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Increasing Collegiality of Non-Team Teachers in a Team-Structured School: A Field Project

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Increasing Collegiality of Non-Team Teachers
in a Team-Structured School

A Field Project

Presented to the Department of Educational
Administration
and the
Faculty of the Graduate College
University of Nebraska at Omaha

In Partial Fulfillment
of the Requirements for the Degree
Specialist of Education
University of Nebraska at Omaha

by
Candas K. Marsicek
1988-89

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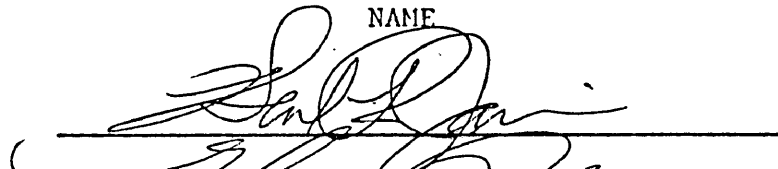
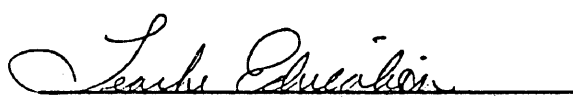
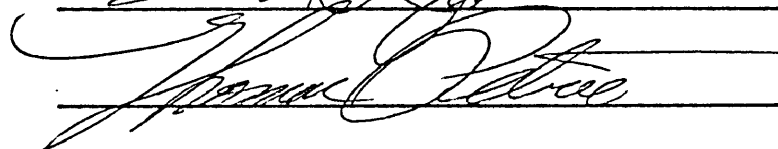



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FIELD PROJECT ACCEPTANCE

Accepted for the Graduate Faculty, University of Nebraska, in partial fulfillment of the requirements for the degree Specialist in Education, University of Nebraska at Omaha.

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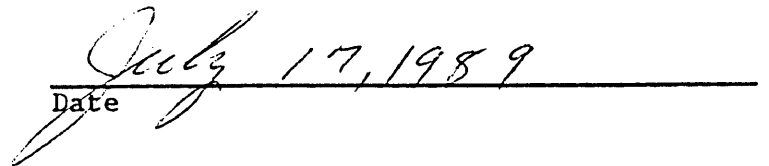

Date July 17, 1989

Table of Contents

	Page
List of Tables	iii
Chapter	
1. Introduction	1
2. Review of Related Research and Literature	7
3. Design of the Study	17
4. Analysis of the Data	22
5. Summary and Recommendations	26
Bibliography	31
Appendix A	36
Appendix B	37
Appendix C	40
Appendix D	41

Tables

	Page
Table	
1. Comparison of Team Teachers and Special Area Teachers.23
2. Comparison of Team Teachers and Non-Team Teachers24
3. Comparison of Special Area and Non-Team Teachers25

CHAPTER ONE

Introduction

The trend toward interdisciplinary teaching teams in middle school has helped to meet many needs of the student population and the staff in these schools. The teaching teams develop a collegiality that helps to eliminate the sense of isolation that teachers experience (Rosenholtz, 1989). Unfortunately in some middle schools some teachers' assignments are outside this team structure. Thus the isolation may create a perceived difference in climate relating to teachers' involvement and interaction, sense of belonging or affiliation, and shared goals.

Andersen Middle School, Millard Public Schools, Omaha, Nebraska, which opened in September, 1986, utilizes the team teaching organizational structure. Andersen Middle School is located in an upper middle class suburban school district. This school has a student population of approximately 785 and a teaching staff of 50. Of this number, 27 teachers are directly involved with the three sixth grade teams, two seventh grade teams, and two eighth grade teams. A team is

composed of three teachers at the sixth grade level each teaching reading, language arts, and math, and then one of Combined Studies, Social Studies, or Science; five teachers (English, Reading, Math, Science, and Social Studies) at the seventh grade level; and four teachers (English, Science Math, and Social Studies) and a foreign language or computer teacher rotating in each quarter at the eighth grade level. Four other staff members have peripheral involvement with the teams as resource teachers. This leaves specialists in Art, Industrial Arts, Home Economics, Physical Education, Music, and Reading 8 outside of the team structure.

