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A Study of the Perceptions of Elementary School Teachers in Two Districts Utilizing Peer Coaching in Response to the New Jersey World Languages Standards

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**A STUDY OF THE PERCEPTIONS OF ELEMENTARY SCHOOL TEACHERS
IN TWO DISTRICTS UTILIZING PEER COACHING
IN RESPONSE TO THE NEW JERSEY WORLD LANGUAGES STANDARDS**

BY

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**Submitted in partial fulfillment of the requirements
of the Degree of Doctor of Education**

**Seton Hall University
1999**

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Chapter 1

PURPOSE OF STUDY

The purpose of this study is to examine the perceptions of elementary school teachers as they implement new curricula in selected suburban schools within two New Jersey school districts. This process is the districts' response to the establishment of the State of New Jersey's Core Curriculum Standards and Indicators for World Languages in the elementary schools. These standards appear to be part of the public's response to improving America's schools (Johnson & Immerwahr, 1994). The implementation of peer coaching was intended to provide professional development for teachers in acquiring new skills and to improve instruction. The documentation and analysis of this process tell the stories of two districts' efforts to redefine the prominent view of how professional development is accomplished, and the impact of peer coaching on teacher confidence levels and teaching efficacy in acquiring World Languages instruction.

Statement of the Problem

The enhancement of teachers' professional development and expertise and professional development has become a predominant area for educational research over the past ten years (The Carnegie Task Force on Learning in the Primary Grades, 1996; Elmore, 1990). In contrast to the traditional methods of staff development that relied on one shot in service training, educators are noting that schools must be organized to

promote teacher learning facility (Barth, 1990). In Improving Schools From Within, (1990), Roland Barth states that the most important factor in determining the quality of a school is the nature and quality of the adult-adult relationships in that school. The literature clearly indicates that fostering a congenial work setting is not sufficient. What is needed is a collegial or a reciprocal relationship between staff in a school community that fosters new skills, strategies and approaches to teaching (Hoerr, 1997). Peer coaching has been defined as a staff development method that promotes skills acquisition and transfer of training from teacher to teacher. In this collegial environment, teacher coaches pair together to observe and collaborate with one another in the classroom and provide each other with helpful information, feedback and support (Joyce & Showers, 1984). Fostering collegial relationships through peer coaching also enhances a positive view of the school culture. The school culture can be described as the way that teachers perceive their school, their role in the school and their relationships in the school (Little, 1990).

All efforts to raise standards in curriculum and in teacher training must be considered in terms of statistics facing the educational community. The National Commission on Teaching and America's Future released some alarming numbers in its September 12, 1996 statement. It called for a major overhaul in the manner in which districts recruit, support and reward teachers. The report, What Matters Most for America's Future, presents the following statistics:

1. Twelve per cent of new teachers do not have a license.
2. Fourteen per cent enter without having completed state standards.
3. Fifty thousand persons enter the profession on an "emergency" basis.

4. Fewer than 75% of teachers have child development backgrounds.
5. More than 40% of math teachers and 30% of science teachers are not fully qualified in their areas.
6. Professional staff classified as "teachers" has declined from 70% in 1950 to 52% in 1993.
7. For every 4 classroom teachers, there are 6 other school employees in the United States.
8. To earn more money, teachers enter administration.
9. Incentives are tied to course work, not directly connected to better teaching.

These statistics are made even more alarming by the fact that over one million new teachers must be hired over the next ten years to keep up with rising enrollments and retirements. High on the list of the report's recommendations is that teachers receive "stable, high quality professional development ...to promote more effective teaching"(p.4).

Schools have responded to a continual pressure to initiate change and reform which calls for major restructuring of curriculum and instructional styles (Sarason, 1990). While change is the call from all shareholders of the educational community, the response to change has not been sufficient (Brooks & Brooks, 1993). Keeping up with rapid technological advances and learning new strategies and content has been a constant battle with less than satisfactory results (Elmore, 1992). Most staff development has been conducted through supervisory lectures, half-day workshops, literature handouts and out-of-district conferences. By the year 2006, the nation will spend \$321 billion per year on K-12 education (Office of Educational Research and Improvement, 1997). Americans

question what they will get for their investment. The most rigorous international comparison of education ever conducted, the TIMMS Study, cited in the OECD Indicators, 1996, shows that in mathematics, our eighth graders on average score below their peers in 41 countries. In science, they score below the eighth graders in such countries as Hungary, Korea, Japan, the Czech Republic and Singapore (U.S. Department of Education, 1996).

The professional literature cites overwhelming evidence that restructuring and reform efforts have been ineffective in improving student learning, impacting how teachers teach, or revamping how instruction is implemented in the classroom (Fullan, 1992a; Lipton, 1992; Weiss, 1992). This sense of frustration in the inability to keep pace with an information-rich world and the demands of the states as they continue to place more standards of accountability on schools, has resulted in a lessening of confidence by teachers, themselves. The confidence that a teacher has in his own ability to effectively deliver the curriculum to students, has been referred to as teaching efficacy. It is the teachers' beliefs in their abilities to instruct students (Bandura, 1977; Berman & McLaughlin, 1977; Gibson & Dembo, 1984). A lack of confidence or comfortability in one's teaching abilities has also been a factor in hindering student performance. Additionally, a teacher's lack of hardiness, or endurance, has been associated with confidence levels and efficacy. All of these variables can greatly influence the receptivity of staff towards new instruction. Tom McGreal (1990) views the low morale of practicing teachers as another stumbling block to successful schools. He points out that it is the responsibility of administrators not only to attract highly trained teachers, but to maintain their professional development in a manner which raises teacher confidence and

commitment to their jobs. McGreal suggests setting up peer groups to test, research and disseminate findings. Teachers should be permitted to train peers in specific subject areas, establish teams of teachers in schools to focus upon curriculum and instruction and to assist new teachers in mentoring situations. Administrators should work towards creating a climate conducive to collegiality.

Research cites the singular issue of excellent instruction as the key to changing the learning outcome for students. Brooks and Brooks (1993) state that "Education reform must start with how students learn and teachers teach"(p.22). Renyi (1996) conducted a national survey of more than 800 teachers and found that their top reason for participating in professional development was to bolster their ability to help students learn; almost 3 out of 4 teachers said that they engage in professional growth to improve student achievement; a majority (55%) said that they participate in professional development to improve their teaching skills. The research is clear that sustained teacher learning connects directly with student results.(Kohler, Crilley, McCullough ,1997). Additionally, more lasting and most effective professional growth occurs when there are procedures which enhance peer coaching opportunities for staff (Joyce & Showers, 1995).

Studies indicate that adult learners as well as children do better in an environment which fosters the chance to think, search, construct and transfer knowledge (Brooks and Brooks, 1993). When teachers develop the awareness that they, also, must be committed to lifelong learning and must work towards the same higher level thinking skill desired of their students, real educational reform is possible (Fullan, 1992a).

By developing collegiality through teaming, teachers can be empowered to share

"broadened participation" in leadership of the school culture (Behar-Horenstein & Orenstein, 1996). The attitude of the administrator is important in creating a climate of a shared community (Sergiovanni, 1994). Included in this effort must be an awareness that many teachers remain in their profession over two decades and different kinds of staff development opportunities are essential for educators in varying points of their careers (McGreal, 1996).

Another factor in the success rate of peer coaching initiatives is the clarification of the role of the administrator. Peer coaching along with shared decision-making between administration and staff is only one element in working towards successful schools. Research indicates that simply providing for site-based management does not positively impact the teaching-learning process.(Behar-Horenstein & Ornstein, 1996). In schools that maintained a site-based management philosophy, pedagogical issues were not priorities. However, administration which fostered teaming and opportunities for training and time for the process to develop, had greater chances for effectuating instructional changes (Dietz, 1995). Administrators as well as teachers, have had little experience with shared responsibilities for staff development. With the consolidation of supervisory positions to meet tightening budgets, principals have had to assume more curricular leadership positions along with the tedious task of the observation-evaluation process. While the majority of New Jersey districts practice the "hit and run" approach to legal requirements for evaluation, few principals and teachers view the traditional process as a positive growth experience (Darling-Hammond, 1997). It is important for the principal to understand that an administrator should seriously consider viable alternatives to assist teachers in their professional growth, and, at the same time, break down barriers

of isolation that have prevented the creation of a collegial community (Hyman, 1990).

The traditional "top down" method of staff development must be revisited in light of the struggling track record of America's schools. Until the time when the public renews its confidence in its schools, states like New Jersey will continue to create standards and indicators which will force districts to stop, regroup and restructure curriculum and methodologies. In doing so, professional development alternatives must be explored.

The reoccurring issue of teacher satisfaction and self-confidence cannot be overstated. Confidence and teaching efficacy issues are key factors in the ultimate student achievement outcomes. (Guskey, 1988). Sergiovanni (1994) believes that there is a "crisis of confidence" in education today. This crisis goes beyond the classroom to the local, state and national levels. Maintaining public credibility becomes even more challenging when there is uncertainty among teaching professionals concerning effective instructional practices. Coladarci (1992) points out that the rules of the game have changed dramatically and teachers are keenly aware that they may be "out of step" with the technology, the culture changes and the complexities of implementing new mandated Curricula. Research cites strong evidence that teachers want to grow professionally to meet new standards but require an ongoing, professional development program that is practical and non-threatening (Joyce & Showers, 1995).

Abraham Maslow (1970), a pioneer in studying work motivation, argues that everyone seeks to satisfy lower and higher level needs. The lower level needs are theorized to be security, love, belonging and physical well-being; the higher needs are self-esteem and self-actualization. According to researchers (Herzberg, 1964;

McGregor, 1967), the extrinsic rewards surrounding a job such as salary, job security and fringe benefits may be actually less significant to an experienced teacher than the intrinsic rewards such as self-respect and a sense of accomplishment.

There is a connection between the State of New Jersey's increasing focus on curriculum requirements and standardized testing, and the growing disenchantment of school performance. New Jersey has created standards or norms for quality control which dictate what teachers are supposed to teach and what students are supposed to learn (Ravitch, 1997). The New Jersey Core Content Curriculum Standards is a response to the constitutional challenge of implementing a system of "Thorough and Efficient" public schools. These standards contain cumulative progress indicators that are specific, measurable examples of knowledge and skill development which support a standard within a certain time. Additionally, these indicators are further expanded to include curriculum frameworks whose purpose was to assist local educators in successfully implementing the standards (New Jersey Department of Education, 1996). However, the increased clarity on the standards has ignited greater public criticism about school and teacher performance. Public scrutiny has been a tremendous source of stress for educators. Educational literature cites teacher alienation related to job satisfaction, student learning and burnout. Lack of power, isolation from peers, lack of common purpose among staff members and the absence of collegial support are frequent factors of this alienation, also referred to as "lack of hardiness." (Rosenholtz & Kyle, 1984; Goodlad, 1983; Little, 1982).

A rigorous test of professional development is the attempt to implement foreign language instruction in the elementary school. Unlike other curricular areas of

instruction, foreign languages require some expertise in both language and the manner in which the language concepts are presented. An elementary classroom teacher requires a good deal of professional support in order to build teaching efficacy and confidence levels in achieving this mandate. Experimentation with new teaching techniques can shake teachers' confidence and sense of efficacy if they are not undertaken in a collegial community that is studying, reflecting, learning and appreciates the time needed to develop new practices (Darling-Hammond, 1997). The relationship between teaching efficacy and self-confidence in instruction and professional development is the critical factor in this study. Whether confidence is described as "comfortability" or "hardiness", researchers agree that positive attitudes towards teaching have been viewed as an important component of effective instruction. (Rosenholtz & Kyle, 1984; Little, 1990; Goodlad, 1983; Fullan, 1991).

Da Costa (1993) studied collegial interactions with teachers and emphasized self-examination and development of classroom behaviors from the individual teacher's value and belief perspectives. Da Costa's research indicated that increased teacher reflectivity positively affects expertise in both the language and the manner in which the language concepts are presented. Grimmett & Crehan (1990) studied teachers' self-esteem, as well as their beliefs about teaching. Their research indicated that teacher self-esteem and a positive outlook on teaching led teachers to be more concerned with self-improvement. Glickman (1990) confirms that there is a positive relationship between the degree of teacher reflectiveness and the teacher's efficacy level. If, in fact, demands upon teachers to produce new instruction and better results are met with traditional staff development responses from administration, negative attitudes from educators can be another

roadblock to success.

Initially, the springboard for beginning foreign language study in the elementary schools came from the national initiative, Goals 2000 (Phillips & Draper, 1994).

Preparing students for living in a diverse society and competing in a global economy is a goal shared at both the national and state levels.

Heining-Boynton (1990) and Lipton (1992) indicate that there are some challenges that face districts planning to initiate World Languages Standards. These new standards, that focus upon enhancing students' competency in communicating in more than one language, emphasize the ability of elementary school children to understand the relationship between a foreign language and its culture (New Jersey department of Education, 1998). While standards for foreign language acquisition by young children has support from the public and from within the discipline, there is some concern about the shortage of foreign language teachers who are trained to instruct young children (Rosenbusch, 1994). To contribute to this challenging picture, primary classroom teachers have little if any background in foreign language content or instruction. With no continual program to reflect upon previous years, districts must scramble for opportunities for teacher training, adequate materials, instructional methodologies and appropriate assessment instruments. Another problem is the determination of the language chosen for the standard. This is potentially the most controversial issue in the program design (Met, 1989). The controversy lies beyond the classroom and into the community which may or may not support the choice of the language or wish to fund foreign language programs at the elementary level at all (Met & Rhodes, 1990). Also, there is a concern among foreign language instructors at the secondary level that an

endorsed Elementary World Languages selection may ultimately narrow student preferences of other languages to study. This, in turn, may affect teacher employment in a district.

It is critical, therefore, that the implementation of a new Elementary World Language program be supported by strong, staff development practices. Professional growth opportunities which foster smooth acquisition of instructional practices, teacher confidence and commitment to the project can result in positive teacher performance and successful student outcomes. This study reflects upon how two suburban districts prepared to meet the State of New Jersey's World Languages Standards through collaborative professional development initiatives for its elementary school teachers. This researcher attempted to confine the research to school districts that shared common socioeconomic and demographic patterns with a large, suburban, New Jersey school district, referred to as District "A" in this study. However, as the study progressed, it became evident that identifying and studying districts that have begun their World Languages programs at the same time as School District "A", limited the selection process. Therefore, district comparisons would have to be expanded to those that were similar in timetable but somewhat different in district factor grouping (DFG). District factor groupings categorize New Jersey districts by socioeconomic status and density of population. This researcher selected another suburban New Jersey school district, referred to as District "B". Both "A" and "B" were proactive in their involvement with the World Languages in terms of professional development through initiating a peer coaching model in their respective districts. Therefore, it is not only significant to know whether Districts "A" and "B" are in compliance with the benchmarks for World

Languages Curriculum Content Standards, but also whether or not their peer coaching initiatives can positively impact teacher confidence and efficacy levels towards better instruction. This relationship between professional development practices and teacher attitudes and receptivity towards new instruction is the focal point of this researcher's study.

Background of the Study

The focus of this study are two suburban elementary school districts located in New Jersey. District "A"'s elementary schools are K-5 and District "B"'s schools are K-6.

District "A"

District "A" is located in Northwestern Morris County, New Jersey. The resident population of the district reflects the diversity of the State of New Jersey which estimates that over 125 languages are spoken by students in District "A"'s schools. District "A" has recorded that over 40 languages are spoken in its schools. The district services approximately 6,100 students in its nine elementary schools, two middle schools and two high schools. The district has one other facility that was previously functioning as an elementary school. Presently, it is used to house an adult school and an alternative secondary school. The nine elementary schools are organized in a K-5 configuration. For purposes of this study, each elementary school in District "A" was surveyed. Prior to 1997, and the advent of the State of New Jersey's Core Curriculum Content Standards for World Languages, District "A"'s foreign language program was reserved for the middle schools and the high schools. Students in middle school have the opportunity to explore

various languages (i.e., French, German, Italian and Spanish) and are able to make a choice for concentrated study as they enter high school. Prior to initiating a World Languages emphasis in the elementary schools, there had been no formal program in foreign languages in the elementary schools prior to 1997. Teachers in the elementary schools had introduced certain aspects of the culture of countries of the world as well as geography and some history. However, no formal program of language instruction existed in the District "A" schools. According to the Supervisor of Foreign Languages in District "A", during an interview in the Fall of 1997, the district's reluctance to model elementary language programs in past decades can be attributed to time constraints, budgetary priorities and a lack of public pressure to implement programs.

Data from the New Jersey School Boards Association indicate that some districts in New Jersey had established elementary programs in foreign languages in the 1960s and 1970s, but most of these initiatives had been after school enrichment programs and were short-lived. In discussions with foreign language supervisors and teachers at a 1997 World Languages Conference held in District "A", it was indicated that caps on budgets and lessening of funded programs for the "wealthier" districts in New Jersey have significantly affected the foreign language programs in that there was a lessening of the variety of languages offered and a consolidation of courses, in some cases. In fact, according to the foreign language teachers in attendance, foreign language instruction at the secondary level seemed to take a "back seat" to the ever increasing pressures of raising Scholastic Aptitude Test (SAT) Math and Verbal scores as well as concentrating upon New Jersey's Early Warning Test (EWT) and High School Proficiency Test (HSPT) mandates.

According to Linda Darling-Hammond (1996), the evaluation of a district's public success is directly related to the percentage of students who do well or poorly on these standardized tests. This perception or ranking of districts along standardized testing lines is a particularly powerful motivating factor in creating remedial situations for students who need to boost their scores on these tests. Additionally, summer programs were created to work with those students who had been identified as "at risk." More support means more dollars and, with tight budgets, foreign language initiatives were not a real concern.

At District "A's" World Languages Committee meeting in October, 1997, the discussion centered upon the public's view, that there was already too much money spent in "foreign languages," and that there was a continuing community concern over the influx of different cultures into the community. This view of foreign languages resulted from frequent comments made during the public portion of District "A's" Board of Education meetings during 1995-97. The committee concluded that the public's view of foreign languages was actually a response to the increasing numbers of ESL (English as a Second Language) courses created to meet the needs of secondary students. Additionally, according to the Chairperson of the Personnel Committee of the District "A" Board of Education, there continues to be a considerable disenchantment with choosing to hire ESL personnel over regular classroom teachers at the elementary school level (District "A" Board of Education public discussions, 1993-1997). It is difficult to convince an elementary parent whose child is in a classroom of 25 or 27 students that it is more urgent to hire ESL support than opening up another regular classroom.

