CANADIAN THESES ON MICROFICHE

I.S.B.N.

THESES CANADIENNES SUR MICROFICHE

National Library of Canada
Collections Development Branch

Canadian Theses on
Microfiche Service

Ottawa, Canada
K1A 0N4

Bibliothèque nationale du Canada
Direction du développement des collections

Service des thèses canadiennes
sur microfiche

NOTICE

The quality of this microfiche is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us a poor photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this film is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30. Please read the authorization forms which accompany this thesis.

AVIS

La qualité de cette microfiche dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de mauvaise qualité.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, examens publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de ce microfilm est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30. Veuillez prendre connaissance des formules d'autorisation qui accompagnent cette thèse.

THIS DISSERTATION
HAS BEEN MICROFILMED
EXACTLY AS RECEIVED

LA THÈSE A ÉTÉ
MICROFILMÉE TELLE QUE
NOUS L'AVONS REÇUE

NL-339 (r. 82/08)

Canada

National Library of Canada | Bibliothèque nationale du Canada

Canadian Theses Division | Division des thèses canadiennes

Ottawa, Canada
K1A 0N4

0-315-06111-1

54031

PERMISSION TO MICROFILM — AUTORISATION DE MICROFILMER

• Please print or type — Écrire en lettres moulées ou dactylographier

Full Name of Author — Nom complet de l'auteur

JOHN RICHARD SCOTT

Date of Birth — Date de naissance	Country of Birth — Lieu de naissance
Oct. 25, 1944	CANADA

Permanent Address — Résidence fixe

15105 - 110 - A AVE
Edmonton, Alta
T5P 1H1

Title of Thesis — Titre de la thèse

CONCEPTUAL COMPONENTS OF CONSULTANCY

University — Université

U of A

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M. Ed.

Year this degree conferred — Année d'obtention de ce grade	Name of Supervisor — Nom du directeur de thèse
1981	Dr. J. B. PARSONS

Permission is hereby granted to the NATIONAL LIBRARY OF CANADA to microfilm this thesis and to lend or sell copies of the film.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

L'autorisation est, par la présente, accordée à la BIBLIOTHÈQUE NATIONALE DU CANADA de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans l'autorisation écrite de l'auteur.

Date	Signature
Aug 6, 1981	John R Scott

NL-91 (4/77)

THE UNIVERSITY OF ALBERTA

CONCEPTUAL COMPONENTS OF CONSULTANCY

by

© JOHN RICHARD SCOTT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

EDMONTON, ALBERTA

FALL, 1981

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR JOHN RICHARD SCOTT

TITLE OF THESIS CONCEPTUAL COMPONENTS OF CONSULTANCY

DEGREE FOR WHICH THESIS WAS PRESENTED M. ED.

YEAR THIS DEGREE GRANTED 1981

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific research purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

(Signed) John R. Scott

PERMANENT ADDRESS:

15105 - 110A Avenue

EDMONTON, ALBERTA

T5P 1H1

DATED Aug. 5 1981

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

L

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled CONCEPTUAL COMPONENTS OF CONSULTANCY submitted by JOHN RICHARD SCOTT in partial fulfillment of the requirements for the degree of MASTER of EDUCATION.

J.B. Parsons
(Supervisor)

C. Chamberlin

L. Brubacher

DATE Aug 5/81

ABSTRACT

This study was designed to identify and describe conceptual components of the role and function of educational consultancy in order to open possibilities for a new understanding of what it is to be a consultant. The consultant operates by putting together a mixture of what he perceives as his function and what he thinks others consider his function to be.

Various operational components were identified from the literature to show that a wide range of functions and orientations are encouraged for consultants. A number of conceptual models were introduced as a means of understanding major component skills of consultancy from curricular, instructional, and professional dimensions. Many of the models presented attempt to strive for something more profound than simply technical change but they cannot somehow reach fulfillment. Many authors appear to realize dimensions of consultancy which are considered to be "growth-oriented" rather than "deficiency-oriented."

The study was conducted using a sample of fifty (50) consultants in the five core subject areas at the elementary, junior high, and senior high levels. Three distinct types of data were gathered and analysed, including written responses to open-ended statements, preference responses to specific questions using a Likert scale, and personal interview responses.

The data indicated not only a multitude of job perceptions but the frustration, confusion, and uncertainty which resulted. Support for the instrumentalist mode of action was counter-poised by indications

of support for a more profound orientation of consultancy.

Among the major findings of this study were

- that most consultants in the sample operate from an instrumentalist perspective, satisfying lower-order needs of teachers;

- that, for many consultants the lack of a definitive role description leads to inconsistency, frustration, tension, and general disorganization which results in a deficiency-oriented conception of consultancy;

- that consultants operating with a growth-oriented conception of consultancy enjoy the freedom and professional independence of a nebulous role definition.

The instrumentalist conception of consultancy is valuable, even necessary to the workings of an educational institution (or system). However, the present examination attempted to look beyond that point. It attempted to introduce a perspective where language may be inadequate or restrictive to attend to the most profound aspects of consultancy, and to posit the view that the essence of consultancy is at one and the same time the essence of pedagogy.

ACKNOWLEDGEMENTS

I would like to express my appreciation to my supervisor, Dr. Jim Parsons, for his guidance, support, and encouragement throughout the growth of this study. Thanks are due also to the members of my thesis committee, Dr. Larry Beauchamp and Dr. Chuck Chamberlain, for their perspectives and cooperation. My thanks are also extended to Dr. Heidi Kass and Dr. Max van Manen for direction and inspiration.

The cooperation of the Edmonton Public School Board and those consultants who willingly took part in the various research tasks facilitated the completion of this study. Mrs. Sheri McLean is gratefully acknowledged for her efficient typing.

Finally, I express my gratitude to my wife, Joan, and family, Trevor, Toby, and Jodi who put up with an often absent husband and father during the last two years. Now, Toby, we can all go on holidays!

TABLE OF CONTENTS

CHAPTER		PAGE
I	STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS	1
	Introduction	1
	Statement of the Problem	4
	Problems Investigated	8
	Operational Definition of Terms	9
	Summary	10
	Organization of the Thesis	11
II	REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK	13
	Introduction	13
	Review of Literature	13
	Skill Components of Consultancy	16
	Range of Consultative Views	18
	A. Consultancy: Task/Process Orientation	18
	B. Consultancy: Helping Relationship	21
	C. Consultancy: Role of Motivation	26
	D. Consultancy: Role of Change	32
	Critique of Literature	33
	Summary	37
III	RESEARCH DESIGN	38
	Introduction	38
	Description of Research Instruments	38

CHAPTER PAGE

The Questionnaire 39

The Interview 40

Questionnaire Population and Sample 42

Data Collection Procedures 44

Data Treatment Procedures 44

Validity of Instruments 45

Delimitations, Limitations, and Assumptions . . . 46

Summary 47

IV DESCRIPTION AND ANALYSIS OF QUESTIONNAIRE DATA . . . 49

Introduction 49

The Research Instrument 49

Questionnaire Survey: Results and Analysis . . . 50

Section II: Description 50

Analysis of Section II Data 51

Section III: Description 53

Analysis of Section III Data. 60

Analysis Category A: Curricular Components . . . 61

Analysis Category B: Instructional Components . 64

Analysis Category C: Professional Components . . 68

Summary 72

V DESCRIPTION AND ANALYSIS OF INTERVIEW AND WRITTEN DATA 73

Introduction 73

The Research Instruments: Description 73

Survey Section I: Analysis 74

CHAPTER PAGE

A. Perceptions of "Personal Satisfaction"/ "Major Task" 74

B. Perceptions of "Least Satisfying Experiences"/"Possible Changes" 78

C. Perceptions of Consultants 81

Consultant Interviews: Description 83

Analysis: A. Role Description 83

B. Change 91

Summary 94

VI SUMMARY, CONCLUSION, AND IMPLICATIONS 96

Introduction 96

Summary: Research Questions 96

Methodology 97

Results 98

Implications 106

Suggestions for Further Research 107

* * * * *

BIBLIOGRAPHY 108

APPENDIX A. QUESTIONNAIRE 114

APPENDIX B. TRANSMITTAL LETTER 122

APPENDIX C. SECTION I QUESTIONS 124

RANDOM SAMPLE RESPONSES 126

APPENDIX D. SECTION II TABLES 7 - 10 129

APPENDIX E. SECTION III TABLE 11 135

APPENDIX F. INTERVIEW EXERPTS 138

CHAPTER

PAGE

Consultant Views Concerning Social Relations 139

Consultant Views Concerning Services Provided 140

Consultant Views Concerning Professional Development of Consultants and Teachers . . . 141

Consultant Views of Judging Success 142

LIST OF TABLES

TABLE	DESCRIPTION	PAGE
1	Questions Which Reflect Primarily Curricular Components	55
2	Questions Which Reflect Primarily Instructional Components	56
3	Questions Which Reflect Primarily Professional Components	57
4	Comparison of Means for Responses to Questions Which Reflect Primarily Curricular Components	62
5	Comparison of Means for Responses to Questions Which Reflect Primarily Instructional Components	65
6	Comparison of Means for Responses to Questions Which Reflect Primarily Professional Components	69
7	Percentage Responses for Selected Questions Reflecting Curriculum Components	130
8	Percentage Responses for Selected Questions Reflecting Instructional Components	131
9	Percentage Responses for Selected Questions Reflecting Professional Components	132
10	Distribution of Responses for Questions in Section II	133
11	Comparison of Mean Response, Chi Square, and Level of Mean Significance for Questions in Section III	136

LIST OF FIGURES

FIGURE	DESCRIPTION	PAGE
1	Range of Consultative Roles	19
2	The Consultative Triad	22
3	"Assistance" vs "Education"	25
4	Range of Consultative Functions -- A Composite Model	26
5	Maslow's Hierarchy of Needs	28
6	Hierarchy of Needs: A Motivational Focus for Consultation	30
7	Display of Mean Responses for "ACTUAL" and "SHOULD" Perceptions of Questions Reflecting Curricular Components	63
8	Display of Mean Responses for "ACTUAL" and "SHOULD" Perceptions of Questions Reflecting Instructional Components	66
9	Display of Mean Responses for "ACTUAL" and "SHOULD" Perceptions of Questions Reflecting Professional Components	70

"If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do -- why not ask them?" (G.W. Allport, 1942, in Mouly, 1978: 179)

CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS

INTRODUCTION:

Many aspects of North American society of the 'eighties are highly oriented toward the concept of consultancy. Our society is wrought with individuals as well as large corporations influencing others under the banner of "consultant" -- the tax consultant, management consultant, planning consultant, and the beauty consultant are among those claiming a viable service to offer.

The dictionary provides the origin of "consultant" as coming from the Latin 'consultare' (which itself is rooted in the term 'consulere') meaning "to deliberate with, to call together as if to ask for advice;" 'con' meaning with others or another, and 'sulere' meaning to seek advice or counsel. The process of consultancy would thus be considered as a social process resulting from the establishment of a social relationship.

The origin of the term consultant implies change, which in turn implies improvement to (with) a given situation. Since the change desired is growth on the part of the client, the role of consultant can be assumed to be a helping role.

One classic explanation of consultancy is often quoted from psychologist Carl Rogers (1977:3) as he defines a helping relationship as one "in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other. The other, in this sense, may be one individual or a group." This view suggests that the attitudes of the

person being helped and the one helping are key elements to the whole process. It also suggests that all helping relationships are essentially learning situations and that such consultants are 'supportive' rather than 'directive' in their role with clients. Other viewpoints are provided by Marguiles and Raia (1972:61) who see the consultant functioning as a technical expert with the knowledge or skill required to accomplish a task or to solve a particular problem: he is providing expert information, advice, or service. Tharp and Wetzel (1969) use a Triadic Model which stresses that the services of consultation are offered through a mediator, not directly to the 'client.'

A very important and basic question facing educators today is how to provide teachers with the consultative assistance they require in a way that will be seen as helpful. The need for curriculum specialist personnel is no longer seriously questioned, however the problem of determining the various dimensions of the role remains a serious question.

Educational consultation seems based on the premise that what is done in education corresponds to what should be done. Yet educators hesitate to agree on a precise definition or a precise conception of roles for personnel engaged in such designated positions. The issue, therefore, seems to be not whether consultation is desirable or undesirable but rather a question of the components of consultancy that should be emphasized.

Regardless of its type or style, all educational consultation has the same basic purpose -- to improve the teaching/learning process (instructional improvement), of a school or school system. As Garvey (1979:1) states

> ... most large school systems employ a number of subject area consultants and supervisors whose main task is to assist teachers in the improvement of instruction in their classrooms.

'Instruction' necessitates the interaction of teachers and students, however, Regan (1974:4) maintains the primary focus of the consultants' attention would, for the most part, be that of the teacher and the teacher's actions. "Teachers are, or should be, the consultant's primary clients or target group."

Implicit in such a view is the position that the consultant is ultimately concerned with the whole area of staff/professional development (i.e. the improvement of whatever conditions, situations, techniques, motivators, etc. are necessary for the teacher to grow and develop through a process resulting in self-analysis, self-direction, and self-motivation).

> ... Fundamental in this process is the notion that individuals currently in the field might be improved. The hallmark of a true profession is one where the most recent and vital information is disseminated and used by its members. (Hansen, 1980:67)

Thus the educational consultant does not work in a vacuum: he must work closely with other school personnel. In fact, the actual role performed and the functional relationships developed with others are a result of all the perceptions and expectations held for the consultant by the people with whom he comes into contact. The curricular consultant operates by putting together a mixture of what he perceives as his functions and what he thinks others consider his functions to be. Cowley (1971:14) stated that

> ... a consultant's role in a school system is a composite of all the expectations held by the people associated with the role, including the incumbent.

As well as performing according to certain perceived (outside) expectations, each curricular consultant brings together his individual personality and personal conceptions of the role. The interaction between these components results in certain types of consultative behavior.

STATEMENT OF THE PROBLEM:

The purpose of this study was to identify and describe various components of the role and function of consultants as outlined in the literature and to examine the perceptions of curricular consultants within a large urban setting through questionnaire and interview procedures. Such a procedure was seen as one means which would help to determine the actual and ideal nature of such a role. The intent, however, was not to provide a definition but merely open possibilities for a new understanding of what it is to be a consultant.

Need for the Study:

Relatively little research literature has been published dealing with the role and function of educational consultants. Several studies have been carried out in the general area of consultative needs of teachers, consultancy as a supervisory activity, and the effect of consultants as change agents, directly and indirectly (Hewko, 1965; U.S. Department of Health and Welfare, 1968; Heron, 1969; Cowley, 1971; Plamondon, 1973; Regan, 1974; Haughey, 1976; Harrison, 1978 and Millikan, 1979). While not all of these studies deal with the same questions, many had specific observations about the role of coordinators and/or consultants at various levels.

Although Hewko (1965) does not offer a definition which will

distinguish between consultation and coordination, his major conclusion was that consultation rather than coordination was basically the function of the curricular coordinator at the junior high level. He found that the role of coordinator lacked a clear definition in the minds of teachers, administrators and coordinators alike. His study showed an almost total lack of congruence between the expectations of teachers and coordinators for the function of the coordinators. Hewko also felt department heads should be able to provide consultative help upon request by teachers but should not be considered as "line" personnel; rather, their main functions revolve around communication, consultation and coordination within their respective departments.

Additional 'role description' is provided by Peter Heron (1969) through his study of local junior high science coordinators. Innovativeness (in terms of utilizing new courses) in junior high school science was found to be more common in those schools that had a resident coordinator. In short, this study suggests that the coordinator was functioning effectively only in the school in which he was based. This conclusion supports the conclusion of Hewko (1965) that the coordinator lacks a clear perception of his own role.

Such a view is also supported by a study carried out by the United States Department of Health, Education and Welfare (1968:69). This study surveyed the regional perceptions and practices of consultants in six states. The consultants were asked to discuss drawbacks which they had encountered in their work.

In all six states consultants mentioned the fact that there was insufficient time to adequately coordinate their activities. In five states consultants complained directly of lack of proper role definition,

citing examples of overlapping authority and improper job descriptions. Consultants in three states also mentioned a lack of direction, commitment or adequate philosophical approach as a stumbling block in their work as consultants.

Millikan (1979) describes consultative services within schools as being carried out on a number of levels (from informal inter-teacher discussions about small incidents in the day-to-day interaction with students, to the formal discussion with the outside consultant or subject specialist, which may deal with various major issues such as methodology, curriculum implementation, and resources). His findings indicate areas of concern where teachers experienced the greatest need for consultative assistance. Statistics reported in this study also indicate that lack of time to seek assistance was the most frequently mentioned reason for not seeking consultative help.

Consistent with other studies, Millikan (1979) suggests that consideration should be given to the redefining of consultants' roles to rid them of administrative duties and allow them to spend more time in "actual" consultation with teachers.

On the basis of the frequency of comments reported, one would have to conclude that a pervading, current concern of consultants is the clear identification of the consultant's role and function. Previous studies (mentioned above) suggest that much role conflict and role confusion exists within the school districts studied regarding the functions of the curricular consultant. A person employed under the title of "consultant" in one setting may be known by various other titles in other settings, such as 'advisor,' 'coordinator,' or 'master teacher.' This view has been shared by many authors over a long time

span (Lawler, 1958; Blessing, 1968; Regan, 1974; and Vacca, 1980).

Miklos (1971) identifies the range of positions associated in some way with the consultation function as including team leaders, department heads, subject coordinators, principals, specialist supervisors and others. He claims the complexity of the consultative function is a reflection of the large variety of positions involved.

With many school boards the term "consultant" is being used more and more to denote service in special fields or at specified grade levels. For example, the Edmonton Public School Board, Directory of Services, Instructional Services, lists approximately one hundred and ten entries which use a variety of consultant labels including reading consultant, science consultant, native studies consultant, and driver training consultant.

Whatever the variables found in the literature concerning the title, setting, or role of the "consultant", most references assume that any person in a consultative position possesses special knowledge, skills and understandings that can be used by groups or individuals in a school setting. When reference is made to the consultant specifically as a resource person or a specialist in subject-matter areas or special education, questions are often raised in regard to the nature of the role. (Cowley, 1971:11) Consideration of the consultant's perceptions of his own role and function has, however, received little attention even though consultancy has been considered as "a major means by which teachers keep abreast of current trends and techniques in their continual quest to improve the quality of instruction and to achieve personal professional growth." (Millikan, 1979:1). The questions concerning the type of role

and function consultants themselves see as the primary aspects of what they presently perform and what they should perform have not received much attention in the literature.

This claim is supported by Regan and Winter (1978:4) in their comment

> ... admittedly, there is little of substance in the curriculum literature that speaks to the role of the consultant or coordinator, or to the knowledge/skills required to function in this role.

It would appear that the role of consultant is a function of a number of interrelated dimensions. Several dimensions considered in the literature to be influential in defining or describing the role and function of a consultant are discussed in this study. These dimensions are issues which must be recognized as real and as directly affecting the day-to-day, as well as the long range, functioning of educational consultants. The way in which such dimensions are viewed and dealt with on a local level can provide a basis for the role description such as could be created or established within that system. (Knoblock in Blessing, 1968:49)

PROBLEMS INVESTIGATED:

The study was designed to investigate the following general and specific questions:

1. What are the perceptions of consultants concerning the actual (performed) components of consultancy?

1.1 What are the notable similarities in perceptions?

1.2 What are the notable differences in perceptions?

2. What are the perceptions of consultants concerning the ideal

components of consultancy?

2.1 What are the notable similarities in perceptions?

2.2 What are the notable differences in perceptions?

3. To what extent does the designated curricular consultant perceive that he is able to become involved with and make contributions to the personal and professional growth of teachers?

4. To what extent is the position of consultant perceived as being a viable and meaningful job by consultants?

4.1 What elements of their role do consultants perceive as providing the greatest amount of personal and professional satisfaction.

4.2 What elements of their role do consultants perceive as providing the least amount of personal and professional satisfaction?

5. To what extent is the function of a consultant perceived as being related to the improvement of instruction in the educational setting?

OPERATIONAL DEFINITION OF TERMS:

The following are examples of operational definitions developed for the purpose of this study:

Consultant: For the purpose of this study the terms consultant, educational consultant, and curricular consultant are used interchangeably. The term consultant was defined on the survey/questionnaire as

> those persons designated as "consultant", "curricular coordinator" or "department head" and are, through such a designation expected to provide services to teachers and/or other personnel.

Consultancy: This term is defined as any set of actions performed by designated consultants which have as their goal that the receiver of help be capable of accomplishing the same (or similar) task independently when the helper is no longer present.

Instructional Improvement: This term has the goal of helping teachers become self-analytic, to become sufficiently motivated and proficient at analyzing and changing their classroom behavior in such a way as to enhance the learning process.

Role/Function: As used in this study, this term refers to the complex system of behavior generally guided by the expectations of others, but always in a state of flux, altering according to the situation.

SUMMARY:

A consultant's perception of a situation will cause him to hold certain expectations of what is required for the performance of his role. These expectations often help form the actual role for each particular consultant. It is almost certain that all of those associated with the consultative role will not view the position in the same way. Each will hold his own expectations, by the very nature of working with people. The consultant may view his role as that of an "expert", a "process person" or a "resource person" and be favored by some people in some situations and rejected by others in other situations.

In order to provide for constructive improvement in educational institutions, educators must be informed of existing practices and perceptions of all levels of personnel. Understanding the present role of consultants within a school system may be a meaningful step toward providing information for possible redefinition of the role, and providing critical analysis of the consultation services offered in the

schools.

The role of the consultant in educational systems has become an important function in the curricular field. This role then is a critical one -- critical within the context of providing efficient and effective communication that will allow for growth among people in all areas of curricular development, implementation and evaluation; necessitating a close inspection of the curricular consultant's role and a need for exploring ways of viewing the consultant as a pedagogue (Kemp, 1980:1).

ORGANIZATION OF THE THESIS:

This chapter has provided a brief introduction to the study, including a statement of the general problem to be discussed along with specific sub-problems contained in the survey and interview phases of research. Justification for the investigation together with a brief description of related research studies carried out in recent years were also given. Operational definitions of the terms used in the study were explained.

Chapter II contains a review of related literature on consultants, helping relations, motivational theory and the concept of change. The chapter refers to major component skills of consultancy from curricular, instructional, and professional dimensions. A brief critique of major approaches in the literature concludes the chapter.

Chapter III examines the research methodology and instruments used, data collection, data treatment, and the sample selection procedures involved in organizing the investigation. Delimitations, limitations and assumptions are also presented in this chapter.

The description and analysis of the data recovered from Section II and Section III of the questionnaire are presented in Chapter IV. The skill components identified in Chapter II are explained further.

Chapter V presents results of the sentence completion portion of the survey (Section I) as well as personal interview comments. Analysis of major views of consultants relates the "lived reality" to the "desired reality."

Chapter VI contains the summary, conclusions, and implications of the study together with suggestions for further research.

The appendices include copies of the questionnaire and the transmittal letter which accompanied each survey package. Tables of frequency responses, means, and Chi squares resulting from the computer analysis are also presented. Written responses from Section I of the survey together with interview comments relating to common concerns are included in exerpt form.

CHAPTER II

REVIEW OF LITERATURE AND CONCEPTUAL FRAMEWORK

INTRODUCTION:

Many perceptions of consultancy are presented in this chapter. Central to the conceptual view expressed in Chapter II is the position which relates consultancy as

> ... assisting other persons to reach goals that are important to them....facilitating personal growth in the direction chosen by the person being helped, as well as toward the helper's own model of an effective person. "Meeting the other's needs" is a common descriptive phrase, but the real goal of all helping is self-help, which means teaching people to meet needs through their own efforts. (Brammer, 1977:303)

The chapter provides major components of the conceptual aspects of consultancy according to prominent views in the literature. Chapter II concludes with a brief critique of some of the underlying factors of the dominant or "in-use" conceptions of consultancy.

REVIEW OF LITERATURE:

As noted in Chapter I, the purpose of this study was to identify and describe a conceptual framework of the role and function of the curricular consultant. To this end, the review of the literature was undertaken with the following questions in mind:

1. What are the major components of consultancy?
2. What do consultants actually do in the performance of their responsibilities?
3. How is the function of a consultant related to the improvement of instruction in the educational setting?
4. What are the dynamics of the social relationships established through the consultant/consultee interaction?

5. How do consultants attempt to contribute to the personal and professional growth of teachers?

For one to question the value or worth of educational consultants seems to be a moot task; rather, the question to be addressed should be one which concerns the dynamics of the interaction of consultants and colleagues in the field of education. Consultants are continually faced with problems which arise from their status as (usually) strangers entering into a relationship in which both parties have established perceptions of what the consultant's role should be. Parker (1975:3) states that

> ...status problems and feelings of inadequacy arise when an expert, however labelled, comes into the classroom to assist the regular teacher. The consultant, therefore, must know how to overcome the anxiety and defensiveness that is inherent in such situations.

Establishing an effective relationship is further complicated by the implicit connotation that seeking assistance from a consultant carries with it. As Blumberg (1974:31) states

> ... teachers do not ask help of a supervisor (consultant) for these reasons: ...for a teacher to ask for help is tantamount to a confession of incompetence, particularly if he is tenured.... The conflict is evident. Tenure implies competence; asking for help implies that a teacher cannot deal with the situation with his own resources and is, therefore, incompetent.