Kasten, Short, and Jarmin (1988) conducted a study of the educational environment at Andersen Middle School which pointed to a disenfranchisement of those teachers outside the team organization. The effects of the disenfranchisement and isolation of these teachers became apparent to the administration in the Spring of 1987 when a complaint was lodged concerning a non-team teacher's teaching schedule which was dictated by the team structure. The divisiveness of this complaint which compared team teachers' schedules and non-team

teachers' schedules was a concern to the administration. The complaint also brought to the surface other complaints from the non-team teachers. It appeared that the collegiality of team and non-team teachers was affected by the organizational structure which in turn affected the teachers' perceptions of their role and their workplace. It is the purpose of this study to measure the differences, if any, in collegiality between teaching team members and those with varying degrees of involvement with teaching teams.

Statement of the Problem

Is there a significant difference in the level of collegiality between middle school teachers who have been members of teaching teams, teachers who have recently been formed into a modified teaching team, and teachers who are not yet members of a team?

Subproblem one: Is there a significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who have recently been formed into modified teaching teams?

Subproblem two: Is there a significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who are not yet members of a team?

Subproblem three: Is there a significant difference in the level of collegiality between middle school teachers who have recently been formed into a modified teaching team and teachers who are not yet members of a team?

Statement of the Hypothesis

There is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams, teachers who have recently been formed into a modified teaching team, and teachers who are not yet members of a team.

Subhypothesis one: There is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who have recently been formed into a modified teaching team.

Subhypothesis two: There is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams

and teachers who are not yet members of a team.

Subhypothesis three: There is no significant difference in the level of collegiality between middle school teachers who have recently been formed into a modified teaching team and teachers who are not yet members of a team.

Significance of the Study

Schools which have implemented a teaching team organizational structure or schools which are considering implementing a teaching team structure will find the information useful as they consider the impact this organizational structure has on the professionals in the school workplace.

Limitations

The study was conducted in only one middle school in an upper middle class suburban school district. The sample size was dictated by the number of staff members involved in team and non-team structures.

The study dealt only with the collegiality in the team structured workplace based on staff members' perceptions of their interactions with other teachers, their belonging in the school, and their shared goals.

Definition of Terms

Team Structure--an organizational pattern through which teachers of different disciplines are assigned to work together with a common group of students.

Teaching Team--a group of professional members composed of three to five teachers, a guidance counselor, and an administrator, assigned to work with a common group of students.

Collegiality--the quality of affiliation, commitment, shared goals, and sustained interaction among staff members in a work setting.

CHAPTER TWO

Review of Related Research and Literature

Isolation and limited professional interaction impact teachers' sense of belonging collegiality, and job satisfaction. Scott and Smith (1987) state that "...the typical teacher works alone in the classroom, seldom interacts professionally with his or her colleagues, and receives little or no support from administrators" (p.42). The typical teacher is dedicated, often juggling demands on time and energy. The isolation further tends to make the teacher suspicious of outside innovations and somewhat resistant to change (Scott and Smith, 1987).

Lieberman and Miller (1984) describe a somewhat similar portrait which depicts interaction with students but suggests isolation from other professionals. "It is perhaps the greatest irony--and the greatest tragedy--that so much is carried on in self-imposed and professionally sanctioned isolation" (p.11). According to Lieberman and Miller, teachers abide by two rules: be practical and be private. Peter Greer, Superintendent of Schools, Portland, Maine, cites the lack of communication among

professionals in a school as a major concern, stating that none of the teachers knows what the others are doing (Brodinsky and Neill, 1983).

Tucker and Mandel (1986) in a discussion of the Carnegie Report see the "eggcrate school" as a hindrance to change or reform. In the eggcrate school each teacher is contained in a room, little pods of self-contained activity. Students who come in contact with great teachers benefit, but no one else does due to the professional isolation experienced by the teacher. The possibilities for breaking this isolation include the utilization of lead teachers and interdisciplinary teaching teams.

At the center of any organizational change must be an understanding of people's basic needs. Maslow's hierarchy of needs (physiological, safety and security, love and affiliation, knowledge and understanding, and self-actualization) shows that when lower needs are met a person then moves to a higher need (Weller, 1982). Schools are able to meet the first two needs for the teaching staff in concrete ways (i.e.: salaries, physical safety within the building), but affiliation and self-actualization needs are much less tangible and concrete.

