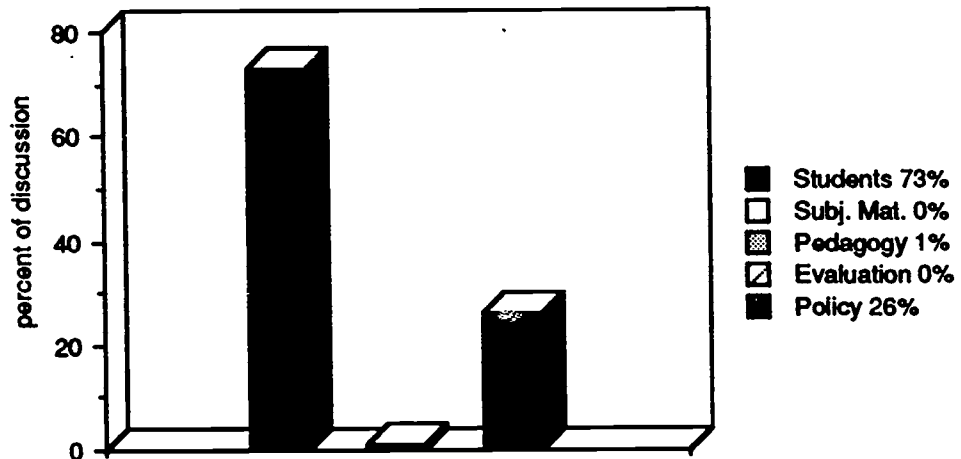
Figure 12: Use of team-planning time, November 14, 1991

Legend:
- Students 73%
- Subj. Mat. 0%
- Pedagogy 1%
- Evaluation 0%
- Policy 26%

Once again, the special education teacher joined the team for a discussion of one specific student (Russell) whose needs have placed him in the emotional support program. Although capable of doing whatever academic tasks are assigned, this newly mainstreamed student caused class disruptions with violent outbursts that threatened other students. The volatile behaviors were increasingly unacceptable to the teachers, and Ms. Spring (special education teacher) continued to suggest strategies for dealing with Russell. Although the child was receiving outside professional help, there had been no evidence of improvement. Hayes, Lawrence, and Joyce were becoming increasingly dismayed over the fact that discussions of this same one student took up a disproportionate amount of time and continued to bump other items from their team-planning agenda.

Administrative and policy issues on this day occupied 26% of the discussion. Talk in this category focussed on report cards and on setting up parent conferences.

Session 9: Fifty-fourth day of school. The final team-planning session observed wa: somewhat

unusual. The presence of Ms. Petty, an observer from another school district, somewhat affected
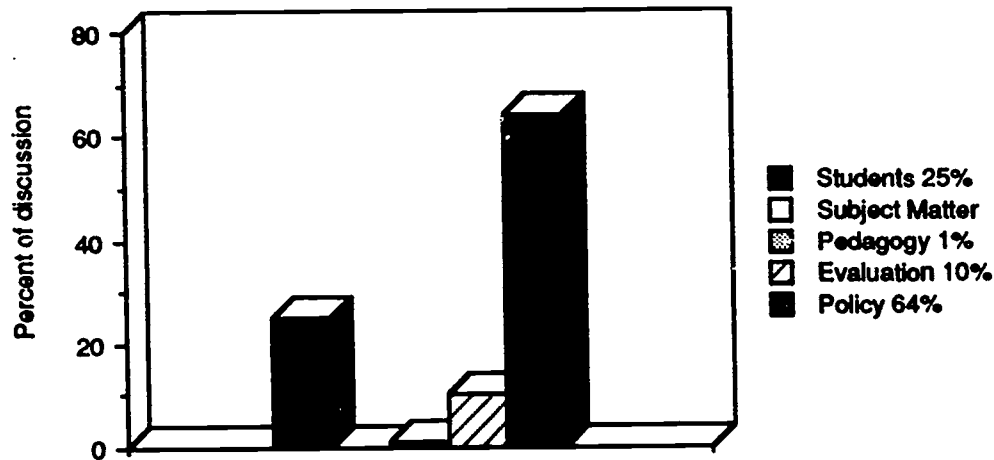
Figure 13: Use of team-planning time, November 15, 1991

discussion emphasis. Her district was in the process of changing to a middle school and, in the team-

planning session, she posed a number of questions that resulted in program evaluation replies. As a

consequence, the session consisted of the largest proportion of discussion devoted to evaluation. (See

Figure 13.).

One example from the discussion involved an inquiry about the advisor/advisee program. To this,

Lawrence responded, "I think it's great. I like it a lot. You get to know the kids so well." The proportion of

time categorized under program evaluation would have been quite different without Ms. Petty. All three

teachers were positive in their remarks about how the new programs were progressing.

Policy and administrative issues occupied the most time (64%) as the team identified issues to be

addressed in a letter to parents. Information was to be provided about parent conferences, a community-

service project, and a December field trip.

Much of the student discussion again centered around Russell and the teachers' desire to

exclude him from the field trip. They expressed concern for the safety of other students and their rights to

be protected, and concern that Russell could not sit through the play that the group would be attending.

Lawrence said, "If he goes, it should be known that he is going over our objection, and that somebody, in

addition to us, has to go to watch him." Hayes expressed a similar concern: "For just Russell. I mean, all this expense for just this one child." The guidance counselor offered to go on the trip and be a "buddy" to Russell.

The flow of this team-planning time session was continually interrupted by questions from the visitor, Ms. Petty, that were not necessarily appropriate to the topic under discussion.

Use of team-planning time by category: Summary of all sessions

When examined across all nine team-planning sessions, the use of team-planning time was clearly dominated by discussions of two issues: students and policy. (See Figure 14.) This reflects expectations found in the literature as well as those expressed by school administrators and teachers.

Data summary

Legend:
- Students 47.5%
- Subject Matter 1.5%
- Pedagogy 8%
- Evaluation 2.5%
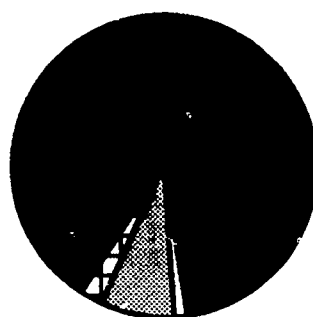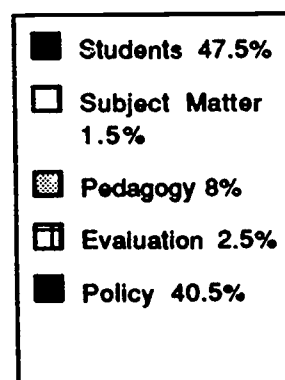- Policy 40.5%

Figure 14: Data summary

Results of teacher interviews that were conducted during the fifth week of school indicated that teachers had specific expectations for use of planning time. As shown in Figure 15, these expectations conform to the ways in which time was actually spent, and were, in part, influenced by team-planning session discussions that had already taken place.

46

Q: Could you list some topics that you expect to discuss during team planning time? Joyce: Well, mid-9 week grades. Progress reports, the attendance thing. Policies that we're finding out. Special interests, we have not yet discussed. One week out of the 9 weeks the kids are going to be grouped into special interest groups for 30 minutes a day, for one whole week. We're going to have to talk about that. We talked about the keyboarding experience. Novels. Book sales.
Q: Could you list some topics that you expect to discuss during team planning time? Hayes: On-going, you know, the S and ED and the LD'ers, whatever the new labels. On-going, continuous, for the rest of the year on those kinds of children. Any kinds of problems that would arise, such as deaths in the family, moving. Just any kind of personal problems the kids have at home that they bring to school. Those kinds of things we'll discuss. Coordinating activities, we'll discuss - units that we can do as an entire team where it can cross over into science and math and reading. And any programs coming up in school.
Q: Could you list some topics that you expect to discuss during team planning time? Lawrence: Discipline, homework policies, how to handle behavior problems, specifically. How we're going to work things around assemblies. Book fairs. We discussed alternatives to homework policies, cause in some kids it just isn't going to work. Almost anything. Curriculum night we discussed a lot last week.
Figure 15: Teachers' expected use of team-planning time (from teacher interviews)

Comparison of three data sets over time

The sample of observed team-planning sessions consisted of three sets of three sessions each --
one set occurring at the beginning of the school year, the second a month into the year, and the third
approximately six weeks after that. These three sets of observations yielded information about the way
teachers used their team-planning sessions over time.

Over the course of three months, there was no discernable difference in the structure of team-
planning sessions. In a typical scenario, the team of teachers would gather in Joyce's classroom. Recent
events or student problems were informally discussed. Joyce would then consult the agenda for the day
and mention upcoming issues. Hayes kept notes from each session. Around that time, either the
guidance counselor, Hill, or the special education teacher, Spring, or both would join the team.

The counselor would attend the session when a particular student or parent problem had become
evident. Discussion of the problem would generally take up most of the remaining time. If no issue was
pressing, Hill would stop by, ask if she were needed, and go on.

Spring, the special education teacher had an agenda of her own. Her students had mild to
serious problems that were shared with the team. She also received a great deal of feedback from the
teachers on these children's in-class academic progress and behavior. Spring also coordinated her

special education lessons with those of the classroom teachers and tried to be in classrooms occasionally, to help an individual student through a test. Efforts to keep this small population functioning in a mainstreamed environment required a great deal of time throughout the three month period.

