DOCUMENT RESUME

ED 366 427   PS 021 971

AUTHOR   Cadwallader, Kathleen Karen
TITLE   Improving Faculty and Staff Relationships at an
                Elementary School Site through a Collegiality
                Program.
PUB DATE   93
NOTE   222p.; Ed.D. Practicum Report, Nova University.
                Photographs will not reproduce clearly.
PUB TYPE   Dissertations/Theses - Practicum Papers (043)

EDRS PRICE   MF01/PC09 Plus Postage.
DESCRIPTORS   *Collegiality; Cooperation; Elementary Education;
                *Elementary School Teachers; *Interpersonal
                Relationship; Questionnaires; *School Personnel;
                *Staff Development; Teamwork; Work Environment

ABSTRACT
                A practicum project was designed to improve
communications, exchange of ideas, and interpersonal relationships
among 37 teachers and school staff members in a rural elementary
school in an economically depressed area. Monthly "spotlight"
gatherings were held, featuring ethnic foods, experiential
activities, demonstrations, and discussions of classroom operations,
strategies, and procedures. Follow-up projects and teacher-staff team
activities also were utilized. Pre- and postintervention surveys
indicated that the vast majority of teachers and staff members felt
that the project had improved communication, sharing, and
teacher-staff relations at the school. Twenty-four appendixes provide
copies of various forms, documents, questionnaires, and photographs
used and produced by teacher-staff relations program. Contains 38
references. (MDM)

IMPROVING FACULTY AND STAFF RELATIONSHIPS AT AN ELEMENTARY SCHOOL SITE THROUGH A COLLEGIALITY PROGRAM

by

Kathleen Karen Cadwallader

Cluster 37

A Practicum II Report presented to the
ED.D Program in Child and Youth Studies in
Fulfillment of the Requirements for the
Degree of Doctor of Education

Nova University

1993

ED 366 427

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2

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: _Janis Gordon_
Janis Gordon

Title: Principal Brown Elementary School

Eastpoint, Florida

October 9, 1993

Date

This practicum report was submitted by Kathleen K.
Cadwallader under the direction of the adviser listed
below. It was submitted to the Ed.D program in Child
and Youth Studies and approved in fulfillment of the
requirements for the degree for Doctor of Education at
Nova University.

Approved:

10-26-93
Date of Final Approval   Georgyanna Lowen, Ed.D
of Report   Adviser

ACKNOWLEDGMENT

Without the cooperation and help from the
principal, Janis Gordon and support from the teachers
and school personnel who have helped greatly, this
project would not have been successful.

Kathleen K. Cadwallader

iii

4

TABLE OF CONTENTS

6

LIST OF TABLES

Tables

.

7   BEST COPY AVAILABLE

ABSTRACT

Improving Faculty and Staff Relationships at an Elementary
School Site Through A Collegiality Program.
Cadwallader, Kathleen K., 1993: Practicum II Report, Nova
University, Ed.D. Program In Child And Youth Studies.
Descriptors: Collegiality/ Collaborative Schools/ Cooperate
Staff/ School Work Environment/School Organization/
Interpersonal Relationships/Teamwork/ Elementary Schools/
Teacher Cooperation/Professional Isolation/Staff Development/
Cooperative Learning

This practicum was designed to improve on-going
communications, sharing and exchanging of ideas and to
promote interpersonal relationships between all teachers and
school personnel. The writer administered a survey to
determine the needs of all teachers and school personnel
working at this school site.

Then a program was designed by the writer to create a climate
for all teachers and school personnel to feel comfortable
with one another and to be able to work effectively together.
A regular part of the program incorporated teachers and
school personnel as facilitators to increase the utilization
of resources, sharing and the exchange of ideas within this
school's workplace. A portfolio, designed by team members,
documented knowledge of new ideas and a better understanding
of the importance of frequent communication. The portfolio,
along with team observations and individual evaluations
determined the effectiveness of the program.

The outcomes of this practicum were very positive. All three
objectives were reached successfully and were surpassed in
some areas. In addition, there were many unexpected gains
with potential long term effects for the benefits of this
school site. The data from this practicum strongly
demonstrated the following: a.) collegial relationships among
all schoolpeople created an environment for working more
effectively rather than in an isolated atmosphere; b.) all
staff members as facilitators can present information to
increase the knowledge of others and create a change toward
the implementation of new instructional methods and ideas for
sharing among all schoolpeople; c.) new approaches to
assessment can be introduced, tried and utilized easier at a
school site through team interaction and positive feedback.

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CHAPTER I

Introduction

Description of Work Setting and Community

The setting for this practicum was situated in an elementary school located in a panhandle of the state. The enrollment for September 1992 was 260 students ranging from prekindergarten through the sixth grade. The students were served by a principal, curriculum specialist/counselor, three specialists, one each in media, music and physical education. Also serving the school were two Chapter I reading teachers and one part-time speech teacher. There were two male teachers, 15 female teachers, six female paraprofessionals, two female secretaries, three female cafeteria workers, one female custodian, one male custodian and one male maintenance worker. The distribution of the faculty and school personnel by race and sex consisted of four White males, zero Black males, 32 White females, and one Black female. Four teachers had a dual certification in early childhood education and elementary education, two teachers were certified in early childhood education, 17 teachers hold an elementary education certificate. The number of teachers with a master's degree was twelve in the areas of reading, early childhood education, gifted education, special education, administration of children's programs, and speech therapy; the number with a bachelor's degree is 11.

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9

The classroom experience of the faculty in this school included eight teachers who had from 17 to 22 years of experience, eleven teachers who had three to nine years experience, and four teachers who had less than two years experience. The classroom experience of the paraprofessionals included eight paraprofessionals two of whom had from 17 to 22 years of experience and six paraprofessionals who had from three to ten years experience. The secretaries, custodians, maintenance worker, and one cafeteria manager had from 17-22 years experience, and two cafeteria workers had six or less years experience at this school site.

The student population was made up of an ethnic group which was all White. According to the Free and Reduced Lunch Program (1990), 94 percent of the student population were classified as low income and qualify for participation in the free and reduced lunch program. Sixteen percent of these students were low income, and five percent were classified as middle income according to the County Comprehensive Plan of 1985 (Free and Reduced Lunch, 1990).

The socio-economic climate of the community was below the middle class standard. The mean annual income for seafood workers in the state was $9,989. A nearby bay supported major fisheries for various types of seafood. Between 60 and 80 percent of the local people

made a living directly from fishing. The population of
this community was approximately 1600 people. The
ethnic groups that comprised the community were 99
percent White with a one percent Black population
(County Comprehensive Plan, 1990).

This county was classified as an economically
depressed area with 23.6 percent of the families below
the poverty level (County Comprehensive Plan, 1990).
The community was in an economical status that offered
an income below middle class because of the lack of
industry within the area, and also in the surrounding
areas. Parents went to work early in the morning
leaving their children at home by themselves to get
ready for school. After school these same children
came home to an empty house without parental care or
guidance. It was a necessity for both parents in many
of the families within this community to work for the
upkeep of the family.

Teachers, school personnel and administrative staff
members needed to improve communication, support and
personal relationships at this school site for greater
accomplishments and achievements for learning. The
teachers at this school site were isolated from others
and did not have a means of communicating with each
other on a daily, weekly or monthly basis. The teachers
had no time to effectively integrate or share their

abilities with other individuals at this site. Teachers
had no opportunities to share ideas, information,
techniques, or positive learning ideas with their
colleagues for better and more effective communication
among all members at this school site.

Writer's Work Setting and Role

The writer was a prekindergarten teacher, who had
taught a total of 17 years, 15 years in kindergarten,
two years in prekindergarten, and nine years experience
teaching summer school in a multilevel age group
kindergarten through third grade. The writer held a
bachelor of science degree in Early Childhood and
Elementary Education, a master of science degree in
Early Childhood Education. The writer was an active
participant and coordinator of the Volunteers in
Education Program, peer teacher for the state beginning
teacher program, and sponsor of the school yearbook.

The writer's role was to educate young children at
the age of four years through a developmentally
appropriate program for the child's first year in the
prekindergarten program. The prekindergarten early
intervention program linked the school and the community
together through parent volunteering and participation
in the classroom. The writer also made volunteers
available to the classroom teachers in grades
kindergarten through sixth grade for help within the

classroom. The writer sponsored the yearbook, making sure it was completed with success, and included all members of the school. The yearbook offered the community a chance to advertise their businesses and a chance to show their support for the school. In addition, the writer had the task of implementing a practicum in the setting at which the writer worked as one requirement for a doctoral degree at Nova University.

CHAPTER II

Study of the Problem

Problem Description

This school site did not coordinate programs to
promote an open, healthy climate that supported trust
and collegiality among all members of the school
environment: teachers and school staff members.
Teachers and school staff members did not have
opportunities for open supportive communication and
sharing ideas about the classroom setting. Faculty and
school personnel were not members in a common endeavor
to mutually encourage and improve the climate for better
teaching and learning.

This school site focused around a typical isolated
workplace and climate where educators in the field of
education were not initiating new norms and practices
that encouraged teachers and school personnel to
cooperate and collaborate for a productive school
climate. Opportunities and resources were not available
to create a productive environment in which each
individual, teachers and school personnel, had the
maximum opportunity to realize his/her full potential,
improve instructional practices, discover new
experimentation and practices, build collegial
relationships or take part in continuous improvement in
the school climate for its success as a place of
learning.

Personal relationships at this school site tended to be adversarial, untrusting and surrounded by a noncollegial atmosphere. At times the school climate was threatened by teachers against teachers, teachers against students, parents against teachers and schoolpeople against parents. These adversarial relationships were due to teachers and school personnel not having a set time to communicate with each other about educational practices, observing a colleague engaged in daily activities, sharing knowledge of each others' crafts or techniques, and actively helping one another to become more skillful.

Teachers and school personnel did not have enough time within the school day to collaborate with each other because of the limited time appropriated for planning each day. Teachers only communicated at the sign in sheet, sign out sheet and during lunch breaks each day. At three o'clock, dismissal time, all teachers and school personnel were seen carrying on conversations, informing each other of up coming activities and club days, discussing students, plans, and what the day would bring tomorrow. Teachers and school personnel on various grade levels were not aware of another teacher's classroom atmosphere, activities or what takes place in a particular classroom setting or throughout the school.

Teachers and school personnel started the school day
at 7:45 a.m., a complete dismissal of students was at
2:30, the school day ended at 3:00 for teachers and
paraprofessionals; all other school personnel were
dismissed at 3:30. Teachers had a limited time after
school for planning, idea sharing and socializing with
colleagues. Several teachers were involved in after
school clubs and programs during the week leaving little
time for planning. Planning periods were provided for
each teacher during the students' physical education,
music and library periods. This did not allow for all
teachers and school personnel to organize into groups or
to be free from all students in order to communicate,
share in an exchange of ideas, discuss problems one may
be experiencing during the school day, or inform others
of school events and activities.

Teachers were not involved in activities that
enriched school relationships and built a positive
school environment because the activities were not
available at this site. Teachers and school personnel
needed to get together to share ideas, communicate and
link together for a positive reflection on all students.
If teachers and school personnel understood how others
operated within a classroom or at a specific job, it
would help to provide all schoolpeople involved at the
school site with an open path for better communication,

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support of the school's programs, positive attitudes and various ways that involved teachers and schoolpeople within the school environment at all grade levels.

Last year the curriculum specialist organized monthly meetings with teachers involved in grades four through sixth grade for the purpose of informing teachers about procedures and practices of departmentalization. The fourth through sixth grade teachers met with the specialist to discuss procedures and practices of departmentalization on a monthly basis because departmentalization was new to this school site. The meetings were effective and the curriculum specialist commented on the need for all teachers to share ideas, to solve problems and to create an on-going communication network at all grade levels prekindergarten through the sixth grade. The curriculum specialist at this school site had various other duties and found it hard to conveniently accommodate all grade level meetings throughout the school day. (Personal Communication, September 10, 1992). Therefore, the problem was that there was not a positive relationship between teachers and school personnel to increase sharing ideas, information, regular communication and on-going activities for effective improvement of learning and teaching at this school site.

Problem Documentation

Evidence of this problem's existence had been identified and data had been collected to document the writer's stated problem. This problem was documented through a needs assessment created by the writer and administered to the target group of thirty seven teachers and school personnel. The needs assessment was administered to all teachers and school personnel at a meeting on collegiality, which was held by the writer at the end of the school term. The needs assessment was collected after the meeting for better input and opinions on the spotlight program. The assessment provided evidence on the amount of time each member spends planning, sharing ideas and communicating with other teachers and school personnel at this site (Appendix A).

This was the first time many teachers and school personnel took part in an assessment to rate the climate and environment of a school site. Many of the subcategories to each question were rated low. Question number two had a higher response because some teachers shared and discussed planning with a teammate working on the same grade level, and content area. However, the results of the needs assessment showed a lack of communication between teachers and school personnel

18

networking together at the school site for a total

effective school environment (Table 1).

Table 1

Percentage Calculation Per Dimension Measured

Spotlight Program Needs Assessment

Dimensions Measured	Percentage Per Choice Category				
	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
1. How often do you talk with other teachers about your approach to the following					
Curriculum planning	11.08	11.08	8.32	2.77	63.71
Grading methods	8.31	8.31	2.77	11.08	58.17
Teaching lessons	8.31	2.77	8.31	11.08	66.48
Discipline practices	13.85	16.62	19.39		49.86
Manner of working with students	5.54	21.82	24.93	19.39	30.47
2. How often do you talk with other teachers about					
Curriculum plans for a class	11.08	19.39	38.78	27.7	11.08
schedule of teaching activities	8.31	8.31	36.07	41.55	5.54
student reactions to a specific lesson	8.31	13.85	19.39	19.39	16.62
Getting teaching resources or supplies	5.54	2.77	49.86	5.54	30.47
Learning needs of particular students	21.28	13.85	8.31	5.54	30.47
Personal gripes or concerns about work	21.28	16.62	19.39	11.08	13.85
Matters unrelated to school and teaching	19.39	16.62	13.85	19.39	5.54
3. How often have you					
Observed other teachers in their classrooms	5.54	2.77	5.54	13.85	80.33
Been observed while you teach		2.77	5.54	83.01	5.54
Discussed instructional methods with other teachers		8.31	21.28	5.54	69.25
Planned and designed instructional materials with other teachers	2.77	2.77	2.77	41.55	52.63
Offered help to other teachers on instructional methods and strategies		5.54	8.31	41.55	44.32
Taught a new instructional method to a colleague	2.77		11.08	44.32	41.55
4. How often do you talk with the principal or other building administrators about the following?					
Curriculum plans for a class	5.54	11.08	38.78	44.32	38.78
Schedule of teaching activities		8.31	5.54	47.09	77.56
student reactions to a specific lesson			11.08	13.85	38.78
Getting teaching resources or supplies			2.81	19.39	44.32
Learning needs of particular students		2.77	2.77	19.39	41.55
Personal gripes or concerns about work	2.77	2.77	5.54	49.86	11.08
Matters unrelated to school and teaching	16.32	5.54	36.07	30.47	

* 37 teachers and school personnel took part in filling out
the needs assessment form. Some subcategories were left
blank and unanswered because all categories did not
pertain to all participants' who filled out the needs
assessment.

The writer presented a special introductory meeting
on "collegiality" at the school site to all teachers and
school personnel. The intent of this meeting was to
gather opinions and input on the implementation of the
spotlight program and what effects it had on this school
site. Results of this meeting were positive and the
targeted schoolpeople were eager for more information on
building a positive school climate at this school site.
Teachers and paraprofessionals were especially excited
to share information with others and to learn new ideas
and ways to solve problems that occurred in the everyday
school life of children and teachers. The school
personnel: secretaries, cafeteria workers, custodians
and the school maintenance workers commented that the
spotlight program helped with understanding the
classroom environment and understanding teaching
strategies and programs offered at the school site.

An interview with the school principal and the
curriculum specialist revealed that at the present time
no information on collegiality was in existence to
increase school relationships between teachers and
school personnel (Personal Communication, May 28, 1992).
The results of the interview produced a positive
reflection on staff relationships and also on the County
Office Curriculum and Certification Coordinator.

The Spotlight Program, was rewarded 60 inservice points to teachers upon completion of the practicum implementation.

The Southern Association of Schools for Accreditation Committee (1991) found a need for this school site to develop a time for teacher interaction of ideas and concerns. Since the free time each teacher does have was used for planning periods at this site, it was recognized as a need to develop a release time where all teachers gathered together to share ideas and exchange information for a positive approach to teaching and learning for all students. One need recognized in the area of improvement was for teachers to utilize more hands-on activities within the classroom to provide appropriate and adequate educational materials and equipment to meet curriculum needs.

The School Needs Assessment Plan, Accountability, Department of Education (1991) cited that due to the isolation of the community, teachers needed a release time to share information, ideas, materials and concerns in order to form a vital support network for teachers. Since the budget within this county played an important role in the amount and quality of support materials used, it has been identified that the technology of instruction used at this school site was textbooks and workbooks. It was also necessary for teachers to

share materials that were used within each classroom at all grade levels. One problem with sharing materials at this school site was that teachers needed a set time to show, demonstrate and share materials that were used within each classroom setting. Many teachers were not aware of the types of materials and what other classroom teachers had access to at a particular grade level. The needs assessment plan clearly stated that the administration needed to obtain faculty input on workshops that could be beneficial to help all teachers improve in weak areas.

Causative Analysis

Various factors contributed to the teacher's and school personnel's poor interpersonal relationships and methods of communicating with each other. Traditional strategies and activities kept this school site surrounded by methods that did not promote school and staff enrichment for change and an increased awareness of others in the school climate. Teacher meetings were held by the principal monthly informing all teachers of codes and policies that must be enforced. Teachers were permitted to ask questions pertaining to the topics at hand, but never changed the topic of discussion to instructional planning, improvement of practices, and problems solving classroom difficulties. Teachers kept very isolated in the classroom environment, private

about materials and methods of instruction, but tended
to speak out about problems and difficulties with
children.

Another factor was that there was a large turn over
of beginning teachers at this school site, and because
of mandatory beginning teacher programs, little time was
allotted for communication and socialization with others
during the school day. Beginning teachers were very
enthusiastic and spent much time concentrating on
planning and instructional delivery to the students.
Beginning teachers found the need to concentrate on much
paper work that was needed to document effective
teaching skills for a teaching certificate. As a peer
teacher for the beginning teacher program, the writer
had an opportunity to work with beginning teachers and
found that beginning teachers stayed completely isolated
the whole school year.

Another factor that contributed to the teachers'
and school personnel's poor interpersonal relationships
and methods of communication with each other was that
the school site did not have a set time for teachers nor
school personnel to discuss classroom ideas, strategies
or classroom procedures and schedules with others. A
resource adequate environment was not provided to create
maximum tools and conditions necessary to teach.
Absence of the bare minimum frustrated many teachers and

school personnel. Without a means of interaction
between all members of the school environment, each
others' resources could not be utilized as an important
ingredient in instructional success and a commitment to
work on doing better.

School staff members had no time to communicate with
others on knowing what was happening at the school site,
what was being done, who was doing it, and for what
reasons. Since there was not a regular release time for
teachers and school personnel to gather together as a
group and discuss activities that were going on within
the school site, many teachers were unaware of what was
happening. At the present time, information was
presented to those teachers who were involved with a
particular function by a written note that was
circulated around to each teacher. This sometimes
created a lack of trust, rapport and a feeling of not
being "important enough" to belong in the school. All
schoolpeople needed to be engaged in an open supportive
communication network for building trust, developing
shared responsibility and leadership in an environment
which encouraged one to feel comfortable working in a
group rather than alone.

Increasing communication and positive relationships
at the school site were not promoted within this school
system until the writer, a doctoral student, expressed

the need for a more collegial atmosphere to increase
communication and collaboration of all schoolpeople for
better student achievement. Since the school was
isolated from new ideas, approaches, contacts and
communication, restructuring renewal of educational
ideas had been limited because of the distance between
school system, universities, and colleges involved in
educational practices. Teachers within this county
voted on inservice workshops that helped a teacher in
everyday school life, but through the writer's teaching
experience, many new ideas on restructuring and renewal
of educational practices had been limited on the
workshop menu. This was another factor that did
contribute to the isolation of new practices implemented
at the school site.

Relationship of the Problem to the Literature

The meaningful involvement of faculty, staff, and
co-workers in the educational institution appears to be
the emerging theme of the future. The word "colleague"
derives from the Latin term collega, meaning one chosen
to serve with another. The approach to the renewal of
the school climate of all members is colleagues in a
common endeavor, and that with proper encouragement,
this commonality can express itself in a mutual concern
for the improvement of teaching and learning.

Barth (1990) stated that an open, healthy climate supported by trust and collegiality may result in effective gains. The relationships which exist between staff members and schoolpeople focus around the workplace and climate of educators in the field of education. The Minnesota State Department of Education (1985) stated that the relationships which exist between staff members and other schoolpeople is one factor which determines the culture or climate of a school. The school's climate seems to be a contributing factor in its success or failure as a place of learning (Small, 1990.

Minnesota State Department of Education (1985) cited that relationships which are characterized by collaboration and collegial relationships sustain productive school climates. Through on-going improvement of instructional practices, experimentation, and collegiality, continuous improvement in the school climate can prevail. Teachers who have the opportunit, to speak out for what they believe, encourage positive relationships with other schoolpeople within the school site, including students and parents. Participants in a collegial program learn from each other, share ideas, and demonstrate various methods and strategies of teaching and learning.

Capital Area School Development Association (1987) stated that education is a profession that draws upon the talents and expertise of many different participants within the school setting. Teachers at a school site can be seen actively engaged in both teaching and learning. In a school in which learning is the paramount concern, pedagogy is based upon and utilizes sound research and theory about child and adolescent development, as well as about teaching and learning. Teachers in successful schools share a language which describes the complexity of teaching and distinguishes one practice and its virtues from other practices. This common language enables teachers to discuss the business of teaching. Instructional practices become easily definable and concrete when teachers can discuss classroom practices and share ideas and procedures as doctors and lawyers do. For example, a "tort" is a common law term used by all lawyers, typical classroom practices can also be labeled and used by teachers. For example, "wait time" is the time a teacher pauses after asking a question and before calling on a student to answer it. When teachers share a common language about practices, the practices become more concrete, precise, coherent and it is easier to communicate activities and strategies to others. Frequent, continuous and increasingly concrete and precise talk

about teaching practices promotes the growth and success
of teachers and all schoolpeople to bring about the best
educational environment possible (Smith, 1989).