As Hoy (1983) views alienation, he states that one can look at his listing and find much that is a norm for the teaching profession. Hoy lists feeling of anomie, loss of self, despair, loneliness, powerlessness, disengagement, indifference, anxiety, isolation, meaninglessness, disaffection, dissatisfaction, and depersonalization (p.109).

School administrators have not been able to impact these areas or they have chosen not to initiate changes. According to Hoy, alienation takes two forms: alienation from work which includes the feelings of disappointment in one's position in the organization and alienation from expressive relations which involves dissatisfaction with one's social relations with one's work associates. Teachers, by virtue of the organization of which they are a part, can suffer from both of these.

Kasten, Short, and Jarmin (1988) found teachers isolated from colleagues (alienation from expressive relations) as one of three problems evidenced in a case study completed in 1988. In addition to alienation, Kasten, Short, and Jarmin also found that teachers' work has been narrowed and reduced due to professional

certification and accountability and that teachers are not involved in decisions that affect their work. These characteristics are similar to those identified as alienation from work. McLaughlin (1986) states that a result of alienation, a lack of opportunity to interact with colleagues, is that teaching seems less like a profession and more like a job.

To Goodlad, classrooms are like cells, symbolic of their isolation from other teachers and other sources of ideas (Scott and Smith, 1987). The traditional organization of a teacher operating independently in a classroom limits feedback on performance and promotes staleness.

McLaughlin (1986) states that without interaction with colleagues, teachers may experience uncertainty and concern about their capabilities. "Loneliness and isolation are high prices to pay, but teachers willingly pay them when the alternatives are seen as exposure and censure" (Lieberman and Miller, 1984, p.9). The classroom is the teacher's total world, six hours a day, five days a week. Lieberman and Miller state that doctors and other professionals learn through experiences shared with others, but the

classroom teacher is alone in the classroom with the students; no other adult is in sight. There is no one with whom to share, learn, and grow. The "rules" in most schools make it not acceptable to discuss instruction and what happens in the classroom.

Teachers tend to be reluctant to share problems. Scott and Smith (1987) stated, "You solve the problem on your own or you pretend you don't have one" (p.13). The teacher is secure in not having to face failure publicly, but has no standard through observing others to measure competence. The teacher cannot benefit from the experience of others. While the teacher may not "lose face", the teacher also loses the opportunity to gain support and praise.

The structural organization of schools many times adds to the problems of affiliation and interaction of teachers. Hoy (1983) found that without participation there is a higher degree of disenchantment of teachers and a higher level of work alienation. Furthermore, non-involvement of teachers denies teachers a sense of efficacy, success, and self-worth (McLaughlin, 1986). This takes away from schools "...a rich pool of human talent for organizational improvement efforts" (Scott

and Smith, 1987, p.21). Blomquist (1986) found that for specialists in schools with a team structure, being outside the team organization promotes isolation and lack of interaction, affiliation, and work commitment.

Problems related to collegiality can be alleviated through changes in the organizational structure, especially a change to teaching teams. Lodish (1985) stated that teams stimulate ideas, pool resources, and provide suggestions. Opportunities for professional growth are present with exposure to a variety of teaching styles and techniques. But simply putting teachers into teams cannot break the isolation of members.

Little (1982), McLaughlin (1986), and Ellis (1984) all stress the need for a shared language so that teachers can engage in frequent, on-going, concrete, and precise communication about teaching practices. The authors discuss the need for observation that provides useful feedback of teaching interactions from colleagues and evaluators. Teachers need to be together for planning, designing, researching, evaluating, and preparing teaching materials. Teachers need to teach each other the practice of teaching. And

McLaughlin (1986) stresses there needs to be time for collegial interactions in the school day.

Little (1982) states that in successful schools there is an expectation for shared work and for collegiality. Teachers value participation with other teachers. There is a greater range of interactions by a greater number, with greater diversity, in more locations, and with more precise language. Team structure certainly facilitates these interactions. Little also states that the benefits of involving teachers in decision-making and increasing professional, collegial interactions are far-reaching.