According to the feedback from members of the District "A" Demographics

Committee, the issue of space as well as the price of additional teaching personnel are two obstacles that would challenge any new program. In its report, the Demographics Committee explained that when the student population of 12,000 in the 1970s and 1980s dropped to around 6,000 in the late 1980s, space availability in the schools allowed for science labs, art rooms, music rooms, as well as special education and a growing ESL program (District "A" Demographics Report, 1997). The luxury, although short-lived, had policy implications for the Board of Education. It created a class size policy that virtually mandated that an additional section be opened at Grades 1-5 if the average class size rose above 25. In a comprehensive demographics report to the Board of Education in February, 1996, the Assistant Superintendent and the Superintendent of Schools in District "A" explained the increase in the district's population. . . With an upswing in enrollment in the early 1990s, as well as increasing special education regulations, the availability of enrichment instruction rooms became inconsistent. Certain schools had imbalances in racial/ethnic populations, which posed a strain on services in those buildings.

During the public part of the board meetings in District "A" during the Fall of 1996 through the Winter of 1997, parents pointed to inequalities in providing needed remedial services for those schools whose test scores were out of line with schools in "better" neighborhoods in the community. According to the Demographics Report of February, 1997, a significant factor of the tension in the District "A" Schools could be attributed to the dissatisfaction with the demographics of the community. With a large Asian student presence (Asian-Indian and Asian-Chinese), as well as an increasing Spanish population at both the elementary and secondary levels, the Board of Education

believed that public support of "World Languages" would need a most attractive package to teachers, parents and the greater community.

At the end of the school term in 1997, in a direct reaction to the State of New Jersey's mandate on World Languages, the Foreign Languages Supervisor of District "A" reflected upon the upcoming standards and how he would be able to gather support for an elementary World Languages program from the staff, the parents and the community. After conferring with the foreign language supervisor and other administrators, the Superintendent asked the Board of Education for a quick response to the upcoming Standards. Both the supervisor and the superintendent indicated that the more time focused upon preparing for the Standards would result in greater opportunities for public acceptance, staff training, as well as opportunities to go "back to the drawing board" to reshape curriculum and/or instruction.

With the support from the Board of Education and Central Office, the Foreign Language Supervisor established a World Languages Committee that convened "officially" for five days during the summer of 1997. The committee members included 3 elementary teachers, 3 foreign language teachers, 2 elementary principals and 1 parent. The committee was expanded to include a middle school guidance counselor and a member of the District "A" Board of Education. The teachers were selected through recommendations from the principals and received stipends for their work. The committee met for a total of 20 hours over 5 days to map out the district's philosophy, create a mission statement and to virtually create a curriculum for grades 1-4. The committee's recommendation of Spanish as the foreign language for the elementary school reflected the foreign language supervisor's data on secondary language selection

during the past two decades. He indicated that Spanish had been the overwhelming choice among students in the secondary schools. While there was no formal surveying of parents at the time of the committee's decision on Spanish, in February, 1998, the supervisor designed a World Languages Survey, K-5 which was sent home to parents. The survey had 23 languages listed. Out of the 1058 responses, about 40% chose Spanish, 20% chose French, 11% chose Italian and 10% preferred German. The others received minimal backing.

The manner in which the new instruction was implemented was District "A" World Languages Committee's major concern, as reported by the Foreign Language Supervisor. The committee agreed to support a professional development plan that would rely upon peer coaching as the pivotal factor in a successful World Languages program. The committee's support of peer coaching as a collaborative venture of foreign language specialist and classroom teacher was based upon consensus that it would be the springboard for a cost-effective, interdisciplinary pilot program. The committee supported the peer coaching initiative. They believed that the district would have a chance to truly test collaborative, professional development and to observe if such a process assisted teachers in new instruction. If teachers received support from their peers in a teacher-friendly, ongoing staff development initiative, the committee believed that the students would have the best opportunities for success in the program which would have its official field test in 2001 and formal testing in 2002.

District "A"'s Elementary Spanish program began in September of 1997. The district hired two full-time Spanish teachers, both with Spanish and K-12 Certifications. The Spanish teachers would be responsible to teach a 20 minute, weekly Spanish lesson

to each first through fourth grade in the district. The Supervisor of Foreign Languages divided the schools and classrooms to fit the time schedules of the Spanish teachers. Rather than to specialize in either Grades 1 and 2 or Grades 3 and 4, the teachers decided that they would each teach classes in Grades 1-4. In this way, the Spanish teachers explained, they could share and assist each other in refining the program. In the District "A" model, as reported to the Board of Education in December of 1997, the peer coaches introduced a weekly lesson and the classroom teacher remained in the room to learn along with the students. Then the classroom teacher was expected to reinforce and extend the pronunciation, phrases and cultural material in an interdisciplinary manner. The peer coaches produced videotapes every two weeks to support the program, especially in the area of pronunciation. According to the Spanish teachers, those videos were available in each school for the classroom teachers.

The World Languages Committee under the direction of the Supervisor of Foreign Languages, continues to meet regularly to review materials from the State on the Content Standards, to maintain a dialogue between classroom teachers, coaches and supervisor and to prepare any readjustments to the middle and high school programs.

District "B"

In a county-wide conference on World Languages on March 26, 1998, the Assistant Superintendent of District "B" explained how her district had developed its Elementary Spanish World Languages program. There was an existing foreign languages committee at the junior and high school levels which represented the four foreign languages taught at the secondary schools. These languages were Italian, Spanish,

German and French. The teachers in District "B" shared District "A"'s concern over what would happen to their programs when an elementary language was chosen by the district. In the Fall of 1997, the District "B" committee looked over the Standards in terms of Grades 4, 8 and 12 and they knew that they needed an elementary program. The committee focused on the elementary schools with the belief that some adjustments would have to be made in grades 7 and 8. According to the Assistant Superintendent, a World Languages Committee was established at that time. It was composed of the Assistant Superintendent who chaired the committee, along with three elementary school principals, one junior high principal, a teacher from each grade levels 1-6, the Foreign Language Chairperson and two parents from two of the three elementary schools.

The Committee began its work in December of 1997, and started by reviewing the Standards. The Assistant Superintendent indicated that the committee researched the topic of elementary school foreign language acquisition, but found very little. The committee also looked at other school districts, District "A" being one, that had programs already in place. They also studied their own foreign language program to see how they could accommodate the elementary part of the program. The committee then decided to break into smaller groups to visit other districts, but found that very few systems had programs that were in place for more than a few months. Additionally, the Assistant Superintendent indicated, the few districts that had existing programs were so small that their staffing, time and funding issues would not mirror District "B"'s needs. The committee's findings indicated that there was really no consistency in the way districts were attempting to meet the Standards. Most districts, according to the

committee reports, were presenting one language. The FLEX program (exploratory), offered in some districts that could offer more than one language, were generally quite small. According to the Assistant Superintendent, the obstacles they faced in preparing for the Standards were time, space, money and the inability to find an ideal model for implementation.

The newly appointed World Languages State Supervisor confirmed District "B"'s concerns when she spoke at the same conference on March 26, 1998. She indicated that the newness of the Standards and the delays in printing of pertinent materials, had resulted in communication gaps between the State and the districts. At the time that District "A" and District "B" were developing and beginning their programs, there was relatively little information on the Standards. In reviewing the 1997 Morris County Survey of Foreign Language Programs, it appeared that both "A" and "B" were part of a small circle of districts that were truly proactive in their pursuit of compliance with these Standards.

The Assistant Superintendent of District "B" reviewed the existing research on foreign language acquisition but indicated that there was not much of a success story with elementary programs in New Jersey. Researchers such as Curtain & Pesola (1994), viewed the failures of elementary programs in the 1960s and 1970s as a result of inadequate planning, poor teacher preparation, weak program design and poor articulation with the secondary schools. In her research, the Assistant Superintendent explained that the current successful programs had made the switch from grammar instruction emphasis to communication. Additionally, she indicated that there was a great

deal more emphasis on cognitive development and social growth as well as active student involvement in well-functioning programs.

In the committee's visitations to other districts, members reported that some lessons were simply too long and children lost interest. They decided that 25 minutes would be a good starting point. The committee also reported that children did much better when the class was conducted in the foreign language rather than mostly in English. The rationale as to why Spanish was selected was research-based. The Assistant Superintendent explained that a New York Times article in January of 1997, indicated that the majority of students are choosing Spanish in secondary schools throughout the country. In District "B", she pointed out, the numbers demonstrated that 50% of the students have chosen Spanish at the secondary level with almost 50% choosing French and a small percentage of German. She further explained that a New York Times article on March 4, 1997, printed the results of an executive survey that clearly demonstrated that Spanish was the overwhelming chosen language of business. Two-thirds of those business executives surveyed, selected Spanish with Japanese as a distant second. This information, along with the strong feelings on their committee about Spanish, greatly influenced their choice.

There was, however, some negative feedback from some community members who were upset with Spanish. The Assistant Superintendent felt that a wiser choice may have been to have surveyed the community, but that was not the decision of the committee. The Assistant Superintendent reported that the foreign language teachers expressed similar concerns as were mentioned by District "A" teachers, especially those who did not teach Spanish. The committee discussed this issue and noted the staffs

concerns for the future of other languages and also for their jobs. An interesting factor, expressed by both District "B"'s Assistant Superintendent and the District "A" Foreign Language Supervisor, was that many students choose a language in high school based upon the popularity and/or teaching expertise of certain instructors. However, foreign language teachers at both the December, 1997 and the March, 1998 World Languages Conferences felt that there was a greater impact on choice of a language when a student has already taken formal instruction in that language.

In the Summer of 1997, in an attempt to assist elementary school teachers in the new program, District "B" offered summer Spanish courses. According to the Assistant Superintendent, and approved and recorded in District "B"'s Board of Education minutes, the elementary school teachers received stipends for their attendance. The same Spanish teachers who would assist them in implementing the program in their classrooms taught the courses.

The District "B" World Languages Committee developed a design proposal based upon the work of their subcommittees which would ultimately recommend a program for grades 1-6, twice a week for 25 minutes per session with two part-time teachers. One teacher would work with K-3 and one teacher would service Grades 4-6. By dividing the grade levels in this manner, each teacher would specialize in either primary or intermediate levels. The committee felt that if the budget passed in 1998, the two teachers would become full-time instructors in the elementary program. The Assistant Superintendent indicated that since enrollment figures were up at the elementary level, this would be an appropriate move. In addition, the initial schedule was very tight and did not allow for transition time. This was a similar concern in District "A", which is also

expanding its elementary program to include two more teachers.

Both District "A" and District "B" have a peer coaching component in their World Languages programs. District "B"'s Spanish teachers come down into the classrooms to present a twice-weekly lesson. The classroom teacher, as is the case in District "A," must stay in the classroom during the instruction. The role of the classroom teacher, according to the Assistant Superintendent, is to integrate the culture and to reinforce the phrases taught by the Spanish teachers. She indicated that it is most important that the classroom teachers respond and interact with the children to support the World Languages Standards.

In an interview with District "B"'s Assistant Superintendent in March of 1998, she explained that the elementary teachers appear to be most enthusiastic, flexible about time, and supportive of the interdisciplinary approach in the classroom. Aside from a negative comment in a local newspaper asking "Why must we teach a 'Third World' language?", the Assistant Superintendent indicated that parents appeared pleased with the program.

There are, however, some areas that District "B"'s Assistant Superintendent felt needed clarification. In the area of special education, the Assistant Superintendent believes that all children, regardless of ability, should be included in the program. She has indicated that some special education students are doing well, while others are not. Additionally, the District "B" Assistant Superintendent indicated that there has been some concern from parents because the initial phase of the program had every grade level accomplishing the same curriculum. She informed parents that the curriculum would change as the program matures. The Assistant Superintendent also explained that by

seventh grade, students would have to pick a language of testing, which may or may not be Spanish.

Significance of the Study

There is clear evidence that there is consensus on the need to reform America's schools. School change proponents point to the powerful impact that instruction has upon student achievement. While there is no doubt that the school, itself, is the primary unit of change, the rate of success in truly improving our schools has been sporadic, at best (Goodlad, 1983; Sarason, 1990; Darling-Hammond & Cobb, 1996).

The students of the 21st century have vastly different experiences, language backgrounds, talents and cultures. In addition, the students need to master more challenging content, and must do so far more effectively than has ever been done before. The school must not only educate diverse learners in a complex society, but it must do so for families and communities that often have fewer resources than in the past (Darling-Hammond, 1997). The determination of what children should learn, why it should be taught and how instruction should be delivered, is the focal point of this study. In its recent report, What Matters Most: Teaching for America's Future, the National Commission on Teaching and America's Future argues that every child is entitled to a caring, competent teacher, and every teacher and principal should have the right to high-quality preparation and professional development.

The Commission's emphasis is based upon findings that teacher expertise is the single most important determinant of student achievement. Schlechty & Vance (1983) cite research findings that indicate that money invested in teacher recruitment, and continuing teacher education net substantial gains in student achievement. Back in 1983,

A Nation at Risk declared our schools were "drowning in a sea of mediocrity"(p.3). After a decade of reform, the response to the federal and state mandates cannot be simply creating the curriculum to meet the standards. Rather, as this study will address, school districts must understand that teachers may have the desire to be effective in delivering the curriculum, but they may not know how to do so. Two-thirds of teachers surveyed throughout the country indicated that they have no say in what or how they learn on the job (U.S. Department of Education, 1996).

It is essential to rethink professional staff development as not only necessary to meet the accountability of state and national standards, but to investigate learning organizations which enable professionals to share the responsibility for student learning. Peer coaching, along with study groups and professional portfolios, can ensure that learning is focused and ongoing (Joyce & Showers, 1984). Senge (1990), writes about learning organizations and views their success due to teachers and administrators working together to solve problems and enabling them to see how the whole and its parts interact with each other. It is the ability to foster a culture of teamwork and trust that will be analyzed in this study of Elementary World Languages instruction.

The sense of teamwork and satisfaction in a professional development program in meeting the World Languages Standards in the elementary school must ultimately be studied in terms of student success. This study will investigate the relationship between collaborative professional development through peer coaching and teachers' perceptions as to their feelings of efficacy and self-confidence. Various studies have significant data that indicate that a fundamental attribute of a successful teacher is a "can do" attitude, in that they were capable of coping with whatever problems came along (Bandura, 1977;

Guskey, 1988; Hillman, 1986). When teachers work in a collaborative environment where they can be empowered to influence what and how they teach, their attitudes, their confidence and their desire to be part of reform can greatly impact student achievement (Miller, 1996).

This researcher hoped to extend this study of collaborative, professional development through the results of collegial discourse and reflection on curriculum development and peer coaching in Districts "A" and "B" in New Jersey. Most particularly, this study investigated how teachers view their teaching efficacy and self-confidence through peer coaching opportunities for professional growth. Data gathered on elementary school teachers' attitudes and beliefs about one's own professional competency, and the relationship of these attitudes towards successful instruction, can provide insight into how districts can assist teachers in meeting competency benchmarks, such as the World Languages Standards, in public school education today.

The Purpose of the Study

The purpose of this study was to examine the perceptions of elementary teachers in two districts as they utilized peer coaching in response to the New Jersey World Languages Standards. This process reflects the two districts' reaction to the establishment of the State of New Jersey's Core Curriculum Content Standards and indicators for World Languages in the elementary schools. These standards appear to be the public's response to improving America's schools (Johnson & Immerwahr, 1994). The implementation of peer coaching was intended to provide professional development for teachers in acquiring new skills and to improve instruction. The documentation and analysis of this process in

District "A" and District "B" in New Jersey, explain how two districts worked to redefine the prominent view of how professional development is accomplished as they attempt to meet the World Languages Standards in the elementary school. The districts' view of the World Languages challenge as shared work, and the impact of peer coaching on teacher efficacy and self confidence levels, is the central focus of this study. Data was collected and indicators of teacher efficacy, self confidence and comfortability were defined, identified and examined through classroom teacher, administrator and Spanish teacher surveys. There were opportunities for written, narrative responses from the participants. In a qualitative sense, what has occurred in Districts "A" and "B" may be of help to other districts who are concerned over the need to provide significant staff development which may lead to positive teacher growth and ultimately more successful student performance.

Research Questions

The research questions addressed by this study are listed below.

1. What shifts were made in the professional development process in order to develop a collaborative, coaching environment?
2. What factors can be identified as evidence of increased teacher efficacy, self-confidence or comfortability in new instruction?
3. What differences, if any, exist in the receptivity of new curricula or instruction by veteran teachers as compared to less experienced educators?
4. What impact, if any, do gender differences have on teacher satisfaction with new instruction?
5. What effect does having a proficiency in another language have on an

Elementary teacher's sense of satisfaction or confidence in the World languages program?

Rationale for Research Questions

With the increasing need to revamp curricula and instruction to meet the demands of New Jersey Curriculum Content Standards, it was important to examine how the two districts prepared for the peer coaching experience. The first research question asks what the two districts did to prepare for a new professional development initiative. Research indicates that any new initiative must be developed slowly and carefully so that all shareholders are comfortable and cognizant of the benefits of such an endeavor (Sergiovanni, 1994). This study looked closely at how teachers perceived the implementation of peer coaching through their statements about satisfaction and teaching efficacy. Therefore, changes that the districts implemented to "set the stage" for a successful peer coaching experience, including committee work, public and staff involvement and orientation, may significantly influence teacher perceptions of whether the program can be successful.

The second research question examines factors that can contribute to a teacher's heightened sense of efficacy and self-confidence in new instruction. The three surveys would provide data on issues of collegial dialogues, collaboration, staff empowerment, administrative support and the development of a shared sense of purpose. Feedback on these and other issues of teaming are important when analyzing teacher perceptions of this World Languages project.