Capital Area School Development Association (1987)
found that teachers working together on developing new
practices and observations and feedback are essential
for a positive school climate. Observers can help
teachers see the positive impact of new practices, even
when the teacher might feel awkward implementing the new
practice. Teachers should be given the opportunity to
practice new procedures while being observed by a
colleague. A shared language allows colleagues to
separate practices from personalities. Through
observations, colleagues can discuss the advantages and
disadvantages of instructional behaviors without judging
the competence of the teacher.

Most teaching materials are planned, designed,
researched, evaluated and prepared by teachers working
together. Most teaching practices are strengthened by
appropriate teaching materials such as worksheets,
reading materials, activities and tests. Worksheets and
activities are necessary to support inquiry leaning and
are different from those used for direct teaching.
The development of support materials can be a burden to
a single staff members, but when the staff develops
these materials together, the burden is lessened. Joint

development of instructional materials requires teachers
to apply understanding of the science of teaching and
aids in the attainment of a new understanding of
teaching concepts (Capital Area School Development
Association, 1987).

Teachers teaching each other about the practice of
teaching is a common activity in successful schools.
Teachers sharing new practices with colleagues sparks
other teachers' interest in new procedures, adds to
an individuals' sense of competence and confidence in
the classroom, and generates high morale. The fact that
a new procedure has been used by a teacher at a school
site, helps other teachers to feel that it will be
possible to implement new practices. Successful schools
allow and facilitate all teachers to teach each other
successful practices (Capital Area School Development
Association, 1987).

Becker (1981) stated that in order to conduct
new structures to a school climate, the cost can be low
and relatively informal. The focus of this collegial
approach may be:

1. Renewal of the school climate is a means for
    faculty renewal, a way to develop positive
    relationships between teac' ?rs, parents and
    students for successful school achievement in a
    comfortable atmosphere for learning.

2. The proper model to be used for faculty
    development depends upon the relation of teacher
    and learner, rather than that of doctor to
    patient as it is sometimes suggested.

3. A collegial approach to faculty development may
    be an effective means for the improvement of
    teaching while respecting the rights and the
    dignity of the teachers and others involved.
    (Becker, 1981)

There are a variety of ways to go about determining

needs for professional growth and a variety of

conditions or informational sources which may help in

narrowing down the focal point of a collegial program.

Some assessment is needed to draw on internal knowledge

of staff, or to draw on the external knowledge base

about learning and teaching. Curricular exchange,

mandates, major school problems, research on good

teaching and learning, and exemplary programs can all

serve as starting points in the process of determining

what is needed at a particular school site. The value

in considering an approach is that it can help make the

focus of a program both reasonable and feasible.

Saphier & King (1985) cited that cultures and

school climates are built through the everyday business

of school life. "It is the way business is handled that

both forms and reflects the culture" (p. 72). Giving

direction to a school's culture through collegiality and

team building can help to improve upon staff development

in the school workplace for all schoolpeople and its

students. A program that promotes collegiality, team

building, experimentation, high expectations, builds

trust and confidence in each other for moral support,

an educator can now reach out to a knowledge base within
one's own school site for success in teaching and
learning. The Capital Area School Development
Association (1987) cited that education is a profession
that draws upon the talents and expertise of many
different participants within a school setting.

> "If learning is so important," as students
> rightfully ask, "Why isn't the adult community
> more involved in it?" (p. 15).

Smith (1989) cited that in reforming school
structures, educators are experimenting with
alternatives that grant teachers greater respect as
professionals, while encouraging teachers to cooperate
with one another and with others for better school
improvement. Although collaboration can be encouraged,
it cannot be imposed on a faculty. Collaboration
depends on the voluntary effort of educators to improve
a school site through teamwork.

The elements of a collaborative school consist of
the belief that the quality of education is largely
determined by what happens at the school site; that
instruction is most effective in a school environment
characterized by norms of collegiality and continuous
communication for improvement; the belief that teachers
are responsible for the instructional process and
accountable for its outcomes; the use of a wide range of
practices and structures that enable teachers to work

together on school improvement; and the involvement of teachers in the decision making about the school's goals and implementation of these goals. A host of benefits can be expected to be derived from collaboration, such as staff harmony, mutual respect between teachers, and a professional work environment of teachers for instructional effectiveness (Smith, 1989).

Collaboration has been defined as the extent to which teachers engage in help related exchange. This definition focuses on the kinds of interactions believed to lead to improved teaching and learning. When teachers share teaching practices and critique one another's teaching, teachers can engage in activities to improve their work. Collaborative schools provide a climate and a structure that encourages teachers to work together, gain respect as professionals, and experience the satisfaction of accomplishing important goals through teamwork.

Capital Area School Development Association (1987) stated that in order for the school setting to be called a true center of learning, significant changes in attitudes toward learning must take place not only by school staff members but by society. Schools are thought of as places isolated from the rest of the community and that involve outsiders only for significant events, problems, graduations and basketball

championships. The message that learning is important
must be circulated by community members actively
involved in schools to support and reinforce learning.
Society needs to become involved in goal setting,
evaluating and planning if learning is truly valued.

Regular opportunities need to be provided for
parents to learn to become better parents and teachers
of their own children. The Capital Area School
Development Association (1987) stated, "Parents need to
meet with teachers not only to become informed about the
school's policies and procedures, but to develop
learning goals for their own students and a plan for
them as parents to assume specific responsibilities to
support the learner" (p. 15). A school which is truly
the center of learning calls upon the expertise of its
own members as teachers and consultants.

Learning to employ processes to approach life's
problems with curiosity and a critical attitude, and
to acquire a love for learning is not enough to teach
students about learning to improve upon the world.
Students must learn to become contributing members of a
humane and caring society. In education today, students
becoming contributing members of a humane and caring
society is now being accepted as an instructional goal
to promote interaction in human, caring ways.

All participants can benefit from schools which
promote a healthy caring environment in which all
participants model and interact in a caring human
manner. The anonymity of largeness is combatted by
strategies that create a sense of belonging.
Competitiveness is devalued and cooperative learning
experiences are maximized, and the use of teaming
together, opposed to working alone, creates groups to
encourage teachers to interact on the basis of known
student needs. Staff interaction and communication with
each other provides teachers with continuous human
relations training, where effective and cognitive
curriculums can coexist and periodic social functions
can promote a spirit of caring, involvement, and a sense
of belonging to a group.

Capital Area School Development Association (1987)
cited that one thing the national reports have in common
is the absence of writing about the involvement of
working schoolpeople in these reports. In order to
bring about real changes in education and excellence in
schools today the views and the opinions of teachers and
schoolpeople involved at the school site must be
included in the reform of educational systems now.

Scott and Smith (1987) stated that the workplace of
teaching needs to be taken into account giving more
attention to the classroom and the teacher. One way to

bridge the gap between educational reform and teachers
is to form a strong link with other teachers in the
school workplace, since teachers implement the actual
reforms within the school setting. In the workplace
of most teachers, conditions of teaching are similar to
the following: a teacher works alone in the classroom,
seldom interacts professionally with colleagues,
receives little support from administrative staff
members, and tends to be apprehensive of change
especially if the changes seem to have a theoretical
rather than a practical foundation. When teachers learn
the craft of teaching through their own experiences,
without benefitting from the experiences of others, it
seems plausible that teacher isolation may contribute
toward the tendency of teachers to resist change.

Small (1990) found that the changing definition of
staff development or inservice training focuses on the
process of designing personal and professional growth of
individuals within a respectful supportive positive
organizational climate to renew learning new ways of
performing within the classroom setting. A shift in
education toward a broader perspective, practicality,
applicability, and involvement of participants in
planning has evolved from the work on principles
concerning adult learning. Professional development is
viewed as an intervening step in the improvement of the

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quality of education. Refocusing on individual

professional growth is an intervention aimed at

reconceptualizing the linking relationship between

staff development and organizational outcomes.

The following six concepts are found in a successful

school environment which encompasses schoolpeople.

* A clear sense of purpose or mission is the start of
  growth and development for individuals.

* Individuals at the school site need to focus energies
  toward change in order to be productive.

* Relationships between individuals are informal and
  evolving.

* The goal is to facilitate and support individual
  decision making and development.

* Self-managing individuals and self-managing teams can
  emerge through a process that will produce an
  enthusiastic and growing staff.

* Transformation produces outcomes of increasing
  productivity, creativity, cooperation, and teamwork.

Paradigms of schools need to be redefined for the

basic concerns of students, staff and society for the

future. The creation of a marriage between

entrepreneurial creativity and corporate discipline,

cooperation and teamwork are changes in the professional

workplace of teachers that will encourage the increased

quality, productivity and motivation at a school site.

Research suggests that risk taking is strongly

associated with learning (Barth, 1990).

Research supports the problem of on-going communication at school sites with a collegial environment. Smith & Scott (1988) cited that teachers need to engage in frequent, continuous and increasing concrete and precise talk about teaching practices. In education today the greatest tragedy of teaching is that it is carried on in self-imposed and professionally sanctioned isolation, which impedes and complicates teachers' performances of their responsibilities. Since teachers perform in an isolated atmosphere, then others cannot benefit from the help of teachers. The isolated conditions under which teachers practice their profession hinder professional growth by making it difficult for teachers to exchange ideas with other teachers. The classroom is similar to a cell in which teachers spend much of their time in isolation, separated from one another and from sources of ideas beyond a teacher's own background experience.

Isolation compounds the problems that beginning teachers face at the start of a professional career. The beginning teacher is faced with drawing only on first time experiences. Beginning teachers are unprepared for the loneliness of the classroom and the lack of relationships in which questions and problems can be resolved without the fear of the teacher being evaluated.

Isolation has serious consequences for the experienced teacher as well as the beginning teacher. Isolation is the greatest disadvantage to learning to teach or to improving existing skills because it forces teachers to learn by trial and error. School structures and norms that inhibit teachers from assisting one another must rely on one's own ability to detect problems and discern solutions. Teachers who are cut off from exemplary role models tend to fall back on traditional models that were once used in the earlier days of education.

Regan (1989) stated that teachers and others at a school site need to be informed about how to collaborate with one another from day to day to enrich schools for everyone. Ineffective schools are not trust building and do not form an environment surrounded by unity or togetherness. Teachers are not communicating with one another on a more intimate level to experience collaboration. The lack of communication and involvement at a school site creates resentment and cynicism. Teachers who share an understanding at a particular school site achieve working together and unity for exploring, airing issues, and listening to each other for a feeling of identity and cohesion. Communication among teachers enables individuals to no longer work separately, but to work as a group toward a

common goal and a feeling of equality.

Smith (1989) stated that collaboration depends on the voluntary efforts of educators to improve through a joint effort of teamwork. Collaboration can be encouraged by formal programs, but it cannot be imposed upon a faculty. Some teachers feel that collaboration is just a lot of talking that takes one away from responsibilities and duties. True participative decision making and collegiality requires a certain investment of time. A collaborative environment provides a climate for teachers to work together with others toward school improvement, professional growth, and the satisfaction of accomplishing important goals through teamwork.

Minnesota State Department of Education (1985) stated that when teachers master a number of different teaching models through idea sharing, competence and effectiveness are gained. The development of support materials can be a burden to a single staff member, but when a staff develops material together, the burden is lessened. Joint development of instructional materials requires teachers to apply knowledge of the science of teaching which aids in the understanding of teaching concepts. Sharing new practices with colleagues generates high morale and allows others to feel comfortable with implementing new practices. Successful

schools allow and facilitate all teachers to teach each
other successful practices.

Scott & Smith (1987a) stated that teachers must
actually implement reforms within the context of the
school setting - What teachers actually do and the
circumstances under which they do it: What does a
teacher teach?   How does he or she teach it?   What
factors in the school environment help or hinder
effective classroom teaching?   How does a typical day in
the life of a school teacher go?   The characteristics of
an individual school make a difference in teaching and
learning.   The workplace conditions of teaching are as
follows: a typical teacher works alone in the classroom,
seldom interacts with other professional colleagues,
receives little support from administrators, and tends
to be apprehensive about change.   A teacher's
apprehension about change can be clearly visible when
the individual must face the change alone.

The following evidence compares collaborative
schools with isolated schools that do not communicate on
an on-going basis.   Teachers in collaborative schools
believe that student learning is possible with even the
most difficult students.   Collaborative teachers use
access to the knowledge and skills as a professional
to reach students with problems.   For example, here are
views at a collaborative site compared to views at an

isolated site.

Sharing about instruction

-   Teachers in a collaborative setting talk with one
    another and share instructional ideas and
    materials.

-   Teachers in an isolated setting usually share
    stories about a child's errant behavior or
    sympathize with one another, rather than pool
    resources to help the child.

Perception of Teacher Leaders

-   Teacher leaders are those who show initiative
    and a willingness to experiment with new ideas,
    offer motivation to other teachers, and are
    willing and able to help other teachers solve
    instructional problems.

-   Teachers from isolated settings did not view
    teacher leadership with instructional endeavors,
    instead teachers viewed leadership with union
    involvement or other activities not related to
    school.

Helping Behavior

-   Teachers from collaborative settings seek help
    from students' parents, the principal and other
    teachers for behavior and academic problems.
    Teachers would help to identify the problem, and
    ask for an expert's help.

-   Teachers from isolated settings viewed problems
    as behavior problems and asked for help in the
    punishment of the student as a solution to the
    problem.

Barth (1990) stated that a good school is a place

in which everyone is teaching and everyone is learning

simultaneously under the same roof. School is not a

place where big people have an education and teach

little people who do not have an education. A school

site should have all schoolpeople involved in teaching

and learning; students are teaching and learning;
principals are teaching and learning; teachers are
teaching and learning. The major responsibility of the
adults in a community of learners is to engage actively
in learning to make learning more visible to others in
the community and to enjoy and celebrate learning, even
when teachers are swamped with the demands of work.

Barth (1990) stated that the quality and character
of a school and the accomplishments of its students have
more to do with the nature of the adult relationships in
a school than any other factor. In many schools
personal relationships tend to be adversarial. Many of
our students in the nation are described as at risk, but
this phrase does not pertain to the cautious culture of
our schools. "The lives of teachers and principals more
closely mirror the cultivation of mushrooms: You're
kept in the dark most of the time, periodically you're
covered with manure, and when your stick your head out
it gets chopped off" (p. 513). If teachers want
students to be more adventuresome in thinking, then
adults must model risk taking as well as learning. If
schools are to be improved, then more risks must be
taken to do things differently. New and unusual ideas
must be looked at as signs of life and growth, not
nuisances or embarrassments.

The literature provides several causes for the lack
of communication between schoolpeople within a school
setting. Scott & Smith (1987a) cited that it is
informal and formal interaction among teachers about
instruction that distinguished the collaborative school
from traditional models of management and participation
in the involvement of teachers in decision making.
Several explanations have been offered for the origin of
teacher isolation and lack of communication. Some
causes are the institutional characteristics of a
school's cellular organization. Others believe that
teachers are responsible for the lack of communication
between each other. Another cause is believed to be
teachers' defensiveness or lack of interpersonal skills.

Teachers actively strive to maintain isolation from
other adults in an effort to protect the time and energy
required to meet immediate instructional demands. The
around the clock demands simply leave the teacher with
no time for collegial interactions. A teacher's
motive for isolation was viewed as highly professional
in order to provide the best instruction possible. Yet
the long term effects of isolation undermine the very
instructional quality that this work strategy is
intended to protect.

In contrast, collaborative teachers give and accept
advice, share ideas, and work together on school

improvement projects. Members on a given team are assigned neighboring classrooms to work together with and coordinate curriculum planning, design lessons around a common theme, diagnose learning problems of specific students and make team decisions on how best to solve problems.

Scott & Smith (1987b) found that teacher isolation contributed to the tendency of teachers to resist changes suggested by educational reforms. Mechanisms for teacher participation in school and district management have existed for many years as departmental structures, faculty meetings, adhoc committees, and team teaching assignments. School faculty meetings are established to enhance teacher participation in decision making. However, such meetings are frequently chaired by administrators and do not operate under any independent authority. Teachers are constrained to respond to agenda items previously selected by administrators because the broad course of action has been already determined by school officials. Teachers are often regulated in filling in the details of such meetings.

Minnesota State Department of Education (1985) stated that teachers needed to engage in frequent, continuous, and increasingly concrete and precise talk about teaching practices. Colleagues need to discuss the

advantages and disadvantages of instructional behaviors

without judging the competence of the teacher.

Suggestions are made for a school site to encourage a

more collaborative planning environment and collegial

relationships for effective teaching and learning.

1. Create professional support teams consisting of
    four or five teachers who will act as coaches for
    each other.

2. Time should be set aside at every staff meeting to
    discuss instruction issues.

3. Create time for staff members to teach or share a
    new instructional idea.

4. Train staff members on how to observe instruction
    and how to give feedback to each other.

5. Create time for staff members to observe
    instruction and give feed back to each other.

6. Allow time for staff to design, prepare, and
    evaluate instructional materials: worksheets,
    activities, and tests.

7. Allow time for teachers to co-teach in the
    classroom when experimenting with a new
    instructional model.

8. Provide training sessions where a common
    professional language is developed among all staff
    members and use the language with the staff.

9. Promote the discussion of instructional practices
    and procedures in the teacher's lounge.

10. Promote after school sharing sessions where
    teachers exchange instructional ideas, lessons and
    strategies.

11. Create a time for teachers to give demonstration
    lessons for each other.

Conley, Schmidle, & Shedd (1988) stated that

teachers have few opportunities to engage in substantive

dialogue and exchange information even though a
teacher's pedagogical knowledge, skills, and information
about students are a school system's most valuable
resource. The solitary environment of most teaching
assignments, the physical layout of school facilities
and restrictive time schedules prevent interactions
among school members at a school site. Organizational
norms also discourage advice giving or seeking and treat
work as something that is necessarily done in the
classroom. This norm of noninterference makes peer
criticism unprofessional and characterizes the request
for peer assistance or help as an indication of
incompetence. Isolation which is imposed upon the
teacher by self-contained classrooms is extended by
him/her to become a broader right of isolation from
opinions, evaluations and other colleagues. Isolation
in many schools has become valued.

Becker (1981) stated that teachers define a need for
discretion, a right to autonomy, and noninterference
that regulates interactions among teachers and other
schoolpeople. To challenge a teacher to change is to
challenge a teacher as a person. Such a challenge is
threatening and risks a reaction of defensiveness and
denial. Clearly many people are attracted to the
profession of teaching precisely because of the personal
freedom it offers. The teaching profession of the

teacher-scholar reinforces an emphasis on individualism and autonomy. Rarely do staff members at a school site have opportunities to work cooperatively because most teaching is an individual and solitary process.

Sudderth (1989) stated that the informal social system of a school lacked cohesion and social rank primarily because of membership in a clique (a body of people who interact with one another more frequently than with outsiders). The more frequently persons interacted with one another the stronger the sentiment of friendship for one another would apt to be. Reciprocally, persons who have strong sentiments of friendship for one another tend to interact more frequently with one another. The primary occasions for interacting with people at a typical American school is limited to general faculty meetings and team member meetings. Because of the nature of such gatherings, these meetings do not foster the development of positive sentiment as a product for cooperative problem solving. Faculty meetings, which usually are held once per month, focused on the dissemination of information about districtwide concerns, policies, and procedures. Since these meetings are held one hour before or after the school day, the agenda seldom accommodates problem solving activities or discussions.

Rothberg & Bozeman (1990) stated that effective interpersonal communication depends on the ability to communicate with one another in an open, honest, trust building manner. Working together will in most cases provide a more positive work environment and climate. Restructuring schools in the 1990's is defined as the involvement of as many individuals as possible in decision making, creating a more open community of planners and problem solvers. Restructuring schools is viewed as an important element to change and reform. The emphasis on specialization and efficiency is giving way to diverse localized solutions, and giving teachers responsibility for more than just teaching. The restructured school environment encourages cooperation in order to achieve greater student achievement which in turn, creates increased job satisfaction for all schoolpeople.

The cooperative school climate utilizes teams of teachers in decision making and problem solving. It has two way communication, a great deal of collaboration, leaders nurturing leadership abilities in others and peer assistance. Concerns in the collaborative school involve a group process in the identification of problems, team building and trust, interpersonal skill development, consensus seeking and conflict development.

The following factors are important in the process
of working together as a team for increased achievement.

1.   Shared Goal and Objectives
2.   Utilization of Resources
3.   Trust and Conflict Resolution
4.   Shared Leadership
5.   Control of Procedures
6.   Effective Interpersonal Communication
7.   Approaches to problem solving and decision making
8.   Experimentation and Creativity
9.   Evaluation

Saphier & King (1985) cited that teachers need to
be recognized and others need to become aware of
accomplishments and good teaching practices through
celebrations, caring and humor in the school workplace.
Good teaching is honored in a school climate and also
recognized in the community. Teacher recognition can
be done verbally or written as a regular feature of
school committee meetings, PTA luncheons, faculty or
staff meetings, short notes in teachers mail boxes,
superior service awards written up in the local
newspapers or through the use of praiseworthy
discussions as one walks through the hallway with a
colleague. There are a number of ways to show caring
for each other and an awareness of significant events
in each other lives, or celebrating benchmarks in the
life at a school site. Satisfying little gatherings in
the teacher's room, or after school should not be
forgotten about; after all there should be a lot of
laughter and humor at a school site for a comfortable

relaxed atmosphere in which to live and work.

Arbuckle & Murray (1989) cited that people do not
know how to work together and make thoughtful decisions
especially if isolation has been a norm. Collaboration
is hard work, and often quite fragile. People who are
used to concrete, linear planning often experience
intense frustration and impatience with a group.
Letting go of one's own ideas and really listening to
other's views in not an easy task. It is not easy to
set group priorities and develop action plans which the
whole team will carry out and support.

Training in team building can heighten a group's
ability to work collaboratively, enhancing productivity
and satisfaction. Being a team member requires very
different behaviors and attitudes than working
alone. Teaming does not mean losing individuality.
Each person remains an individual in a group, making a
unique contribution from which the entire team benefits.