Stern (1982) found that productivity in a business environment is higher when a larger proportion of workers participate in the discussion of relevant subjects with greater frequency. William H. Batten, head of the New York Stock Exchange, said, "The most important of all capital is that invested in human beings" (p.123). Reorganizing work so that workers have a better quality of work life is essential. Central to the reorganization is that employees participate in key decisions that determine day-to-day patterns. This applies in education as Johnston and

Germinario (1984) determined that increased participation in decision-making brings greater job satisfaction, work achievement, and personal integrity. Teachers are interested in participating when they see themselves as capable of contributing to the decision and that the decision is personally relevant. Participation in decision-making contributes to higher morale, less stress, and greater self-confidence (Ellis, 1984; Blomquist, 1986). Scott and Smith (1987) state that schools need to be a cooperative bureaucracy, where it is a necessity for people to work together and to share in order to be successful.

Interdisciplinary teams can facilitate collegiality within a school. When teams are given the power to make decisions, the teams can overcome isolation and the lack of collegiality (Kasten, Short, Jarmin, 1988). Within the middle school, Ashton and Webb (1986) found the norm of collaboration with team teaching interactions, both formal and informal, which included talk about students and shared decision-making. In the collaborative schools, Rosenholtz (1987) said helping behaviors are more apparent. Teachers are more likely to seek help from each other,

administration, and parents. Teachers seek outside help to solve student problems. Within a junior high without team teaching, Ashton and Webb (1986) found the norm of isolation. Teachers and administrators had little interaction. Scott and Smith (1987) noted that decision making was part of the administrative role and not part of the teacher role.

Blomquist (1987) interviewed team teachers in his study asking, "Would you like to see changes in the team?" The reply was that they wanted to include the specialists in their schools (those teachers outside the team structure). The team teachers in Blomquist's study valued working with others and disliked being isolated.

Rosenholtz (1989) in her study of the social organization of schools found that isolation compelled teachers toward norms of self-reliance, not collaboration. Collaboration brings solutions to problems, discovery of the usefulness of colleagues' skills, and an awareness that mutual assistance is necessary for successful teaching. Rosenholtz stated that team teaching is an organizational arrangement for greater instructional interaction, greater decision-

making rights, more collaboration with principals about decisions, and increased exchange of advice and assistance.

Having teachers not on teaching teams in a team-structured school removes them from a positive organizational structure. The effect of this isolation may impact these teachers' perceptions of their interactions, sense of belonging, and shared goals--the major elements of collegiality in a school.

CHAPTER THREE

Design of the Study

Andersen Middle School in the Millard Public Schools opened in the fall of 1986. The school, which serves grades six, seven, and eight, has a student population of approximately 785 and a teaching staff of 50. Two guidance counselors, a media specialist, a part-time psychologist, a part-time speech therapist, a part-time assistant principal, an assistant principal, and a principal complete the certified staff of 58. Of the teaching staff, 27 out of 50 teachers are involved directly in teaching teams.

In the fall of 1986 a study by Kasten, Short, and Jarmin (1988) examined the climate and team structure of Andersen Middle School. The researchers noted in their interviews that there were teachers who were not a part of the team structure and who were disenfranchised by the team organization. These teachers were also physically isolated by the building structure which places special area teachers in an area of the building separated by the cafeteria and commons from the teaching team areas (see Appendix A).

Following the Kasten, Short, and Jarmin study, a modified teaching team composed of two art teachers, two industrial arts teachers, two home economics teachers, a guidance counselor, and an assistant principal was formed. For the 1987-88 and 1988-89 school years, the newly formed team met bi-weekly during a common eighth hour planning period. This meeting frequency was different from the teaching team frequency of formal meetings twice weekly and informal meetings daily due to the office placement and team room configurations (see Appendix A). The purpose of the special area modified teaching team was to facilitate the communication of information from team meetings, counselors, the resource department, and administration to the special area team and vice versa. The team meetings of the special area team began in the fall of 1987 and continued through the 1989-90 school year. In this time, it appeared a greater collegiality developed. The teachers' opportunity to provide input appeared to give the teachers a greater sense of participation in the building, easing the disenfranchisement slightly.