The third research question was designed to determine if there is a difference between the receptivity of new instruction by veteran staff as compared to less

experienced teachers. This question evolved as the researcher collected preliminary data about the two districts. Both Districts "A" and "B" had a good portion of their staff within the 26-44 years of experience range (32%). Additionally, another 37% of the staff in each district fell into the range of 10-25 years of experience. Since 70 % of both districts had veteran teachers in the elementary schools, this researcher thought that there may be reason to examine the variable "Years of Experience" in relationship to teachers' perceptions of their satisfaction or efficacy with the World Languages program. Based upon feedback on this variable, some modifications in the way districts deliver professional development may be considered.

The fourth research question was designed to study how gender differences may be related to how teachers perceive the peer coaching World Languages program. Despite the fact that elementary schools are predominately female teachers (120 female elementary teachers and 15 male elementary teachers in the two districts), the variable "Gender" is one that may influence teacher perceptions of their satisfaction or efficacy with Spanish instruction. This researcher is well aware, however, that the small sample size of male elementary teachers may not provide strong, reliable data to use in generalizing about the way males react to new instruction. Subsequent studies with larger male teacher representation would be more meaningful to pursue.

The fifth research question was created to investigate the relationship between elementary classroom teachers' perceptions of satisfaction and efficacy with the World Languages program and the variable "Proficiency in Another Language" and "Spanish Background." The question was developed to see if there was a significant relationship between confidence in the program if a teacher had some expertise with another

language. If an elementary school teacher perceives a heightened sense of confidence or satisfaction with the World Languages peer coaching project when a he/she has some kind of foreign language background, that data may prove useful in fashioning additional in-service Spanish instruction in these districts.

Constraints of the Study

This study relied upon participant feedback as a primary means of collecting data about the process by which one district responded to a mandate of World Languages Standards from the State of New Jersey. This method captures the power of the data in this context. However, in the context of another school district, the process might be significantly different. Thus, one constraint may be that the main focus of this study and its findings is limited to District "A" and District "B" in New Jersey. Other districts who do not share similar demographics may present their own challenges to effective professional development activities. Future research, however, may provide significant data on whether the variables of teacher self-confidence and efficacy in regard to preparing staff to deliver new instruction do or do not depend upon the nature of the district studied.

Another constraint may be that the power of description is reported by the researcher, who also functioned as a member of the District "A" Board of Education from 1989-1998. In order to limit the significance of this constraint, the researcher terminated the elected position on the board of education in April of 1998. This action was taken so all data from staff on interviews and surveys would be focused on this investigation, rather than having any political overtones. Removing the researcher from voting on any aspect of policy, personnel or curriculum issues, allows the development

and interpretation of the World Languages Program to move along on its own merits. Additionally, the researcher abstained from any vote on approval of elementary foreign language moneys or changes during the early part of this dissertation, while still on the board. After leaving office in April of 1998, this researcher remained on the World Languages Committee by invitation as a community member, only. Any perceived familiarity by this researcher with members of the District "A" teaching staff may be further neutralized by the large number of potential responses from staff, which was 120, and the anonymity of the survey instruments.

A further constraint was that the teacher survey pool was obtained by asking for volunteers. This might indicate that those who agreed to be surveyed tended to be the most positive and confident of teachers. The study was also limited by gender, since there were only 15 male teachers in the total sample population. Any generalizations about gender differences from the data must be considered in light of the small male population in the study. Further, this study recognized the ultimate importance of student performance when initiating peer coaching and attempted to reflect upon teacher attitudes and self-confidence in instruction. However, quantitative measurement of student performance is not included in this study, with only attitudinal surveys and brief comments pointing towards teachers' efficacy in believing that they are successful with their students. Additionally, since foreign language instruction is entirely new to both District "A" and District "B", there is no comparison to previous performance data in this area.

In subsequent years, data on staff training and student performance may be gathered and studied. Finally, there is no formal teacher evaluation or a peer review

process as part of this study. Results were based upon attitudinal data only, with successful professional growth determined through peer to peer dialogues with support and facilitation from administration.

Definition of Terms

1. Peer Coaching: A staff development method of skills acquisition and transfer of training to teacher classroom behavior delivered by a peer. Teacher pairs observe each other in the classroom and provide each other with helpful information, feedback and support (Joyce & Showers, 1984).

2. Content Standard: A content standard is a norm for quality control which dictates what teachers are supposed to teach and what students are supposed to learn (Ravitch, 1997). Ravitch describes content standards as a "uniform curriculum for all children" created at the national, state or local levels

3. New Jersey Core Curriculum Content Standards: For purposes of this study, these standards reflect New Jersey's response to the constitutional challenge of implementing a state system of "Thorough and Efficient" public schools. These standards, also referred to as the "skills," describe what all students in New Jersey should know and be able to do upon completion of a thirteen year public education (New Jersey State Department of Education, 1996).

4. Cumulative Progress Indicators: Specific, measurable examples of knowledge and skill development which support a standard within a certain time span. For the purposes of this study, there are a total of fifteen indicators in World Languages which are assessed by the end of Grade 4.(New Jersey Department of Education, 1996).

5. Curriculum Frameworks: Further elaboration of the content standards to assist local educators. The frameworks "bring life to the intent of the standards through classroom examples and a discussion of the underlying rationales." (New Jersey Department of Education, 1996). For the purposes of this study, the World Languages Frameworks serve as a resource to educators and curriculum developers who wish to modify instructional strategies in light of the new standards.

6. World Languages: The New Jersey Core Content Curriculum Standards area which focuses upon students' competency in communicating in at least one language other than English, and assisting students' ability to understand the relationship between a foreign language and its culture. The assessment of these standards occur at the end of Grades 4 and 8 (New Jersey Department of Education, 1998).

7. Teaching Efficacy: A variable accounting for individual differences in teaching effectiveness. It is the teachers' beliefs in their abilities to instruct students (Bandura, 1977; Berman & McLaughlin, 1977; Gibson & Dembo, 1984).

8. Collegiality: A reciprocal relationship between teachers in a school community which fosters , in-class assistance to one another as they attempt to incorporate new teaching skills, strategies and approaches to their teaching (Sergiovanni, 1994). For the purposes of this study, the promotion of collegiality is studied through peer coaching experiences and its relationship to trust and professionalism

9. Hardiness: One's sense of endurance, strength of conviction and confidence in the ability to competently instruct students. In this study, the relationship between hardiness and teacher attitudes towards new instruction is investigated (Hillman, 1986).

10. Comfortability: The belief that teachers should have a relative amount of

"comfort" with their "ability" to use pertinent skills and comfort in the instructional process (Norlander & Reich, 1984).

11. School Culture: The basic assumptions and beliefs shared by members of a group or organization. The assumptions and beliefs involve the group's view of the school, their role in the school and the relationships fostered in the school (Sergiovanni, 1994). For the purposes of this study, this researcher focused upon the major function of a culture which is to determine how to respond to it, thereby reducing anxiety, uncertainty and confusion.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter is a review of the professional literature related to this study which focuses upon (a) an historical and analytical perspective of the standards movement in the 1990s, (b) the evolution of the New Jersey World Languages Standards, (c) peer coaching as a professional development response to meeting the Standards, and (d) an examination of research on the impact of teacher efficacy, confidence and satisfaction on successful implementation of new instruction.

The Standards Movement

The issue as to whether national goals and standards should guide school reform has received consistent attention from educational researchers as well as politicians over the last two decades (Ravitch, 1997; Glickman, 1990; Noddings, 1997). The literature clearly indicates that the issue of educational accountability is one that has mustered tremendous attention and emotion throughout the country. In recent times, the appearance of a number of national reports has created economic priorities of educational restructuring both at the national and state levels. The National Commission on Excellence in Education's A Nation at Risk, the way for educational reform.

Spring (1996) best describes the politics of education in the 1980s and 1990s as a battleground between lobbying teachers' unions, college professors seeking funding for

research, compensatory education advocates, and others who continued to use the courts to remedy inequities. In terms of the evolution of standards, the literature points to dramatically different philosophies of education. Conservatives of the 1970s rejected the open classroom or behaviorally managed environment idea, supported by Charles Silberman in his book Crisis in the Classroom (1970). Conservatives promoted accountability in education through competency-based performance. Spring also blamed student protesting and unrest of the 1960s on the lack of a mechanistic model of learning in the classroom.

During the Reagan administrations, the role of the federal government in education declined while the states were encouraged to take greater control (Schon, 1989).

The issuance of A Nation at Risk in 1983, alerted the public that public schools in America were clearly responsible for the country's difficulties in competing in world markets with Japan and West Germany. The report stated, "If only to keep and improve on the slim competitive edge we still retain in world markets, we must rededicate ourselves to the reform of the educational system for the benefit of all"(p.4). In essence, this report called upon the states and local communities to increase academic standards, improve the quality of teaching, and to reform the curriculum (Reigeluth, 1997).

Another strategy of the Reagan administration was to advocate closer ties between big business and public schools (Spring, 1996). In 1983, A Nation at Risk, called for closer relationships between American business and the schools (p.4). "We believe that businesses... should be more deeply involved in the process of setting goals for education..."(p.4). At this time, business partnerships with schools emerged and there

was a growing sense of a business presence at education reform conferences. Formal alliances were formed with businesses and schools in Boston and in Atlanta. The basic reason for these alliances was the growing shortage of entry-level workers.

In 1990, George Bush promoted six national goals in his Goals 2000 plan. The four main features of this plan were the creation of model schools, national standards, voluntary national achievement tests and incentives for parental choice. This initiative brought more business leaders into the planning process, suggested moving towards choice and competition in education, and emphasized the desirability of national testing and a unified curriculum (Noddings, 1997). The Clinton administration has adopted these goals, renaming the plan Goals 2000: Educate America. The Clinton focus continues the push for standards and accountability, but it has downplayed the role of the private sector.

The goal-setting strategy has been broadly criticized. Eisner (1995) claims that the vagueness of language within the standards has created more issues rather than to resolve others. Ravitch (1997) asserts that the goals do not cover important areas such as poverty, drugs and violence. Herbst (1991) warns the government to stay clear of big business in the pursuit of education because "economic and political considerations are obscuring practical knowledge about how to improve learning" (p.23).

There may not be agreement as to whether national or state standards have been developed properly or if they should be presented at all. However, the literature clearly indicates that the educational standards movement has gained considerable public visibility. The legislatures in most states spend a good deal of their time creating and debating policies dealing with uniformity in curriculum and assessment (Reigeluth, 1997).

There is even as much confusion about the definition of a standard. Ravitch (1997), describes three categories of standards: (a) content (or curriculum) standards, (b) performance standards, and (c) opportunity-to-learn standards. She describes content standards as "what teachers are supposed to teach and students are expected to learn"(p.12). Ravitch differentiates performance standards from content standards in that the latter defines "degrees of mastery or levels of attainment." She further discusses Opportunity-to-learn (OTL) standards as those which "define the availability of staff, programs and other resources that schools, districts and states provide so that students are able to meet challenging content and performance standards"(p.12).

Darling-Hammond (1997), comments about accountability with the standards. She believes that much of the current discussion places the responsibility for learning on the child. Darling-Hammond sees the potential success or failure of the assessment of standards closely aligned with the quality of teaching practices and the experience bases of the learners. She indicates that accountability is not just about assessing student learning, but also about the skills of the teachers involved in the process. There is a good deal of literature that supports the belief that teacher preparation and professional development have found to be the significant determinant of student success (Covey, 1990; Schlechty, 1997; Sergiovanni, 1994; Barth, 1990).

Large scale studies of student performance in Texas, New York and California as well as in many of the states clearly support the link between skilled teachers and student success (Schon, 1989). The research is consistent about the impact of quality teaching on the ability to raise student performance to the level of any standards set by federal, state or local action. While the research is clear as to the importance of excellent instruction on

meeting standards, there is the continual debate and confusion as to the real purpose of standards (Shanker, 1995). Clinchy (1998), describes the process of scholars and government bodies deciding what children should know as "fraught with great intellectual and social dangers and burdened with the prospect of inevitable and endless controversy" (p.14).

Sizer (1998), Director of the Annenberg Institute for School Reform and the founder of Essential Schools, also casts a negative view on the standards. Sizer argues that the standards movement is likely to lead teachers to test-driven instruction. He also questions whether government-sponsored standards can understand the realities of resource-poor schools and teachers who lack support for changing their instruction.

While critics of the standards movement have differing ideas as to priorities in setting standards and the politics of being equitable to all children, there seems to be little debate about the importance of quality instruction. The Report of the National Commission on Teaching and America's Future, What Matters Most: Teaching for America's Future, 1996, begins with the premise that "What teachers know and do is the most important influence on what students learn"(p.1). Research confirms this premise that teacher knowledge of subject matter, student learning and teaching methods are all important elements of teacher effectiveness (Darling-Hammond, 1996). This relationship between student performance and teacher expertise is demonstrated in a study of more than 1,000 school districts. The study concluded that every dollar spent on professional development activities netted greater improvements in student achievement than did any other use of school resources (Renyi, 1996).

If teacher expertise is a critical component of the success or failure of the standards movement, researchers believe that they should be an integral part of the development of standards (Shanker, 1995; Dietz, 1995; Ravitch, 1997). Dietz stated that it is necessary for teachers to collaborate with other teachers to decide on content and methodology in any standards development (Dietz, 1995). However, the literature cites yet another challenge to teacher participation in a standards movement. Teachers have felt the pressure and frustration of continual testing each year. With greater public concern comes additional tests for which the teacher must prepare students. These tests are generally not directly related to the curriculum and can ignore many important facets of learning (Darling-Hammond, 1997). Additionally, unlike tests in other countries, which are usually essay, oral and performance examinations tied to a common curriculum, multiple choice tests of basic skills predominate in the United States (Darling-Hammond, 1997).

The public supports the Report of the National Commission on Teaching & America's Future, 1996, in that they understand that the student success measured by any standard is dependent upon quality instruction. In a 1996 Gallup poll, the majority of voters identified the quality of public education as the most important issue for the presidential campaign (Gallop Poll, 1996). In response to the question as to what was the most important thing public schools needed to help students learn, the top response was "good teachers" (Johnson & Immerwahr, 1994). Additionally, Americans have faith in teachers as the key to improving education. When asked, "Whom do you trust about making decisions about schools?" parents (67%) and teachers (64%) clearly outdistance

education experts (47%) business leaders (29%), elected officials (28%), and Washington bureaucrats (14%).

It is clear from the literature that if competency-based instruction is to be effective in advancing student performance, the role of the teacher must be seriously considered. It is the manner in which teachers perceive that they are prepared to assume a major role as change agents in reforming education that is the focus of this researcher's study. While national standards have an impact upon what is happening at the local level, state standards present a much greater and more measurable challenge.

New Jersey World Language Standards

The National Education Goals 2000 provide the foundation for statewide reform of public schools. New Jersey, in response to the broad targets of reform at the national level, responded with a Strategic Plan for Systemic Improvement of Education in New Jersey in November of 1996. The Strategic Plan professes a commitment to "high standards for all students in a safe school environment with state assessments to ensure accountability"(p.5). More specifically, the Strategic plan calls for public engagement in the reform process; full utilization of technology in education; flexibility in compliance with regulations to creatively promote student attainment of the goals; and professional development initiatives to assist educators in promoting better student performance. It is the last of these components of the Strategic Plan that is the basis of this researcher's study.

The Core Curriculum Content Standards is New Jersey's response to the national standards in public education.

Goal 3 states: "By the year 2000, all students will leave grades 4,8 and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history and geography; and every school in America will ensure that all students learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's economy."(p.12).

As detailed in its Parents' Guide to the New Jersey Core Curriculum Content Standards, 1996, 61 Core Curriculum Content Standards and their related progress indicators, were adopted in May, 1996 by the New Jersey Board of Education. Fifty-six standards define the expected results in seven academic content areas. Additionally, five cross-content workplace readiness standards define what students need to know in the transition from school to work. The seven academic areas include mathematics, science, language arts/literacy, social studies, world languages, health/physical education and the arts. The New Jersey World Languages Standards is the specific core curriculum content area of this researcher's study.

In order to measure how well students in Grades K-12 are meeting these standards, New Jersey has implemented tests in these seven areas. Along with the Grade Eight Proficiency Assessment (GEPA, formerly EWT) for Grade 8 and the High School Proficiency Test (HSPT) for Grade 11, the State has added the Elementary School Proficiency Assessment (ESPA) in Grade 4. Each segment of the fourth grade test has a field study followed by the true test the next year. The ESPA's field-test for World Languages will take place in 2000-2001.

Aside from the Core Curriculum Content Standards, there are two other phases of the Strategic Plan. New Jersey has decided that all children have a right to a "thorough and efficient" education regardless of the wealth of their school districts. Through several Court challenges, the State has based its funding law on student achievement of the content standards.

The third initiative is a review of all administrative regulations which may clear away some of the restrictive state-level rules and regulations. The intent of this initiative will be to provide a bit of latitude for districts to use creative ways to help students meet the Core Curriculum Content Standards. While each of the three initiatives have importance to the reform movement in New Jersey's public schools, the Core Curriculum Content Standards and the manner in which teachers are prepared to assist students, is the center of this study.

According to the World Languages Curriculum Framework First Draft, 1998, written by the New Jersey Department of Education, there are two standards associated with the World Languages in New Jersey. Standard 7.1 states "All students will be able to communicate at a basic literacy level in at least one language other than English" (p.8) Standard 7.2 states " All students will be able to demonstrate an understanding of the interrelationship between language and culture for at least one world language in addition to English" (p.8). Each of the two World Languages Standards has cumulative progress indicators which list the performance outcomes for the end of grade 4, 8 and 12 plus a descriptive statement providing the rationale for each standard

This study centers upon professional development initiatives created to assist teachers' instructional performance in meeting World Languages Curriculum Standards.

Therefore, the literature cited in this section primarily deals with the importance of effective professional training for staff. The research on the rationale for establishing an early World Languages program in the public schools is significant to this study because elementary school teachers have had little experience with this type of instruction. Additionally, there is a credibility factor. It is critical that teachers believe that a second language study in the elementary school is beneficial to a child's academic performance, so that teacher will "buy" into it and be motivated to do the job (Curtain & Pesola, 1994).