Thus, conditions of human interaction and human relations remain of primary importance to the conceptual framework of consultation. If communication is to take place between parties, it is essential that the persons so engaged "understand the perceptual worlds of those they seek to work with and become skillful in helping others to change their perceptions of themselves and their surroundings." (Avila, Combs and Purkey, 1971 in Garvey, 1979:34)

As long ago as the late 1950's the roles of curricular coordinator and educational consultant were being recognized as the way of the future:

> There are increasing numbers of social systems in the United States employing professional workers whose primary responsibility is to provide leadership for staff members -- teachers, guidance workers, administrators -- and lay people as they continuously work to improve learning opportunities for children and youth. These workers are known by various titles ... supervisors, consultants, curriculum coordinators .... (Lawler, 1958:vii)

The importance of Lawler's comments (as early as they were made) lies in the connection between the function of consultants and the areas of "leadership for staff members" (i.e. professional development) and the "improvement of learning opportunities for children" (i.e., improvement of teaching/learning conditions). Such comments suggest that Lawler views consultancy as a form of manipulation and the consultant as one who has the power and/or knowledge to do things "for" and "to" others; a view which seems widely held today as well.

In fact, almost any standard dictionary defines a consultant as one who "gives professional advice or opinions; a person who consults with another or others; an expert," (Websters New World Dictionary) Such a definition seems to support the common notion that a consultant is one who acquires both a degree of expertise and the ability to share this expertise in ways that eventually help others to help themselves. By its very definition then, consultancy would be seen as a manipulation process involving more than one person (or perhaps as Enns, 1968:228 states, "it may consist of the individual learning from printed materials").

It was noted earlier that etymologically the verb 'consulere' originally meant a calling together for the purpose of "seeking advice or

counsel" (see p. 1). Perhaps the essence of consultancy, then, goes beyond the surface view of instr[redacted]ist philosophy prevalent above, to the consideration of the view that the essence of such concepts (as leadership, learning, or consultancy) is not that which someone else gives to, or does for, someone.

SKILL COMPONENTS OF CONSULTANCY:

Such social interaction leads to the identification of one of the most important components of consultation: the complex stress of communication and social dynamics which results from person-to-person relationships. Interaction and communication with school personnel requires a number of interrelated skill dimensions. Many authors view such components of consultancy differently. Neville (1971), for example, noted that consultants need skills in areas of human relations, technical competence, and managerial ability. Harris (1963), on the other hand, identifies the three most important skill areas as human, conceptual, and technical. Although his original focus was the improvement of teachers through inservice education, the point made by Hansen (1980:71) seems directly applicable here as well. Hansen observes

> Some teachers are concerned with self, adequacy, and confidence. Others are concerned with methodology, techniques, and strategies. And yet others are concerned with interpersonal relationships, social needs, and group affectivity.

Regan (1974) refers to these major consultancy skills as Curricular Development skills, Master Teacher skills, and Professional Development skills. Although such required skills may be referred to by a variety of words, Regan suggests the difference seems to be more a case of terminology than one of intent.

However, Regan's use of the term Master Teacher presents the possi-

bility that she sees the components of consultancy as being more than her suggestion of mere terminology. She perhaps misses the essence of her own attempts to deal with consultancy on a more profound dimension than the materialistic or instrumentalist view -- concerned with techniques, skills, and managerial ability. The concept of Master Teacher implies dimensions of "teaching" and "learning" which would go beyond the superficial mechanics of instruction into the very essence of pedagogy.

The process of consultation had been identified earlier as having a primary goal of assisting teachers in the improvement of instruction in their classroom. Any improvement of instruction requires a degree of human relations skills, a degree of understanding or knowledge of the teaching-learning process in order to diagnose classroom problems and suggest ways of alleviating or coping with the conditions and, as well, technical competence in the area of the curriculum of study (i.e. the skills required to conceptualize curricular problems related to a particular discipline and to provide input toward solutions -- understanding the curricular content). Regan (1974:4) states that the "primary objective of the consultant is to assist teachers in recognizing and using their own potential for developing classroom programs and improving instructional practice." Upon investigating the qualities of such consultative personnel, Vacca (1980:9), on the other hand, claims "the professional growth of teachers doesn't just happen; it is brought about by planned efforts," which she intimates is the responsibility of "staff development leaders."

Earlier it was stated that Lawler (1958) had considered the primary responsibility of consultants to be in the areas of leadership for staff and improving learning conditions for the students (see p. 15).

Apparently much of the literature written since the late 1950's has shared such a view -- the ultimate 'target' being the improvement of the teaching-learning conditions by helping the teachers to help themselves rather than directing their "programmed responses" to difficult situations. Neagly and Evans (1970:43) commented on the changing role of the consultant this way:

> ... today's well-educated and enlightened teachers are assuming more and more responsibility for their own professional growth programs. The (consultant's) role is changing from that of one who suggests or recommends, to the role of an aid or resource person to the teachers.

Thus, the major skill components of the theoretic view of consultancy seem to include at least three conceptual areas:

(1) teacher's professional commitment or development (professional concerns),

(2) teaching/learning conditions (instructional concerns), and

(3) content knowledge base (curricular concerns).

Several authors deal with a range of consultative functions by applying a number of dimensions of consultancy together with various required skills.

RANGE OF CONSULTATIVE VIEWS

A. Consultancy: Task/Process Orientation

Using a model called the Range of Consultative Roles (Figure 1), Marguiles and Raia (1972:61) described the consultant functioning as a technical expert with the knowledge or skill required to accomplish a task or to solve a particular problem: he is providing expert information, advice or service. In this task-oriented approach the consultant's role is essentially to do something FOR and TO the client he is serving.

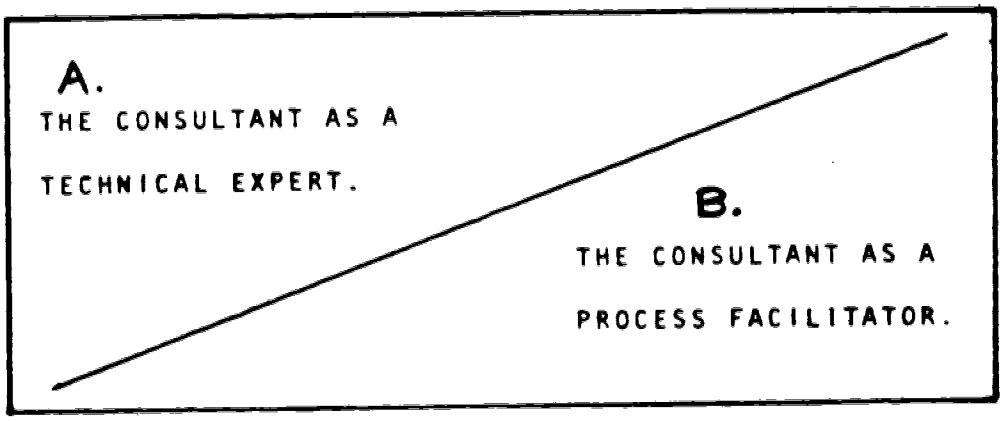


FIGURE 1

RANGE OF CONSULTATIVE ROLES
(adapted from Margulies & Raia, 1972:125)

Commenting about such a technical orientation of consultants, Kemp (1980) argues that one may assume that, despite the shared or mutual interest of content, the reaction of the teacher when presented with materials from an outside expert is one of reluctance to engage in effective, mutually advantageous communication. Possibly the aura of expertise has developed into a communication barrier rather than a communication facilitator. Serving as a technical expert, the consultant can easily provide a measureable degree of assistance to the teacher.

> In addition the consultant fits neatly into a systems theory where evaluation is oriented towards achievement and goals. There is here an inherent need for certainty which the consultant-technician-expert can provide for the teacher, but in providing this certainty, the consultant effectively precludes a creation of personal meaning or self-actualization of the teacher. (Kemp, 1980:5)

At the "B" end of the Figure 1 continuum the approach is more process oriented. According to Marguiles and Raia, such an approach is thought of as "therapeutic" since it is aimed at improving the client's ability to function more effectively and more independently in the future. At

the one end of the continuum the consultant may function mainly as a technical resource by supplying expert information and service. At the other extreme he may operate primarily as a process facilitator, making the client system more self-aware (of both its processes and ways of improving them). Marguiles and Raia refer to this description as being at opposite ends of a "task-process continuum."

Indeed, the question must be asked if in fact there are such "opposite ends of a task-process continuum." Conceptually and practically the process orientation appears as a disguised version of the technical orientation. Both are means toward the manipulation of others; whether it is "providing expert advice" to the client or "making the client system more aware," the process orientation appears to be simply "doing it to them" in a more subtle way. Kemp (1980:5), on the other hand, hints at a more profound aspect of consultancy as she talks of "personal meaning or self actualization."

An earlier view of the approaches to the process of educational consultation is adapted from counselling literature and explained by Enns (1968:289). According to Enns, teacher assistance could be provided by the consultant in at least two ways:

> ... the directive approach implies that if a teacher comes to the consultant with a problem, the consultant suggests a solution and sends the teacher on his way ....
>
> ... (with the) non-directive approach, the aim is to assist the consultee to define his own problem, to suggest his own alternatives, explore their implications, decide on a course of action and then try to implement it.

The latter approach (the non-directive) seems to be the approach located at the "process" end of the Range of Consultative Roles continuum,

identified in Figure 1. Many other authors seem to share the philosophy of the non-directive approach -- with variations and modifications.

The process or non-directive approach, for example, seems to be the approach taken by Neagley and Evans (1970:43) in their claim that the successful instructional leader (consultant)

> ... aids teachers in discovering problems related to instruction and learning, assists them in finding procedures to use in the solution to these problems, and provides time and resources to arrive at creative solutions.

B. Consultancy: Helping Relationship

Holdaway (1980:197) comments that "consultation, regardless of the work setting, is firmly based on the helping relationship." Such a view is ultimately a perception influenced by the conceptual framework established by psychologist Carl Rogers.

Rogers (1977:3) defines a helping relationship as one which involves the growth, development, or improved functioning of one of the parties involved. Rogers is not only saying that all helping relationships are essentially learning situations, but also that teacher self-actualization is or should be one of the foremost goals for the consultant. If a consultant endeavors to help others, that consultant should also continually seek self-improvement and the expansion of his own potentialities for growth. Helping teachers are described by Neagley and Evans (1970: 132) as

> ... successful teachers who become attached to the central office staff for the purpose of helping other teachers. They have no responsibility for evaluating teacher performance but are concerned only with assisting teachers to improve in the classroom.

Unruh and Turner (1970:8) similarly look at the position of the consultant as satisfying a helping role in that the

> ... helping teacher carries no authority and does not create a threatening situation to teachers being helped. The position requires a high level of competence and leadership skills.

Parker (1975:135) presents a slightly different view of the helping teacher (consultant): the Consultative Triad model adapted from Tharp and Wetzel (1969). Tharp and Wetzel use a "Triadic Model of Psychological Consultation" which stresses that the services of consultation are offered through a mediator, not directly to the "client" (see Figure 2).

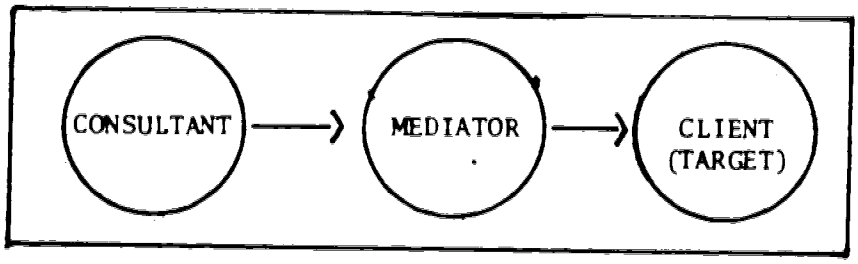


Figure 2

The Consultative Triad
(Parker, 1975:135)

This basic triadic model can be adopted to the consultants role in the teaching/learning process if one considers the students as the "target," the teacher as "mediator," and the consultant as "consultant." Since the mediator must influence the target and the consultant must influence the mediator, a great advantage can be found in this model when considering the question of consultant responsibility -- to whom does the consultant owe responsibility -- to the teacher, to the child, to the school system? Tharp and Wetzel claim

> ... there is a social contract among the participants in a consulting operation ... the consultant and mediator agree upon several points, some of which are the goals for the target, the methods of

> intervention, and that the direct influence of the consultant is limited to the mediator so that the mediator alone acts upon the target. (in Parker, 1975:137)

These authors suggest that the consultant is only responsible for and to the mediator, for as long as the contract is in effect. In adapting this view to the educational setting, the consultant would be responsible only to the teacher. It would be up to the teacher to influence the learning activities of the student.

Rauh (1978) describes the role of the "helping teacher" as being primarily one which helps the teacher to help the student. To satisfy this end, the helping teacher works in a variety of ways.

> She visits the classroom, observing the children and the teacher at work; she brings new materials, resources methods, and ideas to the attention of the teachers; she confers with the teacher and helps her plan effective ways to improve the educational program; she becomes a trusted co-worker and friend to whom the teacher can go with any problem. All her efforts are aimed at providing conditions which encourage teachers to develop their best potentialities and increase their competency (Rauh, 1978:159).

The program of investigation which Rauh carried out was referred to as the Instructional Associate Program and the consultants were given the title of Instructional Assistants (IA). These people were to work with teachers who requested their assistance, responding to the perceived or expressed needs of the teachers in terms of curricular implementation, the development of teaching strategies, and the improvement of teaching skills.

When they first started out in the schools, the IA's made the following observations:

1. Many teachers held back, perhaps not wanting the principal and other teachers to think they needed help (an overall danger was

perceived as the IA's being seen as working only with the 'poor teachers', those having problems, or those who want merely to impress the right people, but are not sincerely interested in instructional improvement).

2. The IA's found that, once teachers asked for help in one area, they inevitably looked for advice and assistance in other instructional dimensions (the problem solving aspect would carry over).

3. Establishing credibility was the most essential condition for an effective working relationship to emerge (the understanding that the essential ingredient in the helping relationship is trust).

4. The IA's felt that the approach should encourage the teacher to focus on underlying learning psychology and assumptions of instructional strategies, as a significant way of giving the teacher a 'handle' on the curriculum (of importance here is the continual self-assessment or evaluation to ensure that teachers reflect on their learnings and experiences in order to improve, integrate, and eliminate strategies in the future).

Although not directly related to the Rauh study, the model of the helping relationship presented by Kolb, Rubin and McIntyre (1979:303-319) reflects many of the observations of the IA's mentioned above. These authors present a model which emphasizes what they consider to be five key elements in the helping relationship. These include:

1. the task or problem which is the origin of the relationship,
2. the helper with his motives and his self-image,
3. the receiver of the help and his motives and self-image,
4. the environment and psychological climate in which the helping activities occur,
5. the information feedback which occurs during the process.

Kolb, et al., (1979) claim that it is possible to classify all tasks on a single dimension by answering the question: "To what extent is it required that the receiver of help be capable of accomplishing the task independently when the helper is no longer present?" (i.e., the degree of self-actualization reached by the original 'client'). In other words, the authors make a distinction between "assistance" and "education." This distinction is presented in Figure 3, below.

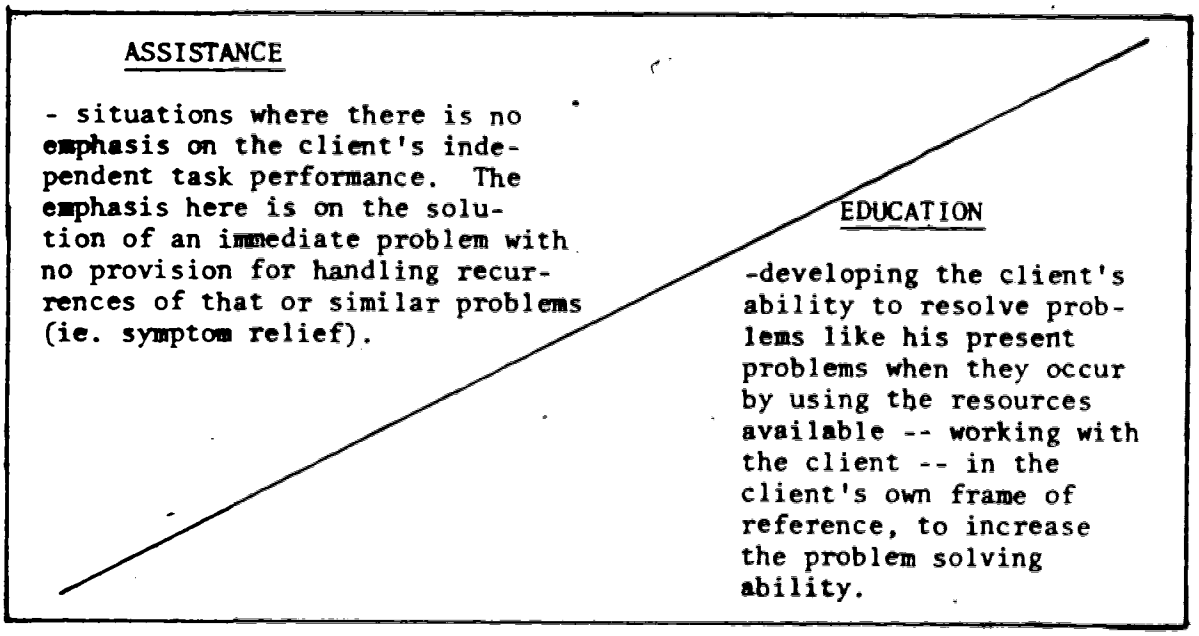


FIGURE 3

(Adapted from Kolb, Rubin and McIntyre, 1979:304)

The continuum in Figure 3 can be related to the one presented by Margulies and Raia (1972), discussed earlier (see page 19 , Figure 1). It also seems compatable to compare the above explanation of "assistance" to that of the "task" (or symptom relief) of the Figure 1 continuum. Likewise, at the other extreme of the model in Figure 3, one could relate the view of "education" to the "process" end of the continuum

presented as the Range of Consultative Functions, on page 19, Figure 1. In each case it would also be possible to place the terms "directive" and "non-directive" on a composite model such as presented in Figure 4, below.

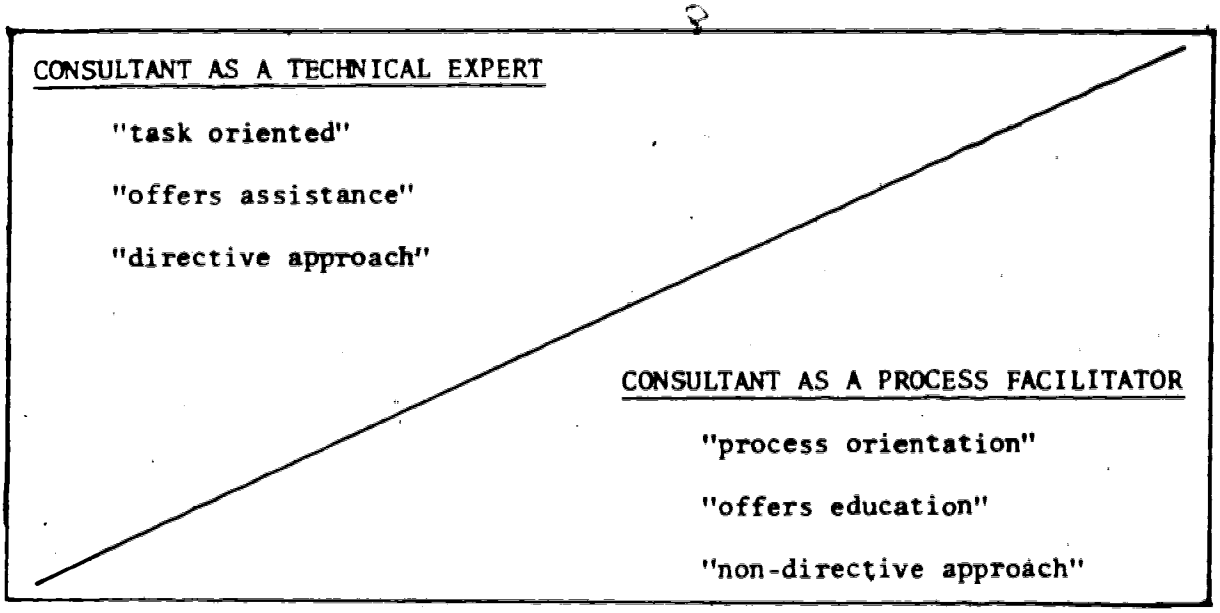


FIGURE 4

Range of Consultative Functions -- A Composite Model

C. Consultation: Role of Motivation

The most commonly stated objective of consultant's work is the ultimate goal of improvement of instruction. Therefore, it can be assumed that the consultant is concerned with the improvement of those conditions, techniques and motivators which are necessary for the teacher to grow and develop through a process resulting in self-analysis, self-direction, and self-motivation.

An important component in the role and function of the consultant, then, concerns the area of teacher motivation. Helping relationships aim at providing such services as to "put themselves out of a job"

(i.e. help others to the point of self-help without the necessity of assistance). Considering the previous definitions of "assistance" and "education" as points of departure, many authors are in favor of the latter ("education") as a major goal of consultancy. In short, they favor self-actualization. But the means to that end are not abundantly clear.

This search for self-actualization (a type of professional commitment) appears to be at the foundation of the conceptual framework of a number of authors identified in the literature. People like Rauh (1978), Regan (1974), Kolb et al., (1979) and Kemp (1980), as well as others, show attempts at reaching something more profound than the superficial, task-oriented conception of consultancy. Yet, they cannot some how seem to fulfill their own aspirations. They seem caught up in the instrumentalist philosophy and mode of action.

One model which helps to provide some clarity and means-ends direction is that of Maslow's Hierarchy of Needs. Maslow determined human motivation to be broken down into five distinct types of needs (Sergiovanni and Starratt, 1979:155) as shown in Figure 5.

Although Maslow was originally speaking of needs as a whole and mankind in general (not specifically education or even schools), many theorists have adapted the hierarchical needs-as-motivators concept to develop other motivational and educational theories.

In discussing Maslow's hierarchy, Sergiovanni and Starratt (1979) relate the satisfaction of the lower-order needs to the concept of "deficiency-oriented" thinking. That is, these needs-as-motivators have a low potential as motivational satisfiers for the professional teacher.

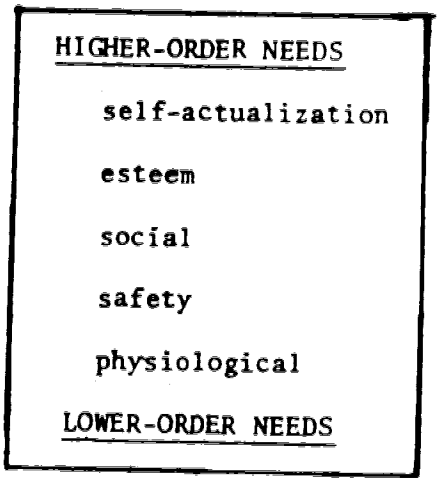


FIGURE 5

Adapted from Maslow's Hierarchy of Needs

The satisfaction of the lower-order needs would appear to be in the "task orientation" end of the Marguiles and Raia (1972) continuum. Satisfaction of higher-order needs, on the other hand, is referred to by Sergiovanni and Starratt as being "growth-oriented" in both thinking and effects.

An individual's investment in work is described by these authors as either a participation investment or as a performance investment. A participation investment is explained as a traditional legal work relationship (T.L.W.R.) where one has the attitude of working to meet demands of the job (Sergiovanni and Starratt, 1979:153). This would amount to preparing lessons, meeting and teaching classes and receiving

"assistance" (in the Kolb et al. sense). Consultation with teachers (and/or consultants) with this type of commitment "will never lead to greatness" since these teachers work only to fulfill the satisfaction of the lower-order needs.

A performance investment, on the other hand, exceeds the T.L.W.R. by giving more than most would "reasonably expect" and being concerned with personal fulfillment. Sergiovanni and Starratt (1979:157) claim that the higher-order needs encourage performance investment (i.e. those needs of esteem, autonomy and self-actualization). For the role and function of consultants this would mean that attempts to help teachers reach the performance investment commitment must come from very knowledgeable (perceptive) personnel. Such consultants must be aware of (or able to judge) the level at which teachers desire satisfaction.

The comparison of higher-order and lower-order needs is represented in Figure 6. The distinction between growth-oriented and deficiency-oriented needs is adapted from the original Maslow model.

In the helping process, personal characteristics of both helper and client are important since they determine (or help to determine) how each will orient themselves to one another and to their "task-at-hand." Kolb, Rubin and McIntyre (1979) present information which links some of the observations of the Instructional Associate Program carried out by Pauline Rauh (see pages 23-24) and the ideas presented by Sergiovanni and Starratt (1979).