To determine if there is indeed a difference in

teachers' collegiality among the teaching teams, the modified teaching team (special area team), and those teachers with no team contacts, an instrument was administered to these three groups of teachers. The resource teachers, foreign language teachers, and computer teacher did not meet the criteria for inclusion in the study. These teachers have peripheral, on-going contact with the teaching teams. They also are not physically isolated from the teaching teams by the building structure.

The instrument (see Appendix B) was developed from work by Susan J. Rosenholtz in Teachers' workplace: the social organization of schools (1989). Items were selected from the following categories: shared teaching goals, school goal-setting, isolation/cohesiveness, collaboration, team teaching, teachers' certainty about a technical culture and instructional practice, involvement in decision-making, teachers' learning opportunities, positive feedback, and teacher commitment.

From these categories 26 items were selected (13 positive and 13 negative). A five point scale (strongly agree, agree, neutral, disagree, and strongly

disagree) was constructed (see Appendix B). The highest score that could be achieved was 130.

The instrument was then typed in three different forms with the only variance being the placement of the page numbers: upper right, teaching teams; bottom right, modified teaching team; bottom center, teacher with no team contact. Each form also had a cover letter (see Appendix C) which explained the purpose of the study and the need for a complete return of responses. As the cover sheet had each teacher's name on it, the surveys were to be returned to the secretary so she could note the completion of the survey and remove the personal identification. While the responses would remain anonymous; with the pagination placement, the groups would remain intact.

Before distribution of the survey, a staff meeting was held to explain the purpose of the survey, the importance of the teachers' responses, and the anonymity which had been established. Surveys were placed in the teachers' mailboxes on Monday, May 16, and were to be returned by Friday, May 19. By the end of the day on May 19, a 100% return was achieved. One response from the special area group was incomplete and

was eliminated from the tabulations.

The number of respondents was limited by the staff numbers in the designated groups: teaching teams, 27; the modified teaching team, 6; teachers with no team contacts, 7.

The responses were scored as noted in Appendix D and a numeric total was figured for each survey. A range of scores was found for each of the three groups. A mean score for each group was also figured. The standard deviation was figured for each group. T-tests were then calculated between team/modified team, team/non-team, and modified team/non-team.

CHAPTER FOUR

Analysis of the Data

The results of the Survey of Social Organization were analyzed to determine if there was a significant difference in the level of collegiality between middle school teachers who have been members of teaching teams, teachers who have recently been formed into a modified teaching team, and teachers who are not yet members of a team.

To test subhypothesis one that there is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who have recently been formed into a modified teaching team, the mean of the teamed teachers of 99.77 was compared to the mean of the modified team (special area) teachers of 86.8. The t-test result was 3.28 which on two-tailed test meets the .019 significance level of 2.750 at 30 degrees of freedom (see Table 1).

Table 1

Comparison of Team Teachers and Special Area Teachers

Group	Range	M	SD	T
Team	81-111	99.77	7.88	
				3.28
Special Area	79-100	86.8	7.52	

p<.01

To test subhypothesis two that there is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who are not yet members of a team, the mean of the teamed teachers of 99.77 was compared to the mean of the non-teamed teachers of 87.43. The t-test result was 3.73 which on a two-tailed test meets the .01 significance level of 2.750 at 30 degrees of freedom (see Table 2).

Table 2

Comparison of Team Teachers and Non-Team Teachers

Group	Range	M	SD	T
Team	81-111	99.77	7.88	
				3.73
Non-Team	79-97	87.43	6.30	

p<.01

To test subhypothesis three that there is no significant difference in the level of collegiality between middle school teachers who have recently been formed into a modified teaching team and teachers who are not yet members of a team, the mean of the special area teachers of 86.8 was compared to the mean of the non-tamed teachers of 87.43. Comparing the special area teachers with the non-team teachers showed a t-test result of .14. This result is not significant at the .100 level for a two-tailed test with a degree of freedom of 10 (see Table 3).

Table 3

Comparison of Special Area and Non-Team Teachers

Group	Range	M	SD	T
Special Area	79-100	86.8	7.52	
				.14
Non-Team	79-97	87.43	6.30	

p>.100

CHAPTER FIVE

Summary

The purpose of this study was to determine if there was significant difference in the level of collegiality between middle school teachers who have been members of teaching teams, teachers who have recently been formed into a modified teaching team, and teachers who are not yet members of a team.