In the past decade, schools have demonstrated increased interest in beginning the study of foreign languages in the early grades. Influencing this trend are a number of national reports urging that the study of languages other than English begin early (Met & Rhodes, 1990). Brain research on babies exposed to second language acquisition, found that very young children have a single brain region for generating speech. Babies can learn two languages at the same time without effort, unlike adolescents or adults who possess two brain regions, one for each language. Research is further supported by experts in the field who affirm that when language acquisition begins before age 8 and continues through the school years, native-like proficiency is attainable (Curtain & Pesola, 1994; Met & Rhodes, 1990). Another influence towards an early start in second language acquisition is research that indicates cognitive benefits, gains in academic achievement, and positive attitudes towards diversity (Rosenbusch, 1995).

Met (1989), extends these benefits of early language acquisition to productive careers after formal education. Glastonbury, Connecticut is a school district where an elementary foreign language instruction program has been in place for forty years. The community is quite average by nature and has only a 1% "gifted and talented" population

in its schools. Their foreign language program has an interdisciplinary approach, and is based upon collaborative efforts of the classroom teacher, foreign language teachers and the community. Students who graduated from Glastonbury High school have gone on to prominent positions in society. Many graduates report that their strong foreign language background has afforded them entrance into job opportunities in diplomatic, intelligence and armed services careers.

Curtain (1994), supports the belief that early foreign language instruction can benefit language arts achievement as she summarizes the 1985 study of Louisiana Basic Skills Tests.

“Regardless of race, sex or academic level, students in foreign language classes outperformed those who were not taking foreign language on the 3rd, 4th, and 5th grade language arts sections ... by fifth grade, the math scores of language students were also higher than those of non-language students” (p.7)

Curtain cites another study that resulted in students who studied foreign languages had higher scores on their ACT exams in English and math than those who did not take foreign languages (Benya & Muller, 1988).

Schools that are planning new elementary foreign language programs need to be well informed about the factors that led to the disappearance of the popular elementary school foreign language programs of the 1950s and 1990s, because the same factors continue to challenge program viability today (Heining-Boynton, 1990; Lipton, 1992). Some roadblocks to successful elementary foreign language programs are inappropriate or unrealistic program goals, programs without proper design, inadequate funding and inadequate and insufficient instructional materials. Other factors, which are most

significant to this study, involve the professional development of teachers. These include unavailability of teachers with sufficient foreign language skills and qualifications to either teach or reinforce the foreign language instruction, poor coordination and articulation across levels of instruction, and lack of effective evaluation procedures for students, teachers and the program.

Peer Coaching: A Professional Development Response to the Standards

The research on school reform consistently reflects upon the need to improve the quality of instruction in today's schools (Fullan 1991; Joyce & Showers, 1995; Little, 1990; Dietz, 1995). In "What Matters Most: Teaching for America's Future, 1996, The National Commission on Teaching and America's Future affirmed the concern about the need to revamp both teacher education at the university level and professional development opportunities within the profession. In its recommendations about professional development initiatives, the Commission clearly calls for organizing staff renewal activities around standards for teachers and students. Ravitch (1997), sees the relationship between established standards and accountability of districts to prepare teachers. He states that:

"the education of teachers must be driven by a clear and careful conception of the educating we expect our schools to do, the conditions most conducive to this educating, and the kinds of expectations that teachers must be prepare to meet" (p.10).

The report calls for teacher training institutions to provide a better balance between process and content, more in depth study of the motivation and behaviors of

learning as well as establishing high-quality clinical learning opportunities in schools (Hawley, 1993). Additionally, the lack of support for beginning teachers can set the tone of isolationism early in a teacher's career (Darling-Hammond, 1994).

While the literature cites some positive movement at the university level and in established mentoring programs for beginning teachers, the issue of effective professional development initiatives for the classroom teacher is disappointing (Elmore, 1990; Kohler, Crilley & McCullough, 1997; Barth, 1990; Little, 1990). Estimates of professional development support range from only 1% to 3% of district operating budgets. These amounts are paltry when compared with industry or with other countries (Showers & Joyce, 1996). The "one-shot" workshop, typical of most districts' attempts to improve instruction in the United States, offers little continuity to the classroom instruction or enough follow up to be of real help. Rosenholz & Kyle (1984), view the lack of follow up after a workshop as "the greatest single problem in contemporary professional development" (p.12). In addition, the majority of teachers report that they have no say on what or how they learn on the job (U.S. Department of Education, 1996).

The frustration of trying to meet new standards without strong professional development opportunities is a common complaint in this country. Most U.S. teachers have very little time to consult together and learn about new teaching techniques. European and Asian teachers have a good amount of time to plan and study together. In China, Japan and Germany, teachers spend between 15 and 20 hours per week in professional development activities. They develop curriculum, pursue their own learning, visit colleagues' classrooms, attend seminars at the universities and basically pursue their own learning (Hawley, 1993; Stevenson & Stigler, 1992).

Peter Senge (1990), sees the future of effective school reform in the United States when there is a true commitment to "learning organizations." He feels that it is important to create a common sense of organizational goals and shared ideas about how things work. He believes that when people work together, they are able to see the whole and analyze what's working and what's not working.

America's schools are rooted in the tradition of isolation, there is little to hope for in terms of true reform. Glickman (1990), describes schools in this country as "one-room schoolhouses repeated every few yards down the corridor" (p.5). Researchers point to the many well-kept secrets of individual educators who leave their mark on students' educational experiences but not on the profession (Robbins, 1991). Elementary school teachers, in particular, may feel isolated because they lack the peer relationships enjoyed by many secondary school teachers as members of academic departments (Bainer & Didham, 1994). The teaching profession clearly sees the need for reform, especially with expanded accountability with the standards movement and the extended role of the educator as counselor, health consultant and nutritionist.

The research indicates that remedies for these problems can be found through using teachers as staff developers in a peer coaching model (Showers, 1982; Leggett & Hoyle, 1987; McGreal, 1996; Fullan, 1991). Training peer coaches in teacher-to-teacher interactions is the heart of the program. Coaching's main purpose is to create "communities of teachers who continuously engage in the study of their craft" (Showers & Joyce, 1996). The process of coaching involves studying a new strategy and/or content area through observation and discussion; then moving into a focused investigation as to

the appropriate use of the skill; and eventually shifting to collaborative problem-solving sessions where feedback and joint planning is critical (Showers, 1996).

The central concern of researchers in promoting instructional excellence is student performance (Romano, 1996; Hall 1984; Little, 1982). When teachers learn, grow and change, they create better learning environments for themselves and their students (Joyce & Showers, 1995). Results of early studies indicated that teachers who had a coaching relationship- sharing, planning and pooling experiences- practiced and applied new skills more appropriately than their colleagues who worked alone (Joyce & Showers, 1984).

The term "coaching," is the umbrella for several staff development practices. These include "technical coaching," "collegial coaching," "challenge coaching," "team coaching," and uses of "peer coaching" (Garmston, 1987) to refer to the traditional supervisory process of observation/evaluation. None of these terms should be confused with the evaluation of teachers, which is not a part of this study. Mentoring, an established procedure for all New Jersey first year public school teachers, is one aspect of the peer coaching process. However, this study is directed towards technical or peer coaching for all staff, if schools can truly achieve significant educational reform in curriculum and instruction. (Neubert & Bratton, 1987).

The challenge of establishing a peer coaching environment in schools goes beyond time and money. Teachers may not be comfortable with advice from a colleague and may view such assistance as bragging or a power struggle (Rosenholtz, 1989). Asking for assistance from one's peer can be seen as a sign of incompetence. Little, 1989, views the process of establishing a peer coaching atmosphere as perhaps a rough beginning but well worth it. Other researchers agree that when teachers work together to

improve practices, the prospects for student success will be enhanced (Barth, 1990; McLaughlin & Yee, 1988; Elmore, 1990). Another benefit of peer coaching is that it helps teachers "work smarter, not harder" (Joyce & Showers, 1995). Additionally, teachers begin to build a shared knowledge base and a sense of empowerment in taking responsibility for reform (Kohler, Crilly & McCullough, 1997; Little, 1990).

Implementing a peer coaching environment in school is a total staff commitment. The principal of a building must establish a positive climate for change and be willing to become a team member or a coach (Brodinsky, 1983). Teachers may find it difficult to view the principal in any role other than as an evaluator (Saunders & Goldenberg, 1996). Teachers must feel comfortable to ask questions, to admit to being uncertain and to be comfortable in negotiating choices and decisions about the process.

The challenges for principals have increased over the last two decades. While teachers must face increasing demands in the work environment, administrators feel the same pressures. The administrators must work within streamlined budgets, yet attempt to provide the necessary programs and training to meet increasing standards. The public demands are the administrators' concerns (Behar-Horenstein & Ornstein, 1995). They reaffirm what most researchers say about the need for broadened participation in the leadership process. Sergiovanni (1994), clearly indicates that to truly build a sense of collegiality in schools, effective administrators must lead by consensus, model participatory decision-making and encourage teacher input. Peer interactions can foster these goals. Showers & Joyce, (1996) believe that a successful coaching program requires strong leadership and a shared mission from the administrative staff. Principals must move forward towards collegial planning, constructive feedback and experimentation.

Chapter III

METHOD OF STUDY

The purpose of this chapter is to describe the procedures used to document and analyze the process by which an effort to create a peer coaching culture was undertaken in two public school districts in New Jersey. This study provides an analysis of two districts' responses to the State of New Jersey's mandate to implement a World Languages program in the elementary schools. Core Content Standards would provide the basis for developing both a curriculum to meet the Standards, as well as the impetus for deciding how to provide the instruction to accomplish these Standards. This study investigates whether this response to new curriculum at the elementary school level led to systemic change in professional development activities to provide both instruction and curriculum support through peer coaching. It examines how the new curriculum mandate may have been the beginning of the development of a collegial culture in these two districts, rather than merely a change in practice. The data-gathering will center upon the relationship between teacher confidence, efficacy and satisfaction with the delivery of new instruction through peer coaching.

The chapter is divided into five categories: (a) setting, (b) population, (c) instrumentation, (d) data collection and (e) data analysis. The methods used in the study were a combination of document analysis, fieldwork methodology and anecdotal records from administration, along with curriculum conferences attended by the researcher. The

story of the peer coaching process in the two districts comprises the first part of the data. This information is the result of interviews with administrators in both districts. Additionally, background data was reinforced by the researcher's attendance and interviews at two World Languages conferences where each of the two districts explained the process by which they developed their Elementary Spanish programs. The second part of the data consists of a document analysis of teacher satisfaction and efficacy surveys on the peer coaching model with the Elementary Spanish program. It includes surveys of the Spanish peer coaches and the administration as well as the classroom, along with an analysis of the comment sections at the end of each survey (optional).

The Setting

The setting of this study are two public school districts located in Morris County, New Jersey. Both districts, noted as District "A" and District "B", are suburban in nature and predominately white and middle class. According to New Jersey School Boards Association data, in the State of New Jersey, districts are classified according to their District Factor Grouping (DFG). The grouping is determined mainly by socioeconomic status, with District "B" given an "I" status, having higher per capita income than District "A" which has a DH status. Additionally, District "A", although predominately white, has more diversity of ethnic/racial makeup than District "B". Despite these differences, as indicated earlier in this study, Districts "A" and "B" were selected because they shared a proactive stance in establishing an Elementary Spanish program in their schools and, in this researcher's perception, demonstrated a real interest in a study of teacher attitudes towards peer coaching as method of staff development. Additionally, in discussions with

the Superintendents of "A" and "B", both districts' staffs are veteran ones, with the average age of teachers between 40 and 55 years.

The relationship between veteran teacher attitudes towards professional growth is one area being addressed in this study. According to the School Report Cards of 1996-97, both districts offer a diversified program of instruction to meet the needs of their student populations. Both districts support learning in small and large group settings; peer collaboration, problem-solving and the use of instructional technology are emphasized. Students have access to computers in their everyday instruction. The districts' PTAs support the school programs through cultural enrichment assemblies as well as participating in workshops to develop parenting skills.

District "A"

Located in Morris County, New Jersey, District "A" is situated in a large, suburban community with nine elementary schools, Grades K-5; two middle schools, Grades 6-8; two high schools, Grades 9-12 and an adult high school. Its student enrollment, as of February, 1998, is 6,148. According to District "A"'s Historical and Preservation Society, a book about the township explains its historical significance back to the Revolutionary War period. It was known as an iron mill and farming community, local residents significantly assisted the war effort.

The 1990 Census lists the township, a combination of several small lake communities, with a population of 48,478. Of this resident population, 80% has been recorded as Caucasian, 4% Black, 5% Spanish, 11% Asian, and less than 1% American Indian, Eskimo and/or Aleutian Islander. With the current trends, as reported in the 1997

District "A" Demographics Report, the 2000 Census will reflect greater numbers of both Asian and Hispanic residents in the community. The 1990 Census reports that this community has 18,369 households with most of the dwellings listed as single family and resident-owned. According to the 1990 census, the majority of private homes have a market value of between \$150,000 - \$299,000.00. The 1997-98 district cost per pupil is \$10,521 as compared to the State average of \$9,089.

District "B"

District "B" is also located in Morris County, New Jersey. It shares a suburban status with District "A" but is considerably smaller in terms of geographic area and population. According to the American Automobile Association's "New Jersey" edition of 1994, District "B" was settled in 1685, and was originally named after a local tavern which existed during the Revolutionary War. It was renamed in 1834 and has retained a small-town quality amidst two thriving universities within its borders. With a population of 15,850, as reported by the 1990 Census, District "B"'s school system is comprised of 3 elementary schools, Grades K-6, 1 junior high and 1 high school. It presently has a student population of approximately 1900 with 223 teachers, as reported by the Assistant Superintendent of Schools. Being an "I" district in terms of the State of New Jersey's District Factor Grouping (DFG), the average income of residents is higher than in District "A". District "B" is one of the larger "I" districts in the state and enrollments are growing. According to the Assistant Superintendent, there are additions being built on the three elementary schools in 1998. She explained that an adult school could be reopened as an additional school, but the present code requirements would make reopening a costly

venture. According to 1990 Census information, there are 3,808 households in District "B". The Census also indicates that District "B" is 90.4% White, 4% Black and 2.8% Asian and 2.8% Hispanic.

For purposes of studying the implementation of an Elementary Spanish World Languages program, kindergarten has been excluded. Neither District "A" nor District "B" has provided a Spanish program in its kindergarten classes. All descriptive criterions for individual schools in this study have been consistently applied to each school. Both districts' actual school names have been changed for this study.

District "A" Schools

Each of District "A"'s nine elementary schools has been renamed as a color to maintain anonymity, and statistical data for eight of the nine schools has been compiled from the 1996-97 School Report Card. The ninth school, reopened in September, 1998 because of increased district enrollment, has no Report Card data for this study. However, the Superintendent of District "A" has indicated that all elementary schools are consistent in the manner in which they deliver instruction. Therefore, the school will be part of the same Elementary Spanish program as is the case with the other buildings. In addition, the superintendent explained that the staff at this school will be teachers already familiar with the program. Individual school data from the School Report Card has been presented for a clearer picture of each school. Common data for the district will not be repeated during the descriptions of the schools. This common data for District "A" includes the length of the school day which is six hours and thirty minutes. The instructional time (excluding lunch, recess and/or changing classes), is five hours and

thirty minutes. Average district class size is 20.0 students and average faculty years of experience is 21 years. Student population, mobility and attendance rates as well as faculty attendance and faculty academic degrees are detailed for each school. Any potential relationship between the individual school data and teacher satisfaction and efficacy with the Spanish peer coaching initiative is addressed in Chapter Five of this study.

The "Red" School is located in a lake community. It has a student population of approximately 356 come from a combination of a large, apartment complex and also single-family dwellings. The 1996-97 Demographics Report indicate that the "Red" School's student attendance rate is 95.6% with a mobility rate of 13.2%. Both are slightly better than the State average. In this school, 42% of the teaching staff has either an MA or MS advanced degree.

The "Blue" School has a resident population of private homes with some apartment dwellers. Its student population is 284, according to the 1996-97 Elementary School Enrollment Data. The school's attendance rate is 95.6% with a mobility rate of 9.2%, both better than the State average. In this school, 23% of the staff have an MA or MS degree.

The "Yellow" School is located in a lake community of smaller homes and apartment complexes. Its student population, according to the 1996-97 School report card, is 391 students. The student attendance rate is 94.9%, slightly higher than the State average and the student mobility rate is 14.6%, slightly lower than the State average. In this school, 22% of the staff have either a MA or MS degree.

The "Green" School is another lake community with mostly small homes and

some apartments. Its student population, according to the 1996-97 School Report card, is 316 students. The student attendance rate is 96.1% and the student mobility rate is 4.6%, the lowest in the district. In this school, 38% of the staff have either an MA or MS degree.

The "Purple" School is the largest elementary school in the district with 454 students, according to the 1996-97 Report card. Its student attendance of 96.2% and its student mobility rate of 9.6% are both better than the State average. In this school, 14% of the staff have either a MA or MS degree with 4% achieving a doctorate.

The "Orange" School is a community of moderately-sized private homes with some apartment complexes. With a student population of 306, the "Orange" School's student attendance rate is 96.0%, better than the State's average. The student mobility rate of the "Orange" School is 23.0%, the highest in the district. In this school, 25% of the teaching staff have either an MA or MS advanced degree.

The "Gold" School is located in a community of private homes and apartment complexes. This school has a student population of 400. Its student attendance rate is 95.4%, slightly higher than the State average, and its student mobility rate is 11.3%, lower than the State average of 16.0%. In this school, 24% of the teaching staff have either an MA or an MS degree.

The "Gray" school is located in a very residential neighborhood with the addition of a large, apartment area bussed from the other side of the township. This school has a student population of 362. Its student attendance rate is 96.1% and has a student mobility rate of 15.9%, only slightly lower than the State average. In this school, 29% of the staff possesses either an MA or MS degree.

The "Pink" school has recently been reopened as the ninth elementary school. The smallest of the elementary schools, it provides the same World Languages instruction.

District "B" Schools

District "B" 's three elementary schools have been renamed as geometric shapes to protect the anonymity of the study. To maintain consistency of data in describing the schools, the same State Report Card information was gathered for both districts. However, unlike District "A" that had an Enrollment Data report specifying classroom counts, District "B" did not have such a document. Therefore, classroom information was received from conversations by telephone with principals from each of the three schools. In terms of common data about the district, the following information describes all three schools: (a) length of the school day, which is six hours and thirty minutes; (b) instructional time (less lunch time, recess and travel time), which is five hours and thirty minutes; (c) average class size which is 21.0 and average teaching experience which is 16 years.