Kolb et al. (1979:305) identifies three aspects of motivation

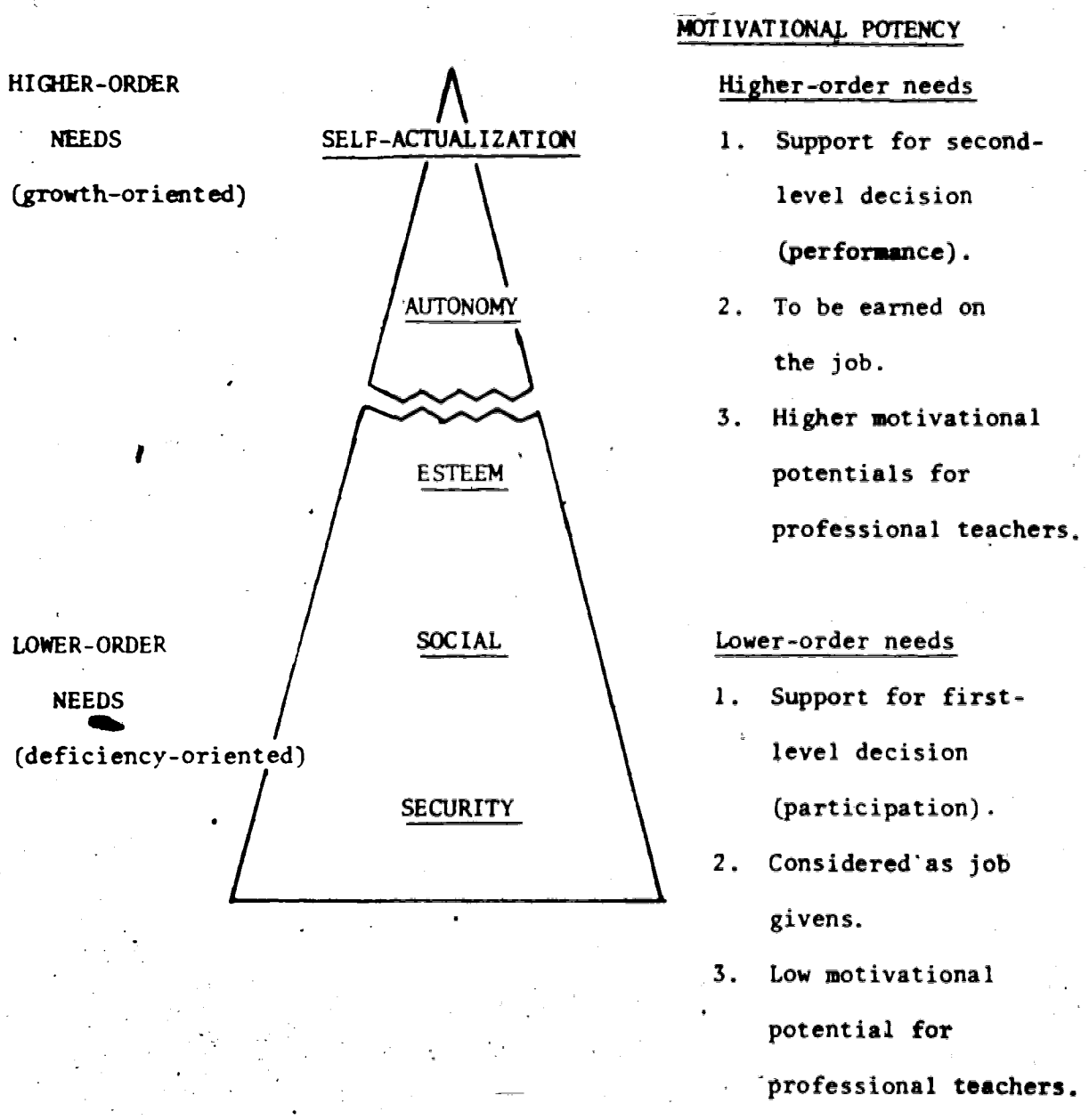


FIGURE 6

Hierarchy of Needs: A Motivational Focus for Consultation

(adapted from Sergiovanni and Starratt, 1979:156)

which will influence the actions of the consultant and his colleague:

1. POWER MOTIVATION: Power motication determines how much consultants/ teachers will be concerned about influencing and controlling one another. According to Kolb, change agents were more concerned with their own personal goals and with their political position within the organization than were the effective change agents (i.e. Maslow's security level needs).

2. AFFILIATION MOTIVATION: Affiliation motivation determines how much the consultant and client will be concerned about trust and understanding. If the participants are not sufficiently trustworthy there will be a lack of communication and common purpose, while over-concern can produce pressure to reach conformity and may result in a loss of perspective on the issue at hand. Such a view supports the observation by Rauh (1978) that mutual trust is crucial in an effective working relationship.

3. ACHIEVEMENT MOTIVATION: Achievement motivation determines how concerned the parties will be about accomplishing their task, solving their problem, or reaching their goal. An essential question posed earlier by Kolb et al. was "To what extent is it required that the receiver of help be capable of accomplishing the task independently when the helper is no longer present?" The extent of independence reached will therefore relate to the degree of motivation involved. The degree of self-actualization sought relates also to the higher-order needs in the Maslow hierarchy.

Kolb's view suggests that the attitudes of the person being helped and the one helping are key elements to the whole process of consultation. The view that personal motivation of the participants involved is crucial to the success of the consultancy effort is also a basic tenet of this position.

D. Consultation: Role of Change

The origin of the term consultant implies change, which implies improvement to (with) a given situation. Since the expected change assumes personal 'growth' on the part of the client (teacher), one perceives the role of consultant as an assistant of change:

> The agent of change is not a person but the experiential process the users go through ... (Czajkowski & Patterson, 1977:537)

Change occurs as a result of involving people in processes that encourage the development of new perceptions and beliefs and/or the alteration of old ones.

Blessing (1968:3) viewed the importance of change in the following manner

> Change in and of itself does not necessarily ensure educational improvement, but in order to facilitate improvement ... change becomes inevitable.

Huberman, on the other hand, relates the concepts of change and improvement in education by observing that

> Most educational improvements involve changes in what the teacher must know and do, which in his teaching is closely related to the way a person conceives his professional identity .... The result on the adopter is usually high anxiety, prolonged resistance and the necessity of a much deeper involvement in 'unlearning' and 'relearning' than is brought about by simply giving him written information about a new practice. (Huberman, 1973:20-21)

In order for change to occur, Czajkowski and Patterson (1977) claim there must be a perceived discrepancy between existing and desired beliefs or actions. In order to comprehend such a discrepancy, people need the chance to examine currently held perceptions, consider them in the light of new data, and put their trial idea on to the test. In a sense, the purpose of consultancy then becomes one of promoting self-awareness, self-analysis, and self-actualization. Teachers who are simply handed a receipe or "the tangible results of the process, benefit little, if any." (Czajkowski and Patterson, 1977:539) These authors go on to claim that many curriculum workers including consultants need to reconstruct their conception of role and develop breadth and depth in social-psychological competencies.

CRITIQUE OF LITERATURE

The major tenent of the literature presented above points to a wide range of role dimensions for consultative interactions. The

behaviors range from very direct, prescriptive actions (implementing, directing, recommending, and/or prescribing) to very indirect behavior (clarifying, interpreting, and suggesting alternative views). Many authors seem to feel the priorities in consultancy lie in the skills aspect of consultants' interaction with teachers. These authors often take a directive, technical, or task-oriented approach to the consultative process. Whatever their methods, the ultimate goals appear to stop at this instrumentalist philosophical view. Such a view suggests that one can use certain ideas, strategies and persuasions to promote a measureable difference between the "is" and "ought" of the instructional situation.

The comment by Vacca (1980:9) seems particularily appropriate to reconsider here (quoted earlier on page 17). Vacca claims the professional development of teachers must be the result of "planned effort." Such a view implies a manipulative perception rather than a growth perception of consultancy and is consistent with the task-oriented approach presented by Marguiles and Raia (1972:61). The top-down authority-type dimension is perhaps one contributing factor to the widely held teacher view that calling in a consultant for advice is "tantamount to a confession of incompetence" (Blumberg, 1974:31).

It would seem appropriate for consultants to consider very carefully the social dynamics (and subsequent mode of action) which are connected to one's perception or conception of the goals and components of consultancy. It could be argued that perception has a direct relationship to the role and mode of action one employs. If, for example, a consultant views his role as a source of definitive answers to problems or as a wealth of knowledge about instructional techniques,

he will likewise see the teacher's role as the recipient of such expert advice. By maintaining the outside authority role and the subsequent subordinate position of the teacher, both parties are in effect confirming the two distinct roles. Both are maintaining the view of the expert giver and the less competent receiver. They each remain in a manipulative state and neither will grow. They will have a tendency to become set in a routine and continue a steady-state pattern.

Another perception might re-focus on the essence of consultancy. The purpose of consultancy appears to have stagnated with the literal interpretation of the phrase "improvement of instruction;" simply understood as the changing of techniques, skills and classroom management behaviors. Pedagogically, it could be argued the ultimate purpose of consultancy is the improvement in the teaching/learning conditions presented to children, through which they learn. That the purpose must ultimately come down to the improvement of instruction through "that which makes us teachers" is a dimension of consultancy which often appears left out of the literature.

The above conceptual framework has a specific application to the notions presented earlier, of a conceptual need-hierarchy. Consultants operating at the "literal" level of interpretation remain encased in a limited, "traditional work relationship," operational mode.

That there is a more profound aspect to consultancy, occasionally comes through in the literature. The fact that such a view is not stressed or perhaps even directly stated however, suggests that such authors are not totally aware of the complexities of the consultancy role.

Regan (1974:5) makes the statement that "an important objective for the consultant is increasing the teachers level of professional

commitment," Kemp (1980:5) refers to the "personal meaning or self-actualization of the teacher," and Sergiovanni and Starratt (1979:157) talk about "performance investment and personal fulfillment," all of which imply going beyond the "literal" interpretation of instructional improvement to a deeper, more profound level of consultancy. Examples can be found in the literature which indicate that such a level beyond the superficial is, in fact, recognizing a higher level of needs - satisfaction in changing or increasing the commitment toward improved instruction. There is more to consultancy from this perception than simply providing the means. Such means must be transferred into actions; they must be internalized and become part of the thinking and commitment of the teacher, not simply cease at the operational level. This kind of transfer is stressed as a coaching process by Joyce (1980).

Joyce uses two terms when dealing with questions of inservice programs for teachers which could easily be considered in the present conceptualization of consultancy. "Fine tuning" of present skills (i.e. involve students more, ask more penetrating questions, increase the clarity of lessons, understand the subject matter more fully, etc.) is a way of improving one's teaching by using existing approaches. Developing a "new repertoire," however, is a process which may require different thinking, different behavior, and perhaps a different rationale.

The most prevalent orientation contained in this review of literature appears to centre on the aspect of "fine tuning." These methods obviously result in some change; but, if the essence of pedagogy is not present such changes appear grounded in the instrumentalist paradigm. Viewing the conceptual components of consultancy as self-actualization

or professional (pedagogical) commitment, for many consultants and teachers, may require a "new repertoire" and more profound conception of consultancy.

Clearly, up to a point the task-oriented conception of consultancy is valuable, even necessary, to the workings of an educational institution or system. This study attempts to look beyond that point in both the literature and the application of consultative practices.

SUMMARY:

This chapter has pointed out a conceptual framework of the role of educational consultant by looking at the major components of the theoretic view of consultancy. Various operational modes were identified showing that a wide range of functions and orientations are encouraged for conslutants. Three major skill components of the theoretic perception of consultancy were identified as professional, instructional and curricular. A number of models were introduced as a means of understanding the various perceptions of consultants (ranging from technical-experts to process-facilitators).

Chapter II has pointed to the lack of clarity which has pervaded the area of consultancy for the past two decades. Many of the models presented attempt to strive for something more profound than the superficial type of technical changes but they cannot somehow fulfill their own aspirations.

The view was expressed that the essence of consultancy can be said to lie beyond the dominant instrumentalist position contained in much of the literature. Many authors appear to realize dimensions which were considered to be growth-oriented rather than deficiency-oriented.

CHAPTER III

RESEARCH DESIGN

INTRODUCTION:

The research methodology used in this study is presented in Chapter III. A description of the research instruments, questionnaire population and interview samples, data collection procedures, data treatment procedures, and the delimitations and limitations of the design are included.

The questionnaire for this study was developed as a result of consultation with a number of earlier survey questionnaires dealing with the general area of consultation. Direction, ideas, modifications, and suggestions were taken from questionnaires developed by Cowle (1971), Plamondon (1973), Haughey (1976), Regan (1976), Harrison (1978), and Millikan (1979). The above studies researched information varying from consultative needs of teachers to the conceptual role of consultants by surveying teachers from every grade level, administrators, "curriculum directors," consultants, and superintendents.

DESCRIPTION OF RESEARCH INSTRUMENTS:

The instruments of research used in this study are reflections of both descriptive and analytical methodologies. They were descriptive in that the survey questionnaire and interview approach used were "oriented toward the description of current status" (Mouly, 1978:174) and analytical in that they were intended to assist in analyzing the basic components of consultancy.

Mail-out questionnaires are noted as notorously poor means of obtaining results. Kerlinger (1967:397), for example, states that

> ... results to mail questionnaires are generally poor. Returns of less than 40 or 50 percent are common. Higher percentages are rare. At best, the researcher must content himself with returns as low as 50 or 60 percent.

Fox (1969:549), however, suggests a number of steps which could be used to increase the number of respondents to the questionnaire. These steps included limiting the length, structuring responses to require a minimum of writing by the respondents, and making sure the introductory material is short and concise.

As a means of increasing both the degree of response and the completedness of the responses given, efforts were made to contact each subject personally -- first by letter, next by phone, and where necessary by arranging for personal pick-up of the completed questionnaire. In addition to following the advice of Fox, provision was made for the respondents to learn about the results of the research by completing an enclosed card and returning it with their questionnaire results.

The questionnaire method was used as a preliminary survey instrument in order to provide data which would form the basis of follow-up interviews and to survey a variety of areas identified in the literature and previous studies (see Chapter II) as being crucial to the implementation of effective consultancy.

THE QUESTIONNAIRE:

Both open and closed questions were used in the survey. This format was chosen as a means of providing flexibility and leeway for each respondent to express personal views about five basic aspects of their consultancy experiences if they so chose. The open-ended questions (two were given as sentence completion statements) were given at the beginning of the questionnaire as a means of seeking information

from the respondents before they may have been influenced by suggestions and/or questions contained in the actual questionnaire. The two primary aspects of consultancy (i.e. what consultants DO and what consultants SHOULD DO) were covered by the five statements in this initial task of the survey.

The second and third sections of the questionnaire required the respondents to provide general personal and professional information and to identify (by ranking on a Likert-type, 1 to 5 scale) what specific activities they see as being part of the role and function of a consultant. Results of the entire survey served as a source for questions used in follow-up interviews. A random sample of consultants was contacted for a personal interview session.

THE INTERVIEW:

Essentially the interview format was that of an unstructured interview. As a research technique, the interview is described as one of the most effective, yet complex methods of obtaining data. Bledsoe (1972:140) supports this view with the comment "Because people are usually more willing to talk than to write, the interview is often superior to other data-gathering forms." The interview is especially useful when used to explore or probe attitudes and motives of which even the respondent may not be aware. (Mouly, 1978:203) This view is shared by many in the field of behavioral research including Kerlinger (1967) and Fox (1969). Kerlinger, for example, stated

> ... the interview can be used to supplement other methods used in research study: to follow up unexpected results, to validate other methods, and to go deeper into the motivations of respondents and their reasons for responding as they do. (Kerlinger, 1967:468)

In this study, each interview was tape-recorded, with the permission of the interviewee, and later transcribed. According to Fox (1969), when dealing with the question of recording the interview data, there are basically only two choices -- a tape-recorder or the interviewer himself writing the responses. By far the most preferred is the tape-recorder since it frees the interviewer to concentrate totally on the conversation of the interview.

> The negative side to the use of the recorder is the possibility that the presence of the machine will make the respondent uneasy but the danger of this grows less likley each day as tape recorders come into wider use in schools, business and at home. (Fox, 1969:546)

This perception is expanded by Bledsoe (1972:142) as he comments that

> Tape recording devices permit convenient, accurate, and inexpensive means of recording interviews, making it unnecessary to write during the interview, which is likely to be both time-consuming and interrupting. Not only do such devices permit the replaying and careful analysis of responses at a later time, but the tone of voice and emotional expressions are preserved by these means.

Mouly (1978) indicates that the greatest drawback of the personal interview is "interview bias." Unknowingly the results of the interview may be influenced through non-verbal means such as "gestures, facial expressions, and various subtle cues" (Mouly, 1978:203) as well as verbal intonations and gestures. Attempts were made in this study to reduce this possibility by using an unstructured interview format.

The 'questions' for each interview were based on the trends and concerns of the statements and the responses made in the questionnaire. General statements were then made to the interviewee which would elicit some response. These statements followed the general format of: "A number of consultants answering the initial questionnaire indicated that

they had a concern with .... How do you feel about such a concern?"

QUESTIONNAIRE POPULATION AND SAMPLE:

A sample of fifty (50) consultants, coordinators, and department heads was selected to receive the questionnaire survey. These fifty subjects represent all five of the core instructional areas (Language Arts, Science, Social Studies, Mathematics, and Physical Education) at all grade levels (selections were made from elementary, junior high, and senior high consultants). This number (i.e., 50 consultants) provided a small enough sample to permit personal contact close to the requested return date. As well, the sample represented two out of three consultants designated in the five core subjects and at the same time represented approximately one out of every four consultants, coordinators, and department heads in the school system regardless of their area of specialty (i.e., including second language consultants, driver training consultants, process consultants, and the like).

The sample was chosen from two different sources: the "Directory of Services, Instructional Services, 1980-81" and the list of appointments attached to E.P.S.B. Staff Bulletin, Vol. XXIV, No. 39A June 11, 1980.

The "Directory of Services, Instructional Services" lists approximately one hundred and ten (110) entries which use the designation "consultant," "specialist," or "curriculum coordinator" to identify areas of assistance and advice as diverse as "Reading Specialist," "Resource Teacher Consultant," "Consultant - Native Studies," "Consultant - Driver Training,"and "Coordinator, Social Studies." This same directory, however, does not include a list of those persons designated as "Department Head" in the various high schools.

The E.P.S.B. Staff Bulletin, Vol. XXIV, No. 39A, of June 11, 1980, included a list of appointments for the current school year (1980-81). This document listed the personnel designated as "Department Head," "Assistant Department Head," and "Work Experience Coordinator" as well as those appointed to serve as "Curricular Coordinator" for the system; the document included a total of approximately two hundred and fifteen (215) entires in the above categories. Also contained in this document was a notation which stated:

> For system consultant and curriculum coordinator positions, assignments made to date (June 1980) total 50.458 F.T.E. (Full Time Equivalent). Positions yet to be assigned are for a future 3.20 F.T.E. (page 9)

The sample used for the purposes of this study was composed of the designated consultants and coordinators listed in the "Directory of Services, Instructional Services, 1980-81," that were perceived to deal directly with one of the five core subject areas. These consultants were all designated as responsible for a particular subject area (i.e. Math, Language Arts, Science, Social Studies, or Physical Education) at either the junior high or elementary school level. The large number of high schools and their respective department heads suggested to the researcher that a random sample of these persons should be included in the survey population to give approximately equal proportions and yet give a strong representation of the perceptions of consultants involved at each core subject area at the higher grade levels.

At the elementary and junior high grade levels, with the exception of Language Arts, the core subject areas were represented by approximately three people per subject. It was decided, therefore, that three representatives chosen at random from each of the core subject areas in the

high schools would give a reasonably 'balanced sample' (between elementary, junior high, and high school). The sample thus contained all consultants listed for elementary and junior high subject areas and only a random sample of those department heads representing core subject areas at the high school.

DATA COLLECTION PROCEDURES:

Written questionnaires were distributed to fifty selected consultants through the Edmonton Public School Board courier truck service on April 15, 1981. The school courier service was used to assist with the distribution and collection of the survey packages as a means of improving the rate of return since this method provided for a minimum infringement on the consultant's personal time.

Data collection from the consultants was also assisted by the provision of self-addressed return envelopes and a resource card which could be used to request a copy of the survey results. Follow-up telephone calls were made to consultants who had not returned their questionnaire four school days after the requested return date of April 30, 1981. Suggestions were made for personal pick up of completed questionnaires.

Personal interviews were held with some consultants after the returns were initially tabulated. The interview candidates were selected by noting every fourth return. Each candidate was then contacted by telephone and a subsequent interview time was set. Each interview was tape-recorded and later transcribed to assist in analysis.

DATA TREATMENT PROCEDURES:

Essentially, three sets of data were obtained in this study. The

initial activity of the survey requested the consultants complete an open-ended questionnaire. The resulting written data were analysed, grouped according to similarities, and trends or general thought patterns were identified. Questions were formulated, using these general ideas as a base, which were later used as the roots of open ended statements to solicit responses during the interviews.

The responses from the survey returns for Sections II and III were coded onto data code sheets, key-punched onto cards, and entered into a computer file. Section II requested mostly personal and professional data which were processed to give simple frequency distributions. Section III required the respondents to consider a series of thirty-eight statement/questions which concern general purposes, attitudes, and activities of consultancy. The responses of each return were analysed by computer to produce cross-tabulation results of the 'actual' and 'should' perceptions for each cell.

VALIDITY OF INSTRUMENTS:

To assist in the development of a clear and valid questionnaire and to advise on the format and questions, copies of the instrument were distributed to a number of educators, including:

1. selected faculty members of the Departments of Secondary and Elementary Education, University of Alberta;
2. selected graduate students of the Department of Secondary Education, University of Alberta;
3. two former Curricular Coordinators at the junior high school level;
4. a former elementary consultant; and,
5. two former high school department heads.

Modifications, additions, and deletions were made to the research and survey instruments based on the recommendations of the above advisors.

DELIMITATIONS:

The study was confined to those persons formally designated as consultants, curricular coordinators, and department heads from the Edmonton Public School Board dealing with the five core subject areas of Language Arts, Science, Math, Social Studies, and Physical Education.

Only respondents within the original population sample were considered as possible subjects for personal interview sessions.

The study did not attempt to determine the quality of consultation offered.

LIMITATIONS:

The data collected were descriptive of a select population and, therefore, the resulting conculsions and implications are directly applicable only to the personnel and population involved in the study.

ASSUMPTIONS:

The following general assumptions were made in relation to the collection of data:

1. that the consultative activities delineated in the questionnaire truly accommodated the major areas of practicing consultants.

2. that all responses to the questionnaire were given by the participants in an accurate, valid, and professional manner.

3. that the data collection and analysis techniques used accurately reflected the respondent's perceptions.

SUMMARY:

A questionnaire consisting of both open-ended and highly structured sections, together with personal unstructured interview techniques were used to obtain information from a sample population of fifty (50) consultants concerning their perceptions of what consultants do and should do in the performance of their duties.

Computer analysis of the data provided frequency, percentage frequency, and cross-tabulation for each cell in the structured portions of the questionnaire. The open-ended statements were summarized and classified according to major trends and similarity of thought patterns. These served as the basis for interview questions. The interview data were transcribed and classified in a similar manner.

The population sample was explained and the procedure for selection was outlined.

"Analysis is a process which enters into many phases of life, not merely into research. Each of us tends to select from the infinity of possible stimuli those which interest us and which we can employ for some worthwhile purpose."

Bledsoe, 1972:121

CHAPTER IV

DESCRIPTION AND ANALYSIS OF QUESTIONNAIRE DATA

INTRODUCTION:

The description and analysis of the data recovered from Sections II and III of the mail-out questionnaire are presented in this chapter. The presentation and treatment of the statistical data in Chapter IV is intended to be a brief consideration of results which help to clarify later discussion. While the highlights of the data are outlined below, more complete statistical information (including frequency tables and Chi squares) is contained in Appendices D and E.

THE RESEARCH INSTRUMENT:

The questionnaire used in this study was divided into three parts. An open-ended written section consisting of five incomplete sentence items was placed as Section I of the mail-out survey. It was felt that placing such question/statements at the beginning of the package would enable respondents to express views of consultancy which were not influenced by the ideas and/or suggestions presented in the other sections of the survey. The second section of the questionnaire was intended to gather information concerning the general nature of the consultant sample chosen. Items such as consulting experience, grade levels concerned, and consultative training were explored here (see Appendix A for complete list of survey questions).

Section III of the survey posed a series of thirty-eight statements outlining possible consultative tasks, responsibilities, and opinions. Most of these statements were compiled from a variety of research surveys conducted during the last decade.

The participants were asked to consider each statement both from the viewpoint of their actual role as a consultant and from the hypothetical perception as to what extent the statement should fall within their personal conceptual framework of consultancy. The major trends and views which seemed evident from the analysis of this data were used to help design subsequent interview questions.

QUESTIONNAIRE SURVEY: RESULTS AND ANALYSIS

The first aspect of the research data to be examined is the quantative or hard data. This includes the responses to Section II and Section III of the survey questionnaire. From the original sample of fifty (50) questionnaires, thirty-eight (38) useable returns were analysed giving a return rate of 76%.

The data from both sections were recorded onto data code sheets, key-punched onto cards, and entered into a computer file. These data were then processed through a basic S.P.S.S. computer program calling for simple frequency tables for the responses in Section II and more elaborate analysis (cross-tabulations and Chi squares for each cell) for the data in Section III. The intent of such an analysis was to assist the researcher in the identification of prominent themes and trends in the consultants' perception of the reality which they experience. For this reason the numerical data are presented in some detail in Appendices D and E, but have been summarized and simplified for presentation here.

SECTION II:

Description

The data gathered from Section II of the survey describe the

characteristics of the respondents. The nature of the information provided from this section helps identify the consultant "image" more fully. The data were tabulated and put through the S.P.S.S. computer program to obtain simple frequency tabulations.

Analysis of Section II Data

The returns indicated that over 92% of those who answered the survey had been involved in education more than 8 years. The experience in education was supported by the amount of training indicated. Seventy percent of the consultants showed at least some training at the graduate level (all respondents have a minimum of four years post-secondary training in compliance with present legal requirements for teachers in the province of Alberta).

