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The impact of teacher collaboration on teachers’ sense of efficacy

Schaad, Olivia Riesgo, Ph.D.
The University of Arizona, 1991
THE IMPACT OF TEACHER COLLABORATION
ON TEACHERS' SENSE OF EFFICACY

by
Olivia Riesgo Schaad

A Dissertation Submitted to the Faculty of the
DIVISION OF EDUCATIONAL ADMINISTRATION AND HIGHER EDUCATION
In Partial Fulfillment of the Requirements
For the Degree of
DOCTOR OF PHILOSOPHY
WITH A MAJOR IN EDUCATIONAL ADMINISTRATION
In the Graduate College
THE UNIVERSITY OF ARIZONA
1991
As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Olivia Riesgo Schaad entitled THE IMPACT OF TEACHER COLLABORATION ON TEACHERS' SENSE OF EFFICACY and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy.

Marcello Medina Jr.  
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Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

Marcello Medina Jr.  
Dissertation Director  

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SIGNED: Olivia R. Schard
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ABSTRACT

The purpose of this study was to determine the role of teacher teaming in school improvement efforts as reflected by teachers' expressions of their sense of efficacy and collaborative efforts.

The exploratory, descriptive study involves 37 teachers in a Southwestern elementary school. Three instruments were used to gather data on teachers' sense of efficacy, team planning activities, and teacher perceptions and attitudes about collaboration in the major site: Teacher Efficacy Survey, a collaboration questionnaire, and voluntary interviews.

The major findings show that:

1. Teachers express fairly high confidence in efficacy, especially with regard to their potential to impact student progress.

2. Teachers disagree with statements that the home is the sole determiner of student learning and progress.

3. Teachers report a high frequency of collaboration. This tendency was especially strong in the area of communication with other teachers and actual planning/teaching activities.

4. Variations in satisfaction levels are expressed by teachers in relation to collaborative team planning.
5. Teachers express a medium satisfaction level toward collaborative team planning.

6. Teachers perceive a feeling of empowerment based on involvement in decision making and communication.

7. Teachers do not perceive a positive or negative relationship with the district's organizational demands for teaming and express feelings of powerlessness and irrelevancy.

8. Teachers' perceptions toward student learning are positively influenced by collaborative team planning.

9. The evolution of the collaborative team planning project at the major site has progressed in four distinct phases.

The major implication of this study is that it is necessary to foster and promote teacher collaboration in collegial activities to enhance their sense of efficacy toward student learning during school improvement or restructuring processes.
CHAPTER 1
INTRODUCTION

Statement of the Problem

It has been documented that the isolation of teachers creates a need to establish norms of collegiality as essential to school improvement efforts (Lortie, 1975; Little, 1982; Lieberman, 1986; Johnson, 1990). School site administrators have been challenged to help foster collaboration and collegial relationships among and between teachers throughout two decades of the school reform movement. Fuller, Wood, Rapoport, & Dornbusch (1982) noted that conflict may result from the personal efficacy of teachers versus organizational efficacy. Collaboration and teaming efforts require "greater cooperative interdependence; while limiting the individual teacher's ability to control the quality of instructional outcomes" or performance efficacy (Fuller et al., 1982, p. 21). Thus, it seems that the social structure of collaborative teaming may, in fact, impede development of teachers' individual efforts toward efficacious performance in their job assignments. Furthermore, Ashton, and Webb (1986) have found that "requiring teachers to plan instruction
collectively can increase teachers' organizational efficacy but diminish their individual efficacy by reducing their autonomy" (p. 171).

When focusing on teachers' collaborative efforts, the school and district set a complex context by imposing reform and improvement mandates and requirements that may interfere with teachers' efficacy. For example, mandating team planning for all schools in a district may impede the readiness of a school staff to receive training and accept learning opportunities in the areas of collaboration and teaming behaviors. Little scholarly attention has been directed at the interaction of teacher collaboration and teachers' sense of efficacy. Thus, the main focus of this study was to investigate the impact on teachers' sense of efficacy of a teacher collaboration process established by a school's improvement planning process and the district's organizational requirements.

The study was conducted at an elementary school with the school principal acting as the investigator. Teacher collaboration efforts began five years prior to the study as a result of teachers' involvement in the school improvement plan. Teachers reported a need to spend time each week in grade-level teams planning for instruction and activities. Therefore, team planning for teachers became a part of the school's organizational activities. The study
examined the teaming requirement and its impact on teachers' sense of efficacy. It did not simultaneously evaluate collaboration and efficacy as part of the school's review process or the district's evaluation and assessment procedures.

Theoretical Framework

School reform topics have been at the heart of local, state, and national political agendas for the past two decades. Yet, school reform and restructuring efforts have offered limited strategic processes for practical application at the school level. Mainly, the current educational debates deal with policy and legislative issues that are too complex to comprehend and implement at the practitioner level. McLaughlin (1987) stated that "policy success depends critically on two broad factors: local capacity and will" (p. 171). The individuals at the school level who are most affected by restructuring efforts respond with a set of attitudes, motivations, and beliefs toward policy goals and strategies (McLaughlin, 1987). Consequently, attention to the ways teachers respond to school improvement efforts is warranted.

The multifaceted nature of initiating the change process in a school anchors itself in the "importance of gaining the understanding and support of those who 'own'
the problem, because, directly or indirectly, they will be affected by what happens" (Sarason, 1986, p. 6). Little (1987) speculated that due to the larger societal issues at stake in the educational agenda of our times, "it remains true that the educational goals we hold for our children and our communities are achieved, or are compromised, one school at a time" (p. 492). Further, McLaughlin (1987) emphasized that "policy cannot mandate what matters," because school systems "don't innovate or implement change, individuals do" (p. 174).

Merging school improvement efforts with the change process at the individual school site has yielded the observation that "schools cannot improve without people working together" (Lieberman, 1986). Significant factors affecting the level of implementation of programs may be the quality and quantity of teacher interactions as well as teachers' sense of efficacy, their belief that they have the skills required to help all students (Fuller, 1982). Lieberman (1986) found that collaborative activity takes various complex forms by creating new working relationships for school personnel. Moreover, Lieberman proposes that collegial relationships "encourage a broader stake in the improvement of schools" (p. 6). Thus, the school improvement model that guides the purposes of this study is a model of "comprehensive strategy" that pays "attention to
relationship issues" (Brandt, 1986, p. 17). In the area of teacher effectiveness research, the element of teacher efficacy has taken a major role (Pugh, 1988).

Ashton and Webb (1986) promoted the need for an ecological analysis in examining teachers' sense of efficacy. The framework that provides a description of the ecology of the school setting is one promoted by Bronfenbrenner (1976), as adapted from Brim (1975). Three independent systems characterize the school environment:

1. The microsystem is characterized by the classroom setting and the teachers' immediate workplace.

2. The mesosystem is defined by the relationships among and between teachers within the school culture.

3. The ecosystem is comprised of the general nature of the community, school district, and broader state and federal level agencies affecting the societal relationships.

It is within this interrelated conceptual framework that the present study examined issues of teacher collaboration and teachers' sense of efficacy.

Purpose of the Study

The study investigated three aspects of the school improvement process:
1. The quantity and quality of teaming and collaboration efforts of a school faculty.

2. The influence of teaming and collaboration on teachers' sense of efficacy.

3. The organizational demands of the school and district through systematic interventions.

The study sought to answer the overarching research question: Does teacher teaming have a role in the school improvement process as reflected by teachers' expressions of their sense of efficacy and collaborative efforts? More specifically, the study sought to answer the following research questions.

1. Is there a variation in teachers' sense of efficacy toward student learning as a result of their involvement in collaborative team planning?

2. Is there a variation in the frequency of teachers' collaborative efforts as a result of their involvement in team planning?

3. Does a level of teacher satisfaction emerge from involvement in collaborative team planning activities?

4. What do teachers perceive as indicators of success or as obstacles to collaborative team planning?

5. Do school organizational demands for collaborative team planning facilitate teachers' perceptions of their empowerment?
6. Do district organizational demands for collaborative team planning facilitate teachers' perceptions of their empowerment?

7. Do teacher planning and collaborative activities affect teachers' perceptions of student learning?

8. How has the collaborative team planning project at the major site developed as perceived by teachers participating in the collaboration activities?

Figure 1 presents a relationship diagram of the research questions examined.

Significance of the Study

The study provides information on ways in which collaborative teacher interactions and teachers' sense of efficacy can assist the school and district administrative teams to refine the school's improvement efforts. As an administrator, the school principal stands to gain from the success of a school improvement process. By investigating the effects of teachers' collaborative practices and their sense of efficacy on the planning and implementation of this process, additional insights are gained, insights that further the development of the particular program as well as the research literature in general. The results of this investigation thus provide not only an analysis of the district's role in the improvement process at a particular
Figure 1. Relationship of Research Questions Examined in the Study.
school site but assist in continuing efforts to sustain and nurture gains in the area while identifying possible errors or overly ambitious expectations in restructuring efforts.

Limitations of the Study

The following limitations affect the study:

1. The principal was a critical stakeholder in the school improvement process. Her commitment to making the improvement process a success may affect her role as an impartial investigator in examining the variables proposed in the study.

2. This study observed the school's improvement process after five years of implementation efforts. To develop the contextual setting, some background information was reconstructed from logs, notes, minutes of team planning meetings, newsletters and various school records collected during the previous five years.

3. The study's findings may not be generalized to other schools, even within the same district, since this school's improvement activities and personnel are part of its distinctive history.

4. The principal administered anonymous surveys, and questionnaires and then analyzed the results of confidential interviews administered by a research
5. The interview guide formulated by the researcher and the interviewer was a standard open-ended interview consisting of six questions and selected probes to prompt responses. Due to time and resource limitations, in-depth interviews could not be scheduled to follow up on unclear or incomprehensible interview responses.

6. Some interview responses were lengthy and complicated. Deliberate probes by the interviewer could have improved the quality and quantity of desired teacher responses to answer the research questions more completely.

7. The interview data were tape recorded by the interviewer, and transcriptions were completed by a trained typist. The medium of recording was audio only, resulting in limited cues and understandability for a number of the teacher responses.

8. Salary negotiations between the teacher association and the school district occurred during the time the surveys and questionnaires were administered. An agreement that included no salary increases was reached prior to the interviews being scheduled. Low morale and school climate may account for the limited responses about district interventions.
Assumptions

Practitioner research in the form of teacher inquiry "constitutes another legitimate arena of formal knowledge about teaching" (Cochran-Smith & Lytle, 1990, p. 8). In taking this thought a step further, it was primarily assumed that research conducted by a school principal is a legitimate method for acquiring knowledge about the organizational culture of a school's microsystem and mesosystem. It was also assumed that documents recorded and collected in the school's office accurately trace the development of the improvement process at the school site. Thirdly, it was assumed that teacher surveys, questionnaires, and interviews can accurately gather and measure data about the school's organizational context and teacher relationships. Specifically, teacher rating scales on surveys were used to measure collaboration and teachers' sense of efficacy, and questionnaires were used to measure teacher collaboration. Teacher interviews provided descriptions and contextual information about the teachers' experiences in the collaboration and teaming activities in the school as mediated and interpreted by teacher perspectives about the school improvement process. Fourth, ethnography as defined by qualitative methodology was viewed as "the best fit for understanding the implementation process and practices" in the research of
school improvement programs (Pugh, 1988, p. iii). Lastly, it was assumed that the principal's intervention can affect teacher collaboration (Rosenholtz, 1989).

Definition of Terms

1. Teacher Sense of Efficacy. A teacher's belief that he/she can affect student learning (Ashton, 1984).

2. Collaboration. Teachers working together for various purposes such as planning curriculum, instruction, and learning activities (Little, 1987).

3. School Improvement. The process of developing short- and long-range plans with the school staff to improve the organizational structure and instructional delivery system of the school to impact student learning and outcomes (Cohen, 1987).

4. Team Planning. Groups of teachers by grade level of multigrade level clusters who plan together for teaching and learning activities.

5. School Leadership Team. A group of teachers and staff who are selected, appointed, or nominated to develop, implement, and evaluate a school improvement plan (Far West Lab, 1984).

6. Organizational Efficacy. Staff members in different levels of the organization feeling effective in achieving valued outcomes by influencing those at
another level of the organization (Fuller et al., 1982).

7. Personal Sense of Efficacy. An individual's perception of achieving valued outcomes through her/his own personal effort (Bandura, 1977).

8. Collegiality. The relationships that teachers establish with fellow teachers to plan curriculum together or arrive at collective agreements about instruction or management (Little, 1987).

Summary

Teacher collaboration has been identified as a significant variable in the school improvement process. However, there has been little study about the interaction of teacher collaboration and teachers' sense of efficacy. The characteristics of teacher collaboration and teachers' sense of efficacy have been separately noted as important constructs in the literature of school reform and school restructuring efforts. An ecological viewpoint focusing on teachers within the context of the school culture and as affected by the school district's ethos adds a new, dynamic dimension to investigation of teachers' collaboration efforts and sense of efficacy.
CHAPTER 2
REVIEW OF THE LITERATURE

The purpose of this chapter is to review studies that examine the dimensions of teacher efficacy and teacher collaboration. In addition, selected literature and studies addressing school reform issues related to school and district requirements for systematic intervention toward school improvement will be reviewed.

The Dimension of Teacher Efficacy

In reviewing the literature that spans the last two decades, 1970-1990, only a limited number of studies examining teacher collaboration as affecting teachers' sense of efficacy were found. In a 1983 report for the National Institute of Education, Ashton, Webb, and Doda determined that teacher decision-making and teaming activities may increase their sense of efficacy. Poole and Okeafor (1989) found that a higher sense of efficacy and "more frequent task-relevant interactions among teachers resulted in higher levels of implementation of curricular change" (p. 160).
Teacher efficacy is a "complex and multidimensional construct" that is a significant variable in studies of instructional effectiveness (Gusky, 1987). Two studies found a significant relationship between student gains in reading achievement and teacher efficacy (Armor, et al., 1976; Berman, McLaughlin, Bass, Pauly, & Zellman, 1977).

Ashton (1984) defined teacher efficacy as "the extent to which teachers believe that they have the capacity to affect student performance" (p. 28). Gusky (1988) found that teachers who are more efficacious "generally liked teaching more and expressed greater confidence in their teaching abilities" (p. 67). Trentham, Silvern, and Brogdon (1985) explored teacher efficacy as a "characteristic related to teacher effectiveness." They proposed that "teacher efficacy may be important to job performance and persistence during any attempts to improve competence" (p. 343).

The domain of teacher efficacy promotes the idea that people do things intentionally (Novak, 1984). Tracz and Gibson (1986) conducted a study that found a significant relationship between teachers' sense of efficacy, student groupings, and student achievement. Their findings supported a low correlation between personal teaching efficacy and general teaching efficacy. The personal teaching efficacy variable accounted for a significant
number of positive effects in reading achievement and whole group instruction. The teaching efficacy variable accounted for a significant amount of math achievement variance.

In an investigation of the influence of performance outcomes and student ability, Guskey (1987) found that teachers differentiate between outcomes with individual students and outcomes with a group of students in their perceptions of efficacy. When students performed poorly, teachers took less personal responsibility for individual students than for poor results from a group or entire class of students (Gusky, 1987).

Bandura (1977) proposed a theoretical model that attributes personal efficacy to four principal sources of information:

1. Performance accomplishments,
2. Vicarious experience,
3. Verbal persuasion, and
4. Physiological states.

The model promotes the concept that if the experiential sources are dependable, the perception of self-efficacy is stronger. "Personal efficacy develops gradually through prolonged transactions with one's surroundings" (Bandura, 1977, p. 203).
Fuller, Wood, and Rapoport (1982) promoted the construct of teacher efficacy as impacting a range of important effects on the school organization. The concept of organizational efficacy is defined as a school person "feeling efficacious in gaining valued outcomes by influencing another person on a different level of the organization" (p. 9). A fundamental question as one searches for evidence differentiating the organizational and individual (personal) efficacy is: "How do organizational interventions serve to enhance or threaten the individual efficacy of participants in the organization?" (Fuller et al., 1982, p. 8). It seems that organizational efficacy is embedded in "performance efficacy," which indicates the perceived efficacy in performing one's own work tasks independent of social interactions with other staff members in the school organization. Fuller et al. (1982) further stated that the increasing bureaucratization of some elements within schools may constrain motivation.

In reviewing the effective schools literature, it was apparent that in more effective schools, teachers had a stronger sense of efficacy and felt more responsible for student learning (Brophy & Everston, 1978; Brookover & Lezotte, 1979; Murray & Staebler, 1974; Porter & Cohen, 1977).
The Dimension of Teacher Collaboration

Collaboration or working together means an "array of specific interactions for teachers to discuss, plan for, design, conduct, analyze, evaluate and experiment with the business of teaching" (Little, 1982, p. 338). Numerous research studies and educational literature have investigated the notion of teacher collaboration. Ann Lieberman (1986) found varieties in the forms of collaborative activity. Since teachers do not normally work together, forming collaborative groups necessitates good ideas and sufficient time. The implementation of collaboration activities is complex due to various problems and tensions. In a subsequent investigation, Lieberman (1988) described the forms of collaboration that can replace teacher isolation:

* Teachers seek each other out for help to share school problems collectively.
* Teachers share work on curriculum units.
* Teachers discuss the details of work.
* Teachers fashion new ways to work with each other.

All members of the school community ultimately become involved in building a collaborative culture. The benefits of teacher collaboration lead to the possibility of restructuring the teaching profession (Lieberman, 1988).
Wilson (1978) stated that the best collaboration occurs when invention is needed and that "the only authority is the quality of the new idea" (p. 337). Pugh (1988) promoted the thought that "the involvement of teachers in a collaborative process is a major criterion in research on school effectiveness and teacher efficacy" (p. iii). Little (1982) studied the norms of collegiality as they affect school success. Successful schools were characterized by the following factors:

1. Teachers engaged in frequent, continuous and concrete interactions and talk about teaching practices.

2. Interactions occurred widely throughout the school and throughout the work week.

3. The frequency of interactions was regularly high and provided a stable feature of the nature of work in the schools.

4. Talk was concrete and practical.

5. Continuous professional development was a relevant and integral part of teaching.

6. There was equality of effort by all members involved.

7. A large proportion of the faculty participated and as innovators.
Collegiality ranges from friendly staff relations to closely coordinated co-teaching activities (Johnson, 1990). Teachers look to colleagues to talk about

1. Personal needs for social interaction, reassurance and psychological support.
2. Instructional needs for pedagogical advice and subject-matter expertise.
3. Organizational needs for coordinating student learning, socializing new staff, setting and upholding standards, and initiating and sustaining change.

Johnson (1990) proposed that strong norms of autonomy and privacy still prevail in schools. Even if "the structural barriers to exchange were removed, it would be a mistake to assume that teachers would eagerly and confidently cooperate and critique their own practice" (p. 42).

Schools that have team arrangements have greater teacher collegiality than those with more traditional organizations (Zahorik, 1987). Teachers assigned to teams in schools were surveyed by Bredo (1977). The findings showed that:

1. It is important to agree on basic values to reduce problems with interactions.
2. Teams are usually small and formed on a voluntary basis to reduce problems of coordination.
3. Visibility of the team members is important to validate suggestions and is assisted by team members' proximity or open space.

4. The costs of collaboration are high, but the rewards are few due to the complexities with organization and coordination.

Bredo (1977) concluded that there is a definite variation in the degree of collaboration achieved in schools as well as definite variation in the amount of collegial influence present in teams.

Rosenholtz (1989) presented a theoretical construct based on the balance between teachers' technical culture involving instructional practice and teachers' collaboration. There are ethical and moral reasons for teachers to collaborate in schools where teachers commit themselves to the goals of student learning and agree upon the means to achieve them. In Rosenholtz's (1989) investigation of teachers within the social organization of schools, the findings pointed to one of the most powerful predictors of collaboration as an evolving process that is described in three ways:

1. Teachers make technical decisions.
2. Teachers discover the relevance and usefulness of their colleagues' specific skills and competencies.
3. Teachers have decision-making opportunities.
In Johnson's (1990) study of teachers in the workplace, teachers reported success in teams, clusters or departments. Teachers indicated that subunits of the school can create a "critical mass of energy and support necessary to remake conventional roles and norms" (p. 166).

Johnson and Johnson (1987) found that collegial support groups for teachers resulted in greater productivity and expertise, more positive interpersonal relationships and cohesion of staff, increased social support within the faculty, and enhanced self-esteem for educators. After interviewing teachers, Ritchie (1989) summarized the benefits they related to collegial interactions:

1. A renewed sense of professional identity.
2. A positive impact on teaching strategies and styles.
3. A clearer sense of the kinds of collegial relationships that are the most useful to individual teachers.

Further, Ritchie (1989) summarized the constraints of collegial interactions as external and internal in nature. The external elements consisted of a lack of volunteerism, ownership, administrative support, independence, and formal leadership. The internal elements consisted of time, lack
of experience in engaging in talk about teaching, and personal fears.

Finally, school improvement, as viewed by Lieberman and Miller (1984), "needs to focus on how teachers work, how they come to learn their work, how schools function as complex social organizations and how the process of change takes form" (p. 95).

The Context of School Reform and School Improvement

The impetus for the school reform movement is embedded in the ability of school and district personnel to find solutions to the problems of schooling. Numerous studies reinforce the positive aspects of having collaborative groups of teachers identify school problems and develop workable solutions (Glatthorn, 1987; Johnson & Johnson, 1987; Bacharach, 1990; Purkey & Smith, 1985; Grafton, 1987).

The effective schools literature emphasizes that the conditions of success in the school setting are dependent on the deliberate interventions of school professionals in controlling certain variables that affect student achievement (Brookover & Lezotte, 1979; Brophy & Everston, 1987; Edmonds, 1979a; Fullan, 1982; Gusky, 1988). The aspect of the culture of the school takes an ecological role in the school improvement process (Rossman, Firestone,
& Corbett, 1988). The school culture and how it responds to the change process has also been described by Bronfenbrenner (1976).

Bacharach (1990) stated that "one of the intrinsic rewards important to teachers that facilitate [sic] or inhibit [sic] the receipt of rewards in the organization are [sic] collegial relationships and organizational dependability" (p. 157). Moreover, Purkey and Smith (1985), who examined the features that promote an effective school culture, proposed that in order to bring about cultural change in the school setting, "staff collaboration and shared decision making are essential to any effort directed toward school improvement" (p. 187).

The role of teacher efficacy in the school improvement process is mainly related to teachers' belief in their own ability to influence student performance and achievement positively (Armor et al., 1976; Ashton, Webb, & Doda, 1983a; Gibson & Dembo, 1984). Student learning has been identified as an element that gives school improvement efforts impetus for refining effectiveness. Consequently teacher efficacy is a significant variable in the process of school improvement that deliberately improves instructional delivery by analyzing self-perceptions of teachers' competencies (Trentham, Silvern, & Brogdon, 1985; Guskey, 1987; Ashton & Webb, 1986).
CHAPTER 3
THE RESEARCH SETTING

The purpose of this chapter is to describe the research site of the major study. The site is a southwestern elementary school enrolling approximately 700 students. The current demographics of the student population are 88% Hispanic, 6% Anglo, 3.5% American Indian, 2% Black, and .5% Asian. Seventy-five percent of the students qualify for free or reduced-price lunches, an indicator of low income status used by the Department of Labor. One-quarter of the student population is limited English proficient as defined by state education agency guidelines for categorizing language status of students. Approximately 50% speak Spanish at home and usually spoke Spanish as a first language prior to school enrollment. Consequently, bilingual programming is a major characteristic of all instruction and services offered by the school's curriculum.

The demographics of the certified staff to be included in the major study are 51% Hispanic, 46% Anglo, 1% Black, and 2% Asian. The demographics of the support staff are: 81% Hispanic, 18% Anglo, and 1% American Indian. Levels of
experience in the district among the 37 certified teachers are as follow:

<table>
<thead>
<tr>
<th>Employment Period</th>
<th>Number of Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>2</td>
</tr>
<tr>
<td>1-4 Years</td>
<td>8</td>
</tr>
<tr>
<td>5-10 Years</td>
<td>14</td>
</tr>
<tr>
<td>10+ Years</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
</tbody>
</table>

Of the 37 teachers, 19 participated in the full scope of the five-year school improvement plan described in the next section.

The demographics of the student population (K-12) in the school district are 68.5% Hispanic, 24.0% Anglo, 3.0% Black, 3.7% American Indian, and .7% Asian. The certified staff in the district are 26.2% Hispanic, 71.4% Anglo, 1.1% Black, .1% American Indian, and 1.1% Asian, while the support staff are 65.1% Hispanic, 31.8% Anglo, 1.4% Black, 1.6% American Indian, and .2% Asian. The district's total student population in K-12 grade is 12,765 students (as of January, 1990).

The school selected as the study's research site initiated the practice of collaborative team planning during the 1986-87 school year. The team planning practice was an integral part of a five-year school improvement plan adopted by the district's Governing Board on April 22, 1986. The primary reason for the requirement of the five-year school improvement plan was immediate concern about the quality of schooling for students at the research site. Approximately three years prior to the principal's
assignment to the school, district and state Chapter I monitoring and evaluation of overall implementation of instructional programs had uncovered a general lack of organizational compliance with district and state educational agency requirements. During the 1984-85 school year, the principal investigator of this study was appointed as school principal.

On June 14, 1985, the district's Governing Board approved a proposal presented by the school principal, the Administrative Curriculum Director for elementary schools, and a program specialist from the state agency's Chapter I office. In the proposal, the principal requested permission to appoint a committee to conduct planning meetings during the 1985-86 school year and to develop a five year school improvement model.

The proposed model focused attention on attainment of higher academic achievement. One full year (1985-86) was devoted to planning all phases of the project. The Key School Committee, a 12-member planning committee appointed by the principal, was comprised of four teachers, two district resource teachers, one paraprofessional, one media resource specialist, one parent representative, and one administrative director. In addition, four consultants from various state universities and education agencies worked with the committee.
The planning committee reviewed current research and literature in the area of effective schools. Pre-planning meetings were held during June and August of 1985 to draft steps to guide the planning process. The consultants represented Arizona State University, The University of Arizona, and the California and Arizona Departments of Education and provided guidance to the planning committee. The Key School Committee met a minimum of once per week. Extended contract time was made available to participants through Chapter I project funds.

During the interim period of the planning process (July 1985) the committee presented an overview of the proposed plan to the total staff for input and recommendations. Based on the format discussed in Spady & Marx (1984), the plan first identified successful practices and characteristics already in place at the school site that needed to be maintained. Next, aspects of the school that needed to be improved or changed were identified and matched with data from research and current literature on the effective schools. Minutes of the planning meetings and copies of the research documents, journal articles, and literature, as well as other relevant publications were made available to all staff in the school library.

The significant characteristics of the five-year school improvement plan were:
1. The theoretical premises promoted by the document that all children can learn and succeed if the conditions of success are controlled in the school (Bloom, 1976).

2. The plan promoted the five correlates of school effectiveness as defined by Edmonds (1979a, 1979b):
   - Instructional leadership by the administrator,
   - Instructional emphasis for goals and objectives,
   - Positive school climate,
   - Teacher conveyance of academic expectations, and
   - Use of achievement data as the basis for program evaluation.

3. The plan proposed implementation through a schoolwide Chapter I project that would eliminate the traditional pull-out instructional model for students who needed extra assistance in reading and math. Students were identified by achievement scores and teacher rating scales. The district was required by federal Chapter I regulations to provide matching funds for students above the 50th percentile in academic achievement tests to qualify them for the schoolwide project. Two years later this requirement was eliminated.

4. The plan specified standards for evaluation that required high expectations for student achievement; a sense of efficacy for teaching; team planning; total staff planning; and staff development through participation in
pre-service, in-service, and post-service training sessions.

The school organization has evolved according to three distinct phases. Initially, three instructional teams with three team leaders were assigned in clusters by grade level as follows: K-1, 2-3, and 4-5-6. Secondly, as grade-level clusters became too cumbersome, teachers teamed in grade level configuration: K, 1, 2, 3, 4, and 5. After the second year of the plan, the sixth grade was assigned to the middle school. During the last year of the plan the organizational phase was multi-dimensional. Teachers expressed a need to team in a multigraded configuration.

The 1990-91 school year's teaming consisted of K, 1, 2, 3, 4, 5, and a 1-2-3 bilingual integrated primary with 75 students, 3 teachers (2 bilingual), and 1 bilingual speech/language therapist. After the second year, an additional team was formed by the Adaptive Education Specialists, and during the fourth year, a team of multidisciplinary specialists (art, music, and library) began. Moreover, during the 1990-91 year, the instructional aides and teaching assistants requested regular weekly teaming meetings.

Planning time was scheduled on a weekly basis to provide time for collaborative planning for the teacher teams. Extended planning time and the team leader
positions were funded equally through K-3/Chapter I and the district.

During the first year of implementation of the five-year school improvement plan (1986-87), there was significant certified staff turnover. Approximately 13 of 25 teachers requested transfers, resignations, retirement, and leave of absence. At the same time, during the spring of 1986, a class-action grievance was filed with the teachers' association against the principal, protesting the mandatory extended planning time. The grievance was settled during the summer of 1986 at a meeting of representatives from the teachers' professional organization and the principal with the administrative director of elementary curriculum to respond to issues of compensation for extended contract time. The responses to the grievance satisfied the teachers organization, and implementation of the school improvement plan proceeded in the Fall of 1986-87.

During the first year implementation, the school improvement plan was initiated by a staff of 13 newly recruited and hired teachers and 19 teachers who opted to stay. It was anticipated that the latter group would either become eager proponents of the school improvement process or subtle opponents of the implementation process through
behaviors that challenged team planning, the principal, and the resources of the team leaders.
CHAPTER 4
DESIGN OF THE STUDY

The purpose of the study will investigate three aspects of the school improvement process:

1. Teachers' teaming and collaboration,
2. Teachers sense of efficacy, and
3. School and district demands through systematic interventions.

Presented in this chapter are descriptions of the following: (a) The Population, (b) The Treatment, (c) The Instrumentation, (d) The Procedures, and (e) Data Analysis.

The Population

Two groups of certified teachers participated in the study. One group was selected to participate in the pilot study for the purposes of reviewing and evaluating the instrumentation and procedures to refine the study. The pilot group consisted of 33 elementary certified teachers. A second group of teachers participated in the major study. Thirty-seven elementary certified teachers were assigned to the elementary school described as the research site in Chapter 3.
Pilot Population

Subjects of the pilot study were 33 elementary certified teachers in a K-5 elementary school within the same district as the research site. The pilot group of teachers had been participating in collaborative team planning for three years prior to the study. Demographic characteristics of the pilot group are presented in Table 1, and their certification, teaching experience, and training characteristics are shown in Table 2.

Table 1
Demographic Characteristics of the Pilot Group

<table>
<thead>
<tr>
<th>Age</th>
<th>No.</th>
<th>Sex</th>
<th>No.</th>
<th>Ethnic Background</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>8</td>
<td>Male</td>
<td>4</td>
<td>Black</td>
<td>1</td>
</tr>
<tr>
<td>31-40</td>
<td>10</td>
<td>Female</td>
<td>28</td>
<td>Anglo</td>
<td>22</td>
</tr>
<tr>
<td>41-50</td>
<td>9</td>
<td></td>
<td></td>
<td>Hispanic</td>
<td>8</td>
</tr>
<tr>
<td>51-60</td>
<td>3</td>
<td></td>
<td></td>
<td>Native American</td>
<td>0</td>
</tr>
<tr>
<td>61-70</td>
<td>2</td>
<td></td>
<td></td>
<td>Asian/Pacific Islander</td>
<td>1</td>
</tr>
</tbody>
</table>

Major Study Population

The subjects of the major study were 37 certified teachers assigned to a K-5 elementary school in a district in Southern Arizona. The teachers had been participating
<table>
<thead>
<tr>
<th>Certificate Held by Teacher</th>
<th>Grade Level Taught</th>
<th>Career Ladder</th>
<th>District Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>28</td>
<td>Kindergarten 6</td>
<td>No 9</td>
</tr>
<tr>
<td>Secondary</td>
<td>3</td>
<td>First Grade 8</td>
<td>Yes 18</td>
</tr>
<tr>
<td>Special Ed</td>
<td>3</td>
<td>Second Grade 0</td>
<td></td>
</tr>
<tr>
<td>Bilingual Endorsement</td>
<td>3</td>
<td>Third Grade 7</td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>3</td>
<td>Fourth Grade 8</td>
<td></td>
</tr>
<tr>
<td>Art</td>
<td>0</td>
<td>Fifth Grade 9</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td>1</td>
<td>Primary,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-Age 6</td>
<td></td>
</tr>
<tr>
<td>Physical Ed</td>
<td>0</td>
<td>Intermediate,</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multi-Age 4</td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td></td>
<td>Combination</td>
<td></td>
</tr>
<tr>
<td>Reading Specialist</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guide</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
in collaborative team planning during the past five years as a part of a mandatory five-year school improvement plan. The research site was the first school in the district to implement a collaborative teacher team planning model. Since then, all schools in this K-12 district require that teachers participate in team planning on a varied basis as determined by the specific school site (i.e., weekly, bimonthly or monthly). Time for team planning is ensured by district-wide early release of students once a week.

Demographic characteristics of the major subject group are presented in Table 3. Their certification, teaching experience, and training characteristics are presented in Table 4.

Table 3

<table>
<thead>
<tr>
<th>Age</th>
<th>No.</th>
<th>Sex</th>
<th>Ethnic Background</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30</td>
<td>10</td>
<td>Male</td>
<td>Black</td>
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<td>31-40</td>
<td>9</td>
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<td>Anglo</td>
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<td>41-50</td>
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<td>Hispanic</td>
<td>16</td>
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<tr>
<td>51-60</td>
<td>4</td>
<td></td>
<td>Native American</td>
<td>0</td>
</tr>
<tr>
<td>61-70</td>
<td>0</td>
<td></td>
<td>Asian/Pacific Islander</td>
<td>0</td>
</tr>
<tr>
<td>Certificate Held by Teacher</td>
<td>Grade Level Taught</td>
<td>Career Ladder</td>
<td>District Training</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>--------------------</td>
<td>---------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>Elementary 28</td>
<td>Kindergarten 7</td>
<td>No 7</td>
<td>No 0</td>
<td></td>
</tr>
<tr>
<td>Secondary 2</td>
<td>First Grade 7</td>
<td>Yes 26</td>
<td>Yes 33</td>
<td></td>
</tr>
<tr>
<td>Special Ed 3</td>
<td>Second Grade 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bilingual Endorsement 8</td>
<td>Third Grade 9</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music 1</td>
<td>Fourth Grade 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art 0</td>
<td>Fifth Grade 7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library 1</td>
<td>Primary, Multi-Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Ed 0</td>
<td>Intermediate, Multi-Age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other:</td>
<td>Combination 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Life/Psych. 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSE + MSL 1</td>
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<tr>
<td>Master of Ed 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ER Elem/ESL 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Ten of the 37 teachers participating in the major study volunteered to be interviewed by the research assistant. The 10 teachers all hold an elementary teaching certificate. Three of the teachers are bilingually endorsed. Eight are female and two are male. Eight of the teachers are participants in the Career Ladder Program; three are at Level IV. Three of the teachers are Level III, mentor teachers, and two of the teachers are Level II, beginning teacher status. Two do not participate in the Career Ladder Program. One teacher has been at the school for two years. Three have been at the research site for three years. Two teachers have been at the school for five years, and the remaining four teachers have been in the school and district for more than 10 years.

The Treatment

The development of a long-term school improvement plan during the 1985-86 school year is described in the Research Setting section of Chapter 3. Significant features of the plan focused on collaborative team planning, and the revised school organization focusing grade-level clusters. The grade-level teams were provided support and resources by the three team leaders. A schoolwide K-3/Chapter I project allocated funding for extended planning time.
teachers received funding during the first year, and K-5 teachers were funded in subsequent years. The K-3/Chapter I projects also allowed funding for team leaders to work half-time providing curriculum assistance to teachers assigned to their grade-level teams.

During the same time period that the research site began implementation of its five-year plan, the school district began staff development training activities in the area of Outcome-Based Education. These sessions provided philosophical and goal orientation to articulate district K-12 outcomes to parents and staff members. Curriculum development activities also were directed toward outcomes driven developmental models.

Included in the staff development sessions and workshops to help implement the Outcomes Drive Developmental Model and district innovations were Mastery Teaching (Essential Elements of Instruction), Reality Therapy and Control Theory, Continuous Progress Policy Task Forces, Cooperative Learning, and the Career Ladder Program. Curriculum development activities included the newly mandated state Essential Skills in the areas for Reading, Math, Social Studies, Science, Health, Music, Physical Education, and Art. During the last five years, the use of formative, criterion-referenced testing moved from piloting at each of the school sites in the district,
to being mandated at each school site, to the current status of voluntary usage by K-12 classroom teachers. Problems with validity and reliability continually affected the results and analysis of the criterion-referenced test data. In addition, the scarcity of developed materials and assessment measures for limited English proficient students compounded the problems in many schools due to increases in the population of Spanish-speaking students during the five years of the improvement plan's implementation. During the last two years of the plan, the main emphasis on evaluation of school improvement programs was based on the analysis of norm-referenced measures of student achievement and a district program of School Review. The research site was evaluated during the third year using the School Review process developed in the district to assess the variables of school improvement with internal evaluation measures based on questionnaires and observations. In addition, yearly school climate surveys were administered to gauge the ratings by school staff of school improvement variables.

Instrumentation

Three types of instruments (See Appendices B, C, F, G, and I) were used to examine the research questions.
Instrument 1

A Teacher Efficacy Scale adapted from Gibson (1983) was administered to both the pilot and major sample groups to measure teachers' sense of efficacy (see Appendices B and F). The scale, comprised of 16 items, measures the degree to which teachers agree or disagree with items phrased to measure the two domains of efficacy: personal teaching efficacy and teaching efficacy (Gibson and Dembo, 1984). For example, item number one states

1. When a student does better than usual, many times it is because I exerted a little extra effort.

(1) Strongly disagree
(2) Moderately disagree
(3) Disagree slightly more than agree
(4) Agree slightly more than disagree
(5) Moderately agree
(6) Strongly agree

This item is designed to correspond with "a teachers' sense of personal teaching efficacy or belief that one has the skills and abilities to bring about student learning" (Gibson and Dembo, 1984).

Another set of items are designed to correspond with "a teachers' sense of teaching efficacy, or belief that any teacher's ability to bring about change is significantly limited by factors external to the teacher, such as the home environment, family background and parental influences" (Gibson and Dembo, 1984). For example, item number two states
2. The hours in my class have little influence on students compared to the influence of their home environment.

(1) Strongly disagree
(2) Moderately disagree
(3) Disagree slightly more than agree
(4) Agree slightly more than disagree
(5) Moderately agree
(6) Strongly agree

**Instrument 2**

A second questionnaire, developed by the researcher, assessed teachers' involvement in collaborative team planning (see Appendices C and G). The collaboration questionnaire consisted of 10 questions. Six questions asked about the degree and frequency of collaboration and team planning. Two of the six questions were adapted from a questionnaire developed by Charters (1971) to measure teacher communication and interaction. A sample question is

How often do you talk with other teachers about general curriculum plans for the class:

(1) Very often (daily or several days a week)
(2) Fairly often (weekly)
(3) Fairly infrequently (biweekly or monthly)
(4) Rarely (bimonthly or each semester)
(5) Never

Four questions were adapted from the Guttman Scale (Cohen, 1976) to measure teacher interdependence. A sample question is
How frequently do you jointly conduct activities or lessons with another teacher (other teachers) for a common group of students?

(1) Very often (daily or several days a week)
(2) Fairly often (weekly)
(3) Fairly infrequently (biweekly or monthly)
(4) Rarely (bimonthly or each semester)
(5) Never

The last four items of the collaboration questionnaire were open-ended questions designed to elicit responses in regard to teaming and teacher collaboration. These questions were used in the final instrument, an interview protocol. The purpose of the open-ended questions was to identify topics/attitudes for further exploration by 10 teachers working toward collaborative team planning and the development of the five-year school improvement process.

The Interview

The final section of the instrument was a 60-90 minute interview guide constructed by the researcher from analysis of responses to open-ended questions in the collaboration questionnaire administered to the pilot group of teachers (see Appendix I). The interview guide assisted in clarifying the attitudes of teachers about collaborative team planning established through the school improvement process. It also elicited responses that allowed the researcher to answer the research questions related to
satisfaction and the organizational demands for collaborative team planning.

The Procedures

The researcher administered the measures described in the instrumentation section in a pilot setting to a school faculty during a staff meeting. The piloting process allowed the refinement and revision of the collaboration questionnaire as well as the development of the interview guide using the open-ended responses on the collaboration questionnaire. The Teacher Efficacy Scale adapted from Gibson (1983) was also administered to the teachers in the pilot and major studies at faculty meetings.

In addition, interviews with 10 volunteer teachers were conducted by a research assistant trained by the researcher. The interview process was based on an interview guide developed by the researcher from analyzing the responses of the pilot study. Guidelines presented by Patton (1987) for depth interviewing provided parameters in sequencing questions, wording of questions, asking clear questions, supporting and recognition responses, neutrality and rapport, sensitivity, maintaining control of the interview, recording data, and transcribing data (Patton, 1987, pp. 120-143).
Confidentiality of teachers' identities and their responses was guarded by an external evaluator. The evaluator administered the questionnaire to the major study participants. The responses of the major sample group were analyzed and reported through a categorical checklist to the researcher. The interview responses were tape recorded by the research assistant and transcribed by a neutral external typist. The transcripts of the interviews were analyzed by category and reported in the data analysis and research findings.

The Data Analysis

Reliability

Analysis of internal consistency reliability for the Teacher Efficacy Scale (Gibson, 1983) reported a .79 coefficient for 16 of the 30 items in a construct validation study conducted by Gibson and Dembo (1984). The 14 remaining items of the Teacher Efficacy Scale were reported as having an unacceptable reliability. There was a lack of coefficient value reported in the Gibson and Dembo study. Therefore, only the 16 items with the validated reliability were selected for this study. The Guttman Scale (Cohen, 1976) indicated a .96 coefficient for 4 items measuring teacher interdependence. The two items used in the collaboration questionnaire adapted from Charters (1971)
examined interaction and communication. Charters reported that formal tests of statistical significance were not employed in his initial study (1973).

Data Analysis

A descriptive questionnaire interview method was administered in April, May, and June of 1991 to a group of 33 teachers participating in the pilot study and 37 teachers participating in the major study. The descriptive measures yielded data in the form of responses to survey items on a 6-point scale for the efficacy measure and on a 5-point scale for the collaboration measure. In the major study, means scores and standard deviations were calculated for the two questionnaires administered. The interview responses of the 10 volunteer teachers were rated by the researcher using a matrix of anchors to describe the levels of satisfaction with collaborative team planning. Intra-rater reliability ratings were conducted by the researcher and an external evaluator. The inter-rater reliability showed agreement on the rating of teacher responses in 8 of 10 cases. The external evaluator also conducted an independent parsing of the transcripts to assure that the researcher selected an adequate sample of teacher responses to answer the research questions.
The purpose of the study was to answer the overarching research question: Does teacher teaming have a role in the school improvement process as reflected by teachers' expression of their sense of efficacy and collaborative efforts?

Presented in this chapter are the results of the teacher responses on the (a) Teacher Efficacy Scale, (b) Collaboration Questionnaire, and (c) teacher interview. The results are reported in relation to the research questions that guided the study.

Research Question 1

Is there a variation in teachers' sense of efficacy toward student learning as a result of their involvement in collaborative team planning?

Teachers' sense of efficacy was measured by the Teacher Efficacy Scale adapted from Gibson (1983). Table 5 reports the means and standard deviations of the teacher responses on the Teacher Efficacy Scale in the major study. The efficacy scale consisted of two factors: teaching efficacy and personal teaching efficacy. The 16 items in
the efficacy scale measured the degree to which teachers agreed or disagreed with belief statements. Items 2, 3, and 7 were negatively phrased, and items 10, 13, and 16 were positively phrased to measure teaching efficacy. Items 1, 4, 5, 8, 9, 10, 11, 12, 14, and 15 were positively phrased to measure personal teaching efficacy.

The results indicate that teachers tend to express fairly high confidence in their efficacy, especially in regard to their potential to impact student progress directly. Teachers tend to disagree with statements that the home is the sole determiner of student learning and progress. These findings are consistent with results reported by Ashton, Webb, & Doda (1983) that teacher

Table 5

<table>
<thead>
<tr>
<th></th>
<th>Teaching Efficacy</th>
<th>Personal Teaching Efficacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factor 1</td>
<td>Home Influence</td>
<td>Teacher Influence</td>
</tr>
<tr>
<td>Subjects</td>
<td>N    M   SD</td>
<td>N     M   SD</td>
</tr>
<tr>
<td>Teachers -</td>
<td>37    2.35 .28</td>
<td>37    4.9   .51</td>
</tr>
<tr>
<td>+</td>
<td>37    4.37 .61</td>
<td></td>
</tr>
</tbody>
</table>

* Efficacy factor one represents two dimensions (positive and negative home influences).
decision making and teaming activities may increase teachers' sense of efficacy. Also, the findings are consistent with results reported by Poole and Okeafor (1982) that a higher sense of efficacy combined with frequent interactions among teachers resulted in implementation of more changes in curriculum.

Research Question 2

Is there a variation in the frequency of teachers' collaborative efforts as a result of their involvement in team planning?