The "Circle" School is the largest of the three K-6 schools with a student population of 468. The student attendance rate is 96.2% and its student mobility rate is 8.3%, about half the State's average. In this school, 48% of the teaching staff have either an MA or MS degree.

The "Diamond" School has 274 students. Its student attendance rate is 95.9% and its mobility rate is 9.1%. Both are better than the State average. In this school, 42% of the staff have either an MA or MS degree, and 5% have a doctorate.

The "Triangle" School has a student population of 340 students. Both its student

attendance rate of 95.5% and its mobility rate of 6.8% are better than the State average. In this school, 55% of its staff has either an MA or MS degree.

Research Population and Sample

It was the intent of this study to gather and analyze data that would provide an accurate description of the perceptions of elementary school teachers and administrators as to the effectiveness of peer coaching on the implementation of the new World Languages Standards in their classrooms. This study focused upon peer coaching in terms of recording teachers' perceptions of their efficacy, satisfaction and confidence in new Elementary Spanish instruction within two selected districts in New Jersey.

The population of this study included 12 elementary schools. District "A"'s sample was 120 classroom teachers, grades 1-4 with a district elementary population of 2853 students. District "B"'s teacher sample was 42 classroom teachers, grades 1-6 with a total elementary student population of 1052.

During April of 1998, telephone contacts were made with both District "A" and District "B" superintendents. Both superintendents agreed to have their elementary schools participate in the study. Since New Jersey has created fourth and seventh grade assessment tests for the World Languages Standards, the selection of two districts with different elementary configurations (District "A" 1-4 and District "B"- 1-6) would not jeopardize the elementary focus of the study. Both superintendents agreed to include all elementary schools in the research. This researcher explained to the superintendents that all subjects surveyed in this study would remain anonymous and that the districts would be referenced only as District "A" or District "B." This commitment to anonymity would

be repeated in a formal letter to both superintendents. In addition, both superintendents were told that this researcher would have a copy of this dissertation available to them should they desire to read it.

This researcher met with the Superintendent of District "A" and the Assistant Superintendent of District "B" to elaborate upon the purpose of the study and to share the nature of the teacher, administrator and Spanish teacher questionnaires. At that time, this researcher was able to retrieve district statistical data that had previously been made public at board meetings. No individual student data was requested nor necessary for this study.

The building principals were then contacted by the researcher to explain the nature of the study and to obtain permission to administer the research questionnaires at an upcoming faculty meeting. The total number of schools in District "A" was nine and District "B" had three schools. District "A" 's elementary classroom teachers totaled 120 while District "B" 's elementary staff numbered 42. The study also included the twelve building principals and the six Elementary Spanish teachers in both districts.

Research Design

This study falls into the category of non-experimental research. Leedy, 1997, explains that this type of research can explore the possible relationships between different phenomena. Under this broad heading of non-experimental research is the descriptive survey method. Gall, Borg and Gall, (1996) refer to this method as "the most basic of quantitative designs." Potential relationships between phenomena can be explored from data taken from the descriptive survey. Thus, this researcher searched for survey

instruments that would focus upon peer coaching in light of teacher satisfaction, confidence and efficacy as elementary instructors implemented the instructional strategies and curricula necessary for meeting the World Languages Standards.

One instrument for gathering survey data is the questionnaire. In the present study, this researcher needed to gather data from districts other than the one in which the researcher worked. Since the researcher was not physically present in the everyday school environment of the subjects tested, particular attention had to be directed to provide the subjects with clear language, aligned to the specific research objective and brief enough that it will not be a burden to complete it. Poorly designed questionnaires can result in poor or inadequate data which can produce little or no credible results (Jobe and Mingay (1988).

The three survey questionnaires, administered to the two districts' sample populations, were created to generate data to form conclusions concerning the research questions put forth in Chapter I. According to Berdie & Niebuhr (1986), survey research is best suited to assess the general characteristics of a selected population and is most easily adapted to obtain personal beliefs about attitudes and perceptions of the respondents. The participants responded to statements on a five point Likert scale with opportunities for comments at the end. The surveys were administered by the building principals who followed specific guidelines from the researcher.

Survey Instruments

Three survey questionnaires were designed to focus upon peer coaching and its effect upon teacher satisfaction and efficacy in professional development. The first survey was designed based upon the work of Kohler, Crilley & McCullough (1997), who studied the effects of a peer coach on teachers who were implementing new curricula. Kohler, Crilley & McCullough (1997) believed that unlike other methods of collaboration, peer coaching is specifically designed to foster teacher acclimation of new instructional practices. Other researchers, such as Joyce & Showers (1984), agreed that peer coaching provided a fine environment in which to learn and to perfect new teaching behaviors and to provide an ongoing sense of satisfaction with the process. In terms of the new World Languages standards, studying teachers' reactions to procedural changes was aligned with this researcher's study. Permission was requested and granted from Kohler, Crilley & McCullough (1997) to use their survey and to modify it to fit the purposes of this researcher's study. The questionnaire was further modified to relate to the job description of the respondents. Therefore, the researcher developed a "classroom teacher satisfaction survey," a "Spanish teacher satisfaction survey," and an "administrator satisfaction survey." Each survey had some modifications but focused upon the implementation of the World Languages program in the elementary schools.

The questionnaire was pretested on a small population of six classroom teachers, two building principals and one foreign language teacher prior to administering the survey to the sample population. The purpose of the pilot study was to test whether there was difficulty in understanding any item due to language, ambiguity or bias.

The classroom teacher questionnaire had seventeen items for response. The administrator questionnaire and the Spanish teacher questionnaire each had nine items. Leedy (1997) advises that questionnaires should be as brief as possible with only the essential information necessary for the study. A Likert scale ("Strongly Agree" to "Strongly Disagree") was used to obtain the most descriptive data possible regarding teacher satisfaction with peer assistance with new instruction. Only the classroom teacher survey included eight efficacy statements within its seventeen items. All three surveys contained space to reflect and expand with personal comments upon any subject of the instrument. These written comments were investigated to determine whether any pattern of responses could be noted to support the statistical data or add insight into the strengths or weaknesses of the current peer coaching initiatives. Each questionnaire contained a variety of demographic data where applicable: gender, years as an educator/administrator, certifications, grade level, district, proficiency in another language and Spanish background. No names were permitted for the security of anonymity. School locations were precoded by color and geometric shape.

The teacher survey investigated teacher efficacy in terms of the new Elementary Spanish program in the two districts. Nearly twenty years ago, McLaughlin & Yee (1978) reported that teacher self-efficacy was a powerful variable in school change initiatives. Romano (1996) created a self-efficacy instrument from which this researcher developed the present design. In his research, Romano found that teacher performance through supportive training will raise self-efficacy levels which will ultimately produce better student achievement. Therefore, this researcher built upon Romano's questionnaire with a focus upon the peer coaching training within the Elementary Spanish program.

Additionally, an "efficacy" segment of the teacher questionnaire reflects upon the work of Kohler, Crilley & McCullough's (1997) study on peer coaching and its effects upon teacher and student outcomes. Their study's primary objective was to examine the effects of peer coaching on teachers' acclimation of an instructional innovation. One particular section of their multibase design was their teacher satisfaction checklist. Kohler, Crilley & McCullough asked teachers to rate the quality of advice they received from colleagues as well as their perceived benefits of collaboration. Their focus upon coaching interactions and the relationship between trust, communication, support and satisfaction provided the foundation of a modified instrument with the Elementary World languages program. A Likert scale with "Strongly Agree" to "Strongly Disagree" was used to assess teachers' beliefs as to their own ability to execute behaviors that lead to positive outcomes.

Data Collection

The data for this study was based on the three types of surveys received from the two participating districts: the (a) "Teachers Self-efficacy Assessment and Satisfaction Survey," the (b) "Checklist on Administrator Satisfaction with the World Languages Program" and the (c) "Elementary Spanish Teacher Satisfaction Survey."

The background on District "A" and District "B" s World Languages programs was collected through research on Northern and Central New Jersey districts and the progress they had made towards preparing for the Content Standards. When it was clear that District "A" and District "B" had made significant movement in curriculum and instruction to meet the new Standards, this researcher met with central office personnel in

each district to discuss their professional development initiatives. These meetings, along with this researcher's attendance at local and county workshops, provided the basis for exploring the connection between peer coaching and new instruction. While researching peer coaching and its effects upon professional development, it became clear to this researcher that key issues were associated with the peer coaching models. These issues were teacher satisfaction, teacher efficacy and teacher self-confidence. Teacher attitudes and perceptions are at the heart of the surveys and were studied as to their influence on the success or failure of professional development.

The researcher sent the satisfaction and efficacy questionnaires to the principals of the participating elementary schools in November of 1998. The researcher's intent was to have the surveys distributed at a faculty meeting where it would be possible to have a gathering of most of the school's staff. The school principal determined the exact date and time of the meeting. Concerns of anonymity and confidentiality were addressed both verbally and in a cover letter attached to each survey. Approximately 15 minutes was needed to complete the surveys. The administrators were requested to follow specific guidelines in the collection process. Teachers were encouraged to return completed surveys to a central location where they could be mailed together in a large, stamped manila envelope. However, all survey participants were provided with a stamped envelope to either mail independently or to drop off completed surveys in the same sealed envelope for confidentiality.

Data Analysis

The self-efficacy assessment survey was administered to classroom teachers, building principals and the Elementary Spanish teachers in participating schools. Each instrument was modified to reflect the different roles of the subjects within the Spanish peer coaching experience. Bandura (1977) theorized that self-efficacy offers much potential as a variable to evaluate training effectiveness as well as the level of effort in attempting to achieve success. Each of the teacher items focused upon how "able" a teacher is to accomplish the two components of self-efficacy... efficacy expectations (EE) and outcome expectations (OE). The former assessed whether the educator believed that he or she could successfully execute behavior required to promote effective teaching performance, and the latter assessed whether this behavior would lead to the enhancement of student performance in the classroom (Romano, 1996). This researcher perceived (EE) as foundation abilities and activities required as a prerequisite for a teacher to ultimately perform effectively (OE) in instruction within the Elementary Spanish program. This researcher fashioned the items that would first provide the necessary support for the teacher's sense of efficacy through peer coaching. Then, the remaining items (OE) would give evidence whether these supportive activities could result in better student performance. A "comment" section on the bottom of the questionnaire would provide an opportunity for the subject to expand on any response. In a qualitative sense, these responses would provide a greater insight into the perceptions of educators attempting to adapt to new instruction in the elementary school.

Items 1 through 7 and 14 through 17 on the teacher self-efficacy assessment instrument are influenced by availability of instructional guidelines/materials, time and collegial support within the Elementary Spanish program. The responses to these items may be influenced by the effectiveness of the peer coaching component in the program. These items question the subject's ability to "have enough time to thoroughly understand Spanish content prior to reinforcing it," or "to be kept informed by supervisor, principal and/or Spanish teacher as to information on the Core Curriculum Content standards for World Languages," or "to be able to make suggestions to the Spanish teacher in order to improve the program." Items 8 to 13 deal specifically with outcome objectives in student performance. In these items, the teacher determines to what degree he/she is able to "reinforce the Spanish teacher's lessons within the regular instructional program," or "respond to the needs of students who need more concentrated Spanish assistance," or "facilitate student connections to the multicultural world of the 21st Century."

On a 5 point Likert scale of "Strongly Agree" to "Strongly Disagree," teacher, administration and Spanish teacher perceptions of the World Languages program were assessed. Each of the 9 items of the Administrator and Spanish teachers surveys began with "I am satisfied ..." The Classroom teachers survey had both the "I am satisfied.." as well as an "I am able to.." components. The teachers survey focused heavily on the peer coaching aspect of the Elementary Spanish program with a few items that dealt with the Standards and scheduling. These were independent of the peer coaching emphasis. For example, items that state "I am satisfied with the amount and quality of assistance that I have received to implement the Elementary Spanish program" and "I am satisfied with my ability to reinforce the Spanish teacher's lesson" reflect the teacher's belief

whether the program is working. An item such as "I am satisfied that the expectations for students in the World Languages program are realistic and worthwhile," could indirectly assess the teacher's receptivity to innovation, which is a desirable outcome of peer coaching. The "I am able to effectively dialogue with the Spanish teacher," or "I am able to respond to the needs of my students who may need more concentrated Spanish instruction" also indicates a heavy emphasis on a collaborate piece of the World Languages program.

The satisfaction survey for administrators and Spanish teachers reflect only slight modifications. For example, an administrator's item stated, "I am satisfied with the classroom teacher's ability to reinforce the Spanish teacher's lessons." The same item on the Spanish teacher's survey would read, "I am satisfied with the classroom teacher's ability to reinforce my Spanish lesson in the classroom."

Each of the three satisfaction surveys had a comment area at the bottom of the questionnaire for the subject to expand or clarify a rating. As mentioned earlier in this study, a demographics section would include data such as gender, years of teaching experience, Certifications and Spanish background. Any demographic data that is significant to this study will be presented in Chapter IV and expanded in Chapter V of this dissertation.

Chapter IV

ANALYSIS AND PRESENTATION OF DATA

The purpose of this study was to determine the perceptions of elementary school teachers as they participated in a peer coaching experience in their two districts. This process was the districts' response to the establishment of the State of New Jersey's Core Curriculum Content Standards and Indicators for World Languages in the elementary schools. These Standards appear to be the public's response to improving America's schools (Johnson & Immerwahr, 1994). The implementation of peer coaching was intended to provide professional development for teachers in acquiring new skills and to improve instruction. The documentation and analysis of this process tell the stories of two districts' efforts to redefine the prominent view of how professional development is accomplished, and teacher perceptions about the new program in terms of their confidence levels and teaching efficacy in acquiring new curricula and instruction.

Problematic Context

The enhancement of teachers' professional development and expertise has become a predominant area for educational research over the past ten years (the Carnegie Task Force on Learning in the Primary Grades, 1996; Elmore, 1990). In contrast to traditional methods of staff development that rely upon one-shot in service training,

educators are noting that schools must be organized to promote teacher learning facility (Barth, 1990). In Improving Schools From Within (1990), Roland Barth states that the most important factor in determining the quality of a school is the adult-to-adult relationships in that school. The literature clearly indicates that fostering a congenial work setting is not enough. What is needed is a collegial, or reciprocal relationship between staff that fosters new skills, strategies and approaches to teaching (Hoerr, 1997). Peer coaching has been defined as a staff development method that promotes skills acquisition and transfer of training from teacher to teacher. Joyce & Showers (1984) view teacher collaboration as excellent opportunities for feedback, information and support as well as enhancing a positive view of school culture.

All efforts to raise standards in curriculum and in teacher training must be considered in terms of statistics facing the educational community. The National Commission on Teaching and America's Future, in its report, What Matters Most for America's Future, indicates that 30-40% of special subject area teachers are not fully qualified in their areas; over 50,000 persons enter the profession on an "emergency basis," and a good many promising educators leave the field within seven years of teaching.

These statistics are made even more alarming by the fact that two million new teachers must be hired over the next ten years to keep pace with rising enrollments and retirements. High on the list of the report's recommendations is that teachers receive "stable, high quality professional development... to promote more effective teaching." This recommendation is challenging in light of the ever-increasing costs of public

education. With an expected expenditure of \$321 billion per year on K-12 education by the year 2006, Americans are questioning what they get for their investment (Building Knowledge for a Nation of Learners: A Framework for Education Research, 1997).

The manner in which staff development has been conducted through supervisory lectures, half-day workshops, literature handouts and out-of-district conferences has not been the answer. The professional literature cites overwhelming evidence that restructuring and reform efforts have been less than effective in improving student learning, impacting how teachers teach, or revamping how instruction is implemented in the classroom (Fullan, 1992; Weiss, 1992).

The sense of frustration is further intensified by the public's outcry about the need for more standards and accountability in education. This tension has resulted in a lessening of confidence by teachers, themselves. Lack of power, isolation from peers, scarcity of common purpose among staff members and the absence of collegial support are frequent barriers to professional growth and teaching efficacy (Rosenholtz & Kyle, 1984; Goodlad, 1983; Little, 1982). McGreal (1997) views the low morale of practicing teachers as another stumbling block to successful schools.

The struggling track record of public education must also be viewed in terms of the attitude of the administrator. Sergiovanni (1994) believes that the attitude of the principal/administrator is crucial in creating a climate of shared community. Teacher satisfaction and self-confidence must be supported by an awareness that teachers need a staff development program that is practical and non-threatening (Joyce & Showers, 1995).

To compound the problematic situations facing public school educators, the implementation of World Languages standards in the elementary schools has further challenged teachers. Unlike other curricular areas of instruction, foreign languages require some expertise in the language, itself, as well as the manner in which the language concepts are presented. Elementary classroom teachers have little if any background in foreign language content or instruction. Additionally, there is concern about the shortage of foreign language teachers who are trained to instruct young children (Rosenbusch, 1994). With no continual program to reflect upon previous years, districts must scramble for opportunities for teacher training, adequate materials, instructional methodologies and appropriate assessment instruments. Another problem is the determination of the language chosen for the standards. This is potentially the most controversial issue in the program design (Met, 1989).

It is critical, therefore, that the response to the implementation of a new elementary foreign language program be supported by strong, staff development practices. The response to the challenges of an elementary foreign language program by Districts "A" and "B," centers upon peer coaching initiatives and whether such practices can positively impact teacher confidence and efficacy levels towards better instruction.

Research Questions

The research questions addressed by this study are listed below:

1. What shifts were made in the professional development process in order to develop a collaborative, coaching environment?

2. What factors can be identified as evidence of increased teacher efficacy, self-confidence or comfortability in new instruction?
3. What differences, if any, exist in the receptivity of new curricula or instruction by veteran teachers as compared to less experienced educators?
4. What impact, if any, do gender differences have on teacher satisfaction with new instruction?
5. What effect does proficiency in another language have on an elementary teacher's sense of satisfaction or confidence in the World Languages Program?