Subhypothesis one which stated that there is no significant difference between middle school teachers who have been members of teaching teams and teachers who have recently been formed into a modified teaching team was rejected based on the t-test result of 3.28 which is significant at the .01 level.

Subhypothesis two which stated that there is no significant difference in the level of collegiality between middle school teachers who have been members of teaching teams and teachers who are not yet member of a team was rejected based on the t-test result of 3.73 which is significant at the .01 level.

Subhypothesis three which stated that there is no significant difference in the level of collegiality

between middle school teachers who have recently been formed into a modified teaching team and teachers who are not yet members of a team was accepted based on the t-test result of .14 which is not significant at the .1 level.

The study verified a perceived need to directly involve the non-team teachers in the teaching team structure. It also revealed that there had not been a significant change achieved through the modified teaching team which had met bi-weekly during the 1987-88 and 1988-89 school years. It is apparent that the bi-weekly meetings do not compensate for the twice weekly formal team meetings and daily informal contact of the teaching teams. The bi-weekly meetings may be successful in improving administrative communication with these teachers, but it has had no impact on the areas on which the survey concentrated. Further steps to involve all teachers in the team structure must be taken if the isolation is to be reduced and the level of collegiality raised.

It appears that communication of team activities is not enough to improve collegiality. Currently weekly agendas are given to all non-team teachers.

These agendas contain information from the previous week's meetings as well as the current information on the upcoming meeting. The special area teachers received further feedback via the counselor and administrator at the bi-weekly meetings. These activities have not significantly improved collegiality.

To possibly improve collegiality it may be necessary to directly involve the non-team teachers in the team structure. This will be difficult to accomplish due to the lack of a school-wide common plan period during the school day. It is not feasible for the non-team teachers to attend all team meetings as the meetings are scheduled throughout the day on a Monday-Wednesday or a Tuesday-Thursday schedule, during the time the team students are in special area classes or Physical Education and Music classes. The special area teachers share an eighth hour planning period, but the Physical Education, Music, and Reading 8 teachers do not have this plan period. A staff meeting for the entire staff on a weekly basis for covering team agendas with non-team teachers would not seem to be a productive use of time. Before school and after school

meetings pose problems due to staff involvement with the school activity program at these times.

As a possible solution, the following recommendation is made. A building team structure, comparable to a quality circle, should be formed composed of a volunteer from each of the teaching teams, the counselors, the administrators, and the Art, Industrial Arts, Home Economics, Physical Education, Music, Reading 8 teachers who do not have on-going contact with team teachers. This team would meet weekly before school on Friday. Attendance at these sessions must have a higher priority for all involved in order for the structure to have any impact. Thus, there would be no other activities scheduled before school on Fridays.

Agendas for the building team meetings would contain items of importance from the week's team meetings. Student concerns as well as items related to curriculum and instruction would be included. Communication in areas of classroom management and interdisciplinary units would be enhanced by the building team meetings that would reflect a wider teacher population than the teaching team meetings.

The membership in this new building team structure would be restructured at the semester to allow the teaching teams the option of having a different team representative. This option would broaden the opportunity for team teachers' involvement. The teaching team could also retain their current representative.

After the implementation of the building team structure in the 1989-90 school year, further research could be undertaken to determine if there were a significant change in the level of collegiality of the three teacher groups in the current study.

The team structure in a middle school is highly beneficial for students and staff alike. If a high level of collegiality is to be achieved throughout the school, almost one half of the staff cannot continue to remain outside the team structure. Teaching professionals have too much to share and to learn to remain isolated from each other. A commitment to involve all teachers in the team structure of the middle school must be made so that the highest level of interaction and participation can be achieved.