A mixture of youth and experience was noted in the "experience as consultant" questions. The sample analysed showed seven neophyte consultants (18%), six with more than 8 years experience (16%), while 13 showed 4 to 7 years experience (34%). Twelve consultants (32%) indicated two or three years in that position.

The responsibilities of the consultants who responded seemed reasonably balanced according to grade level assignments. Fourteen surveys (37%) indicated a K-6 responsibility, 10 people showed 7-9 role (26%), while 12 consultants (34%) identified themselves as primarily responsible for the 10-12 grade levels. One person indicated major responsibilities covering K-12 and one noted a 7-12 grade level designation.

Of the 38 questionnaires returned, 13 responses (35%) showed their designation as full-time consultants, yet 18 people (47%) indicated they had no classroom teaching responsibilities. It is assumed the

extra five people were engaged in special projects at the board's discretion (such as Educational Opportunity Fund projects, or individual research projects sponsored by the particular department) since this was the case with two of the consultants interviewed at a later stage of the research study.

It is important to note, as well, that 24 of the remaining 25 respondents (i.e. the 25 who were not designated as full-time consultants) each received .5 Full Time Equivalents (F.T.E.'s) or less for their consulting activities. The total F.T.E.'s accounted for by the 38 respondents is approximately 32.5, or slightly more than 60% of the 53.658 F.T.E.'s alloted throughout the whole system. The notation earlier (Chapter III, page 43) from the Edmonton Public School Board Staff Bulletin, Vol. XXIV, No. 39A, of June 11, 1980 indicated this total of 53.658 F.T.E. consultants was actually assigned to more than two hundred and fifteen (215) positions (including Assistant Department Heads, Work Experience Coordinators, Department Heads, Curricular Coordinators, and Consultants). Throughout the entire "consultant" designation the pattern is the same: there are few full-time consultants and a large number of people with partial consultant designations and a variety of additional responsibilities.

In addition, approximately 42% (16 of 38 returns) indicated they had received some degree of consultancy training before becoming a consultant. Most returns indicated such training was in the general areas of subject matter, teaching methods and strategies, and curriculum. As well, an equal number (approximately 42%) of the respondents indicated similar consultancy training before being appointed to the job (See Appendix D, Table 10).

While the above figures may not appear meaningful in themselves, they serve at least two primary purposes for this study. First, since the responses to Section II show the sample used in this study represented approximately 60% of the total F.T.E.'s assigned for consulting activities, these data help to provide a more rounded picture of the people appointed as consultants in the school system examined. Consultancy in the Edmonton Public School System appears to be heavily male dominated since twenty-seven responses (71%) were male. Nine of the eleven female responses came from elementary consultants. The thirty-eight respondents represented a cross-section of teaching and consulting experience ranging from four to more than fifteen years employment in education, and from one to more than eleven years as a consultant. The sample was also representative of all grade level and core subject area responsibilities.

Second, the results of Section II, together with other data, help explain the basis of consultant comments which reflect personal conceptions of consultancy. This point will be considered more fully in the analysis of written data in Chapter V.

SECTION III:

Description

Section III of the survey consisted of a series of thirty-eight statements arranged in random order. Each statement described an activity which could be considered within the role of an educational consultant (as indicated by previous studies such as Cowle, 1971; Millikan, 1979; Regan, 1978; and others). The survey participants were asked to indicate the extent to which they perceive that consultants

do/should perform each description. These perceptions were recorded on a five-point Likert scale (ranging from "A GREAT DEAL" - #1 to "NOT AT ALL" - #5), in order to obtain quantitative data. This data would assist the researcher in identifying trends and perceptions from which to develop questions to explore the "lived reality" of consultancy through subsequent personal interviews.

The results of Section III were tabulated and put through an S.P.S.S. computer program. Frequencies, cross-tabulations, and Chi square values were obtained for each question. The major trends and perceptions of this analysis are presented here as summary figures. Tables with complete details are presented in Appendices D and E.

The thirty-eight question/statements of Section III were grouped according to three categories formulated as a result of the review of the literature. As noted in Chapter II, several authors (among them Regan, 1974; Neville, 1971; and Harris, 1963) identified major skill dimensions of consultancy. Regan (1974) refers to these major components as Curricular Development, Master Teacher, and Professional Development skills. Such skill areas, for purposes of this study, were considered as being centered in curricular components, instructional components, and professional components.

Questions classified under the heading of "curricular components" involve the consultant's knowledge and skill which relate to a particular subject discipline. Included in this category are such areas as curricular knowledge and academic skill or awareness of resource materials, recommended supplies, and understanding of provincial guidelines. A complete list of questions classified as "curricular components" is given in Table 1.

Questions grouped as "curricular components" deal with the solution

TABLE 1

QUESTIONS WHICH REFLECT PRIMARILY CURRICULAR COMPONENTS

WHAT IS YOUR PERCEPTION THAT CONSULTANTS DO/SHOULD PERFORM THE FOLLOWING:

1. Explaining provincial curriculum guidelines to a teacher or groups of teachers (other than at a formal inservice expressly for that purpose).

2. Explaining school board policy guidelines to a teacher or groups of teachers (other than at a formal inservice for that purpose).

3. Developing curricular materials and/or guidebooks for your school board, based on Provincial guidelines?

4. Assisting teachers in developing a unit of study and/or other specific curricular materials for their personal use.

7. Delivering to teachers, instructional materials and resources specifically requested.

13. Organizing and planning subject area workshops and/or inservice activities for teachers.

14. Advising teachers of dates and locations of professional inservices, conferences and/or workshops.

18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.

20. Meeting with representatives from publishing houses, equipment suppliers, and other resource materials.

22. Determining curriculum objectives for School Based Budgets with other teachers.

23. Interpreting educational programs to community and parental groups.

24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.

25. Developing and directing a system-wide testing program in a specific subject area.

29. Acting as a liason between the central office administration and the teachers at various schools.

34. Providing updated information and insights for teachers concerning curricular revision.

38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.

TABLE 2

QUESTIONS WHICH REFLECT PRIMARILY INSTRUCTIONAL COMPONENTS

WHAT IS YOUR PERCEPTION THAT CONSULTANTS DO/SHOULD PERFORM THE FOLLOWING:

5. Planning with a teacher the amount of work to be handled in a given time period (class period, school day, week, etc.).

6. Advising teachers on strategies of classroom management including discipline of students.

9. Observing classroom in action for the purpose of counseling teachers about classroom programming (i.e. programming involves at least one of the following activities: the selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing).

10. Demonstrating teaching techniques when requested.

11. Teaching another teacher's students (small group or individuals), for other than demonstration purposes.

13. Organizing and planning subject area workshops and/or inservice activities for teachers.

18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.

19. Counseling teachers about classroom planning without experience of classroom observation in at least one of the following activities: selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing.

21. Preparing annual budgets for instruction with other teachers (assisting).

24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.

30. Assisting in the development of instructional activities which enable students to understand concepts, constructs and generalizations.

31. Assisting in the development of alternative questioning techniques for the classroom.

32. Explaining such alternative teaching processes as problem solving, inquiry, discovery methods.

36. Consultants spending part of their time teaching in their own classroom.

38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.

TABLE 3

QUESTIONS WHICH REFLECT PRIMARILY PROFESSIONAL COMPONENTS

WHAT IS YOUR PERCEPTION THAT CONSULTANTS DO/SHOULD PERFORM THE FOLLOWING

8. Collecting and sharing with teachers, administrators and other consultants, professional literature which you feel might be of interest to them.

12. Orienting new teachers to the school system through induction and orientation inservice programs.

15. Attending workshops and/or inservice activities for your own personal and/or professional development.

16. Arranging interschool visitations for teachers, to assist in their personal and professional development.

17. Acting as a "sounding board" for teachers to air their professional and/or personal concerns (i.e. not necessarily trying to resolve the problems but to present the teacher with an outlet).

18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.

26. Helping teachers to reach and/or maintain high levels of self-satisfaction in their job.

27. Providing curricular leadership within the schools under your responsibility.

28. Promoting philosophical discussion between colleagues re: educational trends, new course developments, methods of instruction and student evaluation.

29. Acting as a liason between the central office administration and the teachers at various schools.

33. Spending time in personal discussion with teachers concerning the curricular program, current trends, organization and interpretation of curriculum guide books

35. Consulting (seeking advice from) other consultants about common role functions and concerns.

37. Encouraging teachers to experiment with different and or new methods and ideas of instruction in the classroom?

38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.

of an immediate problem with no real provision for handling recurrences of that or similar problems. Such questions would be concerned with providing "assistance" (in the Kolb et al. sense, see page 25). Responses to these questions were assumed to be indicative of the consultants' perception of his role as it is and as it should be. Consultants who prefer to work within this framework concentrate on symptom relief and, according to the literature, are concerned with the satisfaction of lower-order needs.

"Instructional Components" refers to actions, skills or knowledge, involving the teaching or learning process. This category looks at statements centered around knowledge or skills the consultant has which relate to the learning process and the appreciation (understanding) of conditions which influence learning (principles of learning). Such awareness would also include instrumentalist activities like teaching/learning strategies and classroom management techniques as well as consideration of annual instructional budgets and workshops. Consultants who prefer to work within this framework also concentrate on the solution of an immediate task and tend to work using a directive approach. Questions grouped as "instructional components" deal primarily with the provision of expert "assistance" and as such also tend to satisfy the lower-order needs. The actual statements grouped into this category are listed in Table 2.

The third general category of components questioned by the survey was identified as centering primarily around the concept of professionalism. The "professional components" address themselves to the effective ways of encouraging higher levels of confidence, competence, and internal motivation or self-actualization. These questions deal

with the extension or realization of a professional commitment on the part of teachers with whom consultants work. As such, these questions deal with the development of the teacher's ability to resolve problems independently when they arise. Consultants who strongly prefer to work within this framework are growth-oriented and concentrate more on the satisfaction of higher-order needs than do consultants who prefer either of the above two categories. Specific statements from the survey which were grouped into this category are identified in Table 3.

A number of perceptions of consultancy were presented earlier in Chapter II. These range from a task-oriented perception primarily concerned with "assistance" offered through a directive approach, to a process-oriented perception concerned mostly with "education" through a non-directive approach. In each of these perceptions the various categories of skill components (i.e. curricular, instructional, professional) are dominant to varying degrees. The thirty-eight questions presented in Section III were intended to assist the researcher in identifying the perceptions of the consultants in the Edmonton Public System. Specifically, the responses to Section III were directed at the first two research questions stated in Chapter I:

1. What are the perceptions of consultants concerning the actual (performed) components of consultancy?

1.1 What are the notable similarities in perceptions?

1.2 What are the notable differences in perceptions?

2. What are the perceptions of consultants concerning the ideal components of consultancy?

2.1 What are the notable similarities in perceptions?

2.2 What are the notable differences in perceptions?

The information from these thirty-eight questions was also used to assist in the formulation of the researcher's overall perspectives and understandings of prominent themes and trends of the consultants' "lived reality" as it relates to perceptions identified in the literature.

Analysis of Section III Data

Analysis of each category indicates a significant difference (overall) in actual and ideal perceptions (all but four cross-tabulations produced a Chi square significant at the .05 level). A complete list of Chi-square figures for each question appears in Appendix E (see Table 11, page 136).

In order to obtain a visual perception of the respondents views arithmetic means of the "ACTUAL" and "SHOULD" results for each question were plotted. Figure 7 presents the curricular components, Figure 8 the instructional components, and Figure 9 displays results which relate primarily to professional components. These items are presented simply to provide visual display of trends and perceptions rather than to serve as a comparative graphic analysis. Tables 4, 5, and 6 show the numerical values of mean responses for each question in each category.

Such visuals show a consistent pattern from which two primary observations can be made. First, there is a general perception among the respondents which seems to indicate that what is being done collectively in the role of consultant is relatively consistent among the individuals performing these functions. As well, the respondents overall perception suggests that for most of the 38 items of the questionnaire the status quo is not the preferred. These general observations lead this researcher to posit the view, to be examined in a later chapter of this study, that there exists an "inner tension" between the "lived

reality" and the "desired reality".

ANALYSIS CATEGORY A: CURRICULAR COMPONENTS

The questions grouped under this category are presented visually in Figure 7. In all but two statements, the mean response of the consultants is higher for what should be done than for what actually is being done (higher in this sense refers to the selection of a choice closest to #1 - "A GREAT DEAL"). Two questions (question 7 and question 18) are viewed in the opposite light. The general perception here appears that the consultants "attend meetings" and "deliver instructional materials" somewhat more than they feel they should.

The questions showing the greatest discrepancy between the "in-use" activities and the "desired reality" relate to working with individual teachers in the area of curriculum development and working with community and parental groups. Considering these questions in more detail one finds the percentage responses for the combined categories "A GREAT DEAL/ OFTEN" (Table 7, see Appendix D) supporting the perception obtained from Figure 7. While only 27.8% of the respondents actually assist teachers in curriculum development, 75.0% felt they should for the combined categories. Only 2.8% indicated they do interpretive work with parental or community groups but 33.4% were of the view this should be done "OFTEN" or "A GREAT DEAL."

One question which stands out the most when analysing the frequencies on Table 7 is question 25. Only 2.8% actually spend time on a system-wide testing program and 8.4% felt it should be a part of their responsibility.

From the responses to Section III of the questionnaire, in the curricular category consultative activities center around such activities

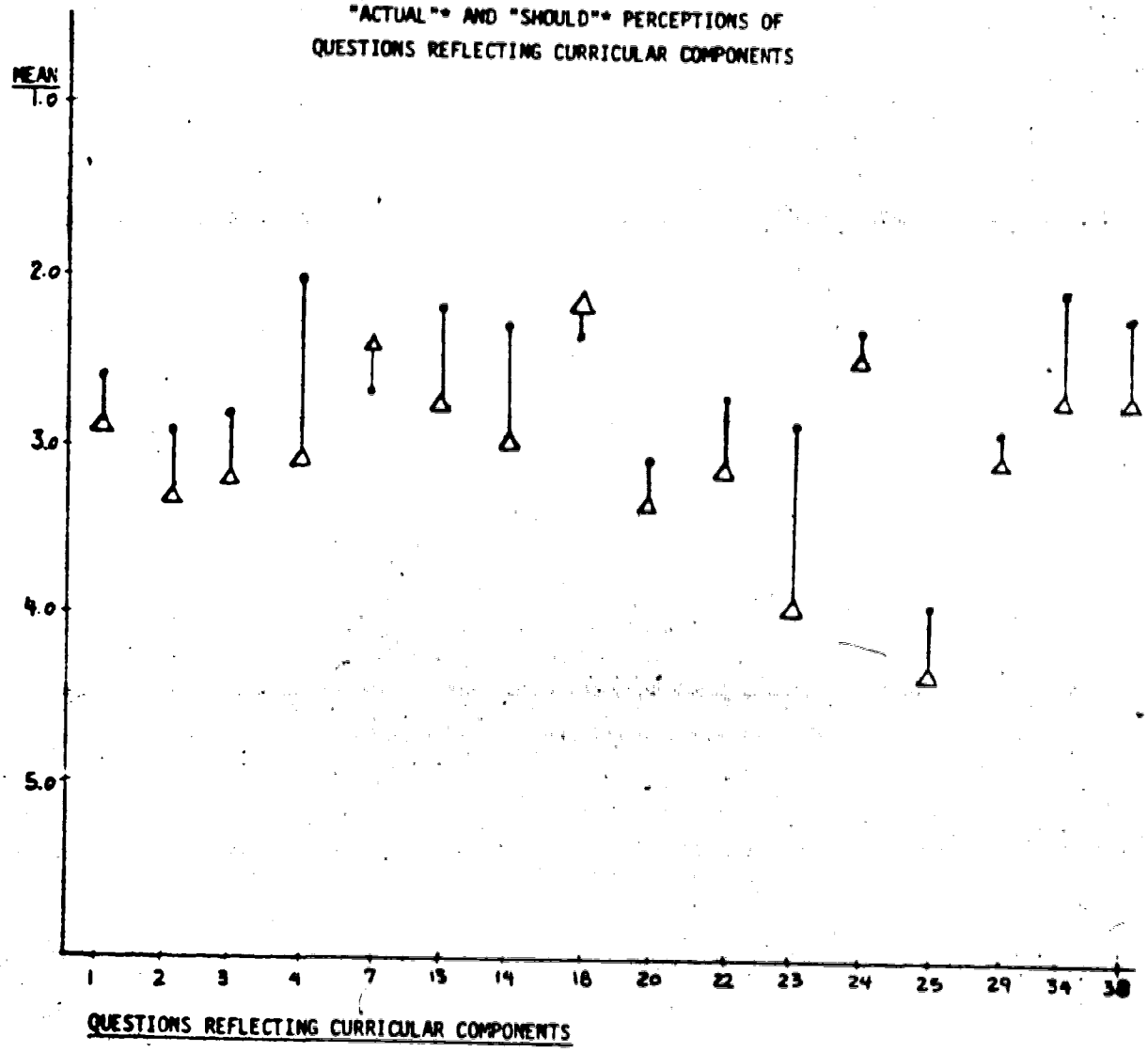
TABLE 4

COMPARISON OF MEANS FOR RESPONSES TO QUESTIONS WHICH REFLECT PRIMARILY CURRICULAR COMPONENTS

	$\bar{X}$ ACTUAL	$\bar{X}$ SHOULD
1. Explaining provincial curriculum guidelines to a teacher or groups of teachers (other than at a formal inservice expressly for that purpose).	2.861	2.639
2. Explaining school board policy guidelines to a teacher or groups of teachers (other than at a formal inservice for that purpose).	3.278	2.944
3. Developing curricular materials and/or guidebooks for your school board, based on Provincial guidelines?	3.194	2.806
4. Assisting teachers in developing a unit of study and/or other specific curricular materials for their personal use.	3.056	2.056
7. Delivering to teachers, instructional materials and resources specifically requested.	2.417	2.667
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	2.714	2.257
14. Advising teachers of dates and locations of professional inservices, conferences and/or workshops.	2.889	2.361
18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	2.194	2.389
20. Meeting with representatives from publishing houses, equipment suppliers, and other resource materials.	3.333	3.167
22. Determining curriculum objectives for School Based Budgets with other teachers.	3.167	2.750
23. Interpreting educational programs to community and parental groups.	3.917	2.861
24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.	2.444	2.361
25. Developing and directing a system-wide testing program in a specific subject area.	4.333	3.889
29. Acting as a liason between the central office administration and the teachers at various schools.	3.057	2.914
34. Providing updated information and insights for teachers concerning curricular revision.	2.694	2.139
38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	2.694	2.222

FIGURE 7

DISPLAY OF MEAN RESPONSES** FOR "ACTUAL"* AND "SHOULD"* PERCEPTIONS OF QUESTIONS REFLECTING CURRICULAR COMPONENTS



* "ACTUAL" RESPONSES △
* "SHOULD" RESPONSES •

** 1 REPRESENTS "A GREAT DEAL"
5 REPRESENTS "NOT AT ALL"

as "delivering materials to teachers," "attending meetings," "giving advice on the purchase of materials," and "providing updated information about curricular revision." Generally, consultants are less involved with "the organization and planning of workshops," "informing teachers of inservice dates and locations," and "providing assistance in the development of specific curricular materials." "Developing a system-wide testing program" is not a significant activity in the present role. Most of the above activities are primarily task-oriented and center on the satisfaction of lower-order needs.

ANALYSIS CATEGORY B: INSTRUCTIONAL COMPONENTS

The means for questions relating primarily to instructional components are represented in Figure 8. The questions and mean figures are specifically listed in Table 5. The mean responses of the consultants is noticeably higher for what should be done than for what actually is being done for all but three statements. Two questions (question 18 and 19) relate the general perception of respondents as "Attending meetings" and "counseling teachers without the benefit of classroom observation" are being done somewhat more than they should be.

The greatest perceptual differences are found with questions 9, 10, and 31 ("Observing classrooms in action," "Demonstrating techniques," and "Development of alternative questioning techniques" respectively). However, when one considers the percentage responses for the collapsed categories "OFTEN/A GREAT DEAL" the percentage of responses in the "SHOULD" column for each of these questions gives a more tempered view (i.e. while the differences between the means are great, 50% or less are at the extreme view).

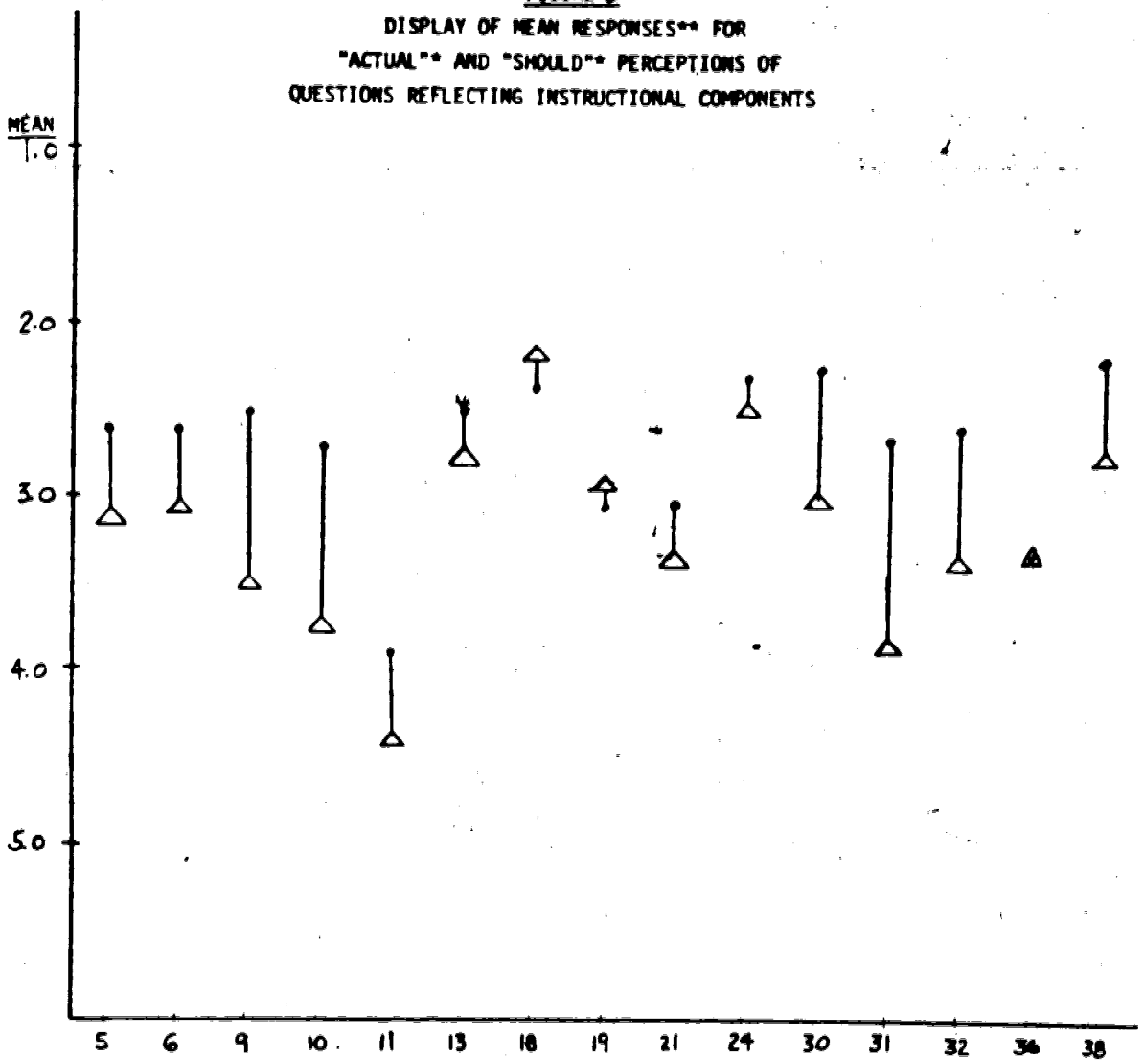
TABLE 5

COMPARISON OF MEANS FOR RESPONSES TO QUESTIONS WHICH REFLECT PRIMARILY INSTRUCTIONAL COMPONENTS

	$\bar{X}$ ACTUAL	$\bar{X}$ SHOULD
5. Planning with a teacher the amount of work to be handled in a given time period (class period, school day, week, etc.).	3.114	2.600
6. Advising teachers on strategies of classroom management including discipline of students.	3.056	2.639
9. Observing classroom in action for the purpose of counseling teachers about classroom programming (i.e. programming involves at least one of the following activities: the selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing).	3.444	2.472
10. Demonstrating teaching techniques when requested.	3.694	2.667
11. Teaching another teacher's students (small group or individuals), for other than demonstration purposes.	4.389	3.889
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	2.714	2.257
18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	2.194	2.389
19. Counseling teachers about classroom planning without experience of classroom observation in at least one of the following activities: selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing.	2.889	3.056
21. Preparing annual budgets for instruction with other teachers (assisting).	3.331	3.028
24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.	2.444	2.361
30. Assisting in the development of instructional activities which enable students to understand concepts, constructs and generalizations.	2.972	2.250
31. Assisting in the development of alternative questioning techniques for the classroom.	3.806	2.750
32. Explaining such alternative teaching processes as problem solving, inquiry, discovery methods.	3.361	2.611
36. Consultants spending part of their time teaching in their own classroom.	3.139	3.194
38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	2.694	2.222

FIGURE 8

DISPLAY OF MEAN RESPONSES** FOR "ACTUAL"* AND "SHOULD"* PERCEPTIONS OF QUESTIONS REFLECTING INSTRUCTIONAL COMPONENTS



* "ACTUAL" RESPONSES Δ
* "SHOULD" RESPONSES •

** 1 REPRESENTS "A GREAT DEAL"
5 REPRESENTS "NOT AT ALL"

The consultants indicated virtually an even split in response to question 36 ("To what extent consultants do/should spend part of their time teaching in their own classroom?"). Fifty-two point eight percent (52.8%) of the respondents indicated they do this "OFTEN/A GREAT DEAL" while 47.2% indicated the opposite view ("SELDOM/NOT AT ALL"). The view of what should be the case was similar, with 38.9% feeling consultants should do this while an equal number (38.9%) indicated this should be done "SELDOM/NOT AT ALL" (see Appendix D, Table 8). The mean for both sets of responses was approximately 3.1, indicating the "even split."