Data Collection

Three surveys were distributed during November and December of 1998 in two participating New Jersey public school districts. Each district was selected because of its proactive stance in establishing a World Languages program in its elementary schools. Each survey contained a specific number of statements used to assess how classroom teachers, administrators and Spanish teachers perceived their interaction with colleagues and how they self-assessed their performance within the program. All three surveys focused upon "satisfaction" in terms of the Elementary Spanish program, with the teacher survey extended to include a "teaching efficacy" component. Bandura (1997) theorized that self-efficacy offers much potential as a variable to evaluate training effectiveness as well as the level of effort in attempting to achieve success. Each of the teacher items focused upon how "able" a teacher is to accomplish two components of self-efficacy... efficacy expectations (EE) and outcome expectations (OE). The former assessed whether the educator believed that he or she could successfully execute behavior required to

promote effective teaching performance, and the latter assessed whether this behavior would lead to the enhancement of student performance in the classroom (Romano, 1996).

A "comment" section on the bottom of each survey was created to provide the opportunity for respondents to include additional thoughts on the World Languages Program that may not have been included in the instrument items.

The creation of the survey items reflects the work of educational researchers in the areas of peer coaching, teaching efficacy and teacher satisfaction with new instruction (Kohler & Crilley & McCullough, 1997; Licklider, 1995; Singh & Billingsley, 1998; Gibson & Dembo, 1984; Norlander, 1984; Romano, 1996; Joyce & Showers (1995). With the researchers' written permission, the surveys were based upon former studies on teacher satisfaction and efficacy (Romano, 1996; Kohler, Crilley & McCullough, 1997). Each survey was piloted within the researcher's own school district to test for clarity and appropriate focus. After the pretesting, only slight modifications were made to the instruments.

Since this study involved two school districts and twelve elementary schools, this researcher decided to have the individual building administrators present the instruments to their staffs. The optimal time would be at a faculty meeting where most of the staff would be present. The exact date was determined by the building principal, who was given specific guidelines for distribution and collection of the surveys. Each participant received a cover letter attached to the survey that explained how participation was voluntary and all information would be kept anonymous and confidential. Approximately 15 minutes was necessary for proper completion of the instruments. Each survey was to

be sealed in an enclosed, stamped envelope and either returned to a central location (large manila envelope) or mailed individually, should the teacher prefer that method. Each survey was coded by either color or geometric design to maintain anonymity.

The researcher requested that the participants mail back the surveys back prior to the December recess, and most of the returns came during the first three weeks of December. Some surveys arrived in early January of 1999. All surveys were secured in the same location and were viewed only by this researcher and a statistician who assisted the researcher in collating the data.

Characteristics of Respondents

The subjects in the "Classroom Teachers' Self-Efficacy Assessment and Satisfaction Survey" were 136 elementary classroom teachers (grades 1-6) from two school districts comprising 12 elementary schools. There were 119 females and 15 male classroom teachers who participated. Of the teachers responding, 58% had a BA or BS degree while 35% had advanced degrees. 7% did not respond to this category. A clear majority of teachers (71%) indicated that they had no proficiency in another language and 75% of classroom teacher specifically stated that they had no Spanish background to prepare them for reinforcing Spanish lessons. In terms of years in teaching, the respondents were evenly dispersed among the three year categories: 1-9 years-(33%); 10-25 years- (35%); and 25-44 years-(32%). Characteristics of individual schools, grade levels and an analysis between the two districts is discussed later in this study. Any differences in the data from the two districts, may result from the manner in which each district implements their World Languages program in the elementary school.

Eleven building principals participated in the "Checklist on Administrator Satisfaction with the World Languages Program Survey." Three were male and eight were female. Out of the 11 respondents, four had achieved a doctorate, five had an MA/MS degree and two did not respond to that category. Nine out of the eleven administrators (82%) did not have any Spanish background nor did they have proficiency in another language. In terms of years as a full-time administrator, four principals (36%) had served 1-5 years, three (27%) had 7-9 years and four (36%) had been an administrator for over 12 years.

There were five female Spanish teachers who participated in the "Elementary Spanish Teacher Satisfaction Survey." Two out of the five (40%) had achieved an MA degree. It was not necessary to determine a Spanish teacher's proficiency in another language, especially Spanish, as it is understood that these educators are foreign language specialists. Three of the five Spanish teachers had over 20 years in teaching, while the other two had at least eight years in teaching.

Treatment of Survey Data

In this study, the number of surveys distributed was 195. This number reflects 11 administrators, 5 Spanish teachers and 178 elementary classroom teachers. The returns indicated that 136 classroom teachers (76%) participated in the survey research. All Spanish teachers (100%) as well as 92% of administrators in the two school districts provided data for this study. While nonrespondents can potentially cause problems for questionnaire interpretations, the representative numbers from each participating school

and grade level provided adequate representation from the sample population to ensure sufficient statistical sensitivity (Rosenthal & Rosnow, 1975).

In descriptive statistics, numbers, percentages and decimals are used to comprehend raw data. Only when the data is summarized are conclusions drawn from the raw data. This study employed the most commonly used descriptive statistics, which describes the central tendency of the data. In particular, the most frequently used indicator of central tendency, the mean, was analyzed. Each survey presented statements to which educators responded on a 5 point Likert scale of "Strongly Agree" (5) to "Strongly Disagree" (1).

Additionally, the standard deviation is examined to see how the responses are spread around the mean. The standard deviation indicates how broadly the scores in a distribution are spread one from another. The deviation of each score from the mean has an impact on how the researcher summarizes and concludes any findings. A sample with a large, heterogeneous population may result in a large standard deviation. The sample populations of District "A" and District "B" were similar in several ways: gender percentages, degrees held, years in teaching and having few educators who were proficient either in Spanish or in another language. Both districts are suburban in location, density of population and have established comparable World Languages programs at the elementary level.

While the description of the data of a single variable (gender, years of teaching, grade level, etc.) is discussed at length in this study, a regression analysis is also employed. The significance of experience, gender and language proficiency on question responses is studied. The relationship between two variables, commonly referred to as the

“correlation,” examines the connection between two different variables, looking for either a positive or negative correlation.

Discussion on Central Tendency of Data

The Classroom Teacher Survey

The first part of the discussion centers on the mean and standard deviation of the responses to the seventeen “Classroom Teacher Self- Efficacy Assessment and Satisfaction Survey” items. The data derived from each statement is scrutinized as to its mean and percentile, and whether patterns of data point towards what may be significant in this study. The significance of the data is determined by its standard deviation. If the standard deviation is less than 1, the central tendency is stronger and therefore more accurate. If the data’s standard deviation is greater than 1, its significance to this study is not ignored, but comments are reserved for summary remarks section later in this chapter.

1. I am able to respond positively to constructive criticism by the Spanish teacher/coach.

There were more positive responses (SA and A) to this statement by those teachers who had only a BS/BA degree. (64% BS/BA) than those who had advanced degrees (33% MA or higher). Additionally, teachers with less years of experience (1-9 years) responded more positively to this statement than those with greater teaching experience (10-25) and (26-44). By school and grade levels, there were mainly positive responses to this statement with 63% of the total responses falling in the SA or A range.

Only 3% of the responses either disagreed or strongly disagreed. Interestingly, 10% of the respondents checked "not applicable" which may indicate that the role of the Spanish teacher in the classroom is more like a teacher than a coach. It is very possible that the establishment of a true peer coaching environment is a developmental process that may take some time to come into its own. Since both districts were in the first year of their programs, the relationship between the two professionals in the classroom may not have matured. However, the mean for this statement was a positive 4.02 with a standard deviation of .93, which indicates an environment ready for this experience.

2. I am able to make professional suggestions to the Spanish teacher/coach.

An important part of a peer coaching experience is professional interaction between teachers. With this item, teachers are asked if they are able to dialogue collegially rather than simply congenially with the Spanish teacher/coach. While research tells us that congenial environment is beneficial in order to feel confident in approaching other professionals when discussing instruction and curriculum, it cannot replace collegiality in a peer coaching program. The responses by the sample population indicate that the majority of classroom teachers either "Strongly Agree" or "Agree" that they were able to dialogue professionally with the Spanish teacher (80%). By degree classification, teachers having only a BA or BS degree were consistently more positive in response to this statement than those who possessed an MA or above. (BA - "Strongly Agree" - 58% to MA's 33%, "Agree" BA- 59%- MA- 37%. There did not appear to be any significant data with variables of years of teaching, proficiency in another language, Spanish background, grade level or district. The M for this item was a positive 4.01 with a SD of .91.

4. I am able to receive additional support, if necessary, from the Spanish teacher/coach.

The positive responses to this statement from both districts (70%) may indicate that there is a good working relationship between the classroom teacher and the Spanish teacher/coach. This data would support the third statement "effectively dialogues with Spanish teacher/coach." There were no remarkable trends with any of the other variables with respect to this statement. The M was a positive 4.04 with a SD of .99.

9. I am able to respond to the needs of students who need more concentrated Spanish assistance.

In this item, females were more positive in responding to the needs of students. While the differences between males and females at the SA or A points were minimal (M-0% SA, F-6% SA) (M-20% A, F-24% A), the "Strongly Disagree" category had males at 33% as compared to females at 15%. Again, this data must be viewed in light of the small male teacher sample. In terms of individual schools, District "B's" "Circle" School was significantly more negative (80% D or SD) than the other two schools as compared to the "Diamond" School at 13% and the "Triangle" School at 33%. Morale factors may be present in the building that may not appear in the variable categories, as well as time constraints discussed earlier. Based on the data from this item, it did not appear that having a Spanish background or a proficiency in another language would be significant in being of greater assistance to students. While the SD was 1.19, the M was lower than most items at 2.75 and may be significant to this study. The indication may be that not only time, but lack of experience in teaching a foreign language could impact this efficacy item.

12. I am satisfied with my students' skill development in Spanish instruction.

While 64% of the sample population responded either SA or A to this statement, a number of responses (22%) were "Neutral" on this item. This neutrality may indicate some uncertainty about being able to judge how well students are progressing in a foreign language. District "B"'s "Circle" School again was the most negative in response to this item with 35% indicating that they "Disagree." The M for this item was 3.70 with a SD of .95. The data suggests that teachers may not be sure of the skill development of their students, particularly because of the newness of the program.

15. I am satisfied with the efforts made by the Spanish teacher/coach to assist with the Spanish program.

This statement puts the satisfaction level contingent upon the efforts by the Spanish teacher/coach. In a similar reaction to the tenth, thirteenth and fourteenth statements, males tended to be less satisfied than females with the peer coaching relationship in the classroom. Thirty-two per cent of the female classroom teachers "Strongly Agree" with this statement as compared to 7% of the males surveyed. Additionally, more male teachers "Disagree" or "Strongly Disagree" than females to this statement, although the percentage differences were not large (Males D-13%, females-D-8%) (males SD-7%, females-SD-4%). The variable of Spanish background was examined in terms of the satisfaction with the Spanish teacher/coach's efforts. The data indicates that those teachers who had a Spanish background (native or learned), or proficiency in another language, appeared to be more satisfied with the efforts made by the Spanish teacher/coach. The M for "Spanish Background" was 3.96 with a SD of 0.98. The M for "Proficiency in another Language" was 3.88 with a SD of 0.89. Both of these

variables indicated a somewhat greater level of satisfaction than the overall survey item Mof3.67.

Classroom Teacher's Self-Efficacy Assessment and Satisfaction Survey

Summary Remarks on Other Survey Items

Survey item data with standard deviations greater than 1 are discussed in this section. Their significance, although statistically not as strong as those with a standard deviation less than 1, may have value in comprehending the strengths and weaknesses of this peer coaching project in terms of teacher satisfaction and teaching efficacy.

The 17 classroom teacher statements are viewed in light of a peer coaching initiative and levels of satisfaction and efficacy as perceived by the respondents. These summary remarks focus upon elements of a peer coaching situation, such as trust, comfortability, time management, collaboration and dialogue. Additionally, certain patterns emerged within two variable categories of "Years in Teaching" and "Male/Female" responses. The summary remarks are confined to these areas.

It is apparent that both districts' teachers are comfortable in sharing ideas with the Spanish teacher/coach. Seventy-nine per cent of the sample population indicated that they "Agree" or "Strongly Agree" that all parties were receptive to discussions on the World Languages Program. Along with comfortability in a peer coaching program, the issue of collaboration comes into view. The fourth statement deals with the opportunity for classroom teacher and coach to collaborate on a regular basis so that the teacher can reinforce the program. The data indicates that collaboration does occur, but more on a spontaneous basis because of time constraints. Collaboration appeared to be more

successful with those teachers who had the least amount of teaching experience (1-9 years as compared to 10-25 or 26-44 years).

Another important part of a new program is the ability to keep teachers informed about the World Languages Standards and the subsequent testing that will develop from this new instruction. The majority of the responses to Statement 7 (being kept informed by the district/principal as to information about the World Languages Standards) were "Neutral." This data indicates that communication may be problematic. Part of the dilemma may be the newness of the program and the lack of clear information from the State of New Jersey. Communication within the school's instructional program is another matter. Statement 9 deals with Spanish instruction information for the classroom teacher. Spanish instruction information, in this instance, is not the responsibility of the State of New Jersey, but rather the Spanish teacher/coach. There appear to be some reservations about the information highway from coach to teacher, with 24% of the sample population indicating a "Neutral" rating on communication. This is consistent with responses to Statement 7 on Standards information. District "B" teachers were more positive than District "A" teachers in receiving current information about the World Languages Program. It may be that District "B" staff has a better communication system and teachers are more satisfied because of it. Statement 10 continues the discussion on assistance to the classroom teacher by discussing satisfaction with the "amount" and "quality" of assistance received. Satisfaction with the "amount" of assistance appears to be influenced by the time allotted for the program. The issue of time surfaced throughout all three surveys. The "quality" of assistance may be based upon a trust that is or is not developing between the teacher and the coach. Additionally, with an overall mean

placing the majority of the sample population in a "Neutral" position, there may be some uncertainty about being able to judge the "quality" of a program when it is still relatively new. The communication between the teacher and the Spanish coach can positively or negatively impact a classroom teacher's belief that the expectations for students are "realistic" and "worthwhile" (Statement# 16). The majority of responses to this statement fell with the "Neutral" or "Agree" ratings. The belief that the expectations are "realistic," may imply that there is an element of teacher responsibility for successful implementation of these expectations. However, there may be some uncertainty on the part of teachers that they are skilled enough to be successful at the present time.

The summary discussion must include a continuing pattern of data differences between male and female teachers. The issue of gender differences in satisfaction and efficacy levels surfaced in several statements, particularly Statements 8, 10, 13, 14, 15, 16 and 17. In each statement, males appear to be less satisfied and less efficacious in their perception of the World Languages Program. Males appear less satisfied than females in support from the Spanish coach, in their own tasks that they provide to reinforce the program and the amount of time and effort needed to implement the program. They also were less satisfied than females in their belief that the Spanish program expectations are realistic and worthwhile and that they have grown professionally through the World Languages Program. (See figures at the end of this chapter). It is important, however, to view this data in light of the very small male teacher sample. Outliers and individual responses can dramatically affect the percentiles with central tendency.

Another data pattern that has emerged from the classroom teacher survey is the

variable of "Years of Experience." Statements 6, 12, 13, 14, 16 and 17 provide a consistent pattern of feedback on the experience factor and satisfaction/efficacy. The teachers with the most years of experience (26-44 years) were consistently less satisfied than the 10-25 year or the 1-9 year groups. The teachers with the least experience were the most satisfied in just about every response item. The data indicates that the most experienced group felt the least able to collaborate with the Spanish teacher, less satisfied with their own ability to reinforce lessons, had difficulty with providing tasks to follow up lessons, and were less satisfied with the time and effort needed to implement the program. The 26-44 year group also was more critical of the Spanish teacher's efforts to assist the teacher and was the least positive about the program's value and practicality in terms of their students. It is not surprising that this group was also the least positive about growing professionally through the World Languages Program. (See chart at the end of this chapter). Discussion on the implications of the variable, "Years of Experience," can be found in Chapter V.

A brief discussion must be included about the varying levels of satisfaction and efficacy of teachers within the different school buildings. While there were measurable differences in satisfaction from school to school, only the "Circle" School in District "B" appeared to be consistently less satisfied than the other 11 schools. It may be that the leadership style of the building administrator or the instructional/personality style of the Spanish teacher may negatively or positively impact the satisfaction or confidence levels of the staff. Interestingly, the administrator of the "Circle" school, unlike the staff, responded quite positively to the items on the administrator's checklist on the World Languages Program. No other pattern emerged that may point to an explanation as to

why teachers in certain schools seem less satisfied with the program.

Classroom Teacher's Self-Efficacy Assessment and Satisfaction Survey

Comment Section (Optional)

Each of the three surveys had a section at the end for participants to clarify any response or to comment on any area of the Spanish program that was not included in the survey. Since this section was optional, most teachers did not include any information in the "Comment" area. Out of 135 classroom teacher surveys, 18 surveys contained comments. While these comments may not be representative of the entire sample population, the frequency and category of the comments may provide additional insight into the peer coaching experience with World Languages in the two districts.

The most frequently discussed area was "not enough time." All 18 respondents included this challenge in their discussions. It appears that the time factor issue was not only time with the Spanish teacher/coach, but also time as a classroom teacher to reinforce the instruction. The time factor may impact several items in the survey. Issues such as collaboration time, time to receive and understand information on the Standards, time to assess student progress with the Spanish teacher/coach and time to respond to the needs of students who need more assistance can be barriers to satisfaction and efficacy levels. Interestingly, while District "B" s program is two times a week to District "A" s once a week format, there was no appreciable difference in responses to time factor items.

The second most frequently mentioned comment was that teachers "do not reinforce" the Spanish lessons. Ten teachers differentiated between "reinforcing" and

"participating" in the World Languages program. The majority of these comments came from teachers in District "B." It is possible that District "B"'s program, twice a week, provides enough time for teachers to simply assist the Spanish teacher during the formal Spanish class period. District "A"'s ½ hour per week may require more Spanish reinforcement/instruction by the classroom teacher.

There were positive comments about the program. Eight teachers indicated that the program was "great;" "Spanish teachers are great and the children love it;" "The class periods are very beneficial;" and "The program is off to a good start."

Other comments appear somewhat negative but can be taken as constructive criticism of a new program and the needed revisions to establish an effective peer coaching environment. Three teachers felt that "there is very little communication between the classroom teacher and the Spanish teacher." Two teachers stated that "inconsistencies arise when the teacher is absent." Other individual responses included "too much information, not enough reinforcement," "no follow up- the Spanish teacher brings her materials and then leaves with them," "not sure the standards and expectations apply to every child," and "much of regular class time is taken up finishing projects." The classroom teacher's difficulty with the presence of another educator in his/her room, instructing and suggesting how a teacher reinforces lessons, may be an obstacle to satisfaction and efficacy levels (Gibson & Dembo, 1984).

