To the Graduate Council:

I am submitting herewith a dissertation written by Judy Lynn Griesemer entitled "A Study of Perceptions about Staff Development in the Memphis City Schools." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Doctor of Education, with a major in Curriculum and Instruction.

Jerry J. Bellon, Major Professor

We have read this dissertation
and recommend its acceptance:

Accepted for the Council:

Vice Chancellor
Graduate Studies and Research

A STUDY OF PERCEPTIONS ABOUT STAFF DEVELOPMENT IN THE MEMPHIS CITY SCHOOLS

A Dissertation

Presented for the

Doctor of Education

Degree

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Judy Lynn Griesemer

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ABSTRACT

A staff development program that provides for the maintenance and renewal of both the organization and the individuals within that organization is in part guaranteed by good planning, implementation, and evaluation procedures. This study was designed to examine the perceptions of staff members about the processes of staff development in the Memphis City School System.

A survey and semistructured interview schedule were designed to obtain information about:

1. school district commitment to and community expectation of staff development;
2. the planning and evaluation process;
3. involvement in planning; and
4. how content for activities is identified.

In addition to total subpopulation perceptions, the study was also designed to examine teacher and administrator perceptions and teacher perceptions with respect to sex, race, years of teaching experience and degree attainment.

The data for the study were obtained in the Spring of 1976. The sample for the survey included 1200 teachers, 430 administrators, and 63 consultants. A total of 989 persons responded to the survey. The survey contained 19 statements. Those surveyed were asked to respond to each statement about the components of the present staff development program and the importance of those components. Thirty-two persons

were selected at random and interviewed. In addition, six persons who held major responsibility for the staff development programs were also interviewed in order to obtain descriptions of those programs. The semistructured interview schedule contained questions that paralleled the survey statements.

The survey data were analyzed by frequency and percent. A chi square value was calculated for each statement in order to compare teacher and administrator perceptions. A mean value of importance was calculated in order to rank the statements as perceived by teachers and by administrators. Teacher responses, with respect to the selected variables, were also compared by using a chi square value. The interview responses were analyzed by two trained judges and the researcher. The responses were rated along a continuum appropriate to the question and then examined for additional information.

Findings and conclusions of the study showed that:

1. There was a perceived school district commitment to staff development.
2. An increase in that commitment was warranted based on the perceived community expectation that the school district provide professional development activities for the staff.
3. An increase and clarification of financial support would aid in the planning and implementation of the staff development program.
4. There is a need to clarify the planning process for staff development and to determine the desired level of involvement of teachers, consultants, and administrators.

5. Teachers expected the Memphis Education Association to be involved in planning staff development activities.
6. A systematic procedure for identifying program content is needed and should include activities that are related to the needs of staff as identified through personnel evaluation.
7. The evaluation procedures for staff development activities may not have constituted, in some respondents' opinion, an evaluation system. Furthermore, the evaluation procedures were not perceived as capable of determining the effectiveness of activities with respect to changes in performance or attitude.
8. Black teachers and the more experienced teachers place significantly more importance on many of the components of the staff development program than white teachers and teachers with fewer years of experience. In addition, black teachers and the more experienced teachers perceived that many of the components occurred more often in the present program than white teachers and teachers with fewer years of experience. There was very little difference in the perceptions of teachers based on their sex or degree attainment.

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CHAPTER I

INTRODUCTION

Staff development is an important component of organizational health and renewal. Persons in industry, as well as many in the educational sector, recognize the potential for growth and renewal that a sound staff development program can provide an organization.

In view of the growth potential, federal and state involvement in staff development has increased over the last two decades. Beginning in the 1960's, federal aid was offered for educational improvement and staff development through the funding of such projects as Title III, the National Science Foundation summer and year-long institutes, and curriculum programs in mathematics, science and social studies.[1] During a span of three years, from 1972 to 1974, approximately one-third of the states passed legislation dealing with staff development.[2] In addition, each of the fifty states have laws that place certain requirements on the process and/or content of staff development.[3]

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[1]Roy A. Edelfelt and Gordon Lawrence, "In-Service Education: The State of the Art," Rethinking In-Service Education (Washington, D.C.: National Education Association, 1975), p. 15.

[2]Education Yearbook, 1973-74, ed. Bernard Johnston (London: Macmillan Educational Corporation, 1974), pp. 439-516; Education Yearbook, 1974-75, ed. Bob Famighetti (London: Macmillan Educational Corporation, 1975), pp. 436-514.

[3]Hannah N. Geffert, Robert J. Harper II, and Daniel M. Schember, State Legislation Affecting In-Service Staff Development in Public Education (Washington, D.C.: Lawyers' Committee for Civil Rights Under Law, 1976).

Negotiated agreements and judicial decisions, which regularly affect the local framework of education, sometimes have direct implications for staff development. When teachers and school boards negotiate agreements, the issue of staff development is often included.[4] Furthermore in a recent court decision, Meredith v. the Board of Education of Rockwood, Missouri, the judge implied that prior to dismissal of a teacher, efforts must be made to help the teacher improve in his/her job.[5]

The investment that the public makes in education through the support of public schools entitles them to raise the question of the amount of return on their investment. Teachers' salaries comprise the major part of every school district's yearly budget. One could argue that when a large amount of money is invested for a person's services a reasonable amount should also be appropriated for the maintenance and renewal of the person.

In recent years, declining enrollments and the over supply of teachers have marked the decline of staff renewal through "staff turnover." However, this state of equilibrium is looked upon by Frymier as a time "to focus on improvement efforts rather than programs associated with numerical growth."[6] In addition, Brown pointed out that

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[4]Robert M. Bush and Peter Enomark, "Control and Responsibility in Teacher Education," Teacher Education, Seventy-fourth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1975), p. 228; Edward J. Mulhern and Bruce McKay, "Staff Development: A Dynamic Model," Theory Into Practice, October, 1972, p. 249.

[5]Meredith v. Board of Education of Rockwood R-6 School District, 513 S.W. 2d 740 (Mo. Ca 1974).

[6]Jack R. Frymier, "This Issue," Theory Into Practice, October, 1972, p. 205.

the aging teaching staff that remains after a "reduction-in-force" may require a new kind of staff development.[7]

Staff development, although recognized as important, is often neglected. When it is provided, the accompanying activities are not always well received. Davis alluded to this in the following statement to the Senate Subcommittee on Education in 1967.

> In-service teacher training is the slum of American education—disadvantaged, poverty-striken, neglected, psychologically isolated, whittled with exploitation, and broken promises, and conflict.[8]

Staff development is recognized as being important to organizational health; however, perceptions of staff development programs often differ. Furthermore, it is likely that many staff development programs are unsatisfactory. The commitment that a school district makes to staff development, in addition to the manner in which it is planned and implemented, is key to the acceptance of the ideas presented during the activities. Therefore, an examination of the processes of staff development appeared to be justified in order to establish the present status of those processes and to provide direction for future staff development programs.

I. PURPOSE OF THE STUDY

The purpose of the study was to determine perceptions of professional staff members about staff development in the Memphis City Schools.

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[7]B. Frank Brown, "American Education: The Problems Ahead," NASSP Bulletin, May, 1975, pp. 28-29.

[8]Notes and working papers of Don Davies, from paper prepared for the Senate Subcommittee on Education, Washington, D.C., April, 1967.

Specifically the study attempted to answer the following questions.

1. What staff development programs presently exist in the Memphis City Schools?
2. To what extent is there community expectation of and school district commitment to staff development?
3. To what extent is there an overall planning and evaluation process for staff development?
4. Who is involved in the planning of staff development activities?
5. How is content identified for staff development activities?
6. How do teachers and administrators differ in their perceptions about the processes of staff development?
7. How important are the staff development processes as perceived by teachers and administrators?
8. How do the variables of sex, race, years of teaching experience, and degree attainment relate to the perceptions of teachers regarding the processes of staff development?

II. IMPORTANCE OF THE STUDY

The need and rationale for staff development is recognized throughout the literature. The need for staff development is based on the assumption that a teacher or administrator should continue to grow after they have begun their professional career. Hart proposed a model for staff development based on the following four assumptions.

> In-service training of teachers and related staff will benefit the child.
> The school system has the responsibility for providing teachers with both resources and the tools to perform competently.

> An identification of needs generally common among teachers is based on both experience and research.
> Professional growth accrues from a variety of experiences.[9]

Staff development is also viewed as a vehicle of change. Harris stated that,

> Though it cannot stand alone, in-service development is the most fundamental of the change processes, since it is concerned directly with the individual, is aimed at some change in his knowledge and behavior, and can affect his willingness to accept the change.[10]

There is an implication, from his viewpoint, that staff development means an effort to assist individual staff members in identifying their own goals and objectives within those of the organization. The purpose of staff development is to provide the means to attain those goals.

An examination of the related literature reveals characteristics that are basic to a good staff development program. These include.

> The support of the community and school system.
> A clearly defined planning implementation and evaluation process with goals and objectives that are clearly communicated.
> The involvement of all professional staff members in the planning process.
> The incorporation of identified concerns and problems of professional staff members in the activities.

The characteristics mentioned above suggest a framework or process of planning, implementing and evaluating staff development. Kozell stated that processes contribute to a

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[9]Helen A. Hart, "Self Renewal: A Model," Educational Leadership, March, 1974, pp. 500-501.

[10]Ben M. Harris, Wailand Bessent, and Kenneth E. McIntyre, In-Service Education: A Guide to Better Practice (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969), p. 28.

> . . . regularity of effort in staff development programs, which enables the planners and the participants to look back on accomplishments, examine the present state of affairs and then look forward to what should be done to rectify currently observed difficulties, and anticipate problem areas, or simply stretch the staff one next step; . . .[11]

Further rationale for staff development is based on increased interest in education coupled with potential conflict areas, such as court precedents, negotiated agreements and declining enrollments. Historically, staff development has been a vast waste of unrealized potential. Furthermore, the research on staff development generally substantiates the misuse and unrealized potential of staff development. Teachers and administrators are aware of its potential and its failure to meet their needs. It is therefore appropriate that Hewett called for

> . . . an administrative structure which will bring into responsible genuine partnership all those with a legitimate interest in the in-service training of teachers.[12]

A review of the literature revealed that teachers and administrators had conflicting perceptions of the process of staff development. The demographic variables of sex, years of experience and degree attainment have been identified in several studies as affecting teachers' perceptions of staff development. In addition to these selected

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[11]Charles E. Kozell, In-Service Training: Philosophy, Processes and Operational Techniques (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), p. 12.

[12]Stanley Hewett, "In-Service Training Provisions: Colleges of Education," In-Service Training: Structure and Content, ed. Roger Watkins (London: Wardlocke Educational, 1973), p. 42.

variables the race of a teacher may affect his/her perceptions of staff development.

This study was designed to determine commitment to the specific processes of staff development in the Memphis City Schools. One procedure for determining that was to survey the staff regarding their perceptions of the processes of staff development. In an effort to provide information for future directions it was also important to determine the importance placed on the various components of that process.

III. ASSUMPTIONS

1. The processes of staff development in a large urban school system are similar to processes used in other types of school systems.

2. The survey and semistructured interviews yielded the data needed for the investigation of the processes of staff development for this study.

IV. DELIMITATIONS

The study was part of a comprehensive evaluation of the Memphis City Schools. As part of that evaluation, conducted jointly by personnel from the University of Tennessee, Knoxville, Memphis State University, and the Memphis City Schools, the needs and goals, organizational structure, and program operations have been

analyzed.[13] The staff development program was one of the components of that school system that required examination. This study focused solely on the processes of staff development as perceived by respondents and reported on the survey and during semistructured interviews. The survey was part of a larger survey instrument used to determine the perceptions of professional staff regarding several programs, including staff development. The survey and interviews were conducted in the Spring of 1976.

V. DEFINITION OF TERMS

Professional development, for the purpose of this study, includes all programs of in-service, staff development, and the Professional Growth Series offered to teachers, consultants, and administrators in the Memphis City Schools.

Staff development, as used in this study, was defined as the overall planning, implementation, and evaluation process which assists professional staff members in identifying their needs, provides appropriate activities for meeting those needs, and evaluates the fulfillment of those needs.

In-service activities were those activities provided by the Memphis City Schools under the in-service program mandated by the State of Tennessee.

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[13]Jerry J. Bellon and Robert L. Saunders, Program Evaluation for the Memphis City Schools (Memphis: Memphis City Schools, 1974).

Professional Growth Series was a program in the Memphis City Schools which offered a variety of activities for which individuals received credit for professional growth.

The Staff Development Program, a newly organized program in the Memphis City Schools at the time of this study, included the administrator academy, a curriculum development project, and some of the Professional Growth Series. Its function was to be further defined during the 1976-77 school year.

Area referred to one of the four major geographic areas into which the Memphis City School district is divided. Each area was administered by an area superintendent, who was responsible to central office personnel of the Memphis City Schools.

VI. PROCEDURES

All data for the study were collected by means of a survey and semistructured interviews. The procedures used to select subjects, develop the instruments, and collect and analyze the responses are presented in the following discussion.

The Survey

The Memphis City Schools' personnel identified a random sample of 1200 teachers as possible respondents to the survey. All administrators and consultants were given the opportunity to respond to the survey. Each person selected was then identified by name and school or office designation and code for the purpose of distributing the survey.

The survey was developed following a review of the literature for characteristics of the processes of staff development. Items were included in the survey to collect data for questions 2-8 of the study. The survey was reviewed by a lay advisory group in Memphis and four faculty members at the University of Tennessee, Knoxville. The survey instrument was field tested in two graduate classes at the University of Tennessee, Knoxville.

The survey data obtained from the staff were analyzed for total group perceptions and perceptions of teachers and administrators. Frequency scores and percentages were computed from the data for each group separately and for the total group of respondents. This method was used to determine the perceptions held regarding the present processes of staff development. The data were also analyzed by frequency and percentages to determine teacher and administrator perceptions about the importance of the components of the processes of staff development. Means of the responses were calculated and then ranked in order to determine which characteristics of the processes of staff development were considered of highest importance by teachers and by administrators. A chi square test was used to determine if there was a difference between the responses of teachers and the responses of administrators to each statement. A cross tabulation of the responses of teachers to each statement was made with each of the selected variables of sex, race, years of experience, and educational attainment. A chi square test was used to determine if there was a difference between any of the selected variables and the teacher responses.

The Semistructured Interviews

Thirty-two professional staff members of the Memphis City Schools were interviewed by the researcher. The respondents were selected at random by the Deputy Superintendent for Instructional Services and the four area superintendents. Six persons who held major responsibility for the professional development programs of staff members of the Memphis City Schools were also interviewed.

The semistructured interview schedule was developed to obtain data to answer questions 1-5 of the study and to parallel the statements of the survey. The semistructured interview schedule was piloted with three staff members at the University of Tennessee, Knoxville, and revised at that time.

The semistructured interviews were analyzed separately by the researcher and two trained judges. A percentage of agreement was calculated after all three had analyzed the responses from each interview. The responses were categorized according to questions 2-5 of the study in order to substantiate and supplement the findings of the survey. The responses were rated, when possible, along a continuum appropriate to the question. The responses were also examined for the purposes of extracting information that supported or supplemented the survey data. The interview responses were analyzed for total group perceptions.

The six persons who held major responsibility for the professional development program of staff members in the Memphis City Schools were interviewed. These interviews were analyzed in a manner similar to the interviews of the other respondents. This was done for the purpose of

answering question 1 of the study and formed the basis for the brief description of the professional development programs in the Memphis City Schools.

VII. ORGANIZATION OF THE STUDY

Chapter I deals with the problem and its delineation. Chapter II contains a review of related literature. Chapter III describes the methods and procedures utilized. Chapter IV contains a brief description of the professional development programs in the Memphis City Schools with an analysis of the data obtained from the survey and semistructured interviews. The summary, conclusions, and recommendations are presented in Chapter V.

CHAPTER II

REVIEW OF RELATED LITERATURE

An effective staff development program is contingent upon certain characteristics that help to insure the success of the program. This review of previous investigations and other pertinent literature regarding the processes of staff development served two purposes. First, the review of related literature assisted the researcher in identifying those components of the processes of staff development that are associated with successful programs. These characteristics provided the basis for formulating the major questions of this study and developing the survey and semistructured interview schedule. Second, the findings of this study were compared with the findings of the studies reviewed. Those comparisons form part of the basis for the conclusions and recommendations presented in Chapter V.

The review of related literature includes a brief examination of the history of staff development. The next sections include a discussion of investigations with respect to community expectation of staff development and school district commitment to that development. Also examined are the planning process and staff development, participation in the planning of staff development programs, and the identification of staff development program content. A review of research regarding teacher and administrator perceptions of staff development is presented in the next section. The last section includes a review of the research on teacher

perceptions of staff development with respect to the sex, race, years of teaching experience, and degree attainment of the teacher.

I. A BRIEF HISTORY OF STAFF DEVELOPMENT

A brief review of the history of staff development exposed both similarities and dissimilarities of the processes of staff development as it has evolved over the last one hundred and fifty years. It also provided a perspective for future decision making regarding staff development.

The nineteenth century teacher generally lacked in subject matter knowledge and methodology, and was immature, inexperienced, and poorly educated. Therefore, the major purpose of in-service then, and to a great extent now, was remediation. The principal format of in-service programs was two- or three-day institutes and short evening courses.[1] Tyler's "In-Service Education of Teachers: A Look at the Past and Future," includes an observation regarding the attitude of teachers with more years of experience.

> From the reports of the teacher's institutes of that period, veteran teachers showed greater interest in learning a new approach to a task like teaching decimal fractions than did beginners.[2]

In-service during the period from 1880 until World War I was expanded from two- or three-day institutes to include summer institutes.

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[1] Ralph W. Tyler, "In-Service Education of Teachers: A Look at the Past and Future," Improving In-Service Education: Proposals and Procedures for Change, ed. Louis J. Rubin (Boston: Allyn and Bacon, Inc., 1971), p. 6.

[2] Ibid., p. 7.

These institutes were conducted at normal schools throughout the country and attracted guest lecturers such as Cecil W. Parker and Frederick Burke.[3] By the beginning of the twentieth century, two-thirds of the stated required teachers to attend some institute sessions.[4]

During the 1930's, efforts to require quantitative standards, or a certain number of college credits, for a teaching certificate were increased in most states. In-service played a major role in assisting teachers to obtain the necessary hours for these new certification requirements. Teacher colleges, which emerged in the late 1930's and 1940's, also contributed to the development of in-service education programs as a continuation of their preservice program offerings for prospective teachers.[5] During the 1940's the bachelor's degree, particularly for high school teachers, became a requirement for certification.[6]

At the local school level, in-service programs were arranged by administrators and supervisors. Their authority in determining needs and providing programs was unquestioned.[7]

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[3]Ibid., p. 7.

[4]Stephen M. Corey, "Introduction," In-Service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1957), p. 2.

[5]Tyler, p. 14.

[6]Roy A. Edelfelt, "In-Service Training of Teachers," The Teacher's Handbook, eds. Dwight W. Allen and Eli Seifman (Glenview, Illinois: Scott, Foresman and Company, 1971), pp. 27-28.

[7]Herman G. Richey, "Growth of the Modern Conception of In-Service Education," In-Service Education for Teachers, Supervisors and Administrators, Fifty-sixth Yearbook of the National Society for the Study of

The present status of staff development in the United States reflects the trends of the nineteenth and early twentieth century. Edelfelt and Lawrence describe this:

> In-service teacher education today bears a close resemblance to the concepts that have shaped it historically. It is usually required of teachers. Content and approaches are prescribed by universities and school districts. Course credits are mandated by state department regulations and school district policies. Although intentions have usually been good, too often programs are low level, piecemeal, and patchwork. Teachers achieve advanced degrees, credits for salary increments, and higher levels of certification, but the effort yields too little in the improvement of teaching or school program.[8]

II. COMMUNITY EXPECTATION AND SCHOOL DISTRICT COMMITMENT REGARDING STAFF DEVELOPMENT

The improvement of education requires the support and commitment of all those who have an investment in the schools. The public has an investment in schools and, therefore, has certain expectations of the schools. One of those expectations is the provision of an excellent education for youth. This requires the continual professional growth of teachers.

Westby-Gibson, based upon an extensive review of the literature, proposed guidelines for staff development. One of the guidelines stressed the need to enlist a high level of community understanding

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Education, Part II (Chicago: University of Chicago Press, 1957), pp. 43-52.

[8]Roy A. Edelfelt and Gordon Lawrence, "In-Service Education: The State of the Art," Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), p. 14.

and support. She argues that community understanding brings advocacy of the school system's goals and accompanying financial support.[9]

DiToste built a case for community commitment by virtue of the public's investment in preservice and in-service education. Based on the premise that the beginning teacher is "not a finished product," DiToste argued that the community should support the board of education in its efforts to provide adequate budget, time, materials and human resources for the developing new teachers.[10]

Just as community support is important, lack of it can become a major obstacle to a staff development program. One of the problem areas in implementing the staff development program in Spokane, Washington, was the lack of community support for continued teacher growth. The community assumed teachers were already educated and continued growth was not the responsibility of the school district.[11]

Also, commitment to provide a staff development program requires the support of the school board and administration, as well as the community. The Montgomery County Schools, Maryland, in designing and funding their staff development program, identified the following three influential groups. Staff development was a high priority of the school

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[9]Dorothy Westby-Gibson, In-Service Education—Perspectives for Education (Berkeley: Far West Laboratory, 1967), pp. 3-4, 42.

[10]Evelyn DiToste, In-Service Training for Beginning Teachers (Washington, D.C.: National Institute of Education, 1974), pp. 1-5.

[11]Harry Finnegan, "Into Thy Hands . . . Staff Development!" Theory Into Practice, October, 1972, pp. 222-223.

board and top level administration. The community leaders also voiced open support of the program.[12] Portland, Oregon, staff development program involved all personnel. Among the key factors that made this program feasible was that the community acted as a resource, and the school board and central office staff viewed staff development as a top priority.[13]

The community's official voice regarding school district matters is the school board. The school board, as the policy making body of a school district, has the responsibility of adopting sound policies to guide staff development. It must then provide sufficient financial allocations to support the adopted programs, including staff development. In this light, two studies suggested that school board policy be established regarding staff development. Duncan, in a study conducted in selected Alabama school districts in 1964, recommended that staff development and the operation of a program for that purpose be established by school board policy.[14] A need for a written board policy that established the commitment of a school district to staff development was a major recommendation in a study of the Berks County Schools in

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[12]Edward J. Mulhern and Bruce McKay, "Staff Development: A Dynamic Model," Theory Into Practice, October, 1972, p. 245.

[13]Vera M. Larson, "Portland's In-Service Involves all Professional Personnel," Educational Leadership, March, 1974, pp. 503-505.

[14]Billy Milton Duncan, "A Study of Factors Associated with Successful Operation of In-Service Programs of Education in Selected Alabama Schools" (unpublished EdD dissertation, University of Alabama, 1964). Dissertation Abstracts, January, 1965, p. 3990.

Pennsylvania. In this study it was recommended that the policy include provisions for staff improvement through staff development and leaves of absence.[15]

Indeed, one of the functions of written school board policy is to establish the role of the board with respect to staff development. The need for written policy was clearly demonstrated by the findings of Ellis, in a study of staff development in the New Hampshire public schools. In this study, conducted in 1975, Ellis recommended that an investigation be conducted regarding the school board's role in staff development. He found that 86.0 percent of the districts budgeted specifically for staff development. However, 95.0 percent of the districts had no written objectives for staff development.[16] The findings of this study suggest that financial support may provide some direction, but written objectives should accompany the appropriations for staff development.

One major advantage of school board and central office support is that teachers tend to view staff development programs receiving such

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[15]Walter Aaron Rohrbach, "An Analysis of the Organizational, Operational, and Financial Characteristics of Certain Programs for Professional Staff Improvement in the Public Schools of Berks County, Pennsylvania" (unpublished EdD dissertation, Temple University, 1972). Dissertation Abstracts International, January, 1973, p. 3223.

[16]Bernard Joseph Ellis, "A Study of In-Service Education Programs in the New Hampshire Public Schools" (unpublished EdD dissertation, Boston University, 1975). Dissertation Abstracts International, March, 1975, pp. 5718-5719.

support as more effective. This finding was reported by White in a study conducted in Texas[17] and by Marsh in a study conducted in South Carolina.[18]

The support of the school board is necessary for successful staff development programs for administrators, as well as teachers. Baker, in a 1973 study of elementary school administrators in Los Angeles, cited financial support and backing at all levels as one guideline for successful administrative staff development.[19]

Erickson and Rose stressed the need for school board support with financial commitment in the following statement:

> If a school board fails to appropriate maintenance and improvement dollars for the continuing education of its staff, it guarantees rapid obsolescence of the schools' most important and expensive asset—its educators.[20]

A community's expectation of the school district regarding staff development may be demonstrated by its willingness to support the

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[17]Marjorie A. White, Charles E. Raun, and David P. Butts, "A Study of Contrasting Patterns in In-Service Education" (Austin: Texas University Science Education Center, 1967), p. 17.

[18]Calvert Radcliffe Marsh, Sr., "A Consensual Procedure to Identify Practices to Evaluate the In-Service Education Program in the Elementary Schools of Richland County School District One" (unpublished PhD dissertation, University of South Carolina, 1975). Dissertation Abstracts International, May, 1976, p. 7102.

[19]Lillian Mildred Baker, "Guidelines for a Staff Development Program for Elementary School Administrators" (unpublished EdD dissertation, University of California, Los Angeles, 1973). Dissertation Abstracts International, December, 1973, p. 2945.

[20]Kenneth A. Erickson and Robert L. Rose, "In-Service Education," Handbook of Contemporary Education, ed. S. E. Goodman (New York: Bowker-Xerox, 1976), p. 246.

program via school board allocations. The school board, as the community's legal arm, may also voice its support through written policy regarding staff development. In addition, allocation of resources and written objectives give direction to staff development. One of the major arguments for demonstrated support of staff development by the board and central office is that it has been associated with positive teacher perceptions of the program.

III. THE PLANNING PROCESS AND STAFF DEVELOPMENT

There are several components of a good planning process, whether for staff development or some other program. These components include stated goals and objectives, the involvement of the appropriate people in the planning process, how content is identified, resource allocation, and evaluation.

Planning is given direction by stated goals and objectives that are clearly communicated to all those affected by the program. Planning should involve those persons affected by the program. The program, in turn, should reflect their needs, concerns, and problems as well as recent trends in the field germane to the person's job. Resources necessary for the delivery of a good staff development program should be identified and committed to the staff development program during the planning process. The resources include money, time, material, and people. Procedures for monitoring staff development programs to insure that they are individually well planned and implemented should be built into the planning process. Each individual activity and its outcome,

as well as the total staff development program, should be evaluated to provide information for future planning.

The literature regarding goals and objectives, resource allocation, and evaluation are included in this section. The research regarding the people to be involved in planning staff development programs and identification of the content of staff development programs is extensive. Therefore, it has been placed in the two sections immediately following this section.

Goals and Objectives

One of the characteristics of many staff development programs is the lack of planning. This is often coupled with the absence of objectives which, when present, provide a framework or give direction to the planning efforts.

The objectives of staff development are considered to be generally those of continued growth, new knowledge, and self-renewal. The objectives of staff development for teachers, according to Bentley, were to:

> Bridge the disparity between preservice laboratory preparation and real world action in the schools.
> Teach those skills, knowledges, and understandings selected as in-service opportunities by using appropriate and effective teaching strategies.
> Establish a professional floor, minimum level of performance for teachers, based on progress within the various disciplines.
> Provide opportunities for self-renewal.[21]

In addition to these, Teague viewed staff development as a means of

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[21]Ernest J. Bentley, Jr., "Comprehensive Staff Development," Theory Into Practice, October, 1972, p. 262.

assisting the teacher in his/her adjustment to the local setting. This includes an orientation to the school's goals.[22]

The objectives of staff development for administrators include those for teachers, as well as some additional objectives. Gmelch, and others, stressed staff development for administrators based on their need to meet the changing times and knowledge explosion, the necessity of accommodating for inadequate preparation, and the need to combat organizational stagnation.[23]

Westby-Gibson gave direction for the future improvement of staff development and emphasized the need for effective planning in the following statement.

> A good school of tomorrow already exists in the best educational practices of today. It will not be limited to any one point of view or one plan or organization or practice. For the good school is the one that achieves its purposes effectively. To do this it must be constantly changing.
>
> But change alone is not enough. If objectives are to be reached, change must be planned and effective in-service education programs must be an integral part of the schools' plan for change. For only then can change be what it must be, not the result of accident or piecemeal tinkering, but carefully effected planning.[24]

One study, in particular, found that complex plans were identified with successful staff development programs. Likewise, lack of planning was identified with programs that were not successful. Mann, working

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[22]Wayne Teague, "An Evaluation Analysis of the In-Service Program for Teachers and Administrators in DeKalb County, Georgia" (unpublished EdD dissertation, Auburn University, 1962), p. 1.

[23]Walter H. Gmelch, Robert L. Rose and Kenneth A. Erickson, "Rx for Professional Growth: In-Service Education," Oregon School Study Council Bulletin, January, 1976, pp. 2-6.

[24]Westby-Gibson, p. 52.

under contract with Rand Corporation, analyzed five staff development projects sponsored by the United States Office of Education and classified them as either successful or not successful. One of the factors he identified in the most successful project was a complex, ambitious plan that had various input sources.[25] Mann argued, in his report, that the most complete plans gave direction to the project because they detailed the means of attaining the goals.[26]

Brimm and Tollett in their study, In-Service Education in Tennessee, sponsored by the Tennessee School Board Association, found that most staff development programs suffered from a lack of planning. At the conclusion of their study they made the following statement.

> This study generally substantiates the notion that in-service programs are poorly planned, inadequately executed, and lack proper evaluation procedures. In-service programs often suffered from lack of financial support but more often they suffered from a lack of planning and direction.[27]

Furthermore, three studies have been conducted in which the presence of goals and objectives were examined. In two of these studies an entire state was surveyed. First, Tarr, in a 1969 study of the Iowa schools, found that 84.0 percent of the district studied did not have written objectives for staff development. In addition to this, Tarr compared staff development programs in large and small school districts.

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[25]Dale Mann, "The Politics of Staff Development" (paper presented at American Educational Research Association, Washington, D.C., March, 1975), p. 10.

[26]Ibid., p. 13.

[27]Jack L. Brimm and Daniel L. Tollett, In-Service Education in Tennessee (Nashville: Tennessee School Board Association, 1974), p. 31.

He found that large and small school districts were equally lacking written objectives for staff development.[28]

The Brimm and Tollett study found that 77.0 percent of the districts lacked formal objectives for staff development. This finding helped support the statement by Brimm and Tollett referred to earlier in this section.[29]

A study of the staff development program in DeKalb County School System, Georgia, revealed the lack of goals and objectives. Teague found that specific goals were not formulated and kept in focus. In his conclusions he cited this as a major weakness of the program.[30]

The presence of clearly stated goals and objectives has been associated with effective staff development programs. In a study of staff development programs in selected middle schools, Feinberg found several distinguishing characteristics of the staff development programs that were identified as "highly effective." Among the factors identified were clearly defined, specific objectives for staff development programs.[31]

Additionally, Bigelow conducted a study of selected school districts in the midwestern states. The purpose of his study was to establish

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[28]John Earl Tarr, "An Analysis of In-Service Education Programs in Iowa Schools" (unpublished PhD dissertation, The University of Iowa, 1969). Dissertation Abstracts International, January, 1970, pp. 289-291.

[29]Brimm and Tollett, p. 31.

[30]Teague, p. 182.

[31]Marvin Warren Feinberg, "An Analysis of Guidelines for In-Service Teacher Education Practices in Selected Schools—Grades 5-9" (unpublished PhD dissertation, Northwestern University, 1974). Dissertation Abstracts International, December, 1974, p. 3561.

guidelines for the organization and implementation of staff development programs. Several of his findings suggested the need for clearly stated goals and objectives in addition to a systematic planning and evaluation system.[32]

The studies reviewed suggest that the presence of good planning is one characteristic of effective staff development programs. Clearly stated goals and objectives provide a framework for planning or give direction to those planning efforts.