The changes that occurred over time were changes in the focus or emphasis of the discussions. As can be seen in Figure 16, dialogue devoted to students increased and policy discussions

Discussion emphasis over time
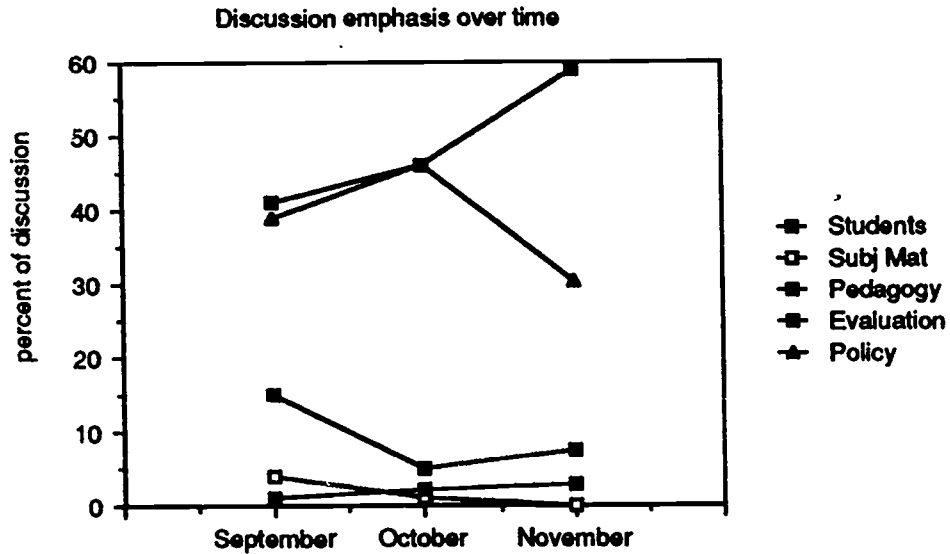
Figure 16: Comparing three data sets over time

decreased. The other categories showed little change. The content of discussions within all categories remained fairly consistent over time, with the exception of the policy category which covered administrative and policy issues. A change in the content of this category was to be expected since once a policy (like attendance) was fully understood it would not need to be revisited. It is expected that, over time, discussions situated in this category would diminish further, freeing time for other discussions.

Discussion of results in individual categories

This section examines each individual category over the course of nine team-planning time observations. The sequence of category discussions remain consistent with the order first established in the purpose of the study. Consequently, the largest category, *students*, is discussed first, and the second largest category, *policy*, is discussed last.

Students

Results of the analysis by category revealed that discussions of individual students made up the greatest percentage of talk. (See Figure 17.) Given that the purpose of any school change is to better

Students 47.5%

Legend:
- ■ Students
- □ Subject Matter
- ▦ Pedagogy
- ⊞ Evaluation
- ■ Policy
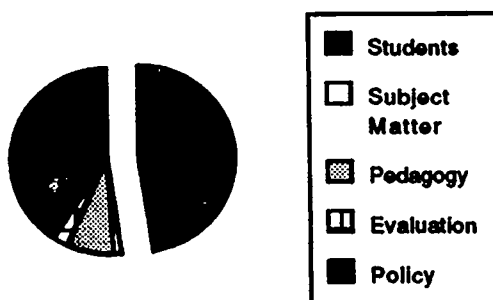
Figure 17: Students

serve the academic, social, and/or emotional needs of all students, this result is indicative of substantial program success.

Within the topic of students, however, there were several kinds of discussions that could occur. An episode could be about an individual on a personal level ("Nice kid. I know the family -- good people."); an individual on an academic level ("She has two C's. Something's wrong. I don't understand."); about the group on a personal level ("My class behaved nicely at the assembly."); or about the group on an academic level ("The whole class did poorly on the test."). Insightful information was shared ("She comes to school crying every day" or "This child cringes at the slightest touch.") Each statement like the examples given would then develop into an extended discussion of the child.

Because the team consisted of veterans of this same school system, in many cases a teacher was able to share background information about a student's family, an area that was of concern for the child in

elementary school, a particular strength of the student and so forth. Conversations provided a wealth of

information that was professionally oriented, and not mere gossip. Because the teachers came to the

middle school from three different elementary schools (out of a total of five district elementary buildings),

the teachers had prior knowledge of a substantial number of students.

The benefits of better understanding students through teachers sharing mutual team-planning

time were immediate and significant. A casual remark, "Does he do his homework for you?" could lead into

an in-depth discussion that illuminated serious problems with a child.

One such student problem was critical. A male student, Paul, came to the middle school from a

private school. His standardized test scores indicated that he should be expected to accomplish average

work. Teachers had no previous knowledge of the student. As early as the fourth day of school, Hayes

realized there was a problem and brought work samples to the team-planing session to share with the

other teachers, the guidance counselor, and special education teacher. When brought to the attention of

the others, they confirmed her belief that something was wrong. The discussion about Paul is shown in

Figure 18.

Hayes: It looks like no one in the last 5 years has looked at this child's writing, or has done
    anything....
Joyce: You know what though? It's not just the writing. He's not coordinated at all.
Lawrence: Yesterday I looked back in my room, and he's back there, and I almost said to him,
    "Are you a new student?" I called on him one day, and I thought he was going to go into
    cardiac arrest. So I just went to somebody else. He's just, he's really a lost soul.
Hill: Well, he's new, he doesn't know any other kids.
Joyce: Okay, but even opening up his binder was a real, it was tough.
Hayes: He's, well he didn't have his books for reading class today.
Joyce: I think there's a lot more to this situation.
Hayes: Oh, I think....
Lawrence: It's hard to believe you'd let a kid get to 6th grade though...
Joyce: Today he had to read just one little tip on the homework organizer, and I'm trying to think
    of what the word was; it was fairly easy. "To prepare" or something. It was a fairly easy
    word, and he couldn't decipher it. He couldn't. Now maybe he's nervous too.
Hill: That could be some of it, but I don't think it's nerves, what I'm looking at here.
Spring: Should we refer him for testing?
Joyce: I think there's a whole lot....
Hayes: This is like, it's like he's missed education. He could have a learning disability on top of it,
    but this child is just really. . . How's he going to survive in 6th grade?
Hill: I don't know.
Hayes: He can't even spell a word like pizza. Like "his." He has 'H-I' for "his." H-I.
Lawrence: The date. Look at September.
Hayes: He spelled his last name wrong.
Lawrence: Yeah.
Hayes: Um, baseball cards, "b-a-s-s-c-a-d-s." I guess this is "favorite."

Lawrence: Favorite, yeah.
Hayes: "F-a-i-o-t-e." He doesn't even sound out.
Hill: I'll give you the sheet for him today. I mean, I think he definitely....
Hayes: You know, I feel so bad for him. He must feel bombarded right now.

Figure 18: Student discussion: Paul (September 6, 1991)

Paul was referred to the learning support program and within a very short time, was placed in it. During Session 5 of this study (October 1, 1991) discussion about students took up 73% of the session, and most of that discussion was devoted to Paul as his individualized education program would be explained to his parents later that day.

As the team spoke with Spring, about Paul, it was obvious that they felt great concern for him, cared that he was placed in the best possible situation, and hoped he could be taught basic skills and be returned to their classrooms. As Spring probed for the levels of Paul's abilities, the teachers' answers reflected thoughtful, deliberate and careful consideration of his abilities and needs.

This concentrated discussion on one student may or may not be a unique situation. Regardless, in this case a child with a serious problem was quickly identified and placed in the best possible environment. That may not have happened, would not have happened with such speed, without the daily meetings of teachers and support personnel.

Regular education students tended to come up in conversations less often than those with special needs, and when they did it was under one of the following conditions: a student seemed particularly upset on a given day, a parent contacted the school, a student was not doing assigned work, or a student's grades were lower than expected. Occasionally, amusing or "cute" stories were shared. All three team members individually and in the team-planning sessions, expressed dismay over the fact that they did not have enough time to address in depth, the needs of all these students. Their time was inequitably taken up with the needs of students having serious problems. For instance, the ADAPT program demanded their time. (Lawrence, "We're going to ADAPT for two kids and forget the other 85? We can't do that.") Demands on these teachers, new to the school, took time. Discussions of policies and procedures stole time from discussions of students. (Joyce, "We have to get to these other kids with problems.") The special needs students consumed a great deal of time. (Hayes, "I'm not surprised. It will continue all year.")

At the beginning of the year, these teachers had 86 students in the three classes. Of these, six needed learning support, and three needed emotional support. The special needs population was just over 10% of the total student population for the three teachers. Mainstreaming of all students and the creation of heterogeneous ability classes required special skills, special plans, and a great deal of time on the part of all professional staff.

In examining the team-planning time discussion of students, 44% of the talk involved regular education students and 56% involved special education students. Another examination of the data, in which the "embedded" student emphasis was included in the totals, out of the newly defined 100% of student talk, the split became 37% for regular education students and 63% for special education. (See Figure 19)
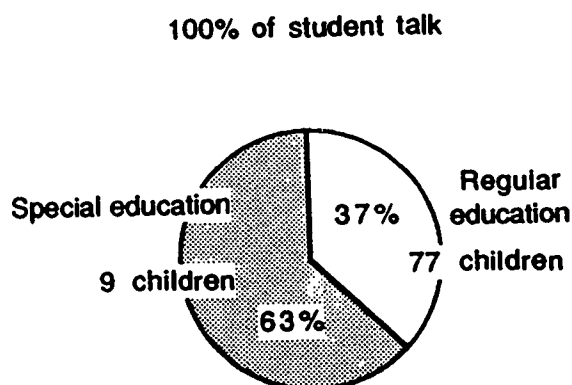
100% of student talk

Figure 19: Breakdown of
student talk

There is no possibility of reaching an ideal where each individual student receives the same amount of attention. However, each is equally deserving of teacher time and concern. Perhaps as the school year progressed, more attention could be focussed on these "regular" students. In drafting the middle school philosophy, addressing the needs of the population of "average" children was a major concern.

One of the ways a teacher attends to the needs of regular education students is during their twice-a-week advisor/advisee sessions when they meet with a group of 14 or 15 students. This is an effective forum for children to share personal experiences and life stories. In an interview with Lawrence, he described some of his experiences in these small group meetings: (See Figure 24)

Lawrence: There's a kid in one of the classes who was suspended last year twice. And he's
going to be a real toughie. And last week we talked about fears. And he never says
anything. He raised his hand, and said, "I'm afraid of dogs." And I said, "Are you, Sam?"
"Yeah" he says, "One bit me." and he's a tough little kid. And he said, "Yeah, I'm afraid
of dogs." I said, "That's okay, Sam, I'm afraid of dogs too." . . . I've learned more about,
like one kid in my class has already made
several parachute, 7 times. And this kid never opens his mouth, he sits in the back of
the class. You never, I would have never found that out. And I was saying to the kids,
"Who's afraid of heights?" and he didn't raise his hand. I said, "Aren't you afraid of
heights, Scott?" and he said, "No, I sky-dive." I said, "You what?" And he must have
talked for five minutes. And the kids were just fascinated by that.