Checklist on Administrator Satisfaction with the World Languages Program

Discussion on Central Tendency

The administrator's checklist contained nine satisfaction statements with a section

for comments at the bottom. The central tendency is examined in terms of the mean and percentile for each item. The central tendency of this section is strengthened as the data presented concentrates upon means with standard deviations of less than 1. Any other data from the administrator's survey is reserved for a summary discussion following this section.

Since the sample population of administrators is quite small ($n=11$), data significance of the survey items could be questioned. However, the manner in which administrators react to programs and staff within their buildings may positively or negatively impact how teachers feel about their performance. Additionally 6 out of the 9 administrator survey items had standard deviations of less than 1. The central tendency, although representing a small sample, appears quite strong.

3. I am satisfied with the observed students' skill development in Spanish instruction.

This statement received the second highest overall M score for satisfaction with a 4.18 and a SD of 0.60. Administrators may have been more comfortable with this statement because they spend a significant amount of time observing classrooms and critiquing instructional practices. In this statement "observed" is a key factor. Only one administrator was "Neutral" in respect to Statement# 3. The 10 others chose either "Strongly Agree" or "Agree." The "Years of Experience" variable demonstrates a pattern among administrators. The more years of experience (12-24 years) the greater the sense of satisfaction and the mean. (4.75 as compared to 4.00 (7-9 years), and 3.75 (1-5 years).

4. I am satisfied with the classroom teacher's ability to reinforce the Spanish teacher's lessons.

This statement received the second lowest total mean from the administrators (3.36 with a standard deviation of 0.92). Only one administrator selected "Strongly Agree" about the classroom teacher's ability to reinforce the Spanish lessons. The majority of the responses fell between the "Neutral" and "Disagree" categories. The less than positive response to this statement may be the result of the newness of the program and the nature of the curriculum (foreign language acquisition). Since both districts were in their first year of the program and the administrators may be cautious about strong support for a beginning program. Two out of the nine administrators reported that they had a "Spanish Background," and their data indicated that they were more satisfied with this statement (M of 4.0 as compared to those without a Spanish background- mean of 3.22). The variable of "Years as an Administrator" continues to point towards greater satisfaction with more years of experience in leadership. The M for the 12-24 years experience group was 3.75 as compared to 3.25 for the 7-9 years group and 3.00 for the 1-5 year administrators. District "B"'s two administrators appeared fairly satisfied with the reinforcement by the classroom teacher with the "Circle" school having a M of 4.0 and the "Diamond" School's mean of 3.50. District "A"'s data by school indicated a wide range of responses to this statement. The "Red" School's administrator was the only one out of the nine building principals who selected "Strongly Agree" with Statement 4. Two building principals indicated that they "Disagree" and two others were "Neutral". There appears to be some uncertainty among District "A" principals as to whether the classroom teachers are either capable of following up the Spanish program or are able to find the time to do it effectively.

5. I am satisfied with the tasks that the classroom teachers and Spanish teachers

provide for students to reinforce the Spanish program.

With an overall M of 3.91 and a SD of 0.94, this statement had the majority of its responses (72% or eight administrators) in the "Strongly Agree" and "Agree" categories. This statement is different from the previous one in that reinforcement is perceived as a joint venture between classroom teacher and Spanish teacher. The more positive responses may indicate a greater sense of confidence in a team effort to provide the instruction. District "B" principals continue to be satisfied with the instructional program, with the "Circle" School and the "Diamond" School having means of 4.00 and 5.00, respectively. Interestingly, the "Circle" School's classroom teacher survey indicated a consistent negative pattern of satisfaction responses, unlike its administrator. The "District A" schools again demonstrated a wide range of responses, with the "Red" school, once again, being the most positive with a mean of 5.00. The other administrators rated their satisfaction levels either "Agree" or "Neutral," except for the "Orange" school administrator who indicated that they "Disagree."

7. I am satisfied with the efforts made by the Spanish teacher to assist the classroom teacher with the Spanish program.

This statement focuses upon the peer coaching aspect of the program. Both districts have relied heavily upon this method of teacher training as an alternative to the traditional one-shot workshop staff development. Both districts indicated that the selection of the Spanish teachers and the orientation that they received had a "turnkey" application as a top priority. The administrators in these districts were closely involved with the programs from their very beginning. This statement had the highest satisfaction level among administrators with a M of 4.30 and a SD of 0.95. All administrators surveyed were quite

satisfied with the efforts of the Spanish teachers. Five out of ten administrators indicated that they "Strongly Agree." four principals "Agree." and only one (the "Yellow" School), "Disagree."

8. I am satisfied with the expectations for the students in the World Languages program in that they are realistic and worthwhile.

This statement had the most consistent responses than any of the others. The overall mean was 4.0 with a standard deviation of 0.45. The terms, "realistic" and "worthwhile" are key to the positive responses from all the school administrators. "Realistic" may imply that the administrators have confidence in the abilities of their staffs to present skills and content that are appropriate for the students in their classes. "Worthwhile" beliefs may result from the districts' attempts to present research-based information about the benefits of early second language acquisition. Both districts made a real commitment to provide information on this program before initiating it. In examining the teacher survey responses to the same statement, the data shows a 3.64 satisfaction rate, lower than the administrators. In a practical sense, the teachers may have greater insight into the program in their day-to-day encounters, than administrators.

9. I am satisfied that both the classroom teachers and the Spanish teachers have grown professionally through the World Languages program.

Growing professionally is the central theme of any staff development program. If an administrator perceives that his/her staff is learning and expanding skills in the World Languages Program, then there should be a solid sense of satisfaction with Statement 9. The overall M was 3.82 with a SD of 0.75, indicating that the majority of the administrators (8 out of 11) "Agree." that there was professional growth through the

program, but it appeared that they were somewhat conservative about rating this peer coaching model as completely successful. When the same statement was posed to teachers in their survey, the overall response was lower than the administrators, with a 3.09 M as compared to the administrators' 3.82. The teachers' "Neutral" stance may, in fact, be a more accurate picture of professional growth. While an administrator can formally or informally observe and evaluate teacher performance, professional growth is difficult to measure without honest, continuous dialogues between teacher and administrator. Additionally, any new program would need a few years to establish itself and to be evaluated in terms of student and professional growth. It is important to note, once again, that both districts' programs were only one year old when they were surveyed.

Checklist on Administrator Satisfaction with the World Languages Program

Summary Remarks on Other Survey Items

The remaining items on the administrator's survey (Statements 1,2 and 6) provide some interesting feedback on the World Languages Program. On the whole, administrators were satisfied with the information received regarding Spanish instruction in the classroom. In terms of the variable "Years of Experience," administrators with the greatest number of years of administrative experience were the most satisfied (4.50 M in 12-24 years as compared to 4.00 M in the 7-9 years and 3.25 M in the 1-5 year category). This satisfaction relationship with "Years of Experience" was also demonstrated in Statement 2. The highest satisfaction group of administrators who were "satisfied with the amount and quality of assistance that classroom teachers have received

to implement the World Languages Program" were those administrators with the greatest amount of experience.

The issue of "time and effort required to implement the Spanish Program" received the lowest overall mean of the nine survey items ($M=3.27$ with a SD of 1.10). While five principals "Agree" with their satisfaction with this statement, five "Disagree" and one was "Neutral." Additionally, male administrators appeared to be less satisfied with an overall mean of 2.67, 1.15 SD as compared to females with a M of 3.50, 1.07 SD . Since the numbers in the sample population are small ($n=11$), interpretation of the data must be viewed with the possibility that one or two responses could significantly change percentages.

In comparing the administrators' data with the classroom teachers' data on "time and effort" for the program, there are some inconsistencies between the two sample groups. For example, the "Red" School's administrator was highly positive about Statement 89 6, giving it a 5.00 ("Strongly Agree.") The teaching staff at the "Red" School was predominately negative about time and effort for implementation, giving the statement a 64% "Disagree" rating. Feedback from staff is a primary method of administrative evaluation of a program. Therefore, it is possible that the communication between staff and principal may not be clear, due any number of factors, including leadership style of principal. Additionally, the "Red" School administrator is part of the greatest "Years of Experience" category which was consistently more satisfied on the administrator survey items.

Checklist on Administrator Satisfaction with the World Languages Program

Comment Section (Optional)

Five administrators added comments to their surveys. The issue of time was discussed in all five responses. One District "B" administrator reported "I think that the program is good, given the time constraints of everything we need to teach. When we are tested in the ESPA (Elementary School Proficiency Assessment), then we'll know if this is enough." A District "A" principal stated "The enthusiasm on the part of the Spanish teachers, the regular classroom teachers and most importantly the children, has been outstanding. Currently children receive 30 minutes of instruction one day per week. I would like to see that expanded to two 30 minute sessions per week. I look forward to the continuation and hopefully, the eventual expansion of the program." Another District "A" principal continued, "The program has its strengths. Lessons several times a week would benefit students." Time for planning and evaluating the program was discussed by a third District "A" principal. "Any new program takes years to fully implement. Revisions and additions need to take place as appropriate. There needs to be an opportunity for teacher-student input." District "B"'s "Circle" School principal believes that "students have benefited from the program. Teachers have brief opportunities for joint planning, but they do support the program."

Elementary Spanish Teacher Satisfaction Survey

Discussion on Central Tendency

The sample population of the Spanish teachers survey was so small ($n=5$) that the variables may not be considered significant for the purposes of this study. Therefore, the discussion will be limited to the overall reaction to the satisfaction statements, unless there appears to be a pattern or meaningful data derived from one or more factors.

Communication received by the Spanish teachers regarding the New Jersey Core Curriculum Standards on World Languages, and future testing guidelines for the ESPA (Elementary School Proficiency Assessment) appear to be closely tied to the satisfaction issues. Satisfaction, in this instance, is dependent upon the information process from the State of New Jersey to the local districts. The responsibility of processing the information about the State Standards and the subsequent testing appears to lie with the Spanish teacher as she attempts to fashion a program that can be reinforced by the classroom teacher.

With an overall \bar{M} of 3.80 and a \underline{SD} of 0.84, the data indicates that the Spanish teachers are generally satisfied with the information process. There did not seem to be a significant difference with the variables of gender (all teachers were females), degrees or experience in teaching. The only discernible difference could be found between the school districts as District "A" Spanish teachers had a satisfaction \bar{M} of 4.00 with a \underline{SD} of 0.82 as compared to District "B"'s 3.00 with a \underline{SD} of 0.70. However, this data must be considered as questionable because of the very small sample population (District "A" with four Spanish teachers and District "B" with only one).

The Spanish teachers were very positive about their satisfaction with "students'

skill development in Spanish instruction" (Statement 3) with four Spanish teachers who "Agree" and one who "Strongly Agree." The M for this statement was 4.20 with a SD of 0.45. The level of satisfaction with this statement is linked to the Spanish teacher's own perception of how effective she is in the program. If the Spanish teacher is confident in her abilities and sees growth in the classroom, she may indicate a positive response to this item. A positive response may also indicate that the Spanish teacher perceives the classroom teacher's role as successful in reinforcing the program.

Another issue is the classroom teacher's "willingness" to reinforce the Spanish lessons (Statement 4). The key words in this statement are "willingness" and "reinforce." In light of the low M of 2.60 with a SD of 0.55, it may be that the Spanish teachers have not received solid support in their efforts to involve the classroom teacher. This data is consistent with the classroom teacher's survey that also indicated a low M of 3.36 on the "reinforcement" of instruction. A similar administrator's survey statement revealed some real reservations about the role of the classroom teacher with the Elementary Spanish Program with their lowest M of 3.27. The relationship of having ample time in regard to "willingness" may be a strong one. Additionally, there may be some clarity needed to define what exactly is the responsibility of the classroom teacher. The confidence that teachers have in each other's abilities is a critical factor in successful peer coaching situations. If the Spanish teacher is "satisfied with the classroom teachers abilities to support the Spanish Program" (Statement 5), it is likely that the program will be a more productive one. In the responses from the five Spanish teachers, four out of the five gave a "Neutral" reaction to the statement with one Spanish teacher choosing to "Disagree." With a M of 2.80 and a SD of 0.45, it appears that there is uncertainty as to

how able classroom teachers are to support the Spanish teacher's program. Looking at the responses by districts, District "A"'s four teachers were "Neutral," while District "B"'s Spanish teacher indicated that she would "Disagree." Factors such as time, newness of the program and the need to become comfortable in a peer coaching relationship, may be reasons for less than positive satisfaction data.

Aside from being "willing" to reinforce Spanish lessons, the Spanish teachers were asked to rate the classroom teachers' "tasks" that they have provided to reinforce the program (Statement 6). This statement received almost identical responses from the Spanish teachers. Both Statement 5 and 6 focus upon the classroom teacher's ability to support the program and provide tasks to do so. The M of 2.80 and the SD of 0.45 reflect the same District "A" four Spanish teachers who responded "Neutral," and the one District "B" teacher who chose to "Disagree."

The time factor appears to be a continuing concern throughout each of the three surveys. Statement 7 received the lowest satisfaction level of all nine items, with a M of 2.00. All five Spanish teachers would "Disagree" that they were satisfied with the amount of time for the Spanish program. This data is consistent with the classroom teacher's survey ($M=2.99$) and also the administrator's survey ($M=3.27$).

The issue of "collaborative" effort between the classroom teacher and the Spanish teacher (Statement 8) rests at the heart of a peer coaching situation. "Collaborative" work is a primary goal of these World Languages Programs. The responses by the Spanish teachers indicate that 60% (3 out of 5 teachers) "Agree" that collaborative work is being accomplished. Two Spanish teachers (40%) were "Neutral." ($M= 3.60$ with SD of 0.55).

The Spanish teachers responded quite positively to the issue of "classroom and

Spanish teachers growing professionally through the Spanish Program" (Statement 9). This statement received the most consistently positive data on this survey ($M=4.00$) with all five Spanish teachers indicating that they "Agree" that they were satisfied with the professional growth. While previous statements produced data that indicated uncertainty about classroom teacher reinforcement of the program, it appears that despite some questions, Spanish teachers believed that they experienced professional growth as well as the classroom teachers. This data is encouraging in light of the fact that peer coaching is an alternative method of staff development.

Elementary Spanish Teacher Satisfaction Survey

Comment Section (Optional)

Two of the five Spanish teachers added comments to their surveys. Since this study has such a small Spanish teacher sample population ($n=5$), the comments should be viewed in terms of common concerns expressed by all three groups. Two areas mentioned by the Spanish teachers, classroom teachers and Spanish teachers as problematic to the success of the program were "ample time for the Spanish teacher's lessons" as well as "appropriate time for the classroom teacher to reinforce the lessons." Additionally, the uncertainty as to the guidelines for assessment in World Languages has been "another challenge to the creation of an effective curriculum in Elementary Spanish."

Discussion on Regression Analysis

Classroom Teacher Survey

While all three surveys provided insight into the satisfaction/efficacy levels of educators involved in the Elementary Spanish World Languages Program, only the classroom teacher survey, with a large sample population ($n=135$), provided enough data to analyze the relationship between the variables. This study focused upon the significance of experience, gender and language proficiency on question responses. Experience is a quantitative variable; experience and gender are handled using dummy variables. The basic regression equation is $Y = \text{beta} * x + \text{alpha}$. The regression coefficient reported here is "beta", and all t-tests are performed on this coefficient.

Using a chart on regression analysis, the rows labeled "SSE(null)" are the sum of squares of errors around the mean of the question responses (no regression). The rows labeled "SSE" are the sum of the squares of the errors about the regression prediction. The null hypothesis is that particular factor that does not explain the answer to a given question. For estimation of a single parameter, using a t-test on the regression can reject the null hypothesis.

The F statistic = $(T-K/J^*) (SSE(\text{null}) - SSE) / SSE(\text{null})$. In this formula, SSE is the sum of the squares of the residuals, T is the number of observations, K is the number of parameters, and J is the number of parameters being tested in the null hypothesis. (For $J=1$, $F=t^2$).

Discussion on Experience

For nearly all of the teacher survey questions, the regression coefficients are

negative; more experienced teachers are generally more negative in their responses than their less experienced colleagues. Looking at the t-statistics, it is possible to reject the null hypothesis at the 98% confidence level for Statements 1,6,12 and 13. At the 90% level, the null hypothesis can be rejected for Statements 5, 8 and 17.

Discussion on Gender

In examining the regression of responses on gender, this study used $W=0$ and $M=1$. Since "beta" is negative for all statements, the trend observed is that men tend to give more negative (less satisfied) responses than women. This trend is statistically significant at the 98% level for Statements 11, 14, 16 and 17. It is statistically significant On the 90% level for Statements 4, 7, 10, 13 and 15 as well as those above.

Discussion on Language Proficiency

The impact of language proficiency on responses is weak, at best. At the 90% level, proficiency has an impact on responses to Statements 1, 8, 11 and 13. Proficiency apparently has no relationship with the degree of satisfaction with the program (expressed in Statement 17). Not surprisingly, the most significant positive correlation was found between proficiency and the ability of the classroom teacher to respond to students needing added assistance (Statement 8).

Experience Data-Classroom Teachers Survey

I am satisfied with my ability to reinforce the Spanish teacher/coach's lessons.

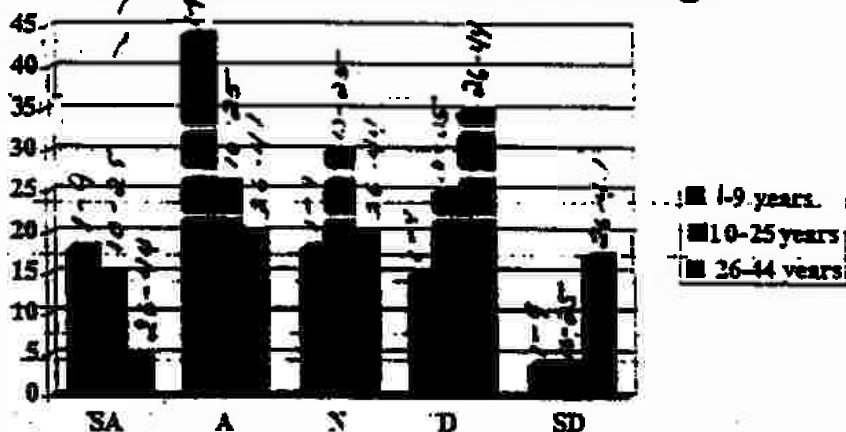


Figure 1

I am satisfied with the tasks that I provide to reinforce the Spanish program.