Time, Budget, and Materials

Sufficient and appropriate time, budget, and materials are necessary to a good staff development program. Furthermore, the provision and appropriation of these resources is a demonstration of the school district's commitment to staff development.

The resources of time, budget, and materials have been identified as conditions important to the effectiveness of a staff development program. Bush outlined what he considered to be "the five most important conditions for an effective program" of staff development. They were:

> . . . (1) sufficient time to engage in the program, (2) conditions such that the program can be conducted with the necessary materials and supplies at hand, (3) a program that is relevant to the problem undertaken, (4) the necessary

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[32]Eugene Bruce Bigelow, "A Survey Analysis, and Proposed Program of In-Service Education in Selected School Districts in Six Midwestern States" (unpublished EdD dissertation, University of South Dakota, 1969). Dissertation Abstracts International, March, 1970, p. 3821.

> financial and other types of support required to carry it out, and (5) an opportunity to use the results of the training in the regular school situation.[33]

Adequate time and materials have been associated with staff development programs which were reported as being beneficial. In 1971, Kaz examined the staff development program of an urban public school system. Teachers associated adequate to outstanding resources of time and materials with the most beneficial programs and inadequate to fair resources of time and materials with the least beneficial programs.[34]

In several studies the time that staff development activities are held with respect to the school day and school year has been examined. Adams studied several staff development programs in 1971. She found that most sessions were held prior to the opening of school in the Fall, or during faculty meetings.[35]

Schild, in 1964, studied 29 school systems throughout the United States. He found, at that time, that 56.0 percent of the systems provided release time for staff development activities. Forty-seven percent of

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[33]Robert M. Bush, "Curriculum-Proof Teachers: Who Does What to Whom," Improving In-Service Education: Proposals and Procedures for Change, ed. Louis J. Rubin (Boston: Allyn and Bacon, Inc., 1971), p. 56.

[34]Sidney Erwin Kaz, "An Analysis of Teacher In-Service Education in an Urban School System" (unpublished EdD dissertation, Columbia University, 1971). Dissertation Abstracts International, December, 1971, p. 3139.

[35]Anne H. Adams, "Structure and Content of In-Service Education Programs," Education, November-December, 1971, p. 13.

the districts extended the school year for less than 10.0 percent of the professional staff to engage in staff development programs.[36]

Finding the most effective and appropriate time may be difficult in providing a successful staff development program. Finnegan noted that the provision of time for staff development activities was a problem in the Spokane, Washington, program. The time that activities were held affected the attitude and receptivity of the participants.[37]

Several studies in which the provision of appropriate time was examined have included suggested times for staff development. Westby-Gibson suggested three possible time considerations: longer contracts, release time during the day, and leaves of absence.[38] Each of these would require additional financial appropriations. The idea of release time during the regular school day has also been suggested by Johnson[39] and Baker.[40]

The resources of budget and time have also been studied, as early as the middle sixties. Furthermore, the link between these two resources

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[36]Robert Joseph Schild, "A Study of Certain Practices and Some Proposed Directions for In-Service Education Programs in Selected Schools of the APSS" (unpublished EdD dissertation, Columbia University, 1964). Dissertation Abstracts, July, 1964, p. 316.

[37]Finnegan, pp. 222-223.

[38]Westby-Gibson, p. 38.

[39]Margo Johnson, "Looking Back at Thinking Ahead: 87 Educators in Session," Rethinking In-Service Education, eds. Roy A. Edelfelt and Margo Johnson (Washington, D.C.: National Education Association, 1975), p. 73.

[40]Baker, p. 2946.

was suggested in several studies. Wesner found, in 1964, while studying larger city school systems throughout the United States, indications of increasing annual budgets and a wide variety of patterns in scheduling time for staff development.[41]

The National Education Association conducted a study in 1965 for the National Commission of Teacher Education and Professional Standards. During this study, 397 brief reports of current practices were analyzed in order to detect trends in staff development practices. An increase in regular budgeting for staff development and more release time during the school day for activities were two of the trends noted.[42]

Despite the evidence of increased budget and time, in three studies insufficient time and budget allocations were determined to be hindrances to the staff development program. Cogan cites insufficient funds and time as major factors related to the school's "incompetence in the performance of their in-service responsibilities."[43]

Khan, in a study of the Nebraska schools in 1969, found a lack of definite budget provisions for staff development. He found, however,

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[41]Gordon Eugene Wesner, "A Study of In-Service Education Programs for Secondary School Teachers in Selected Large-City Public School Systems" (unpublished EdD dissertation, University of Kansas, 1963). Dissertation Abstracts, June, 1964, p. 5159.

[42]William J. Brandt, ed., Current Practices in In-Service Teacher Education (Washington, D.C.: National Education Association, The Commission on Teacher Education and Professional Standards, 1965).

[43]Morris L. Cogan, "Current Issues in the Education of Teachers," Teacher Education, Seventy-fourth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1975), pp. 220-225.

that most school systems provided some release time for teachers to engage in staff development activities.[44] Bonorden, in 1974, studied the use of the ten days per year of state-mandated staff development in Texas. He found that 77.0 percent of the districts had funds labeled for staff development.[45] However, these funds were insufficient, since lack of available funds was cited as one of the greatest problems in the utilization of the ten days.[46]

Wealth is a factor in the providing of staff development activities. Taylor, in his study of one hundred Indiana school districts, found wealth to be a principal factor in the amount of staff development activities offered by the district. In those school districts of greater per pupil expenditure more was also spent, proportionately, on staff development.[47]

Tarr, in a study of school districts in Iowa, found that two-thirds of the districts had budget provisions for staff development. He found that the median budget allocation was eleven dollars per teacher. However, Tarr found no difference between large and small school districts in Iowa with respect to budgeting provisions.[48]

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[44]Asad Ali Khan, "Survey of In-Service Education Programs in Selected Nebraska Schools" (unpublished PhD dissertation, University of Nebraska, 1969). Dissertation Abstracts International, March, 1970, p. 3687.

[45]Henry Julius Bonorden, "An Analysis of In-Service Education in the Public Schools of Texas as Related to the Ten Days of In-Service Education Law Enacted by the Sixty-first Legislature" (unpublished PhD dissertation, Texas A & M, 1974), p. 59.

[46]Bonorden, p. 37.

[47]Bob L. Taylor, "Factors Influencing In-Service Teacher Education Programs," Journal of Educational Research, May, 1959, pp. 336-338.

[48]Tarr, p. 2891.

When a staff development activity is held, the necessary materials for implementing that activity should be readily available and in sufficient amount. Westby-Gibson supports this in her conclusion based on an extensive review of the related literature of staff development.[49]

Wealth is also a factor in the provision of materials for staff development. Brimm and Tollett found that 58.0 percent of the districts they studied in Tennessee specifically budgeted for staff development. Generally, these funds were used for materials and consultants.[50] However, 44.0 percent of the districts in this study reported inadequate funds in general, and 53.0 percent reported inadequate funds for materials in particular.[51] Forty-one percent of the teachers agreed that staff development lacked the necessary financial support.[52]

Time, budget, and materials are necessary resources for successful staff development programs. The provisions of adequate time and materials have been linked with successful staff development programs. It is only logical to link these with sufficient budget appropriations for staff development. Therefore, a school district may demonstrate its commitment to a successful staff development program through the provisions of time, budget, and materials.

Evaluation

Evaluation of a program provides information about the processes of the present program. More importantly, it supplies information for future

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[49]Westby-Gibson, p. 19.

[50]Brimm and Tollett, p. 31.

[51]Ibid., pp. 6-7.

[52]Ibid., p. 18.

decision making. Furthermore, the examination of process should include information about the content of activities and implementation of the ideas presented in staff development programs.

Evaluation of staff development programs has been urged for at least the last twenty years. Parker in a section on evaluation in the National Society for the Study of Education 1956 Yearbook, stated that appraisal should be an "integral part of in-service activities." This appraisal should be based on factual data with respect to the effects of in-service and provide the basis for making judgments.[53]

The presence of an evaluation component has been linked with successful staff development programs in two studies of staff development. Kaz conducted a study of junior and senior high school teachers regarding their perceptions of characteristics linked with least beneficial and most beneficial staff development programs. Kaz found that the presence of evaluations at the end of staff development programs were identified in most beneficial programs. Furthermore, the lack of program evaluations was associated with least beneficial programs.[54]

Feinberg developed a list of guidelines for staff development. He then examined the perceptions of middle school teachers throughout the United States regarding those components associated with highly effective

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[53]J. Cecil Parker, "Guidelines for In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1957), p. 119.

[54]Kaz, p. 3139.

staff development programs. In other words, teachers associated evaluation that was conducted in terms of the objectives with the programs identified as highly effective programs.[55]

The existence and nature of evaluation procedures have been examined in several studies. Hassel conducted a survey in 1960, in New York State, to determine current patterns of organizing, planning, conducting and evaluating staff development programs. He found that when evaluations were conducted they were largely subjective and not designed to investigate educational outcomes.[56] In 1964, Schilds found that 64 of the 73 school systems he studied had evaluation procedures. However, these procedures relied mainly on informal observation and administrative judgment.[57] In 1965, the National Commission on Teacher Education and Professional Standards reported an absence of evaluation procedures utilizing concrete data.[58]

A decade later, the existence of meaningful evaluation procedures for staff development programs is still questionable. In 1975, Ellis found that 92 percent of the school districts in his study did not have written evaluation procedures for staff development programs.[59]

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[55]Feinberg, p. 3561.

[56]Carl W. Hassel, "A Study of Certain Factors Related to In-Service Education in Selected School Districts in New York State" (unpublished EdD dissertation, Syracuse University, 1960). Dissertation Abstracts, August, 1960, pp. 308-309.

[57]Schilds, pp. 315-316. [58]Brandt, p. 42.

[59]Ellis, p. 5718.

Bonorden conducted a study during 1974 in Texas. He reported that 4.0 percent of the districts he studied had no formal evaluation; 70.0 percent had an informal evaluation; and 35.0 percent had a formal evaluation procedure. He also found that larger school districts were more likely to have formal evaluation procedures.[60]

Additionally, Tennessee teachers expressed the feeling that the use of the results of training in the classroom is considered to be one of the most important signs of effectiveness of the staff development activity. However, only 17.0 percent of the teachers agreed that there was "adequate follow-up" to determine the effects of staff development activities.[61]

The lack of general progress in the evaluation of staff development programs is evident upon examination of the studies reviewed in this section. In light of this, Herrick, another contributor to the NSSE 1956 Yearbook, offered as much direction to the issue of evaluation of staff development programs as any recent authority. Herrick stated that evaluation must have goal referents in order to be useful. Furthermore, he urged that evaluation of changes in individuals and as professionals due to staff development be conducted to determine its "direction, efficiency, and importance."[62] Dillon, in a more recent publication,

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[60]Bonorden, p. 69.

[61]Brimm and Tollett, pp. 17-19.

[62]Virgil B. Herrick, "The Evaluation of Change in Programs of In-Service Education," In-Service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1957), pp. 311-338.

viewed the statement of objectives for each staff development program as a "healthy trend" toward effective evaluation. This statement of objectives is "likely to result in: (a) better selection of activities on the part of staff members and (b) outcomes more closely related to expectations, and therefore more measurable."[63]

In conclusion, it has been found that the presence of stated goals and objectives, sufficient resources and an evaluation system have been associated with successful staff development programs. However, the overwhelming evidence suggests that these components are not present in most staff development programs that have been examined. Furthermore, this trend does not appear to have been corrected in more recent years.

IV. PARTICIPATION IN THE PLANNING OF STAFF DEVELOPMENT PROGRAMS

At the local school level the superintendent of schools, and eventually supervisors of instruction, have historically been assigned, as one of their main duties, the planning and organizing of staff development programs.[64] Staff development may be a major function of supervisors; however, Bigelow questioned this function in a study of selected school districts in six midwestern states. He found that nearly

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[63]Elizabeth A. Dillon, "Staff Development: Bright Hope and Empty Promise," Educational Leadership, December, 1976, p. 170.

[64]Robert C. McKean and H. H. Mills, The Supervisor (Washington, D.C.: The Center for Applied Research in Education, Inc., 1964), pp. 3-4.

90.0 percent of the supervisors spent less than 50.0 percent of their time coordinating the staff development program.[65]

When decision making is perceived as a group function it should involve all personnel, or their representatives, who will be affected by the decisions. As with many administrative functions, the involvement of teachers in decision making is perceived as a threat to, rather than a strength of, administrative leadership. The involvement of any group, including teachers, in planning staff development should be well defined as to the extent of their participation and decision making roles.[66] Because the planning of staff development had traditionally been vested in the administrator, a common viewpoint has developed that staff development is something that is "done to" teachers. The research generally substantiates this viewpoint as well as suggesting that involvement of teachers in planning is associated with more effective staff development.

The positive relationship of involvement of teachers in the planning of staff development programs to perceptions of program effectiveness has been suggested in several studies. Davis, in a 1976 study, examined the power and influence of superintendents, principals, and teachers relative to effectiveness of staff development programs. She

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[65]Bigelow, p. 3821.

[66]B. J. Kinnich, "The Teacher and the In-Service Education Program," In-Service Education for Teachers, Supervisors, and Administrators, Fifty-sixth Yearbook of the National Society for the Study of Education (Chicago: University of Chicago Press, 1957), pp. 131-152.

found that only when these three parties had actual power "commensurate with perceived power" were staff development programs considered effective.[67]

In addition, Feinberg examined middle school teacher perceptions of staff development throughout the United States. He found that teacher involvement in planning and determination of methods of implementation was associated with "highly effective" staff development programs.[68] Kaz related teacher involvement in determining and planning staff development programs to those programs rated as most beneficial. He also found that staff development programs rated as least beneficial did not involve teachers in determining or planning programs.[69]

Furthermore, Cory, in a study conducted in 1959, found that participation motivates professional growth in teachers. Particularly, he found that teachers are more motivated if they share in the planning and implementation of staff development programs. This participation assisted in the more rapid acceptance of new ideas, because teachers felt they were a part of the decision making process.[70]

The crux of the school program, that of curriculum and instructional improvement, has also been related to teacher involvement in the planning

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[67]Janet E. Davis, "An Analysis of In-Service Education Based on Teachers' Perceptions of the Characteristics of Decision Making Structures" (unpublished EdD dissertation, Columbia University, 1976). Dissertation Abstracts International, September, 1976, p. 1320.

[68]Feinberg, p. 3561.

[69]Kaz, p. 3139.

[70]Noel D. Cory, "Incentives Used in In-Service Education for Teachers" (unpublished EdD dissertation, Indiana University, 1959). Dissertation Abstracts, February, 1960, p. 3145.

of staff development. Khan found in his study of six Nebraska school districts that most teachers related improvement of curriculum and instruction to staff development, good planning, and teacher involvement.[71]

A similar point has been made concerning the involvement of principals in the planning of their own staff development program. However, the involvement of principals in the planning and implementation of teacher staff development programs has been found to be equally important. The principal sets the tone by his own involvement and encouragement of staff development programs.[72]

For this reason, Mann viewed the principal as being in a position to influence or sanction behaviors that were often the target of change through staff development. The principal, in his role as administrator, also had control over the resources to aid meaningful staff development.[73] Mann found that in the most successful staff development programs the principals were involved in the planned activities. Furthermore, training was provided for those in leadership positions in these programs.[74]

The involvement of the principal in planning and implementation was one of the basic assumptions of Goodlad's league model for staff

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[71]Khan, p. 3687.

[72]Mildred W. Abramowitz, "The Principal is the Key to Teacher Training," Momentum, December, 1974, p. 10.

[73]Mann, p. 12.

[74]Ibid., p. 74.

development. Besides providing resources not feasible for one school, the league provides peer and subordinate reinforcement, which encouraged the principal and staff to effect change.[75]

The research supports the need to involve teachers and administrators, particularly principals, in planning staff development programs, but in practice this is not always incorporated into planning procedures. Bigelow found in his study that the principal was given great responsibility in staff development programs. He found that the need to increase teacher involvement in staff development was becoming more important.[76] Schild found that 63.0 percent of the 73 school systems in his study had no teacher involvement in planning for staff development.[77]

Two additional studies report that staff development programs were largely determined by administrators, with little or no teacher involvement. Khan, in his study of selected Nebraska school systems, found that planning was done mostly by administrators with little teacher involvement.[78] Also, Bonorden, in a study of the ten state-mandated staff development days in Texas, found that superintendents and principals were the two "most important" personnel in the planning and scheduling of the ten days. Teachers had no involvement in planning in over 50.0 percent of the districts studied. Bonorden did find that in larger school

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[75]John I. Goodlad, "Staff Development: The League Model," Theory Into Practice, October, 1972, pp. 210-212.

[76]Bigelow, pp. 3821-3822. [77]Schild, p. 312.

[78]Khan, p. 3687.

districts more teachers were involved in the planning than in smaller school districts.[79] Bonorden also found that administrators did not participate in the activities as much as they did in scheduling and planning.[80]

The findings of Brimm and Tollett's study were a little more positive. Brimm and Tollett found that 88.0 percent of the 116 Tennessee school systems they studied had a planning committee for staff development. However, supervisors and administrators were the most frequent members of the committee with only 74.0 percent of the districts reporting teacher representatives on the planning committee.[81] Ninety-eight percent of the teachers in the Brimm and Tollett study agreed that "teachers need to be involved in developing purposes, activities, and methods of evaluation" for staff development programs.[82] Ninety-three percent of the teachers agreed that increased teacher involvement in planning would increase teacher commitment to staff development.[83]

Yet the involvement of professional organizations in the planning of staff development has only recently surfaced as an issue. Advocates of professional associations view their involvement in staff development as good because it provides "mechanisms for dealing with problems of in-service education and a forum for devising more effective programs."[84]

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[79]Bonorden, p. 33. [80]Ibid., p. 39. [81]Brimm and Tollett, p. 4.

[82]Ibid., p. 16. [83]Ibid., p. 17.

[84]Roy A. Edelfelt, "In-Service Education of Teachers: Priority for the Next Decade," Journal of Teacher Education, Summer, 1974, p. 251.

Negotiated agreements exist in many school districts. Some school districts, if they have negotiated agreements, include a section on staff development. Other professional associations are not in favor of negotiated agreements that include sections on staff development. The Montgomery County Education Association included a section on recommendations for in-service in their negotiated agreement with the school board.[85] However, the Educational Association in Spokane, Washington, was not willing to place items regarding release time for staff development in their agreement of negotiation. But the Educational Association did cooperate in setting objectives and evaluating the staff development programs.[86]

Ward conducted a study of selected officers and staff members of teacher organizations throughout the United States. He found that a shared role with the school district in staff development was preferred over an independent teacher organization role.[87]

The research supports the need to include teachers, administrators, supervisors, and teacher organizations' representatives in the planning of staff development. However, any planning effort must be coordinated, which might imply that the responsibility of staff development should be assigned to one person. This person, according to Rubin, must be "an

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[85]Mulhern and McKay, p. 249.

[86]Finnegan, pp. 223-224.

[87]William Douglas Ward, "The Role of Teacher Organizations in Professional Development and Instructional Improvement as Perceived by Selected Teacher Organizational Leaders" (unpublished PhD dissertation, Michigan State University, 1973). Dissertation Abstracts International, September, 1973, p. 1069.

imaginative and skilled entrepreneur."[88] Rubin stated, "the task of leadership is to set forth expected in-service achievement, to unshackle the individual teacher from those aspects of group work that are binding, and to evaluate the end results."[89] Kozell, in agreement with Rubin, perceived the role of the administrator in charge of staff development as one of facilitator. He also stated that the ultimate decision must be with this one person.[90]

Schild conducted a study in which he examined the assignment, to one person, of coordinating staff development efforts. He found that of the 73 school systems he examined, 60.0 percent assigned the coordination of staff development to one individual.[91]

In brief, the success of a staff development program is contingent upon many factors. One of those factors is personnel involvement in the planning process. The involvement of teachers in the planning process has been linked with successful staff development programs. In addition, it seems to be of equal importance that the school principal be involved in planning. His presence and willingness to provide necessary resources demonstrates his support of the program and encourages change. Teacher

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[88]Louis J. Rubin, "A Strategy in Curricular Change," Educational Leadership, February, 1964, p. 278.

[89]Ibid., p. 279.

[90]Charles E. Kozell, In-Service Training: Philosophy, Processes and Operational Techniques (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972), pp. 29-31.

[91]Schild, p. 316.

organizations are in the midst of defining the role they will play in staff development. In most instances the trend is toward a shared role. Any planning effort requires coordination. The consensus of agreement shows that the responsibility for coordination and facilitation of planning should be vested in one person.

V. THE IDENTIFICATION OF STAFF DEVELOPMENT PROGRAM CONTENT

The content of staff development is as important as the process by which the content is identified. The process by which the content is identified should involve all of those persons with a vested interest in the outcomes of education. Content should be based on recent trends in education and needs, concerns, and problems that are identified through various assessment procedures. The assessment procedures may range from casual observation to formal teacher evaluation, student achievement data, or community identified needs.

The inclusion of teacher concerns into the program content has been associated in two studies with those staff development programs perceived as effective. Feinberg reported that an assessment of teacher needs and interests was found in those school districts identified as having "highly effective" staff development programs.[92] Ramig examined the staff development programs of thirteen school districts in Indiana. He found that programs based on teacher concerns were most effective.[93]

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[92]Feinberg, p. 3561.

[93]Clifford Lawrence Ramig, "A Survey of the In-Service Programs and Practices of a Selected Group of Indiana School Systems" (unpublished

An effort to include teachers, principals, and central office personnel in identification of program content has been reported in two studies. Tarr, in his study of staff development in Iowa, found that teachers, principals, and central office personnel jointly determined the content of staff development programs. He also found that this joint effort was present both in large and small school districts.[94] In Ellis' more recent study, he found that the content of the staff development programs was jointly determined by teachers, principals, and central office personnel.

Students and possibly parents or other community members may be surveyed regarding the appropriate direction for staff development. In addition to these more comprehensive assessment techniques, staff evaluation may be used as a means of assessing individual needs. Unruh reports that staff, students, parents, and community leaders participated in a needs assessment of the schools in University City, Missouri. One of the purposes of the needs assessment was to provide direction for the staff development program. Unruh also reports that teacher evaluations are utilized in determining needs for individual growth and development.[96] A committee in Spokane, Washington, composed of principals, teachers, specialists, and students, regularly examined needs

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EdD dissertation, Ball State Teachers College, 1964). Dissertation Abstracts, December, 1965, p. 3165.

[94]Tarr, pp. 2890-2891. [95]Ellis, p. 5719.

[96]Glenys Unruh, "Staff Development in University City," Theory Into Practice, October, 1972, p. 239.

assessments and planned staff development programs for the coming year.[97] The objectives of their staff development program were also coordinated with the staff evaluation system.[98]

Rubin addressed the use of teacher evaluation and staff development in the following statement.

> We must find efficient yet easily managed devices with which to diagnose individual teachers' professional requirements: And we need to become adept at the design of improved experiences which are specifically addressed to these requirements.[99]

Teacher evaluation, if utilized to its full potential, could provide the best framework for meaningful individualized staff development.

Regardless of some school systems' efforts to include various groups in identifying directions for staff development programs, other systems do not make that effort. Brimm and Tollett concluded that content suggestions "most frequently come from informal suggestions to the supervisors of instruction."[100] Furthermore, teachers generally viewed staff development activities as "impersonal, unrelated to day-to-day problems faced by the teacher, and developed without input from those most affected by them."[101] Khan reported in his study that the selection of topics for staff development was done mostly by administrators.[102]

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[97]Finnegan, p. 220. [98]Ibid., p. 224.

[99]Louis J. Rubin, A Study of the Continuing Education of Teachers (Santa Barbara: University of California Center for Coordinated Education, 1969), p. 23.

[100]Brimm and Tollett, p. 31. [101]Ibid., p. 33.

[102]Khan, p. 3687.

The staff development program of a school district should include activities for all personnel. In three studies it was reported that administrators participate in staff development activities. Wesner found that large city public school systems were expanding staff development programs to include supervisory and administrative personnel.[103] Montgomery County, Maryland, included all professional personnel in their program. Supervisors and administrators particularly worked toward leadership skills.[104]

With the inclusion of all personnel in the staff development program, activities should be provided to meet the needs of each group. Baker proposed guidelines for administrator staff development based on a survey conducted in the Los Angeles Unified School District. He implied that administrator staff development should be comprehensive, varied, and based on long-range goals.[105]

Staff development should include renewal possibilities for all personnel. Therefore, in order to make the program meaningful the needs of those personnel and the community that the program serves should be considered in determining the content of the program. These needs may be identified from needs assessments; staff, student, and community input; and teacher evaluation. Staff development can be successful and viewed as effective if it meets the perceived needs of the participants.

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[103]Wesner, p. 5159.

[104]Mulhern and McKay, p. 249.

[105]Baker, p. 2945.

VI. TEACHER/ADMINISTRATOR PERCEPTIONS OF STAFF DEVELOPMENT

Staff development has traditionally emerged as a program to help teachers improve. However, as previously mentioned, teachers are not always involved in the planning of staff development programs. Administrators historically have assumed responsibility for planning and providing staff development programs based on their perceptions of teachers needs. For this reason, the perceptions of teachers and administrators regarding staff development programs may differ. A review of related literature revealed four studies in which teacher and administrator perceptions were examined. In each study the perceptions of these two groups have been found to differ.

Savage conducted a study comparing teacher and administrator perceptions of the effectiveness of staff development programs. The findings suggested that teachers do not view staff development programs as being very effective. Administrators viewed staff development programs as significantly more effective than do teachers.[106]

Green examined principal and teacher perceptions of four goal statements for staff development. He found that administrators agreed or strongly agreed that the staff development program was achieving the stated goals. Teachers agreed that the staff development program was

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[106]John Guyot Savage, "A Comparison of Administrator-Teacher Perceptions of In-Service Education" (unpublished EdD dissertation, University of Illinois, 1967). Dissertation Abstracts, March, 1968, p. 2963.

achieving only one of the four goals; that was the maintenance and up-dating of professional skills.[107]

Additionally, Angius examined the perceptions of teachers and principals with respect to specific staff development practices. Principals consistently placed a higher value on various staff development practices than did teachers.[108]

Brimm and Tollett compared teacher and administrator perceptions of staff development. Teachers and administrators differed significantly in their responses to one-fourth of the items in the questionnaire. Principals generally perceived the staff development program as more beneficial and relevant to the classroom teacher than did teachers.[109]

The research seems to substantiate that administrators are more positive than teachers in their perceptions of staff development programs and their purposes. As suggested in other studies, this may be due to teachers' lack of involvement in the planning process. Teacher perceptions also differed based on the absence or presence of various components in staff development programs that have been identified with effective or successful programs.

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[107]Daniel Carl Greer, "A Study of Selected Principals' and Teachers' Perceptions of In-Service Education in Virginia" (unpublished EdD dissertation, The University of Tennessee, 1975), pp. 261-265.

[108]Dushan Angius, "The Appropriateness of Selected In-Service Education Practices as Perceived by Secondary School Educators" (unpublished EdD dissertation, University of the Pacific, 1974). Dissertation Abstracts International, August, 1974, p. 917.

[109]Brimm and Tollett, pp. 28-30.

VII. THE RELATIONSHIP OF SEX, RACE, YEARS OF TEACHING EXPERIENCE, AND DEGREE ATTAINMENT TO TEACHER PERCEPTIONS OF STAFF DEVELOPMENT

Several studies of staff development have been designed to examine the perceptions of teachers with respect to their sex, years of teaching experience, and degree attainment. However, the literature is void of teacher perceptions of staff development with respect to their race.

The research on teacher perceptions with respect to their sex is inconclusive. In four studies it has been found that there is no significant difference in the way males and females view staff development. Cory found, in 1960, that the sex of a teacher was not a factor that affected the teacher's willingness or ability to participate in staff development programs.[110] In a study conducted in 1967, Savage found that there was no significant difference in the way male and female teachers viewed the effectiveness of staff development.[111] Kaz found, in 1971, that the sex of a teacher was not a significant factor in teacher perceptions of most beneficial and least beneficial staff development programs.[112] According to Turner, the sex of a teacher did not influence their perceptions of the staff development programs. His study was conducted in 1970.[113]

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[110] Cory, p. 3145.

[111] Savage, p. 2963.

[112] Kaz, p. 3139.

[113] India Shackleford Turner, "A Study of Teachers' Perceptions of an In-Service Program for Teachers and Administrators in DeKalb County, Georgia" (unpublished EdD dissertation, George Washington University, 1970). Dissertation Abstracts International, December, 1970, p. 2780.

Three studies have been conducted in which the sex of a teacher was associated with varying perceptions of staff development. Perritt, in a survey of the Professional Growth Program of Shelby County Schools, a county partially surrounding Memphis, found that men placed higher value on the program activities than women.[114] However, women were reported to have more positive attitudes toward staff development than men in a study conducted by Filep, and others, in California.[115] Parsons and Fuller found that men's concern for effective staff development increased with years of experience while women's concern remained constant over years of experience.[116]

Rubin states that "there is much to suggest that teachers are best made after they are in service rather than before."[117] The differing needs of beginning teachers as opposed to the needs of more experienced teachers are evident to those who have regular contact with the classroom teacher.

The evidence with respect to years of experience and its effect on teacher perceptions was slightly more skewed in one direction. However,

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[114]Marshall C. Perritt, "Professional Growth in the Shelby County Schools," Theory Into Practice, December, 1970, p. 327.

[115]Robert T. Filep and others, "A Model for In-Service Training: A Report of a Survey of Thirteen Counties in Northern California" (Sacramento: California State Department of Education, 1971), p. 38.

[116]Jane S. Parsons and Frances F. Fuller, "Concerns of Teachers: Recent Research on Two Assessment Instruments" (paper presented at American Educational Research Association, Chicago, 1974), p. 46.

[117]Louis J. Rubin, "In-Service Education and Training in the United States," 1976. (Mimeographed.)

in two studies it was found that years of experience did not affect perceptions. The overwhelming evidence suggests that teachers with more years of experience usually view staff development programs more positively.

Kaz found that years of teaching experience did not affect how teachers viewed staff development practices associated with either most beneficial or least beneficial programs.[118] Savage also found that years of teaching experience did not significantly change the perceptions of teachers regarding the effectiveness of staff development programs.[119]

The orientation of a beginning teacher into a new district is accompanied by its own set of traumas. Rubin in A Study of the Continuing Education of Teachers stated that:

> Our study of in-service education programs gave rise to this conclusion: the first two years of a teachers' experience are the most crucial. During this early period attitudes and beliefs are shaped, good and bad habits are acquired; and the basic characteristics of a teaching style are established.[120]

On the contrary, in an examination of "receptivity of change" crossed with years of experience, Rubin found no significant difference.[121]

In two studies it was particularly found that dissatisfaction with staff development was common among beginning teachers. Taylor found that administrators overrated their orientation and staff development programs as compared with the views of beginning teachers.[122]

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[118] Kaz, p. 3139.

[119] Savage, p. 2963.

[120] Rubin, A Study. . . , p. 4.

[121] Ibid., p. 20.

[122] Sol Taylor, "Orientation and In-Service Education Programs for Beginning Secondary School Teachers" (unpublished EdD dissertation, University of Southern California, 1971). Dissertation Abstracts International, November, 1971, p. 2380.

However, after conducting a series of interviews with beginning teachers in twelve states, Hermanowicz found general dissatisfaction with staff development programs among this group.[123]

The teachers of four or more years of teaching experience have been found, in four studies, to view staff development programs more positively. Teague reported that teachers who had taught in the system for four or more years rated the staff development program significantly higher.[124] Perritt found that teachers with more experience viewed the staff development activities more positively than teachers with fewer years of experience.[125] Teachers with more years of experience rated the staff development program in Richland County, South Carolina, more favorably than did teachers with less experience.[126] Borgealt in his study of teacher perceptions of in-service activities found that teachers with one to seven years of experience viewed more in-service activities as ineffective than those teachers with more experience.[127]

Brimm and Tollett found that as years of teaching experience increased there was generally an increase in positive perceptions of

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[123]Henry J. Hermanowicz, "The Pluralistic World of the Beginning Teacher," The World of the Beginning Teacher (Washington, D.C.: National Education Association, 1966), pp. 16-25.

[124]Teague, p. 139.