Figure 20: Student discussion: A/A time (Interview with Mr. Lawrence, September 30, 1991)

While discussion of the needs of special students consumes a disproportionate amount of

teacher team-planning time, the problems faced by these students are often unique and urgent. In most

cases, the team was concerned, helpful, and patient. However, as the months moved on, increasingly

more time was directed toward one student (Russell) who continued to exhibit anti-social behavior. Figure

21 shows an excerpt from a discussion about Russell in a team-planning session.

Joyce: How many team meetings have we had? Our entire CORE thing yesterday from 2:20 to
3:05, the entire CORE...
Hayes: Yeah, I'm so tired of him.
Lawrence: How about tomorrow, if we just hibernate someplace?
Hayes: Let's go to the library in that little room behind.
Lawrence: Okay.
Hayes: I'll tell you what. I don't want to waste any more of my time with Russell. Cause nothing is
going to happen.
Lawrence: That's exactly my feeling. Every day our period is dominated by one or two kids.
What about the other 80?
Hayes: Well, that's how I felt today in my class.
Lawrence: That's not fair. That's not fair.
Hayes: Students don't want him in my room, and they don't need to have him. And why should
they have him?
Lawrence: I agree, and you know, I have nothing against them, but it's the same old stuff as the
ADAPT program.
Hayes: Yep.
Lawrence: We're going to ADAPT for 2 kids, and forget the other 85. We can't do that.
Joyce: We'll be in the library tomorrow. We're hiding. The AV room. It's in the front, on the right
hand side. If they ask you where we are, you don't know.

Figure 21: Student discussion: Russell

(They didn't go to the library the next day. Although desperate to get to some of the many items

on their agenda, the following day a visitor from another school was allowed to use team-planning time to

visit and ask questions.)

For another study it might be valuable to also examine how much of the student talk was

dominated by Spring, the special education teacher. While she was considered to be a part of the team in

a larger sense (multidisciplinary team), the teachers were beginning to resent not having control over their own use of the time assigned to them.

Subject matter

Such a small proportion of the team-planning discussions was spent on subject matter (1.5%) that it may have been a poor category choice for examination early in the school year. (See Figure 22.)

Subject Matter 1.5%

Legend:
- ■ Students
- □ Subject Matter
- ▨ Pedagogy
- □ Evaluation
- ■ Policy
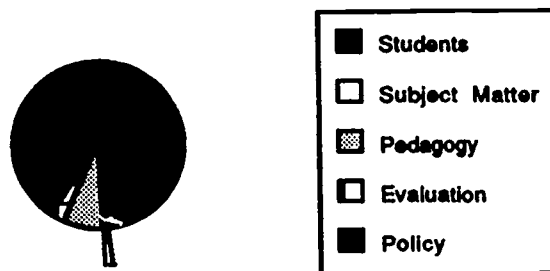
Figure 22: Subject matter

Each teacher had a speciality subject matter for which they were the sole teacher -- science, math, or social studies -- although they all taught English and reading. Their concerns about subject matter issues, therefore, were to a large extent, individual.

Subject matter discussions when they occurred, were often prompted by Spring ("What are you doing in science this week?"), so that lessons on a specific topic could be coordinated for special education students. An individual teacher's response to Spring did not prompt the other two to discuss coordinating activities.

In one instance of subject matter discussion, early in the school year (the first week), Joyce introduced the idea of teaching an interdisciplinary unit -- a unit on natural resources that she had previously taught in the elementary school. Lawrence and Hayes were receptive to the idea and the unit was coordinated. Hayes agreed to teach latitude and longitude in social studies classes and Lawrence would teach "degrees" in math classes. All three teachers planned the same research and writing activity for language arts.

54

During visits to the school in October and November, no other such interdisciplinary units were mentioned. Nevertheless, this concept of coordinating lessons and subject matter, was important to the administration (Principal interview, McQuaide, 1991c) and to the teachers. Dr. Brookshire (principal) specifically asked the observer if any such units had been witnessed. In his interview, Lawrence expressed the desire for more of these kinds of units and expected them to develop over time. Hayes also anticipated the development of additional interdisciplinary units later in the year

All three teachers taught language arts. During the sample of team-planning time observations, there was no conversation about coordinating language arts activities. During classroom teacher observations (one day each), each teacher was conducting a completely different lesson during the language arts period. However, during her interview, Joyce mentioned that Lawrence had a wonderful way of teaching Edgar Allen Poe, complete with costume, an appropriate setting, and an actor's reading voice. She expected that all three classes would be combined around Halloween to take advantage of Lawrence's special talent.

Subject matter discussions of successful language arts experiences -- books that children enjoyed and activities that were popular were shared by Lawrence and Joyce, before school started and before the scheduled, daily planning time was in operation (August 29, 1991).

The first three months of school had brought many changes and many new issues that needed to be addressed. Once the new system of team teaching was fully implemented, and such procedures established, it could be expected that emphasis given to subject matter in team-planning discussions would increase over the remainder of the school year, and perhaps continue to increase in following years.

Pedagogical strategies

Pedagogical strategies, although occupying only 8% of the discussion in this study, will hopefully occupy a greater proportion of team-planning discussions as more time for such discussions becomes available, that is, as policy issues diminish in emphasis. (See Figure 23.)

Pedagogical strategies 8%

Figure 23: Pedagogy
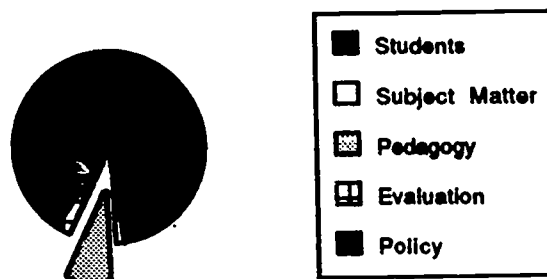
Legend:
- Students
- Subject Matter
- Pedagogy
- Evaluation
- Policy

While instances of strategy-sharing were few, they were often significant, and could be important to both teachers and students. Included in this category were discussions of methods, routines, and strategies directed toward teaching a student, or teaching the subject matter. In the November 13 meeting pertaining to the ADAPT method a number of teaching strategies were discussed for possible use.

If a different kind of analysis had been conducted in which the number of *instances* of a category of talk were counted rather than the relative *quantity* of talk, pedagogical strategy discussions might have fared better in the data. Unlike discourse on students or on policy, strategy discussions were often brief, usually one-shot episodes. (e.g., Lawrence: "Oh, that's how *you* keep track of those things. Neat. I wouldn't have thought of that.") For teachers who were experienced veterans, it was interesting to see how each welcomed, and benefitted from, the sharing of little time-saving methods, routines, and strategies. These methods, while peripheral to teaching strategies, added a layer of efficiency (and time saving) for members of the team. In addition to these episodes often being of short duration, pedagogical strategies were more often "embedded" than any other category.

Important sharing of pedagogical strategies were often embedded in discourse on an individual student. These instances were not counted in the tally of pedagogical discussion, but are interesting to note nonetheless. For example, in one particular case, Lawrence mentioned that he believed one student couldn't read. Joyce realized that this same child could read *orally* very well. In still another

instance, Spring pointed out methods used by another teacher to control difficult behavior by a special-needs student. She suggested that Joyce, Lawrence and Hayes might want to try this method as well.

Team planning time was an important site for the sharing of information on pedagogical strategies. If the teachers did not have this opportunity to meet, many concerns that fall under the category of pedagogical strategies (either directly or embedded in other categories) would never be discussed at all. Often a chance remark about a student, by one team member, would cause a flash of recognition by another, and lead to an insight of perhaps a better strategic approach.

The establishment of consistent routines across classrooms is considered to be a key concept for the middle school philosophy. Teachers agreed on ways to dismiss students for lunch, they shared methods used with students to facilitate keeping track of homework assignments, they discussed ways to integrate small groups in the classroom so that children from one elementary school would not all sit together (Joyce remarked, "I said, 'I'll give you two weeks to be like that. After that, we're going to be the Middle School kids.'"). In coding transcripts, most often "routine" issues would land in the policy/administrative decision-making category. The distinction was often made based on the level of abstraction in the discussion. Specific methods (We won't have the kids line up for lunch) were considered strategies, while rule-making (I will have my homework done each day) fell under policy.

Subject matter teaching strategies were mentioned early in the school year when the interdisciplinary unit on natural resources was discussed. (See Figure 24.)

Joyce: It goes with science, but in math you'll have to say something about 360 degrees, and then longitude. I need somebody for longitude and latitude and social studies.
Hayes: I do that over there. But we're starting with the Soviet Union. I skipped ahead so that we could do the current events right now.
Joyce: Oh, you did?
Hayes: That's all right. We can do latitude and longitude with the Soviet Union. I mean, the first thing I do is, where is it? How do you locate it?
Joyce: Oh, that's great.
Hayes: So that's okay.
Figure 24: Pedagogical strategies discussion: Interdisciplinary unit (September 6, 1991)

Pedagogical approaches for teaching subject matter were discussed frequently with Spring, the special education teacher. (See Figure 25.)

Hayes: They read, and then they take like the notes from that little section. And we check to make sure everybody got the same main idea from that paragraph.

Spring: And this should be in a notebook?

Hayes: They have a notebook, but it's all, they're in teams, you know, four in a team. They read it, then come up with the main idea, they check it together as a team, then they write it down, you know. They all agree, "Well, this is the main concept in there." And then we discuss it in a group, or in the class.