Miller & Bosness (1987) found that a commitment to
problem solving and group thinking is a personal gain
toward increasing members' skills in meeting the
educational needs of all students. Each person on a
team must be committed to a spirit of problem solving
and to a process of group thinking. As personnel gain
experience in sharing ideas around other teachers'
concerns then strategies for problem solving will evolve

and benefit the team's functioning and increase each member's skills in meeting the educational needs of teachers and students at a school site.

Regan (1989) cited that the micro world of day to day school life must be taken seriously. Schoolpeople need to know how to go about collaborating in a way that accommodates and capitalizes the rich dailiness of school life. Communication among teachers is a needed process at a school site. It is important to be able to sit down and talk with other colleagues about something important, to make a plan and to start to implement the plan for action. The process of collaboration, working together in trial and error, allows for teachers to see a pattern emerge and helps to cut down on the time it takes to get things accomplished. Collaborative communication allows everyone to get involved and omits cynicism and resentment at a school site.

Brandt (1987) cited that teachers should cheer for each other. If a teacher has a particular strength, plans a new unit or has new materials the other teachers should say, "That's great." Cooperation needs to start at the classroom level because that determines the organizational climate and atmosphere in the school. If teachers spend all day advocating a competitive, individualistic approach - telling students "Do your own work. Don't talk to your neighbor, don't share, don't

help, and don't care about each other," then these are
the values the teachers are going to have with
colleagues at the school site.

Achilles and Gaines (1991) found that staff
development programs offer rewards and incentives for
participation and continued growth among all members in
a school workplace. Long term staff development
programs are more effective than a short term program.
Active learning processes are used rather than passive
techniques such as lectures, and enables participants to
share ideas and provide assistance to one another during
school time. Collegial groups provide a setting for
collaboration and a change for teachers. Teachers
identify problems, provide mutual support and advice
when working collaboratively to devise, implement and
adapt models and incorporate new ideas from practice
into a classroom setting. Long term staff development
programs demonstrate an action-oriented approach to
in-service, and reduces teacher isolation for an
increase in collaboration, teacher leadership and an
improvement in instruction.

CHAPTER III

Anticipated Outcomes and Evaluation Instruments

Goal and Expectations

The following goal and objectives were projected for
this practicum.

1. The goal of this practicum is that there will be
    a positive relationship between teachers and
    school personnel to increase sharing ideas,
    information, regular communication and on going
    activities for effective improvement of learning
    and for teaching all schoolpeople at this school
    site.

Behavioral Objectives

The specific objectives of the practicum after the
implementation period are:

1. After implementation of this practicum, teachers
    and school personnel would feel comfortable with
    one another and be able to work effectively
    together. This would be measured by a
    questionnaire, designed by the writer, in which
    35 out of 37 teachers will answer 8 out of 10
    questions positively. (Answers will be in a yes
    or no format)(see Appendix B).

2. At the completion of this practicum, teachers and
    school personnel would utilize resources at this
    school site to create an environment that allows
    an individual's resources to be shared and

53

exchanged. This would be measured by a written evaluation, designed by the writer, in which 30 out of 37 teachers and school personnel will answer four out of five questions positively (see Appendix C).

3. After implementation of this practicum, teachers and school personnel would have knowledge of new ideas and a better understanding of the importance of frequent communication at the school workplace. This would be measured by a portfolio, designed by team members from the spotlight program, in which 37 out of 37 teachers and school personnel would work together, in teams of four members, for the purpose of compiling a portfolio to document on-going communication and sharing of ideas between teachers and school personnel (see Appendix D, E and F).

Measurement of Objectives

Spotlight Program Questionnaire

At the beginning of the thirty two week program a needs assessment, Spotlight Program Needs Assessment (see Appendix A), was administered to all teachers and school personnel at a meeting on collegiality, which was held by the writer before the implementation of this program. The assessment provided evidence on the amount

of time each member spent planning, sharing ideas and
communicating with other teachers and school personnel
at this site. A written questionnaire, Spotlight
Program Questionnaire (see Appendix B), was designed to
be utilized after the program implementation period to
determine how comfortable the teachers and school
personnel felt with one another and how effectively the
teachers and school personnel worked together as a team.
The teachers and school personnel were to respond to ten
questions in a yes or no format to provide evidence on
cooperative time arrangements, frequency of
communication, utilization of resources, comfort or
conflict of each individual, awareness of educational
reform, sharing ideas in a creative manner,
interpersonal relationships and to evaluate the
knowledge that the teachers and school personnel had
gained after the program's implementation period.

The Spotlight Program Questionnaire (see Appendix
B) showed positive and negative feelings about the
school's climate and whether or not teachers and school
personnel did feel comfortable with one another and
enabled all staff to work effectively together or not.
Evidence of communication and positive interpersonal
relationships was provided not only for existing
teachers and school personnel, but for new staff
members, teachers and school personnel working at this

school site. The questionnaire provided evidence and
feedback in determining if school staff members
understood and gained knowledge in the importance of a
comfortable school climate and on-going communication
for effective improvement of learning and teaching at
this school site.

Spotlight Program Evaluations

The writer designed the written Spotlight Program
Evaluation form (see Appendix C) to measure how well
teachers and school personnel utilized resource people
at this school site to create an environment that did
allow an individual's resources to be shared and
exchanged. The evaluation form was to be completed
after the thirty two week implementation period. The
responses to the five questions on the evaluation form
would provide feedback on individual presenter's
presentation topics, presentation meetings, change in
the school climate and relationships of the teachers and
school personnel after the nine presentation meetings,
and the ideas gained from the presentations. Responses
to the questions on the written evaluation form were to
be a combination of multiple choice and short answer
statements.

Portfolio

Since teachers had a limited time after school for
planning, idea sharing and socialization with all

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colleagues, the portfolio was to be used to evaluate the utilization of resources to create an environment that encouraged an individual's resources to be shared and exchanged. A file of all printed material was to be compiled throughout the spotlight program and a portfolio was to be created by six spotlight teams: Dream Team, Procrastinators, School Pa-Troll, Party Animals, Do Rights, and Paw Paw Panthers. All information used during the program implementation period was to be used to document the program meetings and follow up activities. The portfolio would consist of a show case of real life models selected according to the criteria of the Portfolio Guidelines Checklist (see Appendix D) which also demonstrated growth and completion of this project. All information collected would be used for communicating and networking between participating teams and was evaluated orally. The Portfolio Guidelines Checklist was to be used to document evidence of each presenter's presentation; invitations to the spotlight gatherings held monthly; materials used at each presentation; instructional strategies or methods used at each individual presentation; follow up activities utilized at each presentation which reinforced practice for the strategy presented; team meetings were to be held to compile the portfolio; communication together as a team; awards and

prizes were to be given to participants or presenters and pictures were to be taken during the spotlight program implementation period.

Teachers and school personnel interacted and collaborated as teams. Each of the six teams were to produce a collection of ideas, resources and activities to document on-going communication and sharing between teachers and school personnel. All teams would be required to successfully complete and turn in a portfolio which would include all topics and activities presented at each monthly gathering. For the first time all staff and faculty members were to be involved in activities that enriched school relationships and built a positive school environment. The portfolio was to be collected at the end of the program implementation and used as a resource file for all schoolpeople at the school site.

Since the spotlight program utilized a team approach for an integration of ideas and communication between group members, two written evaluation forms, Positive Feedback Form on Presentations (see Appendix E) and Team Conference Form (see Appendix F), were to be added to supply evidence to the Portfolio Guidelines Checklist (see Appendix D). Both evaluation forms were to be integrated into the checklist to help evaluate the effectiveness of each presenter and the amount of time

the team spent together compiling the portfolio. The Positive Feedback Form on Presentations (see Appendix E) would provide the writer with evidence on the effectiveness of each presenter and his/her topic for discussion in a positive manner. The evaluation form was to be comprised of five questions with short answer statements. Each of the five questions were to be answered with short positive statements giving each presenter an overwhelming amount of self-esteem and admiration for his/her presentation. The Team Conference Form (see Appendix F) would show a list of documented meetings, the number of team members who participated in the meetings, and the date each team met. The written evaluation form would provide the writer with additional evidence on each team's ability to work together, meet as a group and make decisions together as a team. The spotlight program had nine presenters and nine presentation topics, therefore, each of the six teams would complete nine Portfolio Guidelines Checklists, Positive Feedback Forms on Presentations, and Team Conference Forms.

Since unexpected events occurred throughout the practicum implementation period, a log would be kept by the writer at the beginning of the practicum implementation period for documentation. The writer would be able to determine what areas of the program

teachers and school personnel had not completed through the log's records. If a participant in the program did not attend a gathering, or participate in an activity, the writer could determine who the participant was and discuss the topic or activity with the participant. All information handed out at the gathering or activity was to be given to the participant. The log would provide the writer with information on how the participants reacted to the program. Comments and areas of interest to the teachers and school personnel would be recorded throughout the implementation period.

CHAPTER IV

Solution Strategy

Discussion and Evaluation of Solutions

Since a more positive relationship needed to be

built between teachers and school personnel for

increased sharing of ideas, sharing of information, and

on-going communication; the writer reviewed many methods

concerning solutions to this problem within a school

workplace.

The National School Public Relations Association

(1991) suggested a three hour workshop that involved

working together to manage change, which offered insight

and direction for keeping staff members' professional

sparks alive as educational leaders prepared for the

increasing demands of a changing profession. This

program provided educational leaders with a blueprint

for action. It identified the needs of both

professional and support staff members to meet the

challenge that faced the educational system in the

1990's. The workshop and resource materials helped to

build teamwork and create a vision for maximizing the

human potential of every staff member and student.

Internal communication served, produced, and reinforced

a school's basic mission, spread awareness of goals and

strategies, allowed for sharing information and ideas

which often lead to better decision making, inspired

cooperative spirit and pride among employees and built

trust among all schoolpeople.

Arbuckle & Murray (1989) created a program for collegial and collaborative relationships within the school environment to enhance and support individual and organizational growth. A school was only as effective as its staff. A healthy school environment supported children's growth as well as adult growth. The school provided an environment that supported the continued growth of all individuals at the school site. Continued professional growth kept teachers in the profession of teaching and made a difference between children learning and not learning. Creating a learning environment was more than a one shot workshop and broader than improving instructional skills. Successful staff development can change the culture of a school. The way a staff communicated, felt, talked, and what teachers did in a classroom was a reflection on what the culture of a school was like. A staff development system was an integrated whole, a cohesive framework for professional growth within which a variety of learning activities, people, resources, and policies were connected.

Minnesota State Department of Education (1985) designed a program that included time for teachers to have frequent, continuous, and increasingly concrete and precise talks about teaching practices. There were

three norms that existed within schools which supported

continuous improvement of instructional practices: a

norm of continuous improvement, a norm of

experimentation, and a norm of collegiality. Where new

practices were embraced, examined and then implemented,

a school could experience continuous improvement. These

norms meant that teachers at a school site recognized

professional commitment to continually improve

instructional practices and recognized that all teachers

needed to improve and update new and effective

practices. It was a norm for teachers to feel

comfortable implementing new practices instead of

feeling a fear of failure if the practice was not

successful the first time. Fifteen to twenty practices

were necessary before a new behavior becomes integrated

into a teacher's repertoire. A safe environment where

new practices can be tried constitutes the norm of

experimentation. Teachers working together and

discussing new practices constituted the norm of

collegiality. Teachers who observed each other

teaching, preparing support materials, and who had a

common language to describe instruction were more likely

to be involved in the successful implementation of new

teaching methods.

Classroom observations and feedback lead to and

supported collegial relationships among staff members.

Feedback presented in a positive manner had the
potential of bonding professional educators rather than
alienating educators. The Minnesota State Department
of Education (1985) developed four guidelines in helping
to give positive feedback:

1. Positive feedback was first descriptive of
    behaviors.

2. Using non-evaluative statements ensured that
    colleagues described and labeled practices rather
    than rated performance. Increased the use of
    precise, shared, professional language will
    result.

3. Providing the teacher with a specific description
    of classroom activities can allow him/her to
    decide what was successful and what was not
    successful. This precluded an environment where
    the teacher might feel defensive.

4. Constructive criticism was optional. If
    constructive criticism was offered, it should
    include a description of activities or behaviors
    and an alternative technique that could be used in
    its place (p. 6).

    Boles & Tronen (1992) suggested that if meeting
times cannot be organized for teachers during the school
day, an alternative would be to hold a five hour
Saturday workshop. For teachers to remain a vital part
of the educational system, teachers must be engaged and
committed to teaching. Teachers must have a time for
discussion and reflection away from the demands of the
classroom. Success was in the form of intensive planning
that occurred at a team's weekly two hour meeting time
during the school day and at a team's monthly five hour

Saturday workshop. Meeting time was used to plan new

curriculums, set common rules and procedures, meet with

specialists, prepare for parent conferences, and other

activities. A team can be made up of teachers from

various grade levels, a specialist, and a graduate

student from a nearby college. The teams framework for

collaboration was the following four objectives Boles &

Tronen (1992) suggested:

1. Restructure the school's learning environment
    provided increased educational opportunities for
    students.

2. Collaboration with training programs improved
    the quality and coordination of teacher education
    curriculums.

3. Improve the school's capacity to serve
    special needs children by eliminating pull-out
    programs which fragmented children's school
    experiences.

4. Provide teachers with opportunities for career
    advancement within teaching to improve
    professional status (p. 54).

Regan (1989) described how school collaboration

can be reinforced through a workshop on collaborative

skills to reinforce teacher and school personnel

communication on a daily basis. An activity was

designed for teachers to collaborate by creating

metaphors about the shared understandings of a school

site. Then, the planning of a joint collaborative

skills workshop was set up. At the workshop, a fishbowl

model, was designed for participants to tackle a

simulated group task observed by another set of

participants, and then roles were reversed, letting the observers do a simulated group task. Notebooks were distributed to each participant to be used as journals to record insights, suggestions, learning, and criticisms. At the end of each team's work on the task, participants answered the following questions in the journal: What behaviors helped or hindered accomplishing the task? What role did you play? The observers answered the same questions. The questions were used as an examination of the experience. Next, the teachers were to work on a task suitable to the school's needs. The project was a short term project including target dates; feedback was discussed at the next workshop meeting time. Working together to explore a task involved collaboration of all participants on a team.

Data was generated by a group working together with a larger understanding about the task for greater achievements. Individuals were no longer working alone, but working together as a team for greater cohesion toward a common goal. During the second year of the program implementation, suggestions were made to surround the participants' team tasks around a theme.

Archilles & Gaines (1991) suggested activities, workshops, and an orientation session for a project's plans, objectives, and strategies for building a collegial atmosphere at a school site. Guidelines for

designing effective inservice programs included:
effective inservice directed toward a school site's
and participants' needs; actively involved participants
in planning, implementing, and evaluation of the
program; used active learning processes instead of
passive techniques (Lectures), used long term plans
to enable participants to share ideas and to provide
assistance to one another for which time was provided
during the school day. Through collegial groups, a
setting was provided for collaboration and change for
participants. Participants identified problem areas and
provided mutual support and advice working
collaboratively to devise and implement improvement
plans. If a college or university personnel member was
added to the collegial group, he/she assisted in
implementing and adapting the models, disseminating
findings, and incorporating new ideas from practice into
the preparation program.

Activities began with a one-day information and
orientation session followed by a two day workshop where
project plans, objectives, and strategies were
presented. There were collegial groups of four to seven
people consisting of teachers, administrators, and
higher education personnel. The groups met on a regular
basis and all members attended all meetings. Each
meeting involved a preplanned process of group sharing

and discussion, working c1 agendas, and reporting successes or failures. Sessions were held on school time away from the school site for six to eight hours.

Theel (1990) described how meetings and activities were scheduled for team members and the importance of a stipend for participation. A team was formed to investigate and apply new innovative ideas to an educational setting. A liaison person was chosen to work with the team selecting appropriate meeting locations and collecting materials for use by the team. The responsibility of the liaison person was to facilitate communication and provide additional resources for the team. Meetings were held one or more nights a week according to the team members who do not receive a stipend for participation. The research by a team included data based research and telephone contacts with numerous sources. Letters were frequently written requesting information and materials from experts in the field. The team established personal contacts with educators and professionals at local colleges and universities.

For a minimal cost, this program provided an in-house unit to conduct in-depth research and made recommendations regarding specific school concerns. The in-house project provided for reinforcement of human relation skills and personal coping skills through group

interactions, development of planning and organizational

skills, development of meaningful support networks among

team members which continued after the projects'

implementation period, exposure to a wide variety of

experiences in the various divisions and departments of

the school setting, and increased personal and

professional growth. The project offered individual

levels of skill attainment and potential, fostered an

empowering mutually beneficial relationship among the

school staff members and granted rewards toward the

school setting.

Weber & Karman (1989) designed a program that

created teams for building collegiality, conferring and

networking instead of a command and control environment

among all team members for a positive school climate.

Teams offered an advantage over traditional structures

in terms of attaining optimal utilization of diverse

resources available within an institutional setting.

> The task lies in redirecting key personnel to
> work for, rather than manipulate the personalities
> involved. This is much like the weak bonds which
> hold together the layers of graphite; a bureaucracy
> is held together by its weak traditional channels
> (p. 52).

By restructuring and realigning the channels of

communication and personnel interactive teams, the

organization made use of the available information and

resources at an institutional site. The effective use

and integration of talents and abilities was a binding

power within a setting. Development of a team involved communication, commitment, confidence, selfless behavior and supportive relationships. In an information processing institution it is essential for the lines of communication to stay open. This can best be accomplished by cooperative teamwork.

Scott & Smith (1987b) described a program that helped to introduce norms of collaboration in schools where teachers are accustomed to working in isolation, and suggestions were offered about ways in which day to day activities encouraged a posiuive school climate. Through resident teacher clinics, teachers received sixty hours of specialized training. Teachers were exposed to a variety of activities designed to promote professional interaction. Teachers engaged in group observations of each other, collected and analyzed data from the observations, and provided each other with feedback. Teachers were also observed by training professionals on a one to one basis and were engaged in seminars and meetings devoted to instructional issues. Follow up studies of the teacher clinic show strong carryover effects that promoted practices with fellow teachers when teachers returned to a school site.

Joyce, Murphy, Showers & Murphy (1989) described study groups that helped and encouraged new teaching strategies through a school renewal project for

cultural change and innovation. This program was intended to explore the study of research based teaching strategies and to implement the strategies into the regular workday of teachers. The program also emphasized that the bond of shared understanding and a common language sustained innovation and reduced the stress of change in an isolated system. Peer coaching was used with teachers to form study groups to help with problem solving at a school site. The focus of the training was on teaching strategies that increased students' learning by affecting their aptitude to learn. Another focus of the study groups was to contribute to faculty cohesiveness and reduce isolation.

At each school site each faculty member made a written commitment to attend summer training sessions, utilize the new strategies throughout an academic year, work with the peer study groups in planning lessons and visit one another in the classroom setting, participate in regular training activities during the school year, make videotapes of teaching on a regular basis, and participate in the summer program training sessions. The summer training sessions were held during an intensive two week session followed by six weeks of practice and design of lessons for the fall. The organization of study groups was also discussed during the six week training program. After the school

term started, teachers were to implement the new
teaching strategies no less than 30 times apiece during
September and October and strive to incorporate the
strategies into an active repertoire by the end of
October. The study groups met weekly and between
meetings, members were to visit each other in the
classroom setting to study the children's responses to
the teaching strategies.

Teachers learned to work together by planning
lessons together and discussing whether or not the plans
were practical. After six week intervals during the
first year of implementation, regular assistance could
be provided to the faculty. Through direct observation
and the examination of videotapes, information could be
gathered about the implementation, and demonstrations
could be provided to address the needs of the school for
further assistance and improvement in learning.

Description for Solution Selected

Implementation Strategies

The writer used several implementation strategies
to improve positive relationships between teachers and
school personnel in order to increase sharing ideas,
information, regular communication and on-going
activities for effective improvement of learning and
teaching at this school site. Teachers and school
personnel needed to work together in order to replace

the typical school practices that isolated teachers from

one another and initiated new norms and practices that

encouraged open healthy relationships and climate at

this school's workplace. Many of the solution

strategies discussed in the literature review were used

within the implementation of this practicum:

Communication and working together to manage change,

presentations on new topics which utilized in school

faculty members or staff members to present resource

materials, follow up activities, and teams meeting

together to produce a portfolio.

Communication and Working Together To Manage Change

Working together was a strategy used to promote

change which was needed by existing teachers, new

teachers and staff members to build a collegial

relationship that offered insight and direction to a

blueprint for action at this school's site. All

schoolpeopl it this site needed to be offered a chance

to upgrade their worksite, introduce new technologies,

to restructure positions and a chance to use new

cuiriculum and teaching strategies through on-going

communication. This school site needed to establish a

comfortable working environment as new methods and ideas

were introduced into education to replace long

established procedures. The National School Public

Relations Association (1991) stated that ninety percent

of a school's staff wanted to do well in times of change
in organizational structure and instructional practices.

Characteristics of an individual school made a
difference in teaching and learning. Within this
practicum, evidence has shown that the school site
needed more time to communicate and work together to
make conditions more conducive to teaching and learning.
Time was an important factor in supporting group
gatherings for sharing information, planning, and
communicating among all school and staff members. Since
the site was an elementary school, teachers seldom had
an opportunity to exchange more than a few moments of
in-classroom experiences with others during the course
of the working day. Isolation of classroom teachers and
school personnel made it impossible to network together
for an exchange of ideas and information. Many teachers
still had not overcome the taboo that prevented teachers
from making their ideas and their teaching visible to
others before the implementation of the spotlight
program.

The atmosphere of competitiveness needed to be
changed to a collaborative and cooperative environment
among all staff members and schoolpeople. Teachers
needed to be recognized for performance and uniqueness
of ideas, as well as the ability to incorporate ideas
in the classroom atmosphere. The strategy of working

together inspired, spread pride, and created a
cooperative spirit among all schoolpeople. Smith and
Scott (1987b) stated that working together in a
collaborative environment helped teachers and school
personnel to observe each other's teaching and working
conditions to help improve one another's classroom
performance. Experiential staff members were willingly
able to share effective practices with new colleagues
when presenting new instructional practices.