The results in Table 6 indicate that teachers tended to report a high frequency (weekly) of collaboration. This tendency was especially strong in the area of communication with other teachers and actual planning/teaching activities. Teachers strongly rated activities for timing and scheduling of the team chairperson. Communication with other teachers about general curriculum plans received the second highest rating. Collaborating about joint activities and lessons was rated as the third highest team planning function. The fourth highest ranking was for communication with other teachers about scheduling teaching activities. The fifth highest ranking was given to communication with other teachers about learning needs of students.
Table 6

Mean Ratings for Teacher Collaboration

<table>
<thead>
<tr>
<th>Categories of Collaboration:</th>
<th>Teacher Subjects</th>
<th>N</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reactions/Advice Total</td>
<td></td>
<td>37</td>
<td>2.92</td>
</tr>
<tr>
<td>Item 17 Teaching of specific lessons</td>
<td></td>
<td>37</td>
<td>3.24</td>
</tr>
<tr>
<td>Item 18 Curriculum planning</td>
<td></td>
<td>37</td>
<td>3.21</td>
</tr>
<tr>
<td>Item 19 Student control/discipline</td>
<td></td>
<td>37</td>
<td>2.94</td>
</tr>
<tr>
<td>Item 20 Working with individual students</td>
<td></td>
<td>37</td>
<td>2.83</td>
</tr>
<tr>
<td>Item 21 Grading practices</td>
<td></td>
<td>37</td>
<td>2.38</td>
</tr>
<tr>
<td>B. Communication Total</td>
<td></td>
<td>37</td>
<td>3.80</td>
</tr>
<tr>
<td>Item 22 General curriculum plans</td>
<td></td>
<td>37</td>
<td>4.10</td>
</tr>
<tr>
<td>Item 23 Schedule of teaching activities</td>
<td></td>
<td>37</td>
<td>3.89</td>
</tr>
<tr>
<td>Item 24 Learning needs of students</td>
<td></td>
<td>37</td>
<td>3.86</td>
</tr>
<tr>
<td>Item 25 Getting teaching resources</td>
<td></td>
<td>37</td>
<td>3.83</td>
</tr>
<tr>
<td>Item 26 Student reactions of specific lessons</td>
<td></td>
<td>37</td>
<td>3.70</td>
</tr>
<tr>
<td>Item 27 Personal gripes/concerns (work)</td>
<td></td>
<td>37</td>
<td>3.64</td>
</tr>
<tr>
<td>Item 28 Matters unrelated to school/teaching</td>
<td></td>
<td>37</td>
<td>3.59</td>
</tr>
<tr>
<td>C. Activities/Collaborating Planning Total</td>
<td></td>
<td>37</td>
<td>3.78</td>
</tr>
<tr>
<td>Item 29 Timing/scheduling of chairperson</td>
<td></td>
<td>37</td>
<td>4.18</td>
</tr>
<tr>
<td>Item 30 Joint activities/lessons</td>
<td></td>
<td>37</td>
<td>3.94</td>
</tr>
<tr>
<td>Item 31 Content of lessons</td>
<td></td>
<td>37</td>
<td>3.56</td>
</tr>
<tr>
<td>Item 32 Own teaching approach</td>
<td></td>
<td>37</td>
<td>3.45</td>
</tr>
</tbody>
</table>
The findings were consistent with results reported by Lieberman (1986, 1988) and Little (1982), who described the varieties and forms of teacher collaborative activities. The findings seem to agree with the norms of collegiality studied by Little (1988), who found that teacher interactions were regular, frequent, and related to teaching practices. Moreover, the results of the teacher responses on the collaboration questionnaire agree with the theoretical model proposed by Johnson (1990), who described teachers seeking out other teachers to talk about organizational needs for coordinating student learning.

Research Question 3
Does a level of teacher satisfaction emerge from involvement with collaborative team planning?

A total of 140 statements were analyzed by the researcher to determine the level of satisfaction of the sample of teachers interviewed. Each of the comments was rated by the researcher as indicating high, medium, or low levels of satisfaction. Anchors for high, medium, or low satisfaction ratings were designated to guide the researcher in scoring. Descriptors of anchor statements for a high satisfaction rating (3) were adjectives such as enjoyment, excitement, empowerment, positive feelings,
enthusiasm, encouragement, commitment, growth, belonging, fun, and pride.

An example of a teacher comment rated 3 is Teacher 9: "I think I'd probably quit teaching if I wasn't in the teaming situation."

Table 7

Levels of Teacher Satisfaction with Collaborative Team Planning

<table>
<thead>
<tr>
<th>Teacher Interviewees</th>
<th>Number of Comments n</th>
<th>Levels of Satisfaction*</th>
<th>M</th>
</tr>
</thead>
<tbody>
<tr>
<td>T1</td>
<td>8</td>
<td>5 3 0</td>
<td>2.62</td>
</tr>
<tr>
<td>T2</td>
<td>14</td>
<td>3 11 0</td>
<td>2.21</td>
</tr>
<tr>
<td>T3</td>
<td>21</td>
<td>4 16 0</td>
<td>2.09</td>
</tr>
<tr>
<td>T4</td>
<td>8</td>
<td>0 1 7</td>
<td>1.12</td>
</tr>
<tr>
<td>T5</td>
<td>10</td>
<td>0 5 5</td>
<td>1.50</td>
</tr>
<tr>
<td>T6</td>
<td>20</td>
<td>10 10 0</td>
<td>2.50</td>
</tr>
<tr>
<td>T7</td>
<td>12</td>
<td>1 8 3</td>
<td>1.58</td>
</tr>
<tr>
<td>T8</td>
<td>13</td>
<td>2 8 3</td>
<td>2.23</td>
</tr>
<tr>
<td>T9</td>
<td>17</td>
<td>7 11 1</td>
<td>2.94</td>
</tr>
<tr>
<td>T10</td>
<td>17</td>
<td>4 13 0</td>
<td>2.23</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* High satisfaction = 3, medium satisfaction = 2, low satisfaction = 1.

Descriptors of anchor statements that qualified for a medium satisfaction rating of 2 are terms that define teacher relationships positively, comments that give
examples of how teachers work together to define strategies, and comments that characterize the workings of the team by describing roles. Mention of benefits to children's learning as a direct result of teacher team relationships is also included in this category.

An example of a medium satisfaction rating is Teacher 6:

I really have a great respect for bilingual teachers. They work very, very hard, and they have to think up of all of their own materials. I probably even respect them more than I probably already had, you know. I feel she helps me to learn more about special needs to meet the needs of the children because that's a strength, just patience and a loving manner. And she's really helped me to be more patient you know. She's been a great resource where my strength is probably literature, and hers is organization.

Descriptors of anchor statements that qualify for a low satisfaction rating of 1 are comments that relay negative emotion or describe reactions to judgments of other teachers toward teaming, vague statements that do not carry any emotional tone related to teaming, statements that contradict a positive message with a negative comment attached to the positive message, and describing teaming in negative terms or discussing what teaming does not promote.

An example of a low satisfaction rating of 1 is Teacher 4:

I've always gone to the other team and asked, If you see that I'm doing this wrong, you know, help me guys. Well, people, you know, how can I change it or make it better? Or if I'm stepping on toes tell me. Because
to me, that's the only way to settle things is to confront people.

The results of the teacher interview responses indicate that variations in satisfaction levels are expressed by the teachers in relation to collaborative team planning. The 10 teachers interviewed generally expressed a mean satisfaction level of 2.12 with collaborative team planning. These findings support Lieberman's (1982) findings that the implementation of collaboration activities is characterized by complexity due to many problems and tensions. Further, the findings are consistent with Johnson's (1990) notion that strong norms of autonomy and privacy still prevail in schools and that "it would be a mistake to assume that teachers would eagerly and confidently cooperate" (p. 42). Finally, the results of the levels of satisfaction found are consistent with Bredo's (1977) conclusion that there is a definite variation in the degree of collaboration achieved in schools as well as definite variation in the amount of collegial influence present in teams.

Research Question 4

What do teachers perceive as indicators of success or as obstacles to collaborative team planning?

The results of the written responses on the collaboration questionnaire were analyzed using categories
developed by reviewing the indicators of successful teaming and collaboration listed in the research literature (Erb & Doda, 1988).

Question 34 of the collaboration questionnaire asked:
What do you think helps teachers in team planning activities? Written responses of 37 teachers were categorized into the following themes:

- Group Process Characteristics and Skills 45.94%
- Agreement on Philosophy about Teaching 24.32%
- Prolonged Transactions/Quality Time 24.32%
- Sharing Ideas, Activities, Materials, and Resources 18.91%
- Student Outcomes 8.10%
- Social Interaction 8.10%

Examples of comments related to each of the themes are noted below.

Group Process Characteristics and Skills:
1. Ability to accept suggestions
2. The openness and willingness to try each other's ideas
3. Being a team player
4. Everyone contributes
5. Group discussion of ideas

Agreement on Philosophy About Teaching and Learning:
1. Alignment of beliefs about learning and children
2. Shared philosophies
3. Comparable philosophies
Prolonged Transactions/Quality Time:

1. Sufficient time
2. Release time
3. Common time available for planning

Sharing Ideas, Activities, Materials and Resources:

1. All teachers willing and prepared to share
2. All members willing to contribute and share ideas and materials

Student Outcomes:

1. Meeting the needs of children
2. Respect for students as individual learners

Social Interaction:

1. Respect for each other
2. Teachers getting along
3. Companionship

The results of the written responses on the collaboration questionnaire were analyzed using categories developed by reviewing the obstacles of team teaching presented in the review of the literature (Little, 1985; Erb & Doda, 1989). Question 35 on the collaboration questionnaire asked: What have been some obstacles to teacher team planning/activities?

Written responses of 37 teachers were categorized into the following themes:

<table>
<thead>
<tr>
<th>Theme</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Time</td>
<td>62.16%</td>
</tr>
<tr>
<td>Problems with Interpersonal Relationships</td>
<td>24.32%</td>
</tr>
<tr>
<td>Problems with Sharing</td>
<td>18.91%</td>
</tr>
<tr>
<td>Problems with Group Process Skills</td>
<td>12.51%</td>
</tr>
</tbody>
</table>
Examples of written comments related to each of the themes are listed below.

Lack of Time:

1. Not enough time
2. Time is a problem
3. Other meetings that go on during this time
4. Having our time taken up with other activities
5. Mismanaged schedules

Problems with Interpersonal Relationships:

1. Lack of cooperation
2. Personalities/working styles may vary or conflict with each other
3. Inability to work well together
4. When someone dominates with their ideas, which may not be compatible with what others want

Problems with Sharing:

1. Not enough materials
2. Being unaccustomed to sharing ideas and plans

Problems with Group Process Skills:

1. Lack of cooperation
2. People who sit back and expect others to initiate everything and don't communicate well
3. Lack of shared responsibilities

The responses on the teacher interview transcripts provided statements that teachers made related to what has worked, what has been successful in the collaborative team planning at the major site. In addition, teachers responded to the question of what has not worked well and what has prevented the collaborative team planning from working. The following pages list the
themes that the 10 teacher interviewees addressed in their responses.

**Interview Responses Related to Indicators of Successful Teaming and Collaboration**

**T1:** Consensus - the ability to give and take with one another
- Being able to see and question one another's perspectives
- Being able to learn from one another
- Self analysis of areas to improve on for instructional delivery
- Use of helping behaviors to solve student learning problems by seeking advice and assistance from team members

**T3:** Negotiation and compromise between and among team members
- Modeling, observing, giving advice and feedback between team members
- Valuing what one another says and has to contribute
- Risk taking--being able to experiment and try something they may not be comfortable with
- Team members learn about the profession from each other
- Cultivation of formal and informal professional interactions to build rapport and friendship

**T4:** Self-selection into team
- Respecting and accepting team members ideas
- Helping behaviors to solve student learning problems
- Trusting other teachers with your students
- Sharing materials

**T5:** Having a strategy or system to talk to each other
- Brainstorming
- Professional dialogue
- Openness
- Ownership of new ideas developed

**T6:** Professional dialogue about ideas and each other's strengths
- Observing students in cross-age activities
- Professional growth--interaction with other teachers provides learning opportunities
Efficacy in preparing students for higher levels of learning
Similar philosophies
Respect for team member's hard work as a bilingual teacher

T7: Professional dialogue
   Support from the principal
   Support from colleagues
   Being able to take risks and the willingness to do so
   Professional analysis of student learning problems and seeking solutions

T8: Similar philosophy
   Teacher as learner and facilitator of learning
   Stages of acceptance for teaming
   Sense of community spirit with team and students
   Self-selection of team members

T9: Personal and professional interactions with team members
   Further development of plans for teaming connections
   Being able to disagree
   Ability to do individualistic adaptations to group planning
   Observe and model teaching techniques then give feedback and critiques to team members

T10: Ability to critique each other's ideas
   Integration of bilingual and nonbilingual teachers and students
   Bonding with each other through personal and professional relationships
   Seek to solve problems together
   Students benefit from teacher teaming especially in the area of self-esteem

Interview Responses Related to Obstacles of Collaborative Team Planning

T1: Lack of risk taking
   Passive resistance
   Not having enough time
   Off-task behaviors from teachers during team planning
   Superficial decision making
T2: Too many team members
Forced/delegated team assignment
Lack of consistency with students in a team
Negative comments about students made in the teachers' lounge
Negative talk about kids

T3: Lack of assertiveness with people who interrupt team planning sessions
The feeling of being judged by the principal
The tensions of hearing other teachers share their frustrations
Problems with bilingual and non-bilingual teachers in their professional relationships
Lack of persistence in resolving problems by withdrawing

T4: Overt criticism and interference from other teams
Confronting people to settle differences
Favoritism from the principal
Lack of open relationship with the principal
Need for a consensus in applying the school rules to student behavior

T5: Comfort with the status quo
Attitudes of teachers in taking risks or changing behaviors
Closed-minded attitudes of teachers
Outside pressures like district mandates

T6: ESL scheduling
Barriers of time for scheduling specialists
High numbers of Spanish readers in the grade level overburden the bilingual teacher
Extra time spent on teaming due to interruptions of team planning meetings

T7: Frustrations of starting teaming by building collegial friendships
Problems with scheduling
Student movement in sharing team teachers
Too many groupings of students
School teams can become too isolated

T8: Dysfunctional specialists in Special Education department
District nurtures lack of skills
District Special Education is not a part of the integration efforts of the school
Passive/aggressive behaviors from teachers
Chosen and deliberate resistance by teachers

T9: Length of time teachers have been isolated
Lack of trust among members of the team
One person being key communicator puts a burden on that person
Lack of persistence in learning and trying teaming
Lack of persistence in forming professional relationships
Teaming presents different roles and more work

T10: Selection of only certain members to do assignments
Team turf
Exclusion of some members by groups or individuals
Stagnation of team
Pressures from mandates

The indicators of success as well as obstacles to collaboration perceived by teachers in their written responses and interview responses were consistent with the related literature. Teachers perceive the following obstacles as hindering their collaborative activities:
time, lack of persistence in improving relationships, and lack of reciprocity in learning and sharing intellectual and practical knowledge (Little, 1985). The results also support obstacles such as psychological barriers, e.g., overt opposition, passive resistance, fear, insecurity, inability to deal with emotional issues, and the pressures of mandates from the district (Smith & Scott, 1990). The obstacles of scheduling, lack of integration with the rest of the school, and the increase in professional relationships among teachers and between teachers and
administrators are also consistent with the teacher responses in the major study (Erb & Doda, 1989).

Research Question 5

Do school organizational demands for collaborative team planning facilitate teachers' perceptions of empowerment?

The standardized, open-ended interview consisted of indirect questions with regard to collaboration and team planning. Teacher responses were related to the systematic interventions by the school for collaborative team planning. A listing of teacher comments from the interview transcripts was analyzed. These statements give a description of the range of school interventions to promote collaborative team planning. Systematic interventions by the school for collaborative team planning are documented by teacher interview responses and the frequency of responses.

The following factors are cited by teachers in their interview responses in relation to the school's interventions:

T1: Training was provided
Team leader provided facilitation
Diversity of personality and philosophies had to be integrated
Time was allotted for teaming
The principal supported teaming
T2: Overall philosophical change that principal expected not possible in the school
Team leader provided for the teams
Team leader provided information and communication
Team developed long-range plan
Principal gives pros and cons of issues to allow decision making and to give power away

T3: Principal support
Teaming as instructional delivery
Principal has negative relationships with some staff
Teacher complaints create frustration with their peers
Bilingual teachers are not sharing

T4: Principal favors innovators and disapproves of traditional teachers
Direct communication about disapprovals with principal
Open relationships with the principal
Feelings of intimidation by some staff when principal visits the classroom
Principal favors lead management not boss management
Need for consistency in teachers applying school rules and expectations for student behavior

T6: "The sky is the limit" with teaming in the school
Principal supportive and visits frequently
Time is allotted for teaming

T7: Teachers nurture each other
Excitement and learning are priorities in the school
Initially teachers built collegial relationships
Teachers received training in communication
Teachers present inservices to each other

T8: The school improvement plan established teaming
T9: Key communicators bring information about what each team is doing

T10: No comments related to the school demands.

The analysis of the teacher interview responses indicates that there is a feeling of empowerment being perceived with some negative feelings. Some teachers seem
overwhelmed with the power they are given to decide about their teaming and instructional delivery. Others just want to be told what to do. There seems to be perceived positive relationships among personal growth, decision making, and the intervention of the school. The self selection of the team elicited positive responses. Teachers select who they want to work with; they have empowerment. A very direct influence is the principal's role. The principal is viewed as being supportive, listening and asking questions. There is also a negative view of the principal by some as demonstrating favoritism to teachers who are innovators and also some negative feelings of those teachers who do not have good relationships with the principal. There are very direct comments related to teachers' sense of efficacy in the teacher interview responses. Teachers would like to see a prevalent philosophy in the school and cite much conflict and dissent related to the diversity of philosophies that affect relationships and instructional delivery. However, when asked how teachers could agree on one overall philosophy, there seemed to be a lack of willingness to mediate differences. The principal is also cited as wanting an overall philosophy in the school but being unable to promote agreement among teachers.
Teaming influences how teachers teach students to learn new things. Most of the teachers discuss this aspect of teaming in their interview responses. Since the principal is viewed as delegating power, teachers feel empowered. They perceive a personal strength in communication. The school interventions have impacted the definition of leadership by teachers as well as their self-perceptions. They view their school environment as promoting shared leadership. There is a teacher perception of relating efficacy to professionalism. The freedom to try new things, be risk takers, and discuss what works increases teachers' sense of efficacy in the area of student learning.

Teachers at the major site also commented on their sense of ownership and empowerment in long-range planning. This is based, in part, on the school's support for open communication among teachers and between teachers and the principal.

There is a perception of real interaction and empowerment based on such responses as the valuing of the long-range plan and the school leadership team's involvement in developing the plan for the school. Thus, the perception is that decision making is possible and that input is welcomed and seriously considered. There has been an evolution in the school since the beginning of the team
planning and collaboration activities. Leadership evolved from the privilege of shared decision making, contributing to peer control of school issues. Teachers report being more self-driven. Negative talk in the teachers' lounge is balanced by productive talk in team meetings. The architecture of the new school building reflects a sociological aspect of the changes that occurred. The placement of the parent volunteer room next to the teachers' lounge and teacher planning areas next to classrooms will guide teacher interactions in a very visible way. Teachers have become more aware of their dialogue in the teachers' lounge. The teacher planning areas give more privacy to team planning and professional dialogue among teachers.

Teacher interview responses are consistent with the related literature defining the role of the school in facilitating teacher collaboration. The principal's role has been emphasized as a critical aspect in helping or creating obstacles for teachers engaged in collaboration projects (Firestone, 1990; Alfonso & Goldsberry, 1982; Smith & Scott, 1987, 1990). The tone of empowerment characterizing the teacher interview responses related to school organizational demands is also consistent with related literature (Erb & Doda, 1989).
Research Question 6

Do district organizational demands for collaborative team planning facilitate teachers' perceptions of their empowerment?

Teachers' interview responses referring to district interventions toward the teaming and collaboration activities at the school site were listed. In total, 24 interview responses related to the school district's organizational requirements for collaborative team planning. The following themes characterize the teacher interview responses related to the district's systematic requirements:

- Teacher evaluation
- Career ladder mentoring
- The union's role in power
- OBE (Outcomes-Based Education) consultant
- Power at the district level
- Curriculum and outcomes for the district
- Testing - ITBS
- Decision making
- Mandates from the district - ITBS, OBE, mastery learning
- Career ladder - Peer evaluators
- Chapter I resource specialist
- Math Solutions training
- Global Education training
- Accountability for student learning
- Pressures of test scores and other district mandates
- Training for collaboration
- Pull-out problems of Special Education Department
- Every Child a Winner training
- Training in the change process

The tone of the interview transcripts seems to indicate that district interventions are not apparent in teacher perceptions about collaboration. The teachers
perceive the district as something distant and not really relevant to their sense of efficacy or efforts toward collaborative team planning. Moreover, the teachers do not perceive the district relevant to their professional performance in affecting student learning. The responses of Teacher #5 express particularly well the damage to learning caused by the pressures of district mandates, such as the mandate of growth in testing results from all teachers and schools. Such mandates are seen as irrelevant and do not contribute to teachers' sense of efficacy. The Special Education Department is singled out as being disconnected from the collaboration efforts of the teacher teams. Further, some teachers interpret the disconnectedness of the district programs and philosophies as potentially blocking the success of teaming in the larger ecology of the school community. Additional outside pressures create an outer ring of the ecological barriers such as state mandates for testing that give the teachers a feeling of little empowerment, disconnectedness, and irrelevancy.

It appears that team members have a more direct positive influence on making collaboration successful, as evidence by the data gathered on the collaboration questionnaires. Team members appear to motivate each other. The district has a distant influence on motivating
teachers to participate in staff development and inservice training such as Math Solutions, Every Child A Winner, Change Process, and Global Education. The only positive comments in interview transcripts seem to be related to training provided by the district. The message here is that teachers cannot teach and deal with district interventions, which they consider the responsibility of the principal. There is also a sense of helplessness about mandates and decision making in the district. There seems to be a feeling that the district never accepts input, making seemingly arbitrary decisions.

Consequently, there is no perception in the teacher interview responses that there is a negative or positive relationship between the district and teachers' sense of efficacy. The statements indicate that their relationship with the district is a one-way street where "stuff comes down," and there is no input from the bottom up. Thus, there is a feeling of powerlessness whereby teachers' judgments are not considered, interaction is very limited, and district administration is perceived as irrelevant to teaching.

These results were not consistent with the literature addressing the role of the school district in building teacher collaboration. Purkey and Smith (1985) recommended that district policies offset the "decay of enthusiasm and
generate continuation of the change process" in school improvement efforts toward effectiveness (p. 189). They further recommended that district policies depend on staff collaboration and provide a balance between the need for district responsibility and the need for school flexibility (Purkey & Smith, 1985). The tone of the teacher interviews is not consistent with the role of the district in allowing the school improvement process to "take root and grow to fruition" (Purkey & Smith, 1985, p. 188). The role of the district in nurturing the school improvement process and specifically the collaboration of teachers is a vital one. Although the literature on school improvement (Alfonso & Goldsberry, 1982; Purkey & Smith, 1985) specified that the process of improving schools is a bottom-up model, collaboration cannot be successful "without visible concrete manifestations of district support" (Purkey & Smith, 1985, p. 189).

Research Question 7

Do team planning and collaboration activities affect teachers' perceptions of student learning?

Written responses to question 36 on the collaboration survey were unanimously affirmative.

Question #36: Do you think teacher team planning and collaboration activities affect student learning?
When respondents were asked to explain their answer, the following themes were cited:

Teachers share resources for teacher and student benefits 48.67%

Teachers meet the diversity of student needs 43.27%

Teachers assure the achievement of students in the cognitive and affective areas 27.02%

Teachers model cooperating behaviors for students 10.81%

Teachers can establish consistency in their philosophy and teaching practices 19.81%

Examples of comments written by teachers related to each of the themes are presented below.

Teachers share resources for teacher and student benefits:

1. When teaming, ideas on how to approach a lesson or a student are shared
2. Teacher gets new and varying insight
3. It's good to get others' ideas and find new approaches to problems
4. More ideas, different ideas
5. Sharing expertise, materials, etc. helps everyone

Teachers meet the diversity of student needs:

1. It helps students because the teachers can consult as to which is the best way to teach the lesson
2. Students also get differing solutions
3. There is a better chance student needs will be met
4. All students and their needs were our focus
5. We can focus on those who need more
Teachers assure the achievement of students in the cognitive and affective areas:

1. Builds self-esteem which in turn affects learning
2. Students may be introduced to different learning concepts/techniques that otherwise may not be possible with only one teacher
3. Students really enjoy teaming activities with other classes

Teachers model cooperating behaviors for students:

1. The students see how we interact and problem solve together
2. If staff can't work together--how can students be expected to?
3. Modeling of cooperative effects and efforts are essential if students are to "do as we do" instead of "do as we say"

Teachers can establish consistency in their philosophy and teaching practices:

1. Team members consistent in their teaching and behavior management
2. There's been consistency in our philosophies and planning

The results are consistent with the related literature describing the collaborative process and identifying it as a major criterion for school effectiveness and teacher efficacy (Brookover & Lezotte, 1979; Brophy & Everston, 1987; Edmonds, 1979a; Pugh, 1989; Purkey & Smith, 1985). Rosenholtz (1989) promoted the theoretical construct to balance teacher collaboration and the technical culture dealing with instructional practice. The knowledge base about collaboration proposed that there are moral and ethical reasons for teachers to collaborate in schools
where teachers are committed to the goals of student learning and agree upon the means to achieve them.

Research Question 8

How has the collaborative team planning project at the major site developed as perceived by teachers participating in collaboration activities?

Analysis of the evolution of teaming and collaboration in the literature has been categorized in three common areas of development (George, 1982; Pickler, 1987). There is also an issue of longevity in allowing teachers reasonable time to evolve and meet their developmental needs through the stages of teaming (Garvin, 1987).

Pickler (1987) describes the evolution of teaming from a lack in interaction in teacher relationships, to the organizational functions related to team climate and identity concerns, to a final stage of instructional applications. George (1982) identified four phases in the evolution of teams that align with Pickler's stages: (a) organizational level, (b) a sense of community, (c) instructional delivery, and (d) school decision making.

Comments from teachers at the major site recorded during the interview format have been categorized in the three general areas of evolution as reflected in the
literature reviews. The four phases utilized to analyze
the interview responses are

1. The establishment of teaming in the school site.

2. The organizational level of teacher teams that
sets relationships for interacting and sharing resources
and students with common variables.

3. The level that promotes a sense of community,
team, climate, and team identity promoted through problem
solving and professional analysis.

4. Instructional delivery as a result of shared
decision making.

Responses from teacher interviews at the major site
are categorized in the three general phases of development.
Many of the interview responses describe the development of
teaming and collaboration as a multidimensional phenomenon
at the school site that ranges from the consideration of
teaming as a motivator for teaching, to powerful responses
that describe passive aggressive behaviors, to resisting
teaming and collaboration as an element of the change
process.

Phase 1. The Establishment of Teaming at the School Site

Teacher responses describe the isolationism that
existed before teaming began at the school site. The
decision of a school improvement committee to establish
The organizational level of teaming and collaboration involves the establishment of relationships for interaction among and between teachers on a team. These norms of collaboration allow for the sharing of resources that
contain common variables in order to begin organizing and assigning students to teamed instruction. George (1982) describes this phase as team members beginning to function together within the elements of common planning time, common sets of block scheduling, and common space. Ashton and Webb (1986) further characterize the aspects of teacher teams with the following descriptors that clarify the organizational phase of teaming. Four to five teachers usually in close proximity to each other share students. Teacher teams coordinate curriculum planning and design lessons based on common themes. Teacher teams also make decisions on how to solve student problems. Interaction occurs with other teacher teams through formal and informal meetings. Unity is displayed in teachers' concern for students. Teacher teams are viewed as a resource to deal with problems. Teacher interview responses at the school site support the findings of the literature review.

The teacher responses selected as samples to define the organizational phase seem to emphasize a significant number of social-emotional issues. There seems to be an affective investment for relationships set between and among the members of teacher teams. Interpersonal relationships seem to be the main theme that emerges from all aspects of the evolutionary phases to be described. Moreover, through further analysis of the elements that
help and hinder the successful functioning of teams, this theme of interpersonal relationships is a powerful factor that emerges from the teacher dialogue.

Phase 3. Level of Community and Collegiality

The third phase in the evolution of teacher teaming and collaboration is the level that establishes a sense of community, team climate, and team identity. Team members interact through problem-solving techniques and conduct a considerable amount of professional analysis. The team members promote the sense of community beyond the teacher team to students and parents within the school (George, 1982). Interview responses reflected evidence of the collegial relationships and sense of community spirit.

This particular phase in the evolution of teaming and collaboration elicits responses from teachers that are embedded in the ultimate benefits of invested collegiality for the good of students. There seemed to be a general sense of bonding with friendships and relationships that makes the spirit of cooperation a universal element in the daily life of teaching. However, that sense of community with parents was reflected by only one teacher of the 10 interviewed. It seems that there is a lack of perception that parents can also become colleagues in promoting student learning. Teacher 9 elaborated that one of the
most profound personal benefits of collaboration was that parents also appreciated professional discussions about learning and their children.

**Phase 4. Instructional Delivery As a Result of Shared Decision Making**

The final phase involved a more sophisticated level of involvement in decision making on the part of teacher teams to impact instructional delivery in the school. The instructional applications developed by teacher teams are shared with the administrative level for implementation of restructured aspects of teaching and learning. Educational literature reviews note that shared schoolwide decision making is needed for effective school reform and school improvement efforts (Erb & Doda, 1988; Smith & Scott, 1987, 1990). Teacher responses that support the aspect of shared decision making as a working element in their team interactions are evidenced in the responses.

Shared decision making within the team structure seems to be an illusive aspect in analyzing the evolution of collaboration through interview responses. One respondent in 10 indicated acute awareness of shared decision making with administrative levels.
CHAPTER 6
SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

This chapter presents a summary of (1) the problem investigated, (2) the literature reviewed, and (3) the procedure employed. Following the summary, the findings are reviewed and conclusions, implications, and recommendations are presented.

Restatement of the Problem

The purpose of the study was to investigate three aspects of the school improvement process: (1) the quantity and quality of teaming and collaboration efforts of a school faculty, (2) the influence of teaming and collaboration on teachers' sense of efficacy, and (3) the organizational demands of the school and district through systematic interventions toward collaborative team planning. The study sought to answer the overarching research question: Does teacher teaming have a role in school improvement efforts as reflected by teachers' expressions of their sense of efficacy and collaborative
efforts? More specifically, the study sought to answer the following research questions:

1. Is there a variation in teachers' sense of efficacy toward student learning as a result of their involvement in collaborative team planning?

2. Is there a variation in the frequency of teachers' collaborative efforts as a result of their involvement in team planning?

3. Does a level of teacher satisfaction emerge from involvement in collaborative team planning activities?

4. What do teachers perceive as indicators of success or as obstacles to collaborative team planning?

5. Do school organizational demands for collaborative team planning facilitate teachers' perceptions of their empowerment?

6. Do district organizational demands for collaborative team planning facilitate teachers' perceptions of their empowerment?

7. Do team planning and collaborative activities affect teachers' perceptions of student learning?

8. How has the collaborative team planning project at the major site developed as perceived by teachers participating in collaboration activities?
The review of the related literature focused on two aspects of the school reform movement and school effectiveness research, teacher collaboration, and teacher's sense of efficacy.

**The Dimension of Teacher Efficacy**

Studies of instructional effectiveness have demonstrated a significant relationship between teachers' sense of efficacy and student achievement (Gusky, 1987; Armor et al., 1976; Berman, McLaughlin, Bass, Pauly, & Zellman, 1977; Trentham, Silvern, & Brogdon, 1985; Tracz & Gibson, 1986). The construct of teacher efficacy is found to impact a range of important effects of the school organization. The effects of teacher efficacy impact important outcomes through interpersonal influence among people within the school organization (Fuller et al., 1982). Literature related to teacher efficacy poses the question that drives this study: "How do organizational interventions serve to enhance or threaten the individual efficacy of participants in the organization?" (Fuller et al., 1982, p. 8).

The effective schools literature provides a number of related themes that promote the concept that teachers in effective schools have a stronger sense of efficacy and
feel more responsible for student learning (Brophy & Everston, 1978; Brookover & Lezotte, 1979; Murray & Staebler, 1974; Porter & Cohen, 1977).

Only a limited number of studies have indicated that teachers' sense of efficacy is influenced by teacher collaboration. Ashton, Webb, and Doda (1983) found that teacher decision making and teaming activities may increase teachers' sense of efficacy. Poole and Okeafor (1989) found that a greater sense of efficacy and "more frequent task-relevant interactions among teachers resulted in higher levels of implementation of curricular change" (p.160).

In summary, the domain of teacher efficacy promotes the idea that people do things intentionally (Novak, 1984). This intentionality, in turn, relates to the effectiveness of instructional delivery and the sense of responsibility for student learning.

The Dimension of Teacher Collaboration

A majority of the literature on teacher collaboration gives descriptions of the varieties and forms of collaborative activities (Little, 1982; Lieberman, 1986; Johnson, 1990). The culture of the school organization is positively influenced by teacher collaboration in the restructuring and improvement processes that challenge
schools today (Lieberman, 1988). Teachers' collaborative involvement is viewed as a major criterion for school effectiveness and teacher efficacy (Pugh, 1988). Zahorik (1987) states that schools with team arrangements report greater teacher collegiality than schools utilizing more traditional organizational structures.

Two studies of teachers in school team arrangements begin to present the aspect of the culture of the people interactions present in the organizational structure of the school. Bredo's (1977) survey of teachers assigned to teams in schools found a definite variation in both degree of collaboration and in the amount of collegial influence present in teams. Rosenholtz's (1989) investigation of teachers within the social organization of schools found teacher collaboration to be an evolving process. Teachers begin by making technical decisions, then progress to analyzing the skills and competencies of their colleagues, and ultimately gain decision-making opportunities.

Teachers report that collaboration is beneficial in (1) supporting the school culture, (2) increasing productivity and expertise of teachers, (3) promoting more positive interpersonal relationships and social support among staff, and (4) enhancing the self-esteem of teachers. Teachers also report a renewed sense of professional identity, a positive impact on teaching practices, and a
clearer sense of collegiality (Johnson & Johnson, 1987; Johnson, 1990; Ritchie, 1989). Ritchie also identified obstacles to collegial interactions: absence of volunteerism, ownership, administrative support, independence, and formal leadership, as well as lack of time and experience in professional dialogue about teaching and personal fears.

The Context of the School Improvement Process and School Reform

For two decades school personnel have been challenged with implementing school improvement plans and school reform measures. The focal point of these processes is the need for workable solutions to the problems and conditions of schooling. Numerous educational researchers have cited the positive aspects of having collaborative groups of teachers identify school problems and develop viable solutions (Glatthorn, 1987; Johnson & Johnson, 1987; Bacharach, 1990; Purkey & Smith, 1985; Grafton, 1987). Further, the effective schools literature lists the variables that affect student achievement and efficiency. The literature describes interventions designed to achieve success for all students (Brookover & Lezotte, 1979; Brophy & Everston, 1978; Edmonds, 1979a; Fullan, 1982; Gusky, 1988). In particular, Purkey and Smith (1985) examined the
features that promote an effective school culture. They proposed that in order to bring about cultural change in schools, "staff collaboration and shared decision making are essential to any effort directed toward school improvement" (p. 187). By engaging in the change process, teachers ultimately come to analyze the aspects of teacher competence required to impact student learning. Thus, the role of teacher efficacy in the school improvement process is related to the teachers' belief in their ability to positively influence student performance and achievement. (Armor et al., 1976; Ashton, Webb, & Doda, 1983a; Gibson & Dembo, 1984; Trentham, Silvern, and Brogdon, 1985; Guskey, 1987; Ashton & Webb, 1986).

Design and Procedures

This was a descriptive study involving 37 elementary school teachers engaged in the school improvement process for six years prior to the study. Another separate group of 33 elementary teachers participated in a pilot study. The pilot group had been participating in collaborative team planning activities for three years prior to the study. The pilot study was conducted to refine procedures prior to the major study by identifying potential problems in administering the instruments. The pilot study provided assistance in the following areas:
1. Clear directions in the written part of the questionnaire and survey,

2. Clear verbal directions by the researcher and research assistant in administering the survey and questionnaire, and

3. Alterations in numbering the survey and questionnaire items.

Ten teachers were voluntarily interviewed to gain in-depth dialogue about teacher collaboration activities in the major study school site.

Three types of instruments were used to examine the research questions. A Teacher Efficacy Scale was adapted from Gibson (1983) and administered to both the pilot and major sample groups to measure teachers' sense of efficacy. The second section of the survey assessed teachers' involvement in collaborative team planning. The collaboration questionnaire consisted of 10 questions. Two of the 10 questions were adapted from a questionnaire developed by Charters (1971) to measure teacher communication and interaction. Four were adapted from the Guttman Scale (Cohen, 1976) to measure teacher interdependence. The last four questions of the collaboration questionnaire were open-ended questions developed by the researcher to elicit written statements about factors that help or hinder teaming activities and
about teachers' perceptions of how collaboration affects student learning.

The third part of the instrumentation consisted of a 60-90 minute interview guide constructed by the researcher from analysis of the responses to the open-ended items on the collaboration questionnaire. The interview assisted the researcher in probing for verbal descriptions of the written responses posed in the collaboration questionnaire. Ten teachers from the major study site volunteered to participate in the interview procedure.

The researcher administered the teacher efficacy survey and the collaboration questionnaire to the pilot group of teachers during a staff meeting. A research assistant administered the teacher efficacy survey and collaboration questionnaire to the major study group because the researcher is the school principal and confidentiality was assured to the teachers. The written responses of the major sample group were analyzed and reported to the researcher using a categorical checklist.

Interviews of 10 volunteer teachers were conducted by a graduate research assistant trained by the researcher. The interview process was based on an interview guide developed by analyzing the responses of the pilot group on the collaboration questionnaire. Guidelines for in-depth
interviewing provided assistance in formulating the questions and probes (Patton, 1987). Confidentiality of teachers' identities and their tape-recorded responses was guarded by having the interviewer deliver the tapes to the transcribed. The interview transcripts were analyzed by the researcher utilizing established categories.

The Data Analysis

Analysis of internal consistency reliability for the Teacher Efficacy Scale (Gibson, 1983) reported a .79 coefficient for the 16 items selected for the study, a construct validation supported by Gibson and Dembo (1984). Items selected for the collaboration questionnaire from the Guttman Scale (Cohen, 1976) reported a .96 coefficient for the four items measuring teacher interdependence. The two items used in the collaboration questionnaire adapted from Charters (1971) examined interaction and communication. Charters reported that formal tests of statistical significance were not employed in his initial study.

The descriptive questionnaire and interview methods were administered in April, May, and June of 1991 to a group of 33 teachers participating in the pilot study and 37 teachers participating in the major study. The descriptive measures yielded data in the form of written responses to survey items on a 6-point scale for the
teacher efficacy measure and a 5-point scale for the collaboration measure. Mean scores and standard deviations were calculated for the survey and questionnaire.

The interview responses of the 10 volunteer teachers were listed and rated by the researcher using a rubric to assist in setting the reliability of the ratings. A list of anchor statements was utilized to determine the levels of teacher satisfaction with collaborative team planning. Intra-rater reliability ratings were conducted by the researcher and an external evaluator. The intra-rater reliability showed agreement on the rating of teacher responses in 8 of 10 cases. The external evaluator also conducted an independent parsing of the interview transcripts to assure that the researcher selected adequate samples of interview transcript text into smaller units for wholistic scoring.

Findings of the Study
This section reports the results of the data analyses obtained from the instrumentation and procedures utilized in the major study.

1. Teachers tend to express fairly high confidence in their efficacy, especially with regard to their potential to impact student progress directly.
2. Teachers tend to disagree with statements that the home is the sole determiner of student learning and progress.

3. Teachers tend to report a high frequency (weekly) of collaboration. This tendency was especially strong in the area of communication with other teachers and actual planning/teaching activities.

4. Variations in satisfaction levels are expressed by the teachers in relation to collaborative team planning.

5. Teachers express a medium satisfaction level with regard to collaborative team planning.

6. Teachers perceive a feeling of empowerment due to involvement in decision making and communication.

7. Teachers do not perceive a positive or negative relationship with the district and express feelings of powerlessness and irrelevancy.

8. Teachers' perceptions toward student learning are positively influenced by collaborative team planning.

9. The collaborative team planning project at the major site progressed in four evolutionary phases based on teacher descriptions:
   (1) The establishment of teaming at the school site,
   (2) The organizational level for interactions,
   (3) Promoting a sense of community, and
Conclusions

The following conclusions are limited to populations and instruments that are similar to those utilized in the study. Based on the continuing school improvement process at the research site, however, the findings may have limited generalizability toward other schools engaged in the process of collaboration. The ecology of the school setting and the particular culture of the school site may also affect studies utilizing similar instruments and procedures. These factors should be kept in mind when considering the conclusions. This exploratory study has only begun to build a theory and knowledge base about the influence of collaboration on teachers' sense of efficacy.

1. Teachers' sense of efficacy plays an important role in the school's evolutionary development toward establishing collaborative and collegial relationships among teachers.

2. To establish norms of collegiality in a school organization, deliberate interventions established by the school leadership (the administrator and lead teachers) are needed.
3. District organizational interventions do not tend to influence the process of collaboration or teachers' sense of efficacy in the school culture.

4. School personnel should pay attention to the elements that help and hinder collaborative team planning since, ultimately, these elements can play a part in influencing on teachers' sense of efficacy.

5. Teachers attribute collaborative team planning with affecting student learning; thus the school should foster the elements that teachers identify as helping the process of collaboration and minimize the elements that hinder the process of collaboration.

Implications

The results of the study support the following implications:

1. It is necessary to foster and promote the collaboration of teachers in collegial activities when schools are engaged in improvement efforts.

2. By promoting and nurturing collegial relationships among and between teachers, that teachers' sense of efficacy may be enhanced and their attitudes toward student learning may focus positively toward student achievement.
Recommendations for Further Research

As a result of this study, the researcher suggests further investigation in the following areas:

1. Development of a more appropriate measure to link the relationship between teachers' sense of efficacy and teacher collaboration.

2. Replication of the study with middle school and high school teachers who are engaged in a long-term school improvement or restructuring process.

3. Refinement of the collaboration questionnaire and collaboration interview instruments prior to replicating the study in the same research site.
Dear Research Study Participant:

Thank you for participating in this study. Without your help, this research would be impossible.

On this questionnaire you will find various questions related to your feelings and beliefs about teaching. Please answer the questions to reflect your honest thoughts and feelings. Questions have also been included about your teaching background and personal characteristics.

Everything that you complete on the questionnaire will be kept confidential. A number will be assigned to your responses to assure confidentiality. On the open-ended questions, your responses will be typed by a neutral party to assure the privacy of your comments. Your principal or administrative director will not have access to your direct responses.

This survey will take some of your valuable time. However, the completion of the survey will not take an extensive amount of time on your part. The research results and recommendations will be made available to you in the form of an exit report submitted during the fall semester of 1991.

Again, your participation is greatly appreciated in this research which will contribute to the betterment of knowledge about the teaching profession.
APPENDIX B

PILOT STUDY TEACHER SENSE OF EFFICACY SURVEY

INSTRUMENT 1

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate numeral to the right of each statement.

"1" Strongly disagree  
"2" Moderately disagree  
"3" Disagree slightly less than agree  
"4" Agree slightly more than agree  
"5" Moderately agree  
"6" Strongly agree

1. When a student does better than usual, many times it is because I exerted a little extra effort.  
   1 2 3 4 5 6

2. The hours in my class have little influence on students compared to the influence of their home environment.  
   1 2 3 4 5 6

3. The amount that a student can learn is primarily related to family background.  
   1 2 3 4 5 6

4. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.  
   1 2 3 4 5 6

5. When a student gets a better grade than usual, it is usually because I found better ways of teaching that student.  
   1 2 3 4 5 6

6. When I really try, I can get through to most difficult students.  
   1 2 3 4 5 6

7. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.  
   1 2 3 4 5 6
"1" Strongly disagree  
"2" Moderately disagree  
"3" Disagree slightly more that agree  
"4" Agree slightly more than agree  
"5" Moderately agree  
"6" Strongly agree

8. When the grades of my students improve, it is usually because I found more effective teaching approaches.  
9. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.  
10. If parents would do more with their children, I could do more.  
11. If students did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.  
12. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.  
13. The influences of a student's home experiences can be overcome by good teaching.  
14. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.  
15. Even a teacher with good teaching abilities may not reach many students.  
16. If students aren't disciplined at home, they aren't likely to accept any discipline.
APPENDIX C

PILOT STUDY COLLABORATION QUESTIONNAIRE

INSTRUMENT 2

Please mark the number that matches your correct response:

"1" - Rarely (bimonthly or once each semester)
"2" - Fairly Infrequently (varying between bimonthly to monthly)
"3" - Fairly Frequently (weekly to every other week)
"4" - Fairly Often (weekly)
"5" - Very Often (daily or several days a week)

17. How often do you receive reactions or advice from other teachers about your personal:

a. Curriculum planning. 1 2 3 4 5
b. Grading practices. 1 2 3 4 5
c. Teaching of specific lessons. 1 2 3 4 5
d. Student control and discipline. 1 2 3 4 5
e. Manner of working with individual students. 1 2 3 4 5

18. How often do you talk with other teachers about:

a. General curriculum plans for the class. 1 2 3 4 5
b. The schedule of teaching activities. 1 2 3 4 5
c. Student reactions to a specific lesson. 1 2 3 4 5
d. Getting teaching resources or supplies. 1 2 3 4 5
e. Learning needs of a particular student. 1 2 3 4 5
f. Personal gripes or concerns about work. 1 2 3 4 5
"1" - Rarely (bimonthly or once each semester)
"2" - Fairly Infrequently (varying between bimonthly to monthly)
"3" - Fairly Frequently (weekly to every other week)
"4" - Fairly Often (weekly)
"5" - Very Often (daily or several days a week)

g. Matters unrelated to school and teaching.

19. How frequently do you jointly conduct activities or lessons with another teacher (or other teachers) for a common group of students?

1 2 3 4 5

20. To what extent do you have to take other classroom teachers into account in your own teaching with respect to your own teaching approach?

1 2 3 4 5

21. To what extent do you have to take other classroom teachers into account in your own teaching with respect to content in the lessons you teach?

1 2 3 4 5

22. To what extent do you have to take other classroom teachers into account in your own teaching with respect to timing or scheduling of class periods?

1 2 3 4 5

23. What do you think helps teachers in team planning activities?
24. What have been some obstacles to teacher team planning?

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

25. Do you think teacher team planning and collaboration activities affect student learning? Yes ___ No ___

Please explain your answer.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

26. Please add any additional comments that you would like to make about the questionnaire that you have just completed.

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
APPENDIX D
PILOT STUDY DEMOGRAPHIC QUESTIONS
INSTRUMENT 3

1. Age
   a. 20-30   b. 31-40   c. 41-50   d. 51-60   e. 61-70

2. Sex
   a. Male     b. Female

3. Indicate certificate that you hold:
   a. Elementary        b. Secondary
   c. Special Education d. Bilingual Endorsement
   e. Music           f. Art
   g. Library         h. Physical Education
   i. Other, please specify____________________

4. Ethnic Background:
   a. Black        b. Anglo       c. Hispanic
   d. Native American e. Asian/Pacific Islander

5. Grade level taught:
   a. Kindergarten  b. 1st         c. 2nd       d. 3rd       e. 4th
   f. 5th         g. Primary multi-age h. Intermediate multi-age
                   (Note grades)      (Note grades)
   i. Combination (Please note grades combined.)

6. Years in present grade assignment ________
7. Professional training beyond Bachelor's degree:
   a. No  BA Degree _____________(Major) Date______
   b. Yes  If yes, please describe degree(s) and dates degree(s) conferred:
          Degree ____ Date ________ Major __________
          Degree ____ Date ________ Major __________

8. I have been teaching for __________ years total.

9. I am currently participating in the Career Ladder Program.
   a. No
   b. Yes  If yes, please note Career Ladder Level. ___ ___

10. I have participated in district workshops or inservice training.
    a. No
    b. Yes  If yes, note approximate number in the last five years. _________
Dear Research Study Participant:

Thank you for participating in this study. Without your help, this research would be impossible. On this survey you will find various questions related to your feelings and beliefs about teaching. Please answer the questions to reflect your honest thoughts and feelings. Questions have also been included about your teaching background and personal characteristics.