Figure 25: Pedagogical strategies discussion: Coordinating with the special education teacher (September 6, 1991)

Teachers *expected* to use team-planning time for the purpose of sharing strategies. (See Figure 26.)

Q: Do you expect team members to discuss how individual students learn the material?

Hayes: Like what works in your class for this child to comprehend? Yes.

Q: Do you expect team members to discuss how individual students learn the material?

Joyce: Yeah. We have not only talked about, cause you've been around when we have. And that's another thing we have to talk about, cause I still have this group of kids, they aren't going to be referred, but we still have a problem with them. And I know Hayes has a group, and so does Lawrence, and we have to start talking about how can we help these kids.

Q: Do you expect team members to discuss how individual students learn the material?

Lawrence: Daily basis. In fact, we had a kid who came and his skills were unbelievable. We referred him the first week. He's already been placed in LD class, in a week or two. Hayes kept the stuff right away, and I got a math test right away. The father told our school psychologist, "I want you to thank those teachers for picking up on it so quickly." To have a kid placed that fast is unbelievable. That never would have happened. We would never have had a kid placed that fast. We might have casually said to somebody, "Hey, how's Paul?" "Oh, not so good, how about in your class?" And that would have been it. We brought papers to each other, we showed, you know, this has to stop. So within a month, I mean, the kid is already placed.

Figure 26: Pedagogical strategies discussion: Teacher expectations (Teacher interviews)

Evaluation

A very small proportion of the team-planning time was devoted to evaluation (2.5%). (See Figure 27.)
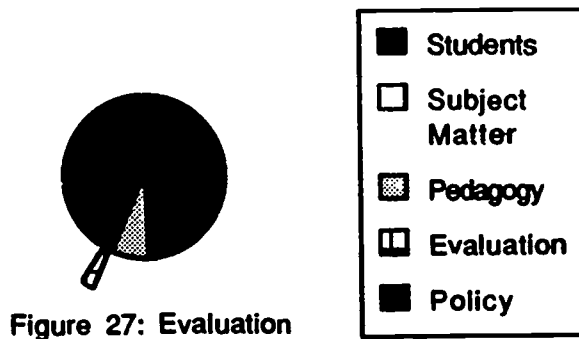
Evaluation 2.5%

Figure 27: Evaluation

■ Students
□ Subject Matter
▓ Pedagogy
□ Evaluation
■ Policy

When first considered, it was thought that the evaluation category would consist of self-evaluation discussions conducted by the team of teachers. What was expected was something like "This is the new policy/goal/philosophy. Are we on the right track?" While in part, that is what *did* happen, it had a different twist than anticipated.

Self-evaluation was limited to questions of compliance with existing policies. Evaluation statements made by the teachers were generally directed to issues brought up by those outside of the team.

For instance, when trying to clear-up the confusion of the attendance policy (September 30, McQuaide, 1991e), evaluative remarks were directed to the handbook and the administration rather than to the teachers' progress in the new system. (See Figure 28.)

Joyce: "Apparently it's in the handbook." Lawrence: "I know that half the things in the handbook we're not going by anyway." Spring: "And they have not told you a lot of things. And you haven't had a meeting where they have given you an orientation."
Figure 28: Evaluation discussion: Attendance (September 30, 1991)

Another example of evaluation discourse focussed on progress reports. (See Figure 29.)

Spring: "Do you know what the progress notes look like from here?" Lawrence: "Oh, they're pathetic." Spring: "Those little papers that..." Lawrence: "Yeah. They're a joke. They don't tell you anything. They don't send home progress reports. They send home..." Hayes: "They send poor work notices."
Figure 29: Evaluation discussion: Progress reports (October 1, 1991)

The second conversation continued with a somewhat lengthy explanation of the benefits of the use of a new form, developed and adopted by the team. Spring also approved, "Oh, I like that too. Because that would give me information on the kids that would be more specific." In another instance, teachers' confusion over and conflict with detention policy triggered evaluative remarks similar to those about the progress reports.

The program evaluation emphasis on November 15 was prompted by questions from a visitor. It was not the case that these teachers did not have evaluative opinions about the school and programs;

they just didn't bring the issues up during team-planning time. However, each teacher was willing to share

an evaluation of the program and school during individual interviews. (See Figure 30.)

Hayes interview

Q: Do you expect this to be a good school?
Hayes: I do. Here you have a counselor for each grade, full time. They're always here for the child. You have a full-time nurse. You have a principal and a vice-principal and Ted, whatever his title is. You have so many more people to give support to these kids. And as a teacher, I expect it to be much better. The Sage program too, for the kids who are advanced. They were constantly being pulled out of class to go to Sage. That's wrong too. They can't always miss like that. I'd like to see in the future, advanced math for these Sage kids and advanced science. I'm happy with it here. I like it, and I hope it continues.

Joyce interview

Q: Do you expect this to be a good school, and how will you know?
Joyce: Kid's attitudes. I do expect it's going to work out. I have good feelings about it. We're trying. The kids are going to experience some success. I think that's very important for this age group. They need it. And I guess the way we'll find out, will be the amount of success we have. When I say success, I don't mean all A's. I mean just kids doing their very best and achieving something. It might not be what grown-ups want them to achieve, but something that they feel good about.

Lawrence interview

Q: Do you expect this middle school to be a good school, and how will you know, or if not, how will you know?
Lawrence: I think it's going to depend on the 7th and 8th grade teams. Cause the 6th grade people, I don't foresee a big problem. Unless they make drastic changes next year. That could happen, but I don't see that happening. I think that the 7th and 8th grade people are either going to adjust, or they're going to have to transfer to the senior high school.
Q: Do you sense more converts?
Lawrence: Yes. There were 2 or 3, they've already changed completely. I don't know what changed their minds so fast, but they did. And they're sincere because one of them I know really well. He said, "I was wrong. There's so many more things you can do" And I said, "Yeah, there are." And he said, "This planning period, this is great isn't it?" And I said, "Yeah." And he said, "I've never even talked to some of these people before." So I think it's going to have to work. Because I think the school has invested too much money and too much time into it -- for 2 years from now, to say, "Well, we made a mistake."
Q: How do you think they'll judge or evaluate whether it is successful or not?
Lawrence: I hope that one of the ways isn't based solely on test scores. But it may be. And I don't know that. If they base it solely on tests, I don't know how it's going to work out. I don't know if they'll be satisfied or not.
Q: You have less time?
Lawrence: I think if they see. . . for example, "What can we do next year to make this better?" And everybody says, "We need more time for math and science" I think they'll change it. I really do. Because Dr. Calfee, the assistant superintendent, has said over and over again, "If you, as a group, feel really strongly about things, let us know." So if he says that, and we tell him, and they don't change it, he's going to lose a lot of people who came here because they believed in him. So i think they will change that. I think they'll base it on that. I think they'll base it on the number of 7th and 8th grade teachers' attitudes compared to the beginning of this year. You know, "How do you feel now?" And if they see a lot of people who feel a lot better, they'll say, "Well, maybe this is better than we thought." I think it will be a community response. In fact, a school board member said to me, that he's heard a lot of positive

comments. And I said, "Well, that's good, but did you hear them from people that you know?" He said, "No, I've had phone calls." Which surprised me. It's hard for me to believe that people would call him already, and say, "Hey, this is really going well. Cause usually, you always hear the negative.

Figure 30: Evaluation discussion: Teacher interviews

Policy

There was substantial emphasis (40.5%) on policy issues in the sample of planning-time

discussions. (See Figure 31.) Emphasis

Policy 40.5%
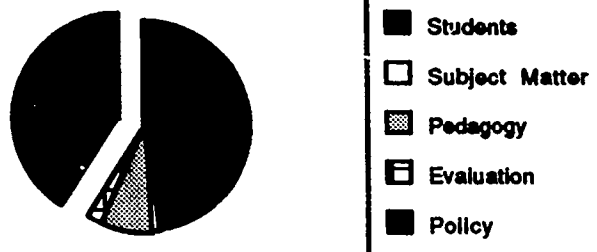
Figure 31: Policy

on policy should diminish over time because once a team policy is established. and once a school policy is

understood, it need not be revisited. Policy discussion was influenced by many factors: the beginning of

the school year, three teachers working as a team for the first time, and a team new to the building and its

pre-established regulations.

Among the discussions of new policies were items related to the creation, design, and

implementation of rules for establishing consistent expectations for students within teams. A list of

positive goal-statements for students ("I will come to class on time," and so forth) was agreed upon, sent to

parents and posted in each room. Within-team policies for such routines as paper set-up (e.g., headings)

were determined. Although these team policies might undergo slight changes over time, it is not

expected that time spent in redesign will equal time spent creating them.

Analysis of administrative and policy issues points out some fundamental miscommunication, lack

of explanation, change-effort difficulties and the struggle to implement a new middle school philosophy.

Best examples of these problems can be found in discussions of attendance, detention and progress

report policies. Of these, progress reports have been covered previously. Attendance and detention issues uncover several layers of problems.

Although the middle school concept was designed as a total restructuring effort, the building used to house it remained the same as the former junior high. The vast majority of teachers, the principal, and the assistant principals also remained the same. The 6th grade teams, new to the school, were unaware of many basic previously established policies. Although these policies may have been outlined in the handbook, the teachers were unclear about their rationales, purpose, or significance. In a truly "new school," orientation of all faculty would have addressed these issues. The lack of orientation led to a number of conflicts, the discussion of which occupied a considerable proportion of the policy discussions during team-planning time.

Attendance: From the very beginning of the school year, these former elementary teachers were puzzled by attendance procedures. Each day a complete list of all school absentees, students who were tardy, and students with early dismissals, would be delivered. At first, the members of this team asked each other, "Why do we get these? What are we supposed to do with these? Throw them away?"

There was the also issue of "the brown envelope," that was to be sent by the teachers, to the attendance officer each day. "What is supposed to go in this?" . . . "I put an early dismissal in there and it isn't listed. I guess that was wrong." Despite the confusion, having taken attendance in some form for many years, this team continued to put the issue aside. It was revisited at the end of the first month, after the first building council meeting, and involved much discussion, and finally, clarification from an assistant principal. (See Figure 32.)