Teachers and staff members did not have formal times
to build simple relationships with each other, to share
ideas about an individual's classroom settings, and to
promote activities that involved and interacted with
teachers and school personnel. Research has shown that
a positive work environment that supported an open
healthy climate, trust and collegiality, and on-going
communication between all schoolpeople working together
resulted in an effective school for teaching and
learning. The school's climate seemed to be a
contributing factor in its success or failure as a place
of learning.

Liaison Person - Writer as a Mediator

The writer acted as a mediator to organize, plan
and guide the school members in the spotlight program.
The strategy of using a mediator helped in developing a

plan of action to be implemented for improvement in on-going school communication, support, and personal relationships with all teachers and school staff members. The mediator introduced the importance of learning how interpersonal relationships, participation, support, and involvement in building a team support system for greater accomplishments and achievement in the school's educational setting. The mediator listened for conflicts and helped to form solutions. The mediator helped plan and arrange specific activities to suit the needs of the faculty and initiate positive insight for faculty renewal.

The strategy of using a mediator helped to determine the needs for professional growth and the school's conditions or informational sources which helped in narrowing the focal point of a collegial program. Since the writer (mediator) worked here it was easy to assess the internal knowledge of the staff and to draw on the external knowledge about learning and teaching. Curricula exchange, mandates, major school problems, research on good teaching, learning, and exemplary programs served as starting points in the process of determining what was needed. The value in considering an approach was to make the focus of a program both reasonable and feasible.

Archilles & Gaines (1991) suggested an orientation time to be held before the implementation project began. The orientation consisted of the project's plans, objectives, and strategies for building a positive environment at this school site. The mediator helped to research each presenter's topic to provide the presenter with a quantity of information which included handouts and follow up activities. Each presenter selected a theme that went along with the presenter's topics. Regan (1987) suggested to integrate themes into the program to heighten success and interest of the program's participants. The mediator helped plan activities, order appropriate materials, and set up themes that supported each presenter's presentation topic.

Presentations On New Topics Which Utilized Faculty Members And Staff Members To Present Resource Materials And Network Together

A learning environment needed to be created as a strategy for networking all schoolpeople together as a unit. The environment needed to be more than a workshop and broader than improving instructional skills. Arbuckle & Murray (1989) suggested that a staff development system was more than an integrated whole. It was a cohesive framework for professional growth within which a variety of learning activities, people,

and resources were connected together. New practices
needed to be embraced, examined, and implemented for
continuous growth and improvement.

The strategy of utilizing frequent, continuous, and
concrete precise talk about teaching practices needed
to be incorporated into the school's climate. The
Minnesota State Department of Education (1985) stated
that in successful schools, teachers were more likely to
discuss instructional practices rather than problems,
social lives, and failures of students. Teachers needed
to share a common language which described teaching
practices and methods. Teachers were permitted to
define instructional practices and share ideas offering
a common language among all teachers to form a coherent
bond for teaching all students with successful
instructional practices.

Teachers and staff members needed the strategy of
presenting instructional practices and ideas to all
schoolpeople as an avenue to observe the performance of
a teacher and his/her method of teaching in action.
Teachers who voluntarily were willing to share an
instructional practice with all staff members observed
the positive impact of a new practice or new technique
and also had the opportunity to get feedback on the
topic presented.

Boles & Tronen (1992) stated that teachers played the role of trainers in presenting a topic to the school staff. The strategy of using teachers and school staff members as presenters to introduce new instructional strategies to be used within the classroom setting, created an opportunity to speak out to other teachers and staff members about how students should be taught. It was often the case that teachers rarely had the opportunity to talk about the philosophy of educational practices once a teacher had a position as a real life teacher within a school workplace.

A common shared language among all colleagues separated practices from personalities without judging the competency of the teacher. Teachers sharing needed practices with all colleagues sparked other teachers' interest in new procedures and added to an individual sense of competency and confidence in the classroom environment. New procedures that have been used by a teacher in the same building, with the same students helped other teachers feel that it was possible to implement the new practices within any classroom. The school needed to use the strategy of teacher presentations to implement new instructional strategies and methods to all schoolpeople at this school site for collegial, collaborative planning, and teaching each other about successful instructional practices in order

to develop materials together, to observe each others teaching practices with positive feedback, and to share precise, concrete language for positive instructional behavior.

The Minnesota State Department of Education (1985) stated that it was better to use positive feedback and non evaluative statements to evaluate teacher presentations of instructional strategies rather than to rate the performance of the presenter giving the presentation. If constructive criticism was offered, it should have included a description of activities, behaviors and alternative techniques that could be used to replace the instructional strategy presented. The strategy of·using positive feedback when assessing individual presenter's topics was presented in a positive manner and had the potential of bonding professional educators together for serving a common purpose for teaching and learning.

Follow Up Activities

In order to help teachers and school staff members implement new practices presented by each presenter, the strategy of using follow up activities was incorporated into the program. Joyce, Murphy, Showers & Murphy (1989) stated that the exploration of research based teaching strategies needed to be implemented into the regular workday of teachers. Teachers who were

exposed to a variety of activities designed to promote professional interaction needed a time to implement the activities within the classroom environment. All participants in the spotlight program had the opportunity to utilize all presented topics and approaches within the classroom setting, after the presentations topics were completed each month. Teachers and all staff members had the opportunity to examine and try the new instructional approaches in the classroom for more increased student learning and teaching.

Teams

Boles and Tronen (1992) stated that in order for teachers to remain a vital part of the educational system, teachers must be engaged and committed to teaching. Teachers needed an allocation of time for discussion and reflection away from the demands of the classroom. Theel (1990) suggested that team meetings needed to be scheduled on a regular basis. A team leader was selected to work with the team to schedule appropriate meeting times, the location of all meetings, and the collection of all materials to be used by the team for a team portfolio. The interaction and communication was done through the strategy of using teams. Groups met on a regular basis and all members attended all meetings. Weber & Karman (1989) stated

that creating teams for building collegiality,
conferring, and networking was the solution to a command
and control environment among all team members to
restructure a positive school climate. Teams had an
advantage in obtaining optimal utilization of diverse
resources available at a school workplace. Teams
utilized the effective talents and abilities of all
schoolpeople to combine and enrich power within a
school's setting.

Joyce, Murphy, Showers & Murphy (1989) stated that
new organizational forms enabling people to work
together as a team was necessary. All teams needed to
be established, organized, and nurtured with support and
concern for all who shared in the life of a school. In
addition to the technique, skills, abilities and new
understandings of instructional practices that the
schoolpeople had learned, all schoolpeople who had
participated on a team strongly had expressed that a
great deal had been learned about themselves. The
strategy of using teams provided a variety of ways to
gain the trust of all people in a school's setting, even
when a particular teacher or staff member was previously
known to all participants in the spotlight program. All
spotlight team participants came to be seen by others as
legitimate and credible. This was accomplished by
demonstrating their expertise and value to other

spotlight team members. All team participants worked
actively to take part and serve as a member of a team,
whether it was in providing resources, gathering items
from the monthly presentation meetings to be placed in
the team portfolio, offering a classroom for monthly
team meetings, providing snacks for team meetings, or
making sure all team assessment forms were completed
during the team meetings. All team participants showed
how good they were - experts or helpers, important
enough to belong in the school's setting.

As teams worked together supportive groups were
built, schoolpeople were sharing, struggling and had a
feeling of comfort working as a group rather than alone.
Many schoolpeople found teachers or staff members as
experts in their own right and could teach others
things that they had learned. The idea that there were
problems common to all teachers and staff members made
it easier to address the problems collectively and to
build a team of productive working relationships.

Regan (1989) suggested for a collaborative workshop
to be organized, so that teachers and school personnel
could communicate on a daily basis. The strategy of
using teams meeting once a week to design a group
portfolio, spotlight program meetings, presentations and
activities was implemented during the course of the
spotlight program. Each team used a notebook to collect

resources and information, and pictures to document
spotlight meeting presentations and activities. Using a
portfolio involved all team participants to explore a
task which involved collaboration of all team members.
The groups met on a regular basis to compile a portfolio
which involved preplanning of group discussions, working
agendas, and reporting insights, suggestions, learning
and criticism of monthly spotlight presentation
meetings.

Report of Action Taken

Communication and Working Together To Manage Change
through Monthly Gatherings

The spotlight program was a way for teachers and
school personnel to exchange information and ideas for
building on-going communication, support, and personal
relationships within the school climate. Teachers and
school personnel learned how important interpersonal
relationships, participation, support and involvement
are in building a team support system for greater
accomplishments and achievements in education.
Spotlight gatherings were used to unite all school
members at a school's workplace. Everyone working at
the school site was invited to work together in a
collaborative manner to share and analyze problems of a
common interest to all members.

The spotlight gatherings were held for a period of
eight months in the form of monthly get togethers. An

open invitation was given to teachers,

paraprofessionals, custodians, secretaries or

anyone who was involved at the school site. Through

monthly multicultural food feasts the school staff

gathered to share experiential activities,

demonstrations, discussions of classroom operations,

strategies, and procedures. Weekly activities were

planned to strengthen involvement and teacher student

interactions. Activities were presented in various ways

to involve all schoolpeople working at the school's

site. Each of the eight monthly gatherings had a theme,

topic for discussion presented by volunteers from the

school workplace, follow-up activities, and a team

portfolio that was completed together after each monthly

presentation. The meetings were held during the last

hour of the school workday from 2:00 p.m until 3:00 p.m.

Attendance was taken at each meeting using an attendance

sheet complimenting the monthly theme (see Appendix H).

This strategy helped to develop everlasting

acquaintances within the school workplace. Teachers,

paraprofessionals, custodians, cafeteria workers,

administrators, and one schoolboard member were involved

in the monthly spotlight gatherings for a one hour time

period for eight months. The spotlight gatherings were

held on a Wednesday, during the second week of every

month. After each monthly spotlight gathering, all

participants in the program created discussions and

talked about the gatherings, the foods supplied for the

gatherings, and especially the information presented to

the group. The participants seemed to network together

for a feeling of security, comfort, and trust. The

theme of each spotlight gathering created a relaxed

atmosphere after a hard day's work. All participants

joined in the fun and excitement of being involved with

fellow school members through a positive and

nonthreatening approach. All participants had time to

greet members that may not have been seen throughout the

school day.

Delivery/Networking

The writer, serving as a mediator to the Spotlight

Program, personally har ʰed out to teachers and

schoolpeople at this school site monthly thematic

newsletters, food feast menus, and invitations to the

each group gathering. All announcements to the

gatherings were produced on the computer, and contained

an outline of the program events for a four week period.

The method of hand distributing the invitations

transferred this traditional isolated school climate

into an open collaborative model of communication for

networking together as a unit. The success of the

monthly spotlight gatherings to increase collegial

relationships at this school site were evaluated through

the Spotlight Program Questionnaire (see Appendix B).

<u>Presentations</u> <u>on</u> <u>New</u> <u>Topics</u> <u>Which</u> <u>Utilized</u> <u>Faculty</u>
<u>Members</u> <u>and</u> <u>Staff</u> <u>Members</u> <u>to</u> <u>Present</u> <u>Resource</u> <u>Materials</u>
<u>and</u> <u>Network</u> <u>Together</u>

At the beginning of each month, throughout the
school year, one or more of the participants in the
program volunteered to do a spotlight presentation for
'the monthly meeting. The strategy of using teachers and
school personnel as presenters enabled other
schoolpeople to become aware of who implemented new
instructional strategies within the school site. Since
all topics for discussion were currently being used
within the presenter's classroom, then the presenter
could be used as a resource person at this school site.
Along with the presentation topics, the presenter set up
an array of activities and demonstrations to be utilized
in the classroom setting. In this manner an environment
was created to allow an individual's resources to be
shared and exchanged. This strategy called upon the
expertise of its own members as consultants.

At the beginning of the month the spotlight
presenter chose a topi~ of interest pertaining to a new
instructional strategy or procedure used in his/her
classroom setting. When the presenter made a commitment
to a monthly gathering, the mediator and the presenter
would meet during the first week of the month to plan,

organize, and collect all needed materials for the success of the presentation topic chosen. Along with the presentation, the presenter was required to create follow-up activities to be shared and used in the classroom by the spotlight participants.

The spotlight presentations added a growth of knowledge to each and every teacher and school personnel member. Each presenter had a chance to speak out for what they believed and encouraged positive relationships with other schoolpeople. This strategy gave opportunities to teachers and school personnel for a time to learn from each other, share ideas, and openly demonstrate various methods and strategies of teaching and learning. The presenters acted in a role as a trainer, which drew upon the talents and the expertise of many different individuals at this school site.

This strategy permitted presenters to collect a shared language which enabled all teachers and school personnel to discuss the business of teaching. Instructional practices presented at teacher gatherings by an individual presenter became easily definable and concrete when the presenter was from the school setting. Teachers were able to discuss classroom practices, shared ideas, and procedures in a comfortable environment. The on-going presentations on numerous

topics promoted the growth and success of all teachers and school personnel to bring about the best educational environment possible.

Evidence of teachers and school personnel utilizing resources, exchanging ideas and methods of instruction was shown through the Spotlight Program Evaluation Form (see Appendix C) given to all spotlight participants at the end of the program implementation period. The Positive Feedback Form (see Appendix E) was used after each monthly presentation to evaluate, recall, and give positive insight for the sharing of ideas in the spotlight participant's own school environment or classroom. The forms were completed together by teams at the portfolio meetings held at the end of each month.

Follow-up Activities

The follow-up activities were created by the presenter to give classroom teachers and school personnel hands-on experience in utilizing the presented topic. All of the follow-up activities were fun, creative, and caught the interest of all spotlight participants. The activities were required to be completed during the third week of the presenter's implementation period. A portfolio of pictures and materials used during the monthly gathering and the Portfolio Guidelines Checklist (see Appendix D) documented evidence of all activities that were

completed during each monthly gathering by all program participants. Evidence of completed activities were also displayed in the lounge for show during the third week of a spotlight gathering.

Teams - Meeting Together to Produce a Portfolio

Teams were formed to draw teachers and schoolpeople together as a unit in sharing ideas, discussing new instructional strategies, and in forming thoughtful decisions. The main purpose was to work together to compile a team portfolio of all materials presented during the eight month implementation period of the spotlight program and to increase on-going communication. Each team member was to understand that he/she was an individual in a group, making a unique contribution from which the entire team benefited.

Teams were formed through random selection. Six to eight people served on a team, selected a team leader who organized and planned each monthly meeting, and selected a team name: School Patroll, Do Rights, Procrastinators, Dream Team, Party Animals, and Paw Paw Panthers. Because of the enthusiasm the spotlight program brought another school was invited to attend all meetings after January. All spotlight participants entering the program after January were awarded thirty inservice points for their participation. This increased the support group to 44

members. All team names along with its members were posted in picture frames in the teachers' lounge. Teams were formed to heighten a group's ability to work collaboratively, enhance their productivity and satisfy as team members entertained and worked with a variety of different viewpoints.

Teams met at the end of each month to compile a team portfolio. Each team was required to meet on a monthly basis during the fourth week of each monthly presentation. The portfolio was a collection of information gathered from each presenter's monthly topic, outlines and invitation to each presenters planned activities for a four week period, samples of thematic decorations used to heighten the success of each presentation, samples of hands-on activities and pictures of the spotlight gatherings were included in the portfolio.

Each member of a team took a responsible role in completing the portfolio. All six teams successfully completed a unique and creative portfolio. All teams met the criteria on the Portfolio Guidelines Checklist (see Appendix D). Each team compiled a portfolio of information and turned it in so that it can be used as a resource at the school site.

The Portfolio Guidelines Checklist (see Appendix D) was a criteria checklist of all topics and activities

presented during the eight monthly spotlight gatherings.
All materials provided evidence of ideas, resources and
activities that documented on-going communication and
sharing between teachers and school personnel. A
checklist was used to set guidelines for each team (see
Appendix E). A Team Conference Form (see Appendix F)
was used to record the attendance of all team members at
the end of the spotlight implementation period.

Prizes - Rewards - Awards Day

An incentive was given to all spotlight program
participants to reach an ultimate goal of achieving
strong communication skills and develop relationships
among all teachers and school personnel. At the
completion of each spotlight program all participants
were recognized for a job well done by receiving sixty
inservice points, and a certificate of completion in the
spotlight program. Intrinsic rewards nurtured
motivation and enabled all participants to be rewarded
for involvement in the program. All participants
received thematic ornaments, and prizes were given at
the end of each monthly spotlight gathering. The prizes
helped to encouraged all participants to remain until
the monthly presentation was completed, multicultural
food feasts were provided for participants to enjoy
while the presenter discussed his/her topic, and table
decorations were made available to the participants to

be used as evidence in the team portfolio.

Spotlight Program Meetings - Cafeteria

All program meetings were held in the school
cafeteria to provide a large enough space to accommodate
all participants in the spotlight program. The
cafeteria had enough space to set up special decorations
needed for each program gathering (see Appendix H).
Special tables were made available for attendance
sheets, pamphlets, resource packets and prizes. One
table was set up for items that were brought to the
spotlight program for sharing with others. All
materials were hands-on materials or items that could be
integrated into the presenter's presentation.

On the last day of the program implementation
period, the writer had an awards day for all
participants in the spotlight program. Participants
were honored with trophies and a picture of their
spotlight team. Several participants were recognized
for helping the writer set up each program presentation.
The principal of the school was honored for letting the
writer implement the spotlight program to improve upon
the on-going communication of all schoolpeople at this
school site.

The implementation of this practicum was October
1992, and continued until May 31, a period of thirty two
weeks. The timing of this practicum's implementation was
built on positive relationship between teachers and school
personnel to increase sharing of ideas, information,
regular communication and on-going activities for effective
improvement of learning and teaching at this school site
(Appendix G).

Calendar Plan

October (14 - 19)

- The writer met with the principal and the
  curriculum specialist to discuss the goals and
  objectives of the spotlight program. A beginning
  program date was discussed and agreed upon.

- The writer met with all teachers and school
  staff members to discuss the Spotlight Program and
  to recall the introduction meeting presented earlier
  on the writer's topic, "collegiality." Members were
  voluntarily recruited to participate in the program.
  A time, gathering place to hold meetings, and a day
  was discussed and agreed upon by all members. A list
  of voluntary participants was recorded.

- The writer informed all participants in the program
  that learning occurred during the program from the
  input of ideas from all members present at each

monthly meeting, sharing and demonstrating various methods, and strategies of teaching and learning.

- The writer informed all participants that planned monthly activities gave the presenter a chance to share and encourage positive relationships with other schoolpeople.

- The writer recruited volunteers to present information at the monthly gatherings. The writer and the presenter designed activities to involve and increase teacher and school personnel participation.

- The writer organized presentation months, dates, and times for monthly gatherings October through May.

Writer and All Presenters Meeting
Discussion of the Implementation of Week One and Two

- The writer met with each presenter to help plan monthly programs and topics for discussion, schedules, planning time, date of presentation, and to answer any questions. The writer told all presenters that she would act as a mediator during the spotlight program implementation.

- The writer gave all presenter's a credo to follow on working together as a team (Gordon, 1983).

- The writer informed the presenters of strategies and
methods that can be used to present a topic to the
audience (teachers and school personnel).

    Examples: Presenters Can .....

    * Show his/her classroom or workplace.

    * Discuss the operation of his/her classroom and/or
      a position within the school site. This was done
      through a video tape, slide presentation, or oral
      communication.

    * Share Teaching Methods and/or Ideas

    * Talk Sessions

    * Share an artifact, special club that he/she
      sponsored and/or ideas that needed to be shared
      and explained for total school participation and
      involvement.

    * Discuss and share his/her schedule

    * Suggestions

- The writer discussed strategies on how to recruit
teachers and school personnel to volunteer to do an
individual presentations. Through multi-cultural food
feasts and a theme for each presentation, all school
staff and personnel would be invited to participate
together and share experiential activities,
demonstrations, discussions of classroom operations
and strategies while enjoying a meal. Along with the
food feast, the presenter planned a menu, designed an
invitation, and decorated for the presentation. All
materials were provided by the writer. A special
favor was given to each participant for attending the

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gathering. Special activities were planned for each meeting, allowing participants to win prizes pertaining to the presenter's theme or topic of discussion.

- Literature was distributed on each presenter's topic, and kept in a binder (portfolio) provided by the writer. All presenters were welcomed to add any materials that were needed for his/her presentation.

- The writer and each presenter completed an outline of his/her topic before the actual gathering date. The outline was included with the food feast menu, topic of discussion, theme and needed materials, methods of involvement and participation.

- The writer had a set time to assist the presenter's with needed materials, information, or help that might be needed in organizing a monthly program from 2:00 p.m. until 3:00 p.m. daily, during the first week of each implementation month.

- The presenter had a follow up time to discuss and answer questions after each presentation. A checklist was used to document all participants attending each spotlight program (see Appendix I).

Third Week Teacher Activities Planning

- The writer discussed with the presenters methods on

  how to involve teachers and school personnel. During

  the third week of the monthly spotlight presentations.

  Examples: Teacher Activities Can Be....

  * Invite a resource person to speak about
    restructuring of education currently in progress
    in schools today.

  * The writer can share a portfolio of information
    that the presenters can use to order or reproduce
    literature on new ideas in education.

  * Teacher Recognition Day as a time to visit a
    classroom or demonstrate an activity or games of
    the presenter's choice.

  * Make "All About Me" posters and display posters in
    the teachers' lounge.

  * Have a scavenger hunt with a prize.

  * Collect phone numbers and addresses of all school
    personnel in a given length of time and award a
    prize for the most phone numbers and addresses
    accumulated.

  * Arrange a monthly birthday party for all school
    personnel during a certain month.

  * Do the True Colors activity with teachers and
    school personnel involving a learning styles
    inventory.

  * Organize a display of activities or games to be
    displayed in the teachers' lounge.

  * Suggestions

- The follow up on each topic presented was for the

  participants to utilize the information during the

  third week of the presenter's program. The presenter

  may choose for the participants to visit an Odyssey of

the Mind Club meeting in progress during the week.