[125]Perritt, p. 327.

[126]Marsh, p. 7102.

[127]Alan John Borgealt, "Teacher Perceptions of In-Service Education Activities: An Exploratory Study" (unpublished PhD dissertation, University of Iowa, 1969). Dissertation Abstracts International, March, 1970, p. 3822.

staff development programs throughout Tennessee. The most negative group with respect to six of eight items, for which a significant difference was found, were teachers with four to six years of experience.[128]

Teacher perceptions of staff development programs with respect to degree attainment were varied. In two studies it was found that degree attainment did not affect teacher perceptions of staff development programs. Tarr reported that the level of preparation did not affect the teachers' perceptions of the purposes of staff development.[129] Savage reported similar findings with respect to the teachers' view of the effectiveness of staff development programs.[130]

Teachers with higher education levels have been found, in two studies, to view staff development more negatively. Turner found that as the formal education of teachers increased, perceptions of the effectiveness of staff development decreased.[131] Teague reported that teachers with five or more years of formal education rated the staff development program lower than those with only a baccalaureate degree.[132]

In two studies, those teachers with higher degrees tended to view staff development more favorably. In a 1975 study, Marsh found that teachers of higher degree levels rated the staff development program

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[128]Brimm and Tollett, pp. 25-28.

[129]Tarr, p. 2891.

[130]Savage, p. 2963.

[131]Turner, p. 2780.

[132]Teague, p. 141.

more favorably than those of less educational training.[133] Perritt reported that the staff development program in Shelby County, Tennessee, seemed to be "more productive" for personnel with higher degree attainment.[134]

The evidence is inconclusive regarding teacher perception of staff development with respect to their sex or degree attainment. The literature, however, supports a possible relationship between teacher perceptions of staff development and years of teaching experience. There is no research regarding teacher perceptions of staff development in relationship to their race.

VIII. SUMMARY

The need for continual professional development of the teaching staff has been recognized throughout the history of public schools. More recently, administrative staff development has been given more attention. Therefore, Hendee's definition of staff development seems most appropriate. He defines staff development as "the sum of all planned activities designed for the purpose of improving, expanding, and renewing the skills, knowledge, and abilities of participants."[135]

There is sufficient literature, based upon theory and research, to suggest that certain characteristics regarding the processes of staff

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[133]Marsh, p. 7102.

[134]Perritt, p. 328.

[135]Raymond E. Hendee, "Toward Effective Staff Development Plans and Programs," Educational Leadership, December, 1976, p. 163.

development might enhance the acceptance of the changes it attempts to introduce. Some of those characteristics have been examined in the research on staff development.

Parents and other citizens have certain expectations of the schools. One way to achieve those expectations is through a good staff development program. Community understanding and support of staff development has been found to be important to the success of the program.

The community's representative to the schools is the school board. It is from this legal body that the official support of staff development must come. School board policy is executed by the administration. Therefore, support of staff development must be evidenced from the top administrative personnel to the building level administration.

The planning of staff development should be directed by stated goals and objectives based upon recent trends in education and the needs, concerns, and problems of the professional staff. Teacher evaluations may be used as a source of identified needs.

Teachers, supervisors, and administrators should be involved, not only in the identification of needs, but in the entire planning process including evaluation. Professional organizations may, as a group, make a joint contribution to the planning of staff development activities.

The delivery of a good staff development program requires sufficient time, funds, and materials. The presence of these elements are often viewed as demonstrations of the school district's commitment to staff development.

The staff development program should be formally evaluated to determine the extent of implementation of the ideas presented in the program. Evaluation of a program also provides direction for future decision making.

Administrators often view staff development as more effective than teachers. Teacher perceptions seem to be contingent upon the level of involvement in the planning process of the teacher. The literature regarding sex and degree attainment and their effect upon teacher perceptions is inconclusive. Research regarding staff development is void of any reference of difference in perceptions with respect to race. Years of teaching experience does seem to affect the perceptions of teachers regarding staff development. Teachers with more years of experience seem to be more positive in their perceptions of staff development.

CHAPTER III

METHODS AND MATERIALS

This study sought to determine the perceptions of the staff of the Memphis City Schools about the processes of staff development. Specifically, staff perceptions were examined regarding: community expectation of and school district commitment to staff development; the planning process and staff development; participation in the planning of staff development programs; and the identification of staff development program content. Teacher and administrator responses were also examined to determine their perceptions of the processes and the importance of the components of the processes of staff development. Selected variables were each compared with teacher responses to determine if there was a relationship between sex, race, years of experience, and educational attainment and teacher perceptions.

I. THE SURVEY

The survey and semistructured interview are both techniques which may be utilized in conducting descriptive research. The purpose of descriptive research is to describe the present based on evidence collected.[1] Furthermore, the descriptive approach often provides

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[1]Carter V. Good, Introduction to Educational Research (New York: Appleton-Century-Crofts, 1963), p. 244.

"concrete facts describing the situation on the basis of which reasonably definite plans can be made for future action."[2]

In a study of perceptions of professional staff members regarding staff development, the survey is an appropriate tool for data collection. Helmstadter identifies the survey as the best way to obtain perceptions of individuals about some identified subject or concept. The survey further "avoids the difficulties and disagreements which occur in an attempt to infer the attitudes and the perceptions from the behavior observed." However, a major disadvantage of the survey approach is the assumption "that the respondent is not only willing but able to provide reliable results."[3]

The Sources of Data

The sources of data for this study were professional staff members who held a position in the Memphis City Schools during the school year 1975-76. A random sample of 1200 teachers was identified by the Memphis City Schools as possible respondents to the survey. All 430 administrators and 63 consultants were given an opportunity to respond to the survey. All persons were identified by computer code job classification number. Librarians, guidance counselors, and specialized teachers such as speech and hearing, vocational, and home economists were considered as teachers for the purpose of sampling. Those identified as

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[2]G. C. Helmstadter, Research Concepts in Human Behavior: Education, Psychology, and Sociology (New York: Meredith Corporation, 1970), p. 65.

[3]Ibid., pp. 75-76.

administrators included central office administrators, area office administrators, and building level principals. Consultants and other support personnel responses were utilized in the examination of responses for the total group only. Those classified as other support personnel consist of those who responded to the survey as librarians, counselors, or "other."

Each person selected was identified by name and school or office designation and code for the purpose of distributing the survey. The survey was distributed by the office of the Deputy Superintendent for Instructional Services. A return envelope and cover letter signed by the superintendent were included with each survey. A copy of the cover letter appears in Appendix A. All responses were returned through the school mail service.

Techniques for Data Collection

The survey utilized in this study was developed following a review of related literature conducted by the researcher. The survey was developed by the researcher in coordination with faculty members at the University of Tennessee, Knoxville. As part of a larger survey, it was utilized to collect data for this study as well as a program evaluation of the Memphis City Schools.

The survey was reviewed by a lay advisory group in Memphis and four faculty members at the University of Tennessee, Knoxville, during March 1976. In addition to these reviews, two graduate classes at the University of Tennessee, Knoxville, field tested the entire survey. The purpose of the field test was to determine if the statements were well

worded, properly sequenced, and elicited the needed data from the respondents. The time needed for response was less than 30 minutes. A copy of the survey utilized in the pilot study appears as Appendix B.

The survey was revised following the field test based on the suggestions of the review committee, faculty members, and the field test respondents. The survey directions, statements, and response categories of the portion of the survey utilized in this study are shown in Figure 1. At the time of the revisions, the directions were revised and professional development was chosen as a comprehensive term for "all activities related to in-service education, the Professional Growth Series, and/or the Staff Development Center." The statements were also revised, condensed, and reordered using this comprehensive term. Statements regarding budget, materials, and community expectation were added. A general satisfaction statement regarding the professional development programs was placed at the end of the survey. The method of response was altered so that the response columns were both to the right side of the statements. This was done in an effort to facilitate responses. The response choices were also altered in order to provide appropriate responses for the new statements. The response column regarding "what should be" was changed to elicit a degree of importance regarding each component of staff development that the statements included. Since placing importance on an item did not require knowledge of the presence of that item, the "no knowledge" response choice was eliminated. A response of importance to the general satisfaction statement was not included in the survey. The final survey therefore

Directions:

The Memphis City Schools offer the following programs to meet the needs of the professional staff:

In-Service Education

Professional Growth Series

Staff Development Center

When responding to the statements in this section, consider all of these programs as one general service to you as a professional staff member. Therefore, the term PROFESSIONAL DEVELOPMENT will be used in this section as follows:

PROFESSIONAL DEVELOPMENT REFERS TO ALL ACTIVITIES RELATED TO IN-SERVICE EDUCATION, THE PROFESSIONAL GROWTH SERIES, AND/OR THE STAFF DEVELOPMENT CENTER.

Please respond to each statement twice. In the first column you are asked to respond to each statement on a scale ranging from almost always to practically never, based on your perceptions of the present professional development services in the Memphis City Schools. In the second column you are asked to respond based on the importance you place on the statement.

Column One

5 = Almost Always
4 = Usually
3 = Seldom
2 = Practically Never
1 = I have No Knowledge

Column Two

4 = Very Important
3 = Important
2 = Somewhat Important
1 = Not Important at all

	Almost Always	Usually	Seldom	Practically Never	No Knowledge	Very Important	Important	Somewhat Important	Not Important at all
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	5	4	3	2	1	4	3	2	1
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	5	4	3	2	1	4	3	2	1
74. The goals and objectives of professional development activities are clearly communicated.	5	4	3	2	1	4	3	2	1
75. There is a clearly defined process for planning professional development activities.	5	4	3	2	1	4	3	2	1
76. Memphis Education Association is involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
77. Teachers are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
78. Consultants are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
79. Administrators are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1

Figure 1. Survey Directions, Statements, and Response Categories Used in the Study.

		Almost Always	Usually	Seldom	Practically Never	No Knowledge	Very Important	Important	Somewhat Important	Not Important at all
80.	Recent trends in education are reflected in professional development activities.	5	4	3	2	1	4	3	2	1
81.	Concerns and problems identified by teachers are incorporated into professional development activities	5	4	3	2	1	4	3	2	1
82.	Concerns and problems identified by consultants are incorporated into professional development activities.	5	4	3	2	1	4	3	2	1
83.	Concerns and problems identified by administrators are incorporated into professional development activities.	5	4	3	2	1	4	3	2	1
84.	The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	5	4	3	2	1	4	3	2	1
85.	The Memphis City School System budgets adequate funds for professional development activities.	5	4	3	2	1	4	3	2	1
86.	Materials which accompany professional development activities are made available for later use.	5	4	3	2	1	4	3	2	1
87.	Professional development activities are offered at times convenient to participants.	5	4	3	2	1	4	3	2	1
88.	Professional development activities are well planned and carried through.	5	4	3	2	1	4	3	2	1
89.	There is a system wide process for evaluating professional development activities.	5	4	3	2	1	4	3	2	1
90.	The present professional development program satisfactorily meets my professional needs.	5	4	3	2	1	4	3	2	1

Figure 1 (continued)

contained statements requiring two responses: one of agreement or disagreement; and one of importance. A final copy of the portion of the survey that pertained to this study, as it was distributed, appears in Appendix C.

The survey was designed to obtain the data necessary to answer questions 2-8 of the study. Several statements contributed information necessary to answer more than one major question. An analysis of the survey statements utilized in answering questions 2-5 is presented in Figure 2. If the responses to a statement made a strong contribution to answering a major question, this was noted by an "X" in the figure. If additional information pertinent to answering major questions was obtained from the responses to a statement, this was noted by an "O."

The major questions regarding teacher and administrator perceptions and the selected variables with respect to teacher perceptions were answered utilizing the responses of the appropriate groups to all of the statements in the survey.

The researcher was required to meet the schedule of the entire evaluation which did not include time or provisions for a second field test. The revised survey was reviewed by four staff members at the University of Tennessee, Knoxville, before printing and distribution.

Techniques for Data Analysis

The survey data obtained from the professional staff were analyzed for total group perceptions and perceptions of teachers and administrators about staff development. Frequency scores and percentages were computed for each group separately and in combination. These frequency

Statements on the Survey

Major Questions of the Study	School district commitment 72	Community expectations 73	Goals and objectives 74	Defined planning process 75	M.E.A. involved in planning 76	Teachers involved in planning 77	Consultants involved in planning 78	Administrators involved in planning 79	Recent trends 80	Teacher concerns 81	Consultant concerns 82	Administrator concerns 83	Personnel evaluation 84	Budget 85	Materials 86	Time 87	Implementation 88	Evaluation of activities 89	General satisfaction 90	TOTAL
Community expectation and school district commitment	X	X	O	O										X	X	X	O	O	O	10
Planning and evaluation process	O		X	X	O	O	O	O	O	O	O	O	O	X	X	X	X	X	O	18
Who is involved in planning?				O	X	X	X	X		O	O	O	O						O	10
Identification of content				O					X	X	X	X	X						O	7
TOTAL	2	1	2	4	2	2	2	2	2	3	3	3	3	2	2	2	2	2	4	

X - Strong contribution to answering the major question.

O - Additional contribution to answering the major question.

Figure 2. Analysis of the Survey Statements with Respect to the Major Questions of the Study.

scores and percentages were utilized in describing total group perceptions about the processes of staff development as reflected in the survey statements. The frequency scores and percentages for the total group were also utilized in the comparison of survey responses to interview responses. Teacher and administrator responses were examined in order to determine their perceptions about the processes of staff development and the importance of the components of the process. Consultants and "other" responses appear as an appendix.

A chi square test was used to determine if there was a difference between the responses of teachers and the responses of administrators to each statement. Responses of "No Knowledge" were not included in the chi square calculations. Many cells in the chi square contingency table contained frequencies of five or less. Therefore the categories of "Almost Always" and "Usually" were collapsed into one cell and the categories of "Seldom" and "Practically Never" were collapsed into another cell. Similarly, for the purposes of comparing importance, the categories of "Very Important" and "Important" were combined into one cell and the categories of "Somewhat Important" and "Not Important At All" were combined into another cell. A difference in perceptions of teachers and administrators regarding the present processes of staff development and the importance placed on the components of the processes of staff development was judged significant at the .05 level. Chi square values that were significant at the .01 level were also noted.

A mean score was also calculated to determine the importance placed on each statement by teachers and by administrators. These means were ranked in order to determine which characteristics of the processes of staff development were considered of highest importance by teachers and by administrators.

A chi square test was also used to determine if there was a significant difference between the responses of teachers as they were categorized into selected variable categories. For this calculation the categories of response to the first and second column were collapsed in the same manner as they were for the comparison of teacher and administrator response. The selected variable of sex, which was divided into the two categories of male and female, was cross tabulated with the responses to the statements. A chi square test was then applied in order to determine if there was a difference between the perceptions of teachers with respect to their sex. This same process was repeated separately for each of the other selected variables of race, years of teaching experience, and degree attainment. In certain instances some of the selected variable response categories had to be combined or disregarded to eliminate chi square cells of less than five. For the variable of race, the category "other" was not included in the analysis since there was not a sufficient number of persons of other races in the group of respondents. For the variable of years of teaching experience the categories of "One" and "Two-Five" were combined. The categories of "Eleven-Twenty" and "Over Twenty" were also combined for the variable of years of teaching experience. Degree attainment categories also required adjustment due to the insufficient number of

respondents holding a degree of "Education Specialist" or "Doctorate." These two categories were combined with that of "Masters" and labeled as "Masters and Masters Plus." A difference was judged significant at the .05 level. Chi square values that were significant at the .01 level were also noted.

II. THE SEMISTRUCTURED INTERVIEW SCHEDULE

The semistructured interview schedule also serves as an acceptable technique for gathering descriptive data regarding perceptions. Best claims that respondents are generally more willing to respond orally than in written format. Furthermore, the interviewer can explain the purpose of the study, clarify responses with further questioning, and evaluate the sincerity of the response.[4] However, interviewing is time consuming and the responses more difficult to "quantify and tabulate." The semistructured interview does lend itself to more ease in analysis than the open-ended question format.[5]

The Sources of Data

The researcher interviewed 32 professional staff members in the Memphis City Schools within three weeks following distribution of the survey. The respondents were selected at random by the Deputy Superintendent for Instructional Services and the area superintendents. The central office personnel and area superintendents that were

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[4]John W. Best, Research in Education (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1970), p. 186.

[5]L. R. Gay, Educational Research: Competencies for Analysis and Application (Columbus, Ohio: Charles E. Merrill Co., 1976), pp. 134-135.

interviewed were selected by the Deputy Superintendent for Instructional Services. All administrators, consultants, and teachers interviewed in the four major areas of the Memphis City Schools were selected at random by their respective area superintendents.

All interviews were held in a closed room at the respondent's respective building. The respondent and interviewer were the only persons present in the room at the time of the semistructured interview. Each semistructured interview was prefaced with a brief introduction period. At this time, the researcher explained that she was part of the evaluation team and would like to ask them about professional development. The researcher asked the respondents to answer the questions treating staff development, the Professional Growth Series, and in-service as one concept referred to in the semistructured interview as "professional development."

Appropriate selected variable data were recorded by observation or direct question to the respondent. The researcher took notes during the semistructured interviews on separate interview schedules. Immediately following each semistructured interview the notes were examined and transcribed into full sentence responses.

Six persons who assumed major responsibility for the professional development programs of staff members in the Memphis City Schools were also interviewed during the same week. Those persons interviewed were the Assistant Superintendent for Instruction, the Deputy Superintendent of Schools, the Coordinator of the Professional Growth Series, the Director of the Reading Center, the Director of the newly formed Staff

Development Center, and a research associate in charge of evaluating the professional development programs. These interviews were conducted in a manner similar to the interviews with other staff members.

Techniques for Data Collection

The semistructured interview schedule utilized in this study was developed after a review of the related literature and the development of the survey. The questions included in the semistructured interview appear in Figure 3. A copy of the actual semistructured interview schedule appears in Appendix D.

The semistructured interview schedule was reviewed by three faculty members at the University of Tennessee, Knoxville. Modifications in the wording of questions were made at that time. The researcher field tested the semistructured interview with another subject. This session was recorded on tape and reviewed by the researcher in order to examine pronunciation of words and clarity with which the questions were asked.

Items were included on the semistructured interview schedule to collect data pertinent to questions 2-5 of the study. Most interview questions were expected to contribute responses applicable to more than one major question of the study. A table of which interview questions were utilized in answering each of the major questions is presented in Figure 4. If a question made a strong contribution to answering a major question, this was noted by a "X" in the figure. If additional information pertinent to answering a major question might be obtained from an interview question, this was noted by an "O."

1. Sex: M F
2. Race: W B O
3. Do you have tenure in the Memphis City Schools Yes No
4. Position: _____
5. Area of assignment: _____
6. How many years have you taught? _____
7. How many years have you been an administrator? _____
8. Grade level: _____
9. Highest degree earned: _____
10. How would you define professional development in the Memphis City Schools?
11. What kind of expectation do you think the community has of the schools regarding professional development?
12. How committed do you believe the Memphis City Schools are to professional development? How do they demonstrate this commitment?
13. What are the goals, as you understand them, for professional development in the Memphis City Schools?
14. How would you describe the planning process for professional development in the Memphis City Schools? (Procedures, who is involved)
15. Whose concerns are usually attended to by professional development activities?
16. What are some problems, concerns and trends in education that are included in professional development activities?
17. Is any one else, beside yourself, involved in helping you decide which professional development activities you should engage in?
18. As far as you know, are the professional development activities evaluated?
19. Are you generally satisfied with the professional development program in terms of how well it meets your needs? Why?
20. Is there anything you would like to say about professional development and/or the professional development program in Memphis City Schools that I have not asked?

Figure 3. Semistructured Interview Schedule.

Questions on the Semistructured Interview Schedule

Major Questions of the Study	Definition 10	Community expectation 11	School district commitment 12	Goals 13	Planning process 14	Whose concerns 15	Recent problems, concerns, trends 16	Personal activity identification 17	Evaluation 18	General satisfaction 19	Open question 20	TOTAL
Community expectation and school district commitment	0	X	X	0	0				0	0	0	8
Planning and evaluation process	0		0	X	X	0	0	0	X	0	0	10
Who is involved in planning?	0				X	0		0		0	0	6
Identification of content	0				0	X	X	X		0	0	7
TOTAL	4	1	2	2	4	3	2	3	2	4	4	

X - Strong contribution to answering the major questions.

0 - Additional contribution to answering the major questions.

Figure 4. Analysis of the Semistructured Interview Schedule with Respect to the Major Questions of the Study.

Selected variables like those collected on the survey were also obtained at the beginning of the semistructured interview. These data were used for the purpose of describing the respondents. The number of interviews conducted did not provide sufficient representation across the selected variables to allow analysis by groups such as teachers and administrators. The selected variables of sex, race, years of teaching experience, and degree attainment were not utilized in analyzing the interview responses.

Techniques for Data Analysis

The responses obtained during the semistructured interviews were analyzed for their content with respect to questions 2-5 of the study. Furthermore, the responses were specifically examined to extract data parallel to that obtained by the survey. Content analysis is a tedious and time consuming task. However, as Holsti recognizes, it is a "technique for making inferences by objectively and systematically identifying specified characteristics of messages."[6]

The researcher developed an analysis system consisting of rating scales and possible responses. The rating scales were structured along continuii to fit the questions asked in the interviews. The possible response categories were derived from the literature and a preliminary analysis of the semistructured interviews. Space was provided for additional responses not listed in the choices of possible responses. A final rating scale was provided for an overall internal consistency

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[6]Ole R. Holsti, Content Analysis for the Social Sciences and Humanities (Reading, Massachusetts: Addison-Wesley Publishing Co., 1969), p. 14.

judgment to be made by the review of each semistructured interview report. An example of the interview analysis form appears in Appendix E.

Numbers 1-9 of the semistructured interview schedule were designed to obtain selected variable data in order to describe the respondents. These data were tabulated separately by the researcher. Numbers 11-14 and 17-19 required a rating of the response as well as a selection of all possible appropriate responses. Numbers 15 and 16 only required the selection of all possible appropriate responses. Number 20 was an entirely open-ended question, therefore no possible responses were provided on the analysis form.

The content of the semistructured interview data was analyzed by the researcher and two trained judges. One of the judges had already received her doctorate and the other was, at the time of the study, a doctoral student. Both had taught in public schools, were familiar with staff development programs, and had some familiarity with the Memphis City Schools. Each judge was asked to review the responses of each interview and make a judgment based on those responses regarding the internal consistency of the semistructured interview. A brief discussion of the directions preceded a practice analysis. After each judge and the researcher analyzed the practice interview, the percentages of agreement were calculated. The percentage of agreement between the researcher and one judge was 73.3 percent; between the researcher and the other judge was 72.1 percent; and between the two judges was 72.5 percent. A discussion regarding the discrepancies also took place at this time. One of the judges was reading the

responses from a viewpoint of teacher staff development only. She, therefore, interpreted all statements regarding professional improvement as meaning professional development was for teachers only. A general discussion about the role of consultants also took place at this time. The researcher also realized that her more extensive knowledge of the school system and staff development program often led her to interpret responses more freely. It was also realized at this time that very few of the responses to question 13 could be analyzed as to the existence of written goals or goals that existed but were not written. The judges agreed to continue to rate the responses to this question when a judgment was possible. The researcher determined that this training session was sufficient in preparing the judges to analyze the data from the semistructured interviews.

The analysis forms for each interview were compared and a percentage of agreement was calculated for each question. The percentages of agreement were calculated between the researcher and each of the judges and between the two judges for each question. A grand mean of these percentages was calculated for each question. These percentages of agreement appear in Appendix F, Table F-1. All interviews were judged by examination of the responses to be internally consistent. Therefore, no interviews were discarded.

All responses receiving 66 percent or above agreement were recorded on a separate interview analysis form. These responses were included in the frequency count for that question. The interview responses were analyzed for total group perceptions without regard for

position, sex, race, years of teaching experience, and degree attainment. The data were tabulated in order to describe the results of the semi-structured interview for the group of 32 respondents.

The semistructured interviews of the six persons who held major responsibility for the professional development program of staff members in the Memphis City Schools were analyzed in a manner similar to the semistructured interviews with other professional staff members. Several documents from the Memphis City Schools regarding professional development were obtained during these semistructured interviews in response to the questions asked during the interviews.

The analysis of these semistructured interviews and documents formed the basis for the brief description of the professional development programs in the Memphis City Schools as documented and perceived by the persons responsible. This description is presented in Chapter IV along with the analysis of data from the survey and other semistructured interviews.

III. COMPARISON OF SURVEY AND SEMISTRUCTURED INTERVIEW DATA

The data collected from the survey and semistructured interviews were analyzed as separate sources and then compared. The researcher did not examine any survey data until all interview data were collected. Comparisons of the survey and semistructured interview data were made for the whole group consisting of teachers, administrators, consultants, librarians, counselors, and others.

The data from the semistructured interviews were used in making comparisons with the survey data. In order to make the comparisons it

was necessary to construct questions in the semistructured interview schedule that could be utilized in checking and supplementing the responses to the statements in the survey. An analysis of the survey statements with respect to the semistructured interview questions appears in Figure 5. Each question in the interview was judged on the basis of how it might provide information similar to that obtained in the survey. If the questions were worded in a parallel manner to the survey, there was considered to be a strong relationship between the survey and the interview item. If the response might also yield additional data pertinent to an item, there was considered to be a contributing relationship between the survey and interview item.

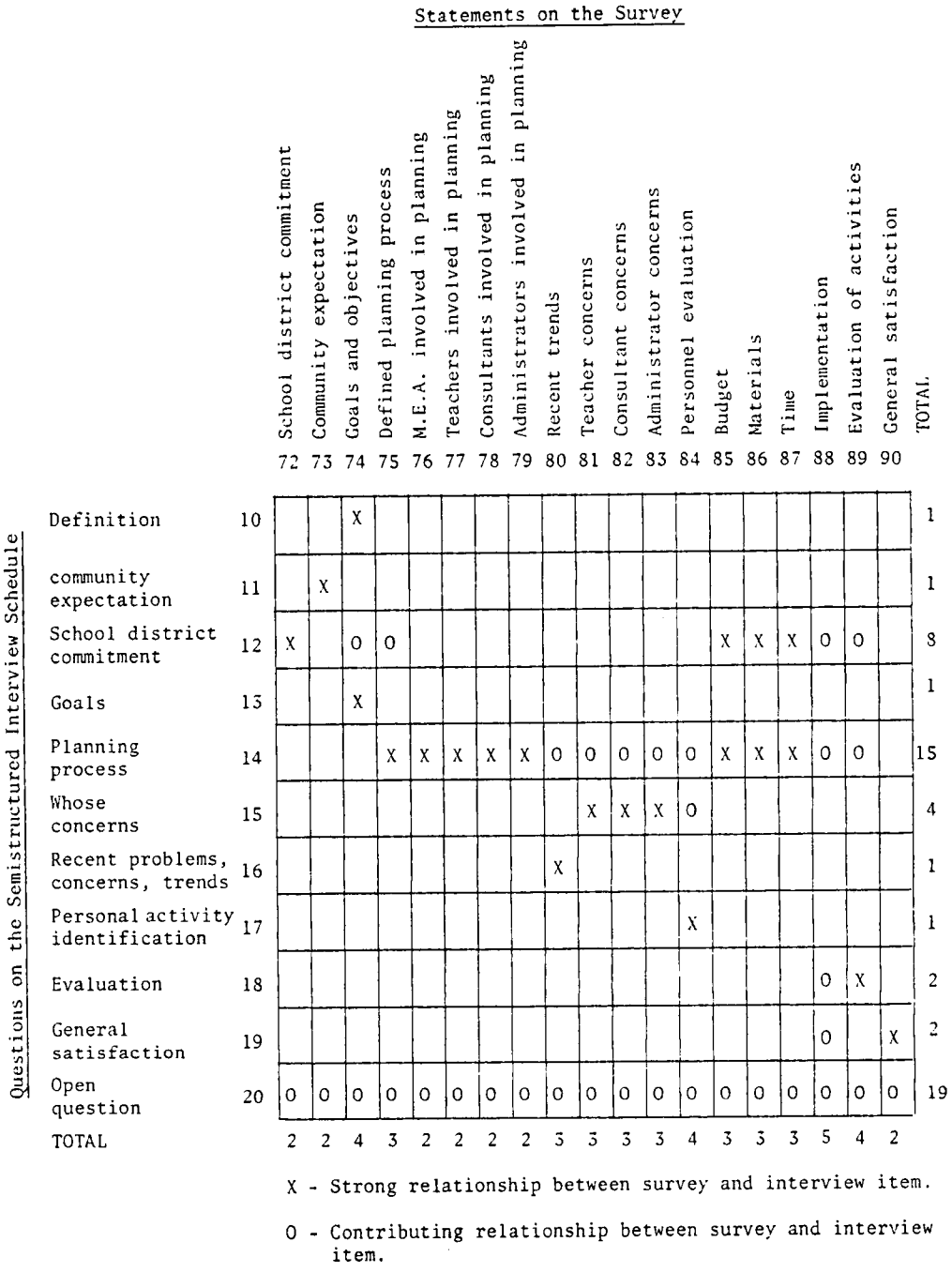


Figure 5. Analysis of Survey with Respect to the Semistructured Interview Schedule.

CHAPTER IV

ANALYSIS OF DATA

This study examined the perceptions about staff development in the Memphis City Schools. The data presented in this chapter were gathered through a survey distributed to a sample of professional personnel. In addition, semistructured interviews were conducted with 32 professional personnel and 6 persons who held major responsibility for the professional development programs in the Memphis City Schools.

The characteristics of the sample population who responded to the survey and semistructured interviews were obtained from questions 1-9 of both of these instruments. A description of the respondents appears in Section I. Also included in this section is a description of the persons responsible for staff development in the Memphis City Schools.

The semistructured interviews conducted with the six persons who assumed major responsibility for the professional development programs supplied the information necessary for answering the first major question of this study. A description of the professional development programs in the Memphis City Schools appears as Section II of this chapter.

The responses of the total sample population to statements 72-90 of the survey provided the data for answering major questions 2-5 of the study. These questions are concerned with community expectation of and school district commitment to staff development; the planning and evaluation process of staff development; involvement in planning

staff developing programs; and the procedures for identifying content of staff development activities. The responses to the semistructured interview questions 10-20 supplemented the data obtained by means of the survey. The survey data regarding the present processes of staff development are organized according to the four major questions of the study mentioned above. These data are presented in Section III. The analysis of the interview data are presented in Section IV. A tally of the interview responses is presented in Appendix G.

Further comparisons were made between the responses of teachers and administrators to the survey statements. Their responses were analyzed in order to answer the sixth and seventh major question of this study. These questions refer to teacher and administrator perceptions of the present processes of staff development in the Memphis City Schools and the importance these groups place on the components of the processes of staff development. This analysis appears as Section V of this chapter.

The survey responses of teachers by sex, race, years of teaching experience, and degree attainment were examined in order to answer the eighth major question of the study. This analysis appears in Section VI of this chapter.

Section VII contains a summary of the data presented in this chapter. The responses of consultants and professional personnel classified as librarians, counselors, and "others" were utilized only in total group comparisons. The responses of each of these groups to the statements on the survey are presented in Appendix H.

I. CHARACTERISTICS OF THE RESPONDENTS

The six persons who assumed major responsibility for the professional development programs in the Memphis City Schools supplied the information used in describing these programs. These six persons were: the Assistant Superintendent for Instruction; the Deputy Superintendent of Schools; the Coordinator of the Professional Growth Series; the Director of the Reading Center; the Director of the Staff Development Center; and, a research associate in charge of evaluating the professional development efforts in the Memphis City Schools.

The survey was distributed to 1200 teachers, librarians, counselors, and other specialized teachers. There were 682 surveys returned by this group: 557 teachers, 21 librarians, 22 counselors, 71 others, and 11 who did not respond to the question regarding position. All 63 of the consultants returned the survey. Of the 430 administrators surveyed, 244 responded. The respondents were: 175 building level administrators, 18 area administrators, and 51 central office administrators.