Joyce: I found out something, now maybe you two have been doing it. Have you been taking roll for every single class?
Lawrence: No.
Joyce: We're supposed to take roll, and we're supposed to have it someplace marked, who we know is absent, every single day.
Lawrence: That was never told to us.
Joyce: Well, I realize that. Some teachers said that they have it in their grade book. Some teachers said they have two grade books, one just for attendance.
Lawrence: Who brought this up?

Spring: It came from the junior high when, for instance, when they travel so much around, unlike the elementary, there's the possibility of cutting a class. Or if they sent for a student, and the student isn't there, they want to know where that student is, or whatever. You know, you're marking them absent from class. Like, if they miss 35 days per year, they might fail that class. And in junior high, you could fail a class without failing for the year. Do you know what I mean?

Lawrence: I still don't understand.

Spring: You are really tracking their day.

Lawrence: We have to do that?

Joyce: Yes, we do. Like Dave might be in your language arts 40 times. And maybe he's being pulled out of my science, for one reason or another, maybe an orthodontist appointment, or something like that, so maybe he'll only be in my science class only 38 times.

Hayes: Oh, they want that written down?

Joyce: Every single....

Lawrence: Were we told to do this?

Joyce: No, they all thought, they all thought we knew to do this. And I think it is....

Lawrence: Who is they?

Joyce: Secondary teachers. Apparently it's in the handbook.

Lawrence: Yeah, but nothing's gone, nothing's been followed by the handbook.

Joyce: I don't know if someone's going to tell Dr. Brookshire about this or not. But there were quite a few 6th grade teachers who have not been taking care of attendance.

Lawrence: Like John and Fred, they don't, I don't think they know about that.

Joyce: They don't know anything about it. Maybe we should say something at lunch time.

Lawrence: So in other words, for example, like when I have Hayes' class, or your class, right before lunch, I'm supposed to take roll?

Joyce: You should take roll.

Lawrence: When they come back from lunch, I'm supposed to take roll?

Hayes: Probably, but I'm not going to.

Lawrence: There's not time to do that. I mean, it's like a, and we're supposed to mark it down?

Joyce: Um, hmm.

Lawrence: For what purpose?`

Joyce: I just told you. Cause they have a running tally....

Lawrence: Who's they? I don't understand. Who?

Joyce: The office. Guidance, or somebody.

Lawrence: But for what purpose? I'm not... What's the purpose? . . .So you're saying at the end of the 9 weeks we've kept all these little tally marks. What do we do with them?

Hayes: That's what I was going to say, what's the purpose of it?

Joyce: I don't know.

Lawrence: So in other words, when my homeroom comes back at the end of the day for math, I take roll again?

Joyce: Yeah.

Lawrence: And if a girl has left for early dismissal, to go someplace, I have to mark her absent?

Joyce: Yeah.

Lawrence: What's the purpose then, of the attendance sheets?

Joyce: I don't know.

Spring: It's also when you talk to a parent, and they say, you know, "Why is Susie doing so poorly in English?" you can say, "Well, she comes to school late. She's been out of my class, you know, 10 times in the last 9 weeks." You know, that's part of the reason for doing it.

Lawrence: So? I still don't understand though. What's the purpose of the attendance sheets? How many 6th grade teachers have ben keeping this....

Joyce: Hayes might be the only one. Nobody else, out of the 6th grade that was...

Hayes: Well, I haven't marked it all the time. I've called attendance, or I've checked attendance, but I haven't done it that....

Lawrence: Like Nickie left early on Friday so I'm supposed to mark her absent then, for 2 of my classes?

Joyce: When are we going to start? I am not going back through the last 5 years to figure out when the roll, I mean, 5 month_, I mean 5 weeks. I mean, I'm sorry. They did not tell us. And oh, I wanted to know, does anybody have a neat idea of how to take care of it?

Figure 32: Policy discussion: Attendance procedures (September 30, 1991)

At the end of the team-planning time, the assistant principal (Herman) joined the team to further

provide an explanation. (See Figure 33.)

Herman: State law is very explicit when it comes to attendance. Official document is the grade book. That computer knows absolutely nothing. She puts out the attendance list because it's really convenient for all of us.

Lawrence: We wondered why it was put out.

Herman: Kids late, should be in your grade book. If he doesn't show up to your first period class, he's absent. And then you get the attendance sheet, and you can change it, late to school. Every period you should take attendance. And that, you know, for secondary teachers, is a matter of 25 seconds. You know who's in the room, or who isn't. If you don't, shame on you.

Joyce: I guess you heard that we did not know....

Herman: I know.

Joyce: What do we do?

Lawrence: ...seldom have kids cut class. . . . .

Herman: We are accountable for kids who come to this school. Me, you, the school board, central office. We are accountable.

Joyce: Can we start as of today?

Herman: Sure.

Hayes: What do we do with it at the end? What do we do with it?

Herman: You have it.

Hayes: Just we have it. That's all we need, our personal record.

Lawrence: I guess you have more trouble with kids cutting class.

Herman: Oh yeah, I used to chase them around all the time, through the woods, over the hill and over dale. I mean, they vanished. You should keep attendance every day, base class. That tells us whether they're in school or not.

Joyce: Yeah, we've done that much.

Herman: Every period. Cause the kid's going to get 2 attendance reports every nine weeks. One of them is his absences from school, and the other's from class.

Hayes: You said they get a class attendance record. Who keeps it? Is that the one we get?

Herman: That's what you get.

Hayes: So what we do then, there is something in the end then. When we keep that class attendance, do we have to turn it in? For the report card?

Herman: No. When you leave here on June 14, we should get that grade book.

Lawrence: Do we hand the grade books in?

Herman: Sure. You can have it back.

Lawrence: Grade books?

Joyce: Yeah.

Lawrence: I never knew we had to hand them in.

Figure 33: Policy discussion: Attendance explanation (September 30, 1991)

Additional time was spent on discussions of various ways/places to keep attendance information.

Other veteran teachers from this building, or administrators; could have quickly provided all 6th grade

teachers both with rules for keeping attendance and with quick, efficient methods of recording.

Surprisingly, there were very few oversights of this nature. Considering the cost, in terms of time invested, this might be an issue to be discussed in depth during the orientation of any new teacher to the building. This large chunk of time spent discussing this particular policy would, however, not need to be brought up again during this year, nor in following years, for this team.

Detention policy evoked conversation on many different days and had a number of problems and misconceptions that pertained directly to the underlying school philosophy. There was no shared understanding of this procedure or its purpose among the central office, the school administrators, Spring (who was previously a member of the junior-high faculty), nor the three teachers in the team. Over the course of the team-planning sessions observed for this study, a number of student behavior problems (usually mild) would trigger discussions of this detention/punishment issue.

An example from the transcript of one planning session makes clear many of the problems. (See Figure 34).

> Joyce: Okay. SAC room and procedure. That was not real good. I explained the situation, what happened, about this boy, and that he was sent to SAC. And that Mr. Herman said that we should handle it ourselves. Okay. Well, told Mrs. Samuels that we should handle it. It should be a team policy. So I came to you guys and I said that, you know, what they said, and we all felt it happened to Mrs. Samuels, that we should not have to discipline something that is not occurring in our 3 rooms. Ah, Dr. Calfee then
> said, I forget exactly how he worded it, but he said, "Excuse me, " he was sitting on the couch area. He came right into the meeting. He said, "Stop," or whatever he said. He said, "We have a serious problem if we go back to letting Mr. Herman handle this kind of stuff." That we are not a junior high any more, we are a middle school. And one of the most important things about the middle school is that the child is part of a team, and the team handles the situation. And that except for serious fighting or I guess, using the wrong language, calling somebody a ...SAC should not be used.

Figure 34: Policy discussion: Detention (September 30, 1991)

From the first example, it is clear that the central office administrators hold to a vision of the middle school where the team of teachers are to "protect" and "guide" the children assigned to them. In the case under discussion, a child from their homebase had a problem -- being late three times to another teacher's class. Under former policy, the child would have been sent directly to the office for disciplinary action; under the new policy there was the expectation that the team would "help him out." The confusion generated by the change in policy can be seen in the next section of the protocol. (Figure 34b)

Lawrence: When is it to be used? Just those things?
Joyce: Serious fights. Time out. That's about it.
Hayes: You know, how are we supposed to deal with her problems, in her class? I have my class.
    I deal with my problems within my class. How is it up to you, or Lawrence, or myself -- if
    she can't handle a child within her class, how is it up to us to handle that?
Lawrence: We don't know what happened in that class.
Joyce: I referred back to the fact it was in the handbook that this was the procedure. Now, I don't
    know if we can simply, as a team, go back to them and say, "Hey look. Our team policy is
    going to be to follow the handbook."

Figure 34b: Policy discussion: Detention (continued)

In the above section in a discussion on detention policy, the idea expressed was one of power in

decision-making and policy setting. The question was basically, "If we disagree with the school rules, can

we, as a team, make our own policy?" This struggle continued. (See Figure 34c.)

Hayes: Apparently, unless it's something really severe, nothing's going to happen.
Lawrence: Yeah, they're going to add this after school detention. What's the purpose of that?
    Did they talk about that?
Joyce: No. So what is the procedure going to be? First the child is going to talk to the advisor.
Hayes: See, my feeling is, what do I do about whatever happens in her class? I can't be in there
    to...
Lawrence: Control the circumstances.
Hayes: No.
Joyce: Okay. And then we're going to go to the guidance counselor.
Hill: Right.
Hayes: You know that thing like who's problem is it, who owns the problem type of thing? Well,
    this isn't this has nothing to do with us.
Spring: And this was for lates?
Hayes: Yeah, for lates.
Spring: There used to be a system with lates where they got detention. Are they not doing that
    anymore?
Lawrence: That's the whole point.
Joyce: That's the whole thing. We followed the procedure that was in the handbook, that after
    the third time being late, you get SACed.
Hayes: That's what we've been teaching in advisory. Isn't it?
Lawrence: Yeah. That's what I'm teaching.
Hayes: That's what I taught them. That was right in the beginning.
Joyce: Well now they're telling us that they don't want SAC to...
Lawrence: In other words, we have to deal with why that kid is late to her class. It's our problem.