Further analysis however indicates that 13 of the 14 consultants who felt they should not teach were the same consultants who indicated they do not teach. Ten of these 13 respondents were elementary consultants.

There are also items on which the responses were in general agreement that the "lived reality" and "desired reality" were at the approximate level they should be. Responses for questions such as 13 ("Advising staffs on purchases") seem to be in general agreement.

Consultants responding to questions in Section III which reflect instructional components indicate their major activities are concerned with "attending meetings" and "advising staffs on the purchase of materials." The consultants indicated a somewhat lower involvement for such activities as "teaching their own classrooms," "organizing workshops and inservices," and "providing assistance to inadequately prepared teachers." Very little involvement was noted in "development of instructional activities which enable students to understand concepts," "observing classrooms in action," "development of alternative questioning techniques with teachers," or "demonstrating teaching techniques."

Considering the latter activities as being closer to the process-oriented perception of consultancy, it seems apparent consultants are locked into the satisfaction of lower-order needs through a task-oriented approach relating to instructional components.

ANALYSIS CATEGORY C: PROFESSIONAL COMPONENTS

Figure 9 displays the visual comparison of the mean responses for questions reflecting primarily professional components. The actual question statements and the mean figures are listed as Table 6. The general pattern identified for categories A and B holds true for C as well. For all questions but one (question 18 was included in all three categories as it was seen to reflect curricular, instructional, and professional components) the perception of what should be displayed a higher mean response than for what is done. The two questions with the greatest perceptual mean difference relate to "interschool visitations" (Question 16) and "self-satisfaction" (Question 26). The information contained on Table 9, Appendix D, reflects this information in a slightly different way. When the two highest choice categories (OFTEN/A GREAT DEAL) are combined, question 26 becomes most prominent. A total of 36.1% of respondents actually concern themselves with "helping teachers reach self-satisfaction," yet 91.7% felt this should be a part of the role. This perception points directly at a growth-oriented approach to consultancy.

The review of literature (Chapter II) suggests consultants working from a task-oriented perception would most likely concentrate on "fine-tuning" the teachers' skills. These consultants primarily provide "assistance" in areas of "curricular components" and/or "instructional components." Consultants working from a process-oriented perception

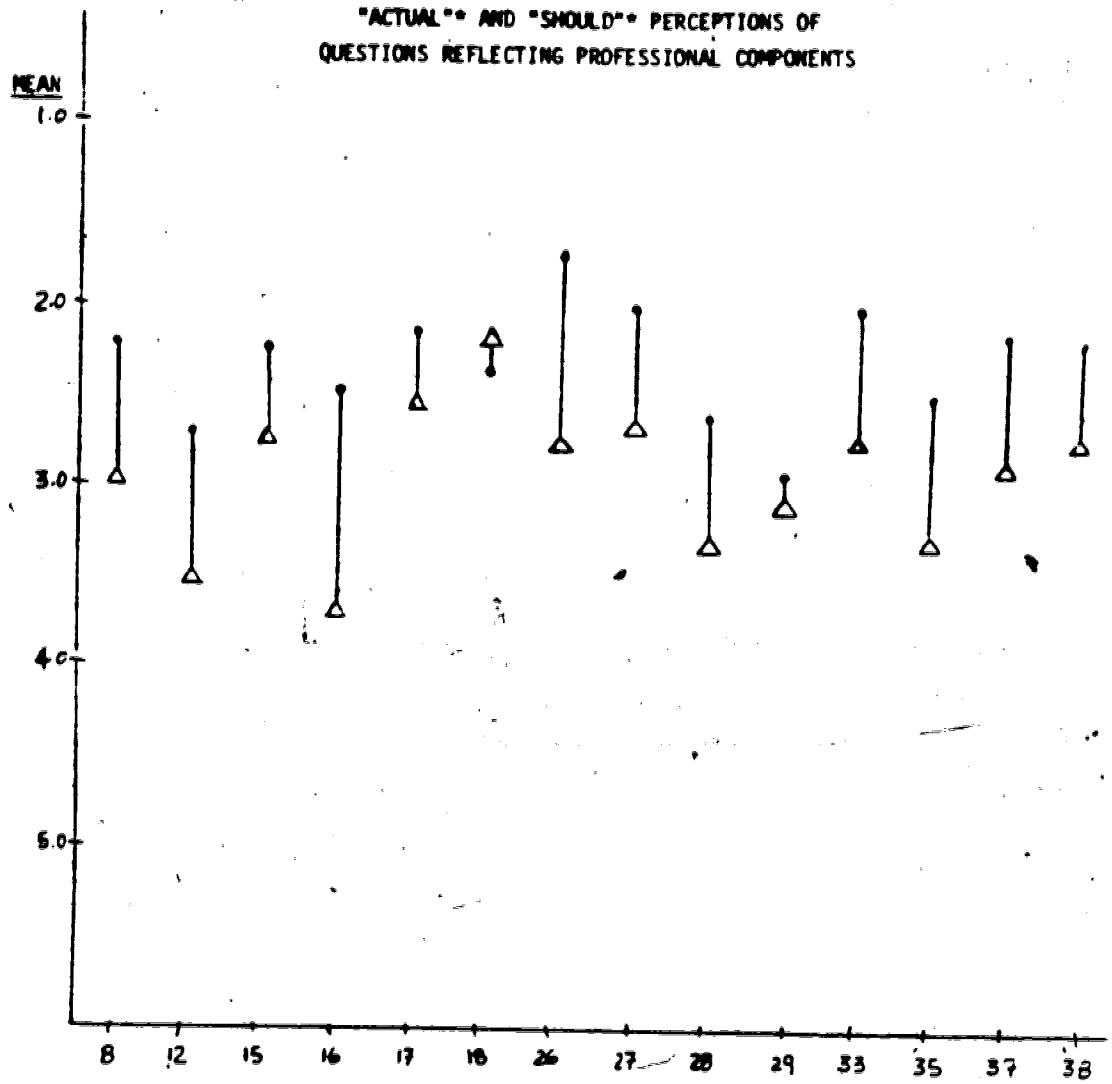
TABLE 6

COMPARISON OF MEANS FOR RESPONSES TO QUESTIONS WHICH REFLECT PRIMARILY PROFESSIONAL COMPONENTS

		$\bar{X}$ ACTUAL	$\bar{X}$ SHOULD
8.	Collecting and sharing with teachers, administrators and other consultants, professional literature which you feel might be of interest to them.	2.944	2.222
12.	Orienting new teachers to the school system through induction and orientation inservice programs.	3.528	2.750
15.	Attending workshops and/or inservice activities for your own personal and/or professional development.	2.694	2.278
16.	Arranging interschool visitations for teachers, to assist in their personal and professional development.	3.369	2.500
17.	Acting as a "sounding board" for teachers to air their professional and/or personal concerns (i.e. not necessarily trying to resolve the problems but to present the teacher with an outlet).	2.556	2.194
18.	Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	2.194	2.389
26.	Helping teachers to reach and/or maintain high levels of self-satisfaction in their job.	2.750	1.722
27.	Providing curricular leadership within the schools under your responsibility.	2.647	2.059
28.	Promoting philosophical discussion between colleagues re: educational trends, new course developments, methods of instruction and student evaluation.	3.361	2.639
29.	Acting as a liason between the central office administration and the teachers at various schools.	3.057	2.914
33.	Spending time in personal discussion with teachers concerning the curricular program, current trends, organization and interpretation of curriculum guide books	2.722	2.056
35.	Consulting (seeking advice from) other consultants about common role functions and concerns.	3.278	2.528
37.	Encouraging teachers to experiment with different and or new methods and ideas of instruction in the classroom?	2.861	2.194
38.	Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	2.694	2.222

FIGURE 9

DISPLAY OF MEAN RESPONSES** FOR "ACTUAL"* AND "SHOULD"* PERCEPTIONS OF QUESTIONS REFLECTING PROFESSIONAL COMPONENTS



*"ACTUAL" RESPONSES △

*"SHOULD" RESPONSES •

**1 REPRESENTS "A GREAT DEAL"

5 REPRESENTS "NOT AT ALL"

appear to concentrate more on developing a "new repertoire" by providing "education" toward different thinking, different behavior, and perhaps personal growth.

Since an obvious requirement of the latter approach (above) is a considerable amount of time and twenty-four (approximately 63%) of the respondents to the present study indicated their designation as providing .5 F.T.E.'s or less for consulting activities, it was expected that the category showing the greatest discrepancy between "ACTUAL" and "SHOULD" perceptions would be Category C ("professional components"). In fact, the difference between the means in this category was .571. The discrepancy in Category B was .457 while Category A showed a discrepancy of .364 between the "ACTUAL" and "SHOULD" perceptions.

A review of the above information suggests a number of observations. Variation in the mean responses through the entire thirty-eight questions would indicate a degree of disagreement or confusion between individual consultants about their role perception. In other words, different consultants appear to consider different statements with greater or lesser importance. Not all the consultants perform the same tasks with the same degree of intensity and not all consultants have the same perceptions of what they should be doing in their role. Specific differences for thirty-four of the thirty-eight questions were identified as significant at the .05 level (as shown by the Chi square values in Appendix E, Table 11).

The responses to Section III indicated that the consultants in the Edmonton Public System perceive their role to involve the three major categories identified in the literature. The general perception of the respondents to the survey was also that what is being done is not

generally congruent with what they feel should be done, particularly in the category of "professional components." The consultants appear caught in a task-oriented role more than they would prefer, however, not all consultants perform the same tasks with the same degree of intensity.

SUMMARY:

A brief description and analysis of the data obtained from Sections II and III of the mail-out survey has been presented in Chapter IV. Each section of the survey was explained as to purpose and content. The results of both sections were summarized.

Major trends and perspectives of consultants were identified. Indications of similarities and differences in consultant views were explored.

CHAPTER V

DESCRIPTION AND ANALYSIS OF INTERVIEW AND WRITTEN DATA

INTRODUCTION:

Chapter V provides the description and analysis of data recovered from the sentence completion section of the mail-out survey and the personal interview sessions. Such data were used to identify the dominant philosophical perspectives inherent in the daily realities of the consultant's position. The data were also used to demonstrate attempts to reach alternative conceptions of consultancy.

THE RESEARCH INSTRUMENTS: DESCRIPTION

Section I of the mail-out survey consisted of three specific, yet open-ended questions and two sentence completion statements (see Appendix C). Respondents were asked to express personal/professional perceptions for each statement or question. This activity was intended to explore the opinions, views, and experiences of the consultants themselves rather than perceptions resulting from possible influences of the remainder of the survey. The written responses were therefore solicited at the beginning of the survey.

Section I sought information which would assist the investigation of the research questions stated in Chapter I (see page 8). Responses relating the most satisfying and least satisfying aspects of consultancy provided insights into the perceptions (similarities and differences) of consultants. As well, the comments supplemented earlier descriptions (Chapter IV) of the actual and ideal role perceptions. The insight gained from the written responses also proved valuable in the personal interviews process. Interview questions relating to "demands of the

job," to "role definition," and to "consultancy preparation" were directly related to the information secured in Section II and Section III of the survey. "Being in touch," "who should be 'served'," and "personal judgements of success" were more the result of comments obtained in the written responses to Section I.

SURVEY SECTION I: ANALYSIS

A. Perceptions of "Personal Satisfaction"/"Major Task;"

1. Describe what you feel was the most satisfying or gratifying experience of your past (present) year as a consultant (i.e. what event(s) or circumstance(s) gave you the most satisfaction in your work as a consultant?).

4. The way I see it, my major task as a consultant is . . .

The consultants' responses to the above items were analyzed together. The assumption was made that the consultants were likely to interpret their role in such a way as to reflect their most satisfying experiences.

Consistent with patterns identified in the literature, the consultants' recollections of the most satisfying experiences revolved around curricular components, instructional components, and professional components. However, differences in responses were noticeable according to grade level. For example, apparently much of the conceptual and practical orientation of a high school department head is administrative (with instructional, curricular, and professional overtones).

The most dominant theme precipitating from the responses to Question 1 reflects the technical-expert approach to consultancy. This is particularly true at the high school department head level. The department head's perception of his role appears to be dominated by program, organization, and power. The following are exerpts from the

survey question-response sheets which illustrate the most satisfying experiences of department heads:

> "staff placement in order that (i) maximum use is made of their potential, (ii) the teachers are teaching in the courses of their choice,"
>
> "being able to make a decision in the department's best interest (a decision not popular with the administration) and see it bear fruit,"
>
> "that my staff performed well in spite of the fact that no one outside the department knows or cares what is happening."

That these same department heads also perceive their major task in a technical, top-down framework, is evidenced with their descriptive words such as: "organizing staff," a "good program," "trouble shooting," "efficiency," "good teaching," "administrative," "motivate staff," "function smoothly."

A more varied perception was evident in the responses obtained from junior high consultants. The most satisfying experiences reflected curricular, instructional, and professional components of the consultancy role. Curricular components were identified by such comments as "having a direct input into the (subject area) program," "the setting up of the (subject area) program including curriculum, equipment, and other materials." Instructional components are witnessed by such written comments as "working with teachers to help plan lessons, unit and strategies," or "an afternoon when a new teacher came to spend the time observing one of my classes, visit my classroom and discuss methodology."

These consultants also expressed a number of experiences relating to the professional growth of teachers. The most satisfying experiences were "where a teacher initially expresses negative feelings regarding the advice and assistance offered by consultants and then changes their

attitude," "reacting positively to good teaching in the field," "working with individual teachers who are able to implement changes which result in improvement in the classroom."

Consultants at the junior high level express their perception of a major task in quite different terms than their senior high counterparts. Such expressions as "help implement change in the classroom," "professional growth in areas of classroom atmosphere and discipline," "improve instructional methods," "increase the teacher's knowledge of how children learn," "professional leadership," "course preparation," "provide course information and supplies" are all used to outline the major task perceptions in a manner which seems more facilitative than directive.

The experiences of elementary consultants were shared in the following manner. The most satisfying experiences included "working with teachers to initiate a process of change," "working to help teachers, one on one, and seeing positive results," "helping a teacher who summons help realize he is successful," "working towards kids being turned on to learning," as well as being "involved in the choosing and implementation of new curriculum."

The elementary consultants viewed their major task more in line with the professional components mentioned earlier (Chapter IV). Comments such as "supportive, facilitative, nurturing," "respond to needs," "encourage and reinforce a good job," and "helping teachers grow professionally" were more pronounced than ones such as "assistance in program, strategies and instructional processes" or "assisting with ideas for curricular implementation."

Chapter II identified a number of different views of consultancy

which are reflected in the comments from Section I. Kolb, Rubin and McIntyre (1979:304) present a distinction between "assistance" and "education" which is particularly relevant to the written comments presented above. The term "assistance" is described as emphasizing the solution of an immediate problem, also referred to as symptom relief. This type of involvement on the part of a consultant is deficiency oriented, directive, and concerned primarily with the satisfaction of lower-order needs. As well, many of the comments presented relate directly to the concept of power motivation (see Chapter II, page 31). According to Kolb et al., the deficiency-oriented change agents are more concerned with their own personal goals and with their political position within the organization than those change agents endeavoring to offer "education." Such people have a high power motivation and also tend to work to fulfill the satisfaction of lower-order needs.

A number of consultant comments are concerned with providing "education" (in the Kolb et al. sense) as a means of helping the teachers develop their own ability to resolve problems. The most satisfying experiences here relate to the professional growth of teachers and deal with the satisfaction of the higher-order needs such as personal fulfillment and self-actualization. While these experiential accounts were not limited to elementary consultants, the highest incidence of such comments were from elementary personnel. Eleven comments were classified as primarily concerned with professional growth, eight of these comments were from elementary consultants.

As the self-perception of consultants continues to move towards the process end of the Marguiles and Raia continuum (Figure 1), the major task areas reach toward the "growth-oriented" end of the Maslow hierarchy

(Figure 6). Thus, the literature implies that consultants who operate at the "process" end of the continuum will most likely be concerned with higher-order needs and will operate in a non-directive manner. The primary objective for these consultants is growth on the part of the teacher. However, those consultants who prefer the "task" end of the continuum operate in a directive manner and are concerned with the satisfaction of lower-order needs.

B. PERCEPTIONS OF 'LEAST SATISFYING EXPERIENCES"/"POSSIBLE CHANGES":

2. What would you say is/are the least satisfying (or most frustrating) aspect(s) of consultancy?
3. If you were in a position of creating (directing) change in the role of consultant, what change(s) would you see made? What benefit(s) would result?

The above items were considered as relating to the consultant's perception of his own role and to the perception of what the role could (should) be. For this reason the assumption was made that, given the possibility of change, the consultants would most likely change those conditions which were least satisfying to them in their lived experiences.

The responses of the consultants lend a great deal of support to the above assumption. More than half of the written responses of consultants mentioned the concept of time. Consultants strongly supported the view that the least satisfying aspect of their position was the lack of time (coupled with increasing number of responsibilities). As well, the most important area for proposed change was related to the amount of time provided (or required) for consultancy. Items centrally concerned with time (as the least satisfying experience) varied with the following kinds of responses. From simply "a lack of

time," or "not enough time to do the things that can be done as a consultant," to comments such as "being unable to follow a task to completion due to time or money restraints," or "insufficient time to follow up on client service," to questions of choice such as "I found it extremely difficult to do both a good consulting and teaching job at the same time; it seemed that when one became demanding the other suffered."

These comments together with data obtained from Section I of the questionnaire indicate that those consultants who seem to be most "task-oriented" have the least amount of consultancy time. Of the twelve high school consultants who responded, eight indicated they had less than .3 F.T.E.'s assigned for consultancy. Of those consultants who appear most process-oriented (elementary consultants) ten of fourteen respondents were designated as full time consultants.

With such a perception of the drawbacks, the changes proposed were consistent. They included comments such as:

> "would see consultants responsible for fewer schools,"
>
> "consultancy time would only be spent working with groups who wanted service,"
>
> "always be full-time in order to have a flexible schedule,"
>
> "adequate time provided,"
>
> ".5 teaching time, .5 consulting time," and
>
> "provide more people-hours."

However, time was only one of the troublesome experiences and proposed changes the consultant identified. A second very strong concern of the consultants related to the lack of role definition. This perception was also often mentioned as an element for change in the written responses.

Written comments centrally concerned with role description were common throughout all grade levels and were expressed in the following manner:

> "Some years have been frustrating due to lack of direction and unclear role description,"
>
> "No real purpose for the existence of the position,"
>
> "Role is not well enough defined,"
>
> "limits placed on activities keep changing,"
>
> "Central office initiated programs which take time from the main function of helping teachers."

A central concern for change also revolved around the role description of consultancy. These comments were not restricted to grade level or subject area but were quite common throughout the written responses to the question. In general, respondents felt that changes should take place which would

> "Bring the role definition and real life closer together,"
>
> "present a clearer definition of the consultant role,"
>
> "change the position to build in some continuity,"
>
> "make the job more curriculum oriented and less administration oriented," or
>
> "pre-think a purpose for having consultants -- put purpose in the job."

That considerable confusion and frustration exists within the framework of consultancy is not a recent finding. Earlier studies as long ago as Hewko (1965) were consistently reporting a lack of clarity and a need to research the meaning and orientation for the role of consultancy. As noted in the literature as well, consultancy is most effective when viewed as a process which goes beyond the traditional work relationship geared toward the satisfaction of the lower-level needs

(Sergiovanni and Starratt, 1979:153). The consultant is not the real agent of change, rather it is the experiential process which the people go through that results in change and growth (Czajkowski and Patterson, 1977:537). Such a change process must be the result of interaction between people over a period of time. The reaction of the consultants contained in the Section I comments illustrates a strong awareness that effective consultancy cannot be implemented while operating at the "assistance" (Kolb et al.) level. Huberman claims educational improvements necessitate

> A much deeper involvement in 'unlearning' and 'relearning' than is brought about by simply giving him written information about a new practice. (Huberman, 1973:21)

Thus people need the chance to perceive where they are, where change is beneficial, where they need to grow. Such reflection requires time.

C. PERCEPTIONS OF CONSULTANTS:

5. I feel consultants should be the kind of people who ...

Assisting teachers in the improvement of instruction necessitates that considerable attention be paid to the conditions, techniques, and motivators which are necessary for the teacher to grow and develop through a process resulting in self-analysis and self-actualization. The complexities involving teacher competence, status, and social interaction require highly sensitive and perceptive personnel. When replying to the open-ended statement above, respondents to Section I recognized, with great consistency, that consultancy is concerned with social dynamics. The concept of effective communication resulting from established trust relationships is strongly evident in the documented responses below.

Consultants should be ...

(people who) "have excellent communication skills,"

"people-oriented,"

"able and willing to help (communicate with) teachers on an equal basis,"

"above all can communicate positively,"

"respected and trusted by their colleagues,"

"must be sensitive people."

The literature indicated consultants are often faced with problems arising from their perceived status as strangers entering into a relationship. It is important for effective communication that the consultant "know how to overcome the anxiety and defensiveness that is inherent in such situations" (Parker 1975:3) The responses of the consultants to Section I recognize that consultants must have both the expertise and the ability to share this expertise in such a way that it is the teacher who travels through the experiential process, and is not simply told about it.

Rauh (1978) identified the establishment of consultant credibility as the most important condition for an effective working relationship to develop. Kolb et al. (1979) also indicate the importance of a mutual agreement concerning trust, understanding, and communication in their concept of affiliation motivation. These authors refer to the lack of communication and even loss of perspective on the issue at hand through a lack of mutual trust. Consultants responding to the survey appear to recognize and strongly support the conceptual components outlined in the literature. Yet, as evidenced in the written comments from questions 1 and 3 in Section I, much consultancy promotes the "assistance" orientation. That there is a discrepancy between the actual

and the ideal, between the practical and the conceptual, is obvious. Further inquiry into this "inner tension" was carried out through personal interviews.

CONSULTANT INTERVIEWS: DESCRIPTION

A series of nine in-depth personal interviews was held approximately five weeks after the initial survey was distributed. Every fourth return was noted and marked as a possible interview candidate. The originators of these returns were contacted by telephone and a mutual interview time was established. Permission was obtained from each candidate to allow the interview discussion to be tape-recorded. Each interview was subsequently transcribed to paper and distributed to the interviewee for proof-reading (for content and meaning) and approval. Although very few changes were made by those interviewed each interviewee was encouraged to add or delete whatever comments they felt necessary.

Each interview session was carried out in an informal manner with the initial question posed by the researcher and subsequent questions directed by building and expanding on the responses. The interviews were intended to provide information which would serve to fill in the views, trends, and conceptions identified through other obtained data.

ANALYSIS: A. Role Description

The dominant perception of consultant respondents in Sections III of the questionnaire survey was clearly that those performing the job or role of consultancy feel they are not doing the job they should be. These results, discussed in Chapter IV, clearly display a dissatisfaction, frustration, and confusion which was not clearly articulated in either the statistical responses or the written comments from Section I

of the survey. Also, throughout the written responses discussed in Chapter V, a more profound conception to consultancy than the instrumentalist perception was implied. The instrumentalist view presents consultancy as a tool or instrument with which to do something to someone. Reflection upon the literature and preliminary results of the data from the present study revealed that there was something beyond the instrumentalist conception of consultancy. The reason for the discrepancy between what consultants perceive they do and what they perceive they should do was a major consideration of the interview sessions.

The "Directory of Services, Instructional Services, 1980-81" and the Edmonton Public School Board Staff Bulletin, Vol. XXIV, No. 39A, June 11, 1980, together list more than two hundred and fifteen (215) entries as curricular appointments. These curricular placements use a variety of titles including work experience coordinators, assistant department heads, department heads, curricular coordinators, and consultants. The specific task assignments include such consultant designations as the major subject disciplines, business education, music, community schools, early childhood services, pupil assessment and native studies. Clearly such an expansive task assignment selection using an all-encompassing title such as consultant indicates an abundancy of job descriptions. At the same time, the "Directory of Services" indicates a single job description as

> "providing advice and assistance upon request" (p. 100).

Consultancy appears not to suffer from a lack of something to do, rather there seems to be too much to do. The problem becomes one of clarifying what consultancy is. During the interviews a number of

consultants were asked to relate their personal perceptions and feelings about their job description. Their perceptions varied considerably, as indicated by the following interview segments.

Consultant: I don't have a job description. I have never seen a job description. I have no idea! I make up my own ... I think one of my most important functions is just to spread all these ideas that I see (in terms of classroom set up, organization, management, and content ideas). I think that's important because teachers don't get that opportunity.