Everything that you complete on the questionnaire will be kept confidential. A number will be assigned to your responses to assure confidentiality. On the open-ended questions, your responses will be typed by a neutral party to assure the privacy of your comments. Your principal or administrative director will not have access to your direct responses.

This survey will take some of your valuable time. However, the completion of the survey will not take an extensive amount of time on your part. The research results and recommendations will be made available to you in the form of an exit report submitted during the fall semester of 1991.

Again, your participation is greatly appreciated in this research that will increase our knowledge about the teaching profession.
MAJOR STUDY TEACHERS' SENSE OF EFFICACY SURVEY

INSTRUMENT 1

Please indicate the degree to which you agree or disagree with each statement below by circling the appropriate numeral to the right of each statement.

"1" Strongly disagree
"2" Moderately disagree
"3" Disagree slightly more that agree
"4" Agree slightly more than agree
"5" Moderately agree
"6" Strongly agree

1. When a student does better than usual, many times it is because I exerted a little extra effort.
2. The hours in my class have little influence on students compared to the influence of their home environment.
3. The amount that a student can learn is primarily related to family background.
4. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level.
5. When a student gets a better grade than usual, it is usually because I found better ways of teaching that student.
6. When I really try, I can get through to most difficult students.
7. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement.
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"1" Strongly disagree
"2" Moderately disagree
"3" Disagree slightly more than agree
"4" Agree slightly more than agree
"5" Moderately agree
"6" Strongly agree

8. When the grades of my students improve, it is usually because I found more effective teaching approaches.

9. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.

10. If parents would do more with their children, I could do more.

11. If students did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.

12. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.

13. The influences of a student's home experiences can be overcome by good teaching.

14. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.

15. Even a teacher with good teaching abilities may not reach many students.

16. If students aren't disciplined at home, they aren't likely to accept any discipline.
APPENDIX G
MAJOR STUDY COLLABORATION QUESTIONNAIRE
INSTRUMENT 2

Please mark the number that matches your correct response:

"1" - Rarely (bimonthly or once each semester)
"2" - Fairly Infrequently (varying between bimonthly to monthly)
"3" - Fairly Frequently (weekly to every other week)
"4" - Fairly Often (weekly)
"5" - Very Often (daily or several days a week)

How often do you receive reactions or advice from other teachers about your personal:

17. Curriculum planning.  1 2 3 4 5
18. Grading practices.  1 2 3 4 5
19. Teaching of specific lessons.  1 2 3 4 5
20. Student control and discipline.  1 2 3 4 5
21. Manner of working with individual students.  1 2 3 4 5

How often do you talk with other teachers about:

22. General curriculum plans for the class.  1 2 3 4 5
23. The schedule of teaching activities.  1 2 3 4 5
24. Student reactions to a specific lesson.  1 2 3 4 5
25. Getting teaching resources or supplies.  1 2 3 4 5
26. Learning needs of a particular student.  1 2 3 4 5
27. Personal gripes or concerns about work.  1 2 3 4 5
28. Matters unrelated to school and teaching. 1 2 3 4 5

29. How frequently do you jointly conduct activities or lessons with another teacher (or other teachers) for a common group of students? 1 2 3 4 5

30. To what extent do you have to take other classroom teachers into account in your own teaching with respect to your own teaching approach? 1 2 3 4 5

31. To what extent do you have to take other classroom teachers into account in your own teaching with respect to content in the lessons you teach? 1 2 3 4 5

32. To what extent do you have to take other classroom teachers into account in your own teaching with respect to timing or scheduling of class periods? 1 2 3 4 5

33. What do you think helps teachers in team planning activities?
34. What have been some obstacles to teacher team planning? 

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

35. Do you think teacher team planning and collaboration activities affect student learning? Yes ____ No ____ Please explain your answer.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

36. Please add any additional comments that you would like to make about the questionnaire that you have just completed.

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________
APPENDIX H

MAJOR STUDY DEMOGRAPHIC QUESTIONS

1. Age
   a. 20-30  b. 31-40  c. 41-50  d. 51-60  e. 61-70

2. Sex
   a. Male  b. Female

3. Indicate certificate that you hold:
   a. Elementary  b. Secondary
   c. Special Education  d. Bilingual Endorsement
   e. Music  f. Art
   g. Library  h. Physical Education
   i. Other, please specify____________________

4. Ethnic Background:
   a. Black  b. Anglo  c. Hispanic
d. Native American  e. Asian/Pacific Islander

5. Grade level taught:
   a. Kindergarten  b. 1st  c. 2nd  d. 3rd  e. 4th
   f. 5th  g. Primary multi-age  h. Intermediate multi-age
         (Note grades)  (Note grades)
i. Combination (Please note grades combined.)

6. Years in present grade assignment _______
7. Professional training beyond Bachelor's degree:
   a. No  BA Degree _____________ (Major) Date______
   b. Yes  If yes, please describe degree(s) and dates degree(s) conferred:
          Degree ___ Date _______  Major ____________
          Degree ___ Date _______  Major ____________

8. I have been teaching for ________ years total.

9. I am currently participating in the Career Ladder Program.
   a. No
   b. Yes  If yes, please note Career Ladder Level. ___

10. I have participated in district workshops or inservice training.
    a. No
    b. Yes  If yes, note approximate number in the last five years. ________
APPENDIX I

INTERVIEW QUESTIONS

INSTRUMENT 3

1. Tell me about the team collaboration project here at the school.

2. What has worked? What has been successful?

3. What has not worked out well? What has prevented it from working?

Probe for the following if there is no response to the above questions:

- interrupted planning time
- agenda to keep focused
- coordination with specialists
- prefer to work alone
- disagreements with team members
- incompatibility
- outside responsibilities

4. What do you think will help to break down these barriers?

5. What has collaborating with other teachers done for you?

6. Is there anything else you would like to add or comment on?
All interviews took place in a counselor's office at the school site with the exception of T4, T5, T9, and T10. These four interviews were held in the research assistant's office in the College of Education at the University of Arizona.

<table>
<thead>
<tr>
<th>Code</th>
<th>Date</th>
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<tr>
<td>T1</td>
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<td>T2</td>
<td>6/3/91</td>
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<td>6/4/91</td>
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<td>6/4/91</td>
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<td>T6</td>
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<td>T8</td>
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<td>T10</td>
<td>6/14/91</td>
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APPENDIX K

PILOT STUDY RESULTS

AVERAGE RATINGS OF FACULTY SURVEY - APRIL 1991

"1" Strongly disagree
"2" Moderately disagree
"3" Disagree slightly more than agree
"4" Agree slightly more than agree
"5" Moderately agree
"6" Strongly agree

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Rating (N = 33)</th>
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<tbody>
<tr>
<td>1. When a student does better than usual, many times it is because</td>
<td>4.66</td>
</tr>
<tr>
<td>I exerted a little extra effort.</td>
<td></td>
</tr>
<tr>
<td>2. The hours in my class have little influence on student compared to</td>
<td>3.24</td>
</tr>
<tr>
<td>the influence of their home environment.</td>
<td></td>
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<tr>
<td>3. The amount that a student can learn is primarily related to family</td>
<td>2.39</td>
</tr>
<tr>
<td>background.</td>
<td></td>
</tr>
<tr>
<td>4. When a student is having difficulty with an assignment, I am</td>
<td>4.75</td>
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<tr>
<td>usually able to adjust it to his/her level.</td>
<td></td>
</tr>
<tr>
<td>5. When a student gets a better grade than usual, it is usually</td>
<td>4.45</td>
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<td>because I found better ways of teaching that student.</td>
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</tr>
<tr>
<td>6. When I really try, I can get through to most difficult students.</td>
<td>4.63</td>
</tr>
<tr>
<td>7. A teacher is very limited in what he/she can achieve because a</td>
<td>2.81</td>
</tr>
<tr>
<td>student's home environment is a large influence on his/her achieve-</td>
<td></td>
</tr>
<tr>
<td>ment.</td>
<td></td>
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</table>
"1" Strongly disagree
"2" Moderately disagree
"3" Disagree slightly more that agree
"4" Agree slightly more than agree
"5" Moderately agree
"6" Strongly agree

8. When the grades of my students improve, it is usually because I found more effective teaching approaches. 4.63

9. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept. 4.54

10. If parents would do more with their children, I could do more. 4.54

11. If students did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson. 4.16

12. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly. 4.93

13. The influences of a student's home experiences can be overcome by good teaching. 4.12

14. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty. 4.84

15. Even a teacher with good teaching abilities may not reach many students. 3.30

16. If students aren't disciplined at home, they aren't likely to accept any discipline. 3.54
17. How often do you receive reactions or advice from other teachers about your personal:

a. Curriculum planning. .................................. 3.38
b. Grading practices. ..................................... 2.16
c. Teaching of specific lessons. ............................ 3.00
d. Student control and discipline. .......................... 3.44
e. Manner of working with individual students. .......... 3.11

18. How often do you talk with other teachers about:

a. General curriculum plans for the class. ................ 3.61
b. The schedule of teaching activities. ..................... 3.66
c. Student reactions to a specific lesson. ................. 3.58
d. Getting teaching resources or supplies. ................. 3.72
e. Learning needs of a particular student. ................. 3.77
f. Personal gripes or concerns about work. ................. 3.88
19. How frequently do you jointly conduct activities or lessons with another teacher (or other teachers) for a common group of students? 3.66

20. To what extent do you have to take other classroom teachers into account in your own teaching with respect to your own teaching approach? 2.61

21. To what extent do you have to take other classroom teachers into account in your own teaching with respect to content in the lessons you teach? 3.38

22. To what extent do you have to take other classroom teachers into account in your own teaching with respect to timing or scheduling of class periods? 3.27

23. What do you think helps teachers in team planning activities?

24. What have been some obstacles to teacher team planning?

25. Do you think teacher team planning and collaboration activities affect student learning?

26. Please add any additional comments that you would like to make about the questionnaire that you have just completed.

SEE APPENDIX L FOR COMMENTS TO ITEMS 23 THROUGH 26.
APPENDIX L
PILOT STUDY RESULTS
TEACHERS COMMENTS

**Question #23:** What do you think helps teachers in team planning activities?

1. Cooperation, attitude-positive.

2. Having a scope and sequence, central theme or topic, uninterrupted planning.

3. An agenda--lists of what needs to be discussed that's been compiled by each teacher throughout the week.

4. Mutual sharing of responsibility and ideas in group (grade level) and team planning.

5. Sharing of teaching idea activities, discipline strategies.

6. We gain more ideas from each other and can share the workload of planning and teaching lessons.

7. Compatibility of team--similar philosophies and teaching styles.

8. Ability to work together--enjoy each other. Our personalities seem to work well if we accomplish so much when we have uninterrupted time.

9. Feeling of being a team and working together--freely sharing ideas.

10. The ability to speak honestly with the team. A mutual respect of team members. Uninterrupted planning time.

12. Good communication, agree to what is to be done for the benefit of the student and a good organization.

13. Time to plan lessons and skills. Time to discuss student progress/behaviors. Time to share ideas. Time to meet with specialty teachers, L.P., etc.
14. The ability to talk about common concerns and know there is another way to tackle problems if your own technique fails.

15. By having each teacher do the part(s) they do best. Have someone to lead that [sic] knows the curriculum well. Take responsibility.

16. Being unselfish in sharing ideas and self-made tests with other team members. Being open to new ideas and willing to try new suggestions in your classroom.

17. Being able to focus on the topic without having continual interruptions.

18. Being able to share ideas and resources and not having to depend only on yourself.

19. When we share together as far as what we are teaching, we are better able to share ideas and materials.

20. Being able to talk about problems and discuss effective teaching strategies.

22. Continuity in personnel from year to year so you can build on what you've done before. With special ed. students, teachers with similar philosophy and discipline style.

23. Definite goals, a leader who facilitates discussion, good resources, open-minded discussions.

24. Ability to communicate needs—compromise—monitor and adjust.

25. The time to meet and discuss before 3:00. The ability to all get along even with big personality differences or attitudes.


27. Able to discuss strategies—conference on concerns—share and teach excellence we've experienced.

28. Teachers are able to brainstorm ideas and integrate their ideas so that students can get the best methods and curriculum for their students.

29. Time to father together, a school climate that promotes such, a focused agenda.
30. Time to plan. Time to gather materials. Overall yearly focus broken down into 9-week periods. Time to meet with all specialists and teachers involved with students.

31. Time to share in planning during the school day. Occasionally not being scheduled for other meet so that there is time before and after school to get together.

32. The desire to work together for the benefit of all the students.

33. Time for adequate planning without interruptions. An agenda at each meeting to keep them focused. A sharing of different jobs to help complete tasks.

34. Sharing ideas, strategies, materials--dividing the planning of content.

Question #24: What have been some obstacles to teacher team planning activities?

1. None--it's great.

2. Discussion of behaviors, coordination with specialists, book work involving moving students into groups.

3. Interruptions, some members not willing to compromise.

4. Lack of adequate time and basic philosophy of education if this variance exists.

5. Sometimes I would like to plan by myself, try out my own ideas, in private, pace my class the way I want, and get more done in my class.

6. Teachers not wanting to work together and wanting to do their own thing. They basically don't agree with each other and have personality differences and feel threatened by the other teachers or feel held back by them.

7. Incompatibility of team--differences in philosophy and/or goals. Time.

8. Interruptions into time allowed! We need more planning time.
9. Too many interruptions during planning time.
10. Interruptions to planning sessions of special announcements by non-classroom personnel.
12. Time, materials.
13. None, really our school keeps the time locked in so we do use it weekly specifically for what it was intended.
14. Some obstacles have been the time constraint.
15. Time restraints, no time to plan for other subjects in which you are not teaming.
16. Wanting to do things the way it has always been done. Not wanting to work in a team sharing of students.
17. Time constraints.
18. Finding time to plan together; having members of the team willing to participate.
19. Time taken for non-planning activities, frequent interruptions.
20. No real time for individual thoughts and creativity to lessons.
21. Too many teachers/levels to team with and not enough time. Planning time to meet as teams but not used in planning.
23. Number of outside activities or problems that have to be dealt with before decisions can be made.
24. People who don't want to try new things!!!
25. Sometimes the attitudes of how to teach and/or discipline.
26. Time--other meetings--too many items to discuss in one meeting.
27. Time--in-depth--long-range. Parents come in due to our 1:00 dismissal and want a conference--this pulls us out of our team situation.
28. Some experienced teachers might prefer to plan on their own.

29. Time factor, willingness to share, poor leadership, teacher's personal styles.

30. Lack of bilingual materials for thematic unit planning. Collegial resistance to sharing of ideas. Lack of time to plan. Lack of alignment in content areas. Fragmented scheduling and pull-outs.

31. Not enough time—the teachers lament—but we are very fortunate in this district in having early release for team planning and also in having an administrator who gives strong, positive support to the learning value!

32. Children get a different approach and personality. Team is very helpful in parent conferences.

33. Not enough time!!

34. Interruptions (regarded as necessary therefore not allowing a long enough block of time to really plan in-depth or long range.

Question #25: Do you think teacher team planning and collaboration activities affect student learning?

1. Yes--5 teachers lending of offering strategies that work saves time and adds to personal teaching abilities or strategies.

2. Yes--Team planning benefits students because there is some consistency in content and sequence. Pacing is improved when teachers coordinate activities.

3. Yes--Helps bring together new ideas, strategies, materials.

4. Yes--Very strongly. I believe all students benefit from teacher team planning. Students like having similar activities and interchange at each level. Strengths for both students and teachers outweigh difficulties that arise.

5. Yes--I have received some good ideas from my teaching team.
6. Yes--The more teachers talk with each other the more ideas and information we gain from each other.

8. Yes--Sometimes another parent's view, ideas or experience can really help me with something, either a problem or just doing something better.


10. Yes--Review and evaluation of curriculum and teaching strategies insures that teachers are truly meeting the needs of their students.

12. Yes--In a positive manner.

13. Yes--Time to explore alternatives with colleagues to improve lessons, behaviors, and your own self esteem or confidence.

14. Yes--The children gain a sense of unity among your grade level team.

15. Yes--With ideas and that person's expertise brings a lot to the teaming process for students' learning.

16. Yes--Through team planning and sharing of activities, students can gain from a different style of re-teaching, and time-wise it allows for re-teaching.

17. Yes--You definitely do. I would like to see more team planning next year at my grade level.

18. Yes--You are able to pull more resources and also have a wider range of experiences, etc. to draw from.

19. Yes--When specific teaching ideas and materials are shared.

20. Yes--I think it improves the consistency of teaching.

21. Yes.

22. Yes--With special ed. students, teachers can become more aware of goals and strategies that work. Teaching modifications can be demonstrated with the student in the classroom. Classroom teachers develop a trust and knowledge of what you do as a specialist, and specialists come to appreciate better what classroom teachers do. Suggestions for individual
students are more practical and helpful to the student and teacher.

23. Yes--No one person can come up with all the ideas. Sharing work takes burden off of individuals.

24. Yes--Putting kids together by abilities or any new groups helps them to work better.

25. Yes--We are all working towards more centralized goals--not going so many directions. We know we have other shoulders to cry on for help and support.

26. Yes--Sharing of different approaches to teaching objectives. Knowing if you're on the right track.

27. Yes--We share our strengths--all students receive the best we can offer--strengthen weaknesses--excellent teaching learning.

28. Yes--Students get the best ideas that have been thoroughly discussed and planned. This helps to challenge students.

29. Yes--Sharing common concerns, considering developmental needs/age approbateness [sic], pooling resources, developing continuity in program/curriculum, harmony among teachers.

30. Yes--I believe that teaming leads to focus on expected outcomes for all students. Sharing strategies helps to reach all students.

31. Yes--Teaching is a sharing profession. I have a very strong feeling that teachers who cannot share with one another cannot share with students and conversely good sharers are good teachers!

32. Yes--The sharing of ideas and materials enables each teacher to do the best possible job in her classroom. the changing of classes allows the children to get a different approach and personality.

33. Yes--Sharing of students has proved to be very beneficial at our level. We feel we know all the students and they are comfortable with all of us.

34. Yes--Improved planning enhances the teacher-to-teacher interaction as well as the teacher-to-student (homeroom) as well as other class students.
Question #26: Please add any additional comments that you would like to make about the questionnaire that you have just completed.

3. Has a pilot been run to determine which questions are confusing or ambiguous? I don't like the scale ratings used—-not clear enough definitions between them.

4. Excellent topic and positive mode of expressing a beneficial movement in education. I believe teacher team planning is as beneficial to teachers as cooperative learning is for students. It raises the entire level of teacher planning, sharing, and achieving which is ultimately reflected in student progress.

8. Our Wednesday planning time is probably the most beneficial thing I have experienced in [the district], more so than inservice.

9. Instructions on how to record test were not given clearly—for example—how to renumber the test in order to match the answer grid.

12. There should be a complete day for team planning.

13. This time is good to have—but no time is built in to allow the teacher additional extra time to plan or prepare within their own classroom. The time goes so quickly. In the time that is allowed—it is just enough time to cover concerns at hand.

14. I would like to add that time constraints are my main point that I would like added. If there was [sic] more time we could do more planning for extensions and corrections.

16. It was difficult to be completely accurate in the answers.

23. 1st section of answers with 6 choices was a little difficult to follow. Some of the wording was difficult to interpret.

24. Agree slightly more than agree?

28. Some of the questions are too specific and may not apply directly to all teachers. For example, #16—-
This would depend on a teacher's discipline plan and teaching style as well as relationship with individual students.

29. The first 16 questions do not directly pertain to teacher collegiality/collaboration. They rather are directed to determine the surveyee's philosophy in relation to the district's philosophy.

30. I would like to say that I try to maintain a positive attitude throughout the day. I enjoy my job--I would enjoy it even more if I had another bilingual colleague at grade level to plan with. I very often feel isolated and overwhelmed by my responsibilities as a bilingual teacher. I feel my kids deserve just as much as any other second-grader gets, and I try to give it to them. It takes more work, though!

31. Please note type--Agree slightly more than agree?? We assumed the second agree should be a disagree. Were we right?

32. Teaming is very helpful in parent conferences.

33. Some questions were too wordy!

34. Some response choices were rather confusing and trying to transfer answers to the NCS form was very confusing.
APPENDIX M

MAJOR STUDY RESULTS

AVERAGE RATINGS OF FACULTY SURVEY - MAY 1991

"1" Strongly disagree
"2" Moderately disagree
"3" Disagree slightly more that agree
"4" Agree slightly more than agree
"5" Moderately agree
"6" Strongly agree

Average Rating (N = 37)
on 6-Point Scale

1. When a student does better than usual, many times it is because I exerted a little extra effort. 5.21

2. The hours in my class have little influence on student compared to the influence of their home environment. 2.24

3. The amount that a student can learn is primarily related to family background. 2.08

4. When a student is having difficulty with an assignment, I am usually able to adjust it to his/her level. 5.56

5. When a student gets a better grade than usual, it is usually because I found better ways of teaching that student. 4.97

6. When I really try, I can get through to most difficult students. 5.02

7. A teacher is very limited in what he/she can achieve because a student's home environment is a large influence on his/her achievement. 2.75
8. When the grades of my students improve, it is usually because I found more effective teaching approaches.  

9. If a student masters a new math concept quickly, this might be because I knew the necessary steps in teaching that concept.  

10. If parents would do more with their children, I could do more.  

11. If students did not remember information I gave in a previous lesson, I would know how to increase his/her retention in the next lesson.  

12. If a student in my class becomes disruptive and noisy, I feel assured that I know some techniques to redirect him/her quickly.  

13. The influences of a student's home experiences can be overcome by good teaching.  

14. If one of my students couldn't do a class assignment, I would be able to accurately assess whether the assignment was at the correct level of difficulty.  

15. Even a teacher with good teaching abilities may not reach many students.  

16. If students aren't disciplined at home, they aren't likely to accept any discipline.
1 - Rarely (bimonthly or once each semester)
2 - Fairly infrequently (varying between bimonthly to monthly)
3 - Fairly Frequently (weekly to every other week)
4 - Fairly Often (weekly)
5 - Very Often (daily or several days a week)

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<th>Item</th>
<th>Average Rating</th>
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<tr>
<td>17. Curriculum planning.</td>
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<tr>
<td>18. Grading practices.</td>
<td>2.38</td>
</tr>
<tr>
<td>19. Teaching of specific lessons.</td>
<td>3.24</td>
</tr>
<tr>
<td>20. Student control and discipline.</td>
<td>2.94</td>
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<td>21. Manner of working with individual students.</td>
<td>2.83</td>
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<td>22. General curriculum plans for the class.</td>
<td>4.10</td>
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<td>23. The schedule of teaching activities.</td>
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<td>24. Student reactions to a specific lesson.</td>
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<td>25. Getting teaching resources or supplies.</td>
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<td>26. Learning needs of a particular student.</td>
<td>3.86</td>
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<td>27. Personal gripes or concerns about work.</td>
<td>3.64</td>
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<tr>
<td>28. Matters unrelated to school and teaching.</td>
<td>3.59</td>
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How often do you talk with other teachers about:
29. How frequently do you jointly conduct activities or lessons with another teacher (or other teachers) for a common group of students? 3.94

30. To what extent do you have to take other classroom teachers into account in your own teaching with respect to your own teaching approach? 3.45

31. To what extent do you have to take other classroom teachers into account in your own teaching with respect to content in the lessons you teach? 3.56

32. To what extent do you have to take other classroom teachers into account in your own teaching with respect to timing or scheduling of class periods? 4.18

SEE APPENDIX N FOR COMMENTS TO ITEMS 33 THROUGH 36.

33. What do you think helps teachers in team planning activities?

34. What have been some obstacles to teacher team planning?

35. Do you think teacher team planning and collaboration activities affect student learning?

36. Please add any additional comments that you would like to make about the questionnaire that you have just completed.
APPENDIX N
MAJOR STUDY RESULTS
TEACHER COMMENTS

Question #33: What do you think helps teachers in team planning activities?

1. Comparable teaching styles or philosophies.

2. (1) Mutual respect for one another's ideas or constructive criticism. (2) Meeting regularly.

3. Absolutely

5. Sharing of information and resources.

6. Support *time*, ability to get along, self choice into team, desire cooperation, give and take.

7. Same teaching styles. Ability to accept suggestions.

8. Coordination!

9. The openness and willingness to try each other's idea. Also the time we are willing to give for students' sakes.

10. Sufficient time.

11. Their ability to get along with each other.

12. Teachers getting along. All teachers willing to share and being prepared to share. Teachers general knowledge of activities.

13. Released time on our regular contract day. personal and family needs on our team limit the time we can work together after school.


15. Respect for each other, being able to adapt--adjust, listen to others.


17. Being a team player.

19. Respect for each other's differences and teaching styles. The willingness to commit to teaming. If someone is against teaming, it will be hard to work with them.

20. Expands the sharing of ideas, techniques in teaching.

22. Allowing time for teams without other requirements.

23. Having a like focus. Meeting needs of children.

24. The team members respect and trust each other especially professionally. Everyone is an important part and everyone contributes. We recognize each other's strengths and weaknesses.

25. If all members are willing to contribute and share ideas and materials.

26. Companionship, more ideas are shared.

27. Understanding one another—similar viewpoints.

28. Shared philosophies, willingness to risk and change, openmindedness, non-judgmental listener.


31. That teachers have the same "philosophy" in what "education" is. That teachers are willing to "show the amount of work involved" and that teachers can communicate "openly."

32. Peer cooperation.

33. Sharing a common goal meeting on a regular basis. Willingness to learn from other people.

34. Given time to prepare without interruptions.

35. Shared philosophy in terms of student and teacher learning. respect for students as individual learners and mutual collegial respect.
36. Lack of shared responsibilities, lack of planning time, poor communication between teachers, being unaccustomed to sharing ideas and plans.

37. The group discussion of ideas makes planning easier and lessons better.

Question #34: What have been some obstacles to teacher team planning activities?

1. Too many meetings during our planning time--location of classrooms.

2. Overpowering personalities--time.

3. Time--personalities.

4. Too many demands, not enough time.

5. Time--paperwork (district or school) that needs to be done by a due date.

6. Time.

7. Time.

8. Desire for individuality.

9. Other meetings that go on during this time. This includes surveys and other types of paperwork.

10. Lack of time.

11. Lack of cooperation. Find cooperation when everyone can get together.

12. Lack of time together and so many other required tasks to do as a team.

13. Lack of cooperation been the time constraint.

14. When someone dominates with their own ideas which may not be compatible with what others want.

15. Team planning time taken up with housekeeping chores/issues. When I come to check and plan, teh team groans from pressure if items are not getting done that they planned. As a result I do "flyby"
planning, taking 1-2 words out of conversations and plan my activities in concert.

17. Difference in level of time commitment, difference in philosophy.

18. -Materials available - Good planning takes quality time. Hard to find.


20. (1) As in group activities, the means may not always lead to the ends (output). (2) personalities/workings styles may vary or conflict with each other.

21. Lack of training in the concept of teaming.

22. Time/materials/morale.

23. There are many teaming combinations of which I am a part. It is not possible to meet with all of them during Wednesday planning. Time is a problem.


25. People who sit back and expect others to initiate everything and who don't communicate well.

26. Having to circulate games, manipulatives, when you plan for your content together at the same time.

27. Having our schedules coincide at the same time.

28. The opposite of these: close-mindedness, not willing to risk or change, different philosophies.

29. Time, unwilling teachers mismanged schedules.

32. Peer cooperation.

33. Personal agendas--inability to work well together. People and their ideas.

34. Having our time taken up with other activities.

35. Hardening of the categories--Forced collegiality--Authoritarianism as an obstacle to "learning" by teachers--Stupid teachers (modeling more stupidity)--Non-research approaches "only teachers have gut feelings?"
Lack of shared responsibilities, lack of planning time, poor communication between teachers, being unaccustomed to sharing ideas and plans.

Time--Teacher cooperation--Schedules--Students in grades K-5 in a number of different classes.

**Question #35:** Do you think teacher team planning and collaboration activities affect student learning?

1. Yes--It helps students because the teachers can consult as to which is the best way to teach the lesson.

2. Yes--Teachers teaming need to communicate often so that your students' educational needs are met.

3. Yes--I think the teaming and planning has been very positive.

4. Yes.

5. Yes--When teaming ideas on how to approach a lesson or a student are shared.

6. Yes--When I am involved in planning the thought process that goes into lesson plans by far enhances my teaching style and delivery.

7. Yes--It helps student learning because one teacher may be thinking about a circumstance one way and another teacher will have a completely different idea.

8. Yes--Teachers plan activities that not all students may be able to be successful at.

9. Yes--We as teachers have it together, the students see how we interact and problem solve together. We also have activities for all students instead of one.

10. Yes--More opportunities--variety of teaching methods--two heads are better than one.

11. Yes--If teachers plan together, all students receive the same education.
12. Yes—Everyone gains from effective team planning. Teacher gets new and varying insight and students also get differing solutions.

13. Yes—Sharing of expertise, materials, etc. helps everyone.

14. Yes—The way a teacher feels has a lot to do with how he/she teaches.

15. Yes—It's good to get others' ideas, find new approaches to problems.

16. Yes—Skills taught in isolation especially LRC-type skills are not absorbed by student, ahve no direct relationship for students. Loads of studies have shown this.

17. Yes—Two people working together and collaborating cuts the work load in more than half. More time allows for thorough planning and work with students.

18. Yes—(1) It creates a learning environment for a large portion of students. (2) Teachers can always learn new things or add on to present knowledge. (3) makes long-range planning easier to do and implement.

19. Yes—Students feel like part of a big family and builds self-esteem, which in turn affects learning.

20. Yes—Students may be introduced to different learning concepts/techniques that otherwise may not be possible with only one teacher.

21. Yes.

22. Yes—More heads are better than one. More ideas/different ideas.

23. Yes—New ideas and approaches are discussed. There is a better chance that student needs will be met.

24. Yes—we have done daily team planning—we have done activities that are at a higher level adn also perfect attendance was extremely high.

25. Yes—Teaching is more effective, organized. Students really enjoy teaming activities with other classes.
26. Yes--Students are aware of our communication, and follow-ups in learning are easier to do. 

27. Yes--Team planning opens up more and better ideas which are passed on to students. 

28. Yes--Good collaboration and teaming means happy team members who share new information and who are consistent in their teaching and behavior management. 

29. Yes. 

30. Yes--I feel team planning (this year) has positively effected [sic] my students and their learning. There's been consistency in our philosophies adn planning. All students and their needs were our focus. 

31. Yes--Because of the consistency of teacher team planning that has taken place this year along with our time lines that we have set not only have goals for sts. but for us as well. To sum up our philosophy in teaching has had a tremendous affect [sic] on student learning. 

32. Yes--Cooperation--if staff can't work together--how can students be expected too? 

33. Yes--Students are always aware what other students have to do. The issue of "fairness" is often discussed among themselves--if everyone does the same thing, it helps to alleviate problems. 

34. Yes--Teachers can share ideas, strategies. We can focus on those who need more. 

35. Yes--Modeling of cooperative effect and efforts are essential if students are to "do what we do" instead of "do what we say."
Teacher 1 June 3, 1991

DL: Would you tell me about the team collaboration project here at Liberty?

T1: Okay, umm, what have we have had, Liberty, let me just back track a little bit here. Liberty has been a fourth run end study teaming at a process for teachers, before what it used to be was each individual teacher like each first grade teacher worked by themself, you know, and never collaborated, never even talked, or maybe just in the minute kind of way. Here at Liberty, ahh, a few years back, I can't remember exactly (pause) how many years ago, it was I wasn't here then. They decided it was decided that school leadership team, I think was the decision so the decision of several people to try to team component aerospace on grade level all the first grade teachers team together, all the second grade teachers team together, and all the third grade teachers, and that was a really new (pause) concept...a new idea (pause), and I know what's hard from what I hear was hard because (pause). We as teachers that was just so different we didn't know how to go about it, it wasn't a natural approach, a natural process for us. So we had to, ummm, I think go through some training some people were more open to it than others. And it's just been a whole evolution that has happened, you know, and that was like the first year was very difficult. Then the second year of the implementation, it was, okay, a little bit easier. We know how to do, and they're also at that time where, umm, I don't remember the title of the person. But kind of a facilitator in a way or a team leader, I guess, which what it was called and facilitated a lot of that. So that training and that sense and, (pause) and it depends on the group of the people whether I don't know the reasons whether it's meaning or openness, or they've decided that it really can't help. When I started at this school, it was already in process for a few years. So that was just something that that's a way it was here at Liberty. It wasn't a fluent process where the team I was, for several reasons--someone's personality, someone's philosophical differences, and (pause) just the different needs of teaming I think for teachers. One thing that we did that was done last year that I've been a part of was a sound selection of team members, and that has made such a
world of difference. Because you can't impose on people you can say you are going to be teaming together, but you can't make a lot of those processes happen, you can't just say you will do this, you will teach together, you will collaborate, you will share, you will this. I mean, too much humanistic concept, when you know, when you're dealing with a human you just can't voice a lot of those issues that are related to relationships just like teaming it. And teaming is, I don't know, I'm getting off the question here. It's a lot of respect for one another, and ahh, in order for it to be this past year has just been such a tremendous year in terms of teaming. It's been really...it's been awesome actually. I...we're all totally different we ( ) so I don't know if (pause) having professional respect. Professional is a lot personal respect, and just the trust for one another. I don't know if that exactly made such a major impact. I really don't know, but (pause) it's just such a...it's just so totally different than it was the other year.

DL: Well, let's talk a little bit more about that.

T1: Okay.

DL: Umm, you're saying that teaming is totally different this year than it has been in years prior, and one aspect that has helped make a different is self selection. Why don't you tell me a little bit about why self selection has helped to make a difference?

T1: Well, I don't know if that is the reason. I'm thinking yes it was, it was the reason we're working with...we're working as a team with people that we as individuals decided that we wanted to work with...not someone telling us you will work because of great level for whatever reason. Maybe because we do, I mean, personality wise I mean, we're like (pause) night and day. But when it comes to the professionalism, we're just right up there, we have, you know, the same goals, the same needs, the same wants for the students, the same outcome, and I guess that just (pause) overrides the other. I'm thinking whereas, you know, we approach things, attack the problems or the way we tackle things in totally different ways just to get into the task selling those that type of, ahh, behavior. But when it comes to why we're here as a teacher the outcomes for the children. We mesh, we do right there, and so, and I don't if that has been the key, the key issue, but, ummm... These people we knew, one of the persons she and I had worked together before, not as team members, but in, ahh, she was the resource person, and she helped me,
and we've just been real close in the professional. And so we would like to work together as a team, and she handles with the other person so it wasn't like the three of us had worked together in a way, but it just happened, and it was great.

DL: You just mentioned that, ahh, one of the things that have helped you make the team work is that you have the same goals, needs, and wants. Tell me more about how that came about.

T1: (Pause) Okay, I'll try. Ummm, it just well, I guess maybe what it is, is (pause) in our situation this year we don't have to walk on tiptoes worrying about each other's feelings. Like if I'm really open and blunt about something it's because we want to know, and I guess maybe now that when you asked the question it wasn't that we're always at the same level, but we're able to do is to discuss a lot of things real openly, and we're like if someone says if one of the team members says, "Oh, I don't like that ideas," my feelings aren't going to get hurt. We're able to discuss just why this person does not like it, and then I'm able to say my point of view. So it's very open communication. We are able to do that, and we can get work beyond having to, umm, like walking on egg shells which is something that has happened a lot and in a lot of the other teams that I've been involved in, it's a lot of people's feelings were always hurt. So, you know, so a lot of things you'll see were held back, or it's just was not open communication, I guess, is what I guess I'm discovering here as I talk. It's a real key issue, and it wasn't necessarily like we always agreed on all of the outcomes. Because we didn't we had a lot of disagreements, but we were able to come to consensus on many, and on all of the issues. Because that was one thing that we discussed at the very beginning. That that had to be something real important, and when we make major decisions, sometimes, you know, it's (pause) we wouldn't, but we would say, okay, I'll go along with it and on some things. But on major, major issues we would, we would talk it out until we were able to come to some type of agreement, there was a lot of give and take on all our parts. It wasn't where one person was always having their way. We each, you know, we each were able to defend what our beliefs were or as other people came up with some issues that we hadn't thought of was another point of view. Then, we were able to see that, and we were able to question that, and got a lot of things answered, and I guess for that one reason for the openness in our discussion throughout the year. We really, really learned a lot from each other.
DL: Okay, let's see if I can summarize some of the points that you just mentioned, which really are addressing what has worked, what has been real successful to the, ahh, would be a team collaboration here. Ahh, one of the things that you've mentioned is respect, professional respect for one another. Umm, another point, is open communication, another point is consensus and the ability to give and take with one another. The fourth point is being able to defend your own individual belief. The fifth point was to be able to see and question one another's perspectives. The sixth point is, you mentioned was being able to learn from one another. Do you want to elaborate on any of those, or add to that list?

T1: (Pause) Not at this point, I might... something else might trigger something throughout...I might come back to it later on.

DL: Okay, Okay, Anything else that you can think of that has helped to make the team collaboration project successful?

T1: We have, ahh, we also here at Liberty was given an extended time, like Wednesday afternoon, the students have early release time. Which adds time to meet and that was time for teams to meet as they change, and being that our team was strong last time was utilized very effectively. Because we each had and knew what our task was, we were there for a common goal. So I mean the time was used for our classroom and reason is that I bet we've used the time for teaming, and sometimes it was for...for things that needed to be taken care of right there and then. But a lot of times we each had each of the team members we did work together, like within the classroom, we planned for example, our quarters together in other situations. But that's as far as it has got, then we did our each own individual thing, and here with this team we planned our quarters together again. We also planned activities together, so there was more of a completeness within the group that we knew what needed to be done, and what things were priority, and that extended time that extended time really was flat as that ( ). Also we all had a commitment to this new program that we started. So being that we wanted this program to be successful we had a very strong commitment towards it. So we also put in a lot of our own time.

DL: What do you think contributed to that kind of commitment?
T1: To the commitment?

DL: Yes.

T1: Well, we had helped develop this new program and we had approached the principal as to starting this program and she was very (pause) gung ho, and let us do it.

DL: So this is a bottom up?

T1: Yes.

DL: The program is generated by teachers, developed by teachers, and carried out by teachers?

T1: Yes. You know, so she listened and she asked questions, and this and that, and was very, very supportive. We knew that it was going to be real different for us. So that was another tie into the teaming, too, which I hadn't mentioned before, but this commitment to this new program, and, umm, (pause) so the time factor I guess is something that really helps make the team successful, because that's something that none of us had enough of. (giggled) Regardless of where you're at.

DL: Okay, so you mentioned the extended time, and being able to, ahh, all of you come together to utilize the item for, the common goals that you had already set, ahh, used it to plan quarters and activities. Umm, it brought you, ahh, together not only as a team but to, ahh, devote this adhesiveness among what these activities were.

T1: Yes.

DL: Okay.

T1: Another thing is that we recognize our strengths and our weaknesses, as a team, and as individuals, too. We could see that in each other because we work so closely.

DL: (Pause) Tell me more about that.

T1: Well, one of ours was missing the nice thing was the paper work all of us were battling that, and that is something that we all know that we need to improve on. Another thing, it's not a weakness, but as some people that came in and seen it might not handle it that way that we dealt with our discussions. It was kind of just a free for all type of thing, and I mean that was just our discussion to one would say something which would trigger something
off of something else and this and that. So we would get things done and come to and agreeing that, and which for some people meeting from other teams, but had to work with our team in one way or another whether as a resource or whatever. Some people they could see what was going on just the jumping around, and they would find that other people could not. They just thought that we weren't giving them enough time, and what would happen is that they would come in and say, sometimes it was a child that was in our team, and they were working with us. They just thought that we didn't give them enough time that we didn't stop our discussions because this other person was in the room. It how it happened is that we just were like that, I mean it was very vocal and very verbal. I guess we're always jumpy. I guess we're always jumping around like our weaknesses with the paper work sometimes we would write them down, and umm. Another one is some of the team members are greater (pause) communicators, some of them (pause) some have strengths in working with older kids in higher order thinking skills, some of them have strengths in working with the younger kids, and the most minute kind of detail type of thing. So we knew where those strengths were, and we were able to (pause) to work on that, or sometimes some of us were stronger in one content area than another, versus science versus math, or writing, and we're able to give ideas to each other, and openness. But the biggest weakness was the paperwork. We all knew that individually and as a team.

DL: Do you have any thoughts about how you can (pause) overcome that particular weakness which you just mentioned about paperwork?

Tl: Yeah, well, this year, because it was our first year, and so that we just put in so much time into the meetings, and formalizing, and answering lots of questions, because it really devours it, at the school year were at a long, because we encounter like ( ) conference, and parent conferences, and there was like something that we had sports foreseeing. Well, how are we going to do scheduling when we only see each other's kids, and this and that. So a lot of the time is used for that deciding, okay, how is this program going to evolve this is the question. But for next year, and we get some, and one of the persons took the role of maybe paper keeping, and taking records, but not to the extent that it could. So we see that, and I think that maybe next year we might have more time for the program has already been evolved for a whole year has been implemented for a whole year so a lot of those questions that we had to deal with this year we won't have to do next year we can
focus on something else, maybe keeping better records, and amongst all of us (pause) I mean that was almost a joke at some point because ( ) paper work, but next year I think we will be able to say this is what we're going to work on. Like as an example, this year we focused a lot on the content areas other than the program itself, but we focused on content areas, and next year we're going to focus on reading, and also (pause). It's also been mentioned already another quote that is not organizational of the program the managing part. (cannot hear)

DL: In hearing you talk, ahh, I think that you've mentioned another area of success for the program, and it seems to be that that is that you're able as a team to play off with one another strengths. That whether the strength was in, ahh, someone that knows a particular content that the others don't know as well, or they know it's your age child better than the other, or, umm, working with a particular type of project they have more information than the others do. That was really something that was shared, is that correct?

T1: Yes. And we didn't feel any problems about going to this person and saying I need some help, can you help me. Let's sit down, you need some ideas here. I've never worked with this stuff, with this much help, or even in discipline, you know, where some of us have different ways of dealing with children. I'm like at my wits end now with this child in discipline liked give me some suggestions what to deal with this child, and that was the greatest thing, where a lot of the decisions and I guess it's you wouldn't have to deal with it as an individual. It was a team, and because, and I may jump a lot, and because going back a little. We shared we each had our homeroom, but the students in our homeroom would see, most of them would see all of the teachers of the team. So we knew all of the students most of the students, and so when something was for example, let's say this child is really stopped (pause) learning here in this one area, say reading.

DL: (Tape off and back on.) Go ahead.

T1: So what it is, is that we as a team, or we as a team, I as a teacher did I have to make a lot of decisions if something came up with a child, or a child starting to act differently as an example, and because we met so often we could ask each other things...have you noticed something different about this little girl of this little boy. Have you seen, you know, something that is not right.? So, or what can I, whether it was a discipline or a difference in
behavior, or how can academic, we each were able to say and help each other out in helping with each individual child. Because we knew all of the students in the team. So that was really another major plus for teaming and for the program, for teaming also because we were able to do that the bouncing off of each other, and we each would pick up on because of the differences of personalities involved we are, we each would see different things, and then when we would put out all these things together was like a puzzle then we would have even more information than ever about individual students. That helped us really (pause) even focus more on the students. Because sometimes one as an individual would miss something then the other would say well didn't you know that just about this student. Immediately then you would go back and focus in, and even with students because we were always talking about each other. One of them happened to do something, you know, and they didn't have to be extraordinary, just something liked that they worked really hard in math or ( ) always saying that too each other as teachers. But then we as a teacher when we've got a student we say, oh, I hear you really worked hard today, and oh you did this in math. ___ 10-15 minutes before, and then how did you know that. You know you can see that as a little light. Oh, I don't know we teachers talk to each other (giggled). So, yeah, it was real surprising.

DL: So it seems like as a team you are not only sharing information with each other for planning what is going to be taught, umm, but you're also sharing in the success of students.

T1: Yes.

DL: You're all taking pride and ownership in all students extent that all of you are teaching. It's not just these are my kids, and I won't pay attention to anyone else.

T1: Exactly.

DL: You're paying attention to all of the children you're half that you are working with.

T1: Yes. It hasn't been.

(Tape off and back on.)
DL: Listening to the comments you just made, you also mentioned some things that possibly point out what has not worked well. Umm, one of these things was the paper work?

T1: Yes.

DL: The paper work has not worked well, and your suggestions for that for improving that is that, umm, someone could be a recorder, or hopefully next year a lot of the questions that came up may have already been taken care of, and thereby the need to write so much down will not be necessary.

T1: Yes.

DL: Is there anything else that you can think about that has been a barrier or an obstacle?

T1: In other years, too?

DL: Yeah, any time in working with the class.

T1: Okay, yes. One thing that really comes into mind is, ahh, when there's a philosophical differences. That really is major, and that's really hard to work around, because that's something that really is ingrained in us. And if we don't have that communication, that's another area, too, the openness in communication where we're able to discuss then, ahh, it's really hard to get anything done, a major agreement rather into, umm, decision making, and I know another team where I've been in there was a...communication was not there for several reasons. Umm, some people were not willing to speak up, whether it was for their own idea, or a disagreement on what was said to usually what happens one person caries the meeting, the vocal person was the one who would say, well, let's do this or let's do that. So something would get done and other people for whatever reason (pause) were not willing to maybe take risks, or I really can't say, but...and the major irony would come out, where they were in disagreement on what was said at the meeting, but it was never openly said at the meeting. I once did like a one to one and I went to a different team member, because there was a lot of hard feelings because of communication.

DL: This communication that you're just talking about ________ barrier right now at the present time?

T1: Not at the present time.
DL: But it was in prior years?
T1: In prior years yes.
DL: Can you think of barriers that are presently?
T1: Oh, that are presently?
DL: Yeah.
T1: Okay, umm, (pause) one thing it's not having enough time. One that we are (pause) presently we get out of class a lot. So sometimes we will not have enough time for dealing with what has to be done. Umm, and it's not just one as more than another. I think the whole team is pretty guilty of that (giggled). We would just off into tangents.

T1: Such as, sometimes, a lot of times as to what happens in our own groups that we were working with not necessarily with our own classroom, our own homeroom kids, but in our classes. This once again is the sharing of kids whereas we would get off task as to what the goals was for that one meeting, or the objective for the meeting. (pause) But it was so beneficial because a lot of times we would pop kids, a lot, mostly it was that.

T1: Such as, sometimes, a lot of times as to what happens in our own groups that we were working with not necessarily with our own classroom, our own homeroom kids, but in our classes. This once again is the sharing of kids whereas we would get off task as to what the goals was for that one meeting, or the objective for the meeting. (pause) But it was so beneficial because a lot of times we would pop kids, a lot, mostly it was that.

DL: So you were finding that you were getting off task...the whole team was, not just one individual member. But in many ways it wasn't just being, umm, being off task for the sake of being off task. It was being off task but using the kinds of type of teaching.

T1: Yes, but then we needed to get other things done which is a lot of times with the paper work we needed to record or whatever, and see the balance sometimes was not there. But it wasn't what we weren't doing (pause) school related issues.