- Checklists were used to document the participants who
  visited the Odyssey of the Mind program. Each topic
  presented had a follow-up activity which pertained to
  the presentation topic. Checklists were used to
  document all participants taking an active part in
  each follow up activity. All follow up activities
  were chosen by the presenter and a discussion of the
  activity was held during the fourth week of the
  presenter's scheduled month. Encouragement was given
  to all participants to attend the third week of
  follow-up activities if attendance was low.

Fourth Week Team Activities and Portfolio Organization

- The writer discussed the activities and the
  portfolio with the presenters during the fourth
  week of team activities. During the fourth week
  teachers and school personnel were involved in
  on-going team meetings with six to eight members to a
  team (see Appendix J). All activities focused on the
  teachers and school personnel networking together to
  build a positive climate at the school site.

- The presenter and the writer discussed and reviewed
  the portfolio procedures with the teams (see Appendix
  D). Each team was to selected a team leader to help
  organize the team meetings. At the end of the month

each team was to evaluate the topic discussed at the
monthly gathering using the Positive Feedback Form on
Presentations (see Appendix E). Attendance at each
team meeting was documented by using the Team
Conference Form (see Appendix F).

(Portfolio - A file of all printed material will be
compiled throughout the spotlight program. All
information was be used for communication, networking,
and documentation between all participants involved in
the spotlight program).

- The writer gave all participants at the school site a
copy of the spotlight agenda for the spotlight
program and an outline of each presentation.

- The writer initiated the first presentation in
October. Since the first two weeks in October were
used to discuss the program's implementation to all
school administrators and staff members, the writer
thought it would be useful to present the first
presentation, Portfolio Assessment, as a guide for
other presenters in the spotlight program. All
planning, presentation implementation, follow up
activities and team portfolio meetings were conducted
during the last two weeks in October.

Spotlight Program - Planning Presentations
Schedule of Events for Week One
Month/Week - Presentation Topic/Theme/Food Feast Menu

October
Portfolio Assessment
Octoberfest / Music - Polka
Menu: Sausage and Sourkraut, Lima Bean Soup, Assorted
Fruit Coolers, Russian Tea, Coffee, Non-Alcoholic
Beer, Variety of bread (pumpernickel, wheat, rye,
white).

November 2 - 6
Odyssey of the Mind
Theatrical
Menu: Chicken Salad/Croissant, Fruit Mixers, Hazelnut
Coffee.

December 1 - 4
Technology and Computers
Jamaican Christmas / Music - Reggae
Menu: Cream Cheese & Pimento Appetizers, Orange Shrimp,
Fruit Kababs, Black beans & rice, Meatballs with
Orange Sauce, Fried Bananas, Jamacian Coffee.

January 4 - 8
Testing / African Culture
Jazz - Music - Jazz
Menu: Coconut Chicken, Ghana Stew & Dumplings, Yellow
Rice, Chocolate Dipped Banana Boats, Assorted
Breads, Hot Coco, Chocolate Coffee.

February 1 - 5
New Roles For Teachers
Mexico / Salsa Music
Menu: Chili & Hard Bread, Burritos, Toco Chips &
Picante Sauce, Rice Pudding, Tea, Coffee,
Soft Drinks.

March 1 - 5
Special Arts
Mardi Gras
Menu: Breakfast
Waffles and Pancakes (with jam or syrup), Cheese
Omelets, Muffins, Bacon, Sausage, Assorted
Pastries, Coffee or Tea.

April 5 - 9
Reading and Communication
Vikings
Menu: Swedish Ham, Swedish Meatballs, Red Cabbage,
Cucumbers, Liverwurst, Applesauce Cake, Danish
Rolls & Butter.

May 3 - 7
Grant Writing / Paraprofessionals Jobs / Solving
Conflict with Kids
Hawaii
Menu: Grilled Hawaiian Chicken, Rice, Corn on the Cob,
French Onion Soup, Pineapple Delight,
Non-Alcoholic Champagne, Tea, Coffee, Soft Drinks.

- The writer met with each presenter on the week
indicated by each month to help plan monthly programs
and topics for discussion, schedules, planning time,
date of presentation, and to answer any questions.

- The writer gave all presenter's a credo to follow on
working together as a team.

- The writer and the presenters reviewed the strategies
and methods that can be used to present a topic to the
audience (teachers and school personnel).

Examples: Presenters Can .....

* Show his/her classroom or workplace.

* Discuss the operation of his/her classroom
  and/or a position within the school site. This
  was done through a video tape, slide presentation,
  or oral communication.

* Share Teaching Methods and/or Ideas

* Talk Sessions

* Share an artifact, special club that he/she
  sponsored and/or ideas that needed to be shared
  and explained for total school participation and
  involvement.

* Discuss and share his/her schedule

* Suggestions

- The writer discussed strategies to recruit teachers

and school personnel at individual presentations.

Through multi-cultural food feasts, and a theme for

each presentation, all school staff and personnel

would be invited to participate together in sharing

experiential activities, demonstrations, discussions

of classroom operations and strategies while

enjoying a meal. Along with the food feast, the

presenter planned a menu, designed an invitation, and

decorated for the presentation. All materials were

provided by the writer. A special favor was given to

each participant for attending the gathering. Special

activities were planned for each meeting allowing

participants to win prizes pertaining to the

presenter's theme or topic of discussion.

- Literature was distributed on each presenter's topic, and kept in a binder (portfolio) provided by the writer. Any materials added by the presenter were included. Packets of information were put together for easy distribution at the spotlight gatherings (see Appendix K).

- The writer and each presenter completed an outline of his/her topic before the actual gathering date. The outline included the food feast menu, topic of discussion, theme and materials, methods of involvement and participation for the third week of follow up hands-on activities (see Appendix L).

- The writer had a set time to assist the presenters with purchasing needed materials according to a chosen theme and to give information or help that might be needed in organizing a monthly program from 2:00 p.m. until 3:00 p.m. daily, during the first week of each implementation month.

- The presenter had a follow up time to discuss and answer questions after each presentation. A checklist, or sign in sheet was used to document all participants attending each spotlight program (see Appendix I).

Spotlight Gatherings
Schedule of Events for Week Two

November 9 - 13   February 8 - 12   May 10 - 14
December 7 - 11   March   8 - 12
January 11 - 15   April   12 - 16

- The writer and presenter gave all participants at the school site a copy of the calendar of events for the month's spotlight program (see Appendix G).

- The presenter and the writer made invitations for the meeting using a computer (see Appendix M).

- The presenter and the writer decided on food arrangements according to his/her theme.

- The presenter and the writer distributed the invitations and an outline of the selected topic and weekly activities. Each invitation and outline was personally delivered to all participants in the spotlight program. (Everyone at the school site received an invitation). All names were on a checklist to make sure all schoolpeople working at the school site were invited. Names were checked off as invitations were handed out.

- The presenter and the writer got all materials ready and organized for the gathering. (Place all hand-out materials in folders, binders, or whatever the

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presenter chose to organize presentation materials.
Some presenters chose to place all presentation
materials in colorful packets. During the technology
presentation, the presenter placed all materials in a
Christmas stocking to coordinate with the theme,
Jamaican Christmas (see Appendix K).

- The presenter and the writer had all participant
  activities planned and organized.

- The presenter and the writer had all prizes planned
  for the winning participants in the activities at the
  presenter's gathering. (The presenter chose to award
  prizes as a door prize, so that all participants
  stayed for the entire meeting) (see Appendix N).

- The presenter and the writer made a checklist of all
  items completed - the menu, the theme for the
  gathering, materials and decorations were all planned
  and ready for the gathering.

- The presenter and the writer decorated the cafeteria,
  prepared the food, arranged hand-out materials, and
  got ready for the gathering (See Appendix O).

Schedule of Spotlight Gatherings
Week Two

November 11	February 10	May 12
December 9	March 10	
January 13	April 12	

- The presenter had a sign in sheet to record all
  participants at the gathering (Sign in sheets were
  made according to the presenter's theme) (see Appendix
  I).

- The presenter greeted participants at the door. Each
  participant was guided by the writer to enjoy the food
  feast (see Appendix P).

- The writer distributed folders to hold all information
  received at each meeting.

- The presenter presented his/her topic to the
  participants while everyone enjoyed the food feast
  (see Appendix Q).

- The presenter encouraged questions, idea sharing, or
  comments from the audience during each presentation.

- The presenter initiated participant activities, and
  awarded prizes. The prizes were awarded to the
  participants through a random drawing of all
  participants' names. As the participants signed in at
  each gathering, a name was written on a separate piece
  of paper and placed in a hat for selecting winning
  names (see Appendix N).

- The presenter discussed with the participants the form
  of teacher communication in which the presenter had

chosen to involve teachers and school personnel within
the third week of the program's activities.

- The writer discussed the team activity within the
fourth week of the program's implementation.

Spotlight Follow Up Activities
Schedule of Events for Week Three

November 19 - 20	February 15 - 18	May 17 - 21
December 14 - 18	March 15 - 19	
January 18 - 22	April 19 - 23	

Month / Week   -   Presentation Topic/ Theme

Month: October
Topic: Portfolio Assessment
Theme: Octoberfest
Activities: Volks March · The mediator asked all spotlight

participants to open up the classroom

environments, and workplaces for viewing. All

school staff members and personnel agreed to

have schoolpeople at this school view their

work environment. The mediator set up times

for all participants to be viewed. Teachers,

cafeteria workers, custodians, administrators,

and the school students walked in large groups

to view every workplace in the school.

Month: November
Topic: Odyssey of the Mind
Theme: Theatrical
Activities: Each spotlight team was to create a solution

to a given problem in the form of an Odyssey

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of the Mind performance (see Appendix R).

Month: December
Topic: Technology and Computers
Theme: Jamaican Christmas
Activities: All participants in the program were to use
the computers and document the date, time, and
the name of the participant using the
computer. A short program was developed by
the presenter for use by the program
participants (see Appendix S).

Month: January
Topic: Testing / African Culture
Theme: Jazz
Activities: Collect all phone numbers of participants in
the program to make a small school phone book
to test the participants knowledge of who
worked at the school site and to have personal
contact with each participant. Small phone
books were made on the computer and handed out
to each participant.

Create an African necklace using a variety of
beads. Each participant was to wear his/her
creation at the end of the week.

An outline of Africa was used to make a
Colleague Map. The map was divided into
sections to represent the school workplace.
The participants were to place the name of

each spotlight member in his/her work

environment on the map (see Appendix T).

Month:	February
Topic:	New Roles For Teachers
Theme:	Mexico
Activities:	Six cards held an activity that was to be

made by each team. The team leader in each

group selected a card with a hands-on task

to create. Each team had the task of creating

something from Mexican: sombrero, morocco,

flower, pottery, or a Ojo De Dio (see Appendix

U).

A learning styles profile was administered to

all participant's to determine each

participants behavioral style: controller,

promoter, supporter or analyzer (Nova

University, 1990).

A Goal Orientation Index was administered to

all participants to determine each

participant's goal accomplishement style. The

Goal Orientation Index gave information about

each participant's behavior that was directed

toward action or change. The profile provided

the writer with information concerning how

well each participant strived to achieve a

goal (Atman, 1986).

Month: March
Topic: Special Arts
Theme: Mardi Gras
Activities: Each participant was to create a mask from

given materials. Feathers and sequins were

provided for creating the masks, but any added

items were acceptable to create an outstanding

mask. The librarian at this school site

collected all masks and displayed all masks on

a bulletin board with the saying "Teams Are

Fun." Team members' names were also displayed

(see Appendix V).

A special arts program was offered for all

participants to view. Each participant was

invited to experience the special arts program

held in the gym; it was a day of art and

craft projects which were made by students

with special needs. Classroom teachers

invited all students to view the program and

enjoy the creative projects the special

students made (see Appendix V).

Month: April
Topic: Reading and Communication
Theme: Vikings
Activities: The participants were to create a Viking belt

and brooch. All materials were provided for

making the belts and brooches. Any added

materials were permitted to be used to

increase the authentic look of the activity.

During the third week activity period each participant was given a Biodot on a specific day to determine his/her stress factor. The Biodots created much curiosity throughout the day among all participants in the spotlight program.

All participants were involved in a flower exchange to increase the growth of peace and good will to fellow co-workers. A day was set aside for all participants to bring in a flower of their choice, place a given number on their plant and place it in the lounge for viewing. At the end of the day, numbers were placed in a flower pot and numbers were drawn to match an appropriate name on the spotlight checklist used to monitor spotlight participants attending all spotlight gatherings (see Appendix W).

Month: May
Topic: Grant Writing / Paraprofessionals Jobs /
             Solving Conflict with Kids
Theme: Hawaii
Activities: Since this was the last month for the
             spotlight program implementation period, all
             teams selected one team member to wear a hula

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skirt made by the spotlight team members. The
chosen team member was to dress in full
costume wearing whatever team members selected
as the appropriate dress for a Hawaiian Luau
(see Appendix X).

- At the beginning of the third week, during the
  presenters' implementation period, a letter was handed
  out in each participants mailbox to remind the
  teachers and school personnel about the weekly
  follow-up activities that the presenter chose to
  implement and materials needed to carry out the
  activities. The mediator hand delivered materials to
  each spotlight participant and answered any questions
  pertaining to the third week of follow-up activities.

- The presenter and the writer initiated the activities.

- Documentation of all activities was made by the
  mediator and the presenter viewing the accomplished
  activities in action. Many of the teams worked
  together implementing the activities as a team.