Interviewer: Do you think a lot of people are creating their own job?

Consultant: Sure they are -- we make it up as we go along.

Interviewer: But what if everybody is doing something different and no one really knows what anyone else is doing...?

Consultant: We have no idea about what we do in common. I teach! Up to 90% of my consultant time is spent teaching someone else's classes. I bet there are consultants who haven't been in a classroom all year. But I don't know what they do.

* * * * *

Consultant: I think there are a lot of consultants that don't know what to do. I think that when I started as a consultant, because there was no clear description there, every time somebody called I was running here and there and it provided me with structure to the job. But it was always somebody else's structure, it was never mine. I never got my work done that way, and I never got any sense of satisfaction from the job. I did on a few things, but not for a complete year. I couldn't look back on the year and say where I'd been. I'd had some successes with individual teachers but I never really thought there was direction to a lot of things.

Interviewer: How do you avoid that?

Consultant: I think you've got to take charge of it yourself and decide "what are my goals for this year? What do I think is important to do?" and then set out to do it.

* * * * *

Interviewer: So what kinds of things do you really do?

Consultant: I work on a crises basis. What I do is go where I am asked to go. I don't initiate contact with teachers in the main. The only time I initiate contact with teachers is when I am working on curriculum development. Otherwise it's on a request basis.

Interviewer: Well what kinds of, to use your term, "crises situations" are most common?

Consultant: It's probably equally split between curriculum content -- in other words, just not knowing the materials that are available, not knowing the program and how it runs, the objectives, explanations of objectives and how they can be reached. Equally important, I think, is teaching the objectives of the program. This involves teaching strategies and how best to approach teaching the content. That would take care of most of my dealings right there, those two areas.

* * * * *

Interviewer: Do you think it is possible to arrive at that definiteness of the job?

Consultant: Not as a consultant.

Interviewer: Why?

Consultant: Once the job becomes definite, I think you're no longer a consultant, you're something else -- you're some kind of ... a different kind of ... an entity -- an administrator, an evaluator, something else. I like ... I'm getting comfortable with the lack of a ... clear direction as to what the job is and the thing I like about it now is I can define my own goals -- for a period of time, 6 months, a year, two years -- and these are the things I want to accomplish in the job. I like that better than waiting for someone to tell me what I should be doing. It gives me a lot of freedom because I can ... work in this area for a while and take it as far as I'm interested or as far as I think it needs to go, but then I can move in another direction. Things aren't cut and dried and I'm beginning to like that now. For the first three years it was awful, I was always waiting for someone to tell me the sorts of things I should be doing, but its changed this year.

* * * * *

Interviewer: Have you ever had a job description or a job definition given to you?

Consultant: No! I think it was assumed, partially, that we were to figure out our own role depending on the need. If it was a need for consulting, and it was on request, then we got after it if we thought we could handle it.

Interviewer: Do you think other coordinators or consultants in other subject areas do the same kind of thing as you see yourself doing?

Consultant: I really don't know what they do. I gather that some people have been asked to consult (as different from coordinate programs) but I suppose it comes down to a matter of "what is your job definition?" and an assessment of what the people are expecting from you.

Interviewer: OK, do you, do you think that's the way it should be?

Consultant: What, response to need?

Interviewer: Well, for everybody to figure out their own particular degree of emphasis on whatever aspects they see as necessary?

Consultant: I think I like that freedom. I don't think there's anything wrong with a job definition if it tells you what you can do. But I don't think there's anything wrong with any teacher approaching any consultant or coordinator and requesting something knowing full well, according to the little blurb from downtown, these people aren't supposed to do it but if they feel you can do it, do it .... That's just a response to a need.

* * * * *

Consultant: When other department heads say they are consulting, what are they doing? I would really like to know how many department heads are actually consultants. At junior high or elementary a consultant goes into a school specifically to help teachers with teaching. That's what he does. He doesn't have to organize their final exam. He doesn't have to say, "You teach this class and this class."

Interviewer: But do you think you have a role as consultant at the high school level?

Consultant: I think there is a role for a consultant, but for a consultant that's not school based. That consultant is not me. They might as well call me an administrator around here because that's what I'm doing. If they want consultants in the high school system they ought to be consultants who come into the school like the lower grades. Or like in Ontario; I was evaluated twice by a department head there. Now if you include evaluation in a department head's role, then I think, and this may seem a bit odd, but it seems to me if you include evaluation and consulting in his role you'd find that he would be a better consultant and one with a lot more credibility.

* * * * *

Interviewer: In terms of consultancy, dealing with teachers specifically, what kinds of things do you normally do?

Consultant: With new teachers, if they're fresh out of university, then you can sit down with them, help them prepare their lessons, get them headed in the right direction in terms of what the curriculum is supposed to do. You can help them with any difficulties they might have, in terms of how they might teach a certain subject or give them some help in terms of where they might find some reference material, exam questions and things like that.

Interviewer: Do you ever deal with questions about philosophy of teaching?

Consultant: Not too much. Most of any consultant-type efforts would be geared in terms of "What do you do in order to get a certain concept across to a student?" "How would you teach this?" "What have you used?" If a new teacher is having difficulty with a certain area he might come to you and say, "How did you do this?" "What examples did you use?" "What techniques did you use here?"

* * * * *

Interviewer: It's come to me from some of the results I've found that most consultants are doing almost totally different things. Do you think that's the way it should be?

Consultant: Yes, I think that's the way it should be, but I think it should be according to the assignment. If it's a generalist kind of consultant role which I've been involved in, then I feel approaching it in this process role is important. But if it's science and they say

there's nothing in the schools and we've got to get some new curriculum developed, then, all right; or inservices, or what ever it is, then fine. But there should be some identification of what the role is according to the assignment and people then chosen to match that requirement. But I think consultants should be involved with professional development, primarily. And if professional development leads to growth of a teacher in professional areas like confidence and competence ... I think that would be the prime purpose or objective of a consultant's work. And it may mean then that it is professional development through materials. But then you have to watch out there, it is isn't programs that you're pushing rather than people. A program will only be as good as the people that are using it. So I think primarily, it is the people, the teachers, that should be the focus. Assisting the teachers to become better teachers and if assisting the teachers to become better teachers means that you have to put materials in their hands, then fine. It's not the materials that's important, its the assisting the teaching that's important, and the ways to lift it to assist the teacher. I'm a great believer in the development process rather than the band-aid quality when there's a problem.

* * * * *

The above interview segments are illustrative of a number of very significant conceptions. The variety of responses to the question of role description identifies not only a multitude of job perceptions, but more importantly it brings out elements of consultant frustration, confusion and uncertainty. The obvious support for consultancy based in the instrumentalist philosophy and mode of action leaves the major purposes and goals in a confused state of tension between what consultants do and what they should do. On the one hand consultants trying to supply the information, direction, strategies, and technical expertise required to sustain a minimal competency level of instruction. There is also a realization on the part of some consultants which transcends such deficiency-oriented perceptions to internalize a job description which is predominantly growth-oriented. Such a position recognizes that while

the technical, "survival," aspects of classroom instruction are very important and the lower-order needs must constantly be met, there is a desire to "keep pushing a little further" and help teachers grow.

The conflicting conceptions of the job description presented above may be a logical consequence of at least three separate conditions. The definition or job description provided in the "Directory of Service" is a very general, nebulous description. The terms "advice and assistance" carry with them a connotation which is deficiency-oriented (See Chapter II, page 30). The condition of classroom organization and operation also dictate a certain degree of "band aid consultancy" in that many of the problems are relatively immediate and require "here-and-now," "how-to-do-it" solutions. As well, the experience of some consultants has influenced their present and future actions. Some consultants indicated personal growth resulted from past experience. These consultants have taken over their own job description while others continue the "advice and assistance, as requested," for teachers -- maintaining "somebody else's structure" to the job.

If some consultants are thus able to transcend the instrumentalist position into a mode of action which is consistently concerned with the personal/professional growth of teachers, perhaps they are focusing on the one thing that makes the real difference in consultancy. To focus on the essence of consultancy itself is to focus on the essence of pedagogy. Consultants working on a "crises basis" are not dealing with pedagogy but rather are concerned with teacher survival through the solution of an immediate problem.

Examination of interview comments concerning consultative functions related to change help to illustrate the above points further.

ANALYSIS: B. Change

Consultant: I think you have to work with both people who are interested in change and people who don't seem to be at the present time. I think it's always best in every school to always visit those people whom you know are trying out things to confirm the things you know they are doing, to bounce ideas off -- back and forth with them -- because they often don't have some one on staff to talk about their ideas. But I really think that it's important to talk with those people who are not interested in change because most of them do still have questions about what they are doing. They may not be interested in grabbing onto whatever idea you suggest.

Most of the people who aren't interested in change that I've worked with don't seem to be able to grasp the changes -- just don't seem to be able to understand and know how to implement them. I've very rarely worked with anyone who just refused to change. I guess I don't see my role as really forcing change. I really see it more as trying to understand what the teachers are trying to do and help them to do it efficiently or a little better. I think the main thing is long term contact and visiting in the classroom and trying to figure out what it is they're trying to do; and I'm not always trying to help them do the things I think they should be doing.

* * * * *

Interviewer: What kinds of strategies do you use to help teachers?

Consultant: I teach -- well that's the basic one. I sometimes teach three or four lessons in a row for them. They're so happy to see me arrive at the door on that particular day because they know I'm going to take their class. So sometimes, it just means an extra break for them. It means nothing else. They don't get anything out of the lesson that I teach other than just a break. That's the first positive step, I guess. After that I try to do some talking to them. And then, I usually urge them to teach a lesson. My belief is that I can't always do them a lot of good if I don't understand where they're at; and where their strengths are; and where they perhaps need to have some more input to help their program grow. You know, there are lots of teachers that are just dying to have you come and that every time you speak to them they listen, they change, they're keen. You watch them grow. Some teachers I've been working with for two years now. I have watched them grow so much, and it's

just really exciting. There are other teachers that are never going to change, and I feel really frustrated and say "Where's our obligation? Should we be working with the teachers that we know are going to grow?" And I guess, I guess it's sort of six of one and half-dozen of the other. But the other argument is that our obligation is to the children. And that if we can, in fifteen hours worth of consultant work make one minute change in a teacher, that helps one child, then maybe it's worth it.

* * * * *

Interviewer: In terms of the kinds of things you are doing, you're trying to change the attitudes of teachers and make them more receptive to other people, other people's ideas?

Consultant: Yes ... but not change to my ideas but change to ideas that I could bring in but came from other sources, other people, you know, somebody teaching grade 7 10 blocks away in another school, that type of thing.

... many of these people had fantastic ideas and this is what I thought I was always trying to do is pull the ideas that these people have, especially the ones who were verbal, and those would be shared ...

Then I think there's a belief that these people (consultants) can't be doing what they're doing -- you know, they're sort of snoops -- and I don't think that's peculiar to teachers, I think that's peculiar to most people and it's a thing with our society. You know, it's the "snoop" attitude prevails on parents when they're bringing up their kids ... I think there's a way that you can sort of try to personify that ... the absolute honesty that you are not snooping in any sense and that what you're doing -- you're handing out a unit, or you're handing out a teaching suggestion and that's all!!

* * * * *

Interviewer: So are you saying that professional development is something that everybody should continually seek?

Consultant: That's right, but you've got to create an atmosphere that makes him want to do that for whatever reason. Maybe it's pure fear, fear of losing his job. I think the truly great teachers are motivated by the fear of losing the respect of their students.

* * * * *

Interviewer: What about the people you're trying to work with, the teachers, what kinds of people are you most encouraged to deal with?

Consultant: People who are willing to listen and to try out some of the ideas that I have presented to them, for sure, there is no doubt about that. One of the things that I perceive that would happen if we had more time is that we could really get involved with a smaller number of schools and work with them on a continuous basis. Therefore you open the doors right away like people getting to know you -- you become part of a school, demonstration teaching or whatever and then become part of the group. And I think that makes people become a lot more open to you. They may come up and say "I'm having a problem with this" where in the past they say nothing if you're a total stranger. I know myself, I would not open up to someone I didn't know.

* * * * *

Interviewer: Do you ever have other people from your department come into your classroom to watch you teach? Or do you have a chance to watch them teach?

Consultant: Not on a regular basis, no.

Interviewer: Do you offer other people the chance to come and watch you?

Consultant: It's not really part of the picture here. I don't think anybody ever does that in the whole school, really.

Interviewer: Do you think maybe it could be done, or perhaps it should be done? Do you see any advantage in it?

Consultant: I can't ... other than, say for instance, if it's a fairly new teacher, there might be some advantages. But for someone that's been teaching for ten years or more, say, I can't really say there's much advantage to going in and watching a teacher teach. I don't think ... really, you're not going to gain that much.

* * * * *

The consultants' understanding and promotion of his role description appears as a major factor in determining his concept of change. It seems apparent to some consultants interviewed, that they are

the instrument of change. According to others it is not the consultant who provides change but who provides the conditions for the experience of change. The view was expressed that consultants should work with those teachers "who are willing to listen and to try out some of the ideas that I have presented to them...." Others expressed a view which was more growth-oriented: "I think you have to work with both people who are interested in change and people who don't seem to be at the present time... I guess I don't see my role as really forcing change."

The above comments describe two conflicting views about the components of consultancy. The first comment displays a technical-expertise, task-oriented view of consultancy while the second relates a conception which necessitates a much deeper involvement through the possibility of un-learning and re-learning (in order to change) than is brought about by simply the giving of information about something new.

Up to a point the instrumentalist conception of consultancy is valuable, even necessary, to the workings of an educational institution (or system). The present examination has attempted to look beyond that point: to explore the region where language may be inadequate or restrictive to attend to the most profound aspects of consultancy; to posit the view that the essence of consultancy is one and the same time the essence of pedagogy.

SUMMARY:

Chapter V has presented the description and analysis of data obtained through the written comments of thirty-eight survey respondents and nine personal interviews. The respondents to the initial survey

were asked to express their views to each of five items relating to satisfaction, dissatisfaction, change, role description, and consultative personnel.

The personal interviews were described and analyzed in a second section of Chapter V. Excerpted segments of interviews were included to provide context and meaning to consultants views relating primarily to role description and the concept of change. Inherent in these major ideas were a series of points which referred to a wide range of consultant perspectives.

The essence of consultancy was posited as a result of reflection upon the latent comments made in the interviews. Throughout the study and interviews the tension between the job performed by consultants and the job which should be performed was identified.

CHAPTER VI

SUMMARY, CONCLUSIONS AND IMPLICATIONS

INTRODUCTION:

The purpose of the present study was to identify and describe various conceptual components of the role of consultants in a large urban educational setting. Identifying perceptions of consultants was considered as one means which would help to determine the actual and ideal nature of such a role. The primary intent of this process was to open possibilities for a new understanding of what it is to be a consultant. Chapter VI discusses various conclusions and implications of the study as well as providing a brief summary of the research questions, the methodology used, and the results obtained.

SUMMARY:

Research Questions

Research literature in the last two decades concerning educational consultancy has centered primarily on such general investigative areas as consultative needs of teachers, consultancy as a supervisory activity, and the effects of consultants as change agents (Chapter I, page 4). Because they did not consider consultancy from a consultant viewpoint, such studies prompted this researcher to investigate questions concerning perceptions of consultants. Specifically the investigation was carried out to determine similarities and differences of consultant perceptions of actual and ideal components of their role. As well, this study sought to determine the extent to which consultants perceive they are able to become involved with and make contributions to the personal and professional growth of teachers.

Elements which consultants perceive as providing the most and least amount of personal and professional satisfaction were also probed to determine the overall consultant view of the viability of their job. The study was concerned with examining the extent to which the function of a consultant related to the improvement of instruction in the educational setting.

The assumption was made that consideration of the above questions would provide the consultant's view of conceptions in use ("lived reality") and conceptions sought ("desired reality").

Methodology

Three distinct research instruments were used in this descriptive study. Initial reactions were sought through written responses to general questions and open-ended statements as well as preferred-choice responses to thirty-eight role description statements. The information obtained through this data served to help organize and focus subsequent personal interviews.

Data obtained from the preferred-choice questions were analysed through an SPSS computer program to obtain response frequencies, means, Chi squares, and significance levels for each question. Statistical results assisted in the formulation of interview questions as well as the ensuing interpretation and analysis.

Written comments obtained from the open-ended statements were grouped, interpreted, and analysed according to dominant themes. Perspectives resulting from these initial written remarks also served to focus and direct the later interview sessions.

Results

Data obtained from Section II of the questionnaire were population-description data. These data provided a general description of consultative personnel responding to the survey. The results indicated that 92% of the consultants had been employed in education for at least eight years and that the consultant group contained a mixture of experienced and inexperienced consultants. Approximately 42% of these consultants indicated at least some training prior to and subsequent to being appointed as a consultant. This training was generally in areas dealing with subject-matter content, teaching strategies, and curricular information.

Almost one-half (47%) of the respondents indicated they had no specific teaching responsibilities, yet twenty-four consultants (approximately 63%) claimed to have .5 FTE or less as designated teaching time. The pattern was consistent across all grade levels: few full-time consultants and a large number of people with partial consultant designations assigned together with a variety of additional responsibilities.

Perceptions of consultants concerning the actual and ideal components of consultancy, their similarities, and their differences were obtained through the responses to Section III of the survey. Two general perceptions indicated considerable agreement on the part of consultants. The respondents collectively indicated that the role and function of consultants is not what it could or should be and that they prefer a different role or job. On the Likert scale, the mean responses to most questions in Section III were closer to #1 ("A GREAT DEAL") for "SHOULD" perceptions than for the "ACTUAL" performance.

Collective responses for the survey were broken into Curricular, Instructional, and Professional components. In each category, the results displayed the same general perceptions noted above. Mean responses for questions primarily concerned with curricular components indicated the greatest discrepancy between the "ACTUAL" and "SHOULD" perceptions came in the areas of consultants working with individual teachers in curriculum development activities and consultants working with community and parental groups, explaining and interpreting curriculum.

Questions concerning instructional components suggested that consultants preferred higher involvement in observing classroom activities, demonstrating teaching techniques, and assisting teachers in the development of alternative questioning techniques. However, respondents demonstrated divided loyalties to the question of consultants' responsibility for their own classroom teaching assignment. Almost 50% indicated they do not teach with their present assignment while 40% felt consultants should not have classroom teaching responsibilities together with their consulting assignment. An equal number (40%) indicated consultants should teach and consult at the same time.

The discrepancy in perceptions of "ACTUAL" and "SHOULD" components was also apparent in the results obtained from questions dealing with professional components of consultancy. Consultants indicated a great deal of agreement concerning the question of teacher self-satisfaction. A total of approximately 36% of the respondents actually concern themselves with "Helping teachers to reach and/or maintain high levels of self-satisfaction in their job " yet, almost 92% felt this should be part of their role either "A GREAT DEAL" or "OFTEN."

Results of open-ended comments from Section I of the questionnaire were in general agreement with the trends established by the computer analysis of Section II and Section III results. However, the nature of the data obtained in Section I was largely the personal choice of the responding consultant.

Consultant recollections of most satisfying experiences also revolved around curricular, instructional, and professional components. However, responses were noticeably different in content according to the consultant's grade level assignment. Much of the conceptual and practical orientation of high school department head reflected the technical-expert approach to consultancy. The department head responses were dominated by program, organization, and power components. These consultants viewed their major task in a technical, directive manner.

Consultants and coordinators at the junior high level expressed their most satisfying experiences and major task perceptions in a manner which was much more facilitative than directive. Their most satisfying experiences related more to working with teachers and somewhat less with "administratrivia." Major task areas identified by these consultants included more responses dealing with "growth-oriented" components than with the "task-oriented" components identified by high school consultants.

Elementary consultants reflected satisfying experiences and major task perceptions more in line with the professional components of consultancy than either of the above groups. Comments related an orientation concerned with support, response to need, and professional growth.

Although not orginally an intent of this study, the data gathered from written responses and interview discussions suggest distinct factors which could influence the type of orientation consultants display. Three such factors are associated with the grade-level responsibilities (elementary vs secondary), the time designation (part-time vs full-time), and the sex (female vs male) of the consultants.

According to the data gathered, considerably more elementary consultants reflect a growth-oriented perspective toward consultancy than do secondary (particularly high school) consultants. As indicated in Chapter V, those consultants who seem most task-oriented are part-time consultants (less than .3 F.T.E.'s was a common time allocation for these consultants) while the majority (10 of 14) of those who emphasize a growth-oriented approach were designated as full-time consultants. A third factor which appears to influence a consultant's orientation is indicated by the observation that most female respondents reflect the "supportive, facilitative, nurturing" aspects of a growth-orientation. Male consultants who responded to the survey on the other hand, appear to favor directive, trouble-shooting, and band-aid aspects of consultancy associated with a deficiency-oriented approach.

The two most prominent written comments were in response to consultant's least satisfying experiences. Most consultants reacted to

the small amount of time allocated for consultant activities, claiming the responsibilities and demands of consultancy were not possible to meet in the amount of time allocated. The second most recorded comment related to role definition. Many consultants considered the lack of definitive role description the least satisfying experience of the past year. Responses from these two concerns implied considerable confusion and frustration which was not explicitly stated in other questionnaire data, but was supported by interview data.

The perceptions of consultants obtained from the final open-ended statement consistently indicated the view that consultancy is concerned with complex social dynamics. Consultants emphasized the establishment of effective communication and a strong trust relationship. A third major view of respondents indicated that consultants must possess both the expertise and the ability to share that expertise with others.

Interview sessions held with nine consultants indicated not only a multitude of job perceptions but the frustration, confusion, and uncertainty which resulted. Support for the instrumentalist mode of action was counter-poised by indications of support for a more profound orientation. The consultant's understanding and promotion of his role description appears as a decisive factor in determining how he reacts to the concept of change. Some consultants interviewed considered themselves the instrument of change, while others obviously viewed change as a process of growth and the consultant as providing conditions to promote the experience of change.

The major findings of this study include:

--- that most consultants identify a discrepancy between what is being done and what should be done;

--- that most consultants operate from an instrumentalist perspective, satisfying lower-order needs;

--- that consultants perceive a lack of assigned consultancy time together with additional responsibilities as counter-productive to effective consultancy;

--- that, for many, the lack of a definitive role description leads to inconsistency, frustration, tension, and general disorganization for consultants with a deficiency-oriented conception of consultancy;

--- that consultants operating with a growth-oriented conception of consultancy enjoy the freedom and professional independence of the nebulous school board definition of their role;

--- that positive social interaction is a necessary component of consultancy;

--- that confusion in role perception is reflected in a variety of implementation procedures.

The general findings of the present study point out more profoundly than the literature elements an inner tension in the role and function of consultancy. The dominant position of the literature revolved around an instrumentalist philosophical orientation. Yet certain authors were identified as attempting to reach beyond such a position toward a more ontological function of consultancy. This pattern was identified more obviously through the research data.

Results of the survey instrument show consultants are functioning

at the lower-order needs of the motivational hierarchy. This indicates they are mostly concerned with the task-oriented approach. In a number of ways this position seems to be forced onto consultants who are struggling with the very definition of their role.

Many consultants provided comments indicating that they would like to do more in their job but simply run out of time, mental energy and support.

> Consultant: ... and the lack of time necessary for all of your functions. As a teacher I have one preparation period per day, as consultant, I have two preparations off per day. However, my work load has increased disproportionately.

* * * * *

> Consultant: I mean mental and physical energies, mental energies which is really where creative teaching comes from, it's just not there. So no matter who you get as a brilliant teacher, he would have to be extraordinary to remain as such as a consultant.

* * * * *

> Consultant: There have been numerous situations when I have felt that I could have done much more for the system and for individual teachers....The preparation time is so great for teaching alone that it really cuts into the time and energy left for consulting responsibilities.

* * * * *

Such comments indicate a desire to perform in other than an instrumentalist manner, yet the pressures which keeps one in such a mode are beyond the consultant's power to resist.

There are attempts ("feelings") to reach something deeper; an understanding that there is more to the essence of consultancy than simply providing a service of "advice and assistance."

Consultant: That's the problem with the whole job -- is to know when you have been (successful) and to get that kind of feedback that you need. I guess there are certain things just within myself where I feel there's been progress and I have to judge for myself whether or not I'm satisfied. I do get feedback from teachers that say whether or not things have been helpful, either directly or I can tell by talking with them.

* * * * *

Consultant: Some teachers I've been working with for two years now, I have watched them grow so much, and it's just really exciting. There are other teachers that are never going to change, and I feel really frustrated and say "Where's our obligation? Should we be working with the teachers that we know are going to grow?" And I guess it's sort of six of one and half-dozen of the other. But the other argument is that our obligation is to the children. And that if we can, in fifteen hours worth of consultant work make one minute change in a teacher, that helps one child, then maybe it's worth it.

* * * * *

If the essence of consultancy is also the essence of pedagogy then it cannot be packaged and reduced to a primary or secondary set of skills. Reducing the above comments, "certain things just within myself," and "our obligation is to the children," to the provision of "advice and assistance," is to be embedded in an instrumentalist framework. The view is posited here that there is something much more fundamentally profound at the essence of consultancy.

The "inner-tension" displayed by the mean responses of consultant perceptions (see Figures 7, 8, and 9) together with the above comments suggest there is something behind what the consultants are saying which even they cannot articulate. This seems to confuse them. Clearly, something is creating the confusion between the "lived-reality" and the "desired-reality."