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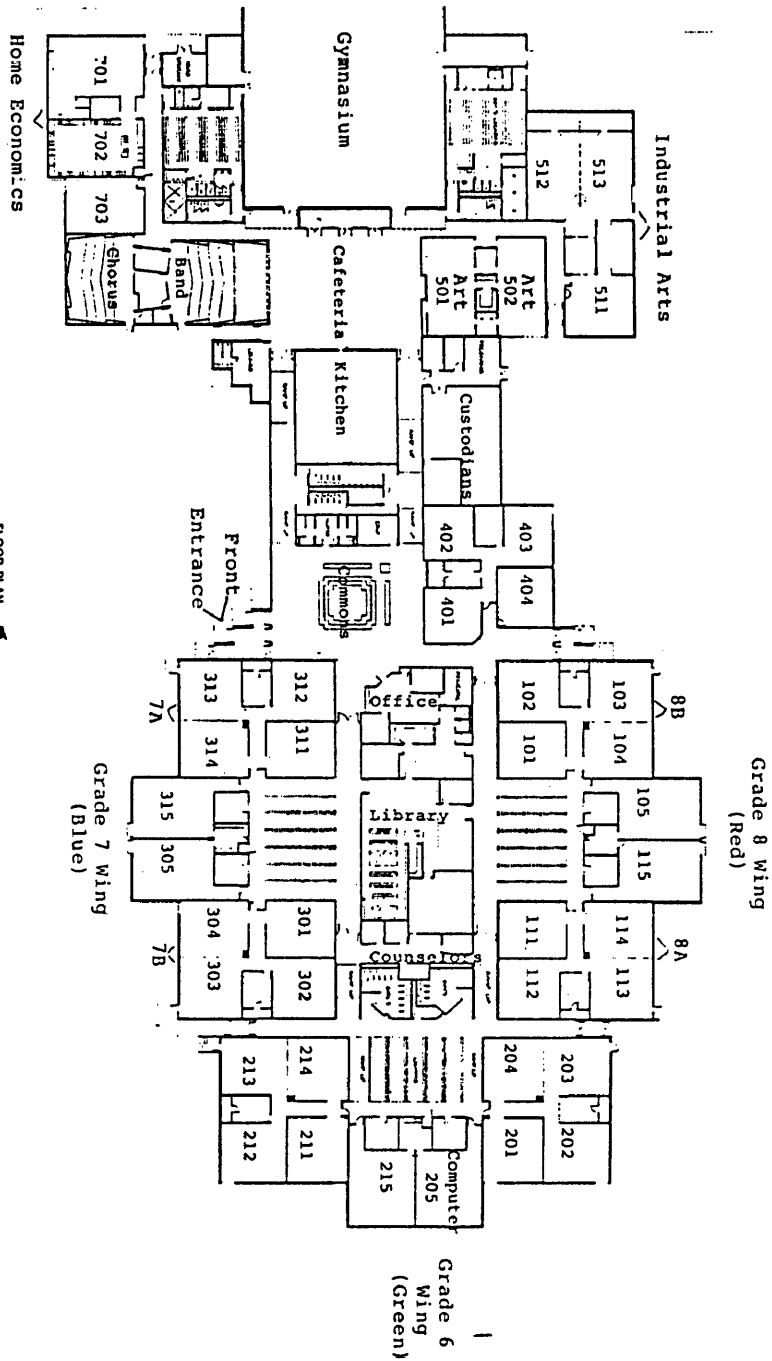
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APPENDIX A

HARRY ANDERSEN MIDDLE SCHOOL



FLOOR PLAN

1/4" = 1'-0"

APPENDIX B

Survey of Social Organization

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I don't offer advice to others about their teaching unless I am asked for it.					
2. I give help and support to other teachers when they are having problems in their teaching.					
3. Most of the other teachers in this school don't know what I do in my classroom or what my teaching goals are.					
4. Other teachers in my school recognize my teaching competence.					
5. I am hesitant to ask for help or advice from other teachers at my school when I have a teaching problem.					
6. I like to share teaching responsibilities (e.g., team teaching) with other teachers here.					
7. It's hard to know how I'm doing in my teaching.					
8. If most teachers at this school feel that another teacher is not doing a good job, they will exert some pressure on him or her to improve.					
9. There aren't many rewards for being a teacher anymore.					
10. I receive informal evaluations of my teaching performance from other teachers.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Most teachers at this school have values and philosophies of education similar to my own.					
12. Other teachers at this school come to me for help or advice when they need it.					
13. At this school, there is a lack of agreement on the objectives we're trying to achieve with students.					
14. Teachers in this school tend to be cliquish and catty.					
15. Teachers at this school share a high level of commitment to student learning.					
16. I am uncertain about how to teach some of the students in my class.					
17. Teachers participate in determining appropriate instructional methods and techniques in this school.					
18. I don't approve of the ways in which most of the other teachers in this school teach.					
19. Good Teaching is a gift; you can't really learn it from anybody else.					
20. Teachers are reluctant to talk with each other about instructional objectives.					