Spotlight Team Meetings and Portfolio Organization
Schedule of Events for Week Four

```
   November 23 - 27   * February  22 - 26   * May 24 - 28
 * December  20 - 31     March     22 - 26
   January   25 - 29     April     26 - 30
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* See note p. 79

- The fourth week teachers and school personnel were
  involved in on-going team activities (six to eight
  members to a team). All activities focused on the
  teachers and school personnel networking together to
  build a positive climate at the school site. Each team
  leader was responsible for organizing the meeting
  place, time and dates. Flyers were used as reminders
  for team meeting dates (see Appendix J).

- The presenter and the writer needed to reinforce all
  requirements to the portfolio procedures with team
  members (see Appendix D, E, F).

- The presenter and mediator gave suggestions on
  compiling the team portfolio and looked at the writer's
  portfolio of the first gathering that was implemented
  in October, as an example of how a gathering and
  presentation could be implemented for success. The
  mediator gave all teams information in how to organize
  team meetings for success and positive collegial
  relationships.

- The writer's portfolio with pamphlets, leaflets, booklets, and thematic materials from the first presentation were on display at each gathering for participants to view. The writer's portfolio was also kept in the lounge for viewing by all schoolpeople during the fourth week of each implementation month.

- During week four the writer made time available for all materials to be organized in the team portfolio.

- The writer's information portfolio with pamphlets, leaflets, and booklets was on display at each gathering for participants to review.

- The writer and the presenter reminded all teams of the team portfolio meetings, and to complete the Positive Feedback Forms on Presentations (see Appendix D) and the Team Conference Form (see Appendix E).

- After all team meetings were held, the writer and the next presenter planned, organized and scheduled activities for the next gathering.

During the last week in the month of May a special graduation party was held for all participants in the spotlight program. Graduation caps and certificates were given to all participants in the program. Trophies were given to all presenters in the program. Special team

pictures were made and given to all participants as a memory of the spotlight program, which created such warm and on going relationships at this school site.

Each portfolio was viewed by all members at the last spotlight program. According to the Portfolio Guidelines Checklist (Appendix D) ten extra points were to be given to the most creative portfolio. All teams had worked so diligently on each portfolio that ten extra points were given to each team for effort and creativity in accomplishing a tremendous task. All portfolio's were collected and used as a resource file at the school site.

All participants completed the spotlight program evaluation forms: Spotlight Program Questionnaire (Appendix B), Spotlight Program Evaluation (Appendix C) and Positive Feedback Form on Presentations (see Appendix E). The Portfolio Guidelines Checklist (Appendix D), was completed during the last spotlight team meeting in May. The checklist was placed in the portfolio, along with evaluation forms turned into the writer for evaluation of the spotlight program's success. All program evaluation forms were handed out during the last week in May and hand collected, so that all participants can give a true evaluation of the writer's program. The writer personally thanked all participants for their generosity, and especially the time taken to make this program a

success for all schoolpeople working at this school site.

NOTES

*** December 20 - 31

- Due to the Christmas Holidays all participants in the spotlight program exchanged Christmas cards by mail.

*** May 24 - 28

- The writer distributed evaluations and arranged an awards day for all participants and presenters in the spotlight program.

- Team Portfolios will be collected and displayed for viewing. The writer took snapshots of the portfolios for documentation.

- Arranged a graduation day for all participants and presenters in the spotlight program.

- Collect all evaluation instruments.

Deviations and Modifications of the Plan

The calendar plan was followed as stated. The October monthly presentation on portfolio assessment was completed by the writer. The first and second week in October was set aside for planning the spotlight program with the principal and spotlight participants at the school site. The third week combined planning for the first spotlight gathering and implementation of the first spotlight gathering. The fourth week in October was used to initiate a follow-up activity pertaining to the presenter's topic, Volks March. The writer informed all participants that

during the next eight months of the spotlight program,
teams would be formed for unity in a comfortable atmosphere
to solve and evaluate program topics presented by voluntary
participants in the program. The first gathering was used
as an example for all presenters to follow as a guide to
implementing a monthly spotlight presentation.

All spotlight gatherings, follow up activities, team
meetings, and portfolio's were completed with success. All
evaluations were completed and returned with success before
the last week of the implementation period in May. There
were no problems that occurred in doing the evaluations
that effected the results of the program's success.

At the beginning of the program, the writer gave all
program participants a guide to the success of the
restructuring and change in schools today, Blueprint 2000.
The guide was used to integrate proposed objectives into
the spotlight program. One goal stated that all school
sites needed a time for staff members to be involved in
more school inservice meetings. Appropriate guidelines
were taken to use the spotlight program as an effective
path for inservice meetings and the utilization of
presented topics as new instructional strategies in
curriculum development to heighten the success and growth
of teachers. All schoolpeople were informed of new
instructional strategies for teaching all students to
obtain success and reach the maximum achievement in

117

learning.

The program was awarded sixty inservice points to all
participants for the completion of the program.
Requirements for receiving the sixty inservice points were
to complete and hand in a pre/posttest for all topics
presented during the spotlight program. Each pre/posttest
was to be handed in at the end of each team meeting, during
the fourth week of each monthly program presentation. A
log was kept to record all names and results of each
participant involved in taking the sixty credit inservice
points. The presenter and writer together composed a short
written pre/posttest for each monthly topic presented.

The program used a team approach to unite schoolpeople
in a common endeavor to encourage all participants to work
toward a commonalty to express oneself in a mutual concern
for the improvement of teaching and learning. Therefore
teams shared a common intent in the evaluation of topics
presented. In completing the evaluation forms Portfolio
Guidelines Checklist (Appendix D), Feedback Form on
Presentations (see Appendix E), Team Conference Form (see
Appendix F) each of the six to eight members on a team
shared in completing one form pertaining to the evaluation
process rather than eight individual forms. Teams working
together in a collaborative and collegial manner to share
and analyze problems of a common interest to all members,

led to a better understanding of how each member of the team felt about each individual topic and follow up activity presented. All participants on a team had an opportunity to voice his/her opinion and chance to be heard by other team members.

The spotlight program on collegiality was implemented for the first time in this school setting. All participants in the program were very interested in building positive relationships, exchanging information and ideas to support on going communication within this school's climate. All activities used within this program fit the needs of the teachers to improve the instructional strategies of teaching and learning. The activities demonstrated at each presentation utilized a hands-on approach to learning in an appropriate manner which increased the knowledge of all students. Several parents and a schoolboard member took a special interest in this program to discover and become acquainted with new instructional methods implemented in education today.

All supplementary materials used during the program were purchased in quantities by the writer and used for an informational resource by each participant in the program. Books, pamphlets, and leaflets were handed out to each participant on each presentation topic. In some cases each presenter designed a short summary of his/her topic presented with complete directions for implementation in

the classroom. Some materials were permitted to be duplicated for group use. The writer duplicated all materials at her own expense. Each participant had a resource file of all topics presented for use after the spotlight program was completed. Some participants even shared ideas and methods to add to each topic discussed. During the eight month implementation period each participant had a rich knowledge of new instructional approaches used in education today.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Summary of the Problem of Concern

The problem of concern addressed by this practicum
was to investigate and implement strategies to help
build positive relationships between teachers and school
personnel in order to increase sharing of ideas,
information, regular communication and on-going
activities for effective improvement of learning and
teaching at this school site. Increasing communication
and positive relationships were not promoted within the
school system. Because there was not a regular release
time for teachers and school personnel to engage in an
open supportive communication network for building
trust, developing shared responsibilities and leadership
skills, it was hard to promote a collegial atmosphere.
Teachers and school personnel experienced little
knowledge of educational reform which brought positive
methods of educating all students for greater
achievement and success.

The work setting consisted of thirty-seven teachers
and school personnel in an elementary school. Teachers,
paraprofessionals, secretaries, custodians, and
cafeteria workers all needed to know how important it
was for building interpersonal relationships,
participation, support and involvement in building a
team support system for greater accomplishment and

121

achievements in education. Unity within the school climate can help to provide children with better leaders who encourage all children to achieve goals for success.

Since this school was isolated from new ideas, approaches, contacts, and communication, restructuring renewal of educational ideas had been limited because of the distance between school systems, universities, and colleges. Once a year the school provided an inservice for teachers in which all teachers had to travel from one to two hours to a nearby area that offered the inservice meetings. It was necessary to bridge the gap between educational reform and schoolpeople by forming a strong link with other teachers and school personnel to implement educational reform within the school setting.

Support Group

The support group originally started out to be a group of thirty-seven teachers, paraprofessionals, secretaries, custodians, cafeteria workers, administrators, and one school board member. All teachers performed in an isolated atmosphere with instructional personnel in and out of the classroom during the school day. Administrators, secretaries, cafeteria workers, and custodians had little time to socialize with other schoolpeople during the school day.

Isolation compounded the problems that this school site

experienced before the spotlight program was

implemented.

Spotlight Gatherings

Objective One:

After implementation of this practicum, teachers and
school personnel would feel comfortable with one another
and be able to work effectively together. This would be
measured by a questionnaire, designed by the writer, in
which 35 out of 37 teachers will answer 8 out of 10
questions positively. (Answers will be in a yes or no
format)(see Appendix B).

Results of the Spotlight Program Questionnaire

The questionnaire measured teacher and school

personnel responses concerning the spotlight gatherings.

The questionnaire examined the participants' attitudes

toward the amount of time alloted for communication,

frequency of communication, utilization of resources,

strategies and ideas presented in a creative manner at

the monthly spotlight gatherings, degree of trust and

open communication among all school members, awareness

of educational reform in a non threatening manner,

comfort in sharing ideas with others, amount of

interaction among all school members, and whether or not

as a new or existing teacher one became familiar with

all colleagues' roles. The teachers and school staff

responded to the questionnsire in a positive manner

stating that the spotlight program gatherings were an

effective strategy to increase interpersonal

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relationships and trust for working in a school

environment (see Table 2). All 44 participants

responded to ten questions in a yes or no format to

determine the success of the spotlight gatherings. A

total of 44 participants expressed 8 out of 10 questions

positively on the Spotlight Program Questionnaire (see

Appendix B). Since the spotlight program participants

increased after January, the total number of

participants completing the Spotlight Program

Questionnaire was 44.

Table 2

Summary of the Spotlight Program Questionnaire

Category	Possible Responses	Summary of Teacher and School Personnel Responses	
1. The presenters gave information	a. that was very useful.		44
	b. that I have already known about.		17
	c. that aided in the understanding of other teachers' classroom programs, learning styles, teaching styles, management and as a resource for new ideas.		24
2. The spotlight program meetings have	a. made me enthusiastic about being a participant in the program.		44
	b. been very beneficial in helping to relate to others.		36
	c. been interesting, but I could not take part in all of the activities.		2
3. The most interesting part of the program was	- The activities and the different kinds of foods. - The writer and her presentations. - The presentation on solving student conflict. - Hands-on Activities - Getting to know the other teachers better, learning new ideas and the food. - I enjoyed all of it. - Specific techniques that I could use. - Spotlight Program gatherings, teacher and staff sharing. - Learning the real jobs others do, material sharing, how friendly everyone was.	- The variety of ideas shared gave me more insight to what others teachers are doing and think is important. - Team meetings and the Spotlight Program - All the creativity - The presenters and topics. It was very enlightening and a good way to get to know fellow teachers and staff members. - Getting involved with the staff and co-workers in a way that we have never before. - The way each presentation was presented with a different theme. Each presenter had an abundance of information to pass out. - New Roles for Teachers - Sharing Information - Food yes, es, yes	44

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4. Do you feel this program has helped in building relationships between teachers and school personnel? Has the school climate changed because of this program?	Yes - It gave us a chance to meet with all teacher and school personnel. - Some personnel I seldom see except during the "Spotlight." - I feel it has helped but we must keep working toward change. - We learned to relax, laugh, and have fun with others. - Everyone seems to be more open and willing to share ideas, feelings, thoughts etc. - Relationships between the team members improved.	- Teams have helped and they have helped me to meet others at our school. - Some friendly - We interact more - We now know who the motivators are. - I believe everyone tried to work hard together even when there were personal conflicts, etc. I believe everyone was willing to work together. - I believe that everyone has a better understanding of what goes on in the classrooms and jobs.	44
5. During the spotlight program presentations did you gain ideas and knowledge that would alter your teaching methods and approaches? What were the approaches or methods that you used? (Give examples)	Yes - The information was great almost too much. I hope this summer to sort through it all. - I still refer to past presenters information and plan to keep all that I have received in my teaching resource library. - Identified with teaches as facilitators and I have tried to incorporate it into my classroom. I liked the idea that change in education can from our fellow faculty. - The idea was very useful to become aware of all teachers and school staff. - Change for teaching in more creative ways is coming (is here). It will take alot more study and research but the see for the need has been planted. - The writer is a very professional person. She is great at everything she does. We hope this program is continued next year. We love you Kay.		44

Spotlight Presentations

Objective 2

At the completion of this practicum, teachers and
school personnel would utilize resources at this school
site to create an environment that allows an
individual's resources to be shared and exchanged. This
would be measured by a written evaluation, designed by
the writer, in which 30 out of 37 teachers and school
personnel will answer four out of five question
positively (see Appendix C).

Results of Spotlight Presentations

The Spotlight Program Evaluation (see Appendix C)

showed an increase in teachers and school personnel

utilizing resources at this school site. All spotlight

participants encouraged materials to be shared and

exchanged. The evaluation form provided the writer with

evidence on whether the teachers and school personnel

had increased their knowledge of new educational

strategies, aided in the understanding of other

classroom teachers' programs, whether the spotlight

meetings have been beneficial, and if the program helped

in relating to others (see Table 3). The evaluation