DL: Now you mentioned philosophical differences, that that can pose a barrier?
T1: Yes.
DL: Tell me more about that.
T1: Well, for one thing, ahh, philosophical differences in the way of teaching some of like to teach where the teachers in control, and the teacher is giving out all the
information, quite like the university classes. (laughing) Where the teacher will be the one giving out all the information...students that are supposed to be sitting quietly listening. Whereas another teacher will want the students to find out information for themselves so the teacher is a facilitator of learning. The students do a lot of learning on their own, a lot of problem solving, a lot of decision making. Which makes for ( ) classroom a lot of movement, and those are tow major philosophical differences going on in this school at this time.

DL: So what do you think might help to break down those philosophical differences, if they should be at all, or do you think they should?

T1: And it's real hard, I think, to break them one solution or of to stop like to obtain. Like which we got out of that situation and came into the new situation, and (pause) basically that's one difference, one where we all mesh in that area. (snapped fingers)

DL: So by being able to select the members for your team, you're paying attention to the district and having a similar block ( ) as the rest of the team has done it.

T1: Because we all are so different as human beings and in all situations, you know, how you deal with situations, and I'm not saying one teacher is better than the other because of those differences. But those big differences like that is really part of the team with teachers. Because you can do things together a lot of your decisions that you'll want to do. You can say we're going to do this, ( ) is the same. But you can't share kids if you don't want to be doing those types of activities.

DL: So it's difficult to team if they're differences in philosophy?

T1: I think so, yes.

DL: So is it important that the team has the same philosophy?

T1: Yes. Because (pause) if you're going to be doing a team, and this year again I saw the benefits of what a team can be versus what I thought a team was. By that I mean I was in a team situation when we got along as individuals, and umm, once we were in the classroom, we did things so differently...we wanted to do things so differently. Some teachers still like to do a lot of worksheets, a lot of
dittos. And I just like to be activity-oriented, products development. Umm, (pause) and this is where I lost my train of thought, right here. So I'm going to have to backtrack, see what I was saying...I forgot what point I was trying to make.

DL: Well, let's see if I can help you.

T1: Yeah.

DL: You were telling me a little bit about the importance...my question was, is it important for a team to have the same philosophy, and you said that yes you thought it was important.

T1: And I was trying to see how to make a point just why if it could hinder us the philosophical difference. Oh, I know what I was saying. Last year or other years we did a lot of things...paper work or maybe...superficially made decisions as a team. This is what we're going to do, for example, we decided to put a scale. We did a lot of reports that we had to do. But when we tried to do, as an example, homework together as a team was really difficult, and again the strong person was the one that came out and set this, and ah, other people, for whatever reason, we just had...I remember we all tried to come to agreement sometimes on even activities to put into homework. Because some of us want to (pause) busy kind of work, others want activities that we're going to teach--thinking skills and that type of thing.

DL: So having the same philosophy really, ah, is important because it guides what your propose.

T1: Yes.

DL: And it guides what, ah, what kinds of things that you're going to select for children and how they're going to be carried out.

T1: And because another thing for it really, ah, other years when (pause) a lot of time is being used in having to defend positions, as to like I think this because I feel this way, well, I don't agree with that, and there would be some kind of discussions.

DL: And so that's a big loss in time when you're having to defend your own position, you said earlier defending your own beliefs.
T1: Yes.

DL: And so if you don't have to do that, things will probably run more smoothly.

T1: Yes. And when the differences like we did it this year, but this year it was a learning process, I mean, because they were able to vocalize and verbalize those positions, and a lot of times we were swayed, not swayed, but we could see the other points of view, and but that's also why, not just because I just wanted to play this way. We could see problems this way, but they've been all special ( ) students. Maybe what we all thought was best for students, it was more personalities coming in.

DL: So when you all have the same philosophy, you're able to really give them greater attention to what's best for students?

T1: Yes.

DL: Okay.

T1: I totally agree with that.

DL: You mentioned, you mentioned also that (pause) (Tape off and back on.) ... That there were two main philosophies, umm, that you feel are within the school. One is teacher as holding all the knowledge ( ) whatever tell you whatever we want to give call that.

T1: Yes.

DL: And the other philosophy would be teacher as facilitator.

T1: Yes.

DL: Do you feel one way or the other that the whole school should have one philosophy, or is it okay for the school to have two different philosophies, or does it matter?

T1: Well, I think that, well and here, my belief that the teacher should be a facilitator. We need to have the children not to be busy...keep them busy. What we need to show them is how to learn, not just keep back, keep everything back information, but students also need how to go and find information, how to analyze and synthesize that information. We really need to take students to higher levels of thinking. We need to make them problem
solvers, the decision makers, and question things, and what patterns is, I know, we worked that was a lot of things...goals that we had for our students.

DL: When you say we, is that the team or the school?

T1: The team. Because it's the big differences in that.

DL: So would you like to see this philosophy teacher as a facilitator be the dominant ( ) in your school?

T1: Yes, I would. I certainly would. This is the busy time for us whereas, oh, giving tiny kids to sit there, and take information and we have to consider where all of us are want information in different ways. We as adults want information in different ways. As an example, forme it's really hard for me to pick up information like this just by listening. So we need to focus and in on ( ) at the minute point. But so then after they have the information, is it enough to just pass that so back. How are we going to get these kids) to take them a step higher. (pause)

The way that education is being ( ) nationally, not just, you know, here. But those dark areas that we need to be moving the kids and teaching them different ways.

DL: Do you have any suggestions for how the school might, umm, all operate after this one philosophy?

T1: That's hard because again you have to take the humanistic...you just can't come in and say, you will do this, or you will do that. Because that's not going to work...having someone over us the way that I just talking, we shouldn't be over students either. But (pause) we need to know that there is maybe make it a whipped cream as an example for some make the changes we were all practiced one way, how the ones that have been in teaching a longer time. I don't know. I can't speak for yet the new teachers coming it. But we were taught basically that way. (pause)

As in ...when we were learning to become teachers, this is the way, you know, but you know, things are changing and a lot of us are more openminded to the changes that we see the need, and we're willing to make change, but change is so hard. I wish I knew and how to manage, but I don't, and I know that some teachers it's a risk factor. And, ahh, and if they were willing to pair up with someone that wants to show them that it's really a lot of fun. It's not going to be so hard--a lot of them are based on evaluations. That's how the district takes my evaluation. But we have to come back to the focal point to schools to why we're all here. I think we all tend to need a little jolt of that
everyone once in a while, to remind us that we're here for kids. I have nothing else. I wish I had an answer to how we could make those changes, and it has to be model changes, and I think what happens many times is when you see maybe make a small change in one way, maybe in that one small area or reading maybe or math. And then seeing how what a neat time and creating it with ( ) that is possible.

DL: So in order to make change, but one of the things that you're suggesting is to make changes slowly and take them one step at a time.

T1: Well, the ones that need it, and there's other ( ) who are willing to dive in and take the plunge and to do things. And as long and a lot of times, it's hard for us to do things alone as individuals, but if you normally do was have someone that is being ( ). It's kind of like the six team, you know, we were willing to take the risk. We were tough so we wouldn't fall, and that's what a lot of the discussions is like. This isn't working right, what we did also was we made a lot of changes that straining from the decisions that we had originally made when we first started, because they weren't going to matter and that's something else that needs to have and you can just go ahead and change things, if you know why, and if you know this is going to make this better for the students, then make those changes. Don't wait until someone tells you, and that ( ).

DL: Okay, can you tell me what has collaborating with other teachers done for you?

T1: (pause) It's helped me learn so much, I've learned a lot about students as to themselves, the way that they learn, looking at the different legalities of learning, the developmental aspects of learning, umm.

DL: How is working with other teachers help you to learn about students?

T1: The communication whereas one teacher will be more focused on that, or just make a comment, and say this student he does this because he's ritual. Like this one student that we had just had a student who was ( ) ...he was really having a hard time switching over from Spanish to English. Because he hasn't, because he doesn't hear a lot of the words, but he hasn't built in the vocabulary within himself, and he's a different learner, who's definitely not a ( ). So he has not developed
official memory in him, so that he is having a harder time, not a hard time, but a harder time than other students, and he's a good student in Spanish, and we were just switching him over. Those little tiny comments like that that keep focusing, and a lot of times we don't sit down and say, well, this is what we're going to talk about, but it just comes out in the conversation when we're talking about students that focus you back. Okay yeah, that's just something important that we have to keep in mind. We've learned a lot in the collaboration on how skills with other people...social skills. I just like students again...how they learn each year and that's part of their grading. I think that has been a major...

DL: You as an adult have learned?

T1: Yes, and where we often have to remind ourselves as adults is that other adults have different needs too, and there's different approaches to dealing with adults. Umm, there's going to be some ( ) for you're not going to be so sensitive to things, you know, if someone answers you correctly, you have to remember sometimes that it's the last ( ) what they should it's always going to be like that, and you know, it's just keeping things in perspective. It's helped a lot on organizational roles. (giggled) And there's a lot to learn still there. But in how we could do things that help in the humanistic needs the student needs, academic needs. It's really been ( ).

DL: Anything else that you would like to add about the team collaboration project?

T1: Probably, you know, if you have really strong teaming, and if you're coming in as a brand new teacher, what an experience. You know, where here in the district in Sunnyside...I teach at Liberty, but we have a nationally program where the (and this is where the career ladders is), but we're teachers that have been around a longer time. I've been paired up with a new teacher into teaching and it's into the district, and their (pro...) and so you work with them throughout the year. And I think that's been a program off of that has come a lot. Umm, I think teaming can do a lot for that for new teachers coming in and even not new teachers. Like I said, this year was a special learning experience all around. But it's real tedious to have to have open communication as a special respect there even if there is. I think if there was those two things, ah, even if you had philosophical differences, I think it would still work out, but you have to be able to
talk to the person directly in here and get the humanistic value, and be able to say I disagree with you. That's fine and together and being able to take that. But I don't think there's a lot of openness in that sense in this school. I think that's an area where we really need to work.

DL: Do you think that's one other area that you think that can be improved with the openness and communication amongst team members within a team and ( ) team, okay.

T1: And a ( ) team also.

DL: Okay.

T1: And nothing else? And I think maybe being able to use team as resources, you know, because we have some good, excellent, people here, and, ahh, being able to use them. But I think that's it.

DL: Thank you very much.

T1: Thank you.
Teacher 2 June 3, 1991

DL: Tell me about the team collaboration project here at Liberty?

T2: I've been here for about five years, and when I got here that was thing that they were pushing--was teaming throughout the district, the rumor that I heard, and it just turned out to be true in reality--teaming wherever people were teaming seemed to be generated more by the principal than anyone else. Basically when I was here they got second and third grades together, and we were meeting (pause) every Wednesday an extra hour--back then it was two hours. It seemed to be the area that can at first I thought it was (pause) you can't be an expert in everything, so that a team it gives you more brains, more information, more input so that you could if you want split the information up, or split the work up. (pause) And what we basically did was a lot of scheduling together I think the team mostly dealt with reading. That was the biggest thing, and than when the math came, we used that, so having contact with these people seemed to help as far as, I'm a little glad because we started a different kind of team this year. It's basically given me a lot more information about teaming than I ever had before, before it was a more a meeting, you know, square some things the way, we look at our schedule together. It seemed...in this school it seemed like a lot of people are concerned about what Olivia thought. Now Olivia basically is known for this for a couple of years, she has given power away when she's not there. I'm big into that union stuff, that's which they don't give power so you take it. She is saying you make your own decisions and that seemed not work with. So my information is Liberty and than when I find out later on a couple of years later, you know, things are so grim that we may be more teaming than any other school. (pause) Which I found positive for Liberty, and negative for Sunnyside. Because I thought we were doing all right, but they kept bringing in Chancing whatever his name is. He's telling all this information about how you should team, and how you have to give up stuff, and how you have to really (pause) allow yourself to be a learner and I didn't see that as going on. And overall thinking this is work, you know, work is work, and as much as we would all love to be so philosophically fantastic and idealistic this is basically a job. (pause) You get whatever pleasures you can out of your job--you get a lot out of being good at it, which I think if your going to go to a job that's not going to pay you as much as you would if you spent this much time in
college as anybody else, you should enjoy it, and you should be damn good at it. So we keep working at that. I think that is what teaming has done for me. It has allowed me to see other teachers in that pride mode, you know, I don't have to go up to them and say, well I can't do this, you know, and than they tend to take that information. They have the information I tend to give it to them, that's (what's the word that I'm looking for) (pause) the superior position kind of thing. I think that's the one thing that has not been taken out of the students' learning, people worrying about what they look like with how they do this, and how they do that. In Liberty it's turned out that people have gravitated to each other. I would say more for philosophical comparison—the sameness. Now if you compared if you're hanging out a whole bunch of people who think teaching is a straight boom, boom, boom, boom ITBS (pause) then that's the way you've going to think. I can see new people coming in walking into that. I kind of lucked out I (pause) I got with some people that were a little off key which I was a little off key, something like that, when I mean off key I don't mean that I'm your stereotypical male teacher, you know, especially in the primary grades...like people think that men should be in fifth...in high school. I'm a city kid teaching high school. Teaching high school is not what I want to do. I will react to their things a little bit differently than I should if I was a teacher that didn't want get involved. In primary the kids are not a threat—there's no power involved here. This is real (pause) down to learning. We're back to teaming again, ah, I don't know it's funny the last year or the year before Olivia sometimes at the end of the year would talk about teaming. Last year she was real specific about it, basically saying well Liberty is doing more than any other school but we also suck, you know, I called her on that, I asked her what did she mean in telling us at one point we're doing better, than you're telling us we're not doing very well. I said how can you expect Liberty to all of sudden be the make the mega leading of the pack, if supposedly the other schools are not even doing anything close to it and it is well documented are essentially we work together very well. So we had decisions being made, and plans coming up to us, and well I think the only reason why Liberty was that strong, because of Olivia, it's good or bad, you know, she did have a good will for it. Some people accepted it and some people didn't. I don't know what else you want on that.

DL: So in what you're saying are you saying that the principal that you have is really helping to, ah, shape this teaming concept, this collaboration?
T2: I believe that was her (pause) goal, but, you know, (pause) work things have a tendency to mess things up. I mean you have to come to work, you have to do something that you like. And when you get in that situation a tendency is to have a "how to" show, you know, the principal or whoever, and in education I have a real strong feeling about the fact that the state money is the tax money. So basically when you pay taxes you're paying it so the kids can be taught, well what that translates to me is the teachers, and yet the higher salaries, and the power, and the decision making is all in the upper echelon and they don't do anything. I mean basically they're paper pushers and yet they may dress nice and look good at conferences, but, you know, that whole thing is a little screwed up the way that it works out. When Olivia comes in as a principal and says, "Da, da, da, this is what we're going to do," the tendency is to think is to make, you know, I've heard rumors of how the school was before this a lot of people left last year because of the teaming, and we were going to stay late on Wednesdays use to be until 5:00, and da, da, da. I mean that didn't bother me a bit, because we were going to get paid whatever you get ten bucks an hour--two dollars take home. But it was like making an attempt to say, okay, we'll provide time for you to deal with each other. Now whether that is going to happen that still depends on the people.

DL: Well, do you think it has?

T2: (Pause) I think in the past it was semi-effective. If she was looking for an overall philosophical change in the school, I don't think that worked out at all. I think people still are concerned with giving Olivia what she wanted. As she became I don't know I use the word mellowed out, but I mean that's she kind of tough, I mean she's tough, and (pause) and she tends to be tough on the people who are doing well rather than the people who she perceives as hanging in there, or not doing a good job. Which is maybe that's what you do when you bump into your people that are creative and give them a hard time and impress them. But you have got to understand that this is a work place, and if you're going to do that to me, and tell me that I'm creative that when you know that you have someone there who basically is just taking up space (pause) that what is your goal, you know, what is the teaming goal. The teams that got together back when teaming with a team leader kind of thing, and I got in there as a team leader, and the team leader thing made sense. It meant sense in our team because instead of having eight people going to talk to Olivia, we would have one. The information
communication type thing, and she took that role, and she said that's it, this is my role, and some people tend to want her to make the decisions, I tended not to want anyone to make decisions until I have a say in it. Whether the decisions on my input is useful really doesn't matter, I wanted to have a say, and when they broke that up, I mean the other teams seemed to function in different ways. Fifth grade, fourth and fifth seemed to do what they wanted to do, or they basically just went through the motions. That's what we hear, because you don't have that interaction. I didn't think that was very flexible, and there was some things that we tried to share with them about kids coming up--reading-wise, math-wise, they basically didn't want to spend the time. Some of those things turned out that they had to go back and redo it when they should have just accepted it in the beginning, but, you know, that might have been an ego thing I don't know.

DL: You've mentioned a lot about power, control, authority.

T2: My thing.

DL: Okay. Thinking about those three concepts if you will, how do they play into the teaming situation that's going on here at your school? Or do they at all?

T2: (Pause) Well see, the teaming that I'm doing this year is the pits, and I think Lupita brought that up. We're basically doing ---me, Chris, and Lupe are doing an ungraded bilingual, first through third, multi age, multi language kind of thing. There's a lot of kids coming up that are Spanish dominant, and obviously you can't transition to English if you have thirty kids in the class that all speak Spanish. So they're thinking of a way to deal with numbers, and I think we're all thinking of a way to jump start our creativity. I think the last year the teaming was very nonproductive. Oh God, Wednesdays it was give me the kids for two more hours, but don't make me spend two hours with people that don't want to share. We had discussions about things should have been taken care of (snapped fingers) within seconds. We didn't have enough input of creativity. It was more like activities, let's do some activities rather than (pause) let's think of a different of approaching this, an introduction of something, or units for the kids to deal with, and than you take it the way that you want to do it. They wanted things set, because they were going to do main idea for three days. Well, main idea what can you do in three days. Now if they would have accepted three days and sometime in a
couple of months than that's okay, but it seemed to be real
finite and after while you got real tired of discussing it,
aha, continuous things. So you just said (snapped fingers)
let's do our time, and than when we break up the team get
hbergether with the people who want to work with you. This
year I'm working with two people that I want to work with,
I've worked with Chris for a while, and she's very
creative, very tough, and she (pause) brings things to me,
I mean we all have different personalities, all three of
us, but we come up with solutions, workable solutions, we
don't worry about one kid of thirty five who's not going to
be able to handle it. That is probably the recollection of
last year and the teaming was. "Well Christina not's going
to handle this," so she's not going handle this thing if
she's not going to get something out of it rather than
let's do short vowels, long vowels kind of thing. I mean
it was a different philosophy and this year it's basically
kids are learners and teachers are learners, and if it
doesn't work then we'll change it. But we are ultimately a
facilitator in control of the school environment. I mean if
the kid is not learning the first thing that we say is what
are we doing wrong, the second thing is, how do we change
it, and then we try to figure out a new way of approach it.
We don't blame the kids. The impression seems to be is
it's not the kid's fault. I don't know I mean, I feel the
parents should have to have a say in this it's not like I
could stick a certain thing in their head I don't think so.
The teaming this year for me has been great. I mean I
wanted to go to the meetings, I enjoy what's going on, we
all have different skills, and I'm not much on paperwork,
so we have someone who saves everything. So that has
worked out for me it's almost like you have that and I'll
do this other thing, I have the energy to get this thing
started and we'll work it that way. I could tell you a
million things about the team this year, but the feeling is
that I want to come back and team with them. The feeling
is that I've accomplished something this year -- upgraded.
If I've accomplished nothing else but to recharge myself
with the teaching, and when we came to Olivia with this we
came to her as basically this is what we were planning on
doing what do you think? I mean it sounds stupid but some
people come to her with what do you want me to do? We
basically...we don't buy into her power and she was
attracted to that. Olivia basically said, "Fine, you guys
are going to do stuff this is what I'm going to give. I
don't need to be in charge." She's been saying that for
two years now. But basically you need to stay in charge or
some people still won't do it. Which I think is stupid if
someone is going to give you the power than you should take
it and than you use it. Once you have that, once for me
once I have that power stuff squared away and I can be more of a teacher, you know, just want to call it the seven to ten kind of teacher rather as soon as the kids leave, it's back to a joke, game playing, and stuff like that. I think we had some of that in the beginning with we had a lot of people more concerned with Olivia than what they were doing. I mean it worked out and we lost some people who left for various reasons, and we lost I guess what I should call it some leadership, but leadership now I think is based on what you do on the part of the school rather than how long you have been here. A lot of people thought because they were here a long time that made them important, someone who could do it and that's fine. Everyone has to have their own ego base, but I basically look at myself as a separate entity except for the fifth, I say fine these are the teachers I'm going to work with and there's some decisions we all want to make this year. I had some research to do on my own and chose to wait until this summer, because I didn't want to...I only had so much free time. I didn't want to ruin the fifth by worrying about something else. I just put it on a shelf, and that was a personal decision I know. Am I getting to your point? I find myself just rolling along. Cause I've been having conversation with people lately and this is just fresh.

DL: Good, no I'm just following your train of thought. Going back let's just see if I can sort of clarify in my mind. You're saying you're particular team seems to work well, and that you're attributing that to, ahh, the fact that your team has managed to somehow come together with very close watch of similar philosophies.

T2: We've been giving these fifth speeches. We did give about three or four presentations, and it sounds good on paper, but the bottom line is we trust the other person. If I send my kids, my kids, now there's 85 of them when you look at them all together, but I need to know somehow that they trust me. I guess trust is a good word. I need to know that they're going to get something out of where they're going. If their just going to class, and I don't agree with the total philosophy of that person, and my kids are getting, you know, what I consider to be more open ended stuff in my class than my class sets up then that bugs me. But as a person in my contract has nothing to do with the other person, I'm kind of in that gray position of what I can do, I can suggest...I can bring this up, but basically I don't have any control of that. Now it seems like we have control and the team has been known to tell one of us that we're not doing something
right way or we're sluffing off. At one point we were getting so into our content area and decide we're going to put a limit on this, you know, we say two weeks and you figure out what you're going to use in those two weeks rather than you're dragging things out for three and half weeks. It wasn't dragged out for the kids, but it was kind of, you know, we hate to say it, but there is a curriculum goal for the district that we have to look at, we don't go by the whole book, but we do grab some topics, and we do grab some outcome and we do choose do it however we want to, and we reach those outcomes, and that so we basically cover ourselves in that sense. But we do it the way we like it, and we I think we handle it a little bit better.

DL: Something that seems to be coming out a lot is, is we're doing it the way we like it, we have the control to make the decision, we go to the principal and we don't ask, or going to the principal to say, hey, we would like to know what you think about what we're interested in doing. It seems that, umm.....

T2: She could be one of our fifth if she was a teacher. Now again there's areas where I come to a crazy place, where Olivia and I don't agree on a lot of stuff. But those are other areas that we can disagree on, and we've argued here and there about evaluation and whether the evaluation process was...it was nice of you to come in but do you know what you've seen, I mean could you possibly know what is going on. I mean I don't care about you could leave IBM for a year and come back jump onto your computer program, but if you've been teaching for a while and you'll forget that there is way more than philosophy, you know, it seems like 24 hours a day straight while you are in the classroom, and people hand you papers and stuff they always do that, because you can't break into that load. You know, you have to be thinking about, is this kid asking you directions, or is he wasting time. You've got to make all those decisions that affect these little guys lives. You know she could be part of the team.

DL: So some of the things than that are making your team successful are that you have a principal that's willing to let you have control and power in your decision making.

T2: Well think, we'll teach, and then you've got to deal with the district.

DL: Yeah.
T2: I mean you can't do both, you can't allow yourself to flow even the district with ITBS and they came out two years ago with that. Our goal is everyone is gaining one year and people are actually worrying about their jobs. When was the last time someone came to the ITBS scores, and said, Johnny did not gain one thing, you're on probation. It never happens and the test does not do that. But it's the privacy sometimes that, I almost think, I don't know if it's a woman's profession or not I'm speaking honestly I don't think in those terms, but it must have been something in the history of education that makes the majority of teachers she's it just seems like, you know, and they come up and say okay we're going to wear orange tomorrow and we'll write the notes down. I think you should be happy. Why orange? Who made the decision? Who was there? What input? That never happens, it never happens and that's fine it gets easier that way. I heard this psychological thing down at the U of A. is that male teachers need to become 35 percent of the elementary population, then they won't babysit, women think that a salary scale, because they think legislators will look at it now as a male dominated thing and they can't have a breadwinner...I mean it's pretty sick, and you know what a lot of people have other lives going on. It doesn't mean you have to be at school, sometimes some people say even three, well if you leave at three and taken care of stuff at home that's your choice where you take care of it. We tend do it here, so I mean I don't get snobbish about that who cares you can stay until 9:00 and be useless and trying to do nothing.

DL: Another thing is that you guys work well together you mentioned that, uhm, you're able to bring things to the team that possibly that the other members don't have so there's a real contribution there?

T2: Yeah, what I like is the conversation. I mean we basically don't finish a lot of things, and we snap, and we have set opinions and can be bombarded from both sides, but we always leave with something workable, see what is workable for the day or not, and that's been a real eye opener for me. You know, conflict usually ends and one person is mad and one is not. We've had people visit us wanting to speak and leave it like that. They were real amazed that we didn't stop, that there was a real long drawn out, ahh, well this is where I came from, but well you've got a real spare time if you want to join us that's fine, but don't expect us to change how we do things, because you want us to take 20 minutes to say a 5 minute thing, and I mean that's not a snobbish thing, I mean, when someone comes in and wants to talk high school friendship
and you're saying, it wasn't personally professional. There's some leeway in this business to be professionally negative toward someone and tell them to stop having to teach you for the rest of your life. But you know, I tend again to try to not say anything at all rather than antagonize...because you've got to work with people, but again working with me...I've spent time in the building with people and I was real surprised when they started to bitch after we mentioned the staff. Olivia mentioned the staff meeting and they were all concerned about how it affected them. And yet at one point it looked like one of the third grade teachers would have to be moved down into second. it separate, they said, "Well, we're a little concerned." I said, well, Olivia is going to give the "permission" to deal with this. She's given us the court for this. You need to talk to her about the problem. But they wanted us to stop what we were going to do so that things would stay status quo. Status quo is may be it works and maybe it doesn't. But I found a kind of formula. Status quo for a couple years is fine, but you get to your fourth year and I was already thinking about a change, you know, not upper grades but maybe a different district or different state, when the bit came up and a new school and I thought two years there...it was kind of nice that it worked out the way...I mean I feel good about what I'm doing. When you think that two years ago, I would say, "I'm having to work and I want to be better, but how much time am I going to give to a system." And I basically like teaching.

DL: How do you think teaming they way that you guys are is helping you to feel like you are getting things accomplished and you feel better about your teaching than you have in a couple of years. What is it specifically about the team situation that makes that happen for you?

T2: Some of it has to do with exposing yourself. You're not good at everything. I mean, I basically dislike science--cause I never had science. I don't care what they teach you at the University...having one guy one semester telling you you have to do science experiments. You do 800 science experiments. Oh, that's great if you're trouble is actually getting the stuff together or--being single--I don't have the main things at home...the little bowls and all that kind of stuff. And I've just found it easy to say, "Hey, I don't know what the hell you're talking about." Or knowing that I may have a thought about it, but I don't have the actual... Someone may have that part. So we end up getting all the parts together. It doesn't really matter who it comes
from...it's not a competing thing, you know.

Sometimes I tell these guys I never save

things...this is the first year I'm actually

saving...things that I've done. I knew a teacher once who

taught the same grade for 30 years and she just rolled over

her lesson plans every two years. I mean, good or bad,

that's a real...such if I become like that, I want someone
to tell me that I should just leave now...get out ______

so your question was?

DL: So the fact that you guys can share off of each
other's expertise...that contributes to helping you feel
like you're feeling better about teaching and you're
feeling stronger about what you're doing and accomplishing?

T2: It's high energy for me. I mean I have a lot of
energy, but I have no place to put it. You can do it in
your classroom but there's always something out there.

That's the thing that's weird about teaching is the longer
you do it--at this point--maybe when I get at 20 years,
I'll ______. But the longer you do it, the more you become
aware of what's the possibility. Which means, being aware
of a block_____? is one thing, being aware and saying
"well, I need to get some of those things." Say you're a
great reading teacher, but no one is a great reading
teacher...I mean reading is so up in the air. I took this
tutoring job at Tully for four weeks, just to see what
first graders are like who are not functioning because
that's the beginning of reading. And it is based on giving
them a positive attitude rather than saying ah oo ah and
that stuff. And that interests me but I didn't want to
spend my summer doing nothing, but it was just something I
had to try. You know, not just the first day with kids...____

give back to you. It does give back to you because the

team is very energetic and there are times that we don't
want to meet and we don't, but we spend so much time at the
beginning of the year that we are meeting daily talking
about kids...we were like Christmas present openers...we
were...God, do you know what happened today? And we
started sharing the kids and we'd start seeing similarities
in kids and how they learn and we were able to change
little behaviors in different places that worked, which
allowed again that you'd continue to progress. I just used
that in my book ... continue to progress. I want to
explain it some day...I figured someone is going to have to
understand what is going on. I mean, we know everyone__
this year and if we didn't do a good job the first year,
well, now we know where to start it. ______ in six
weeks and you can figure out where this kid is and in
education with the class size the way it is, people get lost. I don't care what people say, or do one-on-one independent reading, it's not possible to have the class size by 16 would be perfect. I once had a class of 16 when I was a first year teacher. No support. Total isolation up in the White Mountains there. I'm surprised I even made it through the year. I mean if I would have had been even close to comradeship or call it mentorism or call it...I think I really would have done better but those kids got the best I had to offer and I look back now and damn, but then it gets to be a first year of something all the time. And you can't exclude them...I think the mentoring thing does help in a way if you mentor when possible. Again you get your job and you have to do __________. You get a new job...when you think about the first year teachers and how many principals and how good they are __________ and what do you really know...till you get the kids. I've __________ for two years and skip the university and I'll go back and __________, but it doesn't work that way. So you have to get your job and you do all this stuff and you get it. I think the tendency is to have to maintain that professional side with the parents, with the principal and staff, and does that really open you up to __________, you bet. Or what is a triangle, or how do you teach math? And it's really interesting how that works. In some schools like Catalina Foothills, they map out the first three years. You can't even go to the bathroom without __________. Good or bad, I would go nuts in that kind of thing, but then again, part of me says, "Well, not these people have three years of structure." They can go away from that school district and do something else, but they've had three years of something that has been proven to work in a setting like that.

DL: So let me see if I can summarize what you've said has been...what has worked and what has helped to make teaming work and so you're mentioning things such as sharing after school, teacher conversations, being able to discuss and monitor teaching progress with students, and having a collegial relationship with your fellow teachers. Anything else that you think..?

T2: The one thing this year that me and Olivia have argued about most of the year is there was a benefit this year of having a long range plan that we developed. We looked at the curriculum. We met during the summer and got that done. In the past I'd always...who cares write...in the district and in the school...if they write out their long range...these are the 50,000 areas that we are going to deal with...and it looks real nice and __________ looks
perfect, but if they don't do it, who cares. So, this year we laid one out and we accomplished all of it. Some of it was real good and some of it was bad, but the bad is going to be changed this summer and the so good will be enhanced, so I mean I'm looking forward to that part of what I'd call curriculum development. Joining the group thought processes of curriculum, but not to make a little book and sell it __________. I think about schools. I lucked out with student teaching in Miles ________ beautiful when they had a group of five primary teachers that basically worked at the K through 3 ungraded whole language. It was dynamic, you know. I was only there for one year of student teaching and I was volunteering twice a week just to see it. And that is where I got my energy from...that's where I realized you don't have to be best friends with these people if you can work together...but they would always clash with administration. Administration kept coming in with the...here's my letterhead, I'm the power...they kept saying, who cares. And they used to fight them over how they treated kids. You know, we're teaching kids to make choices and you're __________ where's the choice. There were plenty of creative teachers at that school but it hit all the time. But then the final year they brought in a Dean of Students from a junior high that was a girls reformatory...that person came in and obviously had a _______ ________ when she came. I just remember this lady fighting once...arguing with her and she said, "You can tell me how I'm supposed to do it...I _______ just tell me about reading. You don't know shit about... It was one of those things I was interested to see people that had total control of what they were doing. They felt good about what they did in the class. They felt good about their knowledge base. And that's what I'm striving for. I think that no one can touch you if you have your teaching arena down pat.

DL: Do you feel good about the knowledge base that you and your team have been able to construct together or have you constructed one together?

T2: Yes. I think you could even call it the "__________ __________" I know of people who __________ organization classroom manager, things like that. And that allows me a little bit more freedom to do other things because I have those under control. I didn't get as much credit in previous __________. That was bad. Those were the teachers who were always put everything in order and __________. I'm learning something in between...in some sort of...the classroom manager now
basically is the environment and how to handle the kids. I got rid of my desk stuff got piled on it.

DL: How about things that have not worked well in your teaming situation and if you think of anything that hasn't worked, what....

T2: One thing that comes out, Lupe mentioned it a while back was we have too many people...too many things that we're going to vote for, that's not the way it should be. It might be good if it's the government cause it's not meant to function anyway, but we're here to function and it seems too many people just hanging out waiting for someone to make a decision, like if we had team leaders, our team was a little different. Our team leader did not take the role of chief. We wouldn't have let her do it. Some other teams like that kind of stuff.

DL: Has that been approved to have smaller teams?

T2: We don't have team leaders any more. No, it's basically this year...is it this year or last year? This year it's opened up. This year they said that you can team with whoever you feel like teaming with. And I was real interested because we just took our two people, or three people, and we said, fine. We picked up the speech and language person, bilingual, who works with language needs kids in the fifth, which means she didn't have to pull them out. She could actually come in the classroom and in a way we were kind of isolated. Well, here, we had these 12 computers in the network and only one teacher has really come down to see what they do. I mean what does that really say? First, I mean getting the computers. Well, we heard about these things. We wrote the proposal. We stayed on it. We had some health essentials. And there they were. It wasn't like a but no one even wanted to ask. I found it real unbelievable.

DL: Do you have any suggestions for how that might be changed...for how other people in your faculty could...

T2: I have no idea. I mean it's the funny...like the old joke about teachers about does anybody have a question...yeah...someone's going to raise their hand and say something. No one seems to want to share. I don't know if it's a power structure thing or what.

DL: Sharing across teams you mean.
T2: Sharing anything. I mean they come down. We’ve had a few meetings this year where people see what our team’s doing, and I can’t be a good judge on that. I tend to ... I couldn’t care less. I care about the team, you know, but I don’t need that. I don’t need the rah rah stuff. Olivia well, we’re having an unstress. Stress is something new to me. If you have stress, a new thing opens and needs to be put into effect. If you know your report cards are due December 21 and you wait until the 20th, well, that’s not really stress... that’s just rush. So, I don’t see where all the stress is. I couldn’t care less. I care about the team, you know, but I don’t need that. I don’t need the rah rah stuff. Olivia was killed this year. If you know anything about especially a program like good to read. With a kid being in one room da da da da. They had teach 5 edition things and anyone that needs that to me and they had to pass certain jump steps along the way to move on to something else. The whole school was involved. And then we had this kept complaining and we finally had this plan of writing down, what is to do, etc., etc. And it turned out to be 83% of the stuff was personal. And I don’t understand the personal stuff, because basically it meant that you could become an expert in most of the cases. So you wouldn’t have to worry about all the other stuff. So wouldn’t you feel a lot better if you were focusing on something? Wouldn’t you better prepare materials that...and yet we didn’t do it that way. It ended up people wanted to be gone and this and that and the reality came this year and we said okay, we started a little , 2nd and 3rd, and we didn’t like that at all. We were back in the team that we were in last year, so it was kind of funny that the three teams came to the same meeting, the math meeting, and saying "We would like to do some in our school. And that would be in improving math __________. They say that test scores have gone down, but again if you don’t buy that , but again that helps because now we took care of our own math. I spent more time with my kids. I’ll be honest with you, I was spending more time at the end of the year...it seemed to be classroom management with people who were totally out of control. I’m not saying the teacher they had did not give them discipline. I’m saying that they were not given opportunities of choices and when they had some in the math, you can make choices about what they had or what you’re going to do different—seven and work your way out...you had to make some choices and their choices are always seemed to be to goof off. It was frustrating for me, but the rest of everything was going well. And then there were kids from the other classes...
coming in and we didn't have a mind set for them. Our kids belonged to the fifth. They had a mind set for the fifth. And I never felt it was important but looking at the results this year, you're damn right it's important. I don't care if they call you ______ by your name. You've got to give them a ______ and basically we just didn't fit math. And yes we gave it to more kids, and a lot of people in the school found out that, and now we teach everybody from the kid in fifth grade who couldn't even add to the one fifth grader who is doing calculus with a ______. Now if you had to do all of that by yourself, I doubt that that would come out ______ more happy for me.

DL: One thing I'm hearing you say in all of this is that it's real important to have consistency among the teachers that you're working with on your team, because if one teacher has a particular philosophy that does not coincide with the other team members, those children come into your classroom not ready for the activity.

T2: I mean if you all three are bad, at least you'll all think the same way. And I'm not sure just exactly how you'd set that up, but I felt bad ______ mentioned Chris and Lupe. You don't just dislike certain kids. I'm not giving them the benefit of the doubt. I'm packing them out right away to allow the other kids to learn. Now with ______ I can have much more ownership of those kids. But once we switch to ______ math, it was real interesting that all of those things are down the tubes. Now is that because I knew the kids, or is that because all of a sudden we've had kids who were basically used to sharing. We did a lot of cross learning before the end of the year. And they got ______ learning in the yin yang now. Next year it's the second graders and then the third graders. We have those ______ leaders and kids that don't need to be constantly told what to do. These are kids that go exploring and that's what we're looking for. And maybe the first graders that are coming up in three years will show whatever we're looking for. I'm not looking for explorers, obviously Olivia _______. She has to deal with the people she works with, but for me its looking at the... say those in fourth grade, are they better prepared than they would have been without this. And I think, yes, so...

DL: Do you think teaming has contributed to that? I mean, has teaming made a difference in helping the students to be better prepared for the next grade?

T2: I think so. To remember what it's like to be in a self contained classroom...they used to joke about the ______
...they'd give you a key in August and see you in June. Now again, you'll see us pick up things about Sunnyside, so that's __________. And I did an isolated classroom for over two years. And it's like being in a void. It's like only having one scrip to make all your plays with. Whatever happened to __________ theory, you know. I was going to the library and getting all the different techniques, people into whole language, people into this, people into language experience, people into crazy math, people into basic math, people who think you have to know the multiplication tables before you can do anything else, and people who say that's stupid. You keep moving, and it's nice to see it all clutched together, but once it clashes, then something comes out of it. I don't think you can do that without teaming. You're not going to meet enough people...coming from this building. It's got to take you three weeks before you have someone to eat lunch with if you're going to do that kind of stuff. And then if you end up in the big teachers' lounge, people get real negative. I don't know, I think people have the right to say what they want to, and someone says that that kid is no good, well you could stay in the teachers' lounge without __________ the negative. If you start treating the kid different, then you should be called for letting other... people say mean things to the people they love, you know. __________ I mean it's a real fine balance at the work thing. I guess that the best thing would be for all of us to be totally rich and absolutely...and if we had a world where we wouldn't need any money and it was all barter system or everything was taken care of by whoever, or we shared everything. It would be great. I think that teaching would get __________ because we wouldn't be worried about anything anymore. It wouldn't be the money. It wouldn't be the power. It would be "Yes." The act, I guess you want to call it...the dog and pony show but with a real audience __________. You could do it every day because you wouldn't have any pressure on you. Work pressures.

DL: Are there work pressures that interfere or prevent the teaming situation from being even more successful than it already is?

T2: I don't know...you'd need a record for that. We get stuff that comes down...we get programs. You do this and you do that. That's funny...we went to that meeting with __________, is that his name? The guy on mastery learning, and the morning was for mastery learning and he went on and he was pretty honest about what you can do and what you can't do. He laid it all out there...again what you put
into it is what you get. The it turns out that he helps
to make those tests up for ITBS. So it's like Jesus telling
you that you ought to have a hotel in Hell because there
are going to be people there. It was kind of funny...then
the afternoon was not required and it was funny. I looked
at Chris and said, "I'm going back there." Cause the
afternoon was on well, we have mastery learning, we have __
all these little programs...and it was supposed
to be how to implement some of them. I'd be damned if I
was going to leave ______________ to interpret
it the way they wanted, then it was real interesting,
because he just kind of rambled on and there really was no
set thing. He basically said "You can try each one every
year." That's fine, but it's got to be like a little bit
of everything.____________ I think Olivia
understands it a little bit more, but she's not exactly the
most popular administrator __________. Push for
change...a couple years back, she brought some of them ___
have to slow down. "Nobody does that--we have
to do that." Who cares! I hate to say that these male
principals that go digging from their __________I guess,
a power __________. Probably I couldn't work for a
male principal...I couldn't do it. A woman seems to be
able to deal on a rational level with someone else.
Sometimes I get irrational with Olivia. This year she is
being too __________ ...talk to me. Instead
of saying, "I want you to do this." or you need to do this
by Friday, which are normal things you say to work people,
____________. And she says things like, "Do you
think you could have that in by Friday? I really need
that." I mean, it doesn't seem like much but for someone
who totally would like any kind of power in any situation,
it's perfect, because I get her message and I can still be
______ in my head, but it's reasonable. I mean
it's not like you have to do it this moment, and it's not
the time. And that's important to me. Olivia being here,
if she does leave Liberty, it will be interesting to see
what professional comes in. You see, Olivia is good. She
seems to be the best one in the district. There are some
people who would say that's really scary...that she's the
best in the district, but some people don't like her style.
I mean, I happen to like her style now. If you'd have
asked me five years ago, I'd say, "Yes, she's power
hungry." But she did have a mission and that's one
thing...she wasn't power hungry for Olivia Shaad, ________
_of Olivia Shaad runs a school that she can show
you, but rather "I have a mission for the school, and
that's what's driving me." And it's really interesting. I
don't think that people even see that...don't look at it as
interpersonal between her and them. It's not. I mean, I
think the staff needs to be moving a little in the same direction. If some people want to slide and not take the training, that's fine. You've got to move them a little bit, but ... cutting the wheels off...like the ________ math _________. I hate to say it, but it's the one area where I thought she should have used power, but then I couldn't say that. Cause she would have said, "You're keeping it. To hell with your little surveys." Then she'd be going against what she ____________ , so that's one of those things we had to take. Like a bad result from a good philosophy.

DL: You mentioned earlier that sometimes the team cannot be as productive as it could be, and one of the reasons is because there isn't enough input and creativity. Would you say that is a concern right now for your team?

T2: No...not for my team. Well, let me clarify that. I'm not even more...it seems that a lot of people think if they bring the book...bring the ditto book on main ideas _______ _______. That is stuff that sometimes you need to use certain things that are prepared and you can't spend your whole life preparing stuff, but that's just the tool, you know. The philosophy seems to be aligned with that and is getting...I don't see that in this team at all...in fact, I see...we got in a _______ group at the end of the year because of stress. We had the spring festival...you know a lot of things dangling, but we all kind of knew that at the end it would all work out. We would get this done and get this done and get around to our own personal stuff. Basically we were the last team to pack out, it seems like. I say it's because we were involved with kids till the last day. Some people say ______ I'm packing it now. And Olivia will be happy and I'll be happy and I'll get out of here for a couple of months, but I see the creativity as more as to what you are willing to try...and we joke about the same ___ ___. We're learners ourselves, we kind of are because we say it as a joke, but deep down we all kind of knew stuff and we were work as a team_______ actually functioning...and not only functioning on getting stuff done, but I mean altering ways that team members think just a little bit. There's been just a little alteration as to how I use my role as a teacher. I wasn't even a facilitator. It's one thing to have a philosophy. It's another thing to have something to use, like well, I'll try this this time. A little piece here...I'll do a little piece of it here and see how it works rather than again in the district...here's a new program. We have to throw out the old and bring in the new. And I can just see a 15, 16,
18 year teacher saying we'll just wait...in three years it'll be back to Plan A. We'll just wait a while and save the binders and we'll hand it in _____________. That's what a lot of teams are doing and that's...

DL: Has there been any problems like interrupted planning time or disagreement or coordinating with specialists or incompatibility outside the team...any of those or others?

T2: Just from normal flow...we have people in.

DL: But no major barriers to the teaming situation.

T2: Everyone has a different life style on a team. You could put it... If you can't meet, you can't meet. I mean, Lupe will get mad at me, but like Tuesday is her nail day. Now it wasn't a big thing, but she did it, so we weren't going to meet on Tuesdays...it would have better for me, but we met every day it seemed like at the beginning, but the second semester we eliminated Tuesday. We met Wednesday and Thursday until whenever...midnight...______ joking around. And we were able to get our little bull shit, our little anecdotes, and come up with something to use the next day. That's what I like about this team. I mean, I don't agree with the constant homework type of thing. We did something different with our homework packet?? We said, "All right, put in stuff that they're actually doing and we'll just check off the paper ______. It can't be graded against...and that was great. Something so simple that it's unbelievable. We get homework packets ______ and I got tired of keeping track of it. __________. I told kids I'm not giving you one or you'll want to bring it back. "But, I want one." Sorry, I'm not going to do it any more. This year, if they didn't bring it back, well, we gave them little stars to those people who brought it in those ___________. But I was a little consistent on that. That's something different from me keeping track of ______. And the kids...it was interesting.

You had the majority of your kids bring it back, and see half the number done correctly. Half of them obviously had parents working with them which was the whole goal anyway was to give them something consistent every week...course the summary was there and the parents could work with them or not. I really enjoyed that. That was a simple little change in how we do it...but I like that, and now I've got myself a "homework book"...homework wasn't that big a deal. Centers were a big thing this year. Centers would be activities around a theme and that bring in different modalities, like visual or listening, creativity in making stuff, and I tend to find it a big hassle. I did centers
last year, but it would be like bi-weekly I would set up weekly centers. I would set up science centers. I know we had centers every week, but that was kind of a crush on me, you know. But it was real interesting to see how much kids wanted to complete their work correctly...correctly to me means they've given it their best shot...straight answers...then they can work on some centers. And then we actually set up center time and we don't have reading on Wednesdays, because that's what we give them to give them a day off...and that was center time. It was like reading _______ centers time for reading time. I found the kids a lot more on task...it was a self directed thing, that means you get them started and finished in the centers, but you just couldn't hang out and do nothing. Cause I'd give you something to do. It was kind of joke threat..."Do you want something to do?" "Nope, I'm working on ________ and one kid finished one, two, and went like to the creative center and then we changed that so you can't do the creative center till you finished one more center before that. And we found a lot more people participating. I guess what changes my ______ for teaming of Lupe and Chris, if I didn't need...you had your own set of criteria and sometimes you're a little too rigid, you know. And they broke my rigidity and I thought well I'm not going to get it back...I'm not going to ______. And not it's like "Do you want to bring it in?" You give them a positive support, the other one you don't get negative with you...you encourage them to try it the next time, and that's been .... and I think that's what practically ______. I'm practicing it a lot more and it's "Hey, it's a lot less hassle for you. ________

 Chris is the push button of centers. But we all put them together, but it's kind of like keeping all this pig work on Monday...getting ready on Monday. And a lot of our stuff is student generated...we don't give them a ditto for everything. We give them a piece of paper and tell them what we're looking for and they have to creative it. So this allows them to do how they want to do it. You know, _______ different areas _________.