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. There is a body of knowledge out there that can really help teachers improve their teaching.					
22. I do things that are apt to be accepted by only a few teachers at my school; the others don't agree or don't understand.					
23. If another teacher asks me for advice, it implies that I am more competent than he or she is.					
24. Other teachers encourage me to try out new ideas.					
	a	b	c	d	e
25. Beyond saying hello, I regularly converse with: a. no other teachers b. one other teacher c. two other teachers d. three other teachers e. four or more other teachers					
26. I regularly share teaching ideas or materials with: a. no other teachers b. one other teacher c. two other teachers d. three other teachers e. four or more other teachers					

APPENDIX C

As part of my Specialist degree, I am working on a field project which examines collegiality in the team structured school. Due to the small size of the sample (the Andersen staff), I need a 100% return in order to have an accurate study of what exists here at Andersen.

Please complete the attached survey by placing an X in the column which best matches your feelings on each of the items.

Return to Mrs. Ballard by May 19. She will check off your name and remove the cover sheet identification before giving the surveys to me.

Thank you for your participation.

Candy Marsicek

APPENDIX D

Survey of Social Organization

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. I don't offer advice to others about their teaching unless I am asked for it.	1	2	3	4	5
2. I give help and support to other teachers when they are having problems in their teaching.	5	4	3	2	1
3. Most of the other teachers in this school don't know what I do in my classroom or what my teaching goals are.	1	2	3	4	5
4. Other teachers in my school recognize my teaching competence.	5	4	3	2	1
5. I am hesitant to ask for help or advice from other teachers at my school when I have a teaching problem.	1	2	3	4	5
6. I like to share teaching responsibilities (e.g., team teaching) with other teachers here.	5	4	3	2	1
7. It's hard to know how I'm doing in my teaching.	1	2	3	4	5
8. If most teachers at this school feel that another teacher is not doing a good job, they will exert some pressure on him or her to improve.	5	4	3	2	1
9. There aren't many rewards for being a teacher anymore.	1	2	3	4	5
10. I receive informal evaluations of my teaching performance from other teachers.	5	4	3	2	1

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
11. Most teachers at this school have values and philosophies of education similar to my own.	5	4	3	2	1
12. Other teachers at this school come to me for help or advice when they need it.	5	4	3	2	1
13. At this school, there is a lack of agreement on the objectives we're trying to achieve with students.	1	2	3	4	5
14. Teachers in this school tend to be cliquish and catty.	1	2	3	4	5
15. Teachers at this school share a high level of commitment to student learning.	5	4	3	2	1
16. I am uncertain about how to teach some of the students in my class.	1	2	3	4	5
17. Teachers participate in determining appropriate instructional methods and techniques in this school.	5	4	3	2	1
18. I don't approve of the ways in which most of the other teachers in this school teach.	1	2	3	4	5
19. Good Teaching is a gift; you can't really learn it from anybody else.	1	2	3	4	5
20. Teachers are reluctant to talk with each other about instructional objectives.	1	2	3	4	5

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
21. There is a body of knowledge out there that can really help teachers improve their teaching.	5	4	3	2	1
22. I do things that are apt to be accepted by only a few teachers at my school; the others don't agree or don't understand.	1	2	3	4	5
23. If another teacher asks me for advice, it implies that I am more competent than he or she is.	1	2	3	4	5
24. Other teachers encourage me to try out new ideas.	5	4	3	2	1
	a	b	c	d	e
25. Beyond saying hello, I regularly converse with: a. no other teachers b. one other teacher c. two other teachers d. three other teachers e. four or more other teachers	1	2	3	4	5
26. I regularly share teaching ideas or materials with: a. no other teachers b. one other teacher c. two other teachers d. three other teachers e. four or more other teachers	1	2	3	4	5