also gave input into what part of the program was most

interesting, if the program helped in building

interpersonal relationships between teachers and school

personnel, and whether the spotlight program

presentations would alter classroom teaching methods and

approaches.

A total of 44 participants answered five multiple

choice questions on the Spotlight Program Evaluation

(see Appendix C). Two out of the five questions
on the evaluation were multiple choice responses.
Both multiple choice questions on the evaluation had
more than one possible response. Some teachers and
school personnel chose two responses to answer one
question. Three of the questions on the evaluation were
short answer statements. The total number of positive
responses for each question were recorded. The
Spotlight Program Evaluation determined 30 out of 37
teachers and school personnel answered four out of five
questions positively for success of the spotlight
presentations implemented during the spotlight program.
Since more participants were added after January the
total number of participants in the program was 44.
Therefore, 44 out of 44 teachers and school personnel
members answered four out of five questions positively
for success of the spotlight program.

Table 3

Summary of the Spotlight Program Evaluation

Category	Summary of Participant Responses
	Yes No
1. Was the time allotted for the spotlight program enough time for encouraging communication among all members of the school staff?	24 20
2. Did the communication between all teachers and school personnel at this school site change after the spotlight program began?	41 3
3. Did the program provide for a network of frequent communication between teacher and all school personnel?	41 3
4. Did you make a list of the presenters' topics, strategies, methods, resources and will you attempt to utilize the presenter and the resources in your own classroom?	41 3
5. Is there a higher degree of trust among all members of the school site and is conflict dealt with openly and worked through?	41 3
6. Did the spotlight program inform and initiate effective procedures to guide school functioning and an awareness of educational reform in a friendly and non-threatening manner?	44 0
7. Did the spotlight program introduce you to a new way of doing things with a creative approach?	44 0
8. Do you feel more comfortable with sharing your materials and ideas with others?	44 0
9. Did you try to interact with all teachers and school personnel at this school site for the purpose of getting to know them?	41 3
10. Whether you are a new teacher, an existing teacher or a member of the school personnel, have you become more familiar with your colleagues roles at this school's workplace?	41 3

Portfolio

Objective 3

After implementation of this practicum, teachers and
school personnel would have knowledge of new ideas and a
better understanding of the importance of frequent
communication at the school workplace. This would be
measured by a portfolio, designed by team members from
the spotlight program, in which 37 out of 37 teachers
and school personnel would work together, in teams of
four members, for the purpose of compiling a portfolio
to document on-going communication and sharing of ideas
between teachers and school personnel (see Appendix D,
E, F).

Results of the Portfolio Guidelines Checklist

The portfolio measured teacher's and school

personnel's knowledge of new ideas and a better

understanding of the importance of frequent

communication at this school site. The Portfolio

Guidelines Checklist (see Appendix D) evaluated the

effectiveness of the teams to work together as a group

for the purpose of compiling materials for a portfolio.

Evidence was provided in the portfolio to support

on-going communication and sharing of ideas between

teacher and school staff members.

The evaluation checklist had nine categories that

each of the six teams were required to complete before

handing in the portfolio at the end of the

implementation period in May. Each category was

initiated with a check mark to inform the writer that

the stated task was completed. A bonus question

appeared at the bottom of the checklist giving ten

points to the most creative portfolio. All teams

received ten points due to the outstanding work each

team did in compiling each portfolio (see Table 4). All

six teams, 44 teachers and school personnel, completed

the Portfolio Guidelines Checklist (see Appendix D) and

handed in a portfolio. Since the spotlight program

added another team after January the total number of

participant was 44 instead of 37.

Table 4

Summary of Portfolio Guidelines Checklist

Category	* Number of Teams Completing Each Objective
1. Presenter's Outline to each presentation.	6
2. Invitations to the spotlight gatherings including themes used for food feasts.	6
3. Showed evidence of materials used at each presentation pamphlets, books, etc. (Feedback Form on Presentations)	6
4. Documentation of instructional strategies or methods used (if shown) at each individual presentation.	6
5. Documentation of activities used during week three of each presenter's spotlight program.	6
6. Documentation of activities used during week four of each presenter's spotlight program.	6
7. Awards (Examples, pictures)	6
8. Team Conference Forms (Meeting Dates)	6
9. Picture of your team members.	6
Bonus: 10 points given for the most Creative Portfolio.	6
* Six Teams All Together	

Discussion

1. <u>Spotlight Gatherings</u>

All teachers and school personnel in the support
group had a better understanding of what a collegial
program was through the spotlight gatherings. The
Minnesota State Department of Education (1985) stated
that relationships which are categorized by
collaborative and collegial relationships sustain
productive school climates. Teachers and school
personnel felt comfortable with one another and were
able to work collaboratively and effectively together.

The solitary environment of teaching and working
assignments, the physical layout of this school, and the
restricted time of school schedules prevented
interaction among all school members. The strategy of
using spotlight gatherings provided each participant
with a warm feeling of wanting to attend all
gatherings because it gave each participant a "time" to
socialize with others. The thematic atmosphere of each
gathering produced a joy of creativity for teachers and
school personnel to "join in" the festive event. The
atmosphere created a relaxed environment for all
participants to forget about the stressful events that
can be produced throughout the day in a school
workplace. Saphier & King (1985) cited that satisfying
little gathering in the teacher's room, or after school

should not be forgotten about; after all there should be
a lot of laughter and humor at a school site, for an
atmosphere in which to live and work.

Supplementary materials that were used in each
gathering provided a way to demonstrate how the
classroom environment or workplace can be recreated to
achieve a brighter, cheerful outlook on the school
environment and those that work within the environment.
Each spotlight gathering incorporated numerous
decorative materials for revamping the traditional
classroom setting and workplace. Barth (1990) stated
that the creation of a marriage between entrepreneurial
creativity and corporate discipline, cooperation and
teamwork are changes in the professional workplace of
teachers that encouraged the increased quality,
productivity and motivation.

Archilles & Gaines (1991) found that staff
development programs offered rewards and recognition for
participation and continued growth among all members in
a school workplace. The strategy of spotlight
gatherings provided participants with new ways for
creating on-going communication, recognition and
rewards. The teachers and school personnel were
over-joyed with all of the festive supplemental
materials received at each spotlight gathering. New and
existing teachers and school personnel joined together

in a joyous atmosphere to "talk", enjoy multi cultural food feasts at each gathering, and enjoy a presentation given by a fellow co-worker to learn about new instructional strategies and methods in education today.

In summary, all 44 teacher and school personnel learned that the spotlight presenters provided each participant with an in house reinforcement of human relation skills, personal coping skills through group interaction, development of meaningful support and companionship among all members for a comfortable and relaxed atmosphere for learning and working. This strategy helped to meet objective one with a one hundred percent positive understanding of the importance of working with one another and to be able to effectively work together. The National School Public Relations Association (1991) cited that a workshop and resource materials helped to build teamwork and create a vision for maximizing the human potential of every staff member in a school site.

2. Spotlight Program Presentations

The spotlight presentations gave each teacher and school personnel member a variety of instructional strategies, methods, and ideas to share. Each presentation offered a unique topic along with follow up activities for viewing and trying the methods presented. Arbuckle & Murray (1989) stated that when new practices

128

are embraced, examined, and implemented, a school could
experience continuous improvement.

All participants appreciated the presentations'
materials and made positive comments on the quantity of
materials passed out to each participant. Each
presenter designed a packet especially to fit his/her
topic of discussion. All materials were made to be
utilized later on after the program implementation. All
materials were usable and had a great deal of value for
classroom implementation. The writer, as a mediator,
helped to collect all material needed for each
presenter's topic and helped to coordinate food feast
menus and materials for all of the implementation
activities.

Joyce, Murphy, Showers & Murphy (1989) stated that
exploring the study of new research based teaching
strategies and the implementation of strategies into the
regular school workday of teachers helped to increase
cultural change and innovation. The program emphasized
a bond of shared understanding and a common language to
reduce the stress of change in this isolated school
site. Active learning processes were used instead of
passive techniques (lectures) in order to share ideas
and provide assistance to one another during the school
day. Time was provided for all teachers and school
personnel to experiment with the strategies and methods

129

the presenter demonstrated at each monthly presentation.
The participants took a great interest in completing
each activity that was arranged for the third week in
each month. The teacher and school personnel utilized
talents, expertise, and creativity in completing the
activities and felt a sense of pride as a reward for
their effort. Scott & Smith (1987b) described programs
that helped to introduce new norms of collaboration in
schools where teachers are accustomed to working in
isolation and suggestions were offered in which day to
day activities can be implemented during the school day.

In summary, objective two has been met by 100
percent of all 44 teachers and school personnel in the
support group by sharing and exchanging resources at
this school site. The teachers and school personnel
looked upon each presentation as a reward. Time was
appropriated for learning new instructional strategies,
as well as implementing the strategies in ones' own
workplace. The presenter who volunteered to present a
topic at a monthly meeting received much recognition and
attention for sharing and exchanging knowledge of a new
instructional method. This strategy was a magnificent
innovative way to reduce teacher and school personnel
isolation and create recognition of who was an expert on
new topics in education today.

137

3. <u>Portfolio</u> <u>and</u> <u>Team</u> <u>Meetings</u>

The portfolio and teams strategy gave the greatest amount of self esteem and satisfaction to each member of the spotlight program. Boles and Tronen (1992) stated that teachers must have a time for discussion and reflection away from the demands of the classroom. Teachers and school personnel gathered various types of materials required to compile the portfolio according to the Portfolio Guidelines Checklist (see Appendix D). The teams met once a month to put all of the collected materials into the portfolio during the school day from 2:00 until 3:00 p.m. for an eight month period. The portfolio was designed by each team and documented all activities completed during the eight month implementation period of the spotlight program. Regan (1989) stated that notebooks can be distributed to participants to be used as journals to record insights, suggestions and criticism of team meetings. Participants can follow specific guidelines to document completed group tasks. All teams were working together with a larger understanding about compiling a portfolio for greater achievement. The teams working with compiling a portfolio had a head start and insight into what a portfolio was and how it was organized. The teams gained knowledge of this new type of assessment and will be ready when portfolio assessment is

implemented within this county.

This strategy restructured the channels of
communication and personal interactive teams, the school
will use the information and resources as a knowledge
base for improvement of this school site. The use of
various talents and abilities was a binding power for
completing the Positive Feedback Form on Presentations
(see Appendix E). Teams used positive feedback to
evaluate each spotlight presentation without judging the
presenter. This task involved faculty commitment,
confidence, selfless behavior, and supportive
relationships among all team members. Weber & Karmar
(1989) cited that a program created a team for building
collegiality, conferring, and networking instead of a
command and control environment among all members for a
positive school climate. Scott & Smith (1987b) stated
that teachers engaging in group observations of one
another collect and analyze data from the observations
and provide one another with feedback.

In summary, objective three has been met by 100
percent of all teams compiling a portfolio through team
meetings. The six teams, 44 participants consisting of
teachers and school personnel had more knowledge of new
ideas and a better understanding of the importance of
frequent communication at the school workplace. Success
of the portfolios through on-going team meetings showed

44 out of 44 teachers and school personnel working
together in teams of six to eight members, did compile a
portfolio to document on going communication and sharing
of ideas between all schoolpeople.

All teams collaborated together to increase positive
relationships among their members. The writer noticed a
change in the school atmosphere as each team united
together as one. The social climate of the school was
more pleasurable. All teachers and school personnel
developed a unique relationship with each other, making
the school climate very relaxed and comfortable. Each
member of a team learned to accept each other's
attitudes and behaviors for problem solving and group
thinking. Team members achieved a personal gain toward
increasing their skills in meeting the educational needs
of this school site. All teams functioned together to
achieve the objective of this practicum and to reduce
the loneliness of the classroom environment and school
workplace.

The success of the program was due to the
overwhelming interest of the participants in meeting all
of the stated objectives in the spotlight program. In
order to bring about real changes in education and
excellence the views and the opinions of teachers and
schoolpeople had to be incorporated in the reform of
educational systems now.

Recommendations

To improve upon this collegiality program the writer
suggests:

1. Money or funds should be made available for copying,
    and purchasing resource materials and supplies.
    This collegiality program was implemented for the
    first time at the writer's school and funding was
    not available. Since the program was so successful,
    it will be implemented next year with all school
    staff members and funding should be made available
    for needed resource materials.

2. Presenters should be supplemented with additional
    resource materials so that teachers and school
    personnel will be able to utilize these support
    materials for their own use and as a means of
    communicating with others on the presenter's topics.
    All school staff members were eager to learn more on
    topics presented since restructuring of schools
    is taking place now.

3. Before starting the spotlight program, all those who
    would like to be involved in the program should be
    invited to attend. A survey of teachers, school
    personnel, community members, and parents can be
    done for a more accurate support group. All school
    sites within the county should be invited to attend.

4. Publishing meeting dates in the newspaper would
    encourage the community to attend the meetings and
    participate in all activities. Announcements at PTO
    meetings would make parents aware of the program and
    meeting dates. The first program gathering can be
    viewed by participants, and then a decision can be
    made as to whether they would like to take part in
    the program's implementation for an eight month
    period.

5. All food for the program was made by the writer.
    Some careful planning must be done in the
    preparation of food. Store bought foods can be
    used, or foods can be purchased through a
    restaurant. Safety measures must be taken so that
    no participants are allergic to the foods or may get
    sick from the foods. The writer used caution in
    preparing all food made. Some participants prepared
    food making sure it was prepared in a safe manner.

6. If an extra room is available in the school, the
    spotlight gatherings should take place there. No
    extra space was available at this school site, so
    the cafeteria had to be used. The only disadvantage
    was that the cafeteria had to be decorated two hours
    before the program started. The cafeteria was in
    use daily until 1:30, therefore, the writer had to

rush in preparing for the program. An extra room can be decorated and set up the day before the program.

7. A clean-up committee should be organized for each program. The writer had few volunteers to clean up after the program because the participants were anxious to get home.

Dissemination