This researcher proposes that the difference which makes the real

difference lies in the essence of the job of pedagogy itself. There is an ontological factor which is imminent in the daily contradictions of the "lived-reality." Consultants are caught performing their function at a level which is a natural extension of what the people seem to think they're doing and the instrumental reasoning. Such conditions are encouraged by time constraints, multiple responsibilities, and a basic instrumentalist definition of "advice and assistance Yet a number of consultants indicate there is more to consultancy.

IMPLICATIONS:

Indications from the literature are that priorities in consultancy lie in the skills aspect of consultants' interaction with teachers. This perspective results in a task-oriented approach to consultative action which is often a one-shot or short-term "band-aid" designed specifically to solve an immediate problem. Such a view is prominent within the research sample as well and is perhaps one contributing factor to the view expressed in the interview comment "... if they (teachers) perceive you as someone from 'up there' then nothing happens ...." Consultants should be aware that the interpersonal dynamics involved in the complex situation of dealing with people necessitates recurring visitation in order to develop the rapport or relationship which fosters the possibility of long-lasting change.

The lack of time and apparent confusion resulting from the role description provided could be largely responsible for the above orientation being prominent within the research group. These conditions seem to almost force the consultants to remain locked into an instrumentalist orientation, even though a number of consultants interviewed were trying to reach beyond such a position.

Consultants expressed the view that a more positive result would be realized if the appointment of a consultant were to be of such a duration as to encourage the consultant to establish personal goals and directions to persue, according to his own calling. The development of rapport and social relationships may result in a deeper professional commitment being 'contagious.'

Consultants within the research sample clearly stated that they did not know what other consultants were doing to any degree which might be of assistance to them. Fostering this type of communication would permit the sharing of perspectives and would perhaps allow those consultants searching for change a chance to change themselves.

SUGGESTIONS FOR FURTHER RESEARCH:

Research studies often serve as a starting point for new research conceptions and new directions of inquiry. Some possible suggestions for further study are as follows:

1. Expansion of the study to include other school districts.

2. Examine the perspectives of consultants in areas other than the five core subjects for conceptual components.

3. Investigate the possibility that there is a connection between the training of teachers and their performance orientation as consultants.

4. Explore further the relationship between consultative orientation and the age level or grade level of students the consultants teach (or taught).

5. Conduct a comparative study which looks at deficiency-oriented and growth-oriented consultancy.

6. Examine the possible connection between the type or consultancy offered and the amount of consultancy time assigned.

BIBLIOGRAPHY

Andrew, M. D.

1974 "Teacher Leadership: A Model for Change." Association of Teacher Educators Bulletin 37, Washinton, D. C.

Bledsoe, J. C.

1972 Essentials of Educational Research, Second Edition, Athens, Georgia: Optima House Inc.

Blessing, K.

1968 "The Role of the Resource Consultant in Special Education." Washington, D. C. The Council for Exceptional Children, National Education Association.

Blumberg, A.

1974 Supervisors and Teachers: A Private Cold War. Berkely: McCutchan Publishing Co.

Brammer, L. M.

1977 "Who Can Be A Helper?" Personnel and Guidance Journal, Vol. 55, p. 303-308.

Clark, A.

1969 "The Department Head in the High Schools of Alberta." Unpublished master's thesis. Edmonton: University of Alberta.

Cowle, W.

1971 "The Role of the Field Consultant in Elementary Schools." Unpublished master's thesis. Edmonton: University of Alberta.

Czajkowski, T. J. and J. L. Patterson

1977 "To Foster Kinship Among Curriculum Workers." Educational Leadership. April, 1977, pp. 536-539.

Denton, D.

1974 "That Mode of Being Called Teaching". Existentialism and Phenomenology in Education: Collected Essays. New York: Teacher's College Press.

Enns, F.

1968 "Supervision of Instruction: A Conceptual Framework." Canadian Education and Research Digest, September 1968, 283-297.

Fox, D. J.

1969 The Research Process in Education. New York: Holt, Rinehart and Winston.

Garvey, C. A.

1979 "A Skill Development Program for Beginning Consultants and

Supervisors." Unpublished master's thesis. Edmonton: University of Alberta.

Gray, D. A.
1972 "The Role of Department Head in Ottawa High Schools." Unpublished master's thesis. Edmonton: University of Alberta.

Hansen, J. M.
1980 "Why Inservice? An Obligation of Schools to Provide the Best." NASSP Bulletin, December, 1980, pp. 67-73.

Harris, B.
1963 Supervisory Behavior in Education. New York: Prentice-Hall.

Harrison, R. G.
1978 "Consultative Needs and Practices in Selected Junior High Schools in Alberta." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Haughey, M. L.
1972 "Opinions of Teachers in Alberta Concerning Staffing Practices." Unpublished master's thesis. Edmonton: University of Alberta.

Haughey, M. L.
1976 "Consultative Practices in Elementary Schools." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Hewko, W.
1965 "Role of Junior High Coordinator." Unpublished master's thesis. Edmonton: University of Alberta.

Heron, P.
1969 "Innovativeness, School Climate and Coordinators." Unpublished master's thesis. Edmonton: University of Alberta.

Holdaway, E. A.
1971 "Research into Consultation." A paper presented at the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

Holdaway, E. A. and R. H. Millikan
1980 "Perspectives," Educational Consultation: A Summary of Four Alberta Studies, Alberta Journal of Educational Research. Volume XXVI, No. 3, September 1980, pp. 194-210.

Huberman, A. M.
1973 "Understanding Change in Education: An Introduction." Experiments on Innovations in Education, No. 4, U.N.E.S.C.O.

Paris 1973.

Joyce, B. and B. Showers
1980 "Improving Inservice Training: The Messages of Research." Educational Leadership. February 1980, pp. 379-385.

Kemp, C.
1980 "To Be a Curriculum Consultant," unpublished paper. Edmonton: University of Alberta.

Kerlinger, F. N.
1967 Foundations of Behavioral Research. New York: Holt, Rinehart and Winston.

Kolb, D. A., I. M. Rubin and J. M. McIntyre (Eds.).
1979 Organizational Psychology: A Book of Readings (Third Edition). Englewood Cliffs, New Jersey: Prentice Hall.

Kopp, O. W. and David L. Zufelt
1974 "Personalized Curriculum Through Excellence in Leadership." Danville, Illinois: The Interstate Printers and Publishers Inc.

Lawler, M. R.
1958 Curriculum Consultants at Work: Factors Affecting Their Success. New York: Teachers College, Columbia University.

Lippitt, G. and R. Lippitt
1978 The Consulting Process in Action. La Jolla, California: University Associates Inc.

Lucio, W. H. and J. D. McNeil
1979 "Supervision: A Synthesis In Thought and Action." New York: McGraw-Hill.

MacKay, D. A.
1971 "A Systematic Approach to Consultation." A paper presented to the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

Margulies, N. and A. Raia
1972 'Organization Development: Values, Processes and Technology." New York: McGraw-Hill.

Miklos, E.
1963 "Confliction Expectations and Leader Behavior of Principals." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Miklos, E.
1971 "Alternative Approaches in Supervision and Consultation." A paper presented to the Canadian Education Association Short Course on Educational Leadership, Banff, Alberta.

Millikan, R. H.
1979 "Consultative Needs and Practices in Selected Senior High Schools in Alberta." Unpublished doctoral dissertation. Edmonton: University of Alberta.

Mouly, G. J.
1978 Educational Research: The Art and Science of Investigation. Boston: Allyn and Bacon.

Neagley, R. L. and D. H. Evans
1970 "Handbook for Effective Supervision of Instruction." Englewood Cliffs, N. J.: Prentice-Hall.

Neville (1971) in Mellor, W.
The Supervisory Role. Management Review Series No. 18, 1973, Oregon University.

Parker, C. A. (Ed.)
1975 Psychological Consultation: Helping Teachers Meet Special Needs. Minneapolis: Leadership Training Institute/Special Education, University of Minnesota.

Plamondon, J. L.
1973 "Consultative Needs of Teachers." Unpublished master's thesis. Edmonton: University of Alberta.

Rauh, Pauline S.
1978 "Helping Teacher: A Model for Staff Development." Teachers College Record, Volume 80, No. 1, September 1978, pp. 157-171.

Regan, E. M.
1974 "Conceptualizing the Role of the Educational Consultant." Address delivered at a Professional Development Day for Educational Consultants from Peel County, Ontario. OISE

Regan, E. M. and C. F. Winter
1978 "Perspectives on Consultancy Practice -- Consultant and Superintendent Views". Published paper presented at CACS-CSSE Conference, May, 1978.

Rogers, C.
1958 "The Characteristics of a Helping Relationship" in D. Avila, A. Combs, W. Purkey (Eds.), The Helping Relationship Sourcebook. Second Edition, Boston: Allyn and Bacon, 1977.

Sergiovanni, T. J. and R. J. Starratt
1979 Supervision: Human Perspectives. New York: McGraw-Hill.

Unruh, A. and H. E. Turner
1970 "Supervision for Change and Innovation." Boston: Houghton Mifflin.

U. S. Department of Health, Education and Welfare, Office of Education
1968 "Consultant Role Study: Regional Perceptions and Practices." U. S. Department Health, Education and Welfare. ERIC Reprint.

Vacca, JoAnne L.
1980 "Teachers Perceptions of Staff Developers." EPISTLE, A Public Forum for Professors of Reading Teacher Educators: A Special Interest Group of the International Reading Association, Volume VI, No. 3, Summer 1980. pp. 9-14.

Van Manen, M.
1980 "Pedagogical Theorizing". A paper presented at the AERA Annual Conference, Boston: April, 1980.

Van Manen, M.
1981 "Edifying Theory: Serving the Good". A paper presented at the AERA Annual Conference, Los Angeles: April, 1981.

APPENDICES

APPENDIX A

QUESTIONNAIRE

QUESTIONNAIRE: CONCEPTUAL COMPONENTS OF CONSULTANCY

The following pages include questions seeking three different kinds of responses:

SECTION 1 asks for written responses to five questions/statements;

SECTION 2 asks for personal/professional data;

SECTION 3 requests that you rank your actual role perception and your ideal role perception on separate scales.

EACH SECTION IS COMPLETE WITH DETAILED INSTRUCTIONS, PLEASE ANSWER EACH QUESTION.

The number at the top of each questionnaire is for statistical use only.

ALL RESPONSES WILL BE TREATED AS CONFIDENTIAL AND ANNONYMOUS INFORMATION.

For purposes of this study, a "consultant" is defined as

> those persons designated as "consultant","curricular coordinator" or "department head" and are, through such a designation expected to provide services to teachers and/or other personnel.

GENERAL INSTRUCTIONS:

1. Please answer each question.
2. Answer written section FIRST.
3. Upon completion of all sections, place the completed questionnaire in the envelope provided and return it to your principal (or secretary), who will see that it is returned to me by school board truck.
4. Please ensure that you have returned the completed questionnaire to your principal not later than April 30, 1981. Thank you.

QUESTIONNAIRE: CONCEPTUAL COMPONENTS OF CONSULTANCY

SECTION 1: PLEASE COMPLETE THIS SECTION FIRST. Respond to each of the statements or questions below in such a manner as to express your personal/professional perceptions (feel free to use the reverse side of the sheet if you require additional space).

1. Describe what you feel was the most satisfying or gratifying experience of your past (present) year as a consultant (ie. what event(s) or circumstance(s) gave you the most satisfaction in your work as a consultant?).

2. What would you say is/are the least satisfying (or most frustrating) aspect(s) of consultancy?

3. If you were in a position of creating (directing) change in the role of consultant, what change(s) would you see made? What benefit(s) would result?

PLEASE COMPLETE THE FOLLOWING TWO STATEMENTS (4 and 5) AS THEY WERE PERSONAL VIEWS

4. The way I see it, my major task as a consultant is . . .

5. I feel consultants should be the kind of people who . . .

SECTION 2: -requests background data, focusing on very general experiences and responsibilities. Please respond to each question by circling the number beside the appropriate response.

1. Please indicate your sex.

Female	1
Male	2

2. Howmany years have you been employed in education (within a school system)?

1 -3 years	1
4 - 7years	2
8 -11years	3
12-15years	4
more than 15 years	5

3. What is your post-secondary education to date (as per grid placement)?

less than 4 years	1
4 years	2
5 years	3
6 years	4
more than 6 years	5

4. Indicate the specific title or designated position you hold.

Consultant/Generalist	1
Curricular Coordinator	2
Department Head	3

5. How many years have you served as a consultant as of and including this year?

1 year	1
2 years	2
3 years	3
4 - 7years	4
8-11 years	5
more than 11 years	6

6. For what grade level are you mainly responsible as a consultant?

K-3 (primary)	1
K-6	2
K-12	3
7-9	4
7-12	5
10-12	6

SECTION 2 (con't):

7. During the present school year, did you spend approximately the same amount of time at each grade for which you were responsible?

Yes	1
No	2

8. Indicate the amount of time you were employed as consultant during the present year.

less than .3	F.T.E.	1
.3	"	2
.4	"	3
.5	"	4
.6	"	5
.7	"	6
.8	"	7
.9	"	8
full time		9

9. Do you have supervisory responsibilities included as part of your consultant position (ie. are people responsible to you, are you accountable for other people)?

Yes	1
No	2

10. Please indicate the amount of time you are assigned classroom teaching duties.

no assigned teaching time		1
.1	F.T.E.	2
.2	"	3
.3	"	4
.4	"	5
.5	"	6
.6	"	7
.7	"	8
more than .7	"	9

11. Did you take any courses or formal training in preparation for your particular consulting job?

Yes	1
No	2

IF YOU ANSWER "NO" TO 11, PLEASE GO DIRECTLY TO QUESTION 14

SECTION 2 (con't):

12. If you answered YES to question 11, please indicate the general substance of this preparation.

a.	subject matter	1
b.	teaching methods and strategies	2
c.	curriculum development	3
d.	teacher evaluation	4
e.	interpersonal relations	5
f.	inservice and curriculum implementation	6
g.	clinical supervision	7
h.	other (please specify)_____	8

13. To what extent do you feel such prepatory training was useful in the performance of your consulting duties?

a.	not at all useful	1
b.	of very little use	2
c.	useful to some extent	3
d.	very useful	4

14. Have you been involved in consultant training programs since becoming a consultant?

Yes	1
No	2

IF YOU ANSWER "NO" TO 14, PLEASE GO DIRECTLY TO SECTION 3

15. If you answered YES to question 14, please indicate the general substance of this preparation.

a.	subject matter	1
b.	teaching methods and strategies	2
c.	curriculum development	3
d.	teacher evaluation	4
e.	interpersonal relations	5
f.	inservice and curriculum implementation	6
g.	clinical supervision	7
h.	other (please specify)_____	8

16. To what extent do you feel such prepatory training has been useful to you in the performance of your consulting duties?

a.	not at all useful	1
b.	of very little use	2
c.	useful to some extent	3
d.	very useful	4

SECTION 3: This section requests that you rank your ACTUAL role perception and your IDEAL role perception on separate scales. Column One represents the ACTUAL role you carry out (as YOU see it), while Column Two represents YOUR view of what the consultant's role SHOULD be for each statement. PLEASE RESPOND TO EACH STATEMENT IN EACH COLUMN by circling the appropriate number for the responses listed below:

WHAT IS YOUR PERCEPTION THAT CONSULTANTS DO/SHOULD PERFORM THE FOLLOWING:	"ACTUAL"					"SHOULD"				
	A GREAT DEAL	OFTEN	OCCASIONALLY	SELDOM	NOT AT ALL	A GREAT DEAL	OFTEN	OCCASIONALLY	SELDOM	NOT AT ALL
1. Explaining provincial curriculum guidelines to a teacher or groups of teachers (other than at a formal inservice expressly for that purpose).	1	2	3	4	5	1	2	3	4	5
2. Explaining school board policy guidelines to a teacher or groups of teachers (other than at a formal inservice for that purpose).	1	2	3	4	5	1	2	3	4	5
3. Developing curricular materials and/or guidebooks for your school board, based on Provincial guidelines?	1	2	3	4	5	1	2	3	4	5
4. Assisting teachers in developing a unit of study and/or other specific curricular materials for their personal use.	1	2	3	4	5	1	2	3	4	5
5. Planning with a teacher the amount of work to be handled in a given time period (class period, school day, week, etc.).	1	2	3	4	5	1	2	3	4	5
6. Advising teachers on strategies of classroom management including discipline of students.	1	2	3	4	5	1	2	3	4	5
7. Delivering to teachers, instructional materials and resources specifically requested.	1	2	3	4	5	1	2	3	4	5
8. Collecting and sharing with teachers, administrators and other consultants, professional literature which you feel might be of interest to them.	1	2	3	4	5	1	2	3	4	5
9. Observing classroom in action for the purpose of counseling teachers about classroom programming (i.e. programming involves at least one of the following activities: the selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing).	1	2	3	4	5	1	2	3	4	5
10. Demonstrating teaching techniques when requested.	1	2	3	4	5	1	2	3	4	5
11. Teaching another teacher's students (small group or individuals), for other than demonstration purposes.	1	2	3	4	5	1	2	3	4	5
12. Orienting new teachers to the school system through induction and orientation inservice programs.	1	2	3	4	5	1	2	3	4	5
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	1	2	3	4	5	1	2	3	4	5
14. Advising teachers of dates and locations of professional inservices, conferences and/or workshops.	1	2	3	4	5	1	2	3	4	5
15. Attending workshops and/or inservice activities for your own personal and/or professional development.	1	2	3	4	5	1	2	3	4	5
16. Arranging interschool visitations for teachers, to assist in their personal and professional development.	1	2	3	4	5	1	2	3	4	5
17. Acting as a "sounding board" for teachers to air their professional and/or personal concerns (i.e. not necessarily trying to resolve the problems but to present the teacher with an outlet).	1	2	3	4	5	1	2	3	4	5

		"ACTUAL"					"SHOULD"				
		A GREAT DEAL	OFTEN	OCCASIONALLY	SELDOM	NOT AT ALL	A GREAT DEAL	OFTEN	OCCASIONALLY	SELDOM	NOT AT ALL
18.	Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	1	2	3	4	5	1	2	3	4	5
19.	Counseling teachers about classroom planning without experience of classroom observation in at least one of the following activities: selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing.	1	2	3	4	5	1	2	3	4	5
20.	Meeting with representatives from publishing houses, equipment suppliers, and other resource materials.	1	2	3	4	5	1	2	3	4	5
21.	Preparing annual budgets for instruction with other teachers (assisting)	1	2	3	4	5	1	2	3	4	5
22.	Determining curriculum objectives for School Based Budgets with other teachers.	1	2	3	4	5	1	2	3	4	5
23.	Interpreting educational programs to community and parental groups.	1	2	3	4	5	1	2	3	4	5
24.	Advising staffs on the purchase of instructional supplies textbooks and other resource materials.	1	2	3	4	5	1	2	3	4	5
25.	Developing and directing a system-wide testing program in a specific subject area.	1	2	3	4	5	1	2	3	4	5
26.	Helping teachers to reach and/or maintain high levels of self-satisfaction in their job.	1	2	3	4	5	1	2	3	4	5
27.	Providing curricular leadership within the schools under your responsibility.	1	2	3	4	5	1	2	3	4	5
28.	Promoting philosophical discussion between colleagues re: educational trends, new course developments, methods of instruction and student evaluation.	1	2	3	4	5	1	2	3	4	5
29.	Acting as a liason between the central office administration and the teachers at various schools.	1	2	3	4	5	1	2	3	4	5
30.	Assisting in the development of instructional activities which enable students to understand concepts, constructs and generalizations.	1	2	3	4	5	1	2	3	4	5
31.	Assisting in the development of alternative questioning techniques for the classroom.	1	2	3	4	5	1	2	3	4	5
32.	Explaining such alternative teaching processes as problem solving, inquiry, discovery methods.	1	2	3	4	5	1	2	3	4	5
33.	Spending time in personal discussion with teachers concerning the curricular program, current trends, organization and interpretation of curriculum guide books	1	2	3	4	5	1	2	3	4	5
34.	Providing updated information and insights for teachers concerning curricular revision.	1	2	3	4	5	1	2	3	4	5
35.	Consulting (seeking advice from) other consultants about common role functions and concerns.	1	2	3	4	5	1	2	3	4	5
36.	Consultants spending part of their time teaching in their own classroom.	1	2	3	4	5	1	2	3	4	5
37.	Encouraging teachers to experiment with different and or new methods and ideas of instruction in the classroom?	1	2	3	4	5	1	2	3	4	5
38.	Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	1	2	3	4	5	1	2	3	4	5

APPENDIX B

TRANSMITTAL LETTER

April, 1981

Dear Colleague:

At the present time I am on half-time sabbatical leave from the Edmonton Public School Board to complete a Master's program in Secondary Education. Information gathered from the enclosed questionnaire constitutes a major portion of my thesis dealing with the components of consultancy in the educational setting.

Information is being sought from people designated as consultants, curricular coordinators and department heads. These positions have been summarily lumped into one description and labelled as consultants, for the purpose of this study.

I apologise for presenting this task at such a busy time for you and do appreciate your cooperation. I ask that you complete the questionnaire and return it to me by school board truck (use the envelope provided) not later than Thursday, April 30, 1981.

If you would like to receive a summary of the results of the questionnaire, complete the attached card and a statement will be sent to you as soon as the results are assembled.

Thank you again for your time.

Sincerely,

John R. Scott

APPENDIX C

(SECTION I)

QUESTIONNAIRE: CONCEPTUAL COMPONENTS OF CONSULTANCY

SECTION 1: PLEASE COMPLETE THIS SECTION FIRST. Respond to each of the statements or questions below in such a manner as to express your personal/professional perceptions (feel free to use the reverse side of the sheet if you require additional space).

1. Describe what you feel was the most satisfying or gratifying experience of your past (present) year as a consultant (ie. what event(s) or circumstance(s) gave you the most satisfaction in your work as a consultant?).

2. What would you say is/are the least satisfying (or most frustrating) aspect(s) of consultancy?

3. If you were in a position of creating (directing) change in the role of consultant, what change(s) would you see made? What benefit(s) would result?

PLEASE COMPLETE THE FOLLOWING TWO STATEMENTS (4 and 5) AS THEY WERE PERSONAL VIEWS

4. The way I see it, my major task as a consultant is . . .

5. I feel consultants should be the kind of people who . . .

RANDOM SAMPLE RESPONSES IN SECTION I

1. Describe what you feel was the most satisfying or gratifying experience of your past (present) year as a consultant (i.e. what event(s) or circumstance(s) gave you the most satisfaction in your work as a consultant?).

... positive and enthusiastic response from a group of teachers attending an inservice to follow-up the inservice topic with additional sharing sessions. This, coupled with the positive and active support from my supervisor with a large number of sub days (meaning $$) to work with these teachers.

... planning and having accepted in principle a proposal for professional development for teachers.

... working with teachers to establish curriculum goals and my most satisfying experiences have been related to helping individual teachers prepare materials for their classes.

... nothing special! Simply working with my personnel in a cooperative and harmonious manner; this I find most satisfying and gratifying.

... meeting and talking with other teachers -- helping new teachers.

2. What would you say is/are the least satisfying (or most frustrating) aspect(s) of consultancy?

... not enough time to do the kinds of things that can be done as a consultant. There have been numerous situations when I have felt that I could have done much more for the system and for individual teachers given more coordinating time. Also, it has been frustrating being based in a small junior high school and, thus, being required to teach a variety of subjects (some out of my subject area). The preparation time is so great for teaching alone that it really cuts into the time and energy left for consulting responsibilities.

... Several aspects come into play: (a) the directions given by superiors to provide advice and assistance only on request. The teachers who could benefit the greatest

amount are least likely to request aid, (b) the multitude of role responsibilities -- organize and present inservices, evaluate materials, writing and revising units -- etc.

... implementation of policy decisions made at either the provincial or board level whose rationale are not clear. This is not a question of who makes the decision but rather a question of input and communication as related to the classroom teacher.

... the most frustrating aspect of consultancy is insufficient time to follow up on client service. It is difficult to see how successful your directions and suggestions have been.

... A. Trying to establish contact with individual teachers and classroom visits.
B. Inservices and workshops that I gave which were not in an area of expertise.

3. If you were in a position of creating (directing) change in the role of consultant, what change(s) would you see made? What benefit(s) would result?

... I would like to see consultants responsible for fewer schools and actually be able to work with teachers in schools for extended periods of time.

... consultants work in long term project in limited number of schools to help meet school objectives.

... add assistant DH's -- delegate more responsibility -- i.e., decentralize budgeting responsibilities are too heavy to add to the curricular responsibilities.

... two basic functions: (a) provide advice and assistance (b) provide inservices (series of) that deal with methodologies, strategies. Reduce number of schools/ teachers under the consultant to allow the formation of a collegial relationship -- where demonstrations, inter visitations can occur.

... I would make the position full time, and would expect consultants to work in the affective as well as in the cognitive domain (i.e., with teachers).

PLEASE COMPLETE THE FOLLOWING TWO STATEMENTS (4 and 5) AS THEY WERE PERSONAL VIEWS

4. The way I see it, my major task as a consultant is ...

... to help teachers, administrators and children

... to meet the professional needs of teachers in subject matter, materials, methods.

... to act as a liaison between central administration and the teachers in the field. My responsibilities lie in "feeling the pulse" of teachers with respect to problems, and receptiveness to change. Although communications must work in two directions (central administration ⟷ teacher) I feel that I can be a confident of both, without threatening either.