The number and percentage of the respondents from the sample populations for the survey, as they correspond to the selected variables, appear in Table I. For the purposes of further analysis, the variables of particular interest are sex, race, years of teaching experience, and highest degree earned for teachers only. Of the teachers responding, 19.5 percent were male and 80.6 percent were female. With respect to race, 58.6 percent of the teachers responding were white, 41.3 percent were black, and one teacher was classified as other. Five teachers did

TABLE I

RESPONDENTS SURVEYED CATEGORIZED BY THE SELECTED VARIABLES

Selected Variable	N[a]	%[b]
Sex:		
Male	374	38.0
Female	611	62.0
Total	985	100.0
Race:		
White	590	60.4
Black	386	39.5
Other	1	0.1
Total	977	100.0
Tenure:		
Yes	846	88.0
No	115	12.0
Total	961	100.0
Position:		
Teacher	557	57.0
Consultant	63	6.5
Building Level Administrator	175	17.9
Area Administrator	18	1.8
Central Office Administrator	51	5.2
Librarian	21	2.1
Counselor	22	2.2
Other	71	7.3
Total	978	100.0
Area of Assignment:		
Central	192	19.8
North	218	22.4
Southeast	228	23.4
Southwest	214	22.0
Systemwide	121	12.4
	973	100.0
Years Teaching Experience:		
One	25	2.6
Two-Five	129	13.6
Six-Ten	221	23.3
Eleven-Twenty	381	40.2
Over Twenty	192	20.3
Total	948	100.0

TABLE I (continued)

Selected Variable	N[a]	%[b]
Years Administrative Experience:		
One	57	13.0
Two-Five	138	31.3
Six-Ten	123	28.0
Eleven-Twenty	99	22.5
Over Twenty	23	5.2
Total	440	100.0
Grade Level Affiliation:		
Preschool/Kindergarten	51	5.4
Elementary	405	42.8
Junior High	169	17.9
Senior High	175	18.5
Multiple Levels	104	11.0
Adult	21	2.2
Other	21	2.2
Total	946	100.0
Highest Degree Earned:		
Bachelors	309	32.4
Masters	558	58.6
Education Specialist	50	5.3
Doctorate	35	3.7
Total	952	100.0

[a]The N reported corresponds to those persons who responded to each category.

[b]All percentages are based on the number of persons who responded to each category.

not indicate their sex on the survey. There were 552 teachers who indicated their number of years of teaching experience: 3.8 percent taught one year, 16.7 percent taught two to five years, 26.6 percent taught six to ten years, 34.6 percent taught eleven to twenty years, and 18.3 percent taught over twenty years. Five teachers did not indicate their years of teaching experience. Twenty teachers did not indicate their highest degree earned. There were 537 teachers who responded to this item: 50.8 percent held a bachelor's degree, 44.9 percent held a master's degree, 3.0 percent held an education specialist degree, and 1.3 percent held a doctorate degree.

Thirty-two persons were interviewed for the purposes of this study. The number of respondents who were interviewed, classified according to the selected variables, appears in Table II. Those interviewed included 19 teachers, 2 consultants, 8 administrators, and 3 librarians, counselors or other. The interviews were analyzed for total group perceptions. Therefore, the distribution across the selected variables served as a description of the sample population and assisted the researcher in comparing characteristics of the interview group to the survey group.

II. A BRIEF DESCRIPTION OF THE PROFESSIONAL DEVELOPMENT PROGRAMS IN THE MEMPHIS CITY SCHOOLS

The Memphis City Schools provides several programs for the upgrading and renewal of the professional staff. These include the Professional Growth Program, the Staff Development Center, the Reading Center, SAVVY: a Curriculum Development Project, the Administrator

TABLE II

RESPONDENTS INTERVIEWED CATEGORIZED BY THE SELECTED VARIABLES

Selected Variable	Number (N=32)
Sex:	
Male	13
Female	19
Race:	
White	18
Black	14
Other	0
Tenure:	
Yes	29
No	3
Position:	
Teacher	19
Consultant	2
Building Level Administrator	5
Area Administrator	2
Central Office Administrator	1
Librarian	1
Counselor	1
Other	1
Area of Assignment:	
Central	6
North	6
Southeast	8
Southwest	9
Systemwide	3
Years Teaching Experience:	
One	0
Two-Five	7
Six-Ten	13
Eleven-Twenty	10
Over Twenty	2

TABLE II (continued)

Selected Variable	Number (N=32)
Years Administrative Experience:	
None	21
One	0
Two-Five	3
Six-Ten	3
Eleven-Twenty	4
Over Twenty	1
Grade Level Affiliation:	
Preschool/Kindergarten	0
Elementary	14
Junior High	3
Senior High	8
Multiple Levels	7
Adult	0
Other	0
Highest Degree Earned:	
Bachelors	11
Masters	16
Education Specialist	4
Doctorate	1

Training Academy, and individual building programs. In response to question 1 of this study, the first five of the professional development programs are briefly described below.

Professional Growth Program

The Professional Growth Program was initiated during the 1971-72 school year in order to meet the Tennessee State Department of Education's requirement that each school system submit a plan for the ten days per year of in-service required of all certificated personnel. Thus, the Professional Growth Program is perceived by many as the in-service program of the Memphis City Schools.

The program is described in detail in a book which is distributed to all professional personnel. The 1975-76 edition, Creating the Responsive Classroom,[1] includes a calendar, a list of requirements for participants, a foreword and introduction that explain the philosophy and rationale of the program, a reprint of the school board policy that covers the Professional Growth days and guidelines for the Professional Growth Series. Each teacher is required to accumulate 70 points by the last day of each school year. Activities for which points may be rewarded include any of those detailed in the Professional Growth book. Activities are also listed in the Superintendent's Bulletin[2] which is published monthly. Points are rewarded for workshops,

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[1]Creating the Responsive Classroom: 1975-76 Professional Growth Program (Memphis, Tennessee: Memphis City Schools).

[2]Bulletin (Memphis, Tennessee: Memphis City Schools).

department and/or school study including Southern Association of Colleges and Schools reviews, standing committees, conferences, professional leadership roles, writing, research, college or university courses, educational television, and summer travel. Departments and/or schools may request additional funds for study and are required to submit an evaluation of the subsequent activities. Teachers as well as consultants and administrators are involved on a representative basis in the planning of activities for the Professional Growth Series. Consultants have much of the primary responsibility for planning. All teachers must submit, to their immediate superior, quarterly records of their accumulated points and a final report at the end of the year. Each teacher is asked to evaluate on a scale of 1-5 each activity he/she attended during the school year. This is sent, during April of each year, to the consultant that is available to each teacher in his/her subject area or grade level.

The Memphis City School System has provisions for sabbatical leave. In many instances the schools provide the professional staff member with a partial salary for the period of the sabbatical.

The Memphis Education Association is not directly involved with the identification of professional development program content. However, Article XVI of the 1975-76 negotiated agreement between the Memphis Education Association and the Memphis City Schools defined acceptable absences from in-service education and the standard pay

deduction that will be made for failure to earn the required 70 points.[3] Article XIX contains the yearly calendar including the ten contract days required by the state for in-service education.[4]

Staff Development Center

As of Spring 1976, the Staff Development Center was still in its organizational stage therefore a complete description of this program was not feasible for this study. An organizational structure was proposed to and adopted by the Board of Education on September 8, 1975. It read, in part:

> The office of Staff Development and Curriculum Improvement will work directly with the Deputy Superintendent of General Services with support from Memphis State University. The Office of Staff Development will work with the Office of Curriculum Development in the Instructional Services Area to coordinate and implement professional growth activities and curriculum improvement as a part of total staff development for the system.[5]

The Director of Staff Development was assigned the tasks of planning, implementing and evaluating a comprehensive staff development program for the Memphis City Schools. Two of his initial acts included an examination and continuation of the Administrative Academy and the coordination of a comprehensive needs assessment to determine future activities of the Staff Development Center.

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[3]Agreement between The Memphis City Schools and The Memphis Education Association, an affiliate of the Tennessee Education Association, and the National Education Association, effective July 1, 1975, through June 30, 1978, pp. 19-20.

[4]Ibid., p. 21.

[5]Memphis City Schools Board of Education Memo, September 6, 1976, p. 6.

Reading Center

The Reading Center was created in the Fall of 1971 and was staffed by a director and over twenty support personnel. Its purpose was to provide staff development activities in the area of reading instruction for teachers of all grade levels. By Spring 1976 all teachers in the Memphis City Schools were to have completed the one week required workshop at the Reading Center. This workshop may not be used toward Professional Growth points, although participation in other Reading Center activities may be used for points. Those persons attending the week-long workshop receive a follow-up evaluation to determine the effectiveness of the Center's activities.

SAVVY: A Curriculum Development Project

SAVVY, which means "the best," is a curriculum development project started in the Summer of 1975. The Director of the Reading Center also directed this project. The outcome was an extensive set of cards which describe curriculum units and accompanying activities. Fifty-six teachers and three consultants were involved in the development of the materials. Voluntary workshops to explain the use of the material were held during the Summer of 1976. Professional Growth points were awarded for attendance at these workshops.

Administrator Training Academy

The Administrator Training Academy was initiated by the Assistant Superintendent of Personnel Services in the early 1970's. Its purpose was to provide staff development activities for administrators and consultants. Most Academy activities consist of one- to two-day

workshops on topics appropriate to school administration and supervision. With the creation of the Staff Development Center in the Fall of 1975, the responsibility for the Administrator Training Academy was assigned to the Director of Staff Development. He was in the process of examining and reorganizing the Academy at the time of this study.

III. THE SURVEY RESPONSES

The survey included statements that illicited responses necessary for answering questions 2-5 of this study. The total responses of the sample population to survey statements 72-90 are presented in Table III. These data are for the first column of the survey.

Community Expectation of and School District Commitment to Staff Development

The responses to statements 72, 73, 85, 86, and 87 were used to answer the second major question of this study regarding community expectation of and school district commitment to staff development in the Memphis City Schools. The responses to statements 74, 75, 88, 89, and 90 were used as additional information in answering this major question.

The statement regarding the commitment in the Memphis City Schools to professional development yielded an 81.0 percent response in the categories "almost always" or "usually," while 17.0 percent of the respondents indicated "seldom" or "practically never." There was a slightly lower response to the statement regarding community expectation of the schools to provide professional growth opportunities

TABLE III

TOTAL SAMPLE POPULATION RESPONSES TO THE SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Response: Almost Always N	% [a]	Usually N	%	Seldom N	%	Practically Never N	%	No Knowledge N	%	Total
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	336	34.5	453	46.5	123	12.6	43	4.4	20	2.1	975
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	239	24.5	412	42.3	140	14.4	64	6.6	120	12.3	975
74. The goals and objectives of professional development activities are clearly communicated.	114	11.7	422	43.1	301	30.8	117	12.0	24	2.5	978
75. There is a clearly defined process for planning professional development activities.	136	13.9	372	38.0	244	24.9	100	10.2	126	12.9	978
76. Memphis Education Association is involved in the planning of professional development activities.	61	6.3	238	24.6	190	19.6	105	10.9	373	38.6	967
77. Teachers are involved in the planning of professional development activities.	149	15.2	448	45.6	202	20.5	89	9.1	95	9.7	983
78. Consultants are involved in the planning of professional development activities.	355	36.3	444	45.4	54	5.5	9	0.9	116	11.9	978
79. Administrators are involved in the planning of professional development activities.	156	15.9	347	35.4	212	21.6	75	7.6	191	19.5	981
80. Recent trends in education are reflected in professional development activities.	182	18.6	524	53.4	160	16.3	70	7.1	45	4.6	981
81. Concerns and problems identified by teachers are incorporated into professional development activities.	115	11.7	409	41.8	283	28.9	112	11.4	60	6.1	979
82. Concerns and problems identified by consultants are incorporated into professional development activities.	175	17.8	484	49.3	111	11.3	31	3.2	181	18.4	982

TABLE III (continued)

Statement	Response: Almost Always N	%	Usually N	%	Seldom N	%	Practically Never N	%	No Knowledge N	%	Total
83. Concerns and problems identified by administrators are incorporated into professional development activities.	125	12.8	376	38.6	176	18.1	74	7.6	224	23.0	975
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	73	7.5	181	18.7	245	25.3	357	36.9	112	11.6	968
85. The Memphis City School System budgets adequate funds for professional development activities.	58	5.9	271	27.7	226	23.1	170	17.4	254	25.9	979
86. Materials which accompany professional development activities are made available for later use.	69	7.1	415	42.5	239	24.5	120	12.3	133	13.6	976
87. Professional development activities are offered at times convenient to participants.	115	11.8	501	51.4	208	21.3	128	13.1	23	2.4	975
88. Professional development activities are well planned and carried through.	79	8.1	535	54.9	235	24.1	98	10.1	27	2.8	974
89. There is a system wide process for evaluating professional development activities.	169	17.3	342	35.1	123	12.6	86	8.8	255	26.2	975
90. The present professional development program satisfactorily meets my professional needs.	108	11.1	373	38.4	258	26.6	219	22.6	13	1.3	971

[a]Percentages are based on the number of persons who responded to each statement.

for the staff. Of those persons responding, 66.8 percent indicated "almost always" or "usually" while 21.0 percent responded "seldom" or "practically never" to this statement. It is important to note that 12.3 percent of those responding to the survey indicated "no knowledge" with respect to this statement.

In reference to adequate budget allocations for professional development, only 33.6 percent of those responding indicated "almost always" or "usually" while 40.5 percent responded "seldom" or "practically never" to this statement. Almost 30.3 percent of those responding indicated "no knowledge."

The statement regarding the availability of materials for later use yielded a 49.6 percent response in the categories "almost always" or "usually" and 36.8 percent in the categories "seldom" or "practically never." Over 13.0 percent of those responding indicated "no knowledge." Greater satisfaction was expressed in response to the statement regarding the convenience of the times when professional development activities were offered. Of those responding to this statement, 63.2 percent selected "almost always" or "usually" while 34.4 percent responded "seldom" or "practically never."

The statements regarding goals and objectives, planning process, implementation, and evaluation yielded a response of "almost always" or "usually" over 50.0 percent of the time. The statements regarding planning process and evaluation also yielded a response of "no knowledge" over 12.0 percent of the time. The responses to the general satisfaction statement indicated a nearly equal division between the

categories "almost always" or "usually" and "seldom" or "practically never."

Three of the five statements used as major indicators of community expectation of and school district commitment to staff development yielded responses in the categories "almost always" or "usually" over 50.0 percent of the time. The statement regarding budget allocations received the lowest response in these categories of any statement that contributed to answering this major question. The statement concerning the provision of materials also received less than a 50.0 percent response in the categories "almost always" or "usually." Four of the five statements used to provide additional information in answering the second major question received a response of more than 50.0 percent in the categories of "almost always" or "usually." The statement that received a less than 50.0 percent response in these categories was about general satisfaction with the professional development program in how it meets individual needs. There were five statements of the ten discussed in this section to which over 10.0 percent of the respondents indicated "no knowledge."

The Overall Planning and Evaluation Process of Staff Development

The responses to statements 74, 75 and 85-89 were used to answer the third major question of this study regarding the overall planning and evaluation process for staff devopment. The responses to statements 72, 76-84, and 90 were also used to provide additional information in answering this major question. The data for this section are presented in Table III, page 91.

In response to the statement regarding goals and objectives, 54.8 percent of the respondents indicated that the goals and objectives were "almost always" or "usually" communicated. The categories "seldom" or "practically never" were selected by 32.8 percent in response to this statement. In response to the statement about a planning process, 51.9 percent of the respondents selected "almost always" or "usually"; 35.1 percent selected "seldom" or "practically never"; and 12.9 percent selected the category "no knowledge."

As indicated in the previous section, the categories "seldom" or "practically never" were selected more often in response to the statement about budget allocations than for any other statement contributing to this major question. The categories "almost always" or "usually" were selected more often than the categories "seldom" or "practically never" in response to the statement about provision of materials. The majority of the respondents perceived that professional development activities are "almost always" or "usually" held at convenient times.

In response to the statement regarding implementation of professional development activities, 63.0 percent of the respondents indicated "almost always" or "usually," and 34.2 percent indicated "seldom" or "practically never." The statement regarding a system-wide process for evaluating professional development activities yielded a response of 52.4 percent in the categories "almost always" or "usually"; 21.4 percent in the categories "seldom" or "practically never"; and 26.2 percent in the category "no knowledge."

As mentioned previously, there was a perceived commitment in the Memphis City Schools to staff development. An examination of the four

statements regarding who is involved in the planning of professional development activities indicated that consultants, teachers, and administrators were perceived as "almost always" or "usually" involved by over 50.0 percent of the respondents. The Memphis Education Association was not generally perceived as being involved in planning.

The professional development activities were generally perceived as reflecting recent trends in education. By examining the responses to the statements regarding who identifies the content of professional development activities, consultants, teachers and administrators were perceived as being involved in this process.

As indicated by the response to the statement regarding personnel evaluation, there was little or no link between personnel evaluation and the subsequent selection of appropriate professional development activities by staff members.

Five of the seven statements used to answer the third question of this study yielded responses of "almost always" or "usually" over 50.0 percent of the time. With respect to the planning and evaluation process of staff development, the statements regarding budget allocations and provision of materials received a response of "almost always" or "usually" less than 50.0 percent of the time. Eight of the eleven statements which provided additional information in answering this major question received the response "almost always" or "usually" over 50.0 percent of the time. The statements regarding involvement of the Memphis Education Association in planning, personnel evaluation, and general satisfaction received responses of "almost always" or "usually" less than 50.0 percent of the time. Ten of the eighteen

statements discussed in this section received a response of over 10.0 percent in the category "no knowledge."

Group Representation in the Planning of Staff Development Activities

The responses to statements 76 through 79 were used to answer the fourth major question of this study regarding who is involved in the planning of professional development activities. The responses to statements 75, 81-84, and 90 were used as additional information in answering this major question. The data to support this discussion are presented in Table III, page 91.

The responses to the statement concerning the involvement of the Memphis Education Association indicated that this organization made little known contribution to planning. Only 30.9 percent of the respondents indicated "almost always" or "usually"; 40.5 percent indicated "seldom" or "practically never"; and 38.6 percent indicated "no knowledge."

The statement concerning teacher involvement in planning yielded a 60.8 percent response of "almost always" or "usually" and a 29.6 percent response of "seldom" or "practically never." The responses to the statement regarding the involvement of consultants in planning indicated that they were clearly perceived as being involved. Although 11.9 percent of the respondents selected the category "no knowledge," 81.7 percent selected the categories "almost always" or "usually," and 6.4 percent selected the categories "seldom" or "practically never" as their response to this statement. Although 19.5 percent of the respondents indicated "no knowledge" about administrator involvement in planning of professional

development activities, 51.3 percent indicated "almost always" or "usually," and 29.2 percent indicated "seldom" or "practically never" when responding to this statement.

As mentioned before, the responses indicated that a slight majority of the respondents generally perceived that there was a clearly defined planning process for professional development. Furthermore, it was perceived that consultant, teacher, and administrator concerns were considered in determining professional development activity content. There was very little, if any, perceived connection between personnel evaluation and suggestions for selection of appropriate professional development activities. Again the responses to the statement regarding satisfaction with professional development activities in terms of how they meet individual needs were clearly split between the categories "almost always" or "usually" and "seldom" or "practically never."

Three of the four statements that were used to answer the fourth major question about who is involved in planning yielded a response of "almost always" or "usually" over 50.0 percent of the time. The Memphis Education Association was perceived as being involved in planning professional development activities. Four of the six statements that were used as additional information in answering this major question received a response of "almost always" or "usually" over 50.0 percent of the time. As mentioned before, the statements concerning personnel evaluation and general satisfaction received a response of "almost always" or "usually" less than 50.0 percent of the time. Seven of the ten statements discussed in this section received a response of over 10.0 percent in the category "no knowledge."

Identification of Content for Staff Development Activities

The responses to survey statements 80 through 84 were used to answer the fifth major question of this study regarding the identification of content for staff development activities. The responses to statements 75, 77 through 79, and 90 were used as additional information in answering this major question. The data for this section are presented in Table III, page 91.

In response to the statement regarding the incorporation of recent trends in education into professional development activities, 72.0 percent of those responding indicated "almost always" or "usually," and 23.4 percent indicated "seldom" or "practically never."

The responses to statements 81-83 indicated that a higher percentage of persons perceived that the concerns and problems of consultants were incorporated into professional development activities than any other group. The statement regarding the incorporation of teacher identified concerns received a 53.5 percent response of "almost always" or "usually," and a 40.4 percent response of "seldom" or "practically never." The statement regarding the incorporation of consultant identified concerns into professional development activities received a 67.1 percent response of "almost always" or "usually," a 14.5 percent response of "seldom" or "practically never," and a 18.4 percent response of "no knowledge." Although 23.0 percent of the respondents indicated "no knowledge" about the incorporation of administrator identified concerns into activities, 51.4 percent indicated "almost always" or "usually," and 25.7 percent indicated "seldom" or "practically never."

In response to the statement, "The professional staff member who evaluates my job performance helps me select appropriate professional development activities," 26.2 percent of those responding indicated "almost always" or "usually," and 62.2 percent indicated "seldom" or "practically never." The category "no knowledge" was selected by 11.6 percent of the respondents.

Four of the five statements that were used in answering the fifth major question regarding the identification of content for staff development activities yielded responses of over 50.0 percent in the categories of "almost always" or "usually." The needs of staff members as identified through personnel evaluation are not addressed by professional development activities. Four of the five statements that were used as additional information in answering this major question received a response of "almost always" or "usually" over 50.0 percent of the time. Again, the statement regarding general satisfaction with the professional development program yielded a mixed response. Six of the ten statements discussed in this section received a response of "no knowledge" over 10.0 percent of the time.

IV. SEMISTRUCTURED INTERVIEW RESPONSES AS COMPARED TO THE SURVEY RESPONSES

The responses to semistructured interview questions 10-20 were compared to the responses to the survey in order to determine if they supported the data obtained through the use of the survey instrument. The respondents were analyzed with respect to questions 2 through 5 of this study. The responses to the interviews are reported by frequency in Appendix G.

Community Expectation of and School District Commitment to Staff Development

The interview data generally supported the responses to the survey regarding community expectation of and school district commitment to staff development. A comparison of the responses to the survey statements and interview questions yielded a similar distribution of responses regarding school district commitment to professional development. Further, it was determined from the interview data that the perceptions of "partial" or "full" community expectation was demonstrated by the public's demand for a good school program. The perceptions of school district commitment to professional development was perceived by most of the respondents to both instruments as substantial.

Budget allocations and time provisions were mentioned in the interviews as both indications of commitment and sources of problems to professional development. No mention of the availability of materials for use after staff development activities was made during the interviews.

From the interview responses it was determined that there was some agreement as to the goals for professional development; however, it was difficult to quantify if they existed in writing. In response to the survey statement about goals and objectives, the categories "almost always" or "usually" were selected slightly more often than the categories "seldom" or "practically never."

Those interviewed perceived that there existed some degree of a planning process for staff development as did the respondents in the

survey. The data regarding evaluation of professional development activities were similar for both the survey and the interviews. There was "usually" or "almost always" some form of evaluation associated with professional development activities.

The survey responses to the statement about general satisfaction with the professional development program were mixed as were the responses to the interview question. The majority of the respondents fall into the middle categories of "usually" or "seldom" in the survey. Most persons responding to this question on the interview indicated that they were "somewhat satisfied." The extremes distributed in a similar manner.

The Overall Planning and Evaluation Process of Staff Development

The interview data generally supported the response to the survey regarding the planning and evaluation process of staff development. The data from the survey indicated that most of the respondents perceived the school district as having goals and objectives that are clearly communicated. The responses to interview questions 10 and 13 indicated that there was some agreement as to the definition and goals and objectives for professional development. A comparison of the responses indicated an agreement that there was some degree of formal planning for professional development.

The data from the survey statements and interview questions indicated that most respondents agreed that staff development activities were evaluated at least some of the time. Further, the interview

responses indicated that this was done by a record of points collected for the Professional Growth Series or checklists.

Both groups of respondents perceived that teachers, consultants, and administrators were involved in planning. Memphis Education Association was not perceived to be involved in planning. Both the survey and interview responses indicated that recent trends in education were generally the subject of professional development activities. The responses to both instruments implied that teachers, consultants, and administrators' concerns were incorporated into professional development activities.

The responses to statement number 84 implied that there was "seldom" or "practically never" a link between job evaluation and suggestions for professional development activities. The responses to question number 17 implied that "sometimes" someone else was involved in selection of activities by suggestions made by that person to the respondent. This did not imply a direct link to personnel evaluation.

The comments from questions 19 and 20 included several that indicated a need for reorganization and expansion of the professional development program.

Group Representation in the Planning of Staff Development Activities

There is considerable agreement evident in the comparison of the responses to both instruments with respect to who was involved in the planning of professional development activities. Consultants were

perceived as being involved in the planning of professional development activities. The next groups perceived as involved according to the responses were teachers and then administrators. Of the administrators that were most involved, central office administrators were mentioned most often. The Memphis Education Association was not perceived as being very involved with the planning of professional development activities. There was some degree of formal planning for staff development according to the responses to the survey and the interviews.

Recent trends in education were perceived as being incorporated into activities. In addition, teacher, consultant, and administrator concerns were perceived as being incorporated into activities by both sets of respondents.

Identification of Content for Staff Development Activities

A comparison of the survey and interview data yielded some similarities and some dissimilarities with respect to the identification of staff development program content. Both groups of respondents agreed that the program reflected recent trends in education.

A comparison of responses to survey statements 81-89 to interview question 15 yielded conflicting viewpoints. The survey data indicate that consultants, then teachers, and then administrators, were most often involved in identifying concerns. The interview data indicate that teacher concerns, then administrator, and then consultant concerns were usually reflected in professional development activities. The responses to the interviews also revealed student concerns as a possible source of content for professional development activities.

The responses on the survey, when compared to those made during the interviews, supported the fact that there was clearly little or no link between job evaluation and suggested activities for professional development.

V. PERCEPTIONS OF TEACHERS AND ADMINISTRATORS REGARDING THE PROCESSES OF STAFF DEVELOPMENT

The responses of teachers and administrators in the Memphis City Schools to the survey were examined in order to determine their perceptions of the present processes of staff development. The responses to the first column of the survey provided the data discussed in the first part of this section. These data were analyzed in order to answer the sixth major question of the study concerning teacher and administrator perceptions of the present processes of staff development.

The responses of teachers and administrators were also examined in order to determine the importance they place on the components of the processes of staff development. The data collected from the responses to the second column of the survey formed the basis for answering the seventh major question of this study. This analysis appears in the second part of the section.

The data for both sections are presented by frequency and percent for each group of respondents. A chi square value was also calculated to compare teacher and administrator perceptions for each statement. In addition, a mean value of response was calculated for teachers and administrators with respect to the importance they placed on the

components of the processes of staff development. These means were then ranked in order, from highest to lowest, for both teachers and administrators.

Perceptions of the Present Processes of Staff Development

Teachers responded "almost always" or "usually" over 50.0 percent of the time to a majority of the statements about the present processes of staff development in the Memphis City Schools. The response of teachers to survey statements 72-90 are presented by frequency and percent in Table IV.

There were 11 of the 19 statements to which 50.0 percent or more of the teachers responded "almost always" or "usually." These were statements 72-75, 77, 78, 80, 82, and 87-89. Three of these statements yielded a 70.0 percent or better response in the combined categories of "almost always" or "usually." These were statements 72, 78, and 80, regarding school district commitment, involvement of consultants in planning, and incorporation of recent trends in education into staff development activities. The other statements also receiving a majority of responses in the categories "almost always" or "usually" were concerned with community expectation, goals and objectives, planning process, teacher involvement in planning, the incorporation of consultant identified concerns into activities, convenience of time when activities are held, and implementation and evaluation of activities.

The teachers, in response to the statement, "The present professional development program satisfactorily meets my professional needs," selected

TABLE IV

TEACHER AND ADMINISTRATOR RESPONSES TO THE SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Position	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Teacher	183	33.3	253	46.0	72	13.1	28	5.1	14	2.5	550	3.98*
	Administrator	87	35.8	122	50.2	27	11.1	3	1.2	4	1.7	243	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Teacher	113	20.7	229	41.9	68	12.4	47	8.6	90	16.5	547	4.63*
	Administrator	80	32.9	112	46.1	34	14.0	7	2.9	10	4.1	243	
74. The goals and objectives of professional development activities are clearly communicated.	Teacher	69	12.5	236	42.9	156	28.4	75	13.6	14	2.5	550	0.22
	Administrator	29	11.9	112	45.9	77	31.6	21	8.6	5	2.0	244	
75. There is a clearly defined process for planning professional development activities.	Teacher	75	13.6	200	36.4	128	23.3	63	11.5	84	15.3	550	1.18
	Administrator	38	15.6	104	42.8	67	27.6	14	5.8	20	8.2	243	
76. Memphis Education Association is involved in the planning of professional development activities.	Teacher	39	7.2	141	26.1	89	16.5	61	11.3	211	39.0	541	0.00
	Administrator	13	5.4	71	29.5	49	20.3	20	8.3	88	36.5	241	
77. Teachers are involved in the planning of professional development activities.	Teacher	77	13.9	248	44.8	112	20.3	62	11.2	54	9.8	553	5.31*
	Administrator	45	18.4	121	49.6	49	20.1	9	3.7	20	8.2	244	
78. Consultants are involved in the planning of professional development activities.	Teacher	185	33.7	252	45.9	30	5.5	9	1.6	73	13.3	549	3.73
	Administrator	98	40.2	121	49.6	9	3.7	0	0	16	6.5	244	
79. Administrators are involved in the planning of professional development activities.	Teacher	86	15.6	167	30.3	98	17.8	47	8.5	153	27.8	551	0.09
	Administrator	36	14.8	106	43.6	71	29.2	16	6.6	14	5.8	243	
80. Recent trends in education are reflected in professional development activities.	Teacher	107	19.4	280	50.8	95	17.2	42	7.6	27	4.9	551	2.18
	Administrator	46	18.8	140	57.4	40	16.4	9	3.7	9	3.7	244	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Teacher	70	12.8	199	36.2	170	31.0	79	14.4	31	5.6	549	10.45**
	Administrator	19	7.9	128	52.4	65	26.6	14	5.7	18	7.4	244	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Teacher	92	16.7	257	46.6	53	9.6	25	4.5	125	22.6	552	0.74
	Administrator	46	18.9	143	58.8	31	12.9	3	1.2	20	8.2	243	

TABLE IV (continued)

Statement	Position	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total	Chi Square Value[b]
33. Concerns and problems identified by administrators are incorporated into professional development activities.	Teacher	66	12.0	185	33.8	78	14.2	49	8.9	170	31.0	548	0.00
	Administrator	31	12.9	116	48.1	58	24.1	17	7.0	19	7.9	241	
34. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Teacher	40	7.3	108	19.8	114	20.9	221	40.6	62	11.4	545	0.43
	Administrator	70	29.1	78	32.5	40	16.7	17	7.1	35	14.6	240	
35. The Memphis City School System budgets adequate funds for professional development activities.	Teacher	28	5.1	144	26.1	106	19.2	104	18.9	169	30.7	551	1.11
	Administrator	14	5.7	86	35.3	66	27.1	34	13.9	44	18.0	244	
36. Materials which accompany professional development activities are made available for later use.	Teacher	36	6.6	235	42.9	125	22.8	85	15.5	67	12.2	548	2.30
	Administrator	21	8.7	108	44.6	60	24.8	16	6.6	37	15.3	242	
37. Professional development activities are offered at times convenient to participants.	Teacher	55	10.0	261	47.6	128	23.4	94	17.2	10	1.8	548	18.07**
	Administrator	29	12.0	148	61.4	46	19.1	13	5.4	5	2.1	241	
38. Professional development activities are well planned and carried through.	Teacher	47	8.6	288	52.7	135	24.7	66	12.1	10	1.8	546	1.97
	Administrator	18	7.5	140	58.1	56	23.2	18	7.5	9	3.7	241	
39. There is a system wide process for evaluating professional development activities.	Teacher	106	19.3	204	37.2	54	9.8	36	6.6	149	27.1	549	14.85**
	Administrator	31	13.0	80	33.6	44	18.5	25	10.5	58	24.4	238	
90. The present professional development program satisfactorily meets my professional needs.	Teacher	64	11.7	199	36.3	146	26.6	131	23.9	8	1.5	548	0.82
	Administrator	23	9.7	101	42.4	72	30.3	40	16.8	2	0.8	238	

[a]Percentages are based on those teachers and administrators who responded to the statement.