Figure 34c: Policy discussion: Detention (continued)

Teachers determined the progression of dealing with a behavior problem: first work with

the teacher, then the guidance counselor, then the assistant principal. They still pondered why

there was detention if no one was supposed to be given it. (See Figure 34d)

Hill: What did they tell you at the meeting?
Joyce: Dr. Calfee very nicely came in, he started, he got into the conversation, and he said that
    the whole concept of the middle school is to handle the child as a team, and by throwing
    him into SAC right away, we are going light-years back. I think is what he told me. And
    then afterwards, at the very end, he said, "I'm not just speaking to you, Joyce."
Lawrence: Well, if it's our decision, we should have the authority to put that kid in detention.
Hayes: But that's it. We don't have the authority to do that.
Lawrence: We don't have the authority. That's right. That's why it's a touchy point.

Figure 34d: Policy discussion: Detention (continued)

As the discussion was winding down, the assistant principal entered and provided official policy on detention. (See Figure 34e)

Joyce: Hello. We were just talking about the SAC procedure and kids being late and things like that. They really wanted, the people who are late, they don't want the child to be sent to SAC for that reason.
Herman: Who said that, your team?
Joyce: Dr. Brookshire and Dr. Calfee.
Herman: Oh, I love it. Just wonderful. No. Three lates and they get PM detention.

Figure 34e: Policy discussion: Detention (continued)

Just as the team had reached the conclusion that detention was not an option, the assistant principal said that is was, and furthermore, it was an option to be used for the "3 lates" as the teachers had originally thought. He did however, specify that although that was *policy*, it was hoped that the child's difficulties would be filtered first through the team, the guidance staff, and contact with the parents before having punishments imposed.

Over the course of this study, at least two instances in which teachers *made* policy were rewarded. These were in the cases of schedule changes and progress report forms. The teams' difficulty in *following policy* occurred when they were unclear about rationales and purpose.

Given that teacher time is valuable and teacher-planning time represents a substantial investment, the administration should not have neglected to explain policies on the assumption that teachers already understood them. Since all building administrators became aware of the teams' struggle with the policies, they should be able to plan to avoid them in the future.

One would expect that over time, the substance of policy issues would change, would probably involve less time, and would include more administrative decision-making on the part of the teachers. The principal welcomed the teachers' involvement and realized that it would take some time to get a major school-change program in place. In the excerpt quoted below, the principal expressed his hopes for positive change over the course of several years and illustrated one example of a change he had already observed. (See Figure 35)

Dr. Brookshire: It's going to take two to three to four to five years to get the exemplary program that we have designed. It's not going to appear overnight. There are going to be times when there are going to be heated frustrations and arguments that will occur. But, as long as we can deal with them in a professional way, and everyone pulls together, and everyone provides suggestions, everyone provides input, it's participatory management.

And it's something new to me as well. And I love it. I do, because I'm tired and I think any administrator would be after a number of years in this field. That you know, there are constant problems with no suggestions or solutions to resolve them.

So I really enjoy that [participatory management]. As long as there's a justification and it's sound and it's in the best interests of the child then that's the commitment that I have to them. And they better have that commitment too. There's no need for put-downs of educators to kids. In fact, I witnessed a feature last night, an 8th grade social studies teacher personally greeted and shook the hands of every parent that entered the room.

And immediately upon entering the room she said, "This is what I do with your child every day. I shake their hand and I greet them." That's neat. That's nice. That's the sort of thing that you're going to be looking for down the road, for more and more people to get into.

Figure 35: Policy discussion: Change/Participatory management (Principal interview)

CONCLUSION/RECOMMENDATIONS

Joyce, Lawrence, and Hayes' use of team-planning time is certain to change as the first year advances. It will be different still, next year. Team routines have been established, and building-wide policies are understood. Although assigned by the district into a situation of "contrived collegiality" (Hargreaves, as cited in Fullan, 1990) their team was well balanced and each exhibited a distinct strength. Joyce, the team leader, displayed organizational expertise in deciding on the daily agenda, setting priorities, and in successfully directing wandering conversations back to the topic at hand. She was an active participant on several school committees, and could bring information gathered from other building sources back to the team. Having previously worked as a team, she and Lawrence requested that they be placed on the same team at the middle school. Lawrence stated that his strength was flexibility, and although he often volunteered strategies that had worked well for him in the past, he was amenable always to changing or altering his methods if other team members made suggestions. During the first week of school, Hayes appeared to be somewhat apprehensive and skeptical of the team arrangement. She considered her strength to be identifying student problems, and in team discussions, she was usually first in discovering and in discussing student difficulties.

As a team, these teachers were developing in much the same way as Paul George (1982) would have predicted. They were getting organized, finding a sense of community, trying to coordinate

instruction, and making some administrative decisions. This team however, was not an "intact faculty" (i.e., from the previous junior high program housed in this building). With an intact faculty, these stages of development, according to George, are hierarchical. With this team, the three teachers came from three separate buildings and, as predicted by George, these stages emerged simultaneously for them, though no stage was quite complete. Within the first week, for example, they had made an administrative decision (switching classes) and introduced an interdisciplinary unit.

The team studied was a strong team both in academics and in caring for the social and emotional needs of children. One month into the school year, none expressed reservations about working in a team, nor about the middle school concept, as a whole. It was still not clear that the teachers had a full understanding of the middle school philosophy as far as detention/punishment issues were concerned. It will take time for all individuals to understand their own meanings of the change, to assimilate the meanings that colleagues have defined for the change, and for the school to become a culture reflecting the change. Future development and progress of the team will depend a great deal on the ways in which they choose to use their collaborative daily time together.

Is it enough time? In interviews, the principal and all three teachers felt that forty minutes a day was "about right." Even by November, it had never once been enough to clear the daily agenda. In fact, the teachers also frequently met as a team during their preparation times. Some of the tasks worked on in team-planning time were formerly dealt with during preparation time (progress reports, report cards). However, it was of benefit to the students to have those decisions now considered by the team. Team-planning time was a site for problems to be exposed, clarification sought, and it was a catalyst for change and learning, on several dimensions, by everyone involved. One-time issues such as policy misunderstandings will no longer be the focus of so many discussions during team-planning time. Administrators have also learned from the experience that shared understanding of a policy, such as attendance, is not to be assumed. Mutual rules, routines, and procedures will not need to be created again next year, or even in the second semester. The amount of time allotted seems to be sufficient. It might have been helpful if some guidance had been provided for possible structure of the time, and for other potential uses for the time.

The special needs students' domination of so much team-planning discussion needs to be addressed. A policy could be established to limit these discussions to a specific portion of the team-planning time so that more attention could be devoted to discussions about regular education students. The discussions about special education students need to be more specific, focussed, and direct. Discussions of the same issue/child should not be revisited a disproportionate amount of time. This team of veteran teachers came highly recommended; they displayed great concern for the welfare of the children under their care. This was a strong academic team, dedicated to teaching and to student learning. An observer would come away convinced that each was doing his or her best to reach the children on many levels. Nevertheless, the teachers expressed great frustration over not having available time for addressing the needs of the greatest number of children, the regular education students. An underlying hostility was building and the team was not yet experienced enough, as a team, to set limits on the discussions of special education students.

An evaluation mechanism for team-planning time needs to be put in place. Although the team keeps minutes from each session and delivers those to the administration, these minutes are only a reflection of what has occurred. They do not reflect teachers' feelings, frustrations, or opinions. Brief, confidential periodic feedback should be solicited from each teacher. The team of teachers should be expected to set aside a part of one session on a regular basis to evaluate the use of the time, to ask, "Is this what we hoped to accomplish?" "How can we do it better?"

This major change effort involving a new way of teaching, planning, and school philosophy, placed many demands on the teachers' time. Although these particular demands directly related to the *change* will diminish, teachers still need time to attend to daily issues. In this district, ample time has been allowed, and perhaps regularly scheduled team-planning time could become a site for teachers to move beyond the typical "classroom press" that plagues them and all teachers. Fullan (1991) quotes Huberman and Crandall on the *classroom press*: "It draws their [teachers'] focus to day-to-day effects or a short term perspective; it isolates them from other adults; it exhausts their energy; it limits their opportunities for sustained reflection about what they do -- teachers tend to function intuitively and rarely spend time reasoning about how they carry out their jobs. [The *press*] tends to increase the dependence of teachers

on the experiential knowledge necessary for day-to-day coping, to the exclusion of sources of knowledge beyond their own classrooms." (pp. 33-34).

There are many valuable sources of knowledge from beyond the classroom. Critics of teachers often cite their lack of attention to professional growth. They complain that teachers are not aware of current research, that they do not conduct enough research in the classrooms to determine personal effectiveness. Teachers are not often enough, reflective practitioners (Clift, Houston, Pugach, 1990; Evans, 1991; Killion and Todnem, 1991; Meek, 1991; Sparks-Langer & Colton, 1991).

There is certainly no evidence that suggests that these three teachers do not reflect privately on their classes or students. However, when asked during the interviews, "In team-planning time, do you expect to reflect on what you teach?" they all answered "No." or "Only if something works very well." None of the suggested uses of team-planning time, found in the literature, acknowledge teachers performing additional professional roles beyond immediate classroom experiences. Ignored are notions of teachers as researchers, teachers as transformative intellectuals, teachers as reflective practitioners -- in general, teachers engaged in professional, academic, and personal growth experiences. That the literature reports use of this planning time only for information exchange and policy decisions may explain why these other roles are not actively pursued by more teachers.