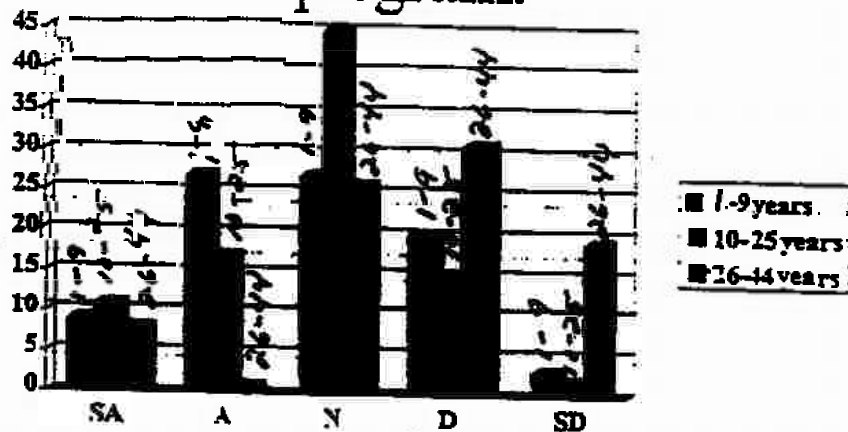


Figure 2

Experience Data-Classroom Teachers Survey

I am able to collaborate with the Spanish teacher/coach to evaluate student progress.

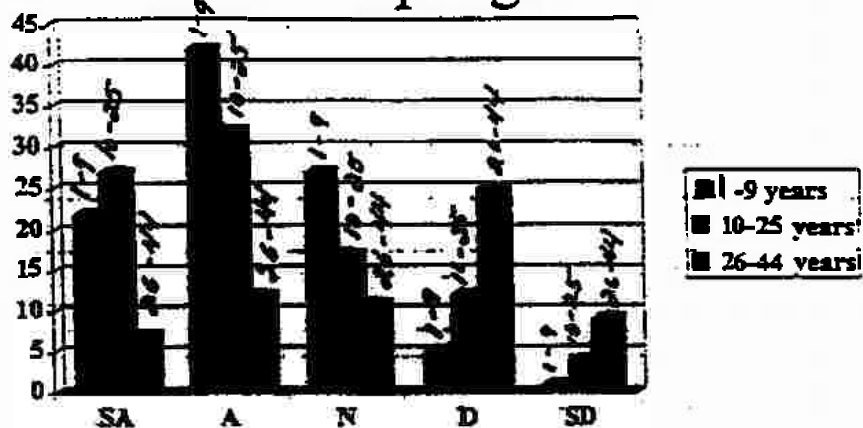


Figure 3

I am able to respond positively to constructive criticism by the Spanish teacher/coach.

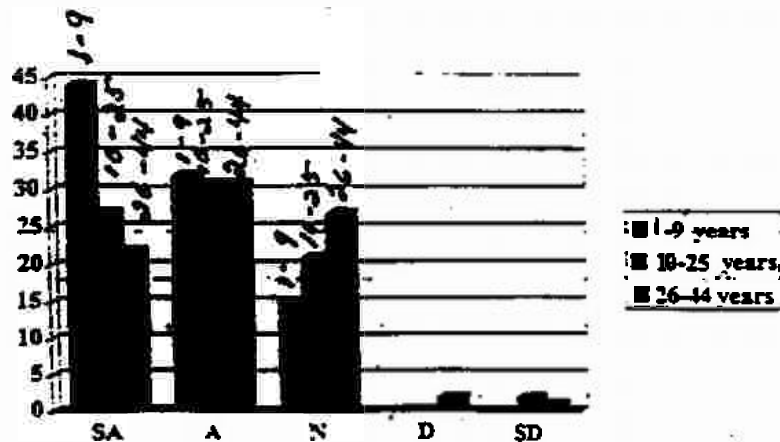


Figure 4

Gender Data-Classroom Teachers Survey

I am satisfied with the amount of time
and effort required to implement the
Spanish program in my class.

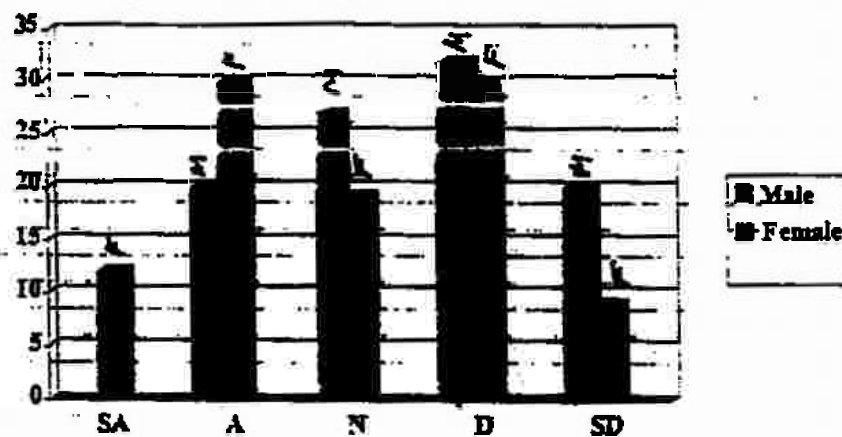


Figure 5

I feel that I have grown
professionally through this World
Languages program.



Figure 6

Chapter V

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine elementary teachers' perceptions as they utilized peer coaching to implement new curricula in selected suburban schools within two New Jersey school districts. This process was the districts' response to the establishment of the State of New Jersey's Core Curriculum Content Standards and indicators for World Languages in the elementary schools. These standards appear to be the public's response to improving America's schools (Johnson & Immerwahr, 1994). The implementation of peer coaching was intended to provide professional development for teachers in acquiring new skills and to improve instruction. The documentation and analysis of this process tell the story of two districts' efforts to redefine the prominent view of how professional development is accomplished, and the impact of peer coaching on teacher confidence levels and teaching efficacy in acquiring new curricula and instruction. In order to accomplish this, data was collected through classroom teacher, administrator and Spanish teacher surveys on satisfaction and efficacy in relationship to the World Languages peer coaching initiative.

Research Questions

The research questions addressed in this study were:

1. What shifts were made in the two districts' professional development process in order to develop a collaborative, coaching environment?
2. What factors can be identified as evidence of increased teacher efficacy, self-confidence or comfortability in new instruction?
3. What differences, if any, exist in the receptivity of new curricula or instruction by veteran teachers as compared to less experienced educators?
4. What impact, if any, do gender differences have on teacher satisfaction with new instruction?
5. What effect does proficiency in another language have on an elementary teacher's sense of satisfaction or confidence in the World Languages program?

1. What shifts were made in the two districts' professional development process in order to develop a collaborative, coaching environment?

Both Districts "A" and "B" were proactive in their activities to support the newly developed World Languages Standards and began their preparation for the elementary programs in the summer of 1997. District "A" created a World Languages Committee that was composed of classroom teachers, Spanish teachers, parents, a board member and the foreign language supervisor. District "B's" committee was similarly composed. Spanish was chosen by each district after district-wide surveys were distributed to parents to determine the language that should be taught. District "A's

committee met during that summer to carefully plan how the elementary program would be constructed. District "B"'s committee actually began in December of 1997, following a summer when the district offered Spanish classes for its elementary teachers with a stipend for attending. Both districts studied any existing programs (there were very few in New Jersey), and reviewed major research on foreign language acquisition in young children.

In conversations with administrators in both districts in the fall of 1997, it was clear that the professional development challenge in World Languages was a rigorous one. While Districts "A" and "B" had somewhat different programs in terms of the amount of instruction per week, they basically shared the dilemma of creating a professional development program that would assist the classroom teacher in reinforcing the Spanish program. Both districts realized that some type of peer coaching model should be considered for staff development.

It became clear that shifts in professional development initiatives were necessary for true school reform. Traditionally, teachers are bombarded with top-down educational reform measures and innovative practices, and frequently are leery of committing their energies to still another mandate (Hipp, 1996). The idea of a continuing professional development initiative where the Spanish and classroom teacher interact and support one another became an attractive, cost-effective alternative.

The major functions of the peer coaching experience in these districts reflected research on the benefits of this staff development initiative. Peer coaching would include provision for companionship, providing technical feedback, analysis of application, adaptation to students, and personal facilitation (Joyce & Showers, 1984). A prime

assumption made by the committees in both districts was that the peer coaching approach is less threatening when delivered by peers and also more effective. Peer coaching has also been associated with a teacher's heightened sense of efficacy- an individual's belief in his or her own effectiveness (Licklider, 1995). Both Districts "A" and "B" had already set the stage for this peer coaching experience by having a history of empowering teachers to present in-service or mini courses during "curriculum days." These courses were well-received and provided evidence that teachers may be more comfortable and trusting of their peers in a staff development project.

The development of a collegial environment is not the only necessary ingredient for successful peer coaching. Teachers must also have the confidence that the program can and will work (Fullan, 1982; Stein and Wang, 1988). With foreign language instruction in the elementary school, both the Assistant Superintendent of District "B" and the foreign languages supervisor of District "A" knew that they had a great challenge. Both district committees explored all possible professional development possibilities and decided that teachers would be more likely to embrace new practices and enhance classroom learning through a peer coaching initiative.

Another important consideration in the professional development initiative was the selection process of the Spanish teacher (coach). Since foreign language instruction in the elementary school is not a common occurrence, both committees had to search for candidates within the secondary level, also. The committee members looked for candidates who demonstrated a degree of positive teaching efficacy. When the peer coach has a positive attitude towards the reform and demonstrates a supportive, nurturing personality, the confidence and satisfaction experienced by the

classroom teacher can be maximized (Lortie, 1975).

With the sample populations surveyed after only one year of involvement in the World Languages program, it became increasingly clear (through data from surveys) that the challenges included the newness of both the Elementary Spanish program and the peer coaching relationships, as well as the continuing concern about the amount of time allotted for the program. Both districts' World Languages Committees continue to meet and refine their programs in response to teacher and Spanish teacher feedback.

2. What factors can be identified as evidence of increased teacher efficacy, self-confidence or comfortability in new instruction?

The literature indicates that lack of power, isolation from peers, lack of common purpose among staff members, and lack of collegial support, can work against a teacher's professional development progress (Joyce & Showers, 1984; Rosenholtz & Kyle, 1984). A sense of alienation can occur when teachers are not presented with opportunities for interaction with colleagues on a regular basis. Up until this World Languages project, most of the elementary staff in the two districts typically worked alone with little professional contact with peers. In a beginning peer coaching Spanish program, teachers are concerned about possessing the competence and confidence that they perceive other faculty members may have. As the survey data suggests, teachers who are unaccustomed to working with another and learning from a peer coach may have difficulty in reaching out and admitting that they need help. In that case, the struggling teacher may then continue to struggle, because the need to know is overcome by the fear of exposing one's

shortcomings. Therefore, the lack of collegial opportunities can lead to a slow and haphazard process of spreading pedagogical ideas.

As evidenced in the "Checklist on Administrator Satisfaction with the World Languages Program", principals in both districts expressed a generally positive attitude towards the implementation of their Elementary Spanish Programs. Since principals influence the collegial environment in their schools by fostering shared goals, values and professional growth, their leadership and perceptions of programs can greatly influence satisfaction and efficacy issues (Rosenholtz, 1989). Additionally, teachers who receive support from their administrators also experience less stress and burnout than those who receive little or no support (Fimian, 1986; Zabel & Zabel, 1982; McManus & Kauffman, 1991).

In the two districts in this study, it appears that the administrators have given support to the Spanish program as demonstrated by their responses to the survey and any narrative they included.

The most positive response on the survey for administrators was Statement 7, that they were "satisfied with the efforts made by the Spanish teacher to assist the classroom teacher with the Spanish program." This 4.30 mean indicates support for the peer coaching relationship with the belief that it is working. The second most positive response was the satisfaction with Statement 3. This statement indicated that the administrators were "satisfied with the observed students' skill development in Spanish instruction." Since principals spend a good deal of time observing teachers and classroom instruction, this support with a M of 4.18 may indicate that educational practices are changing for the better.

While an administrator's positive outlook and support to the peer teams is most helpful in advancing satisfaction and efficacy, some factors will work against these areas. All three surveys (administrator, Spanish teacher and classroom teacher) had negative responses to Statement 6 "satisfied with the time and effort required to implement the Spanish program in the classroom." The time factor appears to be a challenge throughout this study. Additionally, the administration has concerns over "the classroom teacher's ability to reinforce the Spanish lessons." The time factor for this reinforcement and the newness of the program can affect one's perceptions of how effective a program is or can be. Surprisingly, the "Years of Experience" variable for administrators presented a pattern that was the reverse of the classroom teacher's data on the same variable. The administrators who were the most satisfied were those who had the most years experience as administrators. This is in direct contrast to the classroom teachers who were the least satisfied in the 26-44 year category. Perhaps, an administrator who has been at the job for many years has developed a sense of patience or has experienced many different initiatives in the course of his/her tenure that has helped in working with relationships on his/her staff. On the other hand, there may be many different explanations, both positive and negative, that would support this kind of data. Such investigations should be reserved for another study.

While the survey data in this study does not measure personality factors in how teachers react to new instruction, teachers who consistently respond with positive ratings may have higher levels of "hardiness" and lower levels of burnout (Hillman, 1996). Hardy individuals may have a greater sense of confidence, self-efficacy and comfortability towards change. They may view change as normal and an interesting incentive for

growth. The classroom teachers' survey data suggests that there is definitely a level of comfortability for the a good number of teachers who have participated in the Spanish peer coaching experience. There were strong positive responses to "able to make professional suggestions to Spanish teacher (Statement 2)..." "able to effectively dialogue with Spanish teacher"(Statement 3)..."able to receive additional support, if necessary" (Statement 4) and ... "satisfied with efforts made by the Spanish teacher" (Statement 15). The data from these specific statements indicate that teachers in both districts are comfortable with working closely with a peer. Additionally, having the opportunity to get immediate feedback from a colleague is also a contributor to confidence and teaching efficacy.

If teachers must learn new behaviors to implement curricula, their confidence and satisfaction can be heightened by observing and modeling after their peer coach (Bandura, 1977). The teachers in Districts "A" and "B" have the opportunity to see a colleague perform a skill that may be difficult or threatening to them, but through peer coaching may realize that they also will be able to perform the new behavior. In this manner, efficacy can be raised and classroom teachers will continue to persevere despite obstacles. These obstacles, clearly indicated in the data, were "satisfaction with time and effort to implement the program" (Statement 14), "the ability of the classroom teacher to reinforce the lesson" (Statement 12), and "the ability of the teacher to respond to needs of the student who needs more concentrated help" (Statement 8).

3. What differences, if any, exist in the receptivity of new curricula of instruction by veteran teachers as compared to less experienced educators?

The data on satisfaction and teaching efficacy based upon the variable "Years

of Experience" provided consistent and interesting results. Out of the 17 teacher survey statements, responses to four efficacy statements and three satisfaction statements indicate that the more experience a teacher had, the less satisfied or able they believe that they are in their participation in the Elementary Spanish Program.

In the efficacy part of the survey, it appears that the most experienced group (26-44 years) clearly has the most difficulty in "responding to constructive criticism by the Spanish teacher/coach." The key word, "constructive," a positive term, did not assist the veteran educator in feeling comfortable in receiving suggestions. Additionally, Statement 6 "...able to collaborate with the Spanish teacher/coach to evaluate student progress" resulted in only 37% of the 26-44 years group responding in either "Strongly Agree" or "Agree" ratings. This response pattern must be viewed in terms of the other two groups that demonstrated 64% SA or A in the 1-9 years group and 60% SA or A in the 10-25 years experience category.

In the "satisfaction" section of the teacher survey, the pattern of negative responses and greater teaching experience continues. Statement 12 asks teachers to reflect on their satisfaction with their "ability to reinforce the Spanish teacher/coach's lessons." This item received less positive responses from all experience groups, but again, those teachers with the most years in teaching were the most negative (52% of 26-44 years either chose "Disagree" or "Strongly Disagree" as compared to the 1-9 years with 28% "Disagree" or "Strongly Disagree" and the 10-25 years group that had 30% either "Disagree" or "Strongly Disagree." Statement 13 discusses a teacher's satisfaction "with the tasks that I provide for students to reinforce the Spanish Program." As with previous statements, the most experienced educators were the most negative with 40% either

“Disagree” or “Strongly Disagree” that they satisfied or comfortable with what they are able to do to reinforce the Spanish teacher’s lessons.

Statement 17 asked teachers to respond to a key issue within a peer coaching initiative. They were asked whether they were satisfied that they “have grown professionally through this World Languages Spanish Program.” Here again, the most experienced group had the lowest M of 2.79 as compared to 0-9 years with a 3.27, and 10-25 years with a M of 3.20 mean. While none of the experience groups was very positive in response to this item, it is clear that the most veteran group was definitely less satisfied. The issue of teacher job satisfaction has shown to be a determinant of teacher commitment and ultimately a contributor to school effectiveness (Shinn & Reyes, 1995). However, the measurement of satisfaction may be problematic; and research indicates that discussions with teachers confirm suspicions that they may not be able to offer a unitary response to complex issues ((Kim & Loadman, 1994; Shinn& Reyes, 1995). Dvorak (1993) found that sources of teacher satisfaction varied with gender, experience and position. In a 1996 study on teacher commitment to the teaching profession by Singh and Billingley, experience was negatively related to commitment. Their study indicated that more experienced teachers report slightly lower professional commitment. Additionally, this study revealed that the largest direct effect on teachers’ professional commitment and satisfaction was from peer support.

With the most positive responses to the efficacy and satisfaction statement coming from the least experienced group (1-9 years), it may support the literature on adult learning that indicates that there may be less acclimation, flexibility and confidence towards new learning