[b]The chi square calculation was based on those respondents who claimed to have a knowledge. For the purposes of analysis the categories "almost always" and "usually" were combined, as were the categories "seldom" and "practically never."

*Significant at the .05 level.

**Significant at the .01 level.

the categories "almost always" or "usually" 48.0 percent of the time and "seldom" or "practically never" 50.5 percent of the time.

In response to 11 of the 19 statements, over 10.0 percent of the teachers selected "no knowledge" as their choice. There were six of these statements to which teachers responded "no knowledge" more than 20.0 percent of the time. Teachers did not feel they had sufficient knowledge to respond to the statements about involvement of the Memphis Education Association and administrators in planning, the incorporation of consultant and administrator identified concerns into activities, budget allocations, and evaluation of activities.

Administrators responded "almost always" or "usually" over 50.0 percent of the time to a large majority of the statements about the present processes of staff development in the Memphis City Schools. The responses of administrators to survey statements 72-90 are also presented by frequency and percent in Table IV.

There were only three statements to which 50.0 percent or less of the administrators responded "almost always" or "usually." They were statements 76, 85, and 89 regarding involvement of the Memphis Education Association in planning, budget allocations, and evaluation of activities.

Six statements yielded a 70.0 percent, or greater response, in the combined categories "almost always" and "usually." These were statements 72, 73, 78, 80, 82, and 87. These statements dealt with school district commitment, community expectation, involvement of consultants in planning, incorporation of recent trends in education into activities, incorporation of consultant identified concerns and problems into

activities, and the convenience of time when professional development activities are held.

There were ten statements to which administrators responded "almost always" or "usually" between 50.0 and 70.0 percent of the time. They were statements 74, 75, 77, 79, 81, 83, 84, 86, 88, and 90. These statements dealt with the planning process, involvement of teachers and administrators in planning, incorporation of administrator and teacher identified concerns into activities, personnel evaluation, availability of materials for later use, implementation, and general satisfaction with the professional development program. Statement 90, "The present professional development program satisfactorily meets my professional needs," yielded a response from 52.1 percent of the administrators of "almost always" or "usually" and 47.1 percent in the categories "seldom" or "practically never."

There were only five statements to which over 20.0 percent of the administrators responded "no knowledge." They were 76, 84-86, and 89, referring to the planning process, personnel evaluation, adequate budget, availability of materials, and evaluation of activities.

The comparison of teacher and administrator perceptions to the present processes of staff development was made by the use of a chi square calculation. In order to maintain cell frequencies of five or more, the contingency table was collapsed into two categories of response, those of "almost always"-"usually" and "seldom"-"practically never." The category "no knowledge" was not included in the contingency table. The calculated chi square value for each statement also appears in Table IV, page 107.

Generally, administrators selected the categories "almost always" or "usually" more frequently than teachers regarding the present process of staff development. However, teachers responded "almost always" or "usually" more often than administrators with respect to the statement about evaluation of activities. There was a difference between teacher and administrator perceptions at the .05 level for six of the statements. Of these, three were also significant at the .01 level. The chi square values for statements 81, 87, and 89 were significant at the .01 level. Statements 72, 73, and 77 were significant at the .05 level only. Administrators responded "almost always" or "usually" more often than teachers to statements about school district commitment, community expectation, teacher involvement in planning, the incorporation of teacher concerns into activities, and the time when activities are held. Teachers responded significantly more often than administrators in these categories to the statement about the existence of evaluation of professional development activities.

Perceptions of the Importance of the Components of the Processes of Staff Development

Most teachers perceived all the components of the processes of staff development to be at least "important." The responses of teachers to survey statements 72-89 are presented by frequency and percent in Table V. This is for the second column of response.

Sixty-five percent or more of the teachers responding viewed all the components as reflected in the survey as "important" or "very important." Seven statements received a greater than 50.0 percent

TABLE V

TEACHER AND ADMINISTRATOR RESPONSES TO SURVEY STATEMENTS REGARDING IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Position	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Teacher	301	55.8	188	34.9	42	7.8	8	1.5	539	10.20**
	Administrator	183	77.2	48	20.3	4	1.7	2	0.8	237	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Teacher	178	33.5	211	39.7	104	19.6	38	7.2	531	18.11**
	Administrator	128	53.8	80	33.6	25	10.5	5	2.1	238	
71. The goals and objectives of professional development activities are clearly communicated.	Teacher	249	46.4	219	40.8	54	10.1	15	2.8	537	15.66**
	Administrator	150	62.8	81	33.9	7	2.9	1	0.4	239	
75. There is a clearly defined process for planning professional development activities.	Teacher	251	47.4	216	40.8	45	8.5	18	3.4	530	11.96**
	Administrator	137	57.1	94	39.2	9	3.8	0	0.0	240	
76. Memphis Education Association is involved in the planning of professional development activities.	Teacher	191	36.7	185	35.5	94	18.0	51	9.8	521	9.77**
	Administrator	48	20.2	96	40.3	64	26.9	30	12.6	238	
77. Teachers are involved in the planning of professional development activities.	Teacher	339	63.5	163	30.5	25	4.7	7	1.3	534	1.69
	Administrator	150	64.1	76	32.5	7	3.0	1	0.4	234	
78. Consultants are involved in the planning of professional development activities.	Teacher	258	48.2	207	38.7	52	9.7	18	3.4	535	6.97**
	Administrator	141	59.5	81	34.2	12	5.1	3	1.3	237	
79. Administrators are involved in the planning of professional development activities.	Teacher	189	35.7	208	39.2	97	18.3	36	6.8	530	31.09**
	Administrator	126	52.7	95	39.7	18	7.1	1	0.4	239	
80. Recent trends in education are reflected in professional development activities.	Teacher	296	55.4	197	36.9	33	6.2	8	1.5	534	2.00
	Administrator	127	54.3	81	34.6	22	9.4	4	1.7	234	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Teacher	370	69.0	143	26.7	17	3.2	6	1.1	536	0.17
	Administrator	153	64.6	77	32.5	6	2.5	1	0.4	237	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Teacher	230	43.6	228	43.2	51	9.7	19	3.6	528	1.97
	Administrator	127	54.0	86	36.6	20	8.5	2	0.9	235	

TABLE V (continued)

Statement	Position	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total	Chi Square Value[b]
83. Concerns and problems identified by administrators are incorporated into professional development activities.	Teacher	199	37.7	219	41.5	86	16.3	24	4.5	528	22.57**
	Administrator	131	55.3	90	38.0	14	5.9	2	0.8	237	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Teacher	172	32.8	171	32.6	116	22.1	66	12.6	525	8.68**
	Administrator	92	39.5	86	36.9	39	16.7	16	6.9	233	
85. The Memphis City School System budgets adequate funds for professional development activities.	Teacher	252	47.5	204	38.4	56	10.5	19	3.6	531	4.45*
	Administrator	127	53.4	91	38.2	18	7.6	2	0.8	238	
86. Materials which accompany professional development activities are made available for later use.	Teacher	231	43.6	242	45.7	49	9.2	8	1.3	530	0.36
	Administrator	96	41.2	116	49.8	18	7.7	3	1.3	233	
87. Professional development activities are offered at times convenient to participants.	Teacher	333	62.9	171	32.3	21	4.0	4	0.8	529	0.86
	Administrator	132	55.9	97	41.1	5	2.1	2	0.8	236	
88. Professional development activities are well planned and carried through.	Teacher	326	61.6	182	34.4	17	3.2	4	0.8	529	0.22
	Administrator	137	58.3	91	38.7	4	1.7	3	1.3	235	
89. There is a system wide process for evaluating professional development activities.	Teacher	266	50.6	193	36.7	39	7.4	28	5.3	526	2.75
	Administrator	115	50.0	96	41.7	16	7.0	3	1.3	230	

[a]Percentages are based on those teachers and administrators who responded to the statements.

[b]For the purpose of calculating the chi square, the categories of "very important" and "important" were combined, as were the categories "somewhat important" and "not important at all."

*Significant at the .05 level.

**Significant at the .01 level.

response in the "very important" category. These were statements 72, 77, 80, 81, 87, 88, and 89. All of these seven statements except 89 received above a 90.0 percent response in the combined categories of "very important" and "important." The seven statements dealt with school district commitment, teacher involvement in planning, incorporation of recent trends in education into activities, incorporation of teacher identified concerns and problems into activities, the time when activities are held, and implementation.

Statements 74, 75, 78, 82, 85, and 89 received between an 80.0 and 89.9 percent response in the combined categories of "very important" and "important." Statement 89 has already been mentioned above. The other six statements dealt with goals and objectives, the planning process, involvement of consultants in planning, incorporation of concerns and problems identified by consultants into activities, budget allocations, and provision of materials for professional development activities.

Statements 73, 76, 79, and 83 received between a 70.0 and 79.9 percent response in the combined categories of "very important" and "important." These statements dealt with community expectation, involvement of Memphis Education Association in planning, involvement of administrators in planning, and incorporation of concerns and problems identified by administrators. Statement 84, which dealt with personnel evaluation, received only a 65.4 percent response in the categories of "very important" and "important."

Administrators perceived the components of the processes of staff development as being important. The responses of administrators to survey statements 72-89 are also presented by frequency and percent in Table V. This is for the second column of response only.

All statements except 76, 80, and 84 received above a 90.0 percent response in the combined categories of "very important" and "important." Statement 76, regarding the involvement of Memphis Education Association, received only a 60.5 percent response in these categories.

Statement 88 received an 88.9 percent response in the categories "very important" or "important." This statement dealt with the incorporation of recent trends in education into professional development activities. The responses to statement 84 regarding personnel evaluation yielded a 76.4 percent response in the categories of "very important" or "important."

The comparison of teacher and administrator perceptions regarding the importance of the components of the processes of staff development was done by the use of a chi square calculation. In order to maintain cell frequencies of five or more, the contingency tables were collapsed into two categories of response, those of "very important"-"important" and "somewhat important"-"not important at all." The first category might be considered as positive responses, the second as negative responses. The calculated chi square value for each statement also appears in Table V, page 112.

Administrators generally placed more importance on the components of the processes than teachers. However, teachers placed more importance on two components than did administrators. These were statements 76 and 80 which dealt with the involvement of Memphis Education Association in planning and the inclusion of recent trends in education in professional development activities. There was a significant difference between teacher and administrator perceptions at the .05 level for ten of the statements. Nine of these chi square values were also significant at the .01 level. Those chi square values significant at the .01 level were calculated for statements 72-76, 78, 79, 83, and 84. The chi square value calculated for statement 85 was significant at the .05 level. Administrators placed a higher importance than teachers on the statements regarding school district commitment, community expectation, goals and objectives, the planning process, the involvement of consultants and administrators in planning, the incorporation of administrator identified concerns into activities, personnel evaluation, and budget allocations. Teachers placed a higher importance than administrators on the statement concerning the involvement of Memphis Education Association in planning professional development activities.

A mean value of importance for each statement for teachers and administrators is listed in Table VI. The priority listing for both teachers and administrators is presented in Table VII. The mean values for the statements, as perceived by teachers, varied from 2.86 to 3.64, or less than one point. The mean values for the statements, as perceived by administrators, varied from 2.68 to 3.74, or slightly more than one point.

TABLE VI

MEAN VALUE FOR EACH STATEMENT OF IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT FOR TEACHERS AND ADMINISTRATORS

Statement	Mean Value For Teachers	Mean Value For Administrators
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	3.45	3.74
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	3.00	3.39
74. The goals and objectives of professional development activities are clearly communicated.	3.31	3.59
75. There is a clearly defined process for planning professional development activities.	3.32	3.53
76. Memphis Education Association is involved in the planning of professional development activities.	2.99	2.68
77. Teachers are involved in the planning of professional development activities.	3.56	3.60
78. Consultants are involved in the planning of professional development activities.	3.32	3.52
79. Administrators are involved in the planning of professional development activities.	3.04	3.45
80. Recent trends in education are reflected in professional development activities.	3.46	3.42
81. Concerns and problems identified by teachers are incorporated into professional development activities.	3.64	3.61
82. Concerns and problems identified by consultants are incorporated into professional development activities.	3.27	3.44
83. Concerns and problems identified by administrators are incorporated into professional development activities.	3.12	3.48

TABLE VI (continued)

Statement	Mean Value For Teachers	Mean Value For Administrators
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	2.86	3.09
85. The Memphis City School System budgets adequate funds for professional development activities.	3.30	3.44
86. Materials which accompany professional development activities are made available for later use.	3.31	3.31
87. Professional development activities are offered at times convenient to participants.	3.58	3.52
88. Professional development activities are well planned and carried through.	3.57	3.54
89. There is a system wide process for evaluating professional development activities.	3.32	3.40

TABLE VII

PRIORITY RANKING OF IMPORTANCE PLACED ON EACH COMPONENT OF STAFF DEVELOPMENT BY TEACHERS AND BY ADMINISTRATORS

Teachers			Administrators	
	Statement	Rank		Statement
81	Teacher concerns	1	72	School District commitment
87	Time convenience	2	81	Teacher concerns
88	Implementation	3	77	Teacher involvement in planning
77	Teacher involvement in planning	4	74	Goals and objectives
80	Recent trends	5	88	Implementation
72	School District commitment	6	75	Defined planning process
89	Evaluation of activities	7	87	Time convenience
75	Defined planning process	8	78	Consultant involvement in planning
78	Consultant involvement in planning	9	83	Administrator concerns
86	Material availability	10	79	Admin. involvement in planning
74	Goals and objectives	11	85	Budget
85	Budget	12	82	Consultant concerns
82	Consultant concerns	13	80	Recent trends
83	Administrator concerns	14	89	Evaluation of activities
79	Admin. involvement in planning	15	73	Community expectation
73	Community expectation	16	86	Material availability
76	MEA involved	17	84	Job evaluation
84	Job evaluation	18	76	MEA involved

The top six components in priority order for teachers were statements that referred to the inclusion of teacher identified concerns and problems into professional development activities, time convenience, implementation, teacher involvement in planning, inclusion of recent trends in education into activities and school district commitment. The top six priority components for administrators were statements that referred to school district commitment, inclusion of teacher identified concerns and problems into activities, teacher involvement in planning, clearly defined goals and objectives, implementation and a clearly defined planning process. The two statements receiving the lowest priority rank by both teachers and administrators referred to personnel evaluation and the involvement of Memphis Education Association in planning.

VI. PERCEPTIONS OF TEACHERS REGARDING THE PROCESSES OF STAFF DEVELOPMENT WITH RESPECT TO THE SELECTED VARIABLES OF SEX, RACE, YEARS OF TEACHING EXPERIENCE, AND DEGREE ATTAINMENT

The responses of teachers to the survey regarding the processes of staff development were examined in order to determine if their perceptions were related to their sex, race, years of teaching experience, and degree attainment. Both responses regarding the present processes and the importance of the components of those processes form the basis for answering question 8 of this study. The data are presented by frequencies and percents for each selected variable. Chi square values were calculated to determine if there is a significant difference between any of

the categories within each selected variable. The contingency tables were collapsed into two categories of response for both the present processes and the importance of those processes. Some consolidation was also necessary among the categories within the selected variables of years of experience and degree attainment.

Perceptions of Teachers by Sex

Female teachers responded "almost always" or "usually" more often than male teachers to the statements about the processes of staff development in the Memphis City Schools. In addition, there was a significant difference at the .05 level between male and female perceptions of four statements regarding that process. Females rate statements 74, 80, 89, and 90 in the categories "almost always" or "usually" significantly more often than did males. These statements referred to goals and objectives, incorporation of recent trends in education into activities, evaluation of activities, and the statement about general satisfaction with the program.

Table VIII includes the frequencies and percents of the responses for teachers by sex about the present processes of staff development. The calculated chi square value for each statement is also included in Table VIII.

Male and female teachers were relatively close in terms of the importance they placed on the components of the process. However, there was a significant difference at the .05 level between male and female perceptions on the importance they placed on three components. Statement 72, regarding school district commitment, was also significant at

TABLE VIII

THE RESPONSES OF TEACHERS BY SEX TO SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Sex	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Male	35	32.4	48	44.4	17	15.7	7	6.6	1	0.9	108	0.96
	Female	148	33.5	205	46.4	55	12.4	21	4.8	13	2.9	442	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Male	22	20.6	39	36.4	15	14.0	10	9.4	21	19.6	107	0.62
	Female	91	20.7	109	43.2	53	12.0	37	8.4	69	15.7	440	
74. The goals and objectives of professional development activities are clearly communicated.	Male	14	13.0	35	32.4	39	36.1	16	14.8	4	3.7	108	4.56*
	Female	55	12.4	201	45.5	117	26.5	59	13.3	10	2.3	442	
75. There is a clearly defined process for planning professional development activities.	Male	17	15.7	31	28.7	28	25.9	14	13.0	18	16.7	108	1.21
	Female	58	13.1	169	38.2	100	22.7	49	11.1	66	14.9	442	
76. Memphis Education Association is involved in the planning of professional development activities.	Male	9	8.6	21	20.0	25	23.8	12	11.4	38	36.2	105	2.76
	Female	30	6.9	120	27.5	64	14.7	49	11.2	173	39.7	436	
77. Teachers are involved in the planning of professional development activities.	Male	17	15.7	42	38.9	24	22.2	12	11.2	13	12.0	108	0.32
	Female	60	13.5	206	46.3	88	19.8	50	11.2	41	9.2	445	
78. Consultants are involved in the planning of professional development activities.	Male	30	28.3	49	46.2	6	5.7	5	4.7	16	15.1	106	1.78
	Female	155	35.0	203	45.8	24	5.4	4	0.9	57	12.9	443	
79. Administrators are involved in the planning of professional development activities.	Male	15	14.2	31	29.2	18	17.0	13	12.3	29	27.4	106	0.42
	Female	71	16.0	136	30.5	80	18.0	34	7.6	124	27.9	445	
80. Recent trends in education are reflected in professional development activities.	Male	16	15.0	48	44.8	25	23.4	9	8.4	9	8.4	107	4.05*
	Female	91	20.5	232	52.3	70	15.8	33	7.4	18	4.0	444	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Male	13	12.1	32	29.9	30	28.1	24	22.4	8	7.5	107	1.75
	Female	57	12.9	167	37.8	104	31.7	55	12.4	23	5.2	442	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Male	21	19.6	43	40.2	10	9.3	5	4.7	28	26.2	107	0.00
	Female	71	16.0	214	48.0	43	9.7	20	4.5	97	21.8	449	

TABLE VIII (continued)

Statement	Sex	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
83. Concerns and problems identified by administrators are incorporated into professional development activities.	Male	14	13.1	31	29.0	14	13.1	14	13.1	34	31.7	107	0.67
	Female	52	11.8	154	34.9	64	14.6	35	7.9	136	30.8	441	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Male	7	6.5	24	22.4	23	21.5	42	39.3	11	10.3	107	0.07
	Female	33	7.5	84	19.2	91	20.8	179	40.9	51	11.6	438	
85. The Memphis City School System budgets adequate funds for professional development activities.	Male	4	3.7	22	20.4	17	15.7	25	23.1	40	37.1	108	1.23
	Female	24	5.5	132	27.5	89	20.1	79	17.8	129	29.1	443	
86. Materials which accompany professional development activities are made available for later use.	Male	4	3.8	38	36.2	24	22.9	20	19.0	19	18.1	105	2.04
	Female	32	7.2	197	44.5	101	22.8	65	14.7	48	10.8	443	
87. Professional development activities are offered at times convenient to participants.	Male	7	6.5	47	43.9	25	23.4	23	21.5	5	4.7	107	1.46
	Female	48	10.9	214	48.5	103	23.4	71	16.1	5	1.1	441	
88. Professional development activities are well planned and carried through.	Male	6	5.7	49	46.2	25	23.6	22	20.8	4	3.7	106	3.52
	Female	41	9.3	239	54.3	110	25.0	44	10.0	6	1.4	440	
89. There is a system wide process for evaluating professional development activities.	Male	18	16.8	32	29.9	18	16.8	7	6.6	32	29.9	107	5.47*
	Female	88	19.9	172	38.9	36	8.1	29	6.6	117	26.5	442	
90. The present professional development program satisfactorily meets my professional needs.	Male	12	11.5	26	25.0	30	28.9	32	30.8	4	3.8	104	5.11*
	Female	52	11.7	173	39.0	116	26.1	99	22.3	4	0.9	444	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]The chi square calculation was based on those respondents who claimed to have a knowledge. For the purposes of analysis the categories "almost always" and "usually" were combined, as were the categories "seldom" and "practically never."

*Significant at the .05 level.

the .01 level. Females regarded this as more important than males. Females also placed significantly more importance on statements 75 and 80 than did males. These statements dealt with the planning process and the incorporation of current trends in education into professional development activities.

Table IX includes the frequencies and percents of the responses of teachers by sex about the importance of the components of staff development. The calculated chi square value for each statement is also included in Table IX.

Perceptions of Teachers by Race

Black teachers consistently selected the categories "almost always" or "usually" more often than white teachers when responding to the statements about the present processes of staff development. Since there was only one respondent to the survey who indicated a race other than black or white, the category "other" was excluded from the analysis. White teachers selected the categories "almost always" or "usually" more often than black teachers when responding to the statement about the time when activities are offered.

There were 14 statements for which black teachers selected the categories "almost always" or "usually" significantly more often than white teachers. Of the 14 statements, 10 were significant at the .01 level. Statements 72-75, 77, 79-81, 83, and 90 were significant at the .01 level. Those statements significant at the .01 level referred to school district commitment, community expectation, goals and objectives, incorporation of recent trends in education into activities, the

TABLE IX

THE RESPONSES OF TEACHERS BY SEX TO STATEMENTS REGARDING THE IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Sex	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Male	55	51.9	32	30.2	14	13.2	4	3.9	106	8.46**
	Female	246	56.7	156	35.9	28	6.5	4	0.9	434	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Male	37	35.2	41	39.0	17	16.3	10	9.5	105	0.02
	Female	141	33.1	170	39.9	87	20.4	28	6.6	426	
74. The goals and objectives of professional development activities are clearly communicated.	Male	45	42.5	42	39.6	14	13.2	5	4.7	106	2.50
	Female	204	47.3	177	41.1	40	9.3	10	2.3	431	
75. There is a clearly defined process for planning professional development activities.	Male	46	43.8	39	37.1	15	14.3	4	3.8	105	4.30*
	Female	205	48.1	177	41.5	30	7.1	14	3.3	426	
76. Memphis Education Association is involved in the planning of professional development activities.	Male	43	42.2	31	30.4	17	16.8	11	10.8	102	0.00
	Female	148	35.2	154	36.8	77	18.4	40	9.5	419	
77. Teachers are involved in the planning of professional development activities.	Male	63	59.4	33	31.1	8	7.5	1	0.9	106	1.02
	Female	276	64.3	130	30.3	17	4.0	6	1.4	429	
78. Consultants are involved in the planning of professional development activities.	Male	45	43.3	39	37.5	12	11.5	8	7.7	104	3.64
	Female	213	49.4	168	39.0	40	9.3	10	2.3	431	
79. Administrators are involved in the planning of professional development activities.	Male	34	32.4	46	43.8	19	18.0	5	4.8	105	0.16
	Female	155	36.4	162	38.0	78	18.3	31	7.3	426	
80. Recent trends in education are reflected in professional development activities.	Male	53	50.0	39	36.8	8	7.5	6	5.7	106	4.77*
	Female	243	56.9	158	36.9	25	5.8	2	0.5	428	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Male	75	71.4	26	24.8	3	2.9	1	0.9	105	0.00
	Female	295	68.4	117	27.2	14	3.2	5	1.2	431	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Male	41	39.8	43	41.8	9	8.7	10	9.7	103	2.46
	Female	189	44.5	185	43.6	42	9.8	9	2.1	425	

TABLE IX (continued)

Statement	Sex	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
83. Concerns and problems identified by administrators are incorporated into professional development activities.	Male	35	33.7	42	40.4	20	19.2	7	6.7	104	1.70
	Female	164	38.7	177	41.8	66	15.5	17	4.0	424	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Male	37	35.9	35	34.0	20	19.4	11	10.7	103	0.94
	Female	135	31.9	136	32.3	96	22.9	55	13.0	422	
85. The Memphis City School System budgets adequate funds for professional development activities.	Male	47	45.2	41	39.4	10	9.6	6	5.8	104	0.06
	Female	205	48.0	163	38.3	46	10.7	13	3.0	427	
86. Materials which accompany professional development activities are made available for later use.	Male	43	43.0	44	44.0	11	11.0	2	2.0	100	0.39
	Female	188	43.8	198	46.0	38	8.8	6	1.4	430	
87. Professional development activities are offered at times convenient to participants.	Male	60	58.3	35	34.0	6	5.8	2	1.9	103	1.86
	Female	273	64.0	136	32.0	15	3.5	2	0.5	426	
88. Professional development activities are well planned and carried through.	Male	51	51.0	42	42.0	4	4.0	3	3.0	100	2.07
	Female	275	64.2	140	32.6	13	3.0	1	0.2	429	
89. There is a system wide process for evaluating professional development activities.	Male	54	52.4	37	35.9	7	6.8	5	4.9	103	0.04
	Female	212	50.1	156	36.9	32	7.6	23	5.4	423	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]For the purpose of calculating the chi square the categories "very important" and "important" were combined as were the categories "somewhat important" and "not important at all."

*Significant at the .05 level.

**Significant at the .01 level.

incorporation of teacher and administrator identified concerns into activities, and the statement regarding general satisfaction with the professional development program. Statements 76, 82, 86, and 88 were significant only at the .05 level. Those statements significant at the .05 level were concerned with involvement of Memphis Education Association in planning, incorporation of consultant identified concerns into activities, availability of material for later use, and implementation of professional development activities.

Table X includes the frequencies and percents of the responses of teachers by race regarding their perceptions of the present processes of staff development. The calculated chi square value for each statement is also included in Table X.

Black teachers generally placed more importance on the components of the processes of staff development. However, for eight of the statements, the responses of black teachers were similar to the responses of white teachers. Black teachers did place greater importance on statements 73, 74, 76, 78-80, 82, 83, 85, and 86 than did white teachers. These differences in perceptions were significant at the .05 level. For all but statement 85 the difference in perceptions was significant at the .01 level. The statements for which there was a significant chi square value referred to community expectation, goals and objectives, involvement of Memphis Education Association in planning, consultant and administrator involvement in planning, incorporation of recent trends in education into activities, incorporation of consultant and

TABLE X

THE RESPONSES OF TEACHERS BY RACE TO SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Race	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	White	83	25.9	157	49.1	56	17.5	18	5.6	6	1.9	320	10.52**
	Black	98	43.6	93	41.3	16	7.1	10	4.4	8	3.6	225	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	White	52	16.4	130	41.0	51	16.1	32	10.1	52	16.4	317	11.33**
	Black	60	26.5	97	43.0	17	7.5	15	6.6	37	16.4	226	
74. The goals and objectives of professional development activities are clearly communicated.	White	33	10.3	121	37.8	101	31.6	59	18.4	6	1.9	320	17.86**
	Black	35	15.6	113	50.2	55	24.4	15	6.7	7	3.0	225	
75. There is a clearly defined process for planning professional development activities.	White	42	13.1	90	28.2	89	27.8	42	13.1	57	17.8	320	17.59**
	Black	33	14.7	107	47.6	39	17.3	21	9.3	25	11.1	225	
76. Memphis Education Association is involved in the planning of professional development activities.	White	18	5.7	74	23.3	54	17.1	41	12.9	130	31.0	317	4.58*
	Black	21	9.5	66	30.0	34	15.5	20	9.1	79	35.9	220	
77. Teachers are involved in the planning of professional development activities.	White	39	12.1	125	38.9	79	24.7	41	12.8	37	11.5	321	15.51**
	Black	38	16.8	120	53.1	32	14.2	20	8.8	16	7.1	226	
78. Consultants are involved in the planning of professional development activities.	White	94	29.4	144	45.0	20	6.3	6	1.8	56	17.5	320	2.05
	Black	90	40.2	105	46.9	9	4.0	3	1.3	17	7.6	224	
79. Administrators are involved in the planning of professional development activities.	White	36	11.3	92	28.8	63	19.7	33	10.1	95	29.8	319	8.05**
	Black	49	21.5	74	32.5	35	15.3	14	6.1	56	24.6	228	
80. Recent trends in education are reflected in professional development activities.	White	40	12.5	161	50.3	67	20.9	30	9.4	22	6.9	320	13.11**
	Black	66	29.1	116	51.1	28	12.3	12	5.3	5	2.2	227	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	White	35	10.9	100	31.3	112	35.0	54	16.9	19	5.9	320	13.97**
	Black	34	15.2	98	43.8	56	25.0	25	11.2	11	4.8	224	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	White	47	14.6	138	43.0	38	11.8	15	4.7	83	25.9	321	4.85*
	Black	45	20.0	116	51.3	15	6.6	10	4.4	40	17.7	226	

TABLE X (continued)

Statement	Race	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
83. Concerns and problems identified by administrators are incorporated into professional development activities.	White	32	10.1	92	28.8	53	16.6	29	9.1	113	35.4	319	7.02**
	Black	34	15.1	92	40.9	25	11.1	20	8.9	54	24.0	225	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	White	21	6.6	55	17.4	63	20.0	141	45.6	33	10.1	316	3.44
	Black	19	8.4	50	22.2	51	22.7	76	33.8	29	12.9	225	
85. The Memphis City School System budgets adequate funds for professional development activities.	White	15	4.7	71	22.3	59	18.5	65	20.4	109	34.1	319	2.20
	Black	13	5.8	70	31.0	47	20.8	39	17.3	57	25.2	226	
86. Materials which accompany professional development activities are made available for later use.	White	24	7.6	117	37.0	74	23.4	57	18.1	44	13.9	316	5.41*
	Black	12	5.3	117	51.5	48	21.2	28	12.3	22	9.7	227	
87. Professional development activities are offered at times convenient to participants.	White	31	9.7	162	50.8	76	23.8	44	13.8	6	1.9	319	2.28
	Black	24	10.7	97	43.3	51	22.8	49	21.9	3	1.3	224	
88. Professional development activities are well planned and carried through.	White	22	7.1	153	48.4	94	29.7	39	12.3	8	2.5	316	10.30**
	Black	25	11.1	133	59.1	39	17.3	26	11.6	2	0.9	225	
89. There is a system wide process for evaluating professional development activities.	White	59	18.6	106	33.3	38	11.9	21	6.6	94	29.6	318	3.26
	Black	45	20.0	95	42.2	15	7.1	15	6.7	54	24.0	225	
90. The present professional development satisfactorily meets my professional needs.	White	38	12.0	90	28.5	92	29.1	90	28.5	6	1.9	316	15.86**
	Black	26	11.5	107	47.1	53	23.2	39	17.2	2	0.9	227	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]The chi square calculation was based on those respondents who claimed to have a knowledge. For the purposes of analysis, the categories "almost always" and "usually" were combined, as were the categories "seldom" and "practically never."

*Significant at the .05 level.

**Significant at the .01 level.

administrator identified concerns into activities, budget allocations, and availability of materials for later use.

Table XI includes the frequencies and percents of the responses of teachers by race regarding the importance of the components of the processes of staff development. The calculated chi square value for each statement is also included in Table XI.

Perceptions of Teachers by Years of Teaching Experience

Teachers of more years of experience responded "almost always" or "usually" more often to the statements about the present processes of staff development than teachers of fewer years of experience. There were too few teachers who responded to the survey in the categories "one" and "over twenty" with respect to years of teaching experience to maintain cell frequencies of five or more when calculating the chi square value. Therefore, the chi square values for teacher perceptions by years of experience were calculated by crossing teacher responses with the three categories of "one to five," "six to ten," and "over ten" years of teaching experience.