Yet shared reflective practice alone would enhance the teams' knowledge and skills. According to Smyth (as quoted in Wellington, 1990), reflective practice "comprises four aspects that are both sequential and cyclical: describing, informing, confronting, and reconstructing. Together they create a spiral of empowerment." (Smyth, 1989, as quoted in Wellington, 1990). For the teachers to experience empowerment -- decision-making, policy setting, new teaching strategies -- they need to engage in reflective practice, research, and other areas of professional growth. Peer coaching (Mohlman Sparks & Bruder, 1987; Neubert & Bratton, 1987; Raney & Robbins, 1989; Robbins, 1991), for instance, would seem to be a logical extension of interdisciplinary teams.

Staff development efforts directed toward possible uses of planning time would be beneficial to the teachers and ultimately to the students. Fullan (1990) suggests a refocus on staff development "so that it becomes part of an overall strategy for professional and institutional reform" (p. 16). In a study

underway, Fullan is attempting to understand and influence both classroom improvement and school improvement by identifying and fostering links between the two. He has developed a model, the center of which depicts the teacher as learner. By engaging in continuous learning, as professionals, teacher growth will lead to student benefits.

Can time be set aside, during team-planning time, for teachers to engage in these kinds of activities -- activities of professional growth, away from the *classroom press*? As the demands of the early school year lessen, time should be available. One recalls Fullan's (1991) description of the "bias of neglect" -- no one talks about use of team-planning time for the purpose of teacher enrichment. If there are no information-exchange or policy issues that need to be discussed, no alternatives are offered. "There is a considerable reservoir of effective teaching skills and strategies that are virtually unknown to most of today's practitioners. There is a belief that experience in teaching and administering will by itself result in knowledge and skill equal to the products of research and development. *This is simply not true.*" (Joyce & Showers, 1988, p. 7). George's model reaches it's height with administrative decision-making. However, it is important to the teachers, as professionals to be offered alternative or additional ways to utilize this common time. Engaging in professional activities "can help teachers stop deferring to the 'they' who 'know better' to develop their own visions of education" (Canning, 1991, pp. 18-21). As Scheffer states (as cited in Richardson, 1990):

> Teachers cannot restrict their attention to the classroom alone, leaving the larger setting and purposes of schooling to be determined by others. They must take active responsibility for the goals to which they are committed, and for the social setting in which these goals may prosper. If they are not to be mere agents of others, of the state, of the military, of the media, of the experts and bureaucrats, they need to determine their own agency through a critical and continual evaluation of the purposes, the consequences and the social context of their calling. (p. 15)

In this study, the school principal reports, "I have no problem with the day where they [the team] may take a twenty minute session and that's all that's really required (Principal interview, McQuaide, 1991d). Also, one teacher pointed out on the second day of school, "Well remember, they said you don't

have to spend the entire team-planning to do this whole thing. I mean, if you have five minutes worth of stuff, that's all you have to do." (McQuaide, 1991e) Although there is a need for flexibility for use of this time, not using it productively must be guarded against by offering alternatives.

Scheduling time for team-planning is not enough. Some guidance should be offered on other possible ways to use team-planning time. There does not need to be a mandated topic-of-the-day, or outside consultant brought into the school. The team itself should be encouraged to decide how to best use their time and to do so by choosing from a variety of options offered. Furthermore, they should be encouraged to take advantage of some portion of this time for professional growth.

A school district makes a sizeable investment when it mandates daily team-planning time to every middle school teacher. That investment is already paying off for Woodglen in terms of what is being accomplished. It could have a bigger pay-off should the teachers be given some direction and guidance for possible alternative uses, for taking one period a month, for example, to be spent exclusively of professional growth. George's team development model might be expanded. (See Figure 36) The team would reach it's highest level of functioning when that fifth stage is accomplished -- professional growth.

| Organization | Community | Instruction | Administration | Professional Growth |

Figure 35: New Model of team development

This team of teachers was a pleasure to observe. Their agreement to participate in this study during a period of uncertainty and change was much appreciated. It is hoped that they find time to move away occasionally from the immediate classroom demands to reflect, to discuss research, or to conduct research -- to move together along a path in mutual collegial growth.

The central office staff and the building administrators of this school district displayed great courage in allowing a study to be conducted at this time, and their assistance was also appreciated.

The team-planning time has already proved to be valuable. With the passage of time, it has the potential to be of even greater benefit to the school, the teachers, and ultimately, to the students.

References

Blomquist, R. (1986). Action research on change in schools: The relationship between teacher morale/job satisfaction and organizational changes in a junior high school. (Tech. Rep. No. 143). , Durham, NH: New Hampshire University.

Calhoun, F. S. (1983). Organization of the Middle Grades: A Summary of Research. Arlington, VA: Educational Research Service, Inc.

Canning, C. (1991). What teachers say about reflection. Educational Leadership, 48(6), 18-21.

Carnegie Council on Adolescent Development (1989). Turning points: Preparing American youth for the 21st century . New York: Carnegie Corporation.

Clift, R. T., Houston, W. R., & Pugach, M. C. (Eds.) (1990). Encouraging reflective practice in education: An analysis of issues and programs. New York: Teachers College Press.

Evans, C. (1991). Support for teachers studying their own work. Educational Leadership, 48(6), 11-13.

Feirsen, R. (1987). A model for assessing team meetings. Clearing House, 60(8), 360-62.

Filby, N. N., Lee, G. V., & Lambert, V. (Eds.). (1990). Middle grades reform: A casebook for school leaders. San Francisco: Far West Laboratory for Educational Research & Development and The California Association of County Superintendents of Schools.

Flanders, N. A. (1964). Interaction analysis in the classroom. Ann Arbor: University of Michigan.

Fullan, M. G. (1982). The meaning of educational change. New York: Teachers College Press.

Fullan, M. G. (1990). Staff development, innovation, and institutional development. In B. Joyce (Ed.), Changing school culture through staff development. 1990 Yearbook of the Association for Supervision and Curriculum Development.

Fullan, M. G. (1991). The new meaning of educational change. New York: Teachers College Press.

George, P. S. (1982). Interdisciplinary team organization: Four operational phases. Middle School Journal, 13(3), 10-13.

Georgiady, N. P. (1984). The middle school -- More than a name. In N. P. Georgiady, J. E. Heald, & L. G. Romano (Eds.), A guide to an effective middle school (pp. 1-12). New York: Irvington Publishers, Inc.

Georgiady, N. P., Riegle, J. D., & Romano, L. G. (1973). What are the characteristics of the middle school? In L. G. Romano, N. P. Georgiady, & J. E. Heald (Eds.), The middle school: Selected readings on an emerging school program. Chicago: Nelson Hall.

Glatthorn, A. A., & Spencer, N. K. (1986). Middle school/junior high principal's handbook: A practical guide for developing better schools. Englewood Cliffs, NJ: Prentice-Hall.

Hatton, E. J. (1985). Team teaching and teacher orientation to work: Implications for the preservice and inservice preparation of teachers. Journal of Education for Teaching, 11(3), 228-244.

Joyce, B., & Showers, B. (1988). Student achievement through staff development. New York: Longman.

Killion, J. P., & Todnem, G. R. (1991). A process for personal theory building. Educational Leadership, 48(6), 14-16.

Kohut, S., Jr. (1988). The middle school: A bridge between elementary and high schools (Second edition). Washington, DC: National Education Association.

Leinhardt, G., & Seewald, A. M. (1981). Student-level observation of beginning reading. Journal of Educational Measurement, 18(3), 171-177.

Leinhardt, G., Weidman, C., Hammond, K. M. (1987). Introduction and integration of classroom routines by expert teachers. Curriculum Inquiry, 17(2), 136-175.

Leinhardt, G. (1990, October). Subject matter episodes in support of a middle school specialization. Paper presented at the San Francisco State University/California State Department of Education/California State University invitational conference, "Implementing the Middle Level Emphasis Credential," San Francisco.

Lipsitz, J. (1984). Successful schools for young adolescents. New Brunswick, NJ: Transaction Books.

Lortie, D. (1975). Schoolteacher. Chicago: The University of Chicago Press.

McKenna, B. (1989). Whatever happened to team teaching? American Educator: The Professional Journal of the American Federation of Teachers, 13(2), 15-19.

McLaughlin, M. W. (1990). The Rand change agent study revisited: Macro perspectives and micro realities. Educational Researcher, 19(9), 11-16.

McQuaide, J. (1991a). [Hayes interview]. Unpublished raw data.

McQuaide, J. (1991b). [Joyce interview]. Unpublished raw data.

McQuaide, J. (1991c). [Lawrence interview]. Unpublished raw data.

McQuaide, J. (1991d). [Principal interview]. Unpublished raw data.

McQuaide, J. (1991e). [Transcripts of audiotaped team-planning sessions]. Unpublished raw data.

Meek, A. (1991). On thinking about teaching: A conversation with Eleanor Duckworth. Educational Leadership, 48(6), 30-34

Mohlman Sparks, G., & Bruder, S. (1987). Before and after peer coaching. Educational Leadership, 45(3), p. 54-57.

Neubert, G. A., & Bratton, C. (1987). Team coaching: Staff development side by side. Educational Leadership, 44(5), p.29-32.

Patton, M. Q. (1990). Qualitative evaluation and research methods. Newbury Park: Sage Publications.

Plodzik, K. T., & George, P. (1989). Interdisciplinary team organization. Middle School Journal, 20 (5), 15-17.

Raney, P., & Robbins, P. (1989). Professional growth and support through peer coaching. Educational Leadership, ??(?), p. ??

Raymer, J. (1984). Team teaching. In N. P. Georgiady, J. E. Heald, & L. G. Romano (Eds.), A guide to an effective middle school. New York: Irvington Publishers, Inc.

Robbins, P. (1991). How to plan and implement a peer coaching program. Association for Supervision and Curriculum Development, Alexandria, VA.

Rutherford, W. L. (1981). Team teaching -- how do teachers use it? (Information Analyses - 070). Austin: Texas University: Research and Development Center for Teacher Education.

Schofield, J. W. (1982). Black and white in school: Trust, tension, or tolerance? New York: Praeger.