Plans for dissemination have already started by writing an article about this practicum project in the administrator's monthly school newsletters that are circulated to all schools in the district by request of the writer's principal. Several teachers had inquired about doing the spotlight program next year. This practicum will be made available for use in the school library.

This program will be a regular part of the school plan at the writer's school for school improvement. This program has been incorporated into the plan to meet several of the objectives that must be implemented at the school site for improvement in education. Much success had been shown through the spotlight program to improve upon the isolation of this community and within the school's own climate.

The success of this program was attributed to the strategies used: Spotlight Gatherings, Presentations, Activities and Portfolio Assessment. All of the strategies provided teacher and school personnel with the opportunities to observe, learn and use innovative activities to increase the knowledge of all schoolpeople and create an awareness of new ideas and instructional methods in education today. Each teacher and school personnel participant had a growth of understanding

of the importance of on-going communication, sharing, and exchanging ideas to increase the achievement of all students at the school site.

The aim of the writer will be to successfully implement the spotlight program at all school sites within this county. Through the strategies suggested this program was a great success. Involving teachers and school personnel in group gatherings that were festive, focusing on in school personnel as consultants to do monthly presentations on new instruction topics in education today, implementing hands-on activities that were experiential for all participant to perform and achieve success was a great contribution to the spotlight program. All schoolpeople who work in a school's workplace can successfully utilize the suggested objectives and strategies to achieve many goals and accomplishments for success. The writer has the intent of publishing this program in book form for greater use by all those people who work in the school environment to obtain as much success and pleasure as this school site did through the spotlight program.

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APPENDIX A

SPOTLIGHT PROGRAM NEEDS ASSESSMENT

Appendix A

Spotlight Program Needs Assessment

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never

1. How often do you talk with other teachers about your approach to the following?

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum planning	____	____	____	____	____
Grading methods	____	____	____	____	____
Teaching lessons	____	____	____	____	____
Discipline practices	____	____	____	____	____
Manner of working with students	____	____	____	____	____

2. How often do you talk with other teachers about

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum plans for a class	____	____	____	____	____
Schedule of teaching activities	____	____	____	____	____
Student reactions to a specific lesson	____	____	____	____	____
Getting teaching resources or supplies	____	____	____	____	____
Learning needs of particular students	____	____	____	____	____
Personal gripes or concerns about work	____	____	____	____	____
Matters unrelated to school and teaching	____	____	____	____	____

3. How often have you

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Observed other teachers in their classrooms	____	____	____	____	____
Been observed while you teach	____	____	____	____	____
Discussed instructional methods with other teachers	____	____	____	____	____
Planned and designed instructional materials with other teachers	____	____	____	____	____
Offered help to other teachers on instructional methods and strategies	____	____	____	____	____
Taught a new instructional method by a colleague	____	____	____	____	____

4. How often do you talk with the principal or other building administrators about the following?

	5 Often	4 Weekly	3 Monthly	2 Semester	1 Never
Curriculum plans for a class	____	____	____	____	____
Schedule of teaching activities	____	____	____	____	____
Student reactions to a specific lesson	____	____	____	____	____
Getting teaching resources or supplies	____	____	____	____	____
Learning needs of particular students	____	____	____	____	____
Personal gripes or concerns about work	____	____	____	____	____
Matters unrelated to school and teaching	____	____	____	____	____

APPENDIX B

SPOTLIGHT PROGRAM QUESTIONNAIRE

Appendix B

Spotlight Program Questionnaire

Please circle yes or no to each statement.

1. Was the time allotted for the spotlight   Yes   No
    program enough time for encouraging
    communication among all members of the
    school staff?

2. Did the communication between   Yes   No
    all teachers and school personnel
    at this school site change after the
    spotlight program began?

3. Did the program provide for a network   Yes   No
    of frequent communication between
    teacher and all school personnel?

4. Did you make a list of the presenters'   Yes   No
    topics, strategies, methods,
    resources and will you attempt to utilize
    the presenter and the resources in your
    own classroom?

5. Is there a higher degree of trust among   Yes   No
    all members of the school site and is
    conflict dealt with openly and worked
    through?

6. Did the spotlight program inform and   Yes   No
    initiate effective procedures to guide
    school functioning and an awareness of
    educational reform in a friendly and
    non-threatening manner?

7. Did the spotlight program introduce you   Yes   No
    to a new way of doing things with a
    creative approach?

8. Do you feel more comfortable with   Yes   No
    sharing your materials and ideas with
    others?

9. Did you try to interact with all teachers   Yes   No
    and school personnel at this school site
    for the purpose of getting to know them?

10. Whether you are a new teacher, an existing   Yes   No
    teacher or a member of the school personnel,
    have you become more familiar with your
    colleagues roles at this school's workplace?

APPENDIX C

SPOTLIGHT PROGRAM EVALUATION

Appendix C

Spotlight Program Evaluation

Please circle your response to each question. You may choose more than one response to a question.

1. The presenters gave information

    a. that was very useful.

    b. that I have already known about.

    c. that aided in the understanding of other teachers' classroom programs, learning styles, teaching styles, management and as a resource for new ideas.

2. The spotlight program meetings have

    a. made me enthusiastic about being a participant in the program.

    b. been very beneficial in helping to relate to others.

    c. been interesting, but I could not take part in all of the activities.

3. The most interesting part of the program was

4. Do you feel this program has helped in building relationships between teachers and school personnel? Has the school climate changed because of this program?

5. During the spotlight program presentations did you gain ideas and knowledge that would alter your teaching methods and approaches? What were the approaches or methods that you used?
    (Give examples)

APPENDIX D

PORTFOLIO GUIDELINES CHECKLIST

Appendix D

Portfolio Guidelines Checklist	Yes	No

1. Presenters Outline to each presentation. ___ ___

2. Invitations to the spotlight gatherings
   included themes used for food feasts. ___ ___

3. Showed evidence of materials used at each
   presentation pamphlets, books, etc.
   (Feedback Form on Presentations) ___ ___

4. Documentation of instructional strategies
   or methods used (if shown) at each
   individual presentation. ___ ___

5. Documentation of activities used during week
   three of each presenter's spotlight program. ___ ___

6. Documentation of activities used during week
   four of each presenter's spotlight program. ___ ___

7. Awards (Examples, pictures) ___ ___

8. Team Conference Forms (Meeting Dates) ___ ___

9. Picture of your team members. ___ ___

Bonus:
10 points most Creative Portfolio.

APPENDIX E

POSITIVE FEEDBACK FORM ON PRESENTATIONS

Appendix E

Positive Feedback Form On Presentations

Use with question #3 on the portfolio guidelines checklist.

1. _____ was observed on_____.
   (Presenter's name)   (Date)

   Use a sentence to describe the behavior or what
   happened.

   I saw _____

   Positive feedback can include:
   I saw .... I observed... I noticed ... I heard ....

2. The topic of the presentation was

   Give examples of strategies and methods used during the
   presentation.

3. What was the objective discussed? Be specific about
   what you saw.

4. Complete some or all of the following statements:

   I observed the way you...

   I noticed

   I learned

   I saw

   I heard

5. (Optional) Describe an alternative approach to share
   with others.

APPENDIX F

TEAM CONFERENCE FORM

Appendix F

Team Conference Form

Use with question #8 on the portfolio guidelines checklist.

Team, Conference Form

Team Members _____

Instructional Goal: _____

Date	Completed	Degree of Success	Comments

APPENDIX G

SPOTLIGHT AGENDA

Appendix G

Spotlight Agenda

Month - October

Meet with the administrative staff at the school site
to set up the Spotlight Program implementation time.

The writer presented the first presentation in
October.

Set up individual spotlight presentations from
November to May.

Month - November through May

Week One   --   Work with each presenter planning and
organizing each individual spotlight program.

Week Two   -   Spotlight Gatherings

During the second Wednesday of each month,
November through May, each topic was
presented by a school staff member who felt
comfortable with presenting the topic to the
spotlight program participants.

Week Three -   Teacher Activities

A follow up on all presentations was held
with all spotlight participants through
on-going communication and activities
pertaining to the presenters topic.

Week Four -   Team Activities

All team activities focused on the teachers
and school personnel networking together to
build a positive climate at the school site.

Note: The four week agenda was followed during each
monthly presentation.   .

Appendix G

Spotlight Program - Planning Presentations
Schedule of Events for Week One

Month / Week   -   Presentation Topic/ Theme

October   Portfolio Assessment
                       Octoberfest

November 2 - 6   Odyssey of the Mind
                       Theatrical

December 1 - 4   Technology and Computers
                       Jamaican Christmas

January 4 - 8   Testing / African Culture
                       Jazz

February 1 - 5   New Roles For Teachers
                       Mexico

March   1 - 5   Special Arts
                       Mardi Gras

April 5 - 9   Reading and Communication
                       Vikings

May 3 - 7   Grant Writing / Paraprofessionals
                       Jobs / Solving Conflict with Kids
                       Hawaii

May 24 - 28   **Evaluation of the Spotlight Program**

May 28   **Awards Day**

APPENDIX H

SPOTLIGHT GATHERING MEETING AREA (CAFETERIA)

Appendix H

Spotlight Gathering Meeting Area (Cafeteria)
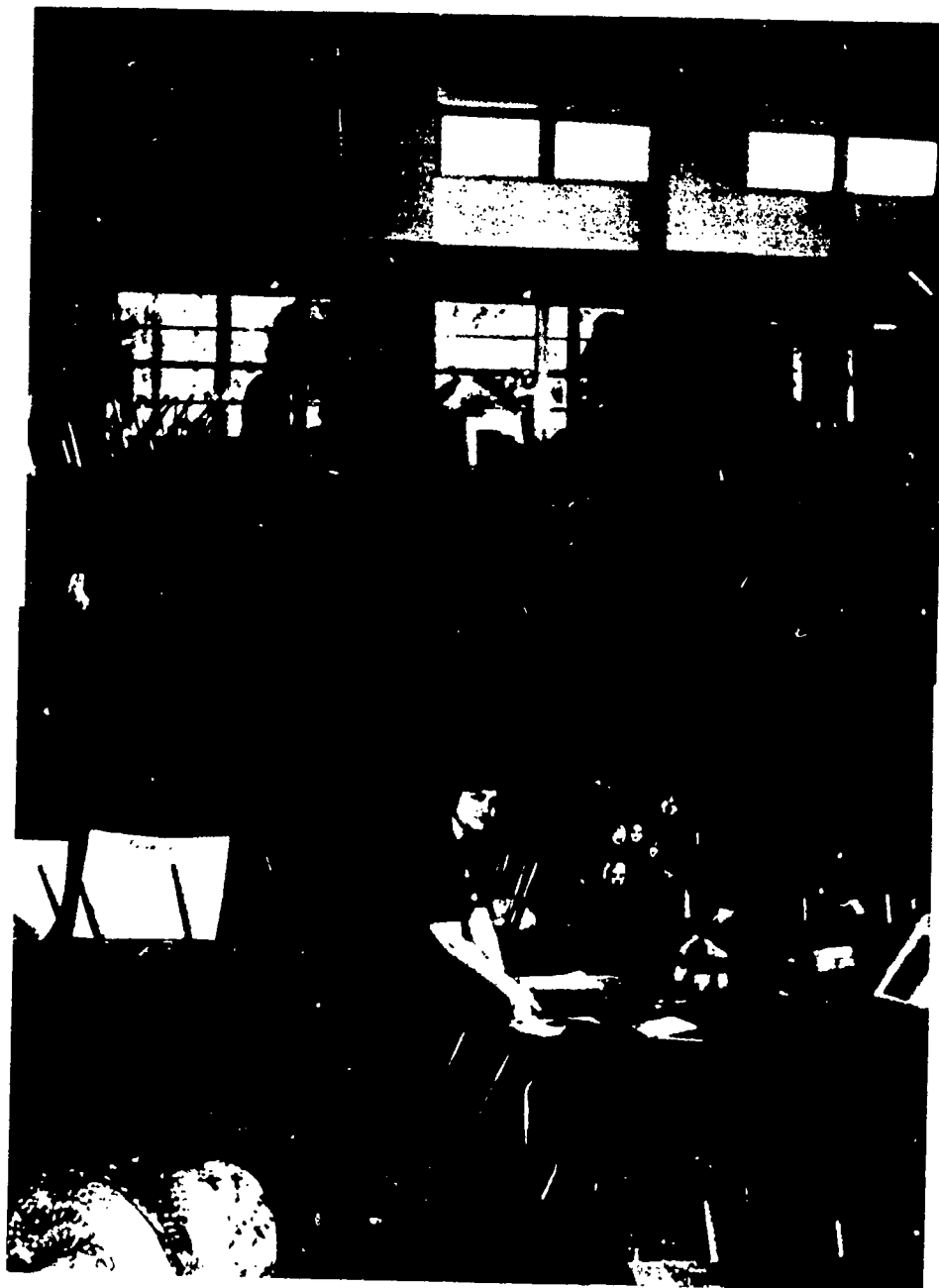
Appendix H

Appendix H

Appendix H

Appendix H

APPENDIX I

SPOTLIGHT ATTENDANCE SHEET AND CHECKLIST

Appendix I

Spotlight Attendance Sheet and Checklist

School Personnel and Teachers on staff at

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The Vikings

Presented by

Spotlight Program

Appendix I

School Personnel and Teachers on staff at

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Appendix I

APPENDIX J

TEAM PICTURES

Appendix J

Team Pictures

APPENDIX K

SPOTLIGHT PRESENTATION PACKETS

i

Appendix K

Spotlight Presentation Packets

178

APPENDIX L

SPOTLIGHT PRESENTATION OUTLINE

Appendix L

Spotlight Presentation Outline

Octoberfest at

Presenter: Kay Cadwalleder

Orientation Meeting/Portfolio

Outline

Week One

Plan, Organize and Arrange

Week Two

Meeting Date October 19th
- Orientation Meeting
- Gather Presenters
- Form Teams
- Present Materials

Week Three - Activities

Volks March - Teachers and school personnel open their
working environments for teachers and school personnel to
visit.

- Schedule a day and time for a visit.

- If you would like to open up your working environment for
  the teachers and school personnel to visit let me know at
  the meeting. Please do not make special arrangements for
  us when visiting. Just a quick visit, friendly hello and
  goodbye.

- I would appreciate your interest in volunteering to
  support the third weeks activities.

Week Four - Team Portfolios

Gather together and work on your portfolio. This must be
completed by the next meeting date in November.

Appendix L

TO: Spotlight Members

RE: Mardi Gras Activities

MEMO

Week 1 Plan
Week 2 Presentation
Week 3 Activity
Week 4 Team Meets
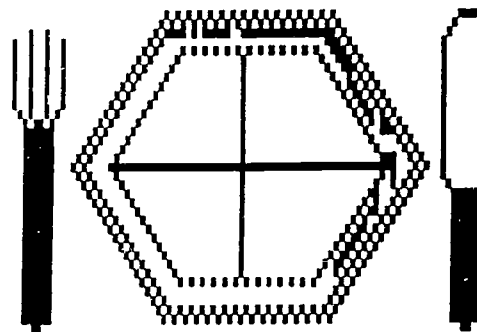
* Week 3 Activity - All participants will design
a mask. All masks will be on display during the
last week of the Mardi Gras presentation.
Be creative, you can use any materials but
please include the mask.

Spotligth Program

See you at Breakfast in the Library!

7:15 a.m.

Thank YOU. Key Cadwallader

Appendix L
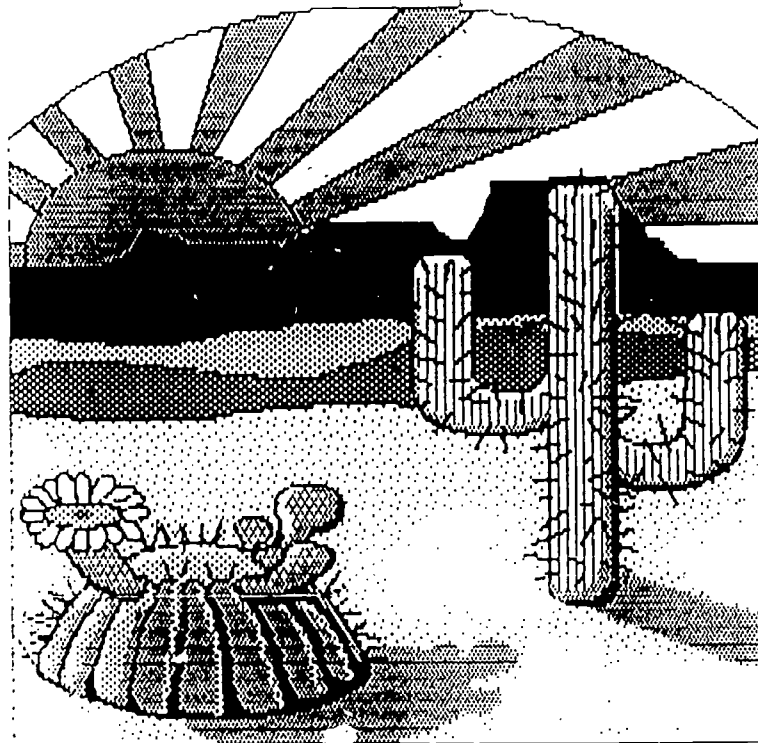
New Roles for Teachers
Week 1 – Planning the program
Week 2 – Fiesta
Week 3 – Activities
Week 4 – Team Work!
Theme: Mexico

APPENDIX M

SPOTLIGHT PROGRAM INVITATIONS
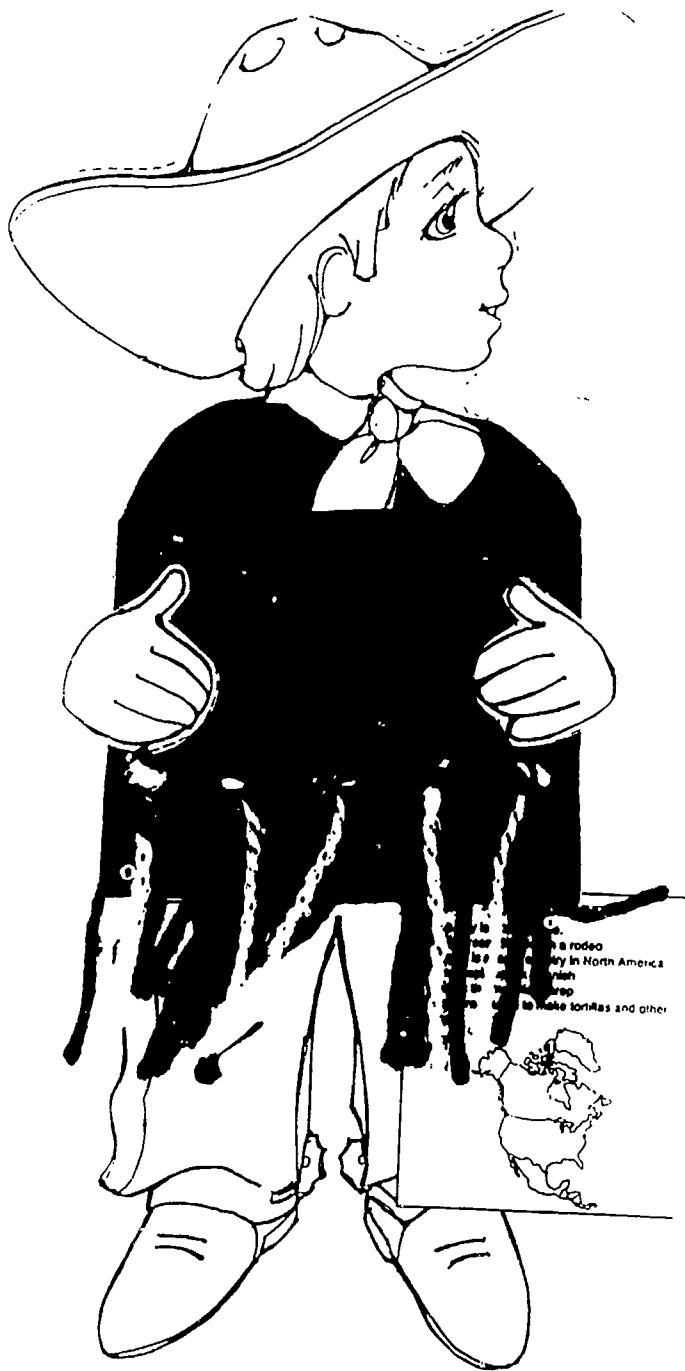
Appendix M

APPENDIX N

SPOTLIGHT PROGRAM PRIZES

Appendix N

Spotlight Program Prizes

APPENDIX O

SPOTLIGHT GATHERING FOOD FEAST

Appendix C

Spotlight Program Food Feast

189
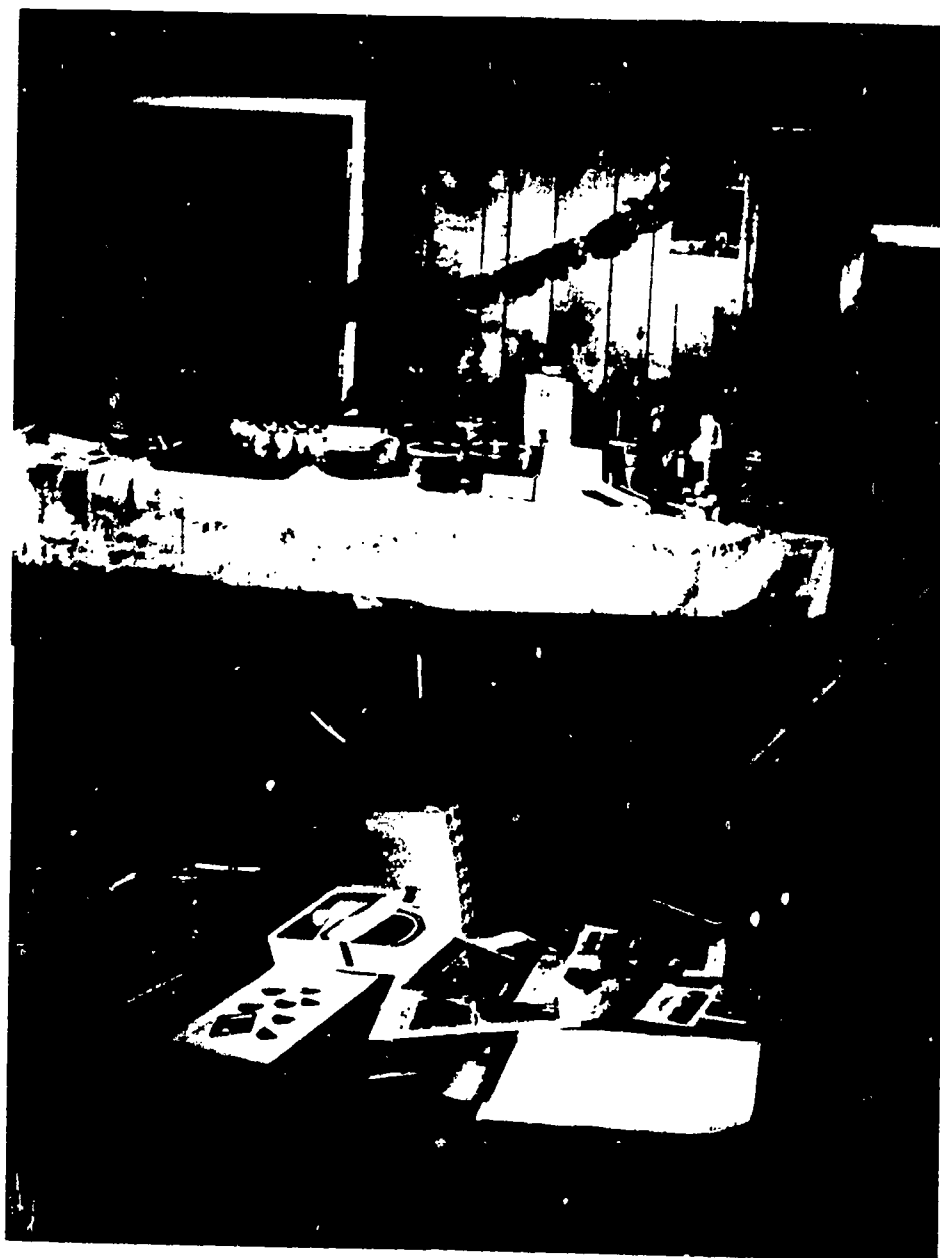
Appendix O
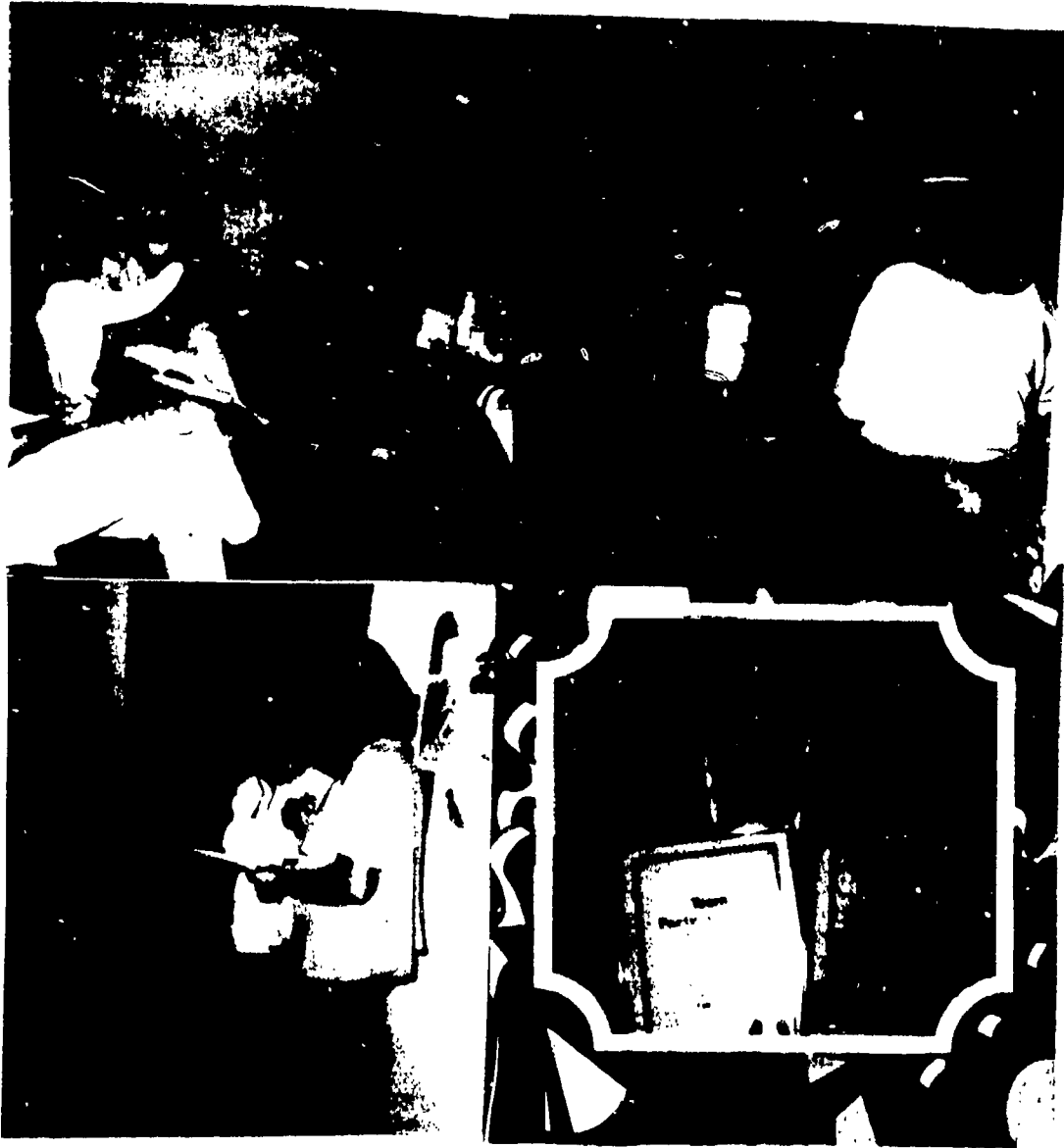
Appendix O

APPENDIX P

SPOTLIGHT GREETINGS

Appendix P

Spotlight Greetings

APPENDIX Q

SPOTLIGHT PRESENTERS

Appendix Q

Spotlight Presenters
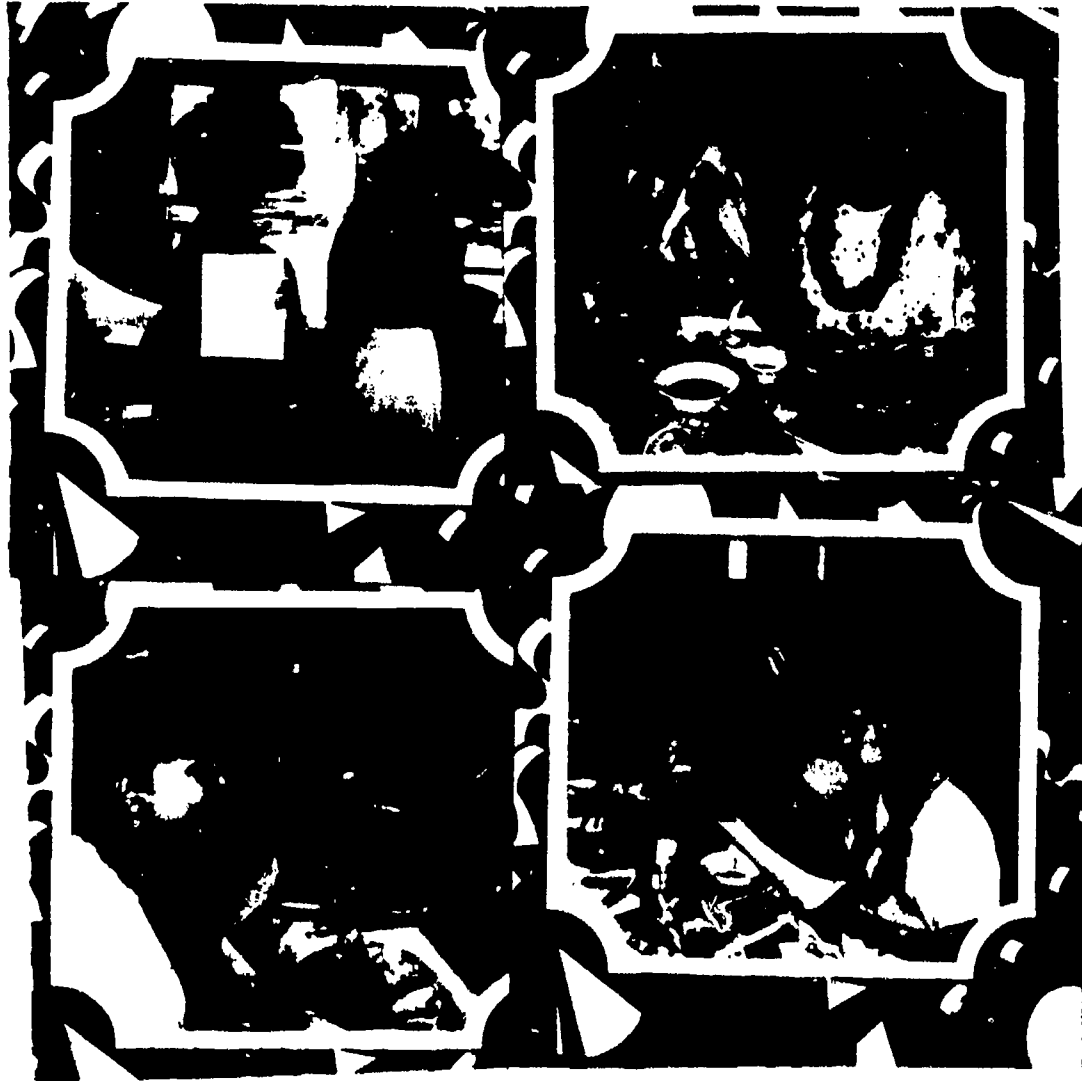
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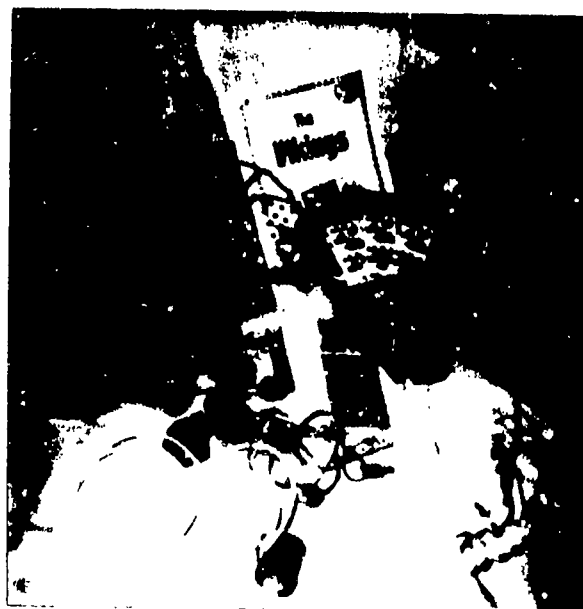
Appendix Q

Appendix Q

Appendix Q

Appendix Q

APPENDIX R

ODYSSEY OF THE MIND PROBLEM

Appendix R

Odyssey of the Mind Problem

HISTORY - THE WAY IT WASN'T

INTRODUCTION

What do you remember about the last presidential election? Chances are you were too young or just didn't pay much attention to the campaign.

Get ready to take part in the most creative presidential campaign in the history of the United States of America.

THE PROBLEM

Your team's problem is to create and perform a skit that includes an original presidential campaign. The campaign must take place in the "good old" United States of America. During the performance, the team must explain its party platform.

LIMITATIONS

1. The time limit for the competition, including setup, style, and performance is eight minutes.

2. The Presidential campaign must:

   A. Choose a famous person living or dead as your presidential candidate.
   B. Determine your choice of a Vice Presidential running mate by evaluating your Presidnetial candidate's strengths and weaknesses. (Look for a person who will balance your ticket.)
   C. The Vice Presidential running mate must be a fictitious character.
   D. Create and present a 30 second TV ad for your presidential candidate. (This can not be over 45 seconds!)
   E. Seek the endorsement of a special interest group.
   F. Create your own political party be deciding on a name, symbol and platform.
   G. Present at a news conference at least three political issues.
   H. The presentation may:
      1. Be set at any time and the period may change at any time.
      2. Be humorous or serious. Humor or dramatic effect may be chosen as a style free choice.

CREATIVE EMPHASIS of this problem is to select Presidental and Vice Presidental running mates and creatively take them through the election process.

APPENDIX S

TECHNOLOGY AND COMPUTERS

Appendix S

APPENDIX T

ACTIVITIES: PHONE BOOK, AFRICAN NECKLACE,
AND COLLEGEAGUE MAP

198

Appendix T

Phone Book, African Necklace, Colleague Map

Phone Numbers

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

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Name _____

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Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Name _____

Address _____

Phone# ____Home____ ____Bus.____

Appendix T

Appendix T

Posttest - Colleague Map

courtyard
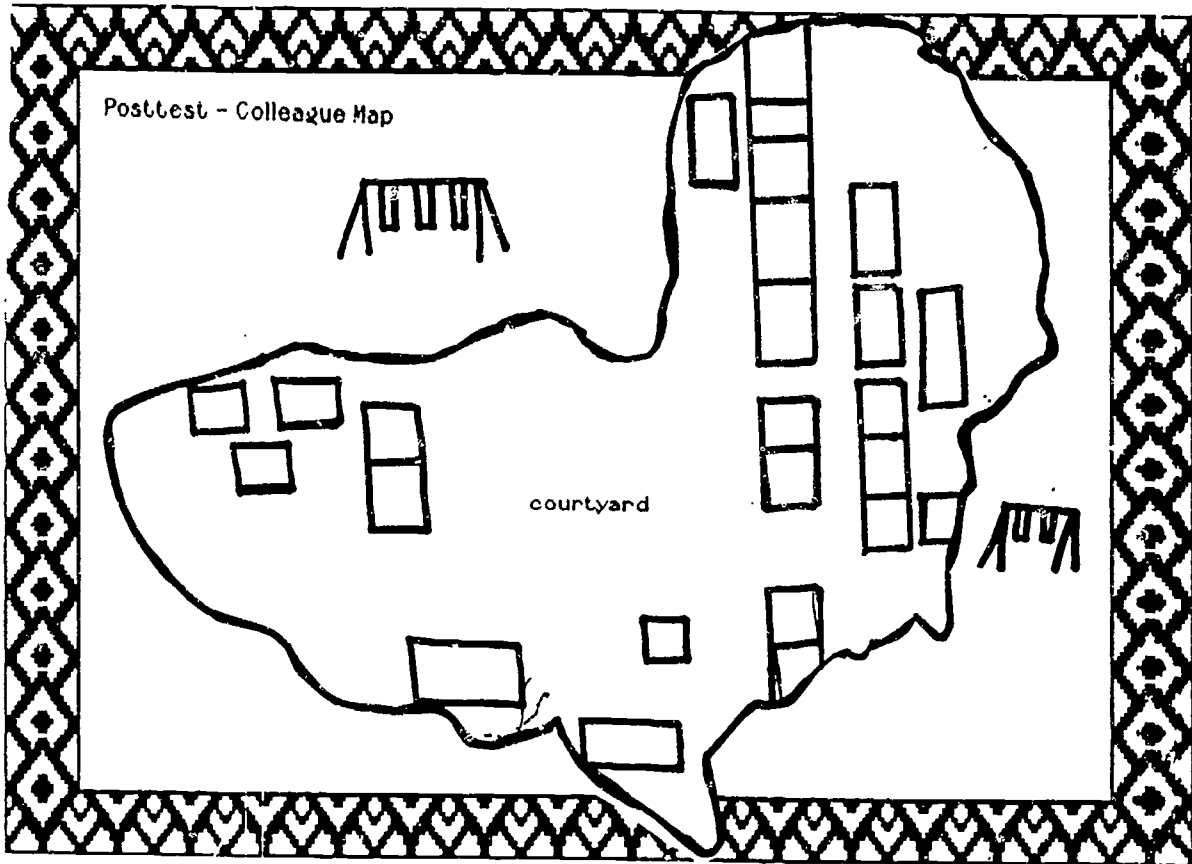
Elementary Colleague Map

APPENDIX U

MEXICAN ACTIVITIES

Appendix U

Mexican Activities

APPENDIX V

MARDI GRAS MASKS AND ACTIVITIES

Appendix V

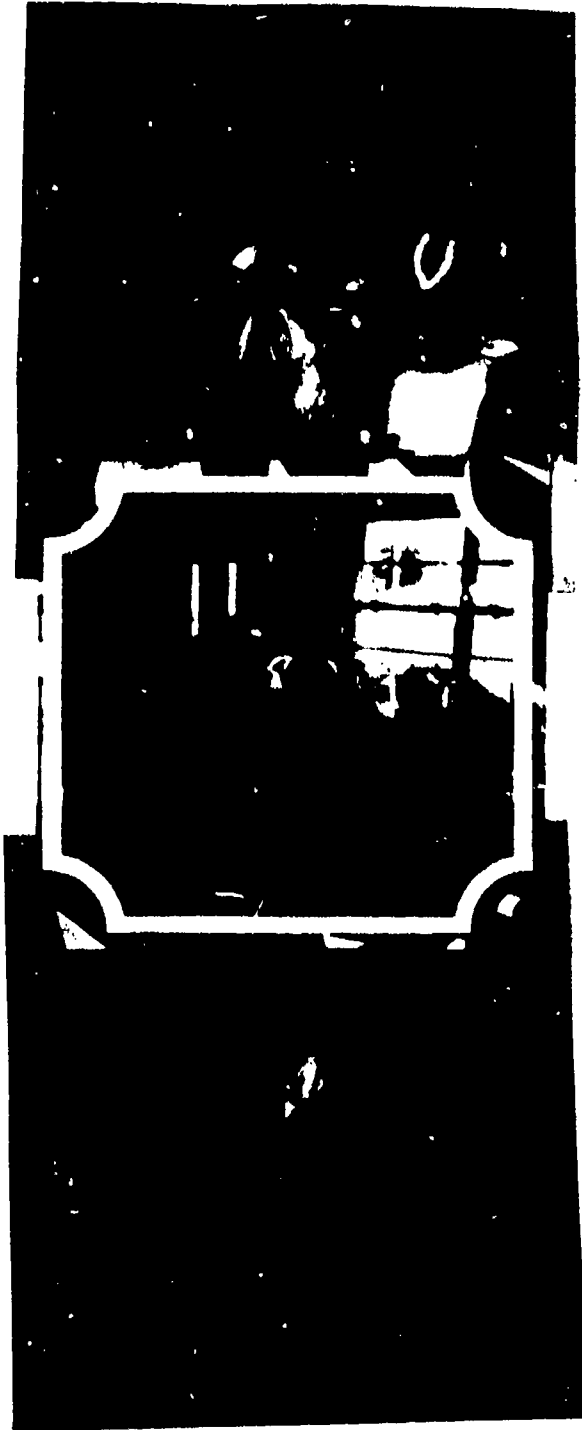Mardi Gras Masks and Activities

Special Arts

APPENDIX W

VIKING FLOWER EXCHANGE

Appendix W

Viking Flower Exchange

APPENDIX X

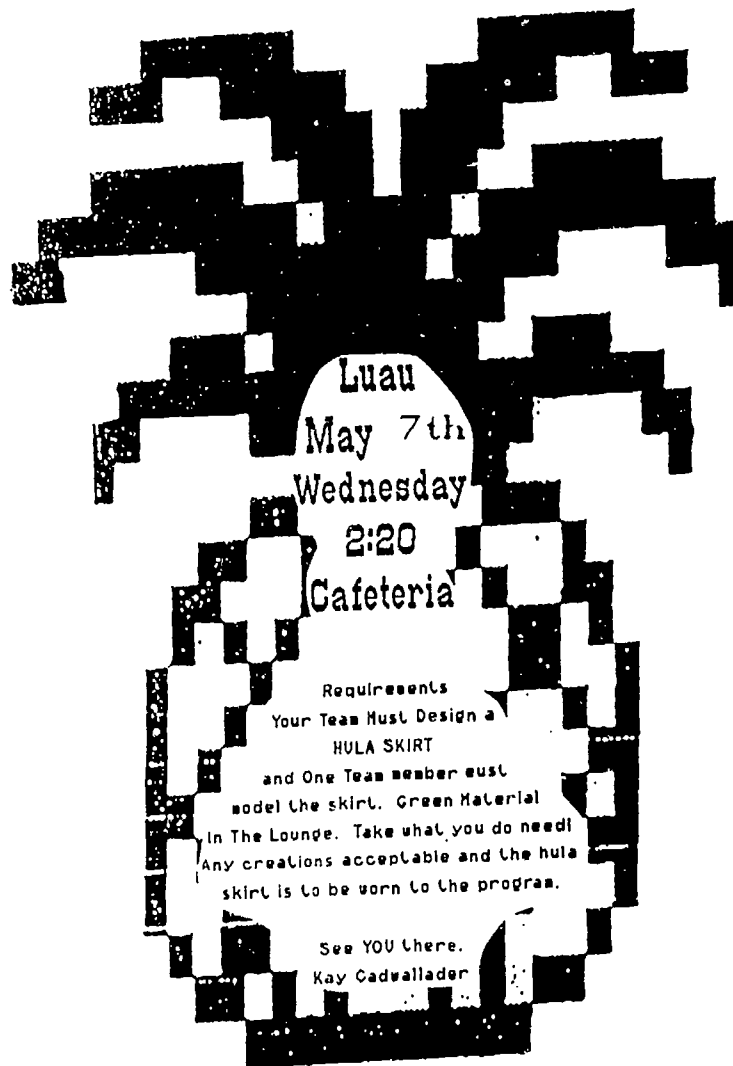HAWAIIAN LUAU & PORTFOLIO'S

Appendix X

Hawaiian Luau & Portfolio's

Appendix X

Appendix X

Appendix X

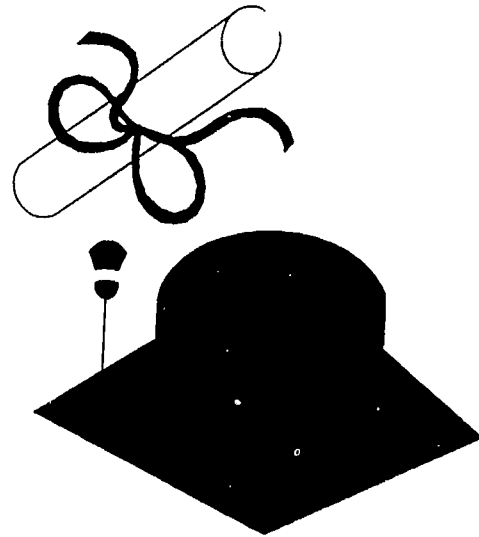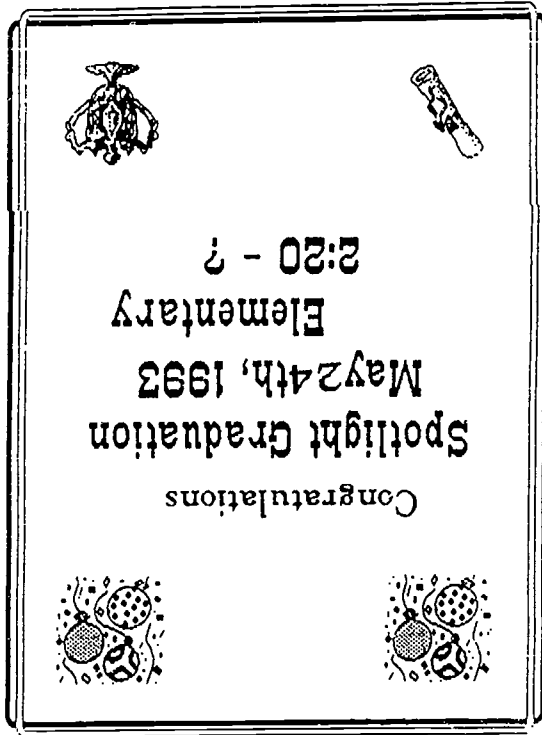Spotlight Programs For Eight Months

October - Kay Cadwallader
Octoberfeat/Portfolio Assessment/Volks March/Ideas Sharing

November -
OM/Creativity/Play or Alternative Written Pre/Posttest

December -
Jamaica Christmas/Technology/Hands on Pre/Posttest/
Alternative written test

January -
Testing/African Culture/Jazz/ Testing - Written Pre/Posttest
African Culture/Pretest- Beads/ Posttest - Map of Elementary
Faculty and Staff (School Climate)

* Midpoint Review - Learning Styles test to determine if you
  are a controller, analyzer, promoter, supporter.
  Goal Orientation Index

February -
New Roles For Teachers/Mexico/Pre/Posttest Written/
Team Activities - Create a Flower, Mexican Flag, Maracas,
Ojo De Dios Ornament, Clay Bowl.

March -
Very Special Arts/Mardi Gras/Breakfast/Written Pre/posttest
Team Activity - Visit the Very Special Arts Program

April -
Reading/Communication-Vikings/ Hands-on pretest/ Flower Trade
Pre/Posttest
****

May - Hawaii - Luau

* Grant Writing

* Pre/Posttest- Paraprofessionals Jobs

* Problem Solving Student Conflict

Spotlight Meeting MAY 24th at 2:20. Do Not Forget Your
Portfolio. Follow the Portfolio Criteria Checklist Sheet,
and please have your Positive Feedback for Presenters Form,
and Team Conference Form included in your portfolio.
Last Meeting!

* Evaluation of the Spotlight Program

Appendix X

Congratulations
Spotlight Graduation
May24th, 1993
Elementary
2:20 - ?

STAR

Make Change Happen!

Become A TEAM

Spotlight Program

Appendix X

Certificate of Award

Spotlight Program

IS HEREBY AWARDED
THIS CERTIFICATE OF AWARD
FOR OUTSTANDING ACCOMPLISHMENTS IN

Collegiality and Team Building

FOR THE YEAR 19 _____

_____   _____

_____   _____
                                         Title