Teachers of "over ten" years of experience consistently selected the response "almost always" or "usually" more often than teachers in the other two categories regarding the present processes of staff development in the Memphis City Schools. Teachers in the category "one to five" years of experience selected either similar responses or selected the categories "almost always" or "usually" more often than teachers with "six to ten" years of experience. There were 12 statements

TABLE XI

THE RESPONSES OF TEACHERS BY RACE TO SURVEY STATEMENTS REGARDING THE IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Race	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	White	163	51.9	119	37.9	29	9.2	3	1.0	314	0.40
	Black	136	61.8	66	30.0	13	5.9	5	2.3	220	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	White	93	30.2	114	37.0	72	23.4	29	9.4	308	13.05**
	Black	84	38.4	95	43.4	32	14.6	8	3.6	219	
74. The goals and objectives of professional development activities are clearly communicated.	White	138	44.1	123	39.3	42	13.4	10	3.2	313	8.18*
	Black	107	48.9	95	43.3	12	5.5	5	2.3	219	
75. There is a clearly defined process for planning professional development activities.	White	130	42.5	133	43.5	35	11.4	8	2.6	306	3.68
	Black	121	55.3	80	36.5	9	4.1	9	4.1	219	
76. Memphis Education Association is involved in the planning of professional development activities.	White	99	32.8	101	33.4	65	21.6	37	12.2	302	11.97**
	Black	91	42.4	82	38.1	29	13.5	13	6.0	216	
77. Teachers are involved in the planning of professional development activities.	White	187	60.5	99	32.0	20	6.5	3	1.0	309	1.98
	Black	150	68.2	61	27.7	5	2.3	4	1.8	220	
78. Consultants are involved in the planning of professional development activities.	White	136	43.9	122	39.3	40	12.9	12	3.9	310	7.66*
	Black	120	54.3	83	37.6	12	5.4	6	2.7	221	
79. Administrators are involved in the planning of professional development activities.	White	92	30.1	120	39.2	72	23.5	22	7.2	306	11.60**
	Black	95	43.2	87	39.5	25	11.4	13	5.9	220	
80. Recent trends in education are reflected in professional development activities.	White	154	49.8	123	39.8	27	8.8	5	1.6	309	7.37*
	Black	141	64.1	71	32.3	6	2.7	2	0.9	220	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	White	219	70.4	81	26.0	8	2.6	3	1.0	311	0.13
	Black	150	68.2	60	27.2	7	3.2	3	1.4	220	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	White	120	39.2	132	43.2	39	12.7	15	4.9	306	11.98**
	Black	108	49.5	95	43.6	11	5.1	4	1.8	218	

TABLE XI (continued)

Statement	Race	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
83. Concerns and problems identified by administrators are incorporated into professional development activities.	White	98	32.0	128	41.8	66	21.6	14	4.6	307	11.97**
	Black	99	45.4	90	41.3	20	9.2	9	4.1	218	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	White	88	29.0	102	33.7	76	25.1	37	12.2	303	1.82
	Black	81	37.2	69	31.7	40	18.3	28	12.8	218	
85. The Memphis City School System budgets adequate funds for professional development activities.	White	131	42.5	124	40.3	40	13.0	13	4.2	308	4.72*
	Black	118	54.1	78	35.8	16	7.3	6	2.8	218	
86. Materials which accompany professional development activities are made available for later use.	White	117	38.5	144	37.4	37	12.1	6	2.0	304	7.28**
	Black	112	50.7	95	43.0	12	5.4	2	0.9	221	
87. Professional development activities are offered at times convenient to participants.	White	193	62.3	103	33.2	13	4.2	1	0.3	310	0.0
	Black	137	64.1	67	31.3	8	3.7	2	0.9	214	
88. Professional development activities are well planned and carried through.	White	193	63.0	104	34.0	7	2.3	2	0.7	306	0.99
	Black	131	59.8	77	35.2	9	4.1	2	0.9	219	
89. There is a system wide process for evaluating professional development activities.	White	145	47.7	114	37.5	25	8.2	20	6.6	304	3.06
	Black	118	54.6	78	36.1	14	6.5	6	2.8	216	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]For the purposes of calculating the chi square value, the categories "very important" and "important" were combined, as were the categories "somewhat important" and "not important at all."

*Significant at the .05 level.

**Significant at the .01 level.

for which the chi square value was significant at the .05 level. These were statements 73-77, 80-82, 84, 86, 88, and 90. The chi square values for all of these statements except 76 were also significant at the .01 level. Those statements for which there was a difference in perceptions referred to community expectation, goals and objectives, planning process, involvement of Memphis Education Association and teachers in planning, incorporation of current trends in education into activities, incorporation of teacher and consultant identified concerns into activities, the role of personnel evaluation in selection of activities, availability of materials for later use, evaluation of activities, and the general satisfaction statement. For all of these statements except the one dealing with teacher involvement in planning, teachers of "over ten" years of experience and then teachers of "one to five" years of experience selected the response "almost always" or "usually" more often. In the case of the statement concerning teacher involvement in planning, teachers of "over ten" years of experience and teachers of "six to ten" years of experience selected these categories more often than teachers of "one to five" years of experience.

Table XII includes the frequencies and percents of the responses of teachers by years of experience about the present process of staff development. The calculated chi square value for each statement is also included in Table XII.

There was more agreement among teachers, with respect to their experience, regarding the importance of the components of the processes of staff development. However, there were eight statements for which

TABLE XII

THE RESPONSES OF TEACHERS BY YEARS OF TEACHING EXPERIENCE TO SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Years of Experience	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	1	8	38.1	8	38.1	3	14.3	1	4.8	1	4.8	21	
	2-5	23	25.0	49	53.3	15	16.3	5	5.4	0	0.0	92	
	6-10	38	26.2	69	47.6	19	13.1	14	9.7	5	3.4	145	5.71
	11-20	69	36.7	87	46.3	22	11.7	5	2.7	5	2.7	188	
	Over 20	45	45.5	37	37.4	11	11.1	3	3.0	3	3.0	99	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	1	4	20.0	9	45.0	3	15.0	1	5.0	3	15.0	20	
	2-5	11	12.0	48	52.2	11	12.0	7	7.6	15	16.3	92	
	6-10	25	17.5	50	35.0	23	16.1	20	14.0	25	17.5	143	11.11**
	11-20	45	23.9	80	42.6	20	10.6	13	6.9	30	16.0	188	
	Over 20	27	27.3	40	40.4	11	11.1	5	5.1	16	16.2	99	
74. The goals and objectives of professional development activities are clearly communicated.	1	6	10	47.6		2	9.5	1	4.8	2	9.5	21	
	2-5	9	9.8	35	38.0	34	37.0	14	15.2	0	0.0	92	
	6-10	11	7.6	45	31.0	48	33.1	35	24.1	6	4.1	145	26.69**
	11-20	25	13.3	93	49.5	49	26.1	18	9.6	3	1.6	188	
	Over 20	18	18.2	51	51.5	20	20.2	7	7.1	3	3.0	99	
75. There is a clearly defined process for planning professional development activities.	1	5	23.8	7	33.3	4	19.0	1	4.8	4	19.0	21	
	2-5	11	12.0	22	23.9	29	31.5	13	14.1	17	18.5	92	
	6-10	13	9.0	42	29.0	39	26.9	28	19.3	23	15.9	145	25.85**
	11-20	27	14.4	82	43.9	35	18.7	15	8.0	28	15.0	187	
	Over 20	19	19.0	46	46.0	20	20.0	5	5.0	10	10.0	100	
76. Memphis Education Association is involved in the planning of professional development activities.	1	5	23.8	3	14.3	2	9.5	0	0.0	11	52.4	21	
	2-5	3	3.3	24	26.1	17	18.5	13	14.1	35	38.0	92	
	6-10	8	5.7	24	17.1	24	17.1	20	14.3	64	45.7	140	7.16*
	11-20	14	7.6	51	27.6	31	16.8	22	11.9	67	36.2	185	
	Over 20	9	9.2	36	36.7	14	14.3	6	6.1	33	33.7	98	
77. Teachers are involved in the planning of professional development activities.	1	3	14.3	7	33.3	4	19.0	1	4.8	6	28.6	21	
	2-5	9	9.8	35	38.0	22	23.9	15	16.3	11	12.0	92	
	6-10	13	9.0	62	42.8	25	17.2	27	18.6	18	12.4	145	9.63**
	11-20	35	18.5	89	47.1	42	22.2	12	6.3	11	5.8	189	
	Over 20	17	16.8	53	52.5	19	18.8	6	5.9	6	5.9	101	
78. Consultants are involved in the planning of professional development activities.	1	9	42.9	5	23.8	0	0.0	0	0.0	7	33.3	21	
	2-5	13	14.3	48	52.7	5	5.5	2	2.2	23	25.3	91	
	6-10	37	25.9	68	47.6	11	7.7	3	2.1	24	16.8	143	3.40
	11-20	79	42.0	84	44.7	11	5.9	2	1.1	12	6.4	188	
	Over 20	45	44.6	46	45.5	3	3.0	1	1.0	6	5.9	101	

TABLE XII (continued)

Statement	Years of Experience	Response: Almost Always N	Almost Always % [a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value [b]
79. Administrators are involved in the planning of professional development activities.	1	4	20.0	3	15.0	5	25.0	0	0.0	8	40.0	20	
	2-5	8	8.7	30	32.6	19	20.7	10	10.9	25	27.2	92	
	6-10	19	13.1	39	26.9	27	18.6	13	9.0	47	32.4	145	4.46
	11-20	29	15.4	56	29.8	34	18.1	19	10.1	50	26.6	188	
	Over 20	26	25.7	38	37.6	12	11.9	4	4.0	21	20.8	101	
80. Recent trends in education are reflected in professional development activities.	1	7	33.3	9	42.9	1	4.8	1	4.8	3	14.3	21	
	2-5	13	14.1	40	43.5	24	26.1	10	10.9	5	5.4	92	
	6-10	12	8.3	69	47.6	35	24.1	18	12.4	11	7.6	145	29.86**
	11-20	44	23.5	104	55.6	28	15.0	7	3.7	4	2.1	187	
	Over 20	31	30.7	55	54.5	7	6.9	4	4.0	4	4.0	101	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	1	6	28.6	5	23.8	4	19.0	1	4.8	5	23.8	21	
	2-5	10	10.9	29	31.5	31	33.7	18	19.6	4	4.3	92	
	6-10	15	10.5	38	26.6	47	32.9	33	23.1	10	7.0	143	14.01**
	11-20	22	11.7	83	44.1	55	29.3	18	9.6	10	5.3	188	
	Over 20	17	17.0	41	41.0	31	31.0	9	9.0	2	2.0	100	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	1	6	28.6	8	38.1	1	4.8	0	0.0	6	28.6	21	
	2-5	9	9.8	43	46.7	11	12.0	7	7.6	22	23.9	92	
	6-10	18	12.5	57	39.6	22	15.3	7	4.9	40	27.8	144	13.62**
	11-20	36	19.0	96	50.8	10	5.3	4	2.1	43	22.8	189	
	Over 20	23	22.8	50	49.5	9	8.9	5	5.0	14	13.9	101	
83. Concerns and problems identified by administrators are incorporated into professional development activities.	1	2	9.5	7	33.3	3	14.3	1	4.8	8	38.1	21	
	2-5	12	13.2	27	29.7	11	12.1	17	18.7	24	26.4	91	
	6-10	15	10.5	38	26.6	20	14.0	15	10.5	55	38.4	143	5.72
	11-20	17	9.0	69	36.7	32	17.0	13	6.9	57	30.3	188	
	Over 20	20	20.0	42	42.0	11	11.0	2	2.0	25	25.0	100	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	1	2	9.5	7	33.3	5	23.8	4	19.0	3	14.3	21	
	2-5	4	4.3	13	14.1	19	20.7	46	50.0	10	10.9	92	
	6-10	10	6.9	14	9.7	27	18.8	77	53.5	16	11.1	144	16.38**
	11-20	11	5.9	49	26.3	38	20.4	68	36.6	20	10.8	186	
	Over 20	13	13.3	24	24.5	25	25.5	26	26.5	10	10.2	98	
85. The Memphis City School System budgets adequate funds for professional development activities.	1	1	4.8	8	38.1	2	9.5	2	9.5	8	38.1	21	
	2-5	5	5.4	18	19.6	17	18.5	19	20.7	33	35.9	92	
	6-10	7	4.8	28	19.3	26	17.9	36	24.8	48	33.1	145	4.67
	11-20	7	3.7	59	31.1	39	20.5	26	13.7	59	31.1	190	
	Over 20	7	7.1	30	30.6	20	20.4	21	21.4	20	20.4	98	
86. Materials which accompany professional development activities are made available for later use.	1	2	9.5	8	38.1	2	9.5	4	19.0	5	23.8	21	
	2-5	3	3.3	31	34.1	25	27.5	18	19.8	14	15.4	91	
	6-10	9	6.3	48	33.6	36	25.2	31	21.7	19	13.3	143	16.16**
	11-20	15	8.0	91	48.4	43	22.9	21	11.2	18	9.6	188	
	Over 20	7	7.0	55	55.0	16	16.0	11	11.0	11	11.0	100	

TABLE XII (continued)

Statement	Years of Experience	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
87. Professional development activities are offered at times convenient to participants.	1	4	19.0	8	38.1	4	19.0	4	19.0	1	4.8	21	
	2-5	5	5.4	51	55.4	19	20.7	16	17.4	1	1.1	92	
	6-10	9	6.3	67	46.5	29	20.1	37	25.7	2	1.4	144	2.33
	11-20	21	11.4	86	46.5	49	26.5	26	14.1	3	1.6	185	
	Over 20	15	14.9	48	47.5	24	23.8	11	10.9	3	3.0	101	
88. Professional development activities are well planned and carried through.	1	4	19.0	11	52.4	4	19.0	0	0.0	2	9.5	21	
	2-5	5	5.6	41	46.1	29	32.6	13	14.6	1	1.1	89	
	6-10	5	3.5	65	45.1	39	27.1	32	22.2	3	2.1	144	20.87**
	11-20	18	9.6	112	59.6	39	20.7	16	8.5	3	1.6	188	
	Over 20	15	15.2	57	57.6	21	21.2	5	5.1	1	1.0	99	
89. There is a system wide process for evaluating professional development activities.	1	5	33.3	6	4.8	2	9.5	1	28.6	7	23.8	21	
	2-5	22	24.4	27	30.0	11	12.2	7	7.8	23	25.6	90	
	6-10	24	16.9	28	33.8	10	7.0	18	12.7	42	29.6	142	4.65
	11-20	38	20.0	79	41.6	21	11.1	6	3.2	46	34.2	190	
	Over 20	15	14.9	44	43.6	8	7.9	4	4.0	30	29.7	101	
90. The present professional development program satisfactorily meets my professional needs.	1	3	14.3	12	57.1	4	19.0	2	9.5	0	0.0	21	
	2-5	7	7.8	21	23.3	31	34.4	29	32.2	2	2.2	90	
	6-10	13	9.0	40	27.6	36	24.8	54	37.2	2	1.4	145	22.69**
	11-20	22	11.8	80	42.8	47	25.1	35	18.7	3	1.6	187	
	Over 20	19	19.0	45	45.0	26	26.0	9	9.0	1	1.0	100	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]The chi square calculation was based on those respondents who claimed to have a knowledge. For the purposes of analysis, the categories of "almost always" and "usually" were combined, as were the categories "seldom" and "practically never," "one" and "two-five" years of experience, and "eleven-twenty" and "over twenty years of experience."

*Significant at the .05 level.

**Significant at the .01 level.

there were significant chi square values at the .05 level. Of these, statement 76, which referred to the involvement of Memphis Education Association in planning, was also significant at the .05 level. The other statements for which there was a difference in perceptions were 73, 74, 78, 79, 82, 83, and 86. The perceptions of teachers differed on the statements dealing with community expectation, goals and objectives, involvement of Memphis Education Association in planning, involvement of consultants and administrators in planning, incorporation of consultant and administrator identified concerns into activities, and availability of materials for later use. For each of these statements, except number 76, teachers of "over ten" years of experience, then teachers of "one to five" years of experience place more importance on the statement than teachers of "six to ten" years of experience. Teacher involvement in planning, statement 76, was perceived most important by teachers of "over ten" years of experience followed by teachers of "six to ten" years of experience, and then by teachers of "one to five" years of experience.

The frequency and percent of response for teachers by years of experience with respect to importance of the components are presented in Table XIII. The calculated chi square value for each statement is also presented in this table.

Perceptions of Teachers by Degree Attainment

There was little variation in the perceptions of teachers holding bachelor's degrees to teachers with graduate degrees about the present processes of staff development. The teachers who responded to the

TABLE XIII

THE RESPONSES OF TEACHERS BY YEARS OF TEACHING EXPERIENCE TO SURVEY STATEMENTS REGARDING THE IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Years of Experience	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members	1	15	78.9	3	15.8	1	5.3	0	0.0	19	
	2-5	43	48.3	35	39.3	8	9.0	2	2.2	89	
	6-10	74	51.7	54	37.8	12	8.4	3	2.1	143	0.60
	11-20	108	58.1	63	33.9	14	7.5	1	0.5	186	
	Over 20	59	60.2	30	30.6	7	7.1	2	2.0	98	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	1	9	50.0	6	33.3	2	11.1	1	5.6	18	
	2-5	22	25.0	38	43.2	23	26.1	5	5.7	88	
	6-10	39	27.7	54	38.3	34	24.1	14	9.9	141	7.07*
	11-20	69	38.1	70	38.7	30	16.6	12	6.6	181	
	Over 20	38	38.8	40	40.8	14	14.3	6	6.1	98	
74. The goals and objectives of professional development activities are clearly communicated.	1	12	63.2	5	26.3	2	10.5	0	0.0	19	
	2-5	39	44.3	36	40.9	11	12.5	2	2.3	88	
	6-10	52	36.4	65	45.5	19	13.3	7	4.9	143	6.49*
	11-20	92	50.3	72	39.3	14	7.7	5	2.7	183	
	Over 20	52	52.5	39	39.4	7	7.1	1	1.0	99	
75. There is a clearly defined process for planning professional development activities.	1	13	68.4	3	15.8	2	10.5	1	5.3	19	
	2-5	40	46.5	34	39.5	9	10.5	3	3.5	86	
	6-10	57	41.0	65	46.8	13	9.4	3	2.2	139	0.82
	11-20	89	48.4	74	40.2	14	7.6	7	3.8	184	
	Over 20	52	52.5	37	37.4	7	7.1	3	3.0	99	
76. Memphis Education Association is involved in the planning of professional development activities.	1	7	36.8	6	31.6	3	15.8	3	15.8	19	
	2-5	18	21.2	31	36.5	28	32.9	8	9.4	85	
	6-10	56	40.6	48	34.8	19	13.8	15	10.9	138	10.54**
	11-20	65	36.5	63	35.4	35	19.7	15	8.4	178	
	Over 20	43	44.3	37	38.1	7	7.2	10	10.3	97	
77. Teachers are involved in the planning of professional development activities.	1	14	73.7	2	10.5	1	5.3	2	10.5	19	
	2-5	48	55.2	31	35.6	7	8.1	1	1.1	87	
	6-10	88	62.4	48	34.0	2	1.1	3	2.1	141	5.14
	11-20	123	66.5	51	27.6	10	5.4	1	0.5	185	
	Over 20	63	64.3	30	30.6	5	5.1	0	0.0	98	
78. Consultants are involved in the planning of professional development activities.	1	11	57.9	6	31.6	0	0.0	2	10.5	19	
	2-5	43	49.4	31	35.6	13	14.9	0	0.0	87	
	6-10	56	39.2	60	42.0	19	13.3	8	5.6	143	7.34*
	11-20	89	48.6	76	41.5	14	7.7	4	2.2	183	
	Over 20	57	58.2	32	32.7	6	6.1	3	3.1	98	

TABLE XIII (continued)

Statement	Years of Experience	Response: Very Important N	Very Important % [a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value [b]
79. Administrators are involved in the planning of professional development activities.	1	6	33.3	6	33.3	2	11.1	4	22.2	18	
	2-5	32	36.8	34	39.1	16	18.4	5	5.7	87	
	6-10	37	26.2	58	41.1	36	25.5	10	7.1	141	7.16*
	11-20	65	35.9	76	42.0	27	14.9	13	7.2	181	
	Over 20	48	48.5	33	33.3	14	14.1	4	4.0	99	
80. Recent trends in education are reflected in professional development activities.	1	11	57.9	7	36.8	1	5.3	0	0.0	19	
	2-5	47	53.4	34	38.6	6	6.8	1	1.1	88	
	6-10	74	51.7	59	41.3	7	4.9	3	2.1	143	0.11
	11-20	99	54.7	65	35.9	13	7.2	4	2.2	181	
	Over 20	64	65.3	29	29.6	5	5.1	0	0.0	98	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	1	13	68.4	4	21.1	1	5.3	1	5.3	19	
	2-5	66	75.0	18	20.5	3	3.4	1	1.1	88	
	6-10	95	66.9	42	29.6	3	2.1	2	1.4	142	0.65
	11-20	122	66.3	52	28.3	9	4.9	1	0.5	184	
	Over 20	71	72.4	25	25.5	1	1.0	1	1.0	98	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	1	9	47.4	8	42.1	1	5.3	1	5.3	19	
	2-5	37	43.0	39	45.3	9	10.5	1	1.2	86	
	6-10	51	36.4	62	44.3	19	13.6	8	5.7	140	6.80*
	11-20	80	44.2	79	43.6	16	8.8	6	3.3	181	
	Over 20	52	53.1	39	39.8	5	5.1	2	2.0	98	
83. Concerns and problems identified by administrators are incorporated into professional development activities.	1	3	15.8	10	52.6	2	10.5	4	21.1	19	
	2-5	33	38.8	34	40.0	17	20.0	1	1.2	85	
	6-10	42	29.8	60	42.6	30	21.3	9	6.4	141	8.09*
	11-20	72	40.0	75	41.7	26	14.4	7	3.9	180	
	Over 20	49	49.5	38	38.4	9	9.1	3	3.0	99	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	1	6	31.6	8	42.1	4	21.1	1	5.3	19	
	2-5	26	29.9	26	29.9	24	27.6	11	12.6	87	
	6-10	44	31.2	44	31.2	33	23.4	20	14.2	141	1.76
	11-20	58	32.4	58	32.4	37	20.7	26	14.5	179	
	Over 20	37	38.9	33	34.7	18	18.9	7	7.4	95	
85. The Memphis City School System budgets adequate funds for professional development activities.	1	13	68.4	4	21.1	1	5.3	1	5.3	19	
	2-5	40	46.0	36	41.4	10	11.5	1	1.1	87	
	6-10	59	42.1	60	42.9	14	10.0	7	5.0	140	0.40
	11-20	85	46.4	68	37.2	25	13.7	5	2.7	183	
	Over 20	51	52.6	36	37.1	6	6.2	4	4.1	97	
86. Materials which accompany professional development activities are made available for later use.	1	10	52.6	7	36.8	1	5.3	1	5.3	19	
	2-5	36	42.4	42	49.4	7	8.2	0	0.0	85	
	6-10	60	42.6	57	40.4	19	13.5	5	3.5	141	8.18*
	11-20	77	42.3	87	47.8	16	8.8	2	1.1	182	
	Over 20	46	46.9	47	48.0	5	5.1	0	0.0	98	

TABLE XIII (continued)

Statement	Years of Experience	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
87. Professional development activities are offered at times convenient to participants.	1	15	78.9	2	10.5	2	10.5	0	0.0	19	
	2-5	59	68.6	25	29.1	2	2.3	0	0.0	86	
	6-10	88	62.9	46	32.9	5	3.6	1	0.7	140	0.14
	11-20	109	60.2	63	34.8	7	3.9	2	1.1	181	
	Over 20	61	62.2	33	33.7	3	3.1	1	1.0	98	
88. Professional development activities are well planned and carried through.	1	14	73.7	3	15.8	2	10.5	0	0.0	19	
	2-5	60	71.4	22	26.2	2	2.4	0	0.0	84	
	6-10	82	58.6	53	37.9	5	3.6	0	0.0	140	0.03
	11-20	107	58.2	68	37.0	7	3.8	2	1.1	184	
	Over 20	61	62.9	34	35.1	1	1.0	1	1.0	97	
89. There is a system wide process for evaluating professional development activities.	1	11	57.9	4	21.1	1	5.3	3	15.8	19	
	2-5	51	60.0	25	29.4	7	8.2	2	2.4	85	
	6-10	69	50.7	52	38.2	8	5.9	7	5.1	136	0.52
	11-20	85	46.7	74	40.7	15	8.2	8	4.4	182	
	Over 20	48	48.5	36	36.4	8	8.1	7	7.1	99	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]For the purposes of calculating the chi square value, the categories "very important" and "important" were combined, as were the categories "somewhat important" and "not important at all," "one" and "two-five" years of experience, and "eleven-twenty" and "over twenty" years of experience.

*Significant at the .05 level.

**Significant at the .01 level.

survey that held either the "Education Specialist" degree or a "Doctorate in Education" were so few that these two categories were combined into the category "Master's." For the purpose of calculating the chi square values, this category was labeled "Master's or Master's Plus."

There were only six statements about the present processes of staff development that yielded a significant chi square value at the .05 level. Those were statements 73-76, 80, and 84. Teachers who held a bachelor's degree responded "almost always" or "usually" more often to these six statements than did teachers with graduate degrees. The six statements referred to community expectation, goals and objectives, teacher involvement in planning, incorporation of recent trends in education into activities, and personnel evaluation. Of these, statements 74 and 76, regarding goals and objectives and teacher involvement in planning, were significant at the .01 level.

Table XIV includes the frequencies and percents of response of teachers by degree attainment to the first column of the survey. The calculated chi square value for each statement is also included in this table.

There was no significant difference between the perceptions of teachers by degree attainment for any statement regarding the importance of the components of the processes of staff development. The data for these statements by frequencies and percents are included in Table XV. The calculated chi square value for the statements with regard to the second column of response is also included in Table XV.

TABLE XIV

THE RESPONSES OF TEACHERS BY DEGREE ATTAINMENT TO SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Degree	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Bachelors	99	36.7	123	45.6	33	12.2	9	3.3	6	2.2	270	2.58
	Masters	71	30.0	110	46.4	32	13.5	17	7.2	7	3.0	237	
	Education Specialist	3	18.8	7	43.8	4	25.0	1	6.3	1	6.3	16	
	Doctorate	1	14.3	5	71.4	1	14.3	0	0.0	0	0.0	7	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Bachelors	60	22.6	119	44.7	31	11.7	18	6.8	38	14.3	266	4.22*
	Masters	41	17.2	94	39.5	33	13.9	25	10.5	45	18.9	238	
	Education Specialist	4	25.0	4	25.0	3	18.8	3	18.8	2	12.5	16	
	Doctorate	1	14.3	4	57.1	0	0.0	1	14.3	1	14.3	7	
74. The goals and objectives of professional development activities are clearly communicated	Bachelors	39	14.5	127	47.2	70	26.0	26	9.7	7	2.6	269	10.22**
	Masters	27	11.3	85	35.7	75	31.5	46	19.3	5	2.1	238	
	Education Specialist	0	0.0	9	56.3	5	31.3	2	12.5	0	0.0	16	
	Doctorate	0	0.0	4	57.1	2	28.6	0	0.0	1	14.3	7	
75. There is a clearly defined process for planning professional development activities.	Bachelors	42	15.7	101	37.7	59	22.0	23	8.6	43	16.0	268	5.02*
	Masters	28	11.7	78	32.6	62	25.9	38	15.9	33	13.8	239	
	Education Specialist	3	18.8	5	31.3	4	25.0	1	6.3	3	18.8	16	
	Doctorate	0	0.0	4	57.1	0	0.0	1	14.3	2	28.6	7	
76. Memphis Education Association is involved in the planning of professional development activities.	Bachelors	24	9.1	73	27.8	37	14.1	21	8.0	108	41.1	263	8.13**
	Masters	10	4.3	55	23.4	45	19.1	34	14.5	91	38.7	235	
	Education Specialist	0	0.0	7	43.8	1	6.2	4	25.0	4	25.0	16	
	Doctorate	1	14.3	1	14.3	3	42.9	0	0.0	2	28.6	7	
77. Teachers are involved in the planning of professional development activities.	Bachelors	45	16.6	123	45.4	53	19.6	22	8.1	28	10.3	271	3.30
	Masters	26	10.9	111	46.4	50	20.9	34	14.2	18	7.5	239	
	Education Specialist	2	12.5	4	25.0	5	31.3	3	18.8	2	12.5	16	
	Doctorate	0	0.0	3	42.9	0	0.0	2	28.6	2	28.6	7	
78. Consultants are involved in the planning of professional development activities.	Bachelors	89	33.1	125	46.5	13	4.8	2	0.7	40	14.9	269	0.75
	Masters	78	32.8	110	46.2	15	6.3	6	2.5	20	12.2	238	
	Education Specialist	6	37.5	8	50.0	0	0.0	0	0.0	2	12.5	16	
	Doctorate	2	28.6	4	57.1	0	0.0	0	0.0	1	14.3	7	
79. Administrators are involved in the planning of professional development activities.	Bachelors	49	18.1	81	29.9	48	17.7	18	6.6	75	27.7	271	1.99
	Masters	28	11.8	72	30.4	46	19.4	26	11.0	65	27.4	237	
	Education Specialist	1	6.3	7	43.8	2	12.5	1	6.3	5	31.3	16	
	Doctorate	0	0.0	2	28.6	0	0.0	2	28.6	3	42.9	7	

TABLE XIV (continued)

Statement	Degree	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
80. Recent trends in education are reflected in professional development activities.	Bachelors	58	21.5	139	51.5	45	16.7	12	4.4	16	5.9	270	4.09*
	Masters	38	16.0	120	50.4	44	18.5	25	10.5	11	4.6	238	
	Education Specialist	4	25.0	7	43.8	2	12.5	3	18.8	0	0.0	16	
	Doctorate	4	25.0	7	43.8	2	12.5	3	18.8	0	0.0	16	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Bachelors	42	15.6	98	36.3	88	32.6	29	10.7	13	4.8	270	1.20
	Masters	21	8.9	86	36.3	70	29.5	46	19.4	14	5.9	237	
	Education Specialist	2	12.5	5	31.3	4	25.0	3	18.8	2	12.5	16	
	Doctorate	1	14.3	5	71.4	1	14.3	0	0.0	0	0.0	7	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Bachelors	49	18.1	130	48.0	25	9.2	9	3.3	58	21.4	271	1.80
	Masters	34	14.3	106	44.5	27	11.3	12	5.0	59	24.8	238	
	Education Specialist	2	12.5	9	56.3	1	6.3	2	12.5	2	12.5	16	
	Doctorate	1	14.3	4	57.1	0	0.0	1	14.3	1	14.3	7	
83. Concerns and problems identified by administrators are incorporated into professional development activities.	Bachelors	37	13.8	98	36.4	36	13.4	19	7.1	79	29.4	269	3.02
	Masters	25	10.6	75	31.8	34	14.4	26	11.0	76	32.2	236	
	Education Specialist	1	6.3	6	37.5	2	12.5	2	12.5	5	31.3	16	
	Doctorate	1	14.3	1	14.3	2	28.6	1	14.3	2	28.6	7	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Bachelors	19	7.1	61	22.9	62	23.3	92	34.6	32	12.0	266	4.41*
	Masters	17	7.1	34	14.3	46	19.3	117	49.2	24	10.1	238	
	Education Specialist	2	13.3	4	26.7	2	13.3	7	46.7	0	0.0	15	
	Doctorate	0	0.0	1	16.7	0	0.0	3	50.0	2	33.3	6	
85. The Memphis City School System budgets adequate funds for professional development activities.	Bachelors	12	4.5	82	30.6	51	19.0	46	17.2	77	28.7	268	3.56
	Masters	12	5.0	48	20.0	47	19.6	54	22.5	79	32.9	240	
	Education Specialist	2	12.5	4	25.0	1	6.3	3	18.8	6	37.5	16	
	Doctorate	0	0.0	2	28.6	2	28.6	0	0.0	3	42.9	7	
86. Materials which accompany professional development activities are made available for later use.	Bachelors	16	6.0	119	44.6	55	20.6	41	15.4	36	13.5	267	1.06
	Masters	14	5.9	99	41.6	59	24.8	39	16.4	27	11.3	238	
	Education Specialist	0	0.0	7	43.8	3	18.8	4	25.0	2	12.5	16	
	Doctorate	1	14.3	2	28.6	2	28.6	1	14.3	1	14.3	7	
87. Professional development activities are offered at times convenient to participants.	Bachelors	23	8.6	136	50.6	59	21.9	48	17.8	3	1.1	269	0.39
	Masters	23	9.7	112	47.5	57	24.2	41	17.4	3	1.3	236	
	Education Specialist	1	6.3	4	25.0	5	31.3	5	31.3	1	6.3	16	
	Doctorate	2	28.6	2	28.6	2	28.6	0	0.0	1	14.3	7	

TABLE XIV (continued)

Statement	Degree	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total N	Chi Square Value[b]
88. Professional development activities are well planned and carried through.	Bachelors	27	10.1	144	53.9	64	24.0	27	10.1	5	1.9	267	1.53
	Masters	15	6.4	126	53.4	59	25.0	33	14.0	3	1.3	236	
	Education Specialist	0	0.0	7	43.8	5	31.3	4	25.0	0	0.0	16	
	Doctorate	1	14.3	3	42.9	2	28.6	0	0.0	1	14.3	7	
89. There is a system wide process for evaluating professional development activities.	Bachelors	42	15.7	110	41.2	30	11.2	14	5.2	71	26.6	267	0.01
	Masters	51	21.3	82	34.3	18	7.5	21	8.8	67	28.0	239	
	Education Specialist	5	31.3	3	18.8	2	12.5	1	6.3	5	31.3	16	
	Doctorate	2	28.6	3	42.9	0	0.0	0	0.0	2	28.6	7	
90. The present professional development program satisfactorily meets my professional needs.	Bachelors	30	11.2	107	39.8	73	27.1	57	21.2	2	0.7	269	2.16
	Masters	27	11.4	77	32.5	64	27.0	67	28.3	2	0.8	237	
	Education Specialist	1	6.7	5	33.3	3	20.0	5	33.3	1	6.7	15	
	Doctorate	2	28.6	1	14.3	1	14.3	1	14.3	2	28.6	7	

[a]Percentages are based on the number of teachers who responded to each statement.