Sparks-Langer, G. M., & Colton, A. B. (1991). Synthesis of research on teachers' reflective thinking. Educational Leadership, 48(6), 37-44.

Superintendent's Middle Grade Task Force. (1987). Caught in the middle: Educational reform for young adolescents in California public schools. Sacramento, CA: California State Department of Education.

Wellington, B. (1991). The promise of reflective practice. Educational Leadership, 48(6), 4-5.

76

APPENDIX A

Daily schedule

TEAM 6

Lang. Arts Room ●	Lang. Arts Room ●	Lang. A Room ●
Reading Room ●	Reading Room ●	Reading Room ●
Mon. Stop Tue > A/A Fri Wed > A/A Th >	Mon Stop Tue > A/A Fri Th > A/A	Mon Stop Tue > A/A Fri Wed > A/A Th

Ex Arts — Art, music, homec.

Team Planning	Team Planning	Team Plannin
Science Room ● ↓ Lunch 11:30-12:00 ↓ Science Room ●	Social St. Room ● ↓ Lunch 11:30-12:00 ↓ Social St. Room ●	Math Room ● ↓ Lunch 11:30-12: ↓ Math Room ●
Science Room ●	Social St. Room ●	Math Room ●
Science Room ●	Social St. Room ●	Math Room ●
Prep	Prep	Prep

Cultural Exploration

BAND, CHORUS, NCE m—T-Th
CORE   Prep   W—F Health Prep

Creative Expression

APPENDIX B

Consent to participate in a study

CONSENT TO PARTICIPATE IN A STUDY

<u>Description</u>
.   The purpose of this research is to gain a better understanding of how teams of teachers use group planning time assigned to them. Because of your knowledge and practice of teaching and because of your experience, I would like to learn about your team interactions with your colleagues. I will conduct confidential audiotaped interviews with you regarding your perceptions of the new school reorganization and your personal background. The outcome of the research will be a better understanding of how school reorganization impacts professionals.

<u>Risks and Benefits</u>
          There are no known risks on the basis of previous research of this nature conducted at LRDC.

<u>Confidentiality</u>
          The audiotapes will be kept strictly confidential and kept in locked files. I understand that my identity will not be revealed in any description or publication of this research, unless I decide otherwise. Under these conditions, I consent to such publication for scientific purposes.

<u>Right to Refuse/End Participation</u>
          I understand that I am free to withdraw at any time and to refuse to participate in any aspect of the research.

<u>Voluntary Consent</u>
          I certify that I have read the preceding and that I understand its content. Any questions I have about the research have been answered by Judith McQuaide. A copy of this consent form will be given to me. I freely agree to participate in the study.

_____
Signature of Teacher

_____   _____
Witness   Date

          I certify that I have explained the nature and purpose of the research, have answered any questions that have been asked, and have witnessed the above signature.

Investigator: Judith McQuaide
                        722 LRDC, University of Pittsburgh
                        Pittsburgh, Pennsylvania 15260
                        (412) 624-7470

                                                      _____
                                                      Signature of Investigator/Date

_____
Signature of Committee Chair

APPENDIX C

Teacher interview questions

Personal
  1. First I would like you to tell me something about your background -- where you went to school, what is your area of certification, how long have you been teaching, and so forth.

  2. What do you consider to be your greatest strengths? weakness? What impact do you expect this to have on planning?

  3. Have you been through any restructuring efforts before this one? Can you briefly tell me about those?

School goals/purpose
  1. Is there a mission statement, formalized goals or definition for this new school? If so, who created it? How would you define it?
     a. Is the staff in general knowledgeable about such a statement?
     b. Is there consensus among the school staff about goals?
     c. Is there consensus within your team about goals?

  2. What are 5 characteristics of an effective Middle Grade School?

  3. What makes this level so demanding?

Team
  1. Can you tell me something about how this teaming process is going for both the school and the team?

  2. In your opinion, did all members of the team want to be assigned to this school? Why or why not?

  3. Is there a "collective ideology" among team members with regard to discipline, experimentation, curricular expectations and fun in the classroom?

  4. How would you describe the diversity within your team?

  5. What are your expectations for other team members?

  6. In relation to the other 6th grade teams, how would you characterize your team?

  7. In what area is your team is particularly strong?

  8. Would you say your team is in need of additional staff development in any area?

  9. Who will make decisions on teaching arrangements and strategies? How will you reach consensus? How will you handle disagreements?

  10. What do you expect to be the greatest benefit to "teaming?" the greatest disadvantage?

Students
1. How will this team respond to the developmental diversity of students?

2. What criteria will be used for grouping? Academic or other? How?

Planning Time
1. How much time do you have for team planning? Do you consider that time to be too much, too little, or about right?

2. Could you list some topics that you expect to discuss during team planning time?

3. Do you expect team members to discuss how individual students are managing to learn the material? [staffing]

4. During planning time, do you expect members of your team to reflect on what they teach?

5. Do you expect the nature of these team planning sessions to change over time? To be different in November than they are in September? How?

6. Do you expect this to be a good school? How will you know?

80

APPENDIX D

Principal interview questions

QUESTIONS FOR THOMAS BROOKSHIRE:

1. What criteria did you consider in choosing the team that I am observing?

2. How did you go about making the decision?

3. Was it a difficult decision?

4. Will you be meeting with the teams on any scheduled basis? If so,
how often? Why will you meet with them?

5. What is the mechanism for ongoing feedback. Will there be a mid-year evaluation and/or a final year-end
evaluation for each team?

6. What things will be considered for the evaluation?

APPENDIX E

Data Sheet
DATE: *9-30-91*

1A Reg Ed	*15ₐₐ 2ₐₐ 2ₐₐ 1ₐₐ 3ᵢₚ*
(line numbers)	*(1-15) (1211-12) (1220-21) (1223) (1227-29)*
RE	
(line numbers)	
1B Spec Ed	*②⁵ₐₐ ③⁵ₐₐ ②⁵ₐₐ ②⁵ᵢₚ 17ₐₐ ③1⁵ₐ*
(line numbers)	*(279-80)(290-92)(296-97)(363-64) (670-86) (687-717)*
SE	
(line numbers)	
2 Subj. Matt	*3 8 2*
(line numbers	*(1224-26) (1230-37) (1246-47)*
SM	
(line numbers)	
3 Ped.	*10 ③⁵ 21 5*
(line numbers)	*(48-57) (408-10) (649-69) (761-65)*
Ped	
(line numbers)	
4 Eval.	*④⁵ 1 2 48 5 8 ⑩⁵*
(line numbers)	*(133-36)(141)(387-88)(601-48)(718-22)(833-40)(853-62)*
Eval	*②⁵*
(line numbers)	*(1017-18)*
5 Policy	*32 221 108 212 31 38 67*
(line numbers)	*(16-47)(55-275)(279-386)(389-600)(687-717)(723-60)(766-832)*
Pol.	*23 330 3 7 1 7*
(line numbers)	*(841-63)(863-1192)(1208-10)(1213-19)(1221)(1239-45)*
CC	*10 15*
(line numbers)	*(58-67) (1193-1307)*

APPENDIX F

Coding chart

DATE 4/3/4/

Code	(Em)	Total	Inidv Acad	Inidv Personal	Group Acad	Group Personal	embedded
1A-Students		23	30	3			40-5
1B-Spec Ed	(20)	17 57	24	3	31		
2-SubjMat		13					3-5
3-Pedagogy	(5)	17 36					16-5
4-Evaluation	(4)	17 80					
5-Policy		10 22					
CC-ChitChat		35					
Totals	(1311)	1372					

DATE

Code	(Em)	Total	Inidv Acad	Inldv Personal	Group Acad	Group Personal	embedded
1A-Students							
1B-Spec.Ed							
2-SubjMat							
3-Pedagogy							
4-Evaluation							
5-Policy							
CC-ChitChat							
Totals							

DATE

Code	(Em)	Total	Inidv Acad	Inidv Personal	Group Acad	Group Personal	embedded
1A-Students							
1B-Spec Ed							
2-SubjMat							
3-Pedagogy							
4 Evaluation							
5-Policy							
CC-ChitChat							
Totals							

Classroom Learning and Instruction Project (CLIP)

Technical Report Series List of Reports to Date

CLIP-89-01. Stein, M. K., Baxter, J., & Leinhardt, G. (1989). Teacher subject matter knowledge and its relationship to classroom instruction (Tech. Rep. No. CLIP-89-01). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-89-02. Grover, B. W., Zaslavsky, O., & Leinhardt, G. (1989). An approach to the design and development of a scoring system for a new teacher assessment: The semi-structured interview (Tech. Rep. No. CLIP-89-02). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-89-03 Leinhardt, G., & Ohlsson, S. (1989). Tutorials on the structure of tutoring from teachers (Tech. Rep. No. CLIP-89-03). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-90-01 Leinhardt, G., Zaslavsky, O., & Stein, M.K. (1990). Annotated bibliography of selected articles on graphing and functions (Tech. Rep. No. CLIP-90-01). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-90-02 Leinhardt, G. (1990). Weaving instructional explanations in history (Tech. Rep. No. CLIP-90-02). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-90-03 Leinhardt, G. (1990). Towards understanding instructional explanation (Tech. Rep. No. CLIP-90-03). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-90-04 Gregg, M., Stainton, K., & Leinhardt, G. (1990).. Where is geography? Three studies of thinking and teaching (Tech. Rep. No. CLIP-90-04). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-90-05 Odoroff, E., & Leinhardt, G. (1990). Writing tales with details (Tech. Rep. No. CLIP-90-05). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-91-01 McQuaide, J., Fienberg, J., & Leinhardt, G. (1991). Transcript of George Polya's film, "Let Us Teach Guessing" (Tech. Rep. No. CLIP-91-01). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-91-02 Gregg, M., & Stainton, C. (1991). Geography in the news: Word-level coding manual (Tech. Rep. No. CLIP-91-02). Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

CLIP-92-01 McQuaide, J. (1992). Teachers' use of team-planning time: A case study. (Tech. Rep. No. CLIP-92-01) Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.

85