DL: Can you think of any other things that this teaming situation cooperates with other teachers is good for you? You mentioned quite a bit of the sharing expertise, conversation, are there other things that you haven't mentioned that you think give you _________.

T2: The biggest plus of mine is it's less stressful. I have to say. It's nice to know you have resources...and whether it's resources ________ we don't call each other at lunch, but we do get together sometimes to eat.
It's just flexibility of resources and similar goals...not exactly, we do have some differences. It has been interesting this year working with bilingual teachers because I'm doing the ESL Thursdays, and the bottom line for me is I'm never going listen to another red neck tell me about bilingual education, because I'm trying to learn Spanish and not knowing any of it, it's a scary thing. Even though when you get older, you tend to take less risks at that point, but I can imagine what it's like for kids with another language coming to class and having someone say to you "You'll learn." I mean there's nothing that comes in, you're totally...you'll be like this...you'll be looking Well, we didn't do too much. I mean we just gave them the lower...just that totally new stuff. And that is what it must be like for someone who speaks a different language. Now can the schools provide every different language like that one...I don't even know what's going on now. I think that people still say that bilingual education doesn't do anything. Maybe in some areas it doesn't. But again I have two bilingual teachers that obviously give a damn what's going on and they're willing to go for it and are doing it. There might be some people who have an old attitude about bilingual education gets Spanish people jobs or is that a rumor by rednecks? I heard that at the University you know, probably still saying ten years later.

DL: Anything else you'd like to add about the teaming here at your school?

T2: Well, I guess the one thing that the word just popped in my head..that's voluntary. We talk about the fifth, as being we chose to do this, and at Los Amigos which is not a choice school...they got it together a couple of years ago by some people who... they started the middle school for the...6,7,8...so they told the sixth grade teachers that that year at that job...I mean they were going to be placed obviously. It was like "Do you want to go to Los Amigos? Or do you want to go other places, but the interviewed and Los Amigos basically got a staff of people like that...good people from everywhere. Regular people like everything else. But then they tried to start an ungraded teaming situation from day one. No one anybody. No one bought into it and they say they are now, but the bottom line is it may not be working... or it may be working. I don't see it as much as the people as the direction of the school. I'm not saying the administrator has all the power, but I keep hearing from different schools "My plan." "My
thoughts." Now and Olivia _____ it out there...as information and later on she made wheeling and dealing to get it in. But you had time to digest it and you had a chance to come up with a program in time. So you could have and intelligent conversation. Being told to do something...and you have to play the game...it's a work day. You can hate your customers at Baskin Robbins, but you'd better be friendly with them. And I don't think we have to play games now. My feeling is that it's working out for us. In fact, this year, after the year was over and there was a chance to talk about adding another person. Are we really ready for another person? We considered for one year...I want to reap the benefits of it next year. I want what we did this year to all the hassles and the hours to all come together...to be more of a natural progression. Then we have something that someone can come into and can't rock it. I don't expect someone to come in and to buy everything. But again, we're not that stupid that we're not going to let somebody ______ . Not just next year...it's just not the time. I mean I'm really looking forward to next year. But I still need my time off and still want to goof off and ______ dead dog and ...God, I got to go to work. But once the kids come that changes you're whole story. And then you forget about all the ______ and a month later it starts to come down and you remember that's the other part of school, but you're a little more shielded in here...to do what you're doing. Again, for Olivia's thing, she has made some changes in the way things are done. I don't know how people have accepted it, but I think the big ______ is ______ of the things. Oh yes, she's got people on committees doing her dirty work for her...her paper work and Chapter One and all that kind of stuff, that has to be done. Give her power for arranging that. ______ But she has given some of the power away and some people have not seen it. What could change...you have to have some ______ I think they should eliminate building administrators as it is. It should be a philosophy of a group, though in this district that would be like okay who has over 15 years experience, and ______ 20 years, and who knows Dr. McCorkle, who's on a first name basis...we'll put them in the group and we'll have what? The same thing. The one ...I'll end my little speech here...I'm the guy in the black hat... ______ restructuring, but most of the ideas that work come from the fringes...the fringe people. I consider myself a fringe person. I mean you think about that. I have no education ______ . If I had eight million dollars in the bank, I would be a very nasty person ______ because there's nothing they could
do to me. I mean I'm not saying I would be totally out of control, but I would definitely question what the district does. I mean I would take an active role in questioning. I would do it professionally and do it like a lawyer...I'd hire a lawyer. But a lot of stuff that goes on, you kind of wonder "What were they thinking about?" But it continues to happen and we get frozen this year because there's no money. Well, there's money for other stuff, so...I mean I don't think it's getting thrown away, but it's definitely getting controlled by the wrong people, but do I think it's by teachers making decisions at work, I don't know. You get seven people that are teaching together, I think....

DL: But it's working for you though? This is bottom up...this is not top down. So it's working really, and that's why you're really showing some ______________.

T2: Yes. It should always be bottom up. You know, for the profession...the peer evaluation stuff just came out because of the career ladder question about that and yes, it may be just like the administration ___________. And my survey had that down. One person said I would probably be the ______________. Instead of getting career ladder money I should get an oscar ______________. Now I don't know how to break that cycle of teachers being evaluated by ......(end of tape)
Teacher 3  June 4, 1991

DL: Tell me about the team collaboration project here at Liberty School?

T3: The teaming within our, I'm assuming the question is referring to the teaming within my grade level for instance for me for fifth grade. Umm, I'm not sure how it all began I'm only in my second year of teaching at Liberty so, umm, my place in the whole teaming effort is come in after they've already started and gone through a lot of the negotiation and those kinds of things. Now I've come into a team that's actually founded there were only three people there and two of them that has always worked together and than the person that was before me had only been taking over someones position for a brief time, than they were actually teaming with another grade level. And (pause) just the information I got it was chaotic, and, ahh, it was really hard to have ( ) two different grade levels to be teaming, umm, that was (pause) I think about seven people, and seven people teaming representing two different grade levels is probably too much in a team effort. Umm, they didn't get a whole of things done (pause) and the agendas were vague. When I came in than we teamed only at the fifth grade, and there were four of us. That really changed a lot of things, the very first year was getting to know one another, umm, the first evolved around, umm, (pause) a little bit of risk taking because you didn't want to put yourself out to be chopped down, or to be dismissed. It involved a lot of, of negotiation at that point, umm, and for me I just sat back and watched a lot about what was going on. About (pause) the second semester I initiated a unit Integrated Mastery Unit and decided well let's get going and see what happens here, and at first it was a lot of, umm, people having fits and, umm, here's someone new and exciting about teaching, because this is only my second year of teaching last year in elementary school. So here's a person who's not who's willing to come in here and do all of these things, oh my god, (giggled) what does she want, and how are we going to be judged to compare it to what she's doing, and so there was a lot of, of (pause) there's (coughing)... They approached the entire unit working with me with a lot of (trepidation), and they wondered exactly what my agenda and where I was coming from, and they didn't want to be judged according to me, because they thought I had a lot of new ideas and I was fresh, and I had too much energy, and they would make a lot of comments that were back handed compliments if you get what I mean. Like, umm, what great displace you have in the hallway kind of thing,
and than on the other hand, umm, that's just simply to much work, or that's too much work in the hallway that kind of thing, or too much work to do this when you should be doing that, you know. (pause) So and I let it ride, and I let it ride, and you know that kind of thing. Umm, we really got it together the second semester, and we really started clicking, and we actually started going out as a team. It became more than just working the school and it expanded beyond school hours, it went into weekends and into evenings. I think it's really important when we came into this year, umm, there was a little bit problems, because it looked like I was going to be teaming with someone else, and than it didn't work out, and than I started than I went and worked with them. So and there was a little bit of problems with that. But once we got going all the ground work that we laid last year towards the very end especially, and than meeting during the summer, and than just (pause) constantly where it's almost like a marriage that you walk into. The very beginning is like a honeymoon, and you're kind of trying to figure out making sure that you don't hurt anyones feelings, and that you're, you know, you try and draw people out find out just exactly what they're willing to do, and what they're not willing to do. And at first I was willing to take everything on and do everything, and I, you know, just to get to know them, and to get on their good side, and to see what was going on, and because they were overwhelmed with me. I've been told a lot that I'm a very overwhelming person because I demand a lot from myself and I try not to demand a lot from other people, that's why I take it out on them, and I have all these wonderful ideas, than I end up (giggled) doing a lot of ground work to get a lot things accomplished. But they were starting to I guess be willing to be risk-takers and do little bit more than what they had done before. They accepted the staffs ( ) messed up a little bit. But once they saw the neat results and the excitement with children, and the neat things going on and the compliments that finally started coming in from other people that they could see what was going on like, umm, our Chapter One person made comments when she came. We invited her to a meeting about our integrated unit, and she made some really positive comments, and our principals made positive comments, and our facilitator has. Once they started getting complimented it started, you know, paying off it really did start paying off. Umm, I would say teaming is a integral part of our delivery of instruction in our school, especially with my team. It is critical the teaming that goes on now.

DL: Tell me how it's critical?
T3: (Pause) I think children success, well there's a series of things. For one thing and I'll start with something real small real, umm, specific. Reading for example was taught out of the Basil reader according to the teachers textbook and that was reading. And children were divided and had no say so I got all the low ( ) children, you know, I volunteered actually to take that group on. But (pause) there was no input into how anything was going to be taught, or what we were going to use, or any materials, and they really stuck to the teachers manuals. Than I did a lot of neat things just with the low script of reading and introduced a trait book, and did some things. Than I went to, umm, to leadership academy during the summer, and talked with Kathy Short, and really got involved with literature based response circles, trade books, and that kind of thing. (pause) Reading totally changed for fifth grade this year. It was based on trade book it was away from the basil reader, it wasn't taught, skills were not taught, umm, separately from the books that they were reading, there was a lot of integration going on. The reading that they were doing had to do with the social studies or the science for instance in what they were studying. Umm, childrens excitem~nt in reading was up, and children would make comments very positive comments about reading. Umm, and I think that the way reading landed is a direct reflection of what happened during our team planning I don't know that that would have happened for fifth grade have we not teamed that way. Math is another specific example I went to math solutions during this summer, and brought back a lot of information, and we started out with a group in math model in our school, and children were going to terminals that were senseless for a lot of the children, umm, a lot of emphasis on the manipulations of numbers without getting into the process of problem solving or the understanding of concept or anything. So we went straight into math solutions we all worked together. We put tremendous tremendous amounts of hours into materials, material preparation as a team to get it together. And no way could one teacher have done that in the same year, and than taught it. As much as we accomplish for the whole year of math solutions. One teacher could have done that but never to the degree that we were able to do it as a team, and that's another example of how teaming worked. Than the payoff was children were thrilled with math, they were excited with math I mean they wanted to do math instead of just saying oh yuck math they were, when are we going to do math. The same thing happened with reading you couldn't get them to close their books, you know, you couldn't get them to close their books, you couldn't get them to put the manipulatives away. Umm, teaming I say
teaming is a real integral part also because we worked on mastery units, and the mastery units allowed us to integrate the entire curriculum all day. And children I think really walked away from the mastery units that we taught with some really neat things that they’re probably going to remember their whole life. They might not remember say things about mapping at the beginning of the year when we didn’t do anything with integrated units, and they might not remember so much about, umm, the beginning of the revolutionary war but once we started doing some of the teaming, umm, with the integrated units and the delivery of the instruction changed. Children could really sit down and tell you some information that they learned. And the retained it, it’s like that, umm, kind of idea where you can teach them about Egypt and it’s real exciting and or you could actually submerge them in Egypt and then they walk away and say god that was the neatness year that I ever had I can remember, you know, to this day Mrs. so and so teaching me about Egypt and I know, this, and this, this, and this, and, you know, I think that’s the kind of things kids walked away with this year. And that was exciting for us we could see it happening all year, and that was neat, that was real exciting.

DL: So it sounds like, umm, teaming just from hearing you, ahh, talk about teaming that you’re saying that the teaming is really critical to instruction?

T3: Right.

DL: For a number of reasons, and some of the reasons that you mentioned or that when a teacher, umm, as a member of a team goes out and gathers information, ahh, via taking classes at a university, or talking professors, or attending workshops, whatever. That member comes back to the team, and is able to share that knowledge, share that information.

T3: Right.

DL: What makes that acceptable with the rest of the members of the team? What makes that a comfortable part, if one member goes and does this work and comes back and brings that to the group?

T3: I don’t know that there’s a really a specific answer for that. Because at the beginning it wasn’t acceptable, in fact, it was very overwhelming, and I was so constantly I was overwhelming to them. That (oh god what does she know what is she going to do now). (giggled) Umm, the one
that I did do is I got them involved in taking classes too, and we all took a global 
ed class together, which is really 
helpful, because our whole social studies curriculum is 
changing. So all the work that we've done this year will 
not be utilized next year in instruction to learning 
instruction which is really ashamed, but, umm, what we've 
done than can be handed down to another grade level who'll 
be using the different social studies curriculum. Umm....

DL: So in many ways......

T3: I kind of got them it excited about, like one of the 
teachers for instance right now this very moment is sitting 
in a math solutions class, only because I said you've got 
to go. (giggled) You just have to go, umm, and the next 
year another teacher will, and the year after the other 
teacher, all four of us will eventually have math 
solutions. Because well all figure we all need it, we're 
excited, we liked what we saw happening this year. So 
they're going back and some of them are going back the very 
first time to any class at all, you know, since they've got 
their Bachelor Degree. So that's exciting, I can see 
change, I can see things changing. It's very small and if 
someone were to just look they might not be able to see the 
changes it's subtle, but it's significant.

DL: And one of those changes is that, umm, (pause) in the 
way that I'm hearing you describe it that you have become 
learners yourself?

T3: Right, yeah, exactly.

DL: So one person may, umm, be this avid learner.

T3: Right.

DL: And than come back and share this with, ahh, the team 
they've become excited and before you know the whole team 
is a group of learners.

T3: Right, you know, that's really important.

DL: Okay, you also mentioned than that the benefits for 
students are, umm, they become in your words thrilled with 
the content, they, ahh, they remember in your words neat 
things, umm, they have, umm, information that is going to 
be retained for quite a while, ahh, you feel that that is 
really making a contribution to their learning, and that 
comes about because of the collaboration?
T3: I think so, I think so. Umm, we really work together well, personality wise we're just clicking. One person is very good at making sure that tackled things are brought in and not overlooked, one person, I'm probably the global person so I've got all these great big ideas, and they know all the little steps that we need to get to where my big idea is always at. Umm, we got one person who's very, ahh, very tuned into children who are turned off to learning. We've got another person who's, umm, who is turned off kind of on her own. So once we turn her on, than we know everything is going to work, you know, this is no way it's not going to work. (pause) That didn't come out quite right. Umm, (pause) I guess the combination also is very important, the combination of personality what we bring to the team. It would probably be chaotic if we had four personalities like me. (giggled) Or it would probably be, you know, (pause), yeah (giggled).

DL: Okay, it's seems like you're talking about certain things that contribute to making the teaming situation work to making it successful, and so you're mentioning the sharing of expertise.

T3: Right.

DL: The combination of diversified personalities.

T3: Right.

DL: Umm, and you're suggesting that because you're all different, you're all able to gleam from one another.

T3: No that's it.

DL: Okay. What else has contributed to making the team situation successful?

T3: Negotiation.

DL: Okay, you mentioned that earlier why don't you tell me more about that?

T3: (Pause) There might be for instance someone in our team might be really turned off too having to, umm,
integrate inter language arts, or having to might not be thrilled about doing some type of science experiment, or might just hate doing science experiments, but knows that it is important. Umm, (pause) negotiations with I volunteer for instance to go in and so science experiments in her classroom, and she would come into my classroom and do some things with my kids. Or I'd be willing to take both my class and her class at the very same time in my room, and have her come in and observe me doing the science experiment and than just aiding the kids. Umm, negotiations also comes into when this whole idea of literature based programs went in they came in and watched me and I modeled the reading program and it would work, and all of them filtered through. Than I went in and I watched them and gave them advice and feedback about (could not hear what she said here).

DL: They being the other members of the team?

T3: I'm sorry the three other members of my team.

DL: Okay.

T3: Yeah. Umm, I would give them feedback letting them know what's going on, and know what might not be working, or what might be working. Umm, negotiation also involves (pause) you know, I'll have like a great big huge idea and it's always going to be pie in the sky kind of thing, and negotiation will also mean for me to compromise and come down and settle down. It may not be exactly what I had envisioned, or wanted, but I know that if I keep pushing it at some point I'm going to get there. Because were farther along this year than we were last year. (pause) So I have to believe it's going to keep growing, you know, they haven't put any brakes on they just I mean when I say brakes, I mean they haven't totally stopped the process, you know, they'll rebel. So than that's for negotiation for me means that I need to stop and let them do some of the things in their own traditional way, and I'll go back to my classroom (giggled) and do it a little bit differently. Umm, (pause) but we're all in the same line. So that's what I mean by negotiation.

DL: Okay.

T3: You know I'll push and than when I see them starting to go (giggled) pulling out their hair, or just about ready to lose patients with me than I just back off. Than I usually back off 100 percent all of the way. So that there is room to breath they can think about what's going on, and
than they can come back to me and say well what about your idea, well what is it that we could use. Let's just use some of it, you know, and that works that way. I don't try to shove everything down anyone, I mean anyone persons throat ever. I will there are some things that are really important to me, and so I'll harp (giggled) about things.

DL: Well it seems like in your concept of negotiation that, umm, what's going is that you're not only generating ideas, but you're listening to the ideas of others so that means your valuing what one another is saying, and what one another has to contribute.

T3: Right.

DL: So it's not really, umm, a situation where your just out to get your idea put into really fast.

T3: Right, negotiate, you're right.

DL: Okay. You know a little while a go you mentioned risk taking. Is risk taking a factor in making the team situation a success?

T3: Sure I think so. Because there are some of the teachers that are in my team that aren't at one point weren't willing to do things, umm, that they're willing to do now. (let me think of a for instance) (pause) When we were teaching the civil war one of the things that, umm, one of the things that children have a hard concept of understanding is the whole idea of the auction blocks and slavery, and how slaves were treated. (pause) They would not be willing to risk take to do like an auction slave auction in their room, because they're (pravarious) reasons for fear of someones feelings getting hurt, or because it means they're too theatrical and that's just not their style. You know what I mean. Yet they're willing to comprise and all those kids get filtered through my room at one point, so everyone than gets exposed to that situation. So we compromise that way and we divided classes up and we went around and divided who was going to teach what in civil war and how it was going to be done, and we did it in four week segments, and all the kids filtered through all four of the classes. In a like a four or five week block of time. Umm, (pause) I don't know if that was answering your question or not.

DL: So risk taking involves, umm, being able to experiment and try some thing that I may not be comfortable with.
T3: Right. Well the whole literature based reading program is totally risk taking for three of them. I mean they were totally (pause) umm, but that teachers manual was there bible for reading, you know, I mean word for word out of that teachers manual that was critical to the delivery of reading instruction and if they didn't do it than something was missing, or they weren't...it wasn't....

DL: You mean the Basil textbook?

T3: The teacher guide edition I'm sorry.

DL: Okay.

T3: And just willing to do literature based programs that was major risk taking on their part, willing to listen, you know, listen to....the inservice I went to Kathy Short willing to, umm, take in the information that I gave them, process it and than deliver, you know, and instruction in a totally different way than they've been familiar with, or comfortable with. Or letting me go into observe them and telling them what's going wrong or going right.

DL: Oh.

T3: And than me letting them all come into see me. (laughing) You know that kind of stuff. That's risk taking too being observed by your own team members.

DL: So there's observation that goes on among your team members?

T3: Oh yeah, yeah.

DL: Okay. So it's not just the dialogue but it's observation?

T3: Yes.

DL: With the dialogue.

T3: Oh observation are really important, and I don't think we would have never done this last year observe one another.

DL: What make it possible for you to attempt that this year?

T3: Getting to know one another much better than we did last year, and working through the process that we did last
year to get here. You know with the give and take and listening, and seeing that children were successful and that kind of a thing.

DL: So the evolution of the teaming project at your school is real, umm, (pause) (how can I put this) it's been really, ahh, important that you have the same team members, because if you added new members you'd go back to step one would that be right, or not?

T3: You know it's hard to say, because I've only been in on it two years, and no.

DL: And they been the same stable team, or has it been two different teams?

T3: Well see two people came into the team.

DL: Okay.

T3: One person from third grade, ahh, (pause). See two years ago when I started (pause) two of us came in new, and two of them had been there, and one had transferred from third grade to fifth grade, and than I came in from another school having taught fourth grade. So than the four of us than, umm, comprised this new fifth grade team, and, umm, at the very beginning we were very much led by these people because they always knew what was good for fifth graders, and they had always taught fifth grade and boy they knew everything. Either one of us could really come up with anything, but the third grader teacher would come up with something I thought was all too primary, but than I would say, well what if we just did it this little thing to it than they would buy the idea, you know, can we do things like that, or, umm, or I would come up with ideas or do things and they'd be willing to try it.

DL: This year though is it the same team?

T3: Exactly the same team that we had last year.

DL: So, umm....

T3: If a new person came into the team, I think it would be difficult. (laughing) I'm sorry it took me a long time to answer your question. Yes I do.

DL: Okay, tell me...
T3: I think it's really important because we've, you know....

DL: Difficult for that person, or for the team?

T3: Difficult for the team.

DL: Tell me about that?

T3: I would think. Umm, we've invested a lot of personal time in one another and cultivated a friendship between all four of us. And I as much as we read about the research, and we've been told, and I mean all four of us are very aware of what's going on and teaming, and what a lot of people say about teaming, and some we've heard some research that says you really that teaming really works (pause) probably better when you're not very close friends, umm, because than you're willing to really attack ideas and that kind of thing. You're not caring or you're not careful to take care of some of those feelings because they're your best friends. We've also heard research say that, umm, it's critical that you develop a personal relationship in order for the teaming to take place, because than your not willing to really expose yourself for being a vulnerable risk take. We probably got to a point where we could have at some point this year we could have let friendship interfere with everything, and just taken back the, and I could have probably just sat back. I obviously have emerged as the leader in this team. Umm, we could have taken back seats, and been real careful with people's feelings, and not been willing to do a lot of things and that kind of thing. But, umm, (pause) I don't know...

DL: (Pause) So because of the rapport and the friendship that has already been established you're feeling that it would be difficult for a new person to come in because than you would have to start over with this one person?

T3: No I don't think that we would have to start all over, but it would be like training that person almost a training situation.

DL: Oh okay.

T3: Pretty much letting that person know how important the negotiation and compromise and give and take type things, and umm, and pumping the person, you know, and making sure that person feels good, and making sure there's a lot of positive feedback going to that person.
DL: So it seems as a team you are already maybe not on a conscientious, but you are already establishing a criteria for what makes it work.

T3: You know I think that we are and I think by next year we'll have it together even more. It's a process it's definitely a process and it can't happen in one year. And it can't even happen in two years. I'm sure next year is going to be ( ) compared to this year I've got high hopes that things will just continually grow and change for us. Umm, there's a teacher that's going for this math solutions has been teaching for over twenty some years, and no one would have even (pause) you know, not a million years would have thought this person would have ever taken this class, or done anything took a global education class, I mean done things that are just probably flooring some people I bet I imagine. But she just needed to have somebody give her some spark I think. She needed some excitement she needed to be jazzed up. But things are working really well for her.

DL: And that happened as a result of the teaming situation.

T3: I think so.

DL: So if she was still teaching in isolation from working with teachers.

T3: It would probably be traditional, I mean you've got twenty years experience doing the same thing, why go bother doing, you know, I mean that was pretty much I think some of her attitude, and than she got exposed to (giggled) a teaming situation where people were really thrilled and excited, and it excited her, and on her own when no one is saying anything. She decided that she wanted to be the first one to go for math solutions after I did. So I think that's a compliment to our team, I think.

DL: Are things that you can think about that maybe, ahh, effecting the teaming situation in such a way that, umm, it's not as successful as it could be?

T3: (Pause) Time is really, ahh, (pause) time is a critical factor. It never seems like we have enough time, you know, to do the things that we need to do, and now times going to be eliminated. I mean some of our time from teaming itself is going to be cut, umm, (pause) we can really testify to time for our whole team and all of us have voiced this. We all took a global ed class at the
University of Arizona, a global ed class that was taught in our district, Sunnyside district by Dr. Beeker and Carolyn Carter taught it in conjunction. The class started at 3:15, and the fall semester we our teaming starts at 1:00 where were really getting together, and we work probably until 5:00 - 5:30. Umm, we don't need to, but we need to work until 3:00 contract time, but we work until 5:00 - 5:30. Our class started at 3:15 and it met on Wednesday's only the day that we did our planning. So we were only able to meet from 1:00 to 3:00. Any person, any intrusion, any one that walked through that door there was always one person in that team our team that was willing, ready to kill (giggled) because it took away just the couple of hours that we had away from us. So time became is very precious to the teaming, a chunk of time not just, you know, an hour here, or twenty minutes there, it's got to be a chunk of time that you can do some good, you know, collaboration of work.

DL: The time interruptions something that could have been prevented?

T3: Umm, probably in some cases, in some cases they could have, and in some cases we just, umm, (pause) we need to learn to become more assertive and just tell people we just it's really important we only have this chunk of time you'll have to meet with us after, or another day this is our time. Ahh, we even threaten to lock the door at some point, but we never follow through on it. It always seems, whatever they've brought in was important eventually, but it was ever important nothing was never more important than us trying to get together for just those couple of hours that we have. I mean that's isolated, because it's a class that we chose to take, and we chose never, as a team we sat down and evaluated and said it's wonderful it's fantastic we have to have it, because of the new curriculum, we learned a lot of things, but we will never take a class on Wednesday again. So I mean we really felt we hurt, we really did hurt from now, I mean felt the pain of the not being able to team. So time is an important factor. Umm, something else that probably keeps us from doing a really good job of team.... (End of Side A. Beginning of Side B.)

T3: Okay. Umm, you mean start where...

DL: Go ahead and tell me you said, umm, that you're team members some of them....

T3: Some of them felt like they were being judged. Umm, and I don't think that's necessarily true. I mean, you
know, like I said it's only feeling what my perception is, and I think that kind of blocks them sometimes from willing to be more of a risk taker doing things. Because they want to make sure that, umm, everything is always (apprapo), and, umm, the ITBS scores look really good, and I'm just not obsessed with ITBS's I'm not and that's terrible probably as a teacher to say that especially to a principal, but (giggled), you know, I just do not live and die by ITBS because I think I mean I know that their valid I know that were judged as teachers by, you know, what children do, but if I were too be totally obsessed with ITBS I don't think we would be do some of the neat things that we would be doing.

DL: So you're saying that some of the teachers feel their being judged by...?

T3: I think they feel their judged by our principal, and, ahh, we talk to them and we try to tell them that we don't think that that is true. I mean two of us feel that way and two of us don't feel that way. So two of us try to talk to them, and say you know you really just got to do it. You just got to do it, and then they'll say things like well if you, you know, if you're willing to do it, and you're willing to do it, than we'll go ahead and try, but if we get in trouble it's your fault. (laughing) So we live with that kind of thing hanging over for a while.

DL: So aside from helping them feel much (pause) more comfortable with, ahh, the aspect of their not being judged perhaps. Is there anything else that you could offer a suggestion that will help teachers who feel that way?

T3: Ahh, I think they should confront the principal. I mean if they really feel that they should talk to the principal and ask them. I guess I don't like living in limbo, if I have a problem I'll just come up to you and say hey (laughing) I need to get this off my chest because this is stopping me from doing this, and this is legitimate, and I really should stop, because I need to know, but I need to know why. I'm under false impression here, boy I want to clean this up because this is stopping me from being creative. Do you know what I mean?

DL: Yes.

T3: And that's the kind of things that we try to tell them all of the time, and they're learning. I think they're changing a little bit.
DL: So you've mentioned time and the feeling of being judged.

T3: Right, I think there's another factor that will come into play for us. So and this is something that could be negative or it could be positive, and probably it's not going to be too positive I don't think. One of the team members is going to have another baby. Probably she's trying to get pregnant in July, so that's definitely going to effect everything that's going to happen next year. Because of time and I mean no way when someone's pregnant in your team that's going to make a big difference, and that's going to be one person out the door for a certain amount of time, and when that person gone either we continue working and helping the sub, which I'm sure this is what were going to do, but it's not going to be like she's there, you know, that's definitely I think everytime someone gets ( ) they're pregnant. That definitely has it's, you know, an impact on the rest of the team. Umm, anything else, umm, (pause). Sometimes it's frustrating to work with people, ah, that are not as excited about teaching as you are, and so it can be a downer sometimes, than I have to think of ways to get myself excited, and I have to look for it other sources outside of my team, and I do. Umm, I talk to my principal who makes me feel really good about teaching. I talk to my facilitator in my school which she makes me feel really good. I talk to a professor here at the University of Arizona where I see respect for who, you know, I feel really comfortable talking too. I talk to, umm, you know, my husband (giggled) I have other sources other friends other people that will get me excited especially when I come when they're especially negative about just teaching. And they can get into a rut, they can as exciting as all the teaming and all the neat things that are going on they do get into ruts. I just haven't gotten there yet, and I don't know if it's because I haven't taught long enough, and I hope I never do, I mean that's kind of that's sad to think that that can happen (giggled). Umm, but that's definitely a negative thing, because than I feel stifled, and than I don't feel creative, and than I just feel like, you know.

DL: Do you have any suggestions for how that might be changed so that when people bring these, ahh, attentions so to speak to, ahh, teaming situation. How might that be turned around?

T3: I don't know because it's usually personal problems that they have, and I don't know that they can leave them at the house and come to without them, you know what I
mean. And when it's real negative and it's a combination of two people being negative than, you know, I think that sometimes you have to live through the couple of Wednesday's and be ready to light back up again when it's time, you know, instead of being negative for the rest of year. Saying well forget them I'm just not going to work with them anymore they don't listen to me or they're not doing anything. You just got to know when it's the right moment and than jump right back in again. I think that's important to persevere.

DL: (Pause) You mentioned time, you mentioned feelings of being judged, you mentioned personal reasons you mentioned working with the tension of teachers sharing their frustrations, or maybe not so much their frustrations, but it becomes frustrating for you as an individual to be around people who are down playing teaching. Are they're any other things that you feel are contributing to, ahh, (pause) the lack of success if they're ( )?

T3: This is just my team that I'm talking about right?

DL: Or you can talk about if you see it within the school?

3: Helping it.

DL: Yeah.

T3: Well there are other teams that I, you know, that I know that aren't working. I mean it's obvious because, umm, they're aren't a lot of neat things happening. I don't know that just good teaming means that neat things are happening, and than I have to define what neat things mean too. (laughing) I mean just excitement when I say that usually I'm ( ) excitement in children units that are developed, ahh, teachers being excited. Walls displayed of their children's work, umm, (pause) just real positive attitudes from teachers in particular teams, and there are a couple of teams that are pretty negative. And it doesn't seem like there's never a time when they have anything positive to say about anything. You know that's really sad because you know you can see them kid, you can see the children. The pride isn't there, you know, their work isn't any where around, or it maybe will be there everyone once in a while, you know, but not often. Umm (pause) there's a problem I think with some of the teams getting along with Monolingual and Bilingual teachers, and when they're teaming. Like for instance to in my team we have two bilingual and two monolingual, and next year we're trying so hard to get it together that our office space is
such stacked is that we're sharing offices. So bilingual and monolingual teacher are working together for us. In other teams we've noticed that (pause) boy they have some problems when it comes to that. The bilingual teachers work by themselves and the monolingual work by themselves, and they don't do any cross connections. Sometimes there's team one person in a team knows something and the rest of them don't know anything. There's a lot of networking that goes on with us all of the time. You know if I know something everyone knows something in my team, do you know what I mean I bring the information back immediately. Umm, and sometimes it seems like someone is always hanging out there, or the last to hear about something that was said, or something a piece of information they need to know, and they just don't understand or they don't know it, or they're not understanding the process. But it's not because (pause) they're not willing to do it, it's because the information just doesn't get back to them.

DL: So other teams within the school aren't as cohesive as your team might be?

T3: I don't, yeah I think our team really clicked. I'd have to say, there is a kindergarten team I think, you know, I don't think I'll get in trouble if we say anything. I think that really clicks too. I've seen really neat things happening in kindergarten now, I think they work really well. Umm, there's another program in our school it's a Bilingual Integrated Multi Age (pause) kind of program, and they seem really click and work together, and they team and they team outside of school hours, and, you know, they're very social, and they work together really well, and it's monolingual and two bilingual teachers working together, and it can be done. You know I see it in kindergarten I see it with the BIP (Bilingual Integrated Program) I definitely see it in the fifth grade, umm, I don't know what's happening with what's left with the first, second, and third, and fourth grade, there's only two teachers the first that aren't part of the BIP (Bilingual Integrated Program) two teachers in second that aren't part of the BIP (Bilingual Integrated Program), or three teachers I mean. Then, umm, third and fourth I'm not sure what's going on, we hear a lot of complaining it seems like our door is an open door for a lot of the teachers in that hall walk in and than drop something a bomb and than just leave. That's kind of thing that where we wish we could lock the doors, and say just don't come in and bother us on Wednesday's you know. Because we can, it's there way of getting out of teaming see they don't go to their teams instead they come into us and bother us. (laughing) You
know unloading, and we're just that becomes frustrating, and that's where friendships come into place. Because some of those teachers have been there for six years, and over twenty years, and I haven't and I've only been there for two years. So when they come in they're coming in as one persons worked there for twenty years talking to another person who's worked there for twenty years, needing a sympathetic shoulder to cry on. That's where I think that that definitely hurts, and that probably hurts for a fifth grade teaming before it was just fifth grade, before, do you know what I mean.

DL: The fact that they've all taught the same number of years have been there too long?

T3: Too long yes.

DL: You're thinking that diversity really helps.

T3: Yes, and of course they weren't teaming until this teaming project started, you know, they had gone with fifteen or twenty some years or whatever before they ever even teamed. And when they did team they were so close and so friendly that, you know, I heard a lot of real negative things coming out of that teaming situation. I mean the two teachers that were both fifth grade teachers were really thrilled to get out of that situation, when the other fifth grade teacher and myself walked into the picture. So it was a big change for them, and they saw it as an escape.

DL: Let's go back to one point that you just made. You said that there are some situations in which bilingual and monolingual teachers do work out within in a teaming situation.

T3: Right.

DL: Umm, for example, the BIP team (Bilingual Integrated Program).

T3: Right.

DL: That's working. But there are teams where that is not the case.

T3: Right.

DL: Why do you think that is?
T3: (Pause) Well.....

DL: What's the tension about between the bilingual and monolingual?

T3: The only reason that I, and I mean this is so confidential (laughing).

DL: Do you feel like you don't....

T3: Well it's just that it's word of mouth, I mean it's like they're two bilingual teachers in our team who sometimes tell things that they hear from other bilingual teachers and basically it's just complaining that they're over worked and no one seems to be willing to help and they're not sharing with monolingual teachers, but it's from different grade levels. Do you know what I mean, and then they'll help. What they're doing really is telling us how grateful they are that they're in our team situation, and we're all working together, and they'll tell us they'll give us an example of why an example is well you know what's happening over here, and this grade level is they're having such a hard time and than they'll tell us they're not sharing kids, or they're working, ahh, they're working so hard that there's no information going across the hall from one to another.

DL: I guess the point that I'm trying to get an understanding from where you're coming from is it that, ahh, they aren't communicating with each other, there isn't a lot of sharing going because of the fact that they are bilingual and monolingual teachers? Or does that have anything to do with it.

T3: See I can just speculate from here until dooms day on what you know why the problem is that, umm....

DL: Or is it personalities?

T3: It could be personality, it could be the fact that monolingual teachers feel like there's nothing they can do to help the bilingual teachers, it's to be that the bilingual teachers feel the monolingual teachers are not smart enough to actually do anything to help the bilingual teachers it could be that. Umm, what is prejudice against the other, I mean there's a number of factors that I'm sure all of them have some fality. Because it's just so apparent, you know, what I mean.
DL: So it maybe an individual, umm, rather than the nature of the team itself I mean it maybe personality the attitude of the individuals versus we don't want to be in a team situation at all, or that maybe?

T3: It could be, well yeah, I mean yeah, there's some teachers in our school that have just withdrawal from teams altogether and have just refused to work with the team at all based on the fact that they feel the team isn't doing anything not working. It would have been so easy for me to do that to just walk away last year and say I just can't work with these people, or even the beginning of this year, and say no. But that's not what it is all about.

DL: What has collaborating with other teachers done for you?

T3: (Pause) A lot, umm, I feel like I'm empowered. (pause) Umm, I feel like I've grown as a teacher, I've feel like I've learned a lot, I feel like I've got, umm, anchors, I feel like I've had a recuse net, I feel like I have people to bounce ideas off of. Umm, I feel like, umm, the work load isn't so huge overwhelming. I feel like, umm, I've got someone to talk to when I'm concerned about particular students or situations or learning problems. I feel like, umm, if there's a situation going on in the classroom and they may have experienced something like that before I get a lot of feedback of examples, or, umm, or working with parents I get lots of feedback and help about that. Umm, it's brought me close to three people that I respect and come to admire and care for. Umm, it's given me three friends. (pause)

DL: That's a tremendous amount.

T3: Yeah.

DL: If you might elaborate on a few of these.

T3: Sure.

DL: You said empowered tell me what that means for you and in what way do you feel empowered?

T3: Umm, in collaborating with my team, umm, they (pause) (laughing) how do I (pause) I know they respect me, and I know that I've emerged as a person as the idea person for our team, and I've emerged as the go between, and I've emerged as the person who (pause) the mediator, between them and anybody else in the school. The librarian for
instance or any of the problems that are going on. Umm, so in that sense as far as leadership is concerned I feel empowered that way. But I also feel empowered as a teacher in my classroom knowing that it's not just my idea it's that I bounce this idea off of three other people that it's the best at that very moment that I can be doing for the kids, you know, for my children, but I'm doing all that I can do right than and there. I know that it would prove I mean I could constantly take it apart, but at that very moment I know through our cooperation to our teaming that we've searched and we've done the best that four of us can do to come up with something for instruction. Umm, I feel empowered also to just open my and just let it go, and just let's get creative and silly sometimes and go bananas here. And never just miss anything immediately, and if, I mean and the willingness and empowerment also to be able to bring something up that may have been dismissed a week ago bring it up again maybe in a different way, or maybe more subtly.

DL: Okay. Umm, and so you also mentioned grown that you've grown a lot. Is that any difference in what you just described?

T3: Umm, (pause) well I don't know. I feel like, umm, when I first came in I was certainly a person who was sitting back and watching, and wasn't willing to risk take, or do a whole lot of stuff. Umm, (pause) and I've grown I know my place and my team (pause) and, umm, I initiate a lot of things and willing to do that. I've grown as a teacher I feel so comfortable in my classroom, so comfortable and I think that's important you have to feel totally comfortable in your classroom. You have to be a risk taker yourself, and I've grown that way, I'm a risk taker in my classroom my hand. I'm silly I do ridiculous things I never expect kids to do anything that I'm not willing to do, so I do all kinds of ridiculous things, and than I tell them how important risk taking is and that's how you grow as a person....

DL: Now do you attribute that directly to the fact that you're collaborating with other teachers, or would you have done this without any collaboration?

T3: I don't know. I like to think that I would probably would have done it without collaboration, maybe not to the degree or as quickly I think collaboration maybe with a facilitator or facilitated it happening quicker. But I like to think that it was there that the smarts was there. (laughing)
DL: Okay. You said that, umm, you learned, what kinds of things have you learned?

T3: Oh I've learned oh how not to do certain things. (laughing) I've learned the difference between good and bad instruction, I've learned, umm, what works and what doesn't work with behavior management for instance, I've learned....

DL: As a result of talking with your team members?

T3: Oh yes absolutely.

DL: And observing?

T3: And observing. I might be the person who's the leader emergence leader and the idea person and have all these wonderful and great ideas, and all these things. But behavior management and all these things, you know, I'm (pause) I'm there way far fields ahead of me as far as that's concerned I want a classroom that children don't feel stifled, and can I really accept a lot of things that are probably not acceptable to teachers, and I hope that it's not just because I'm new at teaching. Umm, I hope it's not going to be like that all of the time, because I think that (pause) the minute you stifle a child than the child is not willing to do for you, and when the child is willing to do for you they grow and they learn. Maybe I'm sure they're people who come into my room who may even be appalled at the some of the things that I'm willing to accept behavior wise. I'm willing to accept a child getting up and walking around the room and stretching because I'm not the type of person who can sit down at a desk and just do. I have to get up and walk around. I have to eat snacks sometimes when I'm working really hard, and I allow them to drink water whenever they want. I allow them to bring fruit drinks, and drink drinks that have apple snacks in the middle of the, you know, the day, or whenever it doesn't matter. They're just allowed to eat, you know, sugars and sweets. But those things, umm, now I forgot your question. (laughing)

DL: I was just asking you to elaborate on what you meant by you've learned, so you've learned a lot about how to manage your class.

T3: Yes.
DL: And about teaching, by observing and delivery instruction. You talk about anchors, tell me what anchors refers too?

T3: Umm, well see my team, umm, when I go out to workshop, or when I go out to a class, or when I listen to something that is going on, or I bring information back, or when I sit I'm in a leadership team in school. So when I go to leadership, umm, team, or I know where they're at I know where they're coming from, I know how much I can push them when I get back. I know, umm, what they're willing to do, ahh, I know how much I can rely on them that's my main kind of an anchors, umm, I know if I go out on a limb to try something I'm going to be reeled back in, and it's going to be okay, and, you know, what I mean.

DL: Yes.

T3: Yes sometimes I'm willing to do things in the classroom and they're not willing to do just to see if it works, and than come back and let them know. And I know that if I'm dying or something is not working, or if it's.

DL: So anchors is your support system?

T3: Support system, sure.

DL: And so it also ties in with your next metaphor you said that the teams serves as a rescue net?

T3: Yes, yeah.

DL: In the same line I guess is being supported, and that you can bounce ideas off of them they can do that off of you.

T3: Right.

DL: And that the words not overwhelming, and that's because your able to....

T3: Share.

DL: Okay.

T3: And divide equally all of the time. It doesn't seem like there's any one person, umm, they take a whole lot on, umm, all by themselves at any, you know, one time. You know what I mean?
DL: Yes.

T3: I may on my own because I want to do something different in my classroom, and that may be the compromise where I'm willing to let it go and they do their traditional thing, and than I go do something in my classroom that's has a gleam of what they have in mind, but in my own way. So than I've created work for myself, umm, (pause). Also if it's something that I know is new ground it's new ground it's new territory totally brand new than I'm willing to take on the work, but that's my compromise for them, because I know that I'm pushing them, you know, I'm pushing them hard. Than I'm willing to take on some of the work. But their not ( ) at all. I mean once their going everybody does their fair share.

DL: So you all may be sharing the work load but you're all still working very hard?

T3: Yes.

DL: Okay. And you mentioned that you're able to talk about teaching, you're able to talk about problems, ahh, I guess in the talking of problems you're also able to come to, ahh, some types of solutions?

T3: Oh yeah, at least, I mean (pause) say I'm having a problem with a particular parent who, umm, is not too thrilled about their child academic progress, or really giving their child a really hard time, and giving their child a hard time about not doing better. But the child is really working hard I know that child is doing just the very best that that child can do at that moment. (pause) I'll take that to my team (pause) and they'll have, you know, twenty ideas by the time that session is over what I can do.

DL: And than you mentioned that in being a member of the team or also very close to others, or else very close to them and they've become not only your colleagues, but they're your friends.

T3: Right, yes.

DL: Okay.

T3: And I think that's important.

DL: Is there anything else that you would like to add about this?
T3: About teaming?

DL: Yes.

T3: (Pause) Probably nothing different than what I've said I think it's very critical I think to delivery of good instruction. I think it's real important for children and I think it's really healthy for teachers. (laughing) Mental well being really truly and physical well being because it sure helps to share the load or to take it all on yourself.

DL: Yeah, the load is not only being the work but just talking about it.

T3: Right.

DL: Okay. Well, thank you.
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DL: Tell me about the team collaboration project here at Liberty School?

T4: Umm, (pause) first of all I think there's a difference between teaming and collaboration.

DL: Okay.

T4: Okay. Umm, I think that to me teaming is, umm, (pause) the teachers collaborating as well as with the exchange of students or actual teaming, or maybe two teachers taking two or three classrooms, and team teaching those kids at the same time. Umm, to me collaboration means that you share in getting your ideas together, maybe working on it sometimes together things like that. So to me there is a real difference between the two. Umm, (pause) it use to be at Liberty that, umm, there wasn't no actual teaming. There was a lot of collaboration, umm, we use to get together to share ideas, and things like that. But there was no set time, umm, where anybody did it you kind of did it on your own if you felt like it. Umm, so whatever subject areas that you wanted do it. We use to really team for reading only, and dividing the kids into higher level, middle level, lower level, advanced level. That was the only time that there was any exchange of kids, but there was no actual teaming, because the teachers never actually got down and worked together on a new plan. So there was, you know, you kind of just tested a kid divided him up and than shuffled him off to that teacher, and you never really got together with that teacher to talk about it. Umm...

DL: So in your, umm, frame of reference there is a difference between teaming and collaboration, and if I'm hearing you, umm, you're saying that teaming is, umm, an arrangement, and collaboration is the act of sharing.

T4: Right.

DL: Would that be accurate?

T4: Teaming would be collaboration plus, okay.

DL: Okay.

T4: I think, does that make sense to you?
T4: Okay, umm, first I think when the teaming idea first started up, umm, a lot of people were against it, and a lot of people felt it was being shoved down their throat, you didn't really want to do it. People were more willing to collaborate and to team, okay, it's almost like, you know, this ( ) kid than you want to make sure that they learn what you want them to learn, and not necessarily what your neighbor thinks it's okay to team them. I think at the beginning when teaming actually started at Liberty there was a lot of resentment. And, umm, a lot of, and I think at first a lot of people were against Olivia for really trying to encourage the teaming, and in the sense the faculty became really divided, and as a matter of fact I think the first year we had a large number of teachers just ask for a transfer. Because they didn't think they could handle the time that would be ( ) for them to sit and collaborate and work out some team situations. So there was a lot of resentment, and than what happened than is I think those few people that left created even more resentment between some of the other people because of course they were close friends of others and so for a while there I think the faculty was really really divided. Than (pause) we tried grade level teaming, and (pause) I'm not sure this is what you want what they want to hear, or....

DL: Go ahead if you want to talk about that, that's fine go ahead.

T4: Grade level teaming was where, umm, we kind of divided into Xl and than second, third, and than fourth, fifth. Buy this time the sixth grade had gone to the middle school so we didn't have them there. Than we had a team leader for each group of teaming, and that after two I think it was after about two years of trying that. That didn't work out either, because, umm, (pause) some of the team leaders were very strong in their personality in the way they try to bring about the change, and actually not trying to help the other team members into changing their ways of teaching, or into changing their ways of planning for lessons. So, umm, again it kind of fell apart, but I think during all of this time those of us who were patient enough
I guess to try both ways and to try whatever came I think we got to see some of the advantages and some of the disadvantages of teaming of collaborating, and of doing it with a leader. Because I think with a leader you kind of end of doing lots of things that you really didn't want to. But because we had a real strong personality, I mean people got kind of pulled into the situation that ended up failing because it didn't work for them.

DL: So how would you describe the situation now?

T4: I think the situation now is, I think after seeing all these changes I think what Olivia finally did was say, okay, choose someone you want to team with, rather than okay you're going to team with your own grade level, or you're going to team with the next level, or whatever. Ahh, she kind of said, okay, choose who you think you want to team with and see if you can work it out that way. I think that's probably what has worked the best, and the team, the team that works the last I would say the last two years, umm, have become a real strong team.

DL: What has made the teaming situation as it is now successful, what works?

T4: (Pause) I think people wanting to work with each other, rather than being forced to work with someone. I think to me that's been the key, that's what I have ( ).

DL: So people wanting to work with each other.

T4: And also people that kind of share their a lot of the same ideas in terms of all of the new techniques of teaching, or all of the old fashion techniques of teaching, or I think the bottom line would be accepting your team members ideas and techniques of teaching. I think that would be doing the bottom line respecting and accepting an idea.

DL: So respecting and accepting ideas is the same as saying, that your ideas are important?

T4: Yeah, and it is also saying okay I'm going to send my group of reading kids to teacher X over there, and if she feels her way of teaching are going to get these kids to move, you know that's fine with me, and to me that's respecting your fellow teachers ideas.
DL: So respecting others ideas, and, umm, sharing, what else makes the teaming situation work, and what makes it successful?

T4: Well the willingness to help each other too, because a lot of times I know I've been in a jam with a student or a group of students and say I've tried everything I can and I can't budge. I don't see them moving any where, and just frustrating them. I'm getting frustrated, and the other team member will say okay why don't we trade groups. You know again going back to the trust that you have over each other to do the actual teaching in whatever way you see fit to do it, you know, that persons willing to have me say okay, you know, I'm giving you my group which I'm being successful with and I'm going to attempt to take your group which ( ).

DL: So trusting, umm, another teacher to take, ahh, the children that you have and trusting the children in their care is saying that I know you can work with these children to help them to be successful?

T4: Right, yes. In essence I think to me the whole idea of really teaming is sharing the kids, you know, these aren't my only kids even though, umm, I guess legally in the eyes of the district and everything I am responsible for these thirty kids, or twenty-five or whatever you have. Umm, in essence your saying the team I am responsible for these kids as well as your thirty, and the third teachers thirty is, you know, a long with mine.

DL: So there's ownership for among all of you?

T4: For all of the kids, right, and materials sharing materials with, you know, this works for me and I'm not going to let anybody be successful, you know, I'll see when it shines, you know, there's another ( ).

DL: Well what, umm, what has not worked as well? What has possibly interfered with the success of the team?

DL: (Pause) If anything at all.

T4: Well are you talking about the existing team or the team when we first started?

DL: No, presently?

T4: Presently. Umm, I think sometimes the criticism and interfering from other teams.
T4: Well, um, you may hear somebody say, well, umm, (pause) I don't think you guys are teaching I think the kids are playing all day long. Umm, you know, you may hear that comment being made, or you may hear, umm, those kids are socializing way to much. I don't see how they could be accountable for their work. Umm, the other I think one of the other factors is maybe the availability of time, and I know that in our team, umm, that was a real strong factor because for example in math there were a lot of manipulation around, but (pause) some of the people who had them weren't willing to share them. Umm, other people who were using them had them in their closets, and so the availability was there, but the willingness to share the things was not there.

DL: Oh. So you're talking within the team situation at all that there are times where team members within the team may have resources or supplies that they just aren't being shared?

T4: Not within the team.

DL: Oh you're talking about the class team.

T4: The class team, yeah. A lot of times for example one team needed Cuisenaire, okay, and maybe you would only have success in your room, you have a class of thirty kids. You know you're really very limited to do what you can do with that. Maybe within your team there are no other Cuisenaire rugs, but (pause) maybe one of the other teams had fifty sets of Cuisenaire ( ), and there unwillingness to share them a lot of times have kept you from, ahh, trying a new method of teaching, or from actually, you know, doing a lesson if you had ( ).

DL: Okay. You mentioned also that, umm, they're comments from others that maybe, umm, (pause) expressing a perception that may or may not be accurate of the teaching situation going on. Could you tell me more about that? What do you mean when does that happen is it from other team situations, or is it from team members within your team?

T4: Umm, well I think you hear a lot of these comments you hear a lot of them second hand to begin with. So a lot of times you'll get the true comments made, umm, a lot of times you'll hear the comments from say a lady that works
with the other team, and they made the comment while they were there ( ) and then they'll come and tell you.

DL: So it's a whole other team it isn't the team that you're in?

T4: It's not within the team, it's not within the team.

DL: How do you deal with that?

T4: Ah, well the way that I've dealt with it is I've always gone to the other team and asked, if you see that I'm doing this wrong, you know, help me guys, well people, you know, how I can change it, or make it better. Or if I'm stepping on your toes tell me. Because to me that's the only way to settle things is to confront people.

DL: Are there any other things that prevent the teaming situation as it is now from working?

T4: Well I don't know personally I have not felt this way, but I have heard it from other teams, and that's a lot of people feel that there is favoritism.

DL: Favoritism from who and for what?

T4: From the administration, okay, from the administration.

DL: The principal?

T4: Yes, the school.

DL: Okay.

T4: And I have personally have not felt it.

DL: Towards teachers or towards teams?

T4: Towards the team, towards the team. Umm, but I have heard it from other people within my team, umm, that they feel that the other teams are getting more supplies, more ( ) time. Umm, or they get everything they ask for. Umm, just because they are doing something new, or something innovative, umm, whereas if you're doing something that tends to be more old fashioned the principal tends to frown on it. Umm, personally I have not felt that. Umm, I have felt that Olivia has always really respected what I have done, and the times that she has seen something that she has not liked she's come out and told
me. You know, and I guess expecting me to make the change if she had seen that. But I have heard that a lot, but I think a lot of it has to do with a relationship that you have with the principal too, if you've always had kind of an open relationship whereas you can say, you know, umm, for example in this case, Olivia, you know, I'm having this problem, you know, and I'm feeling like your shorting me because of somebody else. Not too many people can do that because they feel that it's going to come back and haunt them at evaluation time, and things like that. So that's why personally I have not felt it, and I think it's because of that whereas other people have never confronted Olivia with anything, and they'll say it behind her back, it'll eventually reach her ears when it's gone through twenty people, and by than, umm, I think it's just human reaction to say, well you know how dare this person, you know, say that because by the time it gets to her ears it's changed so much. So I think that person ends up feeling more and more, umm, segregated from.....

DL: Would it be accurate to summarize what you've said in such a way that says it's important for a team situation to have a good relationship with the principal?

T4: Definitely, I think it's because she is actually the leader of everything that you do in this case it's a she. Umm, I think that is extremely important because you need the backing for everything, you need the backing when you have to take to leave, you need the backing when you need things approved, umm, and if you don't have that openness and she doesn't know what you're actually doing, you know, as a principal I would not feel safe approving lots of things if I didn't know what was really going on. But unfortunately that doesn't happen in a lot of things.

DL: Well back to the relationship without a good relationship between a team and the principal, umm, are suggesting that a team may not work, may not be successful?

T4: (Pause) Well I think without a comfortable relationship with a principal and Olivia walk in and out of classrooms almost on a daily basis. So without that open relationship I think people tend to feel like she's frown on what they do, I think people feel extremely intimidated when she walks into that classroom, and if she has no awareness of the way you teach, or what you have been trying to team with, umm, what you're trying to do, ahh, I think those people tend to feel like, ahh, or wonder if she approved or disapproved of what she saw. Umm, I think mostly intimidated I think that's the general problem.
DL: So in many ways how you teach is an individual feel in the relationship with the principal, really bears on how they, umm, function as a team member?

T4: I think so, yeah, I think so, because I think if you have a principal that leaves you alone, and never walks into your room you never feel like, you know, umm, even though you may be accountable for all your teaching and everything, umm, I think that when you never see the principal in your classroom, than it doesn't matter I think if you have a good relationship with her or not, okay. Because than it makes no difference you don't feel like your being (scrutinized) checked on, or just simply, you know, have somebody come in and see that you're teaching. Umm, but if you have a principal that routinely walks into the classroom I think you have to have an easy going relationship with that person to feel like, oh that ( ) to not feel like you're being criticized, and or put down, or, umm, I don't know if that makes sense.

DL: Tell me what is collaborating with other teachers, ahh, done for you?

T4: Umm, well for one thing even regardless of the use of teaching experience that you have I think those are saying that two heads are better than one. You always come up with a lot more ideas, umm, (pause) not only the different ideas but sharing of the material. The sharing of the materials alone makes your teaching easier, because you're not racking your brain for, you know, for variety in your teaching methods in your material, umm, ventures things like that, you know, I mean the other person comes up with something that you came close to coming up with.

DL: You mentioned that, ahh, sharing ideas and sharing materials makes teaching easier. Is that a goal of teaming to make teaching easier?

T4: Well I would say yes, I would say yes. Because you can concentrate more on the kids rather than concentrate that much extra time on working on the materials and things, you know, I think you can concentrate more you can target the students a lot more.

DL: So maybe what you're saying is saying makes teaching easier is that, ahh, sharing ideas and sharing materials helps to make, ahh, the job of teaching, ahh, less complicated and, ahh, gives you more time to work with students and attend to their needs?
T4: Yeah, and I think it gives you more time to individualize with the students.

DL: How is that?

T4: Well, ahh, say for example ( ), you know, if you're working by yourself you might come with, umm, say for reading, okay, if you try and work (pause) center based, okay. Umm, you might come up with four centers, umm, that kind of divides your classroom up into kind of workable groups. But if you have two or three other teachers that you work with you may come up with six smaller centers which allows you the time to take those three kids that need a lot of concentration on one thing say for twenty minutes all by themselves. I think in that sense that it allows you to target the individual people a lot more also the material. You know the other teacher may have second ( ) over here I'm drastically neat ( ).

DL: So aside from ideas and sharing materials is there anything else, or have you benefitted in any other way?

T4: Ahh, I think (pause) you also have to learn to ( ), you know, teaming time or something you say god, you know, little so and so is driving me up the wall and trying to do this with him or her. It's not that you're criticizing the child, but it's just getting it out of your system, you know, getting your frustrations out of your system with another adult who makes this ( ), or makes you laugh or whatever. (pause) Kind of makes your energy to go back to that child and work with them.

DL: So being able to unload when another teacher is helpful for you because you're not carrying the burdens?

T4: Yeah I think so. Just being able to go to somebody else that also shares that child with you, so they have an idea of what you're talking about and they can sympathize, or they may turn around and say well, you know, let me take him for the next week. If the child, sometimes you do have very difficult children to cope with, or you have a child that maybe should be in an age program, or in a different, or you know, if you have a child that should be in any age program and you have thirty kids versus than having that child with twenty one kids, you know, that makes the turn out very different. So a lot of times you need more unloading time than you did normally.

DL: So sounds like the unloading time is about talking about teaching, talking about problems, umm, trying to,
um, figure out what do, and, umm, knowing that you're not I guess alone?

T4: Right, and knowing also that you're unloading on another person that can help you, rather than showing that frustration of the child. Because if you can unload to the left you're not going to shorten your right. I think that's very beneficial to the children that we work with.

DL: Anything else?

DL: (Pause) Ideas, sharing materials, being able to unload, any other ways in which you think that you have benefitted from collaborating with teachers?

T4: Well I think it helps you grow professionally too.

DL: How has it helped you grow professionally?

T4: Well, umm, for one I wasn't just ready to accept, umm, other peoples varying teaching techniques as much as I am now. I think to me that's growth, umm, because the more you get along with other people I think the better off you are, and to me that's growing and maturing, umm, whereas when I started out teaching, you know, I was caught doing things my way, and, you know, couldn't see past a lot of tunnels, and not only do I feel like I've learned from the other teachers, but I learn from the other teams as well.

DL: How is that?

T4: Well, umm, (pause) well that's something that I normally do. I've talked to other people in other teams, and well I see them doing something or correcting something I'll go and ask them what they're doing it for. Or if I see them off with a group of kids doing something well I'll be nosey and ask them, you know, what are doing. Umm, does it work for you or whatever. But, umm, a lot of people don't do that because of the I guess the built feeling of resentment between teams that's unfortunate.

DL: What do you think can help to break down some of that resentment?

T4: Well I think (pause) I think having set rules for everybody rather than having for example, umm, team A is allowed to do this because they're trying this new technique, okay, and team B is still working (pause) the same as ten years ago so why should they get the extra
materials. Whereas as team B is, you know, taking a chance and so they should have all the support they need to be ( ). Ummm....

DL: Who should set the rules?

T4: (Pause) Well (pause) I know that Olivia has really tried not to be a boss (pause) I think boss management I'm not sure what you call it, where someone is not actually the boss there more of, umm, a guide or a helper. She's tried to be that way, but I think in some of these cases you need a boss, you need a boss to say no this is way it is for everybody, and like it or not that's the way that it's going to be, umm, the issues such as life. I think maybe supplies ought to be the issue, umm, by teams, or by individual teachers and everybody gets the same ( ). Than it's up to you to go trade or share or whatever you want to do, whether whereas the way it is now some teams may use up tons of pencils the first quarter and than as a result the other team doesn't dig pencils, or a second set of pencils that they need. So that you have almost an automatic situation that's going to come up I think the ( ).

DL: So you would like to see the principal, umm, take on some more authority especially when it comes to the distribution of supplies?

T4: Well, yeah, and....

DL: To help equalize among teams?

T4: Right, and I think in following the school rules I think there needs to be more of a consensus of these are the rules whereas one teams allows there students to do one thing.

DL: Well now you're talking about student behaviors, so there should be consistency you're saying?

T4: Consistency, yes in students expectations. Because, umm, than other teams come up and say well, you know, they get to do everything they want again because of the ( ) favoritism idea. Umm, and it's just to me that is a matter of expecting the teacher taking ( ).

DL: Which is one of the benefits that you feel that you have for yourself?
T4: Right, and I think I've gained that through all of these different teams. (pause) Because I wasn't that way I was very cut and dry in my ideas.

DL: And are you utilizing the different techniques in your classroom?

T4: Oh yeah, yeah. Sometimes they are a flop, but I try them anyway. (giggled)

DL: But it's okay to make mistakes?

T4: You bet. Because, umm, I think....

(End of Side A. Beginning of Side B.)

T4: A lot of times the kids realize that something has worked for you, and they'll say that, you know, so this is going to work, or, you know, this was the best wasn't it. I think if you don't if the kids don't see you fail at something and bounce back from it and try again. I don't think they learn that from you I think they also need to see failure as ( ) teacher. Because they also need to learn that you don't give up those things you just keep right on going pick up and keep right on going. Okay.

DL: Anything else that you would like to add about the teaming situation at your school?

T4: (Pause) Well we use to have (pause), umm, Rueben Math...

DL: Rueben Math.

T4: Rueben Math concepts which was actually teaming should have been teaming second through fifth grade for math. I'm not sure why that didn't work, umm, it all part and I'm really sorry to see that.

DL: It's no longer a part of the.....?

T4: It's no longer a part of our program. Umm, you can choose to use some of the math techniques within your team, but it's not a school wide team anymore. I think several things were lost when we lost the Rueben Math. I think we lost the cross level teaming between teachers, umm, we lost the mobility of students, which, you know, if you have affective ( ) with kids, you know, as far as math quizzes maybe just going on at his own pace, now you try to work that way within your team, but you can't hardly
do it because three teachers said you can't do it in terms of how often the students to different classes. That I'm really trying to get ( ).

DL: Anything else that you'd like to add?

T4: (Pause) No.

DL: Okay.

T4: What I've seen and what I've felt at Liberty. I've been there a fair amount of time that I can see (pause) through my vision okay the changes that have happened that have come about for me.

DL: Thank you.

T4: Okay.
DL: Tell me about the team collaboration project here at Liberty School?

T5: Okay, ahh, (pause) I suppose we had some collaboration prior to Olivia coming to this school, and (pause) once Olivia became the principal, ahh, the level of collaboration and teaming increased ( ) here I think. I think that Olivia (pause) made it quite clear that this a direction in which she would like to see the school and the faculty move in. And so she started setting the stage for this kind of thing to happen at Liberty. (pause) Let me see, she I think was the vehicle by which teachers felt that, ahh, they could in fact begin to collaborate with each other, and team (pause) something that I don't think was really emphasized prior to her arrival at Liberty School. (pause) Umm, essentially your right (pause) she set the atmosphere for more of us to start to think in terms of what other things could I do in terms of working with other teachers to promote the education at this school. Up until about five years ago (pause) there were rudimentary efforts, ahh, at collaborating, and teaming. But I think Olivia really brought an atmosphere to make more teachers want to do this, because they now have backing for it. (pause) What else can I say.

DL: How would you describe the teaming situation as it presently is?

T5: Right now. Okay I think you've got everything from the self contained situation, ahh, to routine, and I've heard so many different definitions of what teaming and collaboration is. DL: What is it for you?

T5: Well I think the collaborating part of it is where teachers get together to try to come up with some ideas of how better to teach their children. Okay, and I think, ahh, many of us are good teachers by ourselves, but I think when you start sharing your ideas and bouncing them off of other teachers that that really increases your power in terms of planning out what kinds of things that you can do to enhance the educational system for the kids. I think we've always talked to each other, but now there was a oh strategy for talking together, there was a system for talking together it wasn't just in the faculty lounge at lunch time. There was time set apart, ahh, for us to do this, and there was inservices, there was outside help for
us to, ahh, to start to know how to do this in a organized manner up to this it was kind of hit and miss. Getting back to your question, now what do we have in terms of team right now and collaboration. Like I said we have everything from teachers that are self contained, to teachers who are I suppose who are really involved it and everything in between. Ahh, we have some teachers that are just collaborating at this point that are just talking to each other about I've got these kinds of things that I want to do, I have these kinds of problems in the classroom what do you think. We have teachers who are planning out lessons, ahh, moving kids around, ahh, switching kids, and, ahh, doing that, on maybe a quarterly basis. We have some that are switching kids on a daily basis. So we have all full gamut of….. 

DL: Well you've mentioned a couple of things that helps possibly to, umm, make the teaming situation work. You said sharing ideas increases your power, it enhances your teaching. You said that now you have a strategy of system for talking to each other. Umm, would you say that those things helped to make it successful?

T5: Oh very much so.

DL: What other things helped to make the teaming situation successful?

T5: I think the atmosphere of the teaming as a group thing, teaming as a thing that, ahh, is starting to prove itself, not just in the eyes of some people who thinks it's a good thing, but I think we've been exposed to research that says yes, in fact, teaming is, ahh, good approach, ahh, to providing good education for kids, to providing alternatives for, ahh, some of the teaching strategies that we've used in the past.

DL: On a personal level how does it help you provide better teaching practices for students?

T5: Well I think I can talk my colleagues, and one of the systems that we've used is simple brainstorming. And brainstorming is really great (pause) tool because you can just throw out all kinds of things even the absurd. Than you can start after you have done that you can go back and you can say well this is really far out I can't use this. Umm, but you can't do that by yourself you can't brainstorm by yourself, you can't pick somebody elses brain by yourself, and something that you're totally missing might be brought out by one of your colleagues. So, you know,
you're not working in isolation anymore it's not just you, you have other people that are sharing with you, and maybe they can see something that you just missed totally.

DL: So not working in isolation anymore that's a real advantage?

T5: I think so, I think so. You're not a mold teacher anymore you don't close the door and go in and do your thing and do it over and over again. You have other people you're exposed to other techniques and other philosophies.

DL: Is that just through conversation and dialogue, or do you actually get into the classroom?

T5: We do get a chance to share, and, ahh, get in and see and observe what other people are doing. Not just in our building, but, you know, other buildings in the district as well.

DL: Do you feel comfortable with that?

T5: I do, and I feel comfortable with other people coming in and seeing what I do. Ahh, especially if there's some dialogue afterwards or somebody comes in and sees what you're doing and than they go on, and you never talk to them again that may be valuable for them, but it's not valuable for the person that they're observing.

(Tape off. Tape back on.)

DL: Okay, I think we're okay. What other things if there are other things help to make the team situation work well?

T5: Well I think the people there, ahh, you know, you can have all the outside influence that you want, but if you don't have good quality people I think that's just going to be wasted. If you don't have people that can see, oh yeah this is something that I may be interested, or I do see potential for this becoming something good. Ahh, so I think we have to have an openness of people, of teachers, and I don't think you come in and say, okay, we're going to team now this is it. I think you gradually bring these people along to see that, well maybe teaming is a good thing. I think that has happened at Liberty. Ahh, you know, we're all comfortable with what we do, and don't want to change because it is comfortable. But if you can do this, ahh, in a manner where people can start to say that this, you know, better than what I'm doing now. Than I think, you know, they will start to do it.
DL: Are you doing some things in your teaching that are different that you've done before?

T5: Oh I think so, I think so. I think each and every year I do something different than I did before, and I think if I didn't I would go crazy doing the same ole (montious) thing, and I think I would become very stale.

DL: But can you attribute that to the teaming?

T5: I think so, I think so, because, ahh, some of the stuff that I've observed and talked to other teachers that they've tried, so I've thought well maybe I want to try that and see if it works for me, and I've done that. Ahh, some of the things that I've tried haven't worked so I've thrown them away, some of the things I've tried have worked, and I think that I've added to them. Ahh, it's not just things that I've observed in other teachers or heard from other teachers but there are some things that we have talked about and developed ourselves as a team and put into effect. So, you know, these things are I'd like to think unique to our team, they probably aren't, but to us they're unique because we thought them up, and we have implemented them and tried them, and sometimes they work and sometimes they don't. But there ours and there's some real ownership there.

DL: Okay. What things might come to mind that perhaps are getting in the way, umm, the success of the teaming situation in which you were in?

T5: Okay, now I'm going to go back on my words. I think (pause) I think teacher attitudes is one thing that tends to, ahh, (pause) to hurt teaming and collaboration. Ahh, something that we were just talking about a minute ago we're comfortable with what we do, we're comfortable with the status closed. So that alone I think is going to be something that hurts teaming because, you know, risk takers (pause) or anybody that has taken risks knows how uncomfortable it is because there is always the potential for failure, and than you look around and see who's seen you fail. Ahh, that's just very uncomfortable so I think the status ( ) I think the teacher attitudes, ahh, I think outside pressures like tests scores, you know, don't change what you're doing if, ahh, it's going to mean that possibly you're not going to do as well, because than our test scores are going to go down, or the kids learning is going to go down, and you ultimately are responsible for that. So those are some of the things I think that hurt teaming.
DL: So teacher attitudes, status ( ), outside pressures like being, having your students take these tests and what they do score on them can effect the teaming situation?

T5: I think so.

DL: Describe how they impact the teaming situation, start with teacher attitude?

T5: Okay, and I have said, but I have probably done this too. But it's easier for me to see someone else doing it. Ahh, I have sat in groups where a new idea is proposed, and you can almost read it on peoples faces. Oh we've tried this before it doesn't work, I'm not going to try it again. Ahh, this is just a waste of my time. So you can see the attitude already rather than, okay, we've tried it before it didn't work, but maybe now the time is right for it. So, ahh, whatever it is you're trying to introduce is already defeated before you.....

DL: It's almost if you have a close minded attitude it's not going to work?

T5: Right. I think that's true, and, ahh, like I said I'm sure that I have some, my mind is closed about certain things too. I hate to put down fellow teachers, because I think you can I don't want to do this, and still be a good teacher.

DL: How about status ( ) how can you describe that as impacting the teaming situation?

T5: Well if I've been doing something for a long time and it seems to be working for me whether it is or not, it seems to be working for me and I'm comfortable with it, why should I change it, you know, why break it if it ain't broken, or why fix it if it ain't broken kind of a thing. And, ahh, I think that's not just true in education I think that's true in everything. Why am I going to change this if there's nothing wrong with it, and I think (pause) with the status ( ) we would stay the same forever if we didn't think that we could improve on it what we already have, and again that takes in your risk takers. And I think I've taken more risks in the last five years than I did in the maybe the ten years before that, and it becomes very uncomfortable. Because you look back and you think, and I doing the right thing, am I impacting kids, or am I hurting them. Than, you know, I'm still going to be here the ones that are going to suffer are the kids. So if I
didn't teach them to read as well as I could this year, you know, they've lost something this year, and than it's not their fault it's my fault. So...

DL: So taking risks is, umm, one way in which teachers could, ahh, begin to break down the status ( )?

T5: I think so, I think so. I think, ahh, a school that is conducive to risk taking, ahh, makes it much, much easier. Ahh, where is if you take a risk and you fail at it, which is common, and you get scolded, or brought down for it, than you're not going to want to take that risk the next time. I don't think that's the case of Liberty I think Liberty is very open to risk taking.

DL: So being open, so having the open attitude versus the closed minded attitude having the willingness, ahh, to be a risk taker versus playing the status role really can help to break down those barriers that, ahh, create a negative impact on the team.

T5: Very much so I think.

DL: You mentioned outside pressures, what could be done about the outside pressures such as the tests scores situation?

T5: Some of the outside pressures I don't think we're going to eliminate because we have no control over them. Things that our school board, our school administration requires the state mandates those things I don't think we can change. I think we just have to live with them. Unless we can start to get into system and say, no these kinds of things aren't important, and, ahh, we change these outside pressures from within. Ahh, parental attitudes, ahh, you have to deal with that I think on an educational basis in educating our parents, ahh, telling them such things as teaming kids. Your child does not have to stay with me all day long in order to receive a good education. Your child can go to other teachers and gain from their strengths and this is a good thing. So I think, ahh, parental orientations, and parent education is an important thing as well.

DL: Any other factors, umm, that you think may be, umm, preventing the success of teaming?

T5: I think those are the major ones. I'm sure there are others but I think these are the really important ones.
DL: Okay. What has collaborating with other teachers done for you?

T5: Oh I think it has opened my eyes to some things that I hadn't thought of before. Ahh, I think it has made me aware of a lot of things that are going on around me that I had not really seen or cared to see before. Umm, (pause) ....

DL: Why don't you describe some of those?

T5: Okay in talking to some of the other teachers in my wing. Ahh, I find, or them talking to me I find that they are doing things that I hadn't thought about doing. Ahh, that all of sudden when I hear about them I think that's really great why didn't I think of that. Umm, and again going back to I didn't think about it because what I was doing was comfortable for me so I continued to do it. Ahh, so in talking to other teachers just the sharing of ideas (pause) really is, you know, that's a wealth of knowledge. Ahh, you can read about it in a book or you can come to the U of A and take a summer, ahh, class or workshop. But it's not the same as talking to teachers who are in the classroom actually doing these things and feeling the success of it or failures because they say I tried this and flunked, and, ahh, than you can I tried it too and didn't bomb, but than I did this, ahh, and so just the sharing of ideas is really ....

DL: So all this sounds like the practical application and the sharing of the practical application of different ideas or techniques really seems to be, ahh, important to you versus going out and taking a class, or the workshop?

T5: I think so, but don't get me wrong I think taking a classes are important too, because I think techniques are important, and, ahh ...

DL: But hearing them from your colleagues?

T5: Or getting a chance to go in and see one of my colleagues do this is important too, maybe that was because I was an undergraduate so long ago, and we didn't really get into the classroom until of course the very end. But I think OT on the job training is a great thing even from fellow colleagues.

DL: So is this teaming situation like on the job training?
T5: Oh I think it is, yeah I think it is. I think those that don't get involved with it, you know, (pause) they're the ones that tend to lose because I think they shrivel up and they don't grow professionally. I think the ones that do get involved with it and share and talk to each other. I think you really tend to grow whether you want to or not, or whether you can think about it or not.

DL: And you feel that you have?

T5: I think so what am I going to say (laughing).

DL: Well you could say no I haven't.

T5: Right, yeah but I think so. I think, ahh, I think it's a great type of thing.

DL: Would you like to see it continued?

T5: Oh very much so, yeah, I think so. For too many years I've seen, you know, teachers talk to each other about non important things, and than the bell rings and everybody goes to their classroom and does their thing. And if somebody said do you know what so and so was teaching or doing or how their doing this. No, because I know nothing about them. Now we get a real chance to talk about our successes and our failures, and, ahh, you don't feel as bad about your failures because you can, other teachers can relate to those failures too, oh that happened to me too. Than you're talking and pretty soon you've come up with a solution to it, and maybe it isn't your solution or your colleagues solution, maybe it's a joint solution. But you take real ownership with it and I think that helps.

DL: Great, anything else that you would like to share?

T5: Any specifics? I'm not good at this, so I just.....

DL: You did a great job in telling me what you think about the situation.

T5: Is that it.

DL: Yeah.

T5: You're kidding.

DL: Thank you.

T5: Laughing.
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DL: Tell me about the team collaboration project here at Liberty School?

T6: Ahh, when I started here in 1986 we had a teaming, well we had team leaders, and we've evolved into individual teams across the grade levels. We're not just teaming with just first grade teachers, but we're actually teaming with third grade, fourth grade, so it's opened up to where there are so many different opportunities across the whole thing, and then also bringing specialists into our team planning which is real important, and I mean adaptive ed people whatever the resources are there, and this evolves so nicely into a really a finding, I mean, what does teaming mean to us, and how can we use it to the best meet the needs of our children.

DL: Well me tell me more about that on a more personal note, what does it mean to you?

T6: Well, this past year I teamed with Lupe Diaz who (pause) who teaches the bilingual first grade, which is a real unusual teaming since I only speak English and she has a bilingual classroom. Ahh, but I feel the most important part of teaming is that we have the same philosophy, and that's evolved...we just stand up to our philosophies are of life through the teams of four years. This past year the two of us teaming with first grade students, and it was wonderful, it was a dream because we just clicked. We're like a machine we considered ourselves, I guess partly because of the person and I because we went and talked...we're just so in tune with each other, that we know like I could say that this is how she would feel...she could say the same about myself. So it's wonderful...it's a great personal ______.

DL: Well, aside from being in tuned with each other what makes the teaming situation successful for you?

T6: Because it someone else to say what do you think of this idea, like a sounding board, or I need help with this, what do you think. It's just another person to talk to to plan that you not just doing..., you know, you may have some other ideas, she has ideas how to meet the needs of the students, she's wonderful is great. So it helps me to realize, okay, this is the messages with the child that has special needs. In the past it has really helps, she's had strategies. Our personalities balance, besides that, ahh,
which is really good. That's the best part about it. We just kind of balance each other off, and we bring out strengths in each other.

DL: And you mentioned also that specialists?

T6: Yes, I had speech language, ahh, person work with me for two years now, and she would come in it would also serve the classroom service the child that needed the speech, but also enrich the rest of my class it was wonderful. We would do all kinds of units, planning together, and then it would be another person in the classroom and she would be helping me to make sure I was meeting the needs of the children, their speech, and she would just give me great ideas.

DL: So would this be going on if you weren't teaming?

T6: (Pause) If I weren't teaming with Ms. Diaz? That would go on with right school.

DL: You would still have the specialists?

T6: Yes, I would still be doing that, yes, I would still be doing that.

DL: So the specialists isn't necessarily, umm, a consequence of the teaming?

T6: Oh definitely not, no, it's just because I had children with special needs, it's opened the door to teaming with other people. I think it's made me feel more comfortable to team with other people beyond my own grade level. You know it's kind of opened it, and then I also team with a third grade teacher (pause) and we are doing plans for next year already. So it opens up we're not just keeping things in the hallway it was really nice. It opens up to the whole school so I got to see teachers they were doing with their third grade, and fourth grade, and my children benefitted from that. They were able to work cooperatively with another child that was a couple of grade levels above, and to get ideas, and to, ahh, bring more out in them, like the story writing, and they would read to them, and they would read back and it was wonderful.

DL: So what you're saying is that you not only went into other classes and different grade levels to observe and gather ideas. But you also took your children?
T6: Oh definitely the whole class went, and then they would come to us. We would plan a special unit, and we did a wonderful unit about, ahh, we did comparing the rules of ( ), and the different authors and illustrators it was wonderful. That was in the fourth grade class, my class was accustomed to doing this, that class hadn't quite as much. So my children were...not that they were equal, but they were able to handle working with them, and they did wonderful work. So it was real enriching, it just opened the doors to make teaching so much better to me. I know the children they enjoyed it they looked forward to it. So they got to know the people, other teachers. They have an impression of other people at their school think, "Oh well, first grade they had to work with only the first graders. They learned that they could work with anybody.

DL: You just mentioned that it made teaching so much better for you, tell me more about that, describe some of that?

T6: It just made it I look forward to being with other teachers, I look forward to having my class participate. It was something exciting that I enjoyed. It was a learning experience for me. So I learned wow I could do this I felt comfortable, and I had taught the year before so I knew the third grade curriculum basically. So that helped a lot, but to see...and uh...to see what goes on at other grade levels is so important, because you teach one level for five years you forget that where does that child go from there, you know, what does a third grader look like, what should a child in third grade look like, and fourth grade and on up. So you have these goals of getting that child ready, so I think what I tend to do is keep my children more challenged with higher level thinking work...skills to do. So I think, okay, this is what they do let's work towards that, and they have the goal met, I think the children say wow this what they do here and than I'll be ready. It was very encouraging and they were very enthusiastic.

DL: So it sounds like that the children aren't the only ones that are learners?

T6: Oh definitely not. I learned a lot, and I learned that it's nice to learn. I learn from my students all of the time, so many things, and everyday is a whole new learning. It's so exciting.

DL: It sounds like that you can probably say is directly related to the teaming situation?
T6: Oh definitely, definitely, it's wonderful. Because I have taught not in the district, but in another place, where there's just one class with each grade and you really couldn't...the teaming situation wasn't the way that it is here is wonderful.

DL: So when you were in other schools you taught in isolation of other teachers?

T6: Yes definitely I taught all alone.

DL: And, umm, as compared to now in where as working in collaboration?

T6: Right, in this school I feel with teaming the sky's the limit, whatever, you know, you can start dreaming if the dreams come true, like the team moves up with any grade, or the teachers. I find that teaming with people that have the same philosophy...it's that all children can learn, and that's basically when you find someone that you click with, it's so nice.

DL: So having the same philosophies is real important to working together?

T6: To me it is, because you're in the same wave lengths, when you're talking and thinking, all right, all children can learn...because some people don't always believe that, and so it's real important to have that same philosophy because if my children go to another teacher I want them to have the same feeling, and same with every class. They come and they know that this is how we believe, and that they are worthwhile human beings and a lot of self esteem is _____ that is important.

DL: Tell me a little bit more about your particular teaming situation, you mentioned that you're working with a bilingual colleague.

T6: Yes.

DL: Umm, tell me about the interactions, and or how working with a bilingual colleague, ahh, (pause) contributes to your, ahh, teaching, and how do you add to your colleagues teaching if any, how do you contribute, or what kinds of things do you contribute to each other?

T6: Well first of all I found out that bilingual teachers work very hard, and I admire them, it opened my eyes to what they do.
DL: So you hadn't thought that before?

T6: I had but not as much. I really have a great respect for them, they work very very hard, and they have to think up all of their own materials, I probably even respect more than I probably already had, you know, I feel she helps me to learn more about special needs to meet the needs of children because that's a strength, just patience and a loving manner, and she taught me it, the patience. She really helped me to be more patient, you know, and okay try this. So she's been a great resource, where my strength is probably literature, and (pause) and her's is organization, and I have all of these skills that I had before. (giggled) Because this is kind of my thing to do.

DL: So you'd be able to benefit from each others strengths all of the time?

T6: All the time. We are always talking and we are always going to be together a couple times a day, and we talk about what the ESL children are doing, and I had to alter English words in the content area for them.

DL: Are there ever any difficulties in working with a bilingual teacher, and a bilingual teacher working with a mono-lingual teacher?

T6: No, I think because we work so closely together...we sat down during the year we said, okay this is my schedule and this is when we had the ESL, and that was real important because that's an important part of their day, you know, we'll not have this let's see can I have your English then, a lot of give and take, you know, because basically I took the children. My English didn't go first year, so I was willing to do extra work, not to be afraid to go, you know, not get the quality, there wasn't any quality, sometimes she just did one for me, and it just depends that when we are counting we don't count and keep track of that.

DL: So there's a lot of give and take?

T6: Oh a lot, a lot.

DL: And it has nothing to do whether she's bilingual and you're monolingual?

T6: No. It's enriched my understanding of Spanish but I don't speak it.
DL: Of Spanish?

T6: Yeah. It made I'm learning more and the children...her children that come to me everyday with a new word that they want me to learn, and then they give it to me in syllables. (giggled) Expect me to remember and I didn't and they didn't understand that. But we did lessons together, we did a ______ in Spanish and English, we sat side by side, and we did mostly science activities, and I would do them in English and she would do them in Spanish. Than my class would start answering in Spanish too, so there was no walls put up. They were accepting of each other, because my goals of my class would be familiar with her and feel comfortable going to the class, and next year will be even better when we're not going to have a divided wall between us, it's all ______. It's wonderful. But she just enriched my teaching because I'm thinking wow she has these ideas and I'd try them. We did all these things together, but the discipline plans are actually her children or homeroom children, but they were with me so we had to have some cooperation, and I could have said, oh no, this is way to much work, but it meant a lot to these children I think their tracking the behavior and than to be able to go back and attempting why the child did this...is there a problem at home so it's real important to both of us feel the same. And it really helped I think to diagnose her problems, and to be able when we go to child to say, okay, this is what we've seen, what do you think.

DL: When you go to a child study?

T6: Or actually have a fact and that was real important. .....now she worked with them this time, and so if they only knew if the psychologist knew what we were working with them and that this was real important. They become who you want them...parents ____________________ both of us, all the English speaking students in your classroom and their parents knew both of us as teachers which was really nice. You don't that's your child, that's my child.

DL: One of the things I heard you mention was that, umm, the children whether they were mono-lingual or bilingual were very accepting of each others in terms of the difference, and that came about because together you decided to do learning activities.

T6: Right.

DL: With the same group of children, and, umm, I would think that was a real benefit for all of you.
T6: I learned more Spanish than my color words.... The children thought well she's a learner, too. Maybe then they felt, well there she is, she's learning. She didn't know it either. So, I think that's important that they see that we're both learning... that we learn from each other, but we also from the children. You know, it's not just the children sitting and listening to us talk. They see us with another teacher and that we're friends. That's important that they see that close. We're not just teachers together, we're really partners. It's really great. I think this past year between teaching... has been the best year of my teaching. I've been teaching 12 years...the best year.

DL: And that was because of...

T6: Definitely. We could sit down and we have... we don't write down and agenda, but we have things that we accomplish. We accomplished so much. It's just a wonderful feeling... you say, "Wow, we did that." And I'm looking forward to next year being even better. I mean that makes the job all worthwhile. We both love the work, but ________ the dream, you know,

DL: Is there anything else that you can think of that contributes to the success of the teaming situation?

T6: I think it's Mrs. Shaad's allowing us to be together and really being supportive of what we're doing, because the fact that my Spanish is minimal and I'm still able to communicate with the children in the class. They come to my room often. I guess it's the flexibility that's allowed and support we get...from parents, other teachers, and Ms. Shaad. It's so important and she recognizes it.

DL: Ms. Shaad is the principal.

T6: Uh huh. She's in tune with what we're doing. She knows what's going on. She's very supportive and children see that and they say oh wow...they see her coming in and out of the room all the time. They know when you talk together. __________ is a certain part of it.

DL: So having principal support is important?

T6: Oh definitely. Recognizing what we're trying something new. We didn't know how it would be, but we know that we like each other and we're best friends and the children see that and it makes it more important to them to see we work together and also the philosophy...that they
see our classes are identical except for the languages...our discipline strategies and everything. The children are aware of that and they respond well to both of us. I have one boy who technically is bilingual who is in my room, and he'll speak English to me and he'll go to Lupe and speak Spanish. It's a just great feeling...he loves to go in there. That's what I want...I want the children to feel comfortable in another teacher's classroom...to be able to talk with that person and have respect, but you don't have to be in the first grade. It could be with another grade.

DL: That's a real advantage from a teaming situation, having children within a grade level be able to feel comfortable within that same school year to be in another teacher's classroom whether she's at the same grade level or a different grade level, and feel comfortable.

T6: They'll come in...I mean, they're shy sometimes, but be able to come in and be part of it. What I do with Mrs. Diaz's English students, they had their own desks. So they had their own spot. They weren't apart from my class. They were a part of the class. So that was important. So whatever we could do, they could do. They weren't separated from my class. So there was more of a bonding. So I think it really helped a lot. I think the teaming is really important. I've done it without teaming, but it's just ________.

DL: It's not something you would want to abandon?

T6: Oh definitely not. It's worth every bit of time. Actually it's ________ so we're always keeping ahead. Looking forward to the future, so that's great for me.

DL: So on the other side of the coin, what if anything at all interfered with the success of the program? Are there obstacles or barriers.

T6: Scheduling and time. Because you know we have certain specialists to go to and that sometimes gets stressful or ________ period. There's so much we want to do and we don't have time. There are certain things we can't control. But basically there's not too much that gets in the way. ________ priorities...and we just make it a priority to make sure we do this stuff. ________ because scheduling is something we're accustomed to just working around and maybe it's just being flexible. We really don't let it get in our way. We have certain things we just do no matter what, kind of work around it.
DL: And what about the time issue?

T6: Well, we just sit down and we know ESL is an important part of their day and we work around that schedule.

DL: But it doesn't interfere with the success of the teaming situation? I'm hearing...

T6: __________ I think we have a real positive attitude for what we're going. You know, it's exciting. We want to be part of it. We're going to have a new teacher in first grade next year - bilingual -

DL: In your teaming situation?

T6: Yes.

DL: Tell me what you think that's going to do to the team you have right now? There's just two of you.

T6: It's going to improve it. It's going to make it even better because the other team ______ another point of view. She's the only bilingual teacher in first grade and she's had 24 students and she had 20 that were knew only Spanish. So that makes it really difficult to have that concentration to be the only one to give Spanish, and so I took the load from _____ with English, so she could concentrate, but this will be even better because they will share the Spanish. It will ______ A lot of Spanish children come to kindergarten and they'll be able to divide and say I'll take this and I'll take this and I will probably take the English. So we'll have that number.

DL: So bringing in a new member will improve it?

T6: Yes, cause it will take the load off...not only did Rosemary work with both English and Spanish in her class before, when they're all there, she's got to do their homework and everything has to be translated, which of course, I can't do. I do all the English and she does all the Spanish, ______ for translation. I look at it kindly, I guess. To me it is going to strengthen it. When you have a new person, you get new ideas to along the way. It think that's real positive.

DL: New ideas, new perspective.

T6: Definitely. When I started with Rosemary, she was going to the University, and she had wonderful ideas. She
still does. And she hasn't been teaching a long time.

something to go on.

DL: That's another advantage of being in a teaming situation, is that you're generating new ideas together, your sharing new ideas.

T6: Oh right. She'll say, "What about this? Remember this?" And I may have forgotten, and she'll say "Well, let's try it a different way." We could even show the same unit that we've done before ... take the same unit and I'd take it this way and she'd take it that way. Even though we start from the same...I'll say, "Well, I'll try it this way." And she'll say, "I'll try it this way." And we feel free enough to do that. We don't get personal feelings involved that say one way is better than another, it's just our personal...I might be in literature...actually she does lots of things in that same area. But it's different...that's all right...we still have our individual preferences that we're able to go with. And with another issue...she brought in a _____kind of involved...it's amazing what we've done.

DL: Is there ever a time when you have problems with interruptions or outside activities that hinder the success of the team?

T6: The time to meet is always difficult...we have a Wednesday time, but sometimes there are things that are priorities. Maybe our on teachers with a team we're ready to talk about a child and that takes priority over teaming. Well, we team on weekends ... we team over the phone ... it's amazing. We find time.

DL: So it's ongoing.

T6: Constantly, constantly.

DL: So, interruptions do not hinder your success.

T6: No, because if they do, ______ we don't let them get in our way.

DL: So tell me what cooperating with other teachers has done for you personally.

T6: Well, it's given me new ideas, especially from the teachers that have gone to university classes who've said, "I've done this or I've tried this in a class." Well, we'll try it. Or that type of thing where, then I'll try it
with my class. So, I think it's enriched my teaching. It's opened the door to new ideas...things I've never tried before. It's been wonderful that way. It's enriching totally. And I think it's showed me I can try new things and not be afraid to work with another teacher at different grade level, because basically we're all in it. For the first four years we were in the same team, and I'm the kind of person that kind of __________ not a good follower, __________, I'm not afraid of hard work so that becomes complicated when you have to be stuck with one situation. But I find that the time sometimes the time does get away, but we just kind of go with what we have time to do. It's got to be real flexible and to keep being flexible. Sometimes you have to be reminded that you're too flexible. You want to give and take and not be into equality...do what's best for your students. I think keep that in mind..._____________________

DL: Anything else you want to add about the team situation?

T6: It's the best way to go. And I think cause you're not just relying on your own knowledge...you have someone to fall back on...someone to say, "What do you think of this?" It makes teaching easier. We combine resources and we look out for each other. I know we share materials __________ and it's not a problem. It shouldn't have to be. You should be able to rely on someone else to be there________. It's been nice. I know I can always rely on Rosemary, especially Rosemary, because she knows we think alike. It makes teaching almost one. It's better for the students, too, to see you with someone who is _____ and open, willing to share materials and ideas, and I think it makes for a more happy classroom...mine anyway.

DL: So, with your students they have the opportunity to see two teachers sharing together and getting along, that's kind of like in a way telling them that adults can do this...I can do it with my peers, right?

T6: Told this story to Ms. Shaad and she laughed. _______ everything...in the fall there was a little boy who actually from Mrs. Diaz's class and we were doing a lesson in fractions and I said I was going to share a cookie, but I didn't know what to do. I only had one cookie and I was going to share with Mrs. Diaz, but I always _______ for friends, it's so important. He said, "Why don't you wait till payday? Why did you give her yours? Why don't you wait till payday? You can buy another one." So they realized that we had a real close bond, that we do work
together, and I think I see that in my students...that they really care about other teachers now. They are familiar with them. They are comfortable when they are on recess duty...ask them questions or to tell them something. I like that. I like that cause I figure it's my students. I think the key thing to teaming is philosophy. You have to be in sync with philosophy and really care what goes on and be able to...to be willing to put extra time in...you have to put your time in...it takes a lot of extra hours. I don't work 7:30 to 3:00...we work up to 10 o'clock at night, but it's all worth it because of what happens with the team.

DL: But you'd continue doing it.

T6: Ahh, definitely, I wouldn't know what to do if I had to go back to before. Whenever you hear teaching, you say let's try this...I'm thinking of adding a new kindergarten teacher, let's try...I could just see me something and I want to bring in some of my old students from Apollo who will be going to be sixth graders. You could team and use other children in very valuable ways.

DL: It appears that your teaming situation has helped you as you put it opened doors, but not just opened doors within the school going across teams and grade levels, but you're going outside the school.

T6: Those are my old students and I feel that if they can read or do art projects or whatever...science projects...

DL: So teaming has enhanced your perception of what helping children is all about.

T6: Definitely. You come into teaching, no matter how much experience and you have set ways. You do everything...you find from discipline on up. This gives you another way to be, you can't always be the same. It makes you more flexible and willing to change and to try new things. You have to be a risktaker. Because if children see that then they're more willing to risks and choices and I think it's real important. And you model that. I don't know what I would do if I didn't enjoy.

DL: Anything else you'd like to add?

T6: Not really.
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DL: Tell me about the team collaboration project here at Liberty School?

T7: The team collaboration project has really gone on for a number of years. Ahh, we started (pause) about four years ago, and just trying to get teachers together to talk, to share ideas, materials, ahh, and open up with each other. It was disappointing for me that first year because I had been on the committee that set up the plan to have teachers really collaborate and I guess I was disappointed because adults had so much trouble really sharing. We had to set down some guidelines, some brainstorming we really had to talk about being open and how you can disagree with ideas and don't attack people. It was sort of a frustrating experience since the very beginning, teachers reacted just like the kids would have, and you wanted better from the teachers. Umm, since than I think we have just gone miles and miles, just that teams are still at different levels. Some of them are still just sharing ideas, others are really sharing students, they're sharing methods, they're sharing everything they're really trying to increase they're own skills, they're not only willing to share what they do well, they're willing to risk enough that they come and say, I can't think of the best way to present this can you help me, and than the team is really working tremendously with that. I think teams have also gotten beyond the teacher. I need to, ahh, there's a student who needs to need to be reached how can we reach them. Sometimes that means letting go of that student for a little while, and sharing it with someone else, but someone else that is on the team. So teaming is taking all kinds of avenues I feel like at our school we still have several different weapons with that team. But people have seen where people are coming from and where they're going and there seems to be a pretty constant change. We certainly aren't at the level that we want to be yet. But we have moved a tremendously far that it's exciting.

DL: You've mentioned that the differences in teaming within the school. Does that pose any kind of a problem because the whole is not operating at the same level?

T7: No I don't think it does. At the very beginning it was important that we try to do like things just so it wasn't so particularly threatening, but different teachers move at different paces just like students move at
different paces. I think it was very important that we allow teachers that were willing to take ( ) even further to go on, and our students have been holding them back. Umm, we've had enough inservice training, and enough, ahh, expanding of what is expected, what can you do next, so that people can see that there are steps, and as long as you are making some movement that's alright. We're still not willing to accept ideas until I do like that. Okay, years ago why can't I do it now, and that's something, you could get a team of people that might choose to team for those reasons, we'll team because we don't want to change. But that hasn't been acceptable here, and I think people have been very aware of that.

DL: So there's a full line expectation that change will occur, however if it's occurring slowly that's okay, as long as change is happening?

T7: That's right, that's right. You have to realize that people have had different training some have gone to the university, and, ahh, had new classes, have no training, have gone to conventions and things and they feel like they are ready to make a step. And to force everyone to make that step when they haven't had that training would really, ahh, be a definite to the kids too. Because I think the teachers feel very uncomfortable and don't know what they're doing. The kids do figure that out, so they need to have that support and Olivia's been very good about giving that support to different teams at different levels.

DL: So the support is important for the success of the team?

T7: Absolutely, yes.

DL: What else is important for a team to be successful?

T7: I think a team needs some time they need time to get to know each other, but they also need time to meet. Because when you begin to talk about student ( ) that really does take time, you don't solve problems in ten fifteen minutes and than move on to an agenda, and that's often been a concern that people have they set up their agendas this is what we would like to do this week and than gather they go a step beyond. Items one and two now that's fine just depending on why they're not getting beyond items one and two.

DL: Why do you think that is?
T7: Because when they're student needs, some of our student needs become very complex, and we've needed to call specialists, ahh, plans have needed to be written for students that were, one time ( ) other students you might just make some suggestions try different negalities let's try and let them move to this group, and that's, you know, quick and dirty. But really we're trying to get down to the more indepth so that we find out more of what of the problems are, and how we can help the kids. Than the teachers also sometimes have to explain to each other, how do I do this. So that you don't always get on to the planning so there's a collegiate support and education. All teachers are saying this is how I'm trying it, and than they question each other, why did you do it that way. If you have a good team, that's a real safe thing to do. You can risk and you can give your own explanation. I do think that's an important thing, but that takes time.

DL: So you've mentioned support from the principal, support from colleagues, ahh, time for planning for solving problems, for helping students to meet their needs. Umm, education in terms of teachers educating one another that's contributed also to the success of teaming here at your school. Umm, the ability of teachers to question, ahh, question whether one another is doing, why. Umm, and being able to take risks, and the willingness to do that. What else, are there other things that have contributed to the success of this program?

T7: I think a lot is contributed from more (analytic) and there looking at things in a different way. Umm, and that's taking some time over the years. This class isn't as quick as my last years class, or you use to hear things like that. Umm, now it's more (analytical) why is it that this class is having more difficulty. What part is missing, what is it that this class needs that I'm not providing with those tapes the needs were being met perhaps for another class, but this years class needs something more. So you need to be more (analytical) you also have to be very careful about your standards and your high expectations. So that I think that that's something else that's been real important that, ahh, oh there not getting it so teachers would lower their expectations in years past and now they're really trying very hard not to do that. That's why we need to keep these expectations and high standards, so how do you get the kids up there.

DL: That's interesting let me see if I can recap what you've said for my own understanding (giggled).
T7: Giggled.

DL: Umm, you're making an interesting observation that, umm, perhaps before teaming occurred when teachers were working in isolation teachers tend to make statements or comments that, ahh, put blame on the students for lack of performance that this level of students is not going as well as it could. So when they blame students oh this class can't do as well as other classes I've had, or this class has certain problems that another class didn't have. Umm, so in many ways their rationalizing.

T7: Exactly.

DL: And, ahh, so now when they work with their colleagues in a teaming situation they've been working at gathering new information, new knowledge, and in many ways, ahh, you're suggesting that that has created a shift in how teachers talk about their classes and how they talk about the students. So their discourse has changed.

T7: Yes very definitely, very definitely.

DL: So now it's become one where you're saying that discourse comes from an analytic framework where teachers are saying, umm, well what's going on here, and why is it going on, what could be the problem. So you're suggesting that teachers are looking at different perspectives as a result of working with each other.

T7: The district has also provided us with a fair amount of training about pre-requisite skills that all fits in this a duck tail nicely. But unless you talk with someone else you tend to just keep quiet around them, and, ahh, the teaming, and that's why the agendas don't go on all of a sudden there's some recognition of what's missing and some real talk about that. That's more important than plotting on to the next agenda item, or just preparing another lesson which is certainly what I think we did when we were in a relation we just kept moving on well now were trying to be more analytic as we think about correctives how can we help kids, we have to figure out why they're having trouble what is that they're missing, is it something they need, or just something that we haven't provided it's a combination.

DL: So is it just talking to one another about the major shift from thinking the other way as appose to thinking in different perspectives now?
T7: I think the fact in particular who tried to keep up with their own ( ), and certainly we have some key people who have done that more than others, but, have they done that, ahh, other people are more interested in seeing how it works. Teaming we've allowed people to go observe their peers. So it's not just an expert coming down, and, you know, there was always those individuals that would say oh that's great but it wouldn't work in my school. Well when you show other teachers (giggled) that there's someone within their own building who is doing it within their own school the same group of kids basically. Ahh, than we begin to look things differently.

DL: So they see their own colleagues?

T7: Right, collaboration it's the teaming it's their own colleagues. The new teachers I think have more creditability here than some of, ahh, in experienced teachers in other buildings because they come with some real excitement and some really, ahh, innovative ideas, and instead of everyone just sort of smiling and ( ) for five years, and they won't be doing that too. Because of the way that we exchange students and everything that excitement is from the teacher. And I think that's is critical, but we do at times I'll have times where we've got to slow down, but to see someone come in with that real excitement, so in a way that's very important.

DL: So in a way this teaming situation is real nurturing for those teachers that are just coming into the school?

T7: There is a name for the teachers that have been here, and it's very nurturing because they don't feel it's everybody, knows more and, umm....

DL: They don't feel alone?

T7: No.

DL: But they don't feel like oh gosh she thinks my idea was too far out, everybody is being real eager to learn from one another?

T7: Yes, yes, I see that much much more.

DL: It seems like you have from hearing you talk you almost have the snow ball effect. If one teacher in the team is going and taking classes, being it in the district or at the university or wherever, ahh, and they come back
and share their perceived has having more knowledge or expertise. Other teachers may feel like their next.

T7: They should begin to take those things.

(They were both talking at the same time here and I could not understand anything they were saying.)

DL: That's to build on each other.

T7: Yes, absolutely. So there's been a lot of excitement, and learning is really (pause) high priority in the building for everyone for teachers ( ) for students.

DL: (could not understand what Dorothy said here.)

T7: Ahh, the first years was slow but we had really stop and build some (collegial) friendship to do some bonding, and than to really talk about respecting everyone. That was frustrating for me at the very beginning, we sort of, why should we need to do this were professionals we should be able to go faster. (pause) But it's important that you skip those steps, and I especially can now looking back that is so critical. That you need to, ahh, make those connections. We also have professionals come in and talk to us about communication. So that we could speak to each other (pause) without mixed messages, teachers can be wonderful about doing that. (laughing)

DL: Yeah, I just think that is part of human nature.

T7: Yes, well....

DL: Well let's look at the flip side of the coin. What kinds of things perhaps were your fears with the success of the teaming situation.

T7: (Pause) There was some problems with scheduling. (pause) Umm, a school that is this size we have 780 students it's a large school, 760 now maybe. (pause) They're special schedules, they're are recess schedules, they're lunch schedules, if I'm here and you're there when can we all get together. Some of those important things are difficult not ( ) but they make it difficult. (pause) Umm, occasionally a child will make something difficult, ahh, a child may not deal well moving from teacher to teacher. (pause) And we've had to really recognize this is someone that needs a basic teacher or a homeless teacher. (pause) And that for a while is
difficult because we were doing things so according to
grouping, many different groupings a day that I think a few
kids it was important that they don't get lost. But we
cought those things with our talk about students, why
aren't they doing well (pause) and when we couldn't pin
things sometimes it was well everytime their going from
class to class well it's going to be certain behaviors or
something. Maybe these are kids that aren't ready to do
that yet. So they're are problems that none of them have
been (insurmountable) it just makes we have to be real
aware of teachers strengths and weaknesses and students
strengths and weaknesses, and trying to work with them.

DL: But the fact is you're mentioning, they're not
necessarily breaking down teaming?

T7: Oh no, no not at all, not at all.

DL: So these are all things that would come into play in
an normal school situation, and scheduling problems able to
meet, addressing particular student needs, teachers working
with each other in getting along. These are probably the
signs of any school.

T7: Not only in school I think in any business.

DL: Any business.

T7: Right.

DL: So really you're saying that you can't think of any
barriers maybe right at this time, or?

T7: No I don't I think can, and I maybe that's because I'm
so committed to teaming I just can't imagine having to go
back and do it all again.

DL: Oh.

T7: Behind the close door by yourself.

DL: That's not something you would want to do?

T7: No, absolutely not.

DL: So tell me what's in it for you, what have you gained
from and personally?

T7: (Pause) My skill with working with adults has
certainly improved. Ahh, (pause) I was much more patient
with children than I was with adults. (laughing) Being more understanding and analytical of results and teachers style as well as students style, and that really in the long run helps your getting along learner a friendship basis as well as an professional basis. So that, ahh, being able to recognize those types of things I think has been a personal thing for me. The encouragement of other people (pause) has certainly helped me go on to obtain new levels, trying new things that feeling of support a lot duties to take more and more risks. Where instead of just, ahh, when you were going to try something new and having a terrible know in your stomach. You now kind of began to accept that, I think teachers and certainly I have become more at ease during like observation time, because we do it all of the time. It's not a strange once a year activity when someone comes into room, people are in and out of rooms all of the time. So you kind of feel like well I'm going to solve some problems with that lesson, you always have an opportunity to say that. People have seen other things that have gone stupediously, and that in the long run (pause) feel what you're doing is being as a whole as appose to I've got 35 minutes to prove my everything. (laughing) Which use to be really very nerve racking.

DL: How about for your teaching?

T7: Well my teaching has changed tremendously, ahh, (pause) but it has been over a number of years that I've taught it's changed.

DL: Well has it changed anyway, without the teaming situation?

T7: (Pause) I'm responsible for what happened, I am not a classroom teacher right now. (pause) So I have to change I seen with all of the teachers by virtue of my position. Ahh, (pause) so that's been a real kind of different thing, in fact it's been a big change for me, working with students I work a great deal of the time with teachers as well.

DL: Well that's teaching.

T7: Yes, yes, and teaching as I said, working with adults was more difficult for me than working with kids for quite a while. That whole patient, ahh, issue and trying to understand, and also trying to help people see what they were doing without feeling at all attacking.

DL: Oh.
T7: Showing strengths which I think are really important, and than just making some other suggestions so the people begin that they were willing to talk to you.

DL: The one thing that comes out as your talking is that you benefitted in a really neat way that, ahh, not only are you feeling like you're adding to your strengths in working with others (   ) all of the things you mentioned. But, ahh, you've grown because you contribute to other teachers?

T7: Yes.

DL: How often do we get to say that?

T7: Yes.

DL: You know so that in working in a teaming situation teachers are learning through you and you're learning through them?

T7: I use to (   ) influence twenty five to thirty kids a year, and I really tried to give them all (   ). And now they're hundreds of kids that we all influence, and that's important.

DL: Great, that's exciting.

T7: Yeah.

DL: Anything else that you would like to add about the teaming situation, or...?

T7: Just that it is nurturing, umm, one concern that I've had sometimes is that we need to be careful that our teams don't become so ingrown that they don't want to react with other teams.

DL: Okay.

T7: Umm...

DL: How can you help teachers to over come that and prevent that from happening?

T7: I think we have done that at this school by allowing some self selections of teams. We started out with grade levels and than you become protected of your grade level, and if this grade is said not to be doing well by any standards. They immediately become defensive, and back
each other up, and that is a natural thing and an important thing that's the support. But then you also have to look at it to see what you can be, we as the last teachers ( ) now to begin to team for a variety of reasons expertise, umm, (pause) there's been a lot of class age teaming. Our kindergarten is a grade for instance with a great deal of teaming this year with their children. It gave them a little perceptive I'm not sure how much difference this made yet, but I heard difference in the talks, and the perceptive, and the respect of the two levels playing with those other teachers do, and certainly if we have a problem which we do between elementary school and high school teachers not accepting what the others did, not even do I think pairing group in an elementary school, kindergarten teachers felt ( ) missed understood and your immediate teachers felt all kinds of things. So, umm, there's an understanding and a better acceptance of what everyone is doing. Umm, ( ) simple that have gone on some teachers in a variety of grade levels would get together. Because you're talking about the same kinds of principles, you'd be using different books and different materials, but you're still talking about how to use literature, and that too builds some good connections. So that people are beginning to be members of several teams. (pause) Which again makes it complicated for meeting, but I think broadens us.

DL: What attracts a particular teacher to want to team with another teacher who is not at their grade level?

T7: Because were beginning to do different kinds of talk, and they hear things, and their interested. We've also had opportunities at faculty meetings and inservice days to make some preservations. This is something we're doing, and it's really, ahh, interested people at a completely different grade level. And than they're saying well tell me more about this. How do I go about starting this, what is in class that you would recommend. Ahh, is there something I can read. (pause) That made for other than grade level teaming in connection. Umm, being allowed to share (pause) and now maybe even being expected to share (pause).

DL: And feeling comfortable with it?

T7: And feeling comfortable with it, right. So people are asking a variety of people about different things. You know just some people ( ) others that are really heavy math, some with language arts, but they can
connect at different times, for those different things is real important.

DL: Well it sounds like it. Sounds like making those connections and being able to learn from one another is incredible.

T7: And again if you know it's someone within your own faculty it takes some of that (mystic), and you hear that, ahh, we're still going to the university and I've just gone back again, and, you know, you and here and an elementary school thing. Well, yeah, those are the people in the ivory tower and they don't know what it's like in the real world, and that removes a lot of that. Because you're talking about people who are (pause) in the ( ).

DL: Right.

T7: Who are working right here, and it also takes away from ( ), but not in my school, because here we are.

DL: (Pause) An exciting place to be?

T7: Yes, very.

DL: Anything else that you would like to add?

T7: No I can't think of anything off hand.

DL: Okay. Thank you very much.
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DL: Tell me about the team collaboration project here at Liberty School?

T8: Ahh, I'm taking it by team collaboration how we work with the team, I have been lucky enough to have selected.

DL: Okay, talk about that.

T8: Because, I'll tell you, because I think the project implies that it's school wide, and it really isn't.

DL: Oh, that's interesting.

T8: And, umm, I think that (pause) I feel this as been such an exciting and absolutely wonderful year for me, simply because for the first time since I've been at this school, I've been allowed to choose and work with a team that I wanted to work with. In other words we self selected and we really are collaborating with people that I've always wanted to have the opportunity to work with, but I was always...not discouraged, cause I don't want to say discouraged, but it was always oh about five years ago I think there was a great push to working in teams, and what was really, ah, (pause) strange at that time is that they always thought that it would be like kind of a rotten apple in the barrel of apples, ______ in reverse, okay.

DL: Who is they?

T8: Umm, administration, okay, Olivia somewhat, I think she was doing more of an experimental approach to education at that time, so I felt and maybe this is my own opinion, but it was more given to me by more than one administrative focus. Because when Liberty School went through writing its improvement plan, there were a selection of administrators involved, there was the assistant superintendent for elementary, the chapter one person, and, ahh, Olivia. Those were the three being the major ones, and than there were a lot of veteran teachers that had been here not for a long time, but they had come following Olivia, okay, I followed Olivia because she use to be the bilingual director in this district which is really neat, and I knew what a high caliber of person she was to work with. But what was interesting is at that time it was, and I have heard the words come out of the mouth of the assistant superintendent, that it's not good for you to work with your friends because that makes for some how, you
know, bad tainted relationships, and it's not, umm, I think I've learned a new definition of the word friend, as well, because they are friends and then there are professional colleagues... people that I consider peers. So what was interesting is that at that time, and this will sort of give you historical perspective _________. At that time was like if you put one strong opinionated change ______ in with a group of four apples, okay, you would eventually have them, him or her rubbing off on that, and kind of making change by kind of the association, like guilt by association, or osmosis some how, that you would go through the walls if they're resistant to change. I noticed that this was a common variable in any school that was hoping to encourage change. It was kind of put the change out, put the person you already know is committed the change for their own professional goal, put them with people that aren't and it will just kind of rub off on to them, okay. Obviously it didn't work, and I think what we have done at this math solution workshop that you have a chance to talk with those schools that are a little ivy leagues, something that would work with Paul Heckman, and little pockets of change. It was funny because we were all doing a ha, ha, feeling together, ha, ha, we know that that didn't work, okay, it was kind of neat to talk to those people, because than it was, okay, that didn't work, okay, what did you move on to. I think this past year is what we've moved on to. Which is, umm, Lupe, Mike and I, Mike and I have been part of one of those dysfunctional teams when we were all ______. This is one of the next kind of variable you all teach the same grade level, therefore, you're all in sync. You're not. That is common law that has nothing to do with the administrators. Just kind of like you all teach second grade so you all, therefore all of your thinking ______. So that didn't work either, and being part of that team you knew what you didn't want, okay, so then when, I sought out Lupe and I sought out Mike, because I've known these guys for ten years almost- 12, 13 years, and never had I worked with her collaboration across distances. She was at one school. I was a resource teacher, and we did this and I would work with her kids...she'd let me have them, and with Mike, we were always part of a team, but we were the part had to be "controlled." Because we didn't turn papers in, we didn't ______, lost papers with regularity, but yet when it came to planning a unit, many times they would wait and say, "Well what do you want to do, Chris." And if you came ______ them of energy. So this year it's been like a total reverse of all those historical ______, people that want to work together who have the same philosophy, which I think is the common unifying force to successful and
change-inclined teams. I think that you can have diverse
teaching styles. You can have all kinds of different
things, but if your philosophy and your basic premises for
what you believe about education are the same, you're
talking about teaming that's going to work, and it's going
to be able to help each other to make changes. For
example, like if two of the three have been trained in a
different way of approaching mathematics and one doesn't
...they're going to create for that other person a ________
environment, a risk free anxiety-free zone, in which a
person can fall down and get up again, gives them two
different eyes of degree of that exposure to for example,
whole language, or holistic methodology for reading and the
language arts. Then, you know, for one of them it leaves
...it makes the environment. And I think for us, and the
premises are the first one being the teacher as learner and
as modeler for learning for students. Not just saying for
the kids here are the things that I want you to learn, but
saying, "Okay, what direction would you take?" And the
second one is that, is that the teacher as facilitator
works with some directiveness of her students, and if
you're going to save that directiveness, you're going to
have to give up the practices to stop that self
directiveness for students. Not only have to give them up,
you're going to have to first find them. Second, realize
that you have them, and third, get rid of them. And all of
those three are part of what people I think consider the
teaming change. And to have the ability to work within
this type of teaming, it says it's so much growth. I was
telling a colleague of mine the other day at another school
that every month, because I've been teaching for 18 years,
every month equals a whole year of teaching in terms of
learning and growth, and the ability to watch children and
not, you know, don't get me wrong, I love teaming because I
think it's wonderful, but I think that not all children
have the ability to pull Kino off, okay, you have to have
some...

DL: To pull what off?  Kino?

T8: To pull Kino off...to pull the type of environment.
Kino is the total embodiment of a child being able to
direct their own learning. KINO, Kino Learning
Center...you don't know that? Kino Learning Center is an
open education..a private school run in Tucson. It's run
by a deviant nun, but I think only one or two of them.
The rest are educators that, they carry Montessori to the
nth degree, okay, but it's kids choosing everything...their
units, their everything, okay. It's a wonderful place to
visit and a wonderful place to renew your spirits, but at
the same time I don't believe that all children have been given the right opportunities from birth to be able to fully appreciate that. I think that's something that we're pointing towards, but like a friend of mine that has children said that the only reason to have structure is to have something to ________ and I believe that you can do that structure, begin with it and then children begin to create their own environment. But you have to begin with something. SO it was just, it was just real neat, because Mike, Lupe and I, and you've interviewed them because I'm the last one of the three, which is interesting, because we're all kind of like spokes of the same wheel. But yet each spoke has its own identity and its own strengths, and its own alignment, but yet when we work together we have that same wheel, the same circumference holding us altogether. ________

DL: There's a lot that you've said that I'd like you to elaborate on. SO I'm going to pull out some different strands and just ask you about those things. Umm, the first thing that you said in a response to my opening statement...my opening statement was "Tell me about the team collaboration project here at Liberty. And you said, "Project implies school wide, and that isn't the case here at Liberty." Tell me more about that.

T8: I think, collaboration is like self direction in children. It's something that you have to choose to do. And we have an evolutionary continuum present in the school evolving toward self directiveness. Many of the people that did not want to evolve but wanted to stay Neanderthal, left, okay? Some of them did not and what they're doing is...they're wearing different disguises. They're going...it's such a tremendous process to watch in terms of the energy expended.

DL: Your teaming process?

T8: Yes. The energy expended to let's try to look what she's doing, what SHE (that's who they consider the principal) the over run on the capital letters, SHE wants us to do without doing it. So that the energy and I've saying this about children, because I've watched my own children do this. The energy expended to set up the facade...actually measured, it would be the same amount of energy needed to accept some of the change processes. But they're creating this wonderful camouflage area ________ know what I'm talking about. Isn't that wonderful that the United States had all these green camouflage uniforms and we're in the desert now. ________ called me at
home and said, "Wear beige, you know, (laughing). We're all wearing the same thing tomorrow, wear beige. Ummm, and sometimes I feel that the school is like that. It's let's pretend...okay, let's pretend because the intrinsic processes are so mind altering, it seems like a drug.

DL: Pretend that we're all doing teaming, but we really aren't.

T8: Yes, but we're really aren't. Okay, but we're going a good allusion of it, because the teaming process itself changes a lot. It changes a lot, and it changes your perspective so that it's kind of like a domino in that, I'll give you a good example. We decided that we were going to work with like for an example, I have in my room I have clothes pins real close to the floor, and there are little rainbows so the kids can hang up their own published..their own written..their last draft, okay and Lupe had earth worms and Mike did bears. We were so happy with ourselves that we had aligned all of that. Then bingo, we realized that the students that we would be working with day to day on writing, on the creative writing aspect of writing, not writing as an expository, but just, you know,m the day to day were not the ones that were in our homeroom. So then we realized, okay, that's okay, that's okay, my Leonard story would be hanging out in someone else's room. That's fine, see that was the second stage of acceptance. The third stage was if I have to read her story I have to go over to Mike's room to read it, that's cool, that's cool. But all these explicit changes that were part of that once we began were things that you already, umm, you have to be open to accept. Okay, with them, and I mean with them, defining them as a team that is using a camouflage approach more than that. That's funny because I have had...it's been a refreshing year because I haven't had to deal with that. The position of the reserve apple in the barrel, that position put me in the fact that I had to interact. I had to interact, I had to look at other teams, I had to look at things through a grade level focus. That was so those things were all made important, another aspect of that is teaching my own --I mean it's not changing the fact of the Goodmans but it makes me look at things through another picture. The year before that we had the team leader concept at our school, and I was the team leader and I worked with second and third, because _______. She was K and 1 and Susan _______ was fourth and fifth. It was really interesting because I was responsible for the section of and it was all this "Am I helping someone else to make change? Am I helping? Am I helping, you
know, that was the year, those were the two years, that the word nurture actually came literally to make me gag. Someone would say to me...Olivia would say to me "Oh, that is such a nurturing ___________. You don't nurture. I realize that after doing it. It's not a nurturing process. It is not. You can nurture some people until you're dead, much less them be the dead. They'll die before...

DL: If it's not a nurturing process, what is it?

T8: It's a self directive one. It's a sense of self direction. It's a sense of, I really think ideology. I really think that it's a philosophical thing in how you view education. What do you really team, an old definition of the word is to lead. It isn't to instruct or to collect a new body of information. It's not that, it isn't Madeline Hunter, poor Madeline Hunter, she's ___________. But it's up to facilitate, to lead, to make the information available, to help give some contextual reference for it.

DL: But at least within your team?

T8: Okay, if what I'm saying, and I'm not talking Marxism, I think that that philosophy would be able to unite teams, okay, across ___________, across special ed, bilingual education...you know what I'm saying?...elementary, middle school...it should be the glue that holds things together. But, that means you've got to come to the realization that, let's say our team right now, which is first, second, and third, is very functional, because I believe it really is, what would be against people saying "Well, why can't you just clone it and go on to fourth and fifth." That can't be done. There can be a unified umbrella, okay, and then from there...you see that's what academic freedom means to me. What I see is that the other teams are trying to find some way of teaming themselves, of falling under an umbrella without ever _________________.

DL: And your team has decided?

T8: Well, we've decided what we are working under now...okay, the premises. See, what's neat is that you can keep the same premises...that's __________ of hoping it will change. All the other stuff is all subject to discussion, change...

DL: Did you all have the same purposes when you started working together?

T8: Yes we did.
DL: So you didn't have to establish them.

T8: We did have to talk about...when we got into some of these other discussions...cause we're all strong willed people...we know that. We did have to go back and say "Well, let me...get to the angle where I'm working." You want that and you're being illogical, and I'm being unreasonable. Then we went back to, okay, let's go back to what we ______________.

DL: You mentioned several factors that lead to the success of the team...______________, you mentioned having the same philosophy, you mentioned having a risk free environment, the belief that the teacher is a learner, the belief that the teacher is a facilitator. You also touched on, two different times, something you called the stages of acceptance for teaming. Tell me what those stages are. You said the second stage was acceptance. So either what comes before it or what comes after it?

T8: In terms of our team...you know, I'm the one who set our team up as a pattern, because I think that one of the nice things about being able to step back in the summer, is the ability to analyze what you've been through and then see if it applies to some of the other processes that have gone on in the school. And when you watch the evolution...what I told you when I first started here...when I was forcibly...I started as the reading specialist, so I went in and out in fourth through sixth...and I worked in people's rooms. Then after that came a team leader position, then after that came the dysfunctional team...not dysfunctional...the teams grouped by either the rotten apples, the backward rotten apples, or the you all teach second grade here. Okay, and then came this choosing to work in the ___________. And actually Olivia allowed us...it was not her idea. It was mine, then Lupe's, then mine and we joined forces. We shared with Olivia and Olivia said, "Well, I don't know if the numbers...well, but we can adjust here and there. Go ahead."

DL: What was the idea?

T8: The idea for the ungraded...first, second, and third. But so I see all of those being things that the school had gone through, but I ....

DL: But I'm asking you to talk about your team and what you said in terms of stages. If you decided now at this point in the interview that you don't know why you mentioned that there were stages.
T8: I think the stages referred more to the continuum, I think, that... a big part of the school process. That referred back to when I was talking about projects and the implication that we were all there. And I said "no"... I think every group in this school... every team... and some of them don't know that they're teams, but they are. For example, the technology team, which is some of the people that I work with... the librarian, the first grade teacher, me... we've chosen to take an approach... we're not a labeled team in the school, but yet we work together and we include on very, very traditional teacher. And yet we work together, and we have now begun to form those inner... that's the first one I see.

DL: So the first one is what?

T8: That team is outside of _____________________________.

DL: Oh I'm sorry.

T8: Well, I'm saying that's an example of a team that is formed now that doesn't have any labels per se, but to go back to that other, what you were talking about with stages. I think that all of those things exist on a continuum right now in full... the stage of less or the rotten apple stage, ___________ to a large measure. We all expected to work with teachers. We're all forced to work together. Let's make the best of it. Let's draw her... let's construct an image for her. ___________ working. And whether she reads through it or not is really not a need of mine. I don't know. I don't know, and my husband has to keep telling me that I work with very bright people. They know a lot more than _______. Okay then that come the team where they've got a workbook. And they've got one person driving the amount of people, but they still have a lot of the things or dilemmas of let's hide. Okay, and then I guess we all ought both of those teams and to over all, other than the art teacher, is the team... you're forced to kind of clump together by necessity, but we really don't want to look at premises and what we believe education is. We're just making the best of a bad thing here. The bad thing is that we do have to work together and I heard a speaker just about a month ago say that people go into education to be loners. They don't _______ education. It's a profession where that shutting of the door is kind of an understated attraction to the profession. So the idea that all teachers want to work together, we're going to be happy, and we're going to get so much done by working together... is a contradiction to the essence of the way people perceive
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teaching. Teachers
children, but
that still is the perception. So, I think that is what I
meant by stages. Now whether they all evolve, whether we
really are believing that we're the heroes of the
world ••• that could be totally wrong, because what's nice
about working with the team that I work with, is I'm no
longer have to think about that, and occasionally I feel
uneasy about that. It lasts about five minutes ••• every
third year of so. Do you know what I'm saying? I feel
guilty that I'm no longer worrying about the school. I am
no longer worrying about ••• and yet this year we have to if
those third graders were to become
.
this
year, go on to a very structured
grade. And
I'm realizing
now that
no matter how much you think you've___
created
a situation.
______________________________________
second and third graders that were successful.
third graders were
•
and I had to say "I can't." Oh, does that mean they're all
bad? I said, "No, I can't write the recommendation because
there are
I work with them but
I can't make the recommendation. I suggested to them that
~~~----------------_ and they do what I do with my own
children. ______________~----~----------------------------______~--~~--~--. So yeah ~~--------~--~~------But a lot of it is you want to kick up your heels because
keeping these children for two years is
•
DL: So there's something else you guys do that makes it
successful is the fact that you share the children for a
period of time.
T8: Oh yes, those are part of the physical descriptors.
We have a presentation that we do for parents and we have a
list of 8 descriptors that we show them cause the first
thing they say is why are you doing this and how are you
different? And we go through telling them the commitment
that we give their children for three years, the
accessibility of the same teachers in different flexible
groupings •••
DL:

Do you think that all good teachers ___________________

T8: No, those are descriptors ••• those are visible things
that make the difference here. The philosophy and the rest
we've gone through with the parents, okay ••• what's nice is
that we have parents that treat half our children.~__------_
__________~~bilinqual.integrated primary. The kids call
themselves bippers. So they have the real nationalistic
spirit, which is, I think, is part of having to explain,
"Well, why do you have" ••• what was interesting is they'd go


to the first grade teacher and now it's the second, and
we'd kept them because it was very __________. How come you got __________

How come you got involved. You know, they teach first and second and all year long we've been _____ to tell the kids, "We've got third graders, too. We've got third graders, too." So finally it was "I'm in the fifth. You know, I'm a third grader and I'm in the fifth. That's why I have Mrs. Noriega and Mrs. Comacho...I'm in the fifth." So it became...We spent two weeks working on that census of community and family at the beginning. And it might have got a little...that was a little hard, but once they understood, you know, these guys really know who they are and it really was neat.

DL: Well, you really have talked about a number of things that contribute to the success of teaming. What about things that perhaps may be hindrances to the teaming situation as it currently exists?

T8: I have a real hard time finding any of those because some of the issues that came up through the year we tackled. And we tackled __________ on it. I think one of the most...right now apparently what's worrying me, and it may be just a personal area, but it's the interaction of specialists. We were very fortunate...we still are...we have an excellent speech and language pathologist that works with us and in the fifth we took all of the special needs children in first, second, and third in Spanish, because we are part of the program, so that all of the other ______ and all of the speech and language kids __________ I don't much believe in __________, but let's say by their definition we included and it was wonderful because Lupe and I have been...at Liberty School is a magnet school for special ed ______ teaching in Spanish. In other words we take about kids from four different schools. They are the only kids that are bused here. Every other kid needs to walk it till the special ed bus arrives in the morning. And what's neat is a lot of those kids are wonderful. They are just neat kids. We had one little boy, Lalo, who is hearing impaired, wears double ear hearing aids, who is one of the brightest children I have ever met. He is truly...if I had to work with the handicapping condition that he has. He would sit lip reads in...I mean dual...he's transitioning in __________. A wonderful child. Anyway, a lot of these kids are really neat children, but what we saw this year...and I don't think it's an impediment with teaming, it's the then we've got this great Ven diagram. Then within the Ven diagram,
you're having to make kind of a ____________, okay. Because how does a...our LD teacher this year was totally dysfunctional...totally...no, not a clue...not an idea of what she was doing. So she had to make time to work with those kids in a team situation that was working really well. I thought literally that when the students came to her for the mandatory by state and federal law services that they had to have, that...that was wasting time...they should have stayed with us, but yet I had to do it. And yet the speech and language pathologist, Teresa, who was wonderful, came in and worked with us as a "teacher," so she could really epitomize the capacity or the ability to mainstream, to work on the special needs of students, but yet we had to do some definition of that this summer and this coming year...because last year we had 13 students...13 students is half of her case load, so we got a lot of her time. Next year there won't be that many, so it's going to lead to a different type of a role definition, okay, because I've see the line and I've never seen a very good one. The very best special ed teachers that I've ever seen were teachers ____________ with a specialty area in special ed. And the very poorest I've always seen had no clue what teachers do...not a clue. And they weren't...they may have had some expertise in their own area, and I notice that that was limited, so it seems to me that the definition of the special ed teacher that can work within this type of setting really changes, but I don't think that hinders the team. It hinders the...I think we're working on a systematic problem. The educational system created this pull-out and the rest of that and now that the team is working, we have to intersect together in varying ways.

DL: So with it being the varying nature of and LD teacher pulling out children that you have difficulty with or the actual teacher?

T8: It was both, but are you asking me to prioritize...one is the actual teacher...her lack of skills, tremendous lack of skills, and two, is the scheduling.

DL: What do you think you could do that could help that teacher?

T8: To help that teacher? Nothing. ____________again. I don't have within me any more the capacity to nurture someone like that. She's not a new teacher. She's a 15 year teacher who has chosen that area to go into, but yet does not have the four walls of the classroom to hide in any more.
DL: But if you mentioned she is lacking in certain teaching skills, why do you bring up nurturing as a factor that would help her?

T8: Because that is the traditional approach. Her department of special ed sent people down...people were ______ in for nurturing, to take care of her, to say this is what you need to do, this is how you should do it. And she _________ them off, too, because it's not as easy as she's thinking it should be. To her, this should have been one of (snap) one of these jobs, you know? Where you come in and you work with a couple of kids, you get the stuff out of your closet and you go home to your baby. ________ off for people who are not professionally astute. "I have a baby at home. I don't have to be here _________."

DL: So as a teacher then when another teacher is not doing well in her teaching capacity, you suggesting to just let that person go?

T8: No, I'm saying that you have to be as honest as you can be about it.

DL: And in responding, "I would do nothing about it," is that not the same thing as just let her go?

T8: That's part of, again, the idea of not taking responsibility for something...that I'm experimenting with, that I'm trying to wean myself away from. I taught in classrooms for 7 years and then I was given a unique opportunity to be a bilingual reading resource teacher for another 5 or 6. My job is to take new teachers and follow them around and be with them and help them...not only to nurture, but to encourage professional growth, so I give a lot of that. A lot of teachers I came to know that way...and this teacher, I think, part of that's in my own nature...this teacher will not do well with that type of ... I'm predicting, but I have a basis for that prediction will not do well with that because she wants a role definition that I can't give her without crumbling what we've done, okay? If I take what we've done and say, "Okay, Marcy, you go ahead, you come in, I'll give you the plan...no, you do what I lay out for you and the kids back here." She'll be absolutely ecstatic. That would be what she wants me to do, but that's not something that right now...

DL: She's not a contributing member...
T8: No, not at all. See, I think nurturing and that should be something that we can devote to students, to growing minds. I'm not saying she's not a growing mind, but yes, that's what I'm saying.

DL: As I listen to teachers in the school talk about collaborating, one of the points that has come up at different times is the fact that, if perhaps you are the kind of a teacher that you are describing, working in a teaming situation works for that person. It helps her. It brings them up. It motivates them to do better and to think of ideas that they haven't thought of before, because they're within a real supportive group. But you're...

T8: Maybe we're talking continuum...we'll go back to it. That's where perhaps that other __________ continuum is, but here's a special case for this. Special ed, in this district and I think across the country, has not made itself a part of that. You know what I mean? Teresa made her a part of __________ made herself a part of it. And not only did she foster her own professional growth, she helped ours. We learned more about teaching language. We learned about...we would an activity and do it for the kids. That's great for the kids who have this __________ disorder. We'd go, "Wow." You know, we knew something we did and we now had a label for it. Do you know why Salvatore is rude to people? He's __________. That means that the center of his mind actually are controlled by how people think about him. This is now operational, and all of that...both of the other persons, now we're not talking about a teacher inside of one of those circles with that supportive environment. We're talking about a whole system. Teresa has been bucked left and right by special ed. They don't want her doing this. This is not traditional. It is not the way it should be done. With one hand they say, "Yeah, yeah, yeah, yeah. That's experimental, go ahead and try it, but 89-90% of the establishment there does not agree with what she's doing. And the other teacher is again...hey, I can almost read her thoughts. "I got into this because it would be an easy job for me to do. Cause I'd only have to work with a kid an hour a day or so." The type of interception that I'd like to see is not something __________ around, which we haven't. Her skills were marched under special ed. So when you take them to Donna, ask her to make it an interception. It's never been done before. I think it's very difficult. I think it's very difficult. Maybe a support system within special ed for her would be a variable, but she is such a... you know, maybe the data of the interviews will give some insights into teachers that are not peers ______.
Either they don't feel themselves to be and in actuality they aren't. Not contributors.

DL: That's a good point that you're bringing up because in your first part of the interview you were talking about one of the success stories and one of the success stories is that the teachers in the school have been able to self select the members of the teams.

T8: We did. Not all of them.

DL: And now we're talking about possible factors that may hinder the success of teaming, and one of them is the interaction of professionals. I'm just wondering then, and that must be a part of your thoughts--I'm wondering if for these particular teachers and others, you know, if they didn't get selected...if they weren't one of the people that everybody ran to and said, "Will you form a team with us?"

T8: Well, you see again, that didn't happen. That still...I can tell you right now...

DL: Everybody feels good about where they are.

T8: Everybody is in one of those teams by grade level...two exceptions to that...the first grade team you have two teachers, the bilingual and the non-bilingual, that chose to work together. They chose to work together exclusively and exempted the other three first grade teachers, who someone would have to pay me a great deal in order to work with. So they created their own little room team. What they did was take was take in special needs kids, and they have formed...it has been a marvel watching them, cause both of them are not...one of them are not, one of them is __________ teacher, the other one of them is a fairly new teacher, and an older teacher that came into the profession when she was over 40. So they are a unique team and they're neat to watch and I enjoy both of them. They self selected and we self selected. That's it, I think.

DL: So there's no possibility that there could be a teacher that is feeling left out?

T8: No, I don't think.

DL: ...or not connected to others?
T8: By force they're connected to others, okay, by one of those theories, you know, they're connected. But in terms of self selection, I think that's a fairly new phenomenon in this group. Just one year, and I would say again that perhaps 20 percent of the school...the other 80 still working on..."Well, you teach fourth grade and I teach fourth grade and therefore we have to team. So, that's kind of new.

DL: You mentioned also earlier that resistance to change..does resistance to change come in here as the people are resisting the change, does that affect the teaming situation?

T8: You're asking me to tell you the very basic ________ of success, okay? I'm real happy with ___________. I feel like I've known them all my life but it's been one year. So, I'm still ________. But the other one stops it. And the resistance to change is number one. You can't talk about common philosophy if the people there don't want to be there. And that resistance...I think this school...a wonderful history of passive resistance or passive aggression techniques...could be written. I mean, a wonderful history, because you have on one hand a written...if you look at the Liberty School handbook...in writing the great things that we do, what actually happens...sometimes you have teachers who cannot see either direct contradiction of what they're doing. And you look at them and go, "Don't you see that? I know that you're a bright person. I know that you're intelligent. Don't you see how you put here directly contradicts what we're doing here?" And they don't see it.

DL: How do you get people ____________?

T8: Hey...___________ does what Olivia does now. I mean, I don't know, I don't know. Lupe says that ________ be the Albert Schweitzers of ____________...in the great scheme of it. She has a lot of empathy an sympathy. She's just one of those genuinely kind people. To put her and me on a scale, I'm the ____________, okay? I love her a lot and we get along well, but I believe in self choice. I believe that people do what they want to do for their own reasons. And whether they tend to say, "I don't have time. I can't change. I'm too old. I'm too close to retirement. I'm too young. I just came out of college. I don't know." My most unfavorable one is motherhood. "I have a young baby at home." That one really is...I consider that a sexist remark.
DL: So you're saying all of these comments are directly related to resistance of change.

T8: Absolutely. Resistance to change and also...Lupe's theory is a ________ theory because it's fear. It's fear of the unknown. My theory is that it's chosen and deliberate. It's chosen. It is again...I think it's a correlate of what people viewed education as when they came into it. They viewed it as basically an easy job. You use the same lesson plans year after year, okay? You vomit up...the kids regurgitate...circa 1950...and it may be 40s...with absolutely no change. It's an easy job. It's something you just do. And the kids are smart or the kids aren't smart. In other words, I read a great article in ________ just this past week. The difference between a (you might enjoy this__________how teachers teach and how children learn. There are people here and everywhere that see how you teach as being a completely different circle as to how kids learn. Some of them don't even want to know how kids learn because it will interfere with how they teach. And I mean to me that is hysterical in terms of logic. But logic is not a process involved here. Cause those years that I spent_________ it was like "We'll go home and think about that." Why? It's there...the opportunity is there for you to learn and grow, but if you choose not to take that opportunity, you chose that. It has nothing to do with nurture or time or blah, blah, blah. You chose it. A simple thing.

DL: So just in summary, then you see resistance to change...you're saying that resistance to change is chosen...you own that and you know you're resisting change. Whereas other people may say, No, they believe its your not knowing how.

T8: Exactly. See, for those people that...being placed in a team where you be ________ and the rest of that, is great, but...

DL: To help him overcome the fear?

T8: To help him overcome the fear...but not if all four members of them are going to do the same thing, so that they support...we have some...we have an excellent example of a team who consider itself ________. It's true what they do is more important than what anyone else in the school has done. And as long as they get what they want, they don't care if the ________ go up in fire. And I can be accused of that also. But I do tend to see that things should be negotiated...in areas where you have to
intercept, like schedules and things like within the school you're going to have to work to make...to pull together. You do then have to go in with negotiation and compromises. And a lot of _____ and caring...you know, this is what I want, what do you want? I'm willing to do this, you're willing to do that. But to some teams in forming the rah rah of the team...rah, rah, rah, sis boom bah...this grade level can get along completely without anyone else. And I understand that there needs to be some connection, even a slight...See I see the slight connections right now. They're tenuous but they're balanced within the school. As teams become more and more part of ________ more professional, more searching for goals, looking at them, ________ connections between those teams can be stronger. So that eventually you're improving the situation of the whole school.

DL: I don't see that you're finding ways to break through the barrier right now though...the barrier being the change in the school right now as it exists...are not coherent...

T8: Absolutely.

DL: ...And that the way to bring that coherence is to...

T8: Is to work on the team itself in a smaller, manageable group in terms of the support system that you were talking about and then the tenuous system of the group...oops, we're going to leave right now. We're linked to the rest of the school. By ________...part of the change processes that is going on here by schedules, the specialists, the school that we share, the common ground, the garden, you know what I mean, the library, the cafeteria. Things like that link us together. So the bip is very much a part of the school. You know, we're not a bip here, you know. We used to tell Olivia __________ about five years ago at least. She just __________ from the district. ________________ So we're not advocating that, but what I see as the future is exactly what my dream is...as these teams become...become...they're going to see the commonalities. I see some commonality between that little team that has two teachers and us. I see us able to talk about certain things that we can't talk about with any of them yet in the school.

DL: Such as?

T8: Such as the solving of disputes...or how you deal with children...the flexibility of grouping...the acquisition of language, for example. You have a monolingual teacher and
a bilingual teacher and they cross over and you can see sometimes going and coming back. You know, I never realized how much work Rosemary has to do to translate that stuff. She says she never realized how good she was in terms of accepting the kids for what they've come from. The other teacher, who is very good but very orderly and very organized and stuff, is beginning to see. So as you talk to her you say, "Yeah, well you know, everyone used to think, 'How could Lupe, that nice, decent, __________, gentle-hearted person every work with two savages such as me and Mike." And you realize that that type of stuff you learn by working with other people ...

DL: So when you work with other people, what happens is that you begin to recognize other people's strengths.

T8: Oh yeah, oh yeah, but see that is the strength of that, but you have to have let go of a lot of the camouflage...the other stuff you're doing. So we could talk to them, but I can't talk to anyone else about it. None of the people that I consider...my peers are everywhere. But peer and quality __________...not yet, not yet, cause they haven't reached that point. But when they do, you have that strength in those small groups, you're unifying all of those groups to make a large school work.

DL: And what's the points that have emerged?

T8: I think___________ any one of those __________, any one of the philosophies, but stop covering up and pretending, you know. A lot of it is what can we do to make her think that we work together as a team. A lot of it is __________. A lot of it is let's do our ocean unit again that we worked on for the past three years. Okay, let's put all of our dittoes in alphabetical order. (Laugh.) Oh, I could give you so many examples.

DL: I can understand that. Tell me what teaming has done for you personally.

T8: Oh my, it's enabled me to smile and not worry...not worry about things that aren't important, because the things that are...the things that affect children...what is absolutely wonderful is to use...the student's good...the child's role at the bottom line of any discussion...any discussion.

DL: And before teaming that wasn't there?
T8: Before THIS team...this functional team, it wasn't there.

DL: Now remember, we're talking about you, yourself and the classroom. So before you...when you were in the classroom the bottom line wasn't the student.

T8: No, on, the bottom line has always been the student, but see you have to remember the history of teaming here.

DL: I know, but we're just talking about you.

T8: Me? Oh, me...the ability to share and to not feel like...for 18 years, I've been here 18 years, I've always been considerate of the fringe element in teaching...always...so that the ability to be able to walk across and not have to explain the 300 thought processes that were involved in that. The ability to say to another teacher, "That didn't work, what would you do about that?" The ability to share and to share directly with children that... oh, the second point...is that ____ in children. Now I don't have to say, "You can stop thinking next year in math, because you're going to have so and so." Okay, go back to the work sheets. I don't have to do that anymore. And that's a relief. The sharing and the element of being able to share the ideas without going through a very complicated process to explain how I got there is nice...to be accepted...to be accepted as not...acceptance is not something that I value highly, but it's nice to have it now. It's something that I am being able to enjoy this year. That's personal.

DL: So what you've gained is that there's a lot more attention given to children.

T8: That is always the first and foremost, cause see...the past...the five years when I worked in teaming, I had to work with these people, but sometimes is was...well this is so convenient for me...or I don't like doing that. And yet, it was what teachers want and what students need.

DL: So now there's a lot of sharing where you're all working together for the children. ... And you like that?

T8: Yes, yes. I like that a lot. Cause it's so much...

DL: What has it done for you as a teacher?

T8: As a teacher? More...it allows me ______. Do you know what I do too? Not having to deal with all of the
negative garbage that was carried around, has allowed me (1) to examine what I'm doing and go more through of the process instead of the paper work. In other words, how did we...to be able to go to Mike or Lupe...either one or both...and say, "You know, this unit really...this thing that we did with the mastery indicators, allowing the children to choose at what level they wanted to explain to us that they got it...that was neat. You know how we did this and this and this. Let's write that down, okay, so that the next thing that we tackle, we can do that and then expand on it, okay. That kind of professional analysis is...that's where we __________. Cause I consider myself a master teacher. I know what I'm doing, but the ability to go through my boxes to show what I'm using...throw away stuff that I haven't used. Maybe that's a variable...maybe that's something that I'm seeing how __________...it's part of working with these people. It's part of being able to say, "No, you don't have to haul it around for another five years. You don't use it. Throw it away." Another teacher and I were talking about how unfortunately what's driving teachers crazy and jumping off walls and stuff is that they're not throwing away. They're taking in new methodologies, new techniques, but they're not throwing away the ones that are ones that are obvious contradictions of what they have, cause they're waiting for the cycle to come back. They're waiting...It's going to come back, I know it. You know, dot-to-dots will come back into vogue... Being able to throw away is something. It may not be what everyone else has come up with, but then you know, I'm not everyone else.

DL: Is there anything else you'd like to add about the teaming?

T8: Wouldn't it be wonderful...positive..._____ the ability to work with parents. _____ if no one _____ it would be so nice to be able to talk to. That...being parent myself...I'm glad I was a teacher before I was a parent. But I'm the only one who teams that's a parent and has school-age children. And what's nice is the discussion in terms of...I think the parents are judged by a educational system that has too many grades in it...very quickly ______________. He doesn't pay attention or she does this, you know. You see the lady with red eyes, who walks in, she's a pothead, you know. And that is one of the pitfalls and it is the peril of teaching, and what's neat is to see the parent interacting. They see us kind of as a family as well. They see Mr. __________ as being __________. Oh, I don't want him. And by the end of the year, they appreciate him for his incredible
kidness...his sense of joy and living and everything. Mr. __
is tender and quiet and kind and then they realize how much
she is a taskmaster of students. How she allows them to
line things up, you know what I mean? And they see me
perhaps as being too radical to work with their kids, but
they see us a family...so they allow us into their family.
We've had greater parent participation as a team...in each
of the groups. Mike wasn't good because of the community.
Lupe and I did pretty well with parent participation
before, but nothing like this year. It's phenomenal.
Nothing like this year, because we have the mom of one of
our very brightest Hispanic students is hearing impaired.
She works as a maid in one of the hotels, but she's always
been...last year's teacher told me, "Oh, we don't want to
deal with her." Her student was outraged...her son. And I
even had her part of the last year...and he's one of those
kids that work when he has a commitment to you. And he
liked Lupe and he liked me and we could reason with him.
Five tickets, discipline, suspension, that doesn't mean
anything to him. You go up to him and say, "I'm
disappointed how very bright you are, and this is just a
game you're playing." That would be all it would take.
His mother realized that, hooked in, came with us to field
trips to the university, was accepted...something that last
year, they judged her. Oh well, obviously her son is out
of control cause she can't speak. That's why they ______
on suspension. The judgment...the character judgment, just
like that. After watching her, the interaction with him
and she came to family math with him...and it was neat.
And she came at the end of the year to say, "goodbye" you
know. And now with ___________gut wrenching...I
did not want to pass him on. Cause I know next year he'll
be up for suspension. I cannot _____________.
We told her come and talk to us, you know, come and talk to
us. You can use the computers. We are all here. Oh, did
anyone say anything about the technology? You know that
the bip has 4 computers in each room, too. So, the self
direction for the students...talking about the creation of
the learning environments ____________, so that some
of those kids were exceptionally bright, in terms of
problem solving, could show you what they were doing.
There's some that...I could talk about the technology.

DL: Thank you very much.
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DL: Could you tell me about the team collaboration project at Liberty School?

T9: Okay, in my situation that I'm working on, because I'm in a K1 it was a K1 situation until a couple of years ago, now it's just a kindergarten situation, and I feel it's very (pause) I wouldn't know what do if I didn't have a team to work with. I've come from a background of teaming in the university since I started teaching seventeen years ago. I worked at Santa Clara for an open classroom, and for eight years I was part of the team there. So when I moved to Liberty I went self contained, and almost lost my mind the first year I was there. (laughing) So the second I started teaming with another second grade teacher, and, ahh, now I'm part of the kindergarten team, and like I said I feel it's just a part of teaching. I don't feel that I could really do an adequate job unless I had someone I could team with even it's it would be just one person right now there is five of us. We're finding that five is a little bit big of a group to do some of things that we're wanting to do this coming year. So we may break up into like a three two group. Something for the purposes of us trying to get done what we want to do with the children.

DL: So five people makes it too hard to do what?

T9: Well when you're actually trying to break up groups with the children as far as collaborating in our team meetings on Wednesday's I don't think that's too big of a group. I feel that, you know, we adequately are able to do a lot of the things we want to do as far as, you know, addressing a lot of the student needs, or addressing some of the needs that we have as far as teaching. So five is not big for that segment of it I think for splitting the kids up it's too big of a group.

DL: Okay. Why don't you tell me about some of the, ahh, components or things that make this teaming situation that you were in successful?

T9: Well I think probably one of the, the biggest I think that makes it work is that we all trust each other, and we all really work well together. It's a real cohesive group of people, and, ahh, we respect each others opinions we feel like we can disagree with each other and still walk away feeling good about what we've done, and it's not like we harbor things and can fester things. I think we realize
that things can get done in a lot faster way if people can, you know, state their opinions and than go on, and we try to work with that, and we never put down anyone. I mean everybody has their rights to their opinions, and we listen and we feel, I feel that's probably the biggest thing is the trust that we have. We also are friends up by the school area in a way, because we try to do a lot things outside of the school, you know, social type things that get us together.

DL: So it's not necessarily the planning that also happens outside of the school?

T9: Right.

DL: Okay, it's just interacting with each other.

T9: Yes, but a lot planning too, like we're meeting probably next Friday, and we're meeting for lunch, but we're still trying to get this plan that we're trying to work for next year going, and, umm, it's going to mean breaking the team up as far as some planning too because we were going to work in a three two group instead of all five of us. We've run into a little bit of, you know, a problem as to well who's going to be the three and who's going to be the two's. So I don't have any doubt that we're going to be able to work it out, but we do need to work on it. So we're going to meet for lunch, and that's what I'm saying we do meet socially outside of the school scene, and do some work plus socialize.

DL: So what I'm hearing you say so far is that trust, working well together, respecting one anothers opinions, umm, being able to disagree with each other, umm, and, umm, listening to each other, and planning together, even if it means outside of school time.

T9: Yeah we do that a lot.

DL: All contribute to the success of the teaming situation?

T9: Right.

DL: Anything else?

T9: (Pause) I think were all real hard workers that that I think we had one person in there that really didn't want to work it would, I could see that probably causing a problem. Because I would probably say that were over achievers all
of us. We're willing to stay to five if we have to, we're willing to be there at seven, and work during our lunch time, and I think when we bring in a new person into our group which we did a couple of years ago we make it real clear this is what we do, and you don't need to feel pressure, you know, to do what we're doing, but this is just the way that we work better, and expect that from us. So, you know, we always give them a choice that their not feeling pressured to join the team.

DL: You mentioned something also you said that you can get things done faster. Could you, umm, say more about what you mean by that?

T9: For the team, oh gosh. Well for the first thing that comes to mind is like working on homework, and, ahh, because we put out homework packets once a week. And, or you can do it monthly, and that's another thing with our team is you can still be part of our team and work with us as far as let's say but than you can do your homework the way you want to you can send it out weekly, you can send it out monthly, you can, you know, do it however you want to, but the actual planning is done as a group. With that, ahh, what we do is we sit and, you know, right away we break up into groups, you know, two of us will be working on the actual presentation of how we're going to present it to the parents. The other two will be putting the homework actually together, and the others will be running it. I mean it's like we get it done, and we distribute the work very, you know, evenly enough and I think that's help a lot.

DL: So if you were working alone?

T9: That would not be possible (laughing) that would take me forever.

DL: Right. Some things may not even be included in your teaching.

T9: Right.

T9: (Pause) And what we're trying to do now, and I'm real excited about it, and again like I said I think we've hit a little bit of a wall here that's what were going to meet on Friday to work out, we're sort of trying to (pause) departmentalize maybe I don't know how else to put it. Where we have realize that my strings as math, but we figured that math and sciences go real well together. So I would teach everybody's math and science or the three
teachers, that's why we were having to break it up because
with five teachers there's no way that you could do that.
Than my other co-worker is real strong in reading so she
thought she would do like reading and (pneumatic) unit or
social studies, and than the third person is real strong in
the music area, and than she likes to do the P.E. because
we have a P.E. program that we do with the kindergartners.
So she said that she would do the P.E. and Music. So what
we're going to do is we're just going to either rotate
ourselves or either rotate the children where like my room
would become the math science room as the children come in
there would be like 75 per student. There would be two of
us two certified teachers in there with an aide, so there
would be three teachers working with one of the students
doing just math and science, and than they would move into
another, which would do their reading and social studies.
We're trying to work on something like that with
kindergartners.

DL: Now when you say the decision to departmentalize who's
decision?

T9: Well actually one of the other teachers, actually
there's three of us that went to this workshop, and I had
been trying to get centers going. It's really hard because
we do so much teaming with our children that we pick up the
English speakers from the Bilingual teachers so we have to
have reading at a certain time. Than we specialists and
it's a certain time. So you're sort of complying to time
periods if you're working with a team. (pause) So when we
went to this workshop I think two of us had basically
started thinking along those lines and we we're thinking,
oh okay, (pause) Yolanda had said I'm really excited
because I've found this real neat music program that I want
to try with my kids. She said, and I'm really good with
music, and I knew that, and I've been like the district
math person for the last three or four years. And I said
well than I really enjoy doing math, and Brenda said I like
the reading. We were sitting there and all of sudden it
was like all the light bulbs went on at the same time we're
thinking, wow, why can't we really hit the area that we
like instead of trying to spread yourself so thin. With
elementary you've got to teach everything, and so the idea
was sort of just like right there, and we just sort of
grabbed onto it, and than decided to than to bring in the
other two and to see what they wanted to do. One I think
is maybe doing it just because she sort of feels like, wow,
I don't want to be left out. But I think we need to meet
again, I wasn't able to meet with them the last time they
met. Umm, so they sort of put everybody's name in a hat and
drew and this was how the three two group sort of came about. But in doing that we sort of lost (pause) the initial reason we're wanting to do this.

DL: Which is?

T9: Well to really hit our strong areas, like I wouldn't do math the way they had worked it out the day that I wasn't there is I would still end up teaching like four different areas which is what we're trying to get away from. So we're going to re-meet and see how we can re-work that.

DL: Now why are you trying to get away from teaching in so many different content areas?

T9: Just because it really drains and you're having to plan for that may different areas, although we plan together and we draw ideas from each other a lot. It would just be a lot easier if the only two things that I had find were for math and science, and maybe the writing process is what we would all do. So I think it would just, plus the children I think would benefit from the expertise that we're strong with. Like if I'm strong in math I would really than be able to focus just on my math area and do a real good job of that. Where I have no musical background, and so my children lose out on that part. I mean they go to music once a week, but that's not enough, and Yolanda, you know, I knows there's a lot things like with kindergarten you can teach a lot through music and through movement, and so I feel well I can't I draw from her expertise, and than Brenda does an excellent job of reading, you know, she buys all these big books and all this stuff.

DL: So that's a real advantage again to the success of the program fact that you share expertise, and are willing to do so.

T9: Right.

DL: You mentioned that, umm, math and science, and, umm, other subjects are going together.

T9: Yes.

DL: How did you guys decide that math should go with science than?

T9: Just because I think science lends itself a lot to math, you know, to the measuring, because we do a lot of
cooking with the children. We do a lot of, ahh, counting and to us that's part of the science area when you get them into, you know measuring and all that. That would be more into a science, so we figured math and science would go together. Than reading and what we call (phymatic) unit which would probably more of the social studies, ahh, we do a lot of project work where the children have to do a lot labelling, and they have to a lot of, ahh, you know, coming up with strategies to put together some kind of a project which takes a lot of reading content area. So we felt that would go well together and than the P.E. and Music we have a P.E. program called Every Child a Winner which does a lot movement with the children, and there's no competition stressed in the lower grades. Ahh, she felt that a lot of she could incorporate into music and still teach the skills that we are having to teach in a few years. So that the two music and P.E. came together. So we just sort felt that that's the break up we wanted.

DL: So you mentioned that that was kind of a wall. So let's focus on those issues. Wall I guess being the metaphor that hears a barrier that might, ahh, effect or hinder the success to the teaming situation.

T9: Right.

DL: Umm, so you talked about departmentalizing, you talked about the fact that, ahh, the group itself is too big, you know, so now you're moving toward a three two, umm, how are you going to go about making the decision who goes?

T9: Well that's what they did they put the names in a hat and drew.

DL: Oh.

T9: But what happened is we lost one component of our with the three of us that had talked already we lost like one component because she's going to be on the other team. We lost the music the P.E., and I'm not strong in music. Brenda says she could probably do the music but than the person that's coming that would be joining our team (pause) doesn't want to do music, and she doesn't want to do P.E. at all. So that sort of leaves like, okay, than I think we need to talk about that, and I think that they would, you know, understand that, you know, either she'll have to give to go ahead and compromise with what we were wanting to do, or they'd trade in order to come to two teams. Yet I feel like we can do that and people's feelings aren't going to get hurt. I mean it's like we'll do ( ).
DL: So you've found a way to work through that barrier it was barriers, the fact that you guys were each willing to just put your name in.

T9: In a hat.

DL: Yeah.

T9: That's what I'm saying it's not like I'm oh gosh I don't want to work with her, and how am I going to get away. I think all of us feel very comfortable together and we'd feel very comfortable well saying well Lucy I don't really think, or whoever, you know, this wouldn't work with us, because you're not wanting, you know, you're not strong in this area and this is the area that I need. I think we feel comfortable enough to say that to each other.

DL: Are there any other areas that you can think that may hinder the success of the teaming situation?

T9: Overall, or just this, just overall?

DL: Overall.

T9: Umm, (pause) I think what I've seen is people that have been self contained for so long that they don't realize what an asset it would be to work as a team member. Umm, I don't that I'm not sure that they realize you can divvy up the work and everybody can come together, and again I think it goes back to the trust, and I think that is probably the one thing that I feel our team really has is the trust. Because you have to be able to trust that that person is going to take your kids and do a good job with them. I mean because you're given twenty five kids, and these are your kids for the rest of year, and I'm going to be responsible at the end of the year saying they've gotten through all of kindergarten skills and I feel that I have the trust in any of the other four to teach my kids, and say I know that she's going to do a good job as good as I would. That's hard to say because the teacher always feels like she is always the one that can do the best job with those students.

DL: So how do you that these other teachers will do the same type of job, or the best job?

T9: I guess you just have to set your mind to it. One other thing that I think I had an advantage at, is I was a team leader for four years. So for half a day I didn't teach I was just like a master teacher and I would go in
and do, if somebody let's say, umm, at that point we were
doing a lot of EI, you know, they were having trouble with
the set or whatever part of the lesson. I would go in and
demonstrate and (pause) I feel that that really helped in
getting everybody feeling real good about each other.
Because I wouldn't go in and say, you know, ( )
show you how to do this. I would go in like hey I'm here
to help you, you know, and I don't want to help you if you
don't want any help. I need for you to be able to tell I
want, you know, this is the area I'm having trouble with
and I want, and I need some help. I think (pause) we don't
I was able to see everybody teach and I was able to see
everybody than I taught their, I mean I would teach their
class with their own kids, and they would sit and observe
me. I think that that really builds a real (comery)
amongst all of us. That we just feel real comfortable, if
Brenda's feeling ill or something, and I have a free period
that time I'd be more than glad to go in and teach her
class. I think that she would feel real comfortable to say
this is what I'm doing and, you know, and I'm going to go
lay down for a little bit, or whatever comes up. I feel we
all feel real comfortable with each other. Because we've
had a chance to see each other teach.

DL: So observing in one another's classroom, seeing each
other teach.

T9: Right.

DL: And having the familiarity and the understanding of
where each person is coming from really....

T9: Another thing that I did was I would go in and I would
relieve I would take their class so they could go in and
watch somebody else teach, so not only were they watching
me, or I was watching them they'd also have to watch their
other team members.

DL: Is that still going on?

T9: Not at much, because we don't have a team leader
anymore per say, we're all teaching now.

DL: Would you like to see that though that teachers have
the opportunity to observe each other more?

T9: Oh yeah, I think that builds the trust that I'm
talking about. I think if I had never say let's say saw
Brenda teaching, you know, just in passing I wouldn't be
able to tell what she was doing with her class, or if she
taught basically, you know, right now I could probably pick two teachers that probably do the probably the same type of discipline that I do. We don't always use the same exact same method which is neat too, because we still feel that we can be our own teacher, and not have to follow somebody else, and sometimes we pick up great ideas just by sitting in on someone else. I feel that if nothing else out of those four years when I was team leader was I'd pick up a lot of neat ideas. I mean even though I was considered the master teacher. I feel that I probably benefitted as much as they did from sitting in, or them observing me, because I was having to be more conscience of what I was having to do, and I think it made me a better a teacher.

DL: What does it mean to be the master teacher?

T9: Well it was a team leader was what it was I was the leader of the K1 team, and at that point there was nine teachers.

DL: How were you selected?

T9: Ahh, through Olivia.

DL: Do you know the criteria?

T9: Umm, well being able to get along with other people, and, you know, I guess (pause) I'm not sure what all the criteria, I know that that was one of the ones, and than I was her and I went to this training, ahh, where it was called, facilitator for change, where you were taught how to like do one legged conferences where people didn't really know that you were doing that, and you would just get a feel of where they were coming from. I feel that that is one of my big assets, is I'm able to talk to people, and I think people feel very comfortable talking to me. So I think, you know, that was one of the reasons that I was chosen. When I was team leader like said there was nine teachers there wasn't just five of us. So it was really a neat experience for me, but after four years it sort of (pause), you know, the program didn't see any longer need of team leader. We had gotten to where we were a good team, and we were able at that point got some kindergarten and first grade broke up in to two teams.

DL: You really don't perceive the need for having team leaders again?

T9: No not really right now this year we did have, ahh, a key communicator it was called not a team leader anymore,
because that person is still in the classroom. But they
met once a week with Olivia just to bring feedback to her
as to what each team was doing every week they feel out an
agenda of what were suppose to do, and so that just keeps
Olivia a breast on what each team is doing. So we do have
a key communicator, and I wasn't the key communicator this
year it was one of the other teachers, and you know, the
year before that we rotated the job, but this last year
Olivia said that she would rather have one person, you
know, be it all year. So that's why we did that, but we
felt comfortable when each other was taking that leadership
role.

DL: Did you feel comfortable with this last decision of
having this key communicator oh that department in fact
that it was the same person you guys didn't rotate?

T9: No it wasn't any problem I just thought that it was a
burden for that one person, because, you know, she had to
be there every Monday at seven o'clock, you know, they met
at seven in the morning one day a week. So we were just
wanting to alleviate...

DL: Was that teaching you?

T9: Yeah I'm pretty sure it will.

DL: Is there anything that can help that person out if
that posed a problem?

T9: Well I think just maybe by semester, doing it by
semester. I think the reasoning behind (pause) that Olivia
gave us and I feel that it was a valid one. Was that that
person was in tune with what everybody else in the school
was doing. So when there was a problem let's say our team
brought up a problem, in the key communicators meeting.
Ahh, everybody was aware of it, and if a different person
came in every week there was a consistency there of what
was going on. So I can see her point behind that, but I
can see somebody going and, you know, having a turn every
semester, or something ( ) like half a year
to know what is going on.

DL: Okay, any other areas that you think might hinder the
success of the teaming?

T9: Umm, (pause) some people just don't want to team
again, and I feel that a lot of the people that don't want
to team are the people that have been there a long long
time and have been self contained for a long time, and they
don't. I don't think they give it a chance. Maybe they'd given it a chance and it's not been a success or venture and so they have said no team doesn't work. Instead of saying well maybe I just didn't this wasn't the right group or whatever, because now it's not just teaming with your grade level, we're cross age teaming. I team with a fifth grade teacher, and well they either come into my class or we go into their class for thirty minutes once a week, and they either ( ) our students, and last year we did lots of different projects together with them. So we're cross age, ahh, you know, teaming also.

DL: What suggestions do you have for helping those teachers that have taught for such a long time?

T9: To give it another try I think, you know, or continue to find a group of people that you really feel comfortable with. Because I think that's real important I think, you know, I wouldn't want to sit in a team that I wasn't comfortable with, and maybe some of their teaching styles....

DL: Are their teachers in your school that, umm, aren't as in favor of the teaming situation as you might be?

T9: Definitely, definitely.

DL: That's because they've been teaching for a long time?

T9: I think that they've been there for a long time and it's been this self contained for so long, and like I said I think maybe their first experience was not a real successful one. It's sort of like well I've tried it and I just don't want to do it they need to give it another try, or like I say find a group, you know, even if it's just one other person, or two other people that you're working with.

DL: Have they found these people within the school?

T9: That they can work with?

DL: Yes.

T9: I think people are trying it more, I think within this last year we're seeing more like I say cross age tutoring even that for even thirty minutes at least you're sensing hey you can sit down together and come up, I mean two heads are better than one I mean that's obvious, and why work yourself to death when you really don't have to. Sometimes and I do honestly have to say sometimes teaming does
present more of a problem, more work, not problem, more work probably because you come up with so many ideas and you want to do so much that you than extend yourself to other extreme. And I think that we've done that, because sometimes we'll just have to say, and that's where were at this year. I think we're saying I know that Olivia has said you're team works too hard you guys do, why are you guys doing this. (giggled) She'll question us sometimes, and it's just that we get so excited about what were doing, and I think sometimes we put more work on ourselves than we should, but that's just the kind of team that we are I think.

DL: If you felt that it was too much would you know it or not?

T9: Yeah, oh yeah, definitely or we're saying you're certainly looking tired, this looks ( ) we shouldn't, you know, do this. Let's say putting on a program for Christmas or something, and we'll look at each other and we're going do we really want to tackle this, you know, or something.

DL: So you're all very supportive of one another?

T9: Yeah very.

DL: Okay.

T9: Or somebody can come up to you and say, hey, you guys want to do the Christmas program that's fine, but I think I'm going to, you know, sit out this one. That's fine and we've done that a lot, you know, as the year goes through and you just feel like hey, you know, I'm burned out and I don't really feel I want my kids involved in this. Or they'll say, you know, get your kids involved and why don't you just sit out and just maybe you can do the homework, or you can, you know, we always have different options that we can give each other.

DL: Well, umm, what has teaming done for you?

T9: For me personally, it definitely has made me a better teacher, because I've been able to draw from a lot of other expertise I mean even though I probably been teaching the longest on my team (pause) gosh when Brenda came in, ah, she had just graduated from the U of A, and, you know, university students they're spring chickens and they're ready to go and they've got these ideas and stuff. Ahh, I was actually her mentor for career ladder because she was
level one and I was level four, so I was actually her mentor. We shared a room, and at that point I was team leader so I wasn't working half day, so when I wasn't working that, I shouldn't say I wasn't working I was working but not in the classroom. I was actually in that situation I watched her teach all morning. I mean I picked up more from her than having gone to school another four years I mean I really felt like I had benefitted. So I feel like I have become a better teacher. (pause) I feel I'm happier at my job I mean I tried self-contained and I thought I was going to go crazy (giggled). I was ready to go back to the old school, you know, where I had been teaming, and I finally found one of the teachers and I said would you like to do some teaming, and she said, I've never done that. Than after that we started teaming, and than the following year two of the teachers that had been at the other school came over so than we became a team, and than Olivia came and than she sort of promoted it.

DL: Well what is it exactly within the teaming situation itself that has helped you feel and make the statements I am a better teacher?

T9: (Pause) Well I think and I don't want to use the word pressure on you, I think when you're working as part of the team you're responsible for doing research on certain areas like let's say we're going to do a project on whatever in kindergarten you don't extend yourself a whole lot. But whatever project, you know, you are responsible for other people your accountable. Where if you're self contained you're only accountable for yourself. If you don't feel like, you know, (pause) I don't feel like there's that (pause) snowball effect. You start something and it's like, wow, okay, let's do it and than you get started on it and it just snowballs and snowballs and than all of sudden you've got this neat project going because of all these people that have contributed to it, and self contained I don't see that happening.

DL: So it's the active, umm, going out and investigating yourself.

T9: Right.

DL: Being a learner.

T9: Yeah, you're actually, you're actually learner all the times with this.

DL: And than interacting with team members.
T9: Well yeah I don't think I could, you know, (pause) I mean it's like you become family, you know, it's an extended family at your work job and it's just like if you're having marital problems at home, it's not a happy situation, and you know, again with a team, you know, if there's not a good team work there you're not going to be happy at your job. I mean I enjoy going to work everyday, and I attribute that to the fact that I belong to a good team family at school.

DL: So if other people wanted to be able to start to develop one for themselves within their own school how would they go about making this family like?

T9: I don't know because, you know, you're asking me that and I'm thinking back have I ever belonged to a team that I really didn't, I think it comes from inside I think it's you that makes, you know, I belong to probably this is my fifth different team, and I've always felt like this a part of a team. I've always felt like hey, you know, so I think it has a lot to do with yourself and the fact that you want that, and you have to have your mind set.

DL: (could not hear what she said here.)

T9: So if I've been self contained my first experience with teaming was a negative one (pause) I'm not going to have a mind set that says, you know, I'm going to have a good, I'm going to build a good team relationship, and so, because now that I think back, you know, I worked real well with my team of third fourth graders that I work with my first grade. So I think it's you, you know, you have to want all of that. And if you don't want it's not going to work for you.

DL: So you're mind said I'm taking that what you believe about a teaming situation is real important.

T9: Very, and the fact that I've not known anything else. I mean I started I left the university that summer that I graduated and I already had a job, and I went into a team situation. So (pause) I don't know if you want to call it an advantage over people that have been self contained forever I think to me it's a good advantage I'm glad that I had to experience it. I think it makes my job a lot more fun.

DL: Anything else that you would like to add about, umm, the teaming situation?
T9: No, except I think I probably quit teaching if I wasn't in the teaming situation.

DL: That's powerful.

T9: Like I said that one year I really...

DL: What would be the main reasons for that why would you quit teaching if you weren't in a teaming situation.

T9: (Pause) Because I wouldn't enjoy my job, and if I'm not enjoying my job than I don't want to do that job, and than it would effect my students. To me that's a big commitment when I'm handed twenty four students by the end of the year, you know, I want to be able to give them back I've taken them from here to here, and if I can't do that, than I have no business in the classroom.

DL: So teaming is really broads job satisfaction.

T9: Oh yeah, definitely, as a matter of fact, I've probably had, and I've chances to leave that situation and I've probably hadn't left because I enjoy the people I work with, and the team so much.

DL: Thank you very much.
DL: Tell me about the team collaboration project here at Liberty School?

T10: The teaming collaboration part at Liberty school has to do a lot with being able to choose with you would like to team with. Ahh, at Liberty school it has been mostly all of the teams by grade level have chosen more or less to team. Although we do have some cross age teaming there. I think, umm, in our particular teaming it was works wonderful we have a wonderful teaming style. (pause) A teaming period (laughing) let's put it that way. That we our able to depend on each other, you know, it's become more of a instead of just colleagues working with each other has almost become like family within our team. So that if one of us is having a problem the other three or the other two depending on who's there will take over and try. So like I credit it's more it's gone beyond the job now to the point where you look out after each other as a person and ourselves too. In cross age teaming, umm, (pause) we team again you make up the teams that you would like to team with, or if there's in particular teacher who has asked you to team with her and you're willing to do that we do that too. At Liberty we have it almost every single teacher cross ages with somebody else. Whether it's a two three K5 which is what I do, (pause) by one I think different combinations of three K, so there's all different kinds of cross age teaming that will do not only, ahh, with fun activities but will also tie into whatever curriculum either one of the two grades of studying and see just adapted so that it will be good for both grades.

DL: Tell me more about, umm, what you think contributes to the success of the teaming situation, what are the things that make your teaming situation successful?

T10: I think the willingness to be real open with each other, and to be, ahh, (pause) to be real open to trying out each others idea, and not putting each other down. If we see something, ahh, that doesn't work we do in a positive way where we'll critique it, and maybe if we don't want to do it we'll change it a little bit maybe try a different way. (pause) Umm, I can only speak for my teaming, okay, I only observed the other teams through what they do, and that's not enough I can't say. But as far as our team like I said we're always real willing to try each others ideas, if, umm, one of us has more, ahh, materials than the other we're not ready to put the other person
down. We help each other out instead, we help each other. And if the case be it that we know that we have to teach something, and none of us have materials, all of four of us together will go out and research and we'll go to the library look for materials, and we're not afraid to put something on the other person, you know, to ask somebody to do it. Okay. It's very different, I shouldn't say very different, but every grade level has it, but in our teaming situation we're real open also to the bilingual kids. Where as I understand some of the other grade levels are not. We don't look at the other two non English, ahh, teachers, I'm sorry, not non English (laughing) but non bilingual teachers do not look at our bilingual kids as no I don't want them in here, I will not be able to teach them. They give it a try, and when it comes to the point where they see that they're not getting to them, than they'll come back to us, and they'll ask us to redo it for them, you know, we see all the kids equally, you know, all the kids equally we're going to switch with each other, we don't say well you just have to do it, because the bilingual kids say they can't. We all give it a try to all of the kids before. I think that is what makes it work, like I said aside from the point how I had already said before that, you know, we like each other as people too not just as colleagues.

DL: Okay, so the things that I'm hearing you say or that you like each other as people and you've been able to create what you've referred to as a family type of situation that you feel this close bond to one another. It's so close that you accept each other for who, ahh, each person is, and that you're not afraid to ask each other for help when help is needed, and you're not afraid to, ahh, even, ahh, go to somebody even if they don't ask for help, and offer assistance.

T10: Correct.

DL: Umm, and it seems like you're also able to, ahh, work together real well one of you're examples is that if you don't have materials, or you don't know enough about something that you're going to teach, the team, your team is willing to go to a library, or go wherever to seek out as you called it research other information and materials.

T10: Right.

DL: Umm, and you said than together you try things and that you try things in different ways.
T10: Right, correct.
DL: And that you try ideas.
T10: Right.
DL: And also this whole sense of being open to ideas accepting what each other has to say, what each other thinks.
T10: Correct.
DL: And those things contribute to the success of your teaming situation.
T10: I would have to say yes.
DL: So it sounds like a lot is going on.

T10: Yes I think within our team a lot does go on, and like I said if something doesn't work out we try and redo it, you know, to a different way, and if it's working for one and not three or two and two the two will continue and the other two will shift. To do the same thing, but in a different way. One thing too like I was saying as far as materials or not understanding something to do we'll inservice each other too. If one of us has gone to a workshop and the other two have not, and we have liked what we did, we liked what we saw, and we think it will work out, we'll inservice the other two of the other three which ever way it works out, and we give it a try, again as I mentioned before. (giggled)

DL: Good. Are there any things that perhaps may hinder the success of the work situation, umm, that you have now which is teaming?

T10: (Pause) No.
DL: Are there any things that possibly are going against the success of your working together?

T10: I think in a certain way the only thing that will come to my mind right now as far as hindering would be, ahh, sometimes the stress of being asked to do, ahh, something different, ahh, and being asked only certain members of the team to do it. Because we do work so closely related a lot of times it's been real difficult for us to let go I think, umm, because we see ourselves working really good and doing some good things with our kids. It's
kind of maybe it's become, umm, I don't know if we want to say it's selfish of us, or if it's just a cover that we don't want anybody coming in, and yet we don't want nobody going out. Although we won't say no to whoever wants to try something different. But I think as far as hindering our teaming it would have to be that. Certain members being asked to do certain things where the other members are not.

DL: When certain members are being asked to do different things. Do you mean with regards to their teaching, or what types of things are you referring to?

T10: Oh boy. Umm, maybe different assignments is what I'm looking at, ahh...

DL: Assignments within the school?

T10: Yes. A different teaching assignment, or, umm, even to be asked to go to different workshops where, you know, it's not asked of the others. Umm, I would feel that that would be the thing that hinders us the most.

DL: And who is doing the asking?

T10: (laughing)

DL: You don't have to respond to that if you don't feel comfortable that's fine?

T10: (giggled)

DL: Okay, umm, alright so than the stress in being asked to do things differently. So I guess what you're talking about, umm, is, ahh, you all work so well together as a team. That when, umm, two of you or however many of you go off in a different direction because of an invitation by a group or an individual, umm, than the others are almost feeling like, ahh, they are left behind?

T10: Yes to a certain extent, yes, but aside to that point it, umm, (pause) I think it's the feeling that they're coming in to break us up, you know, to break a good thing that we have. I know a lot times people tend to say well but than you start to stagate, you know, but my feeling has to how I've shared it with my team is there's no way we can stagate if we're always trying different ideas. The only thing maybe that would be stagating is that we're the same team members, you know, like I mentioned before, and something that you didn't mention that we do work so well
that it's really difficult for us to say I want to go with somebody else, and in fact when certain members of our team had been asked to take on a different assignment we'll ask another one to come along because we're afraid to go try with somebody else, because of what we see with other teams too. I guess maybe because we have a good thing going, we're afraid to fail I don't know in that sense.

DL: So, okay, so we have two things that are possibly creating a hinderance to the success. One is, ahh, (pause) when, umm, the team possibly is, ahh, starting to break up for whatever reason.

T10: Right.

DL: And, umm, it wasn't the teams choice.

T10: Right.

DL: It was somebody else is making the decision that this team should be broken up.

T10: Right.

DL: Okay.

T10: And it's not that they break us up they kind do put a certain amount of pressure on you, or an expectation of you to do it, you know.

DL: An expectation to break up?

T10: To try on this other, another teaching assignment, you know, where and it's really hard for us to say no let's put it that way.

DL: And, umm, what do you think can be done to make that turn around, so that that isn't the case. What kind of suggestions do you have to (pause) make that happen differently?

T10: (Pause) I don't know if I do have a suggestion per say right now. Umm....

DL: You would just like to see it stopped?

T10: I would like to see the way things, umm, the way people say that you do have a choice as to what to do, okay, and I would like to see that happen internally from you, you know, from yourself to go and to be wiling to try
on this teaching assignment instead of people just, ahh, putting some pressure on you to try it out.

DL: So choice individual choice is more important than somebody telling you that you have to do something?

T10: Yes, yes.

DL: And that....

T10: And it's fine if somebody asks you, but leave it up to you to continuing to say and to the point that you finally well I'll do it, you know, I don't know that. Umm, I don't know that we would be able to do a good job with it.

DL: Because you're doing it for some other purposes that aren't your own.

T10: Other than your own exactly, other than what you believe.

DL: Okay. So in may ways you're talking about, umm, (pause) doing something that go against your beliefs?

T10: Yes.

DL: Wow that's hard?

T10: Yes. (giggled) (Pause)

DL: So if...

T10: Not so much sometimes, you know, the belief but I think the preparation time is, you also have to be ready to take on a different teaching assignment, and I think only you know when you're ready for it. I think people on the outside can observe and say yes you're ready, but you yourself feel you're not. Than I don't think it would work either, you know, you really have to internalize what you feel, and, you know, to really think if you can do it or not, before you can honestly say yes I'll do it.

DL: (Pause) The second point that you made is that, umm, something that may hold a group back from achieving all the success they could is having the feeling or the sense of failure.

T10: Yes.
DL: So tell me more about that?

T10: Of failure. Umm, well, okay, I'm sorry, like I mentioned before, okay, (giggled) we work, real, real, real, real well together, and we have good things going, and I guess, you know, I just feel that we wouldn't want to see anything go bad. Okay. So a lot of times because we do work so well together and a lot of times it's, you know, the simple thing of translating materials, you know, that we don't just put it on one person we'll take on we never say it's your turn it's your turn or whatever. You know who ever has it or who ever does it, you know, just fine we never put, and I feel that if a team like that was to be broken up and I'm sure it will never go forever, you know. I just think feel that I wouldn't do as good as a job and I would go back down to ground zero, you know, I would be in a sense failing, you know, I don't know that I would feel as good about myself. I see that with my team members too.

DL: That they're experiencing that also?

T10: Yes, yes. We have good things going already, you know, we're all willing to try out new things, real open to trying out new things. We never do exactly the same thing year after year after year. We always switch around, we're always adding in something every single year.

DL: So it sounds like you are open to change?

T10: Yes we are.

DL: But what concerns you is a changing, ahh, when you're suppose to change?

T10: When we're suppose to change and our teaming, okay, the changing of our team.

DL: Okay.

T10: Because of the reason like I said before is that we do work so well together and we take care of each other and we look out after each other, and we do help each other out tremendously. I don't know if it would work with the same with other people, you know, whether it's me changing to another grade level, I don't know that it would be the same way. I don't know if I would be at the same point where I initially starting out my teaching, where I was just doing everything on my own kind of seeking help, but not being directly, you know, helped in a sense. So it was a lot of
trial and error, and I think we're at a comfort level right now where yes we are going through trial and errors through, ahh, (pause) activities that we try out, curriculum that we try out, but we're all in it together and we're ready to fail together, you know, succeed together, where as if it was just one person I think it's just a little harder to accept.

DL: (Pause) Are there other things that come to mind that may be blocking the success of the team, or do you think those are the mains points?

T10: I would have thought that would be the only thing to, and not that I think our team is extremely success, I really feel our team is extremely successful it's been very few obstacles that have come within our way, and like I've mentioned.

DL: Such as?

(Pause)

T10: You know just certain things for us to try out, or, umm, (pause) it's so few that I can't even think about them right off hand I would really have to sit and analyze for a long time. But, umm, we overcome them, you know, between the four of us we do overcome them, you know, and work them out to where we are working them it out, but we're also working it out to our expectations.

DL: Will the team be the same for this coming year?

T10: Yes, unless things change (giggled) like I said certain pressures have been put on certain people, but it will be the same.

DL: (Pause) What has... go ahead.

T10: I'm sorry within two and three years it might be different, okay.

DL: Why do you think that?

T10: Because of the asking of doing certain assignments like I've mentioned, umm, but at the same time I think if we're strong enough that, ahh, we can continue to do it on our own. Okay, but this up coming year will be the same.

DL: (Pause) What do you think that the teaming situation has done for you personally?
T10: It's made me a better not only a better person, but a better teacher, okay, it's taught me a lot of things, because like I have said before we tend to inservice each other, okay. So even though one of us does not, ahh, go to a certain workshop or inservice we know we'll get the other ideas from each other to the point where we're having individual inservices within our own team. Umm, (pause) the I think the (pause) what's the word I'm looking for (pause) you know, the enthusiasm of each other is the different personalities of each other has taught me a lot too, you know, umm, in the sense that I have the same within my own student who I have to watch out for that and be able to, ahh, deal with those imperticular personalities or enthusiastic endeavors that each one of them have too. You know we tend to see that within our team, and like I said we adapt, okay, we're real open, and if one isn't very enthusiastic about a certain activity or a certain part of the curriculum we're willing to try it out, okay. Even sometimes if we feel that it might not work we're willing to try it out and we do try it out, and a lot of times we find out that yes it didn't succeed, and sometimes we find out that even the person who's very enthusiastic finds out that hey way a minute it's not working either, you know. And vice versa we see a person that is down, and than we bring them into it, you know, we work certain ways to help that person get more motivated and get going with the team too, and with the students and themselves too. We're always real willing to suggestions, okay, and we do if it's to the point where we have to leave our class to go help out the other class we'll do our best, you know.

DL: So for you personally what you said that teaming has done for you has helped to make you a better teacher?

T10: Yes.

DL: Tell me more specifically what does that mean to helped make you a better teacher?

T10: I'm real willing to try out new things, okay, and like I did mention that when I first started out it was just me against four other teachers, okay. That was real difficult for me I a lot of times had to go back and rely on my sister, instead of, which she was a different school instead of me relying on other that were within my own school, who knew the curricula. I was very isolated I think in that sense and I remeber feeling isolated I remeber putting posters right in front of my door I didn't want nobody looking in, I didn't want you know nobody seeing what I was doing afraid of, umm, criticsim maybe
putting it that way, and once the teaming if it came into mind it was wonderful because a lot of what didn't know somebody else was helping me do it, they were giving me suggestions, you know, and from there I feel I blossomed to the point now that I'm real real, umm, comfortable with myself giving suggestions to other people, you know, to where at one point I would have never done that. I would have just internalized everything just taken it back with me, and me decide to if I want to do it or not. This time around I'm also giving out suggestions, you know, people want to try it out fine, if people don't want to try it out that's fine too. I think that in a sense that's made me the best teacher now.

DL: So it sounds like you have gone from the teacher who, ahh, kept her teaching behind closed doors and everything was very private?

T10: Yes.

DL: To the teacher who is, ahh, now much more open not only to others but for others to come in and share with you and so now teaching is more public?

T10: Yes, yes, and much more comfortable.

DL: Much more comfortable.

T10: Yes, yes.

DL: Ahh, interesting. More comfortable now than it was when you were alone, because you have the contact with people, and you're always talking with teachers?

T10: Yes, yes, and other people opening their doors up to me too. I think makes me comfortable, and me seeing other people teach certain ways, or listening to them teach certain ways gives me the idea that I'm doing a good job too, you know, hey, yes you are on the right track too. Whereas when I was behind closed doors I didn't know if I was doing it right or not, you know, the only thing the only feedback that I really had was from my principal which would come through the evaluation and that would be about the only time I would see it.

DL: (Pause) Wow this is a real different point that you're making that teaming creates a way for you as a teacher to appraise your own teaching?

T10: Yes.
DL: That's pretty significant.

T10: Again I'm speaking though my own team, okay.

DL: Yeah, yeah.

T10: I think we've gotten to the point to where we even feel that way. Okay, that we're constantly giving each other pats on the back, you know, if no one else than we do it. You know, because we do know that we are going on the right track. And if we're not than we ( ), you know, we push everybody each other, you know, into the right direction. It does I honestly say that yes I have come a long ways, and this has made me a better teacher.

DL: So if you didn't have the teaming situation....?

T10: I think I would be back behind closed doors. I feel I probably be at that point.

DL: So it's almost like you would regress if you didn't have the teaming situation?

T10: Yes, yes, okay.

DL: So teaming really does help your teaching to become better, helps you to grow into professional?

T10: Extremely, yes.

DL: (Pause) Any other thoughts anything else that you would like to add about what you have been able to about teaming?

T10: I think you with the questions that you have asked, you know, have been very to the point, and I think, ahh, we've covered my feelings as far as our teaming is considered. Maybe one other the other aspect that I had mentioned which through the cross aging teaming, okay, and that works wonderful too, and that if you do have to find a person with again with similar personalitites. Because if you don't I think it can be very stressful situation, you know, and, umm....

DL: Is it just personality?

T10: No I think say not teaching, umm, ideas maybe in, ahh, (pause) the same philosophies maybe if that's the word that we're looking for. But you have to find somebody that
you can know what you can do, or know what you can't do with that person.

DL: So someone that pretty much has similar they don't have to be the same but they're similar beliefs about teaching?

T10: Yes, yes.

DL: Because you wouldn't feel comfortable if you were cross aging teaming that totally had a different conception of teaching.

T10: Exactly, I don't think I would cross age with that person.

DL: Yeah.

T10: I think I would I just keep it and not cross age at all, you know, the cross aging that we have done has worked wonderful, you know, and at our school we've never cross aged bilingual with mono-lingual English. They're are some combinations like with my particular situation I have a bilingual classroom and the K teacher that I team with is, ahh, mono-lingual English and we still work it out real good. Ahh, she has students that speak Spanish so we're able to adapt, you know, those kids to where no one is feeling left out. Umm, I have even gotten to the point where if it's too reading, ahh, with the kid, if that's the activity that we're doing than I also team with, ahh, bilingual first grade teacher, and my bilingual students will go with her. So sometimes it's like a three way, ahh, teaming, cross aging. Okay. And that works wonderful sometimes.

DL: So it sounds like students benefit from teaming?

T10: They do, plus that helps them a lot with their self-esteem, with their person as being able to be better also, you know, helping other kids help them to help themselves.

DL: Anything else?

T10: Not that I can think of at this point.

DL: Okay, thank you very much.

T10: Thank you.
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