... liaison; coordinator; gathering/clearing house; trouble-shooter

... to assist teachers with curriculum/classroom organization upon request.

5. I feel consultants should be the kind of people who ...

... self-motivating, good at what they do.

... are well trained in communication skills.

... are knowledgeable in their field, and about teaching processes; and must be sensitive people who can easily recognize and compliment good teaching, as well as subtly assist weaker ones. They should be able to listen freely and act as sounding boards for teachers and administrations.

... have the knowledge and skills necessary for #4, enjoy working with people and serve as a positive influence for change and improvement.

... have expertise in their field, can get along well with people at all levels and must be able to have vision and foresight in educational selected matters.

APPENDIX D

SECTION II

(TABLES 7-10)

TABLE 7

PERCENTAGE RESPONSES FOR SELECTED QUESTIONS REFLECTING CURRICULAR COMPONENTS

Selected Question Statements Reflecting Curricular Components	Responses for the Combined categories of "Often/A Great Deal"	
	ACTUAL	SHOULD
4. Assisting teachers in developing a unit of study and/or other specific curricular materials for their personal use.	27.8	75.0
7. Delivering to teachers, instructional materials and resources specifically requested.	61.1	47.3
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	45.7	60.0
14. Advising teachers of dates and locations of professional inservices, conferences and/or workshops.	36.1	63.9
18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	66.6	58.3
24. Advising staffs on the purchase of instructional supplies, textbooks and other resource materials.	63.9	66.7
25. Developing and directing a system-wide testing program in a specific subject area.	02.8	08.4
34. Providing updated information and insights for teachers concerning curricular revision.	50.0	75.0

TABLE 8

PERCENTAGE RESPONSES FOR SELECTED QUESTIONS REFLECTING INSTRUCTIONAL COMPONENTS

Selected Question Statements Reflecting Instructional Components	Responses for the Combined Categories of "Often/A Great Deal"	
	Actual	Should
9. Observing classroom in action for the purpose of counseling teachers about classroom programming (i.e. programming involves at least one of the following activities: the selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing).	19.5	50.0
10. Demonstrating teaching techniques when requested.	08.4	33.3
11. Teaching another teacher's students (small group or individuals), for other than demonstration purposes.	0.0	05.6
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	45.7	60.0
18. Attending meetings (i.e. consultant meetings specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	66.6	58.3
24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.	63.9	66.7
30. Assisting in the development of instructional activities which enable students to understand concepts, constructs and generalizations.	27.8	63.9
31. Assisting in the development of alternative questioning techniques for the classroom.	11.1	33.3
36. Consultants spending part of their time teaching in their own classroom.	52.8	38.9
38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	41.7	63.9

TABLE 9

PERCENTAGE RESPONSES FOR SELECTED QUESTIONS
REFLECTING PROFESSIONAL COMPONENTS

Selected Question Statements Reflecting Professional Components	Responses for the Combined categories of "Often/A Great Deal"	
	Actual	Should
8. Collecting and sharing with teachers, administrators and other consultants, professional literature which you feel might be of interest to them.	33.4	66.7
15. Attending workshops and/or inservice activities for your own personal and/or professional development.	38.9	58.4
16. Arranging interschool visitations for teachers, to assist in their personal and professional development.	11.1	58.3
26. Helping teachers to reach and/or maintain high levels of self-satisfaction in their job.	36.1	91.7
27. Providing curricular leadership within the schools under your responsibility.	47.0	73.5
28. Promoting philosophical discussion between colleagues re: educational trends, new course developments, methods of instruction and student evaluation.	13.9	50.0
33. Spending time in personal discussion with teachers concerning the curricular program, current trends, organization and interpretation of curriculum guide books.	41.7	72.2
37. Encouraging teachers to experiment with different and or new methods and ideas of instruction in the classroom?	25.0	61.1

TABLE 10

DISTRIBUTION OF RESPONSES FOR QUESTIONS IN SECTION II

			Absolute Frequency	Percentage Frequency
1. Please indicate your sex.	Female	1	11	28.94
	Male	2	27	71.05
2. How many years have you been employed in education (within a school system)?				
	1 -3 years	1	0	0
	4 - 7years	2	3	7.89
	8 -11years	3	10	26.31
	12-15years	4	17	44.73
	more than 15 years	5	8	21.05
3. What is your post-secondary education to date (as per grid placement)?				
	less than 4 years	1	0	0
	4 years	2	12	31.58
	5 years	3	10	26.31
	6 years	4	11	28.94
	more than 6 years	5	5	13.16
4. Indicate the specific title or designated position you hold.				
	Consultant/Generalist	1	20	52.63
	Curricular Coordinator	2	7	18.42
	Department Head	3	11	28.94
5. How many years have you served as a consultant as of and including this year?				
	1 year	1	7	18.42
	2 years	2	4	10.53
	3 years	3	8	21.05
	4 - 7years	4	13	34.21
	8-11 years	5	3	7.89
	more than 11 years	6	3	7.89
6. For what grade level are you mainly responsible as a consultant?				
	K-3 (primary)	1	0	0
	K-6	2	14	36.84
	K-12	3	1	2.63
	7-9	4	10	26.31
	7-12	5	1	2.63
	10-12	6	12	31.58
7. During the present school year, did you spend approximately the same amount of time at each grade for which you were responsible?				
	Yes	1	28	73.68
	No	2	10	26.31
8. Indicate the amount of time you were employed as consultant during the present year.				
	less than .3 F.T.E.	1	8	21.05
	.3 "	2	7	18.42
	.4 "	3	3	7.89
	.5 "	4	6	15.79
	.6 "	5	0	0
	.7 "	6	0	0
	.8 "	7	1	2.63
	.9 "	8	0	0
	full time	9	13	34.21

TABLE 10

... CONTINUED

			Absolute Frequency	Percentage Frequency
9. Do you have supervisory responsibilities included as part of your consultant position (ie. are people responsible to you, are you accountable for other people)?				
	Yes	1	19	50.00
	No	2	19	50.00
10. Please indicate the amount of time you are assigned classroom teaching duties.				
	no assigned teaching time	1	18	47.37
	.1 F.T.E.	2	1	2.63
	.2 "	3	0	0
	.3 "	4	0	0
	.4 "	5	0	0
	.5 "	6	3	7.89
	.6 "	7	3	7.89
	.7 "	8	10	26.31
	more than.7 "	9	3	7.89
11. Did you take any courses or formal training in preparation for your particular consulting job?				
	Yes	1	16	42.10
	No	2	22	57.89
IF YOU ANSWER "NO" TO 11, PLEASE GO DIRECTLY TO QUESTION 14				
12. If you answered YES to question 11, please indicate the general substance of this preparation.				
	a. subject matter	1	10	26.31
	b. teaching methods and strategies	2	10	26.31
	c. curriculum development	3	10	26.31
	d. teacher evaluation	4	3	7.89
	e. interpersonal relations	5	4	10.53
	f. inservice and curriculum implementation	6	3	7.89
	g. clinical supervision	7	6	15.79
	h. other (please specify)_____	8		0
13. To what extent do you feel such prepatory training was useful in the performance of your consulting duties?				
	a. not at all useful	1	1	2.63
	b. of very little use	2	0	0
	c. useful to some extent	3	10	26.31
	d. very useful	4	5	13.16
14. Have you been involved in consultant training programs since becoming a consultant?				
	Yes	1	16	42.10
	No	2	22	57.89
IF YOU ANSWER "NO" TO 14, PLEASE GO DIRECTLY TO SECTION 3				
15. If you answered YES to question 14, please indicate the general substance of this preparation.				
	a. subject matter	1	8	21.05
	b. teaching methods and strategies	2	8	21.05
	c. curriculum development	3	8	21.05
	d. teacher evaluation	4	1	2.63
	e. interpersonal relations	5	2	5.26
	f. inservice and curriculum implementation	6	10	26.31
	g. clinical supervision	7	6	15.79
	h. other (please specify) _____	8		
16. To what extent do you feel such prepatory training has been useful to you in the performance of your consulting duties?				
	a. not at all useful	1	1	2.63
	b. of very little use	2	2	5.26
	c. useful to some extent	3	9	23.68
	d. very useful	4	4	10.53

APPENDIX B

SECTION III

(TABLE 11)

TABLE 11

COMPARISON OF MEAN RESPONSE, CHI SQUARE, AND LEVEL OF MEAN SIGNIFICANCE FOR QUESTIONS IN SECTION III

WHAT IS YOUR PERCEPTION THAT CONSULTANTS DO/SHOULD PERFORM THE FOLLOWING	MEAN ($\bar{X}$) ACTUAL	MEAN ($\bar{X}$) SHOULD	CHI SQUARE χ^2	SIGNIFICANCE
1. Explaining provincial curriculum guidelines to a teacher or groups of teachers (other than at a formal inservice expressly for that purpose).	2.86	2.64	60.585	0.001
2. Explaining school board policy guidelines to a teacher or groups of teachers (other than at a formal inservice for that purpose).	3.28	2.94	77.255	0.001
3. Developing curricular materials and/or guidebooks for your school board, based on Provincial guidelines?	3.19	2.80	58.113	0.001
4. Assisting teachers in developing a unit of study and/or other specific curricular materials for their personal use.	3.05	2.05	46.621	0.001
5. Planning with a teacher the amount of work to be handled in a given time period (class period, school day, week, etc.).	3.11	2.60	59.083	0.001
6. Advising teachers on strategies of classroom management including discipline of students.	3.05	2.63	74.625	0.001
7. Delivering to teachers, instructional materials and resources specifically requested.	2.41	2.66	22.887	0.033
8. Collecting and sharing with teachers, administrators and other consultants, professional literature which you feel might be of interest to them.	2.94	2.22	22.387	0.033
9. Observing classroom in action for the purpose of counseling teachers about classroom programming (i.e. programming involves at least one of the following activities: the selection of curriculum resource materials, lesson organization, instructional techniques, unit planning and/or timing).	3.44	2.47	26.792	0.044
10. Demonstrating teaching techniques when requested.	3.44	2.47	26.792	0.044
11. Teaching another teacher's students (small group or individuals), for other than demonstration purposes.	3.69	2.66	22.636	0.001
12. Orienting new teachers to the school system through induction and orientation inservice programs.	3.52	2.75	17.725	0.124
13. Organizing and planning subject area workshops and/or inservice activities for teachers.	2.71	2.25	33.819	0.001
14. Advising teachers of dates and locations of professional inservices, conferences and/or workshops.	2.88	2.36	43.347	0.001
15. Attending workshops and/or inservice activities for your own personal and/or professional development.	2.69	2.27	19.525	0.021
16. Arranging interschool visitations for teachers, to assist in their personal and professional development.	3.63	2.50	19.421	0.079
17. Acting as a "sounding board" for teachers to air their professional and/or personal concerns (i.e. not necessarily trying to resolve the problems but to present the teacher with an outlet).	2.55	2.19	67.231	0.001

TABLE 11

... CONTINUED

	MEAN ($\bar{X}$) ACTUAL	MEAN ($\bar{X}$) SHOULD	CHI SQUARE χ^2	SIGNIFICANCE
18. Attending meetings (i.e. consultant meetings, specialist council meetings, curricular meetings, budget meetings), related to your consultant position.	2.19	2.38	24.986	0.001
19. Counseling teachers about classroom planning without experience of classroom observation in at least one of the following activities: selection of curriculum resource materials, lessor organization, instructional techniques, unit planning and/or timing.	2.88	3.05	30.447	0.0024
20. Meeting with representatives from publishing houses, equipment suppliers, and other resource materials.	3.33	3.16	50.521	0.001
21. Preparing annual budgets for instruction with other teachers.	3.33	3.02	31.039	0.0133
22. Determining curriculum objectives for School Based Budgets with other teachers.	3.16	2.75	39.150	0.001
23. Interpreting educational programs to community and parental groups.	3.91	2.86	09.216	0.684
24. Advising staffs on the purchase of instructional supplies textbooks and other resource materials.	2.44	2.36	63.364	0.001
25. Developing and directing a system-wide testing program in a specific subject area.	4.33	3.88	26.701	0.001
26. Helping teachers to reach and/or maintain high levels of self-satisfaction in their job.	2.75	1.72	16.199	0.063
27. Providing curricular leadership within the schools under your responsibility.	2.64	2.05	34.872	0.004
28. Promoting philosophical discussion between colleagues re: educational trends, new course developments, methods of instruction and student evaluation.	3.36	2.63	34.320	0.005
29. Acting as a liason between the central office administration and the teachers at various schools.	3.05	2.91	47.348	0.001
30. Assisting in the development of instructional activities which enable students to understand concepts, constructs and generalizations.	2.97	2.25	33.617	0.0061
31. Assisting in the development of alternative questioning techniques for the classroom.	3.80	2.75	22.284	0.0345
32. Explaining such alternative teaching processes as problem solving, inquiry, discovery methods.	3.36	2.61	38.531	0.001
33. Spending time in personal discussion with teachers concerning the curricular program, current trends, organization and interpretation of curriculum guide books	2.72	2.05	58.475	0.001
34. Providing updated information and insights for teachers concerning curricular revision.	2.69	2.13	50.857	0.001
35. Consulting (seeking advice from) other consultants about common role functions and concerns.	3.27	2.52	54.137	0.001
36. Consultants spending part of their time teaching in their own classroom.	3.13	3.19	27.468	0.001
37. Encouraging teachers to experiment with different and or new methods and ideas of instruction in the classroom?	2.86	2.19	18.416	0.005
38. Providing assistance to teachers that are inadequately prepared/trained in a specific subject area.	2.69	2.22	41.757	0.001

APPENDIX F

INTERVIEW

EXERPTS

CONSULTANT VIEWS CONCERNING SOCIAL RELATIONSHIPS

Consultant: I try to establish a mutual relationship with an individual teacher to make them feel like I'm here to help. And this is one of the things that I try to really, really impress upon a teacher -- is that we are really equals. And that my job as a consultant is to help. That is one problem that teachers sometimes perceive consultants as central office -- see I don't have that problem 'cause I don't work out of central office, which really is a ... sort of a ... a benefit. They know that I'm out of a school and in most part I also teach -- at least I have in past been a consultant and a teacher at the same time. So, they perceive me more or less as a teacher. And that's crucial, I think, because if they perceive you as someone from "up there" then nothing happens -- they don't open up to you about what problems they are really having. I'm not sure how the receptiveness is affected. Maybe they're less receptive to me because I am a helper rather than someone telling them to do something. I don't know.

* * * * *

Interviewer: What I was trying to get at was the relationship between the teachers and the consultant.

Consultant: Well, in my case, I don't really know how they perceive me because I'm just one of their fellow teachers. So if a department head came from another school -- somebody came -- I think they would definitely see him as an authority figure in some respects, I think that's the best way to do it because there's some built in authority. It's just that I've worked with everybody in this department. I know them all ... I know them cold. Because I've been an equal to them -- we shared a lot of things -- I know their faults, they know mine.

Interviewer: Don't you see that as an advantage?

Consultant: No! Because what am I going to do with the guy down the hallway that I know doesn't give two hoots about this? Am I going to go down and say "You do this or you're out?"

Interviewer: You don't have that kind of authority, do you?

Consultant: No.

Interviewer: In the work that has come back to me, and in some of the other interviews, a great deal of stress has been

placed on the idea of establishing a relationship between consultant and teachers. What I hear you saying is the relationship that you've had because of your teacher status is now working almost opposite.

Consultant: I feel that personally, I'm not sure how they perceive it but I find that awkward. I think it's the same for a department head whose been in the same school for 10 years. I know that that's the same problem and they are often willing to just let it ride.

* * * * *

CONSULTANT VIEWS CONCERNING SERVICES PROVIDED

Interviewer: Do you think you are able to keep up with the requests for your services? Are you able to provide the kind of service that is really required?

Consultant: That's the hard question. If the question is am I able to keep up with the things that are requested -- yes! If I'm doing everything that needs to be done or is required -- no! I wasn't able to as well, at the elementary. I find though, at the junior high there aren't as many requests. Maybe because it is my first year ... but I find that junior high people don't look for help to the same extent -- don't depend on the help of consultants like elementary people do. A consultant is pretty important to an elementary teacher. I find that in junior high they feel they can get along pretty well on their own -- at least there's more of that attitude than there is at elementary. But ... you know, there's always more that you can do. So, from the standpoint of whether I'm doing everything that's needed -- no!!

* * * * *

Interviewer: Do you think that, that what you understand as a consultant is considerably different and should be different from a coordinator?

Consultant: No! ... Not in the way that we've been told we could get into those things in the past. Not in the last couple of years, but in the past. But really nobody wanted us to. I don't think at that time there was that much of a need.

Interviewer: So, in terms of contact with people, is it mostly at your initiation or the initiation of teachers?

Consultant: 99% of the time it is at my initiation.

Interviewer: Do you think there's something ... when we talk about ... people not really asking for or wanting consultants or coordinators in their classrooms and the coordinators in initiating most of the interaction and so on, do you think that something about the attitude of teachers at the junior high level?

Consultant: I would say its probably an attitude of teachers, an attitude of consultants and an attitude of whoever, ... There's still many cases where education is a closed shop in the sense that "it" goes on in a classroom and one person is involved and that's all!

* * * * *

CONSULTANT VIEWS CONCERNING PROFESSIONAL DEVELOPMENT OF CONSULTANTS AND TEACHERS

Consultant: One of the problems I find is the time for consultants to learn. There has to be some provision made for people like consultants to improve themselves in their interest. Because it wouldn't take me long, for instance, to disseminate all my information and all my knowledge and pretty soon everybody in the field is equal to me.

Interviewer: So you've done yourself out of a job?

Consultant: Yes! If I don't have the time or the ability to further my study or my research or my development in (subject area), I'm becoming useless.

Interviewer: You don't need to learn more about (subject area) for your job.

Consultant: No! No, it would be in the innovations in the teaching of (subject area) and maybe go back and learn more and more about student development in relation to learning (subject area). That sort of thing. Again, the more information you have, the more firm ground you've got to stand on.

* * * * *

Interviewer: What about a third area that has been mentioned by some other people in terms of professional development of the teacher?

Consultant: OK. You see, like I mentioned, a large portion of my time is spent with individual teachers in (curricular) areas. The rest of my time is spent on inservices for a school staff, which would be considered professional development and what that usually involves is, during

the P.D. days schools are allotted now, they may sign themselves off for half a day. The inservices deal with any topics the administration, or that staff themselves, feel they needed -- be it teaching methods or be it setting up a resource room in the school, or just getting reinforcement of ideas, or whatever. But then I really go along with what the school, the staff of the school wants me to do for them.

* * * * *

CONSULTANT VIEWS ON JUDGING SUCCESS

Interviewer: Which way do you think is best?

Consultant: From my point of view?

Interviewer: Yes.

Consultant: As an aid, definitely. And my personality, I think, makes that work because I'd rather come in the "back door" rather than the "front door" to help a teacher. It's not the over-powering kind of personality ... it's a low key kind of "come and listen and see what happens" and for me, that works well.

Interviewer: Maybe one of the criteria for selection is or should be personality as opposed to other things?

Consultant: Yes, personality will effect how a person does it, but how do you evaluate effectiveness? I know consultants that are very powerful, very outspoken, very dynamic, that are just as effective. Or even more effective.

Interviewer: How do you, in your own personal way, judge your effectiveness?

Consultant: Well, the best way, the most exact way of doing it is to talk to the teacher.

Interviewer: Which again depends on your relationship.

Consultant: That's right. And, also on your ability, or time constraints or whatever. Your ability to see that teacher over a long period of time, several times rather than just once. That's the best way and it's probably the most rewarding part of the job. To go back a month later and say "How are things going?" and the teacher pulls out all of this stuff -- "Here's what we've done, and its worked," -- that's what the job is all about!

Interviewer: And most of the things they would pull out would be the kinds of things they have developed as a result ...

Consultant: Of our interaction, and with students -- either showing one student's work, or what they have done in their lesson planning, or whatever. But that's why people like myself keep the jobs we've got -- to me, that's what its all about!!

Interviewer: Do you get the message from someone who reacts like that that "you did such a great job I don't need you to come back?"

Consultant: Oh yes, but I think you leave yourself open. Because, if a problem arises again the principal will not phone, the teacher will.

Interviewer: And that's when you know you've done a job?

Consultant: That's right. Then the teacher says "I'm having this problem," or "I'm going to start teaching this next week, do you have any suggestions?"

* * * * *

Consultant: I think that it's part of the consultant's job to build credibility. A lot of time building up the teacher's image of themselves ... Because not only do consultants not get much feedback, teachers get very little feedback. They get their feedback from their kids, but sometimes that's deceptive. ... And teachers don't know, often don't know, where they are doing a good job. Some of them do but some of them don't know why they are doing a good job. They have a feeling, they get a feeling that, "I think I'm probably a fairly good teacher," but they don't know why they are a good teacher. They don't know what things that they are doing that make them a good teacher and they don't know what things they've chosen to ignore, would detract from that. And so, I think that that's a real important job and I try very hard when I see teachers that I think are doing a very good job, to try to tell them I think they're doing a good job.

Interviewer: How do you judge if and when you are a successful consultant?

Consultant: ... I don't know. How do you judge if and when you are a successful consultant? How do you know?

* * * * *

Interviewer: How do you judge your success as a consultant?

Consultant: I think it just came. You know, you sort of look at what you've done, analyse what you've done and say "Now, where can I improve what I've done?" And then you build on it and I think its ... to me it was done individually; where you build, almost develop yourself by looking at past experiences. If you've done something that has totally alienated a teacher then you ask yourself "What the heck have I done? How can I change it?"

* * * * *

Consultant: You don't have the time to go back and follow-up to see if they really are implementing some of the things that you suggested.

Interviewer: This is one of the things that intrigues me about, about people in not just a consulting role, but a role that is similar in the sense that there is very little feedback. There's got to be something about the job or about what you do that keeps telling you that it's worthwhile.

Consultant: Well, one of the things is that you're your own boss. In a lot of respects you can make your job as demanding or as easy as you like. There is very little monitoring. You know, I could sit in my office with the door closed and visit maybe one teacher every two days and it really wouldn't make any difference. You know, who would know? The teachers that I wouldn't get to see? There's a lot of teachers I don't see anyway. (Interviewer: That's right). You know, the teachers that I see wouldn't know that I'm not seeing very many. I could make it that easy for myself. I'm not saying that the people who have been there for 10 or 12 years have done that, but it is possible. Or, you can kill yourself. You know, you can set yourself standards where you say, "I'm going to try to see every single one of these teachers 15 times."

Interviewer: What sort of a reward is there in that?

Consultant: It's a personal thing, you know? It's your personality, nobody else monitors you, so it's your own personal integrity I think, to a certain extent.

* * * * *

Interviewer: In terms of your position as it is set out, what

kinds of things do you use to judge your degree of success? Is it the fact that you're rehired the next year that tells you?

Consultant: Well, just personal comments from the other members of your own department.

Interviewer: Or lack of them?

Consultant: Yes, or lack of them. If they say ... you know, if you make up your timetable for next year and they might say "Well thanks a lot, it looks like everybody's getting a fair shake" -- things like that that are either positive or negative, which ever way you think of looking at it.

* * * * *

Consultant: Teachers don't always see me as a teacher. They see me as something other than a teacher.

Interviewer: Do you think that's a problem.

Consultant: It's a problem if it results in a lack of communication. But I don't agree that consultants have to be in the classroom. I think we should have been there and we should be going back there, eventually.

Interviewer: So you see the consultant's role as sort of an intermediary period of time?

Consultant: I think it's quite a different role than a teacher's role -- it needs to be different. I've stopped calling myself a teacher. I call myself a consultant because I found teachers didn't believe I was a teacher. They think I as trying to pretend I was something teachers didn't think I was -- they see me as a consultant, not as a teacher. The longer I am a consultant the more they feel I don't know, really, what happens in their classroom. So the longer I am a consultant, the more I tend to do things that are much more non-directive, more just support -- sort of quiet suggestions about things they could do rather than say "Do it this way." Even if a principal calls me in and wants some change to happen in a classroom I don't approach it in a very straight forward way. To say "Now, you're going to have to do this," -- it's much more of a negotiation/consulting process with the teachers. I guess the other way to handle that would be to go in and say "This is the kind of program and here are the books you must use," but I've gone away from that.

Interviewer: Do you think that's part of the consultant's job to begin with?

Consultant: It's not part of the role that I view for myself but I wouldn't want to say .. I know consultants who do operate that way.

Interviewer: Do you think they're effective?

Consultant: I think they think they are.

Interviewer: How do you judge your own effectiveness? How do you determine that you have been an effective and/or a successful consultant?

Consultant: That's the problem with the whole job -- is to know when you have been, and to get that kind of feedback that you need. I guess there are certain things just within myself where I feel there's been progress and I have to judge for myself whether or not I'm satisfied. I do get feedback from teachers that say whether or not things have been helpful, either directly or I can tell by talking with them. I've been pretty fortunate in that I've had some pretty good feedback from principals over the years -- pretty supportive. Probably I get more positive feedback in this job than I did as a teacher. My own supervisor is good at giving positive feedback. But I think that there is still that whole problem of not knowing exactly what your job is and therefore it's difficult to have a scale on which to measure yourself. And so I think no matter how much positive feedback you get you're still missing that ... the definiteness of the job and so it is hard to measure yourself.

* * * * *