[b]The chi square calculation was based on those respondents who claimed to have a knowledge. For the purposes of analysis, the categories of "almost always" and "usually" were combined, as were the categories "seldom" and "practically never," and "masters," "education specialist," and "doctorate."

*Significant at the .05 level.

**Significant at the .01 level.

TABLE XV

THE RESPONSES OF TEACHERS BY DEGREE ATTAINMENT TO SURVEY STATEMENTS REGARDING THE IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Degree	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value[b]
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	Bachelors	148	54.2	90	33.0	23	8.4	4	1.5	265	0.38
	Masters	130	55.8	84	36.1	16	6.9	3	1.3	233	
	Education Specialist	7	46.7	7	46.7	1	6.6	0	0.0	15	
	Doctorate	4	57.1	2	28.6	0	0.0	1	14.3	7	
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	Bachelors	92	35.8	103	40.1	42	16.3	20	7.8	257	1.33
	Masters	68	29.2	96	41.2	52	22.3	18	7.3	233	
	Education Specialist	8	50.0	3	18.8	5	31.3	0	0.0	16	
	Doctorate	3	50.0	3	50.0	0	0.0	0	0.0	6	
74. The goals and objectives of professional development activities are clearly communicated.	Bachelors	113	43.1	114	43.5	27	10.3	8	3.1	262	0.03
	Masters	116	49.6	89	38.0	24	18.3	5	2.1	234	
	Education Specialist	6	37.5	8	50.0	2	12.5	0	0.0	16	
	Doctorate	3	50.0	2	33.3	0	0.0	1	16.7	6	
75. There is a clearly defined process for planning professional development activities.	Bachelors	118	45.2	110	42.1	23	8.8	10	3.8	261	0.26
	Masters	110	45.6	95	39.4	19	7.9	6	2.5	230	
	Education Specialist	7	46.7	7	46.7	1	6.6	0	0.0	15	
	Doctorate	4	80.0	0	0.0	0	0.0	1	20.0	5	
76. Memphis Education Association is involved in the planning of professional development activities.	Bachelors	77	30.3	105	41.3	45	17.7	27	10.6	254	0.02
	Masters	92	40.4	71	31.1	46	20.2	19	8.3	228	
	Education Specialist	9	56.3	4	25.0	1	6.3	2	12.5	16	
	Doctorate	4	80.0	1	20.0	0	0.0	0	0.0	5	
77. Teachers are involved in the planning of professional development activities.	Bachelors	158	59.8	87	33.0	14	5.3	5	1.9	264	0.93
	Masters	152	66.2	67	29.1	10	4.3	1	0.4	230	
	Education Specialist	12	75.0	3	18.8	0	0.0	1	6.3	16	
	Doctorate	5	100.0	0	0.0	0	0.0	0	0.0	5	
78. Consultants are involved in the planning of professional development activities.	Bachelors	121	46.2	105	40.1	28	10.7	8	3.1	262	0.01
	Masters	115	49.8	87	37.7	21	9.1	8	3.5	231	
	Education Specialist	8	50.0	6	37.5	2	12.5	0	0.0	16	
	Doctorate	3	50.0	1	16.7	1	16.7	1	16.7	6	
79. Administrators are involved in the planning of professional development activities.	Bachelors	89	34.1	100	38.3	51	19.5	21	8.0	261	1.56
	Masters	85	37.0	91	39.6	41	17.8	13	5.7	230	
	Education Specialist	5	33.3	8	53.3	2	13.3	0	0.0	15	
	Doctorate	3	60.0	2	40.0	0	0.0	0	0.0	5	

TABLE XV (continued)

Statement	Degree	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important N	Not Important At All %	Total N	Chi Square Value[b]
80. Administrators are involved in the planning of professional development activities.	Bachelors	142	54.0	103	39.2	13	4.9	4	1.5	263	0.88
	Masters	129	55.8	80	34.6	18	7.8	4	1.7	231	
	Education Specialist	9	56.3	6	37.5	1	6.3	0	0.0	16	
	Doctorate	3	50.0	3	50.0	0	0.0	0	0.0	6	
81. Concerns and problems identified by teachers are incorporated into professional development activities.	Bachelors	173	65.5	78	29.5	10	3.8	2	0.8	264	0.36
	Masters	165	71.4	59	25.5	4	1.7	3	1.3	231	
	Education Specialist	12	75.0	3	18.8	1	6.3	0	0.0	16	
	Doctorate	5	83.3	1	16.7	0	0.0	0	0.0	6	
82. Concerns and problems identified by consultants are incorporated into professional development activities.	Bachelors	115	44.0	119	45.4	23	8.8	5	1.9	262	2.04
	Masters	95	41.9	96	42.3	25	11.0	11	4.8	227	
	Education Specialist	8	50.0	7	43.8	1	6.3	0	0.0	16	
	Doctorate	2	40.0	2	40.0	0	0.0	1	20.0	5	
83. Concerns and problems identified by administrators are incorporated into professional development activities.	Bachelors	93	35.9	114	44.0	38	14.7	14	5.4	259	0.03
	Masters	92	40.0	89	38.7	41	17.8	8	3.5	230	
	Education Specialist	7	43.8	7	43.8	2	12.5	0	0.0	16	
	Doctorate	1	20.0	2	40.0	2	40.0	0	0.0	5	
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	Bachelors	79	30.9	89	34.8	57	22.3	31	12.1	256	0.12
	Masters	79	34.2	67	29.0	56	24.2	29	12.6	231	
	Education Specialist	6	40.0	6	40.0	1	6.7	2	13.3	15	
	Doctorate	0	0.0	2	40.0	0	0.0	3	60.0	5	
85. The Memphis City School System budgets adequate funds for professional development activities.	Bachelors	119	45.6	104	39.8	30	11.5	8	3.1	261	0.00
	Masters	108	47.0	88	38.3	24	10.4	10	4.3	230	
	Education Specialist	8	50.0	6	37.5	2	12.5	0	0.0	16	
	Doctorate	6	100.0	0	0.0	0	0.0	0	0.0	6	
86. Materials which accompany professional development activities are made available for later use.	Bachelors	107	41.0	122	46.7	26	10.0	6	2.3	261	0.47
	Masters	106	46.1	103	44.8	19	8.3	2	0.9	230	
	Education Specialist	6	40.0	6	40.0	3	20.0	0	0.0	15	
	Doctorate	3	50.0	2	33.6	1	16.7	0	0.0	6	
87. Professional development activities are offered at times convenient to participants.	Bachelors	165	63.2	83	31.8	11	4.2	2	0.8	261	0.01
	Masters	146	63.5	77	33.5	7	3.0	0	0.0	230	
	Education Specialist	9	56.3	4	25.0	2	12.5	1	6.3	16	
	Doctorate	3	50.0	2	33.0	1	16.7	0	0.0	6	

TABLE XV (continued)

Statement	Degree	Response: Very Important N	Very Important % [a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total N	Chi Square Value [b]
88. Professional development activities are well planned and carried through.	Bachelors	151	57.9	100	38.3	9	3.4	1	0.4	261	0.02
	Masters	145	63.3	77	33.6	6	2.6	1	0.4	229	
	Education Specialist	12	80.0	2	13.3	1	6.7	0	0.0	15	
	Doctorate	3	50.0	1	16.7	0	0.0	2	33.3	6	
89. There is a system wide process for evaluating professional development activities.	Bachelors	123	47.7	103	39.9	19	7.4	13	5.0	258	0.01
	Masters	117	51.1	81	35.4	19	8.3	12	5.2	229	
	Education Specialist	9	56.3	5	31.3	1	6.3	1	6.3	16	
	Doctorate	5	83.3	1	16.7	0	0.0	0	0.0	6	

[a] Percentages are based on the number of teachers who responded to each statement.

[b] For the purposes of calculating the chi square value, the categories "very important" and "important" were combined, as were the categories "somewhat important" and "not important at all," and "masters," "education specialist," and "doctorate."

VII. SUMMARY

This study examined perceptions of the staff of the Memphis City Schools about the processes of staff development. Nine hundred seventy-eight respondents to a survey, 32 respondents to semistructured interviews, and six persons who had responsibility for the staff development programs in the Memphis City Schools provided the data for answering the eight major questions of the study.

The Memphis City Schools provided five major staff development programs, in addition to individual school efforts. These programs were the Professional Growth Program, the Staff Development Center, the Reading Center, SAVVY; A Curriculum Development Project, and the Administrator Training Academy.

Three of the five statements used as major indicators of community expectation of and school district commitment to staff development yielded a response of "almost always" or "usually" over 50.0 percent of the time. Four of the five statements that supplied additional information for answering this question received a response of "almost always" or "usually" more than 50.0 percent of the time.

Five of the seven statements used as major indicators of an overall planning and evaluation process for staff development yielded a response of "almost always" or "usually" over 50.0 percent of the time. Eight of the eleven additional contributing statements about planning and evaluation were perceived in a similar manner.

Three of the four statements that were used in answering the question of who is involved in planning yielded a response of "almost always" or

"usually" over 50.0 percent of the time. Four of the six statements that supplied additional information about involvement in planning also received a response of "almost always" or "usually" over 50.0 percent of the time. The Memphis Education Association is not perceived as being involved in planning.

Four of the five statements that were used as indicators about the incorporation of current trends, concerns and problems into staff development activities yielded a response of "almost always" or "usually" over 50.0 percent of the time. Four of the five statements that supplied additional information to answering this question received a response of "almost always" or "usually" over 50.0 percent of the time. Personnel evaluation is not perceived as a basis for subsequent selection of staff development activities.

The total group of respondents selected the categories "almost always" or "usually" less than 50.0 percent of the time for 5 of the 19 statements. These statements referred to involvement of Memphis Education Association in planning, personnel evaluation, availability of materials, budget allocations, and general satisfaction. All of these statements contributed to answering questions 2-5 of the study.

The total group of respondents to the survey claimed to have "no knowledge" over 10.0 percent of the time when responding to 11 of the 19 statements about the present processes of staff development. Six of these statements received this response over 18.0 percent of the time. The statements referred to the involvement of Memphis Education Association in planning, the involvement of administrators in planning,

the incorporation of consultant and administrator identified concerns into activities, budget allocations, and evaluation of activities.

The response to the semistructured interviews generally supported the responses to the survey. The question on the interview referring to whose concerns were incorporated into activities indicated that teacher, consultant, administrator, and student concerns were considered the majority of the time. However, according to the survey data, the concerns of consultants were perceived as being incorporated most often. According to the interview data, teacher concerns were considered most often.

Teachers responded "almost always" or "usually" over 50.0 percent of the time to 11 of the 19 statements regarding the present processes of staff development. There were also 11 statements that yielded a "no knowledge" response over 10.0 percent of the time. Administrators responded "almost always" or "usually" over 50.0 percent of the time to 16 of the 19 statements about the present processes of staff development. There were only five statements to which administrators responded "no knowledge" over 10.0 percent of the time. There was a difference between teacher and administrator perceptions at the .05 level for six of the statements. Of those, teachers indicated "almost always" or "usually" more often than administrators when responding to the statement about personnel evaluation.

All of the components of the processes of staff development were perceived as at least important by teachers and by administrators. There were ten statements for which the chi square value was significant

at the .05 level. Of these, the statement referring to Memphis Education Association involvement in planning was the only one perceived as more important by teachers than administrators. However, an examination of the mean value for each statement indicated that the statements about involvement of Memphis Education in planning and personnel evaluation received the lowest ranks of importance by teachers and by administrators.

Female teachers responded "almost always" or "usually" more often than male teachers to statements about the present processes of staff development in the Memphis City Schools. There were four statements for which there was a difference in perceptions significant at the .05 level. Male and female teacher responses were similar regarding the importance of the components of the processes of staff development. However, there were three statements to which female teachers attached significantly more importance than male teachers.

Black teachers consistently selected the categories "almost always" or "usually" more often than white teachers when responding to statements about the present processes of staff development. They also placed more importance on the components of those processes than white teachers. Black teachers perceptions were significantly different than white teachers when responding to 14 of the 19 statements about the present processes and 10 of the 18 statements about the importance of the components of the processes. Of these statements, a total of 19 from the two columns of response had chi square values that were significant at the .01 level.

Teachers of "over ten" years of experience consistently responded "almost always" or "usually" more often to statements about the present processes of staff development than teachers in the other two categories. Teachers of "one to five" years of experience selected either similar responses or selected the categories "almost always" or "usually" more often than teachers of "six to ten" years of experience. There were twelve statements for which the chi square value was significant at the .05 level.

There was more agreement among teachers, with respect to their experience, regarding the importance of the components of the processes of staff development. However, there were eight statements for which there was a significant chi square value at the .05 level. Again, teachers with "over ten" years of experience followed by teachers with "one to five" years of experience placed higher importance on the statements than teachers of "six to ten" years of experience. Teacher involvement in planning was perceived as most important by teachers of "over ten" years of experience, followed by teachers of "six to ten" years of experience, and then by teachers of "one to five" years of experience.

There were six statements about the present processes of staff development to which teachers who held only a bachelor's degree responded "almost always" or "usually" significantly more often than teachers who held at least a master's degree. There was no significant difference between the perceptions of teachers by degree attainment for any statement regarding the importance of the components of the processes of staff development.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

Staff development, an important component of organizational health and renewal, is an untapped vehicle through which many of the significant problems within our schools could be addressed. Furthermore, an appropriate public investment in an effective renewal process for the schools' primary resource, its professional staff, is a means of insuring continued progress within our schools. A school district's commitment to staff development is demonstrated by the framework or process by which the programs are identified, planned, delivered, and evaluated. This study was devoted to an examination of the commitment to and processes of staff development in the Memphis City Schools.

The Purpose

The purpose of the study was to determine perceptions of professional staff members about staff development in the Memphis City Schools.

Specifically, the study attempted to answer the following questions.

1. What staff development programs presently exist in the Memphis City Schools?
2. To what extent is there community expectation of and school district commitment to staff development?
3. To what extent is there an overall planning and evaluation process for staff development?

4. Who is involved in the planning of staff development activities?
5. How is content identified for staff development activities?
6. How do teachers and administrators differ in their perceptions about the processes of staff development?
7. How important are the staff development processes as perceived by teachers and administrators?
8. How do the variables of sex, race, years of teaching experience, and degree attainment relate to the perceptions of teachers regarding the processes of staff development?

Procedures

All of the data for the study were collected by means of a survey and semistructured interviews. A random sample of 1200 teachers, all 430 administrators, and all 63 consultants in the Memphis City Schools were given an opportunity to respond to the survey. A total of 989 persons returned the survey: 682 from the teacher group, 244 administrators, and all 63 consultants. Thirty-two persons were selected at random and interviewed. In addition, six persons responsible for the professional development programs in the Memphis City Schools were interviewed.

The survey was developed following a review of related literature for characteristics of the processes of staff development. The survey was reviewed by a lay advisory group in Memphis and four faculty members at the University of Tennessee, Knoxville. After a field test with two graduate classes at the University of Tennessee, Knoxville, the survey was revised. The survey contained nineteen questions and two columns of

response: one for present status, and one for importance of the statement as perceived by the respondents. The interview schedule contained questions that paralleled the statements of the survey. The interview schedule was piloted with three staff members at the University of Tennessee, Knoxville. Appropriate revisions were made after the pilot was completed.

The surveys were distributed from the central office of the Memphis City Schools and returned through the school mail service. All of the semistructured interview responses were recorded in handwriting at the time of the interviews and revised into full sentence responses immediately following the interviews.

The interviews conducted with the six persons responsible for professional development of staff members were analyzed along with the supporting documents in order to extract descriptions of the five programs offered by the school district.

The survey data were analyzed, by frequency and percent, for total group perceptions about the present process of staff development. Teacher and administrator responses were analyzed by the use of a chi square value in order to compare perceptions about the present processes and importance of the components of the processes of staff development. Teacher responses were analyzed by frequency and percent, and compared by the use of a chi square value, with respect to the selected variables of sex, race, years of experience, and degree attainment. Significance was determined to be at the .05 level.

The interview responses of the 32 persons selected at random were analyzed separately by the researcher and two trained judges using an interview analysis sheet. The responses were rated, when possible, along a continuum appropriate to the question and then examined for possible information that supported or supplemented the survey data. When two of the three judges agreed on a response, it was included in the tabulation of responses used in the final analysis of the interviews. The interview data were compared to the survey data when appropriate.

Findings

The Memphis City Schools provides five major staff development programs at a system wide level. These programs are: the Professional Growth Series; the Staff Development Center; the Reading Center; SAVVY: A Curriculum Development Project; and the Administrator Training Academy.

The statements associated with community expectation of and school district commitment to staff development generally yielded a response of "almost always" or "usually." Three of the five major statements, and four of the five additional statements, used as indicators for this question received a response of "almost always" or "usually" over 50.0 percent of the time. The responses to the statement about budget indicated that either the respondents had "no knowledge" about the adequacy of the budget for staff development, or did not perceive it to be adequate. The statement about availability of materials that accompany staff development activities received a less than 50.0 percent response in the categories "almost always" or "usually."

Most of the statements used as indicators of an overall planning and evaluation system received a response of "almost always" or "usually" over 50.0 percent of the time. Five of the seven major statements, and eight of the eleven additional statements, used as indicators received a response of "almost always" or "usually" greater than 50.0 percent of the time. The statement about a clearly defined planning process received a response of "almost always" or "usually" less than 52.0 percent of the time.

The responses to statements about who is involved in planning indicated that teachers, consultants, and administrators are involved to varying degrees. The Memphis Education Association is not perceived as being involved in planning or the respondents had "no knowledge" about its involvement.

The respondents indicated that staff development activities reflect current trends, problems, and concerns. Four of the five major statements, and four of the five contributing statements, used as indicators for this question yielded a response of "almost always" or "usually" over 50.0 percent of the time. Over 18.0 percent of the respondents had "no knowledge" about the incorporation of consultant and administrator identified concerns into activities, yet these two groups along with teachers were perceived as contributing to program content. Personnel evaluation is not perceived as a basis for subsequent selection of staff development activities. There was a mixed response to the statement about general satisfaction with the staff development program in how it meets individual needs.

Teachers responded "almost always" or "usually" over 50.0 percent of the time to 11 of the 19 statements about the present processes of staff development. Administrators responded in this manner to 16 of the 19 statements about the present processes. Administrators selected the categories "almost always" or "usually" significantly more often than teachers for five statements. Teachers selected these categories significantly more often than administrators when responding to the statement about the involvement of the Memphis Education Association in planning.

All the components of the processes of staff development were perceived as at least "important" by teachers and by administrators over 65.0 percent of the time. There were nine statements in which administrators placed significantly more importance than teachers. There was one statement regarding Memphis Education Association involvement in planning in which teachers placed significantly more importance. The mean value for each statement indicated that teachers and administrators ranked the statements about involvement of Memphis Education Association in planning and personnel evaluation as lowest in importance.

There were four statements about the present processes for which female teachers selected "almost always" or "usually" significantly more often than male teachers. Female teachers placed significantly more importance than male teachers on 3 of the 18 statements about staff development. Black teachers responded "almost always" or "usually" significantly more often than white teachers to 14 statements about the present processes of staff development. Black teachers placed significantly more importance on 10 of the components of the process of staff

development than did white teachers. The responses to 12 statements about the present processes and eight statements about importance yielded a significant chi square value with respect to teacher perceptions and years of experience. Generally teachers with "over ten" years of experience, then teachers of "one to five" years of experience, were more positive than teachers of "six to ten" years of experience. Teachers who held a bachelor's degree responded "almost always" or "usually" significantly more often than teachers holding a graduate degree, when responding to six statements about the present processes. There was no significant difference between the perceptions of teachers by degree attainment for any statement about the importance of the components of the processes of staff development.

The findings of this study should be viewed in light of some methodological limitations to the study. The number of responses by teachers, administrators, and consultants were not proportionate to the representation of these groups in the Memphis City Schools. In selecting categories for years of teaching experience, teachers of one year of experience should have been combined with teachers of "two to three" years of experience in order to gain more specificity with respect to beginning teacher perceptions. The survey and semistructured interview schedule were not piloted after the revisions made as a result of the first field tests.

II. CONCLUSIONS

There was a perceived commitment to staff development in the Memphis City Schools. This was partially demonstrated by the five system-wide

programs through which staff development opportunities are provided. The appropriation of resources, however, did not always support the district's commitment to staff development. If there were sufficient funds allocated to support staff development, this was not well communicated to the staff. This may indicate a need to clarify staff development allocations in the yearly budget. This effort at clarification might improve the planning of the staff development program. In addition, the materials that were used during staff development activities were not always available for later use in the person's job. This may indicate that, in many instances, implementation of the ideas presented during staff development activities was desired, but not encouraged or feasible. There was a perceived community expectation that the school district provide renewal opportunities for the staff. Based on these perceptions, an increased commitment to this component of the Memphis City School's program is warranted and would be supported by the community.

The planning process for staff development was generally perceived to include clearly communicated goals, although these were not actually written specifically for staff development. Activities were well planned and carried through. Although activities were evaluated, usually using a checklist format, there was an expressed lack of knowledge about evaluation procedures. This may suggest that the checklist procedure was not perceived as a means of determining the effectiveness of activities with respect to changes in performance or attitude.

For this reason it may not have constituted, in some respondents' opinions, an evaluation system.

Consultants were designated as, and perceived to be, the major group involved in planning, although teachers, and usually administrators, were also involved in planning. There was an expressed lack of knowledge about administrator involvement. Either the Memphis Education Association was not involved in planning or the nature of their involvement was not well communicated. Their negotiated agreement did indicate that they were involved in establishing a yearly calendar that includes staff development days.

The content of the staff development activities in the Memphis City Schools reflected recent trends in education. Although some people were not sure if consultant and administrator identified concerns and problems were incorporated into activities, teachers, consultants, and administrators were perceived as being involved in the identification of program content. Student concerns and problems were also perceived to be addressed by the content of activities. One of the weakest links in the selection and subsequent attendance at activities was that there was no effort to use staff development activities to upgrade a person's performance as identified through the process of staff evaluation.

The responses to the major questions about planning, involvement in planning, and identification of program content justify several conclusions. First, there is a need to establish a more definite planning process for staff development at the system-wide level. Second, the desired level of involvement of teachers, consultants, and administrators

must be determined and then communicated to the staff. Teachers do consider their involvement in planning to be very important. In addition, it appears that teachers have some expectation that the Memphis Education Association be involved in this determination and planning. Third, a systematic procedure for identifying program content is needed. This should include activities that are related to the needs of staff as identified through personnel evaluation. A prerequisite to this is a meaningful personnel evaluation system that supports the concept of professional growth and renewal.

Administrators were more positive about, and placed more importance on, the components of the processes of staff development than did teachers. Administrators were also more satisfied with the staff development program than teachers. Teachers were not as well informed as administrators about the processes of staff development. Perhaps increased involvement of teachers in planning would enhance their perceptions about staff development. This would also help insure their acceptance and implementation of the ideas presented in the activities. Increased administrator involvement in planning might also support the acceptance and implementation of new ideas into the school program.

There was very little difference in perceptions of male and female teachers about staff development. Degree attainment did not affect how teachers perceived the staff development program. Black teachers were more positive about staff development than white teachers. Teachers of "over ten" years of experience were more positive than teachers of "one to five" years of experience or "six to ten" years of experience.

Teachers of "one to five" years of experience were generally more positive about the staff development program than teachers of "six to ten" years of experience. The findings about teacher and administrator perceptions and teacher perceptions with respect to the selected variables are similar to the findings of earlier studies. These data suggest the need for examining representation of various groups in planning. Teachers of fewer years of experience apparently were not being assisted during the critical years of development of their teaching style.

The staff development program in the Memphis City Schools already contained many of the crucial components necessary for a successful program. A concerted effort to realign these components in the manner desired by the respondents in this study could only lead to a more meaningful staff growth and renewal program.

III. RECOMMENDATIONS

The findings and conclusions of this study stimulated the following recommendations for further research.

1. Perceptions of staff development processes could be examined in relationship to the degree of school district innovativeness, or the degree of commitment to instructional improvement through personnel evaluation.
2. The processes of staff development could be studied more in depth by designing a clinical examination of individuals as they participate in the planning, implementation, and evaluation of the program.

3. The processes of staff development in large city school systems could be compared in order to determine those components of the process that are necessary for an effective program.
4. A follow-up of the ideas presented during staff development activities could be conducted in order to determine factors that encourage or discourage the implementation of the ideas into a school program. In addition, a longitudinal study of the implementation of the ideas presented could be conducted to determine the length of time they continue to be evident in a school program.
5. The components of the processes of staff development, determined to be important in this study, could be formulated into a set of frameworks for staff development in various types of school districts.

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APPENDIXES

APPENDIX A

COVER LETTER FOR SURVEY

BOARD OF EDUCATION
Memphis City Schools
2597 Avery Avenue, Memphis, Tennessee 38112

Please reply to office of:
John P. Freeman
Superintendent

March 30, 1976

DEAR PROFESSIONAL EDUCATOR:

Enclosed is what we believe will be the final survey of the Memphis Evaluation Project being conducted by the Memphis State University and the University of Tennessee. Please complete this instrument as honestly and completely as you can.

Please note that this instrument is designed to gather individual perceptions.

Please return questionnaire in the enclosed envelope within three days.

Field testing of this questionnaire indicates that you should be able to complete it within twenty minutes.

Sincerely,

John P. Freeman
Superintendent
Memphis City Schools

APPENDIX B

PILOT SURVEY INSTRUMENT

STAGE III

Introduction

This is the last survey instrument from the Memphis Evaluation Project. If you have answered previous surveys, we extend our thanks for your cooperation. Whether this is the first or last survey instrument that you have been asked to complete, we would appreciate your honest response to each and every question. Please bear in mind that this survey instrument--like the others--is collecting your perception of what the Memphis City Schools are doing; we are not asking you to make judgments about whether or not the Memphis City Schools actually operate in a particular way.

On the following pages are questions concerning staff and faculty selection, assignments, promotion, and psychological services; research and development activities and system support services. Please be sure to read the directions for each section carefully before answering the questions as completely as you are able.

All replies will be held in strictest confidence. Help us maintain this level of confidence by not placing your name on this questionnaire.

DEMOGRAPHIC DATA: For each item below, circle the one response most appropriate to you.

1. Sex:
   - Male (1)
   - Female (2)

2. Race:
   - White (1)
   - Black (2)
   - Other (3)

3. Tenure:
   - Yes (1)
   - No (2)

4. Years teaching/administrative experience:
   - One (1)
   - Two-five (2)
   - Six-ten (3)
   - Eleven-twenty (4)
   - Over twenty (5)

5. Grade level affiliation (grade level you work most closely with):
   - Elementary (1)
   - Junior High (2)
   - Senior High (3)
   - All levels (4)
   - Adult (5)
   - Other (6)

6. Highest degree earned:
   - Bachelor (1)
   - Master (2)
   - Education Specialist (3)
   - Doctorate (4)

7. Position:
   - Teacher (1)
   - School Administrator (2)
   - Consultant (3)
   - Area Administrator (4)
   - Central Office Staff (5)
   - Librarian (6)
   - Counselor (7)
   - Other (8)

SECTION III

Directions:

The items below are (like those in the preceding section) statements of quality, clarity or performance. The first response (left-hand column) you are called upon to make to each question is also like that in the preceding section. However, we are also asking you to make a second response to each item (right-hand column). This second response is basically a response to the question, "Regardless of how you think things really are in the Memphis City Schools, how do you think things should be?"

Please respond twice to each question by telling us 1) if you agree or disagree that this is the way things are and 2) if you agree or disagree that this is the way things should be:

Professional Growth Program

WHAT IS							WHAT SHOULD BE				
SA	A	D	SD	NK			SA	A	D	SD	NK
5	4	3	2	1	80.	The goals and objectives of the professional growth program are clearly stated.	5	4	3	2	1
5	4	3	2	1	81.	The professional growth program improves the quality of teaching.	5	4	3	2	1
5	4	3	2	1	82.	Teachers are involved in the planning of professional growth activities.	5	4	3	2	1
5	4	3	2	1	83.	A variety of activities are available for professional growth credit.	5	4	3	2	1
5	4	3	2	1	84.	The professional growth program offers a high degree of flexibility.	5	4	3	2	1
5	4	3	2	1	85.	The professional growth program requirements are clearly stated.	5	4	3	2	1
5	4	3	2	1	86.	There are specific professional growth activities available to meet the needs of professional staff members with varied background.	5	4	3	2	1

SA	A	D	SD	NK			SA	A	D	SD	NK
5	4	3	2	1	87.	There is obvious continuity in the professional growth program activities.	5	4	3	2	1
5	4	3	2	1	88.	The professional staff members who evaluates my teaching helps me select appropriate professional growth activities.	5	4	3	2	1
5	4	3	2	1	89.	The professional growth program is continually evaluated.	5	4	3	2	1
5	4	3	2	1	90.	The professional growth activities are effective in that they bring about change in the individuals.	5	4	3	2	1

In-Service Activities

5	4	3	2	1	91.	There is a commitment to in-service education of individual staff members.	5	4	3	2	1
5	4	3	2	1	92.	The goals and objectives of in-service activities are clearly stated.	5	4	3	2	1
5	4	3	2	1	93.	There is an established planning process for in-service activities.	5	4	3	2	1
5	4	3	2	1	94.	Memphis Education Association is involved in planning activities.	5	4	3	2	1
5	4	3	2	1	95.	Teachers are involved in the planning of in-service.	5	4	3	2	1
5	4	3	2	1	96.	Administrators are involved in the planning of in-service activities.	5	4	3	2	1
5	4	3	2	1	97.	Consultants are involved in the planning of in-service activities.	5	4	3	2	1
5	4	3	2	1	98.	National trends in education influence in-service activities.	5	4	3	2	1
5	4	3	2	1	99.	State trends in education influence in-service activities.	5	4	3	2	1

SA	A	D	SD	NK			SA	A	D	SD	NK
5	4	3	2	1	100.	Local community needs influence in-service activities.	5	4	3	2	1
5	4	3	2	1	101.	The in-service activities are designed to meet individual needs of the professional staff.	5	4	3	2	1
5	4	3	2	1	102.	All professional staff members are required to participate in in-service activities.	5	4	3	2	1
5	4	3	2	1	103.	When a new program is implemented, appropriate in-service activities accompany its implementation.	5	4	3	2	1
5	4	3	2	1	104.	There are in-service activities planned to meet the needs of professional staff members with varied backgrounds and experiences.	5	4	3	2	1
5	4	3	2	1	105.	There are specific orientation activities for new professional staff members.	5	4	3	2	1
5	4	3	2	1	106.	In-service activities are offered at appropriate times.	5	4	3	2	1
5	4	3	2	1	107.	The in-service activities are continually evaluated.	5	4	3	2	1

APPENDIX C

SURVEY INSTRUMENT

PROFESSIONAL PERCEPTIONS

SURVEY INSTRUMENT STAGE III

Field testing of this instrument indicates that you should be able to complete it in 20 minutes.

Introduction

This is the last survey instrument from the Memphis Evaluation Project. If you have answered previous surveys, we extend our thanks for your cooperation. Whether this is the first or last survey instrument that you have been asked to complete, we would appreciate your honest response to each and every question. Please bear in mind that this survey instrument--like the others--is collecting your perception of what the Memphis City Schools are doing.

On the following pages are questions concerning staff and faculty selection, assignments, promotion, and tenure; in-service and renewal programs; guidance, counseling, and psychological services; research and development activities; and system support services. Please be sure to read the directions for each section carefully before answering the questions as completely as you are able.

Please do not place your name on this questionnaire.

DEMOGRAPHIC DATA: For each item below, circle the one response most appropriate to you.

1. Sex:

Male	(1)
Female	(2)

2. Race:

White	(1)
Black	(2)
Other	(3)

3. Tenure:

Yes	(1)
No	(2)

4. Position:

Teacher	(1)
Consultant	(2)
Building Level Administrator	(3)
Area Administrator	(4)
Central Office Administrator	(5)
Librarian	(6)
Counselor	(7)
Other	(8)

5. Area of Assignment:

Central	(1)
North	(2)
Southeast	(3)
Southwest	(4)
System-wide	(5)

6. Years Teaching Experience:

One	(1)
Two-Five	(2)
Six-Ten	(3)
Eleven-Twenty	(4)
Over Twenty	(5)

7. Years Administrative Experience:

One	(1)
Two-Five	(2)
Six-Ten	(3)
Eleven-Twenty	(4)
Over Twenty	(5)

8. Grade Level Affiliation (grade level you work most closely with):

Preschool/Kindergarten	(1)
Elementary	(2)
Junior High	(3)
Senior High	(4)
Multiple Levels	(5)
Adult	(6)
Other	(7)

9. Highest Degree Earned:

Bachelors	(1)
Masters	(2)
Education Specialist	(3)
Doctorate	(4)

Directions:

The Memphis City Schools offer the following programs to meet the needs of the professional staff:

In-Service Education

Professional Growth Series

Staff Development Center

When responding to the statements in this section, consider all of these programs as one general service to you as a professional staff member. Therefore, the term PROFESSIONAL DEVELOPMENT will be used in this section as follows:

PROFESSIONAL DEVELOPMENT REFERS TO ALL ACTIVITIES RELATED TO IN-SERVICE EDUCATION, THE PROFESSIONAL GROWTH SERIES, AND/OR THE STAFF DEVELOPMENT CENTER.

Please respond to each statement twice. In the first column you are asked to respond to each statement on a scale ranging from almost always to practically never, based on your perceptions of the present professional development services in the Memphis City Schools. In the second column you are asked to respond based on the importance you place on the statement.

Column One

5 = Almost Always
4 = Usually
3 = Seldom
2 = Practically Never
1 = I have No Knowledge

Column Two

4 = Very Important
3 = Important
2 = Somewhat Important
1 = Not Important at all

		Almost Always	Usually	Seldom	Practically Never	No Knowledge	Very Important	Important	Somewhat Important	Not Important at all
72.	There is a commitment in the Memphis City Schools to the professional development of individual staff members.	5	4	3	2	1	4	3	2	1
73.	The community expects the Memphis City Schools to provide professional development activities for staff members.	5	4	3	2	1	4	3	2	1
74.	The goals and objectives of professional development activities are clearly communicated.	5	4	3	2	1	4	3	2	1
75.	There is a clearly defined process for planning professional development activities.	5	4	3	2	1	4	3	2	1
76.	Memphis Education Association is involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
77.	Teachers are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
78.	Consultants are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1
79.	Administrators are involved in the planning of professional development activities.	5	4	3	2	1	4	3	2	1

		Almost Always	Usually	Seldom	Practically Never	No Knowledge	Very Important	Important	Somewhat Important	Not Important at all
80.	Recent trends in education are reflected in professional development activities.	5	4	3	2	1	4	3	2	1
81.	Concerns and problems identified by teachers are incorporated into professional development activities	5	4	3	2	1	4	3	2	1
82.	Concerns and problems identified by consultants are incorporated into professional development activities.	5	4	3	2	1	4	3	2	1
83.	Concerns and problems identified by administrators are incorporated into professional development activities.	5	4	3	2	1	4	3	2	1
84.	The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	5	4	3	2	1	4	3	2	1
85.	The Memphis City School System budgets adequate funds for professional development activities.	5	4	3	2	1	4	3	2	1
86.	Materials which accompany professional development activities are made available for later use.	5	4	3	2	1	4	3	2	1
87.	Professional development activities are offered at times convenient to participants.	5	4	3	2	1	4	3	2	1
88.	Professional development activities are well planned and carried through.	5	4	3	2	1	4	3	2	1
89.	There is a system wide process for evaluating professional development activities.	5	4	3	2	1	4	3	2	1
90.	The present professional development program satisfactorily meets my professional needs.	5	4	3	2	1	4	3	2	1

APPENDIX D

SEMISTRUCTURED INTERVIEW SCHEDULE

PROFESSIONAL DEVELOPMENT

INTERVIEW SCHEDULE

1. Sex: M F

2. Race: W B O

3. Do you have tenure in the Memphis City Schools: Yes No

4. Position: _____

5. Area of assignment: _____

6. How many years have you taught? _____

7. How many years have you been an administrator? _____

8. Grade level: _____

9. Highest degree earned: _____

10. How would you define professional development in the Memphis City Schools?

11. What kind of expectations do you think the community has of the schools regarding professional development?

12. How committed do you believe the Memphis City Schools are to professional development?

13. What are the goals, as you understand them, for professional development in the Memphis City Schools?

14. How would you describe the planning process for professional development in the Memphis City Schools? (Procedures, who is involved)

15. Whose concerns are usually attended to by professional development activities?

16. What are some problems, concerns, and trends in education that are included in professional development activities?

17. Is any one else, beside yourself, involved in helping you decide which professional development activities you should engage in?

18. As far as you know, are the professional development activities evaluated?

19. Are you generally satisfied with the professional development program in terms of how well it meets your needs? Why?

20. Is there anything you would like to say about professional development and/or the professional development program in Memphis City Schools that I have not asked?

APPENDIX E

INTERVIEW ANALYSIS FORM

Interview Number ___

Directions to judges: Possible responses to each of the questions on the interview form are listed below. Check as many of the responses for any one question as are appropriate for the content of the response. Record any other responses that do not seem to fit into the categories provided. For some responses a scale is also provided. Judge the general response and assign it a rating appropriate to the scale provided. Circle the rating on the scale.

10. Definitions of professional development:

_____Professional development is for all personnel.

_____Professional development is for teachers.

_____Increase job knowledge and to better performance.

_____Improve instruction.

_____Develop awareness of student needs.

_____Professional Growth Program.

_____Workshops, meetings, etc.

_____Coursework/degree programs.

_____Reading Center, SAVVY, Administrative Academy, Staff Development Center.

_____Program arranged by consultants.

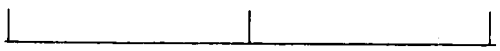
_____Program mandated by state.

_____OTHER:_____

_____

11. Community Expectation:

A. Full Partial None



B. Demonstrate expectation:

_____Expect teachers to increase knowledge and effectiveness.

_____Expect teachers to keep up with and be aware of new methods and materials.

_____Expect teachers to be certified and qualified.

_____Expect teachers to provide the best possible program for their youth.

_____Expect final outcome of educational program to be excellent.

_____OTHER:_____

_____

12. Commitment of school district:

A. High Medium Low

|_____|_____|

B. Demonstrate commitment:

_____Budget allocation.

_____Time provided.

_____Materials provided.

_____Professional Growth Series.

_____Reading Center.

_____Staff Development Center.

_____Workshops, meetings, etc.

_____OTHER:_____

_____

13. Goals and Objectives:

A. Written Exist but not written Do not exist

|_____|_____|

B. Goals and objectives:

_____Keep up to date with new materials and methods.

_____Improve all professionals to the best of their capability.

_____Help increase awareness and meet the needs of kids.

_____Personal fulfillment.

_____Improve instruction.

_____Upgrade and coordinate the school system.

_____OTHER: _____

_____

14. Planning Process:

A.

High degree of formal planning	Some degree of formal planning	Informal planning	Not aware of or no planning

B. Who is involved.

_____Central office (Board office) administrators.

_____Area office administrators.

_____Principals.

_____Consultants.

_____Teachers.

_____Few or no teachers.

_____Subject area groups.

_____Memphis Education Association.

_____OTHER: _____

_____

15. Whose Concerns:

_____Central office administrators.

_____Area office administrators.

_____Principals.

_____Consultants.

_____Teachers. High medium low

_____Students.

OTHER:_____

_____

16. What are some concerns:

_____Discipline program.

_____Reading.

_____Title IX.

_____Curriculum development.

_____Teacher evaluation.

_____Community relations.

_____OTHER:_____

_____

17. Is any one else, besides yourself, involved in the selection of activities.

A. Often Sometimes Never

| | |

B. Who:

_____Principal.

_____Consultants.

_____OTHER:_____

_____

18. Evaluation:

A. Almost always Sometimes Never

B. Procedures:

_____Record of points turned in at end of year.

_____Checklists.

_____Follow-up questionnaire (Reading Center)

_____Needs assessment survey.

OTHER: _____

_____

19. Satisfied:

Very Somewhat satisfied Not satisfied

20. OTHER COMMENTS: _____

_____

_____

_____

Internal Consistency Check: Very Consistent Usually Consistent Not Consistent

APPENDIX F

PERCENTAGES OF AGREEMENT FOR INTERVIEWS

TABLE F-1

PERCENTAGES OF AGREEMENT BETWEEN JUDGES AS CALCULATED FOR EACH QUESTION IN THE INTERVIEWS

Question Number	Percentages of Agreement			Percentage of Agreement for Each Question
	Judge 1 Judge 2	Judge 1- Researcher	Judge 2- Researcher	
10	76.0	77.1	88.0	80.4
11	72.1	71.5	75.1	72.9
12	79.7	87.5	84.9	84.0
13	73.9	76.2	78.8	76.2
14	80.8	81.9	82.3	81.6
15	93.2	86.5	87.7	89.1
16	93.0	89.1	85.2	89.1
17	73.6	74.9	77.8	75.5
18	72.9	75.4	78.1	75.5
19	89.1	92.2	84.4	88.5
20	79.7	90.6	79.7	83.3
Internal Consistency	82.8	85.9	81.2	83.3
Percentage of agreement between judges	80.5	82.4	81.9	

APPENDIX G

INTERVIEW RESPONSES

10. How would you define professional development in the Memphis City Schools?

16 Professional development is for all personnel.

10 Professional development is for teachers.

16 Increase job knowledge and to better performance.

6 Improve instruction

6 Develop awareness of student needs.

3 Professional Growth Program.

4 Workshops, meetings, etc.

3 Coursework/degree programs.

4 Reading Center, SAVVY, Administrative Academy, Staff Development Center.

1 Program arranged by consultants.

1 Given credit for travel.

3 Keep up with the times.

1 Makes teachers aware of their own needs.

1 Many activities that are available.

1 Coordinate school system efforts.

1 Stay up in area by reading.

1 Help develop more professional and personal relationships.

1 Curriculum development.

1 To better community relationships.

1 Professional association affiliation.

1 One's personal efforts to renew oneself.

1 Makes sure people are accountable.

11. What kind of expectation do you think the community has of the schools regarding professional development?

A.

Full	Partial	None
7	20	2

B. Demonstrate expectation:

__3__ Expect teachers to increase knowledge and effectiveness.

__4__ Expect teachers to keep up with and be aware of new methods and materials.

__3__ Expect teachers to be certified and qualified.

__10__ Expect teachers to provide the best possible program for their youth.

__2__ Expect final outcome of educational program to be excellent.

__1__ Expect teachers to be able to evaluate materials.

__1__ Expect all personnel to be fully functioning instructional leaders.

__1__ Expect schools to survive.

__1__ No knowledge.

__1__ Expect school personnel to be aware of changes in society and to make necessary changes in schools.

__2__ No particular expectation.

__1__ Have limited expectations.

__1__ Expect teachers to be engaged continually in in-service training.

__1__ Expect school personnel to be parents away from home.

__1__ Expect school personnel to be aware of community needs.

__1__ Expect personnel to work to best of their knowledge and ability.

12. How committed do you believe the Memphis City Schools are to professional development?

A.

High	Medium	Low
23	7	7

B. Demonstrate commitment:

__9__ Budget allocation.

__2__ Time provided.

__0__ Materials provided.

__15__ Professional Growth Series.

__6__ Reading Center.

__4__ Staff Development Center.

__11__ Workshops, meetings, etc.

__3__ Employ consultants.

__3__ Leave provisions for pay for study.

__2__ Professional leave for national association meetings.

__1__ To meet state mandated requirements.

__2__ Given credit for attending courses.

__2__ Administrator Academy.

__1__ Given credit for travel.

__1__ Not enough budget.

__1__ Lack organization.

__2__ Seek Southern Association accreditation and give credit for working toward it.

__2__ Time of meetings is not convenient.

__2__ Curriculum development program.

__1 Assign persons in key positions the responsibility of professional growth.

__2 Notify teachers regarding need to up-date their certificates.

13. What are the goals, as you understand them, for professional development in the Memphis City Schools?

A.

Written	Exist but Not Written	Do Not Exist	Could Not Tell
2	1		29

B. Goals and objectives:

12 Keep up-to-date with new materials and methods.

13 Improve all professionals to the best of their capability.

12 Help increase awareness and meet the needs of kids.

1 Personal fulfillment.

5 Improve instruction.

4 Upgrade and coordinate the school system.

1 Understand child growth and development and the differences between children.

2 Have qualified persons heading every school by developing administrative skills.

1 To help all children achieve.

2 To earn so many points as written in professional growth booklet.

2 Increase knowledge in each subject area.

1 To increase building morale.

1 To meet Southern Association requirements.

1 To meet 15 goals of the Memphis City Schools.

1 Personal renewal.

14. How would you describe the planning process for professional development in the Memphis City Schools? (Procedures, who is involved?)

A.

High Degree of Formal Planning	Some Degree of Formal Planning	Informal Planning	Not Aware of or No Planning
4	22	2	4

B. Who is involved.

13 Central office (Board office) administrators.

9 Area office administrators.

9 Principals.

20 Consultants.

15 Teachers.

5 Few or no teachers.

1 Subject area groups.

1 Memphis Education Association.

1 Advisory council.

1 All for who it is planned.

1 Heads of departments.

1 Reading Center personnel.

2 Counselors.

1 Parents.

1 Students.

1 University personnel.

15. Whose concerns are usually attended to by professional development activities?

__11__ Central office administrators.

__6__ Area office administrators.

__3__ Principals.

__10__ Consultants.

__27__ Teachers

__13__ Students

__1__ General concerns of most people.

__3__ Community.

__1__ Committee for professional growth.

__1__ Heads of departments.

__1__ Parents.

2	4	8
High	Medium	Low

16. What are some problems, concerns, and trends in education that are included in professional development activities?

__5__ Discipline program.

__11__ Reading.

__3__ Title IX.

__11__ Curriculum development.

__2__ Teacher evaluation.

__6__ Community relations.

__10__ Instruction/new methods.

__1__ Child growth and development.

__1__ Instructional supervision.

__1__ Red Cross training.

__2__ Law.

__4__ Negotiations.

__1__ Federal project coordination.

__1__ Teacher evaluation.

__1__ Personnel management.

__1__ Parent involvement.

__2__ Southern Association.

__1__ Open space schools

__6__ Subject area concerns.

__2__ Preschool and kindergarten.

__1__ Speech and hearing.

__1__ Mental retardation.

__4__ Metric system.

__1__ Decline in athletic events.

__1__ Mainstreaming.

__1__ Textbook adoption.

__1__ None

__1__ Budget difficulties.

__1__ Consumer education.

__1__ Career education.

__1__ Drug education.

__1__ System wide problems.

17. Is anyone else, besides yourself, involved in helping you decide which professional development activities you should engage in?

A.

Often	Sometimes	Never
1	22	9

B. Who:

__7__ Principal.

__7__ Consultants.

__2__ Travel approval.

__9__ Suggestion and influence of others.

__1__ Area office.

__4__ By what is offered in Professional Growth Series

__2__ By number of points required.

__3__ Sometimes by required programs.

18. As far as you know, are the professional development activities evaluated?

A.

Almost Always	Sometimes	Never
13	15	4

B. Procedures:

13 Record of points turned in at end of year.

7 Checklist or surveys.

3 Follow-up questionnaire (Reading Center).

1 Needs assessment survey.

1 No follow-up on evaluation.

1 Not well done.

1 Not sure how this is done.

1 Not sure how valid evaluations are.

1 Communicated from teachers to consultants.

1 U.T. study.

1 Discussions.

1 Self-evaluation.

1 Renewal of teaching certificate.

1 Attendance at meetings is a form of evaluation.

19. Are you generally satisfied with the professional development program in terms of how well it meets your needs? Why?

Very	Somewhat Satisfied	Not Satisfied
6	20	6

Other Comments:

__5__ The program needs a more formal structure and better organization.

__1__ Needs to serve individual needs of people.

__1__ There is not enough time for every demand on an administrator.

__1__ There is not enough professional growth opportunities provided for administrators.

__1__ Need to use other teachers in teacher staff development.

__2__ Each persons is left to determine their own needs. "This is good."

__2__ There is not enough provided for my interests.

__2__ Limited in funds.

__1__ Limited in resource people.

__2__ Need to increase teacher involvement in planning.

__1__ Attendance is a problem.

__1__ Held at inconvenient times.

__2__ The professional growth program should require persons to attend meetings appropriate to their job.

__4__ Generally meets my needs.

20. Is there anything you would like to say about professional development and/or the professional development program in Memphis City Schools that I have not asked?

__5__ The program needs to be decentralized, personalized, and expanded.

__2__ The program needs a more formal structure and better organization.

__1__ MEA is not involved as a group.

__1__ There is an inverse relationship between professional growth and commitment.

__1__ The system provides a staff development program that should be acceptable to the community.

__3__ Value independence of professional growth program.

__1__ Need planning time at beginning of the year instead of attending meetings.

__1__ The program has potential but it is unfulfilled.

__2__ Not held at convenient times.

__1__ Should allow only subject area coursework for point system.

__2__ Inconvenient locations.

__2__ Need to evaluate professional activities on how well they fit individual needs.

__2__ The programs are interesting and meet my needs.

__2__ Principals are not involved in professional growth.

__1__ Beginning of year workshops are best for getting ideas.

__2__ Would like to see program as voluntary without point system.

__1__ Professional Growth Series helps teachers keep up.

__1__ MEA is involved through negotiated agreement.

__1__ MEA makes suggestions for professional growth.

__2__ The program does not meet my needs.

__1__ The school board's goals should be addressed by staff development.

Internal Consistency Check:

Consistent	Usually Consistent All 32	Consistent

APPENDIX H

RESPONSES OF CONSULTANTS AND LIBRARIANS, COUNSELORS AND OTHERS TO THE SURVEY

TABLE H-1

CONSULTANT RESPONSES TO THE SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	26	42.6	22	36.1	11	18.0	2	3.3	0	0.0	61
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	17	27.0	27	42.9	13	20.6	1	1.6	5	7.9	63
74. The goals and objectives of professional development activities are clearly communicated.	5	7.9	30	47.6	22	34.9	5	7.9	1	1.6	63
75. There is a clearly defined process for planning professional development activities.	8	12.7	28	44.4	17	27.0	6	9.5	4	6.3	63
76. Memphis Education Association is involved in the planning of professional development activities.	2	3.2	9	14.5	26	41.9	8	12.9	17	27.4	62
77. Teachers are involved in the planning of professional development activities.	10	16.1	30	48.4	14	22.6	4	6.5	4	6.5	62
78. Consultants are involved in the planning of professional development activities.	32	50.8	25	39.7	5	7.9	0	0.0	1	1.6	63
79. Administrators are involved in the planning of professional development activities.	10	15.9	27	42.9	21	33.3	3	4.8	2	3.2	63
80. Recent trends in education are reflected in professional development activities.	15	23.8	31	49.2	9	14.3	6	9.5	2	3.2	63
81. Concerns and problems identified by teachers are incorporated into professional development activities.	14	22.2	32	50.8	13	20.6	3	4.8	1	1.6	63
82. Concerns and problems identified by consultants are incorporated into professional development activities.	18	28.6	32	50.8	11	17.5	2	3.2	0	0.0	63
83. Concerns and problems identified by administrators are incorporated into professional development activities.	10	15.9	32	50.8	17	27.0	3	4.8	1	1.6	63

TABLE H-1 (continued)

Statement	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	7	11.3	11	17.7	20	32.3	20	32.3	4	6.5	62
85. The Memphis City School System budgets adequate funds for professional development activities.	6	9.8	12	19.7	20	32.8	15	24.6	8	13.1	61
86. Materials which accompany professional development activities are made available for later use.	6	9.5	28	44.4	19	30.2	6	9.5	4	6.3	63
87. Professional development activities are offered at times convenient to participants.	11	17.7	35	56.5	7	11.3	6	9.7	3	4.8	62
88. Professional development activities are well planned and carried through.	7	11.1	46	73.0	7	11.1	1	1.6	2	3.2	63
89. There is a system wide process for evaluating professional development activities.	9	14.3	21	33.3	10	15.9	12	19.0	11	17.5	63
90. The present professional development program satisfactorily meets my professional needs.	5	8.1	31	50.0	15	24.2	11	17.7	0	0.0	62

[a]Percentages are based on the number of persons who responded to each statement.

TABLE II-1 (continued)

Statement	Response: Almost Always N	%	Usually N	%	Seldom N	%	Practically Never N	%	No Knowledge N	%	Total
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	7	11.3	11	17.7	20	32.3	20	32.3	4	6.5	62
85. The Memphis City School System budgets adequate funds for professional development activities.	6	9.8	12	19.7	20	32.8	15	24.6	8	13.1	61
86. Materials which accompany professional development activities are made available for later use.	6	9.5	28	44.4	19	30.2	6	9.5	4	6.3	63
87. Professional development activities are offered at times convenient to participants.	11	17.7	35	56.5	7	11.3	6	9.7	3	4.8	62
88. Professional development activities are well planned and carried through.	7	11.1	46	73.0	7	11.1	1	1.6	2	3.2	63
89. There is a system wide process for evaluating professional development activities.	9	14.3	21	33.3	10	15.9	12	19.0	11	17.5	63
90. The present professional development program satisfactorily meets my professional needs.	5	8.1	31	50.0	15	24.2	11	17.7	0	0.0	62

[a]Percentages are based on the number of persons who responded to each statement.

TABLE II-2

CONSULTANT RESPONSES TO THE SURVEY STATEMENTS REGARDING IMPORTANCE OF THE COMPONENTS OF THE PROCESSES OF STAFF DEVELOPMENT

Statement	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	48	81.4	9	15.3	0	0.0	2	3.2	59
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	24	40.7	25	42.4	6	10.2	4	6.8	59
74. The goals and objectives of professional development activities are clearly communicated.	41	70.7	16	27.6	0	0.0	1	1.7	58
75. There is a clearly defined process for planning professional development activities.	41	70.7	15	25.9	0	0.0	2	3.4	58
76. Memphis Education Association is involved in the planning of professional development activities.	7	12.1	14	24.1	24	41.4	13	22.4	58
77. Teachers are involved in the planning of professional development activities.	40	70.2	14	24.6	3	5.3	0	0.0	57
78. Consultants are involved in the planning of professional development activities.	37	63.8	18	31.0	1	1.7	2	3.4	58
79. Administrators are involved in the planning of professional development activities.	33	56.9	21	36.2	3	5.2	1	1.7	58
80. Recent trends in education are reflected in professional development activities.	42	71.2	15	25.4	2	3.4	0	0.0	59
81. Concerns and problems identified by teachers are incorporated into professional development activities.	48	82.8	8	13.8	1	1.7	1	1.7	58
82. Concerns and problems identified by consultants are incorporated into professional development activities.	44	74.6	12	20.3	2	3.4	1	1.7	59
83. Concerns and problems identified by administrators are incorporated into professional development activities.	35	59.3	20	33.9	3	5.1	1	1.7	59

TABLE II-2 (continued)

Statement	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	26	44.8	16	27.6	10	17.2	6	10.3	58
85. The Memphis City School System budgets adequate funds for professional development activities.	36	61.0	19	32.2	3	5.1	1	1.7	59
86. Materials which accompany professional development activities are made available for later use.	31	54.4	22	38.6	4	7.0	0	0.0	57
87. Professional development activities are offered at times convenient to participants.	43	74.1	14	24.1	0	0.0	1	1.7	58
88. Professional development activities are well planned and carried through.	46	80.7	10	17.5	1	1.8	0	0.0	57
89. There is a system wide process for evaluating professional development activities.	35	59.3	17	28.8	5	8.5	2	3.4	59

[a]Percentages are based on the number of persons who responded to each statement.

TABLE H-3

LIBRARIANS, COUNSELORS, AND OTHERS RESPONSE TO THE SURVEY STATEMENTS REGARDING THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Response: Almost Always N	Almost Always %[a]	Usually N	Usually %	Seldom N	Seldom %	Practically Never N	Practically Never %	No Knowledge N	No Knowledge %	Total
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	35	31.5	54	48.7	11	9.9	10	9.0	1	0.9	111
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	26	23.0	40	35.4	25	22.1	8	7.1	14	12.4	113
74. The goals and objectives of professional development activities are clearly communicated.	10	9.0	38	34.2	43	38.7	16	14.4	4	3.6	111
75. There is a clearly defined process for planning professional development activities.	13	11.6	36	32.1	30	26.8	16	14.3	17	15.2	112
76. Memphis Education Association is involved in the planning of professional development activities.	6	5.3	15	13.3	24	21.2	16	14.2	52	46.0	113
77. Teachers are involved in the planning of professional development activities.	14	12.6	42	37.8	24	21.6	14	12.6	17	15.3	111
78. Consultants are involved in the planning of professional development activities.	37	33.0	41	36.6	9	8.0	0	0.0	25	22.5	112
79. Administrators are involved in the planning of professional development activities.	18	15.9	43	38.1	22	19.5	9	8.0	21	18.6	113
80. Recent trends in education are reflected in professional development activities.	13	11.5	65	57.6	16	14.2	12	10.6	7	6.2	113
81. Concerns and problems identified by teachers are incorporated into professional development activities.	9	8.0	45	40.2	35	31.3	15	13.4	8	7.1	112
82. Concerns and problems identified by consultants are incorporated into professional development activities.	17	15.0	46	40.7	16	14.2	1	0.9	33	29.2	113
83. Concerns and problems identified by administrators are incorporated into professional development activities.	15	13.3	39	34.5	23	20.4	4	3.5	32	28.3	113

TABLE II-2 (continued)

Statement	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	26	44.8	16	27.6	10	17.2	6	10.3	58
85. The Memphis City School System budgets adequate funds for professional development activities.	36	61.0	19	32.2	3	5.1	1	1.7	59
86. Materials which accompany professional development activities are made available for later use.	31	54.4	22	38.6	4	7.0	0	0.0	57
87. Professional development activities are offered at times convenient to participants.	43	74.1	14	24.1	0	0.0	1	1.7	58
88. Professional development activities are well planned and carried through.	46	80.7	10	17.5	1	1.8	0	0.0	57
89. There is a system wide process for evaluating professional development activities.	35	59.3	17	28.8	5	8.5	2	3.4	59

[a]Percentages are based on the number of persons who responded to each statement.

TABLE II-4

LIBRARIANS, COUNSELORS, AND OTHERS RESPONSE TO THE SURVEY STATEMENTS REGARDING THE IMPORTANCE OF THE COMPONENTS OF THE PRESENT PROCESSES OF STAFF DEVELOPMENT

Statement	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total
72. There is a commitment in the Memphis City Schools to the professional development of individual staff members.	77	71.3	27	25.0	4	3.7	0	0.0	108
73. The community expects the Memphis City Schools to provide professional development activities for staff members.	48	42.8	37	33.0	21	18.8	6	5.4	112
74. The goals and objectives of professional development activities are clearly communicated.	56	50.9	40	36.4	12	10.9	2	1.8	110
75. There is a clearly defined process for planning professional development activities.	60	54.0	44	39.6	6	5.4	1	0.9	110
76. Memphis Education Association is involved in the planning of professional development activities.	23	20.9	30	27.3	37	33.6	20	18.2	110
77. Teachers are involved in the planning of professional development activities.	84	75.0	20	17.8	6	5.4	2	1.8	112
78. Consultants are involved in the planning of professional development activities.	55	50.4	33	30.3	17	15.6	4	3.7	109
79. Administrators are involved in the planning of professional development activities.	47	43.9	37	34.6	18	16.8	5	4.7	107
80. Recent trends in education are reflected in professional development activities.	70	63.1	36	32.4	5	4.5	0	0.0	111
81. Concerns and problems identified by teachers are incorporated into professional development activities.	81	73.0	25	22.5	5	4.5	0	0.0	111
82. Concerns and problems identified by consultants are incorporated into professional development activities.	47	43.9	42	39.2	15	14.0	3	2.8	107
83. Concerns and problems identified by administrators are incorporated into professional development activities.	48	44.8	44	41.1	12	11.2	3	2.8	107

TABLE H-4 (continued)

Statement	Response: Very Important N	Very Important %[a]	Important N	Important %	Somewhat Important N	Somewhat Important %	Not Important At All N	Not Important At All %	Total
84. The professional staff member who evaluates my job performance helps me select appropriate professional development activities.	44	40.4	33	30.3	23	21.1	9	8.2	109
85. The Memphis City School System budgets adequate funds for professional development activities.	56	50.9	38	34.5	12	10.9	4	3.6	110
86. Materials which accompany professional development activities are made available for later use.	43	39.1	50	45.4	15	13.6	2	1.8	110
87. Professional development activities are offered at times convenient to participants.	66	60.0	38	34.5	6	5.4	0	0.0	110
88. Professional development activities are well planned and carried through.	74	67.9	29	26.6	4	3.7	2	1.8	109
89. There is a system wide process for evaluating professional development activities.	65	60.7	30	28.0	9	8.4	3	2.8	107

[a]Percentages are based on the number of persons who responded to each statement.

VITA

Judy Lynn Griesemer was born in Allentown, Pennsylvania, on April 7, 1947. She was graduated from William Allen High School in Allentown in 1965. She earned a Bachelor of Arts degree from Cedar Crest College, Allentown, in 1969 with a major in Mathematics. Her graduate work at the University of Tennessee, Knoxville, was in the fields of mathematics education and mathematics, for which she received a Master of Science in Education in 1973. Her thesis was "A Description of the Mathematics Laboratory Program at Robertsville Junior High School, Oak Ridge, Tennessee."

She has worked for the Anderson County Schools, Tennessee, from 1969 to 1971, and also for the Oak Ridge Schools, Tennessee, from 1971 to 1975. While with the Oak Ridge Schools she acted as chairperson of the department and initiated and directed a mathematics laboratory program.

Her major field of study at the University of Tennessee was curriculum and instruction, with collateral emphasis in educational administration and supervision and mathematics education. During her year of residency, 1975-76, she held the Public Schools for Cooperative Research Fellowship. While working on her doctorate she also taught graduate research and statistics courses. In addition, she functioned as program evaluator for Title I and ESAA laboratories in Shelby County, Tennessee, and worked for the Service Center of the Department of Curriculum and Instruction. She received the EdD in June 1977.

She is a member of Phi Delta Kappa, Phi Kappa Phi, and numerous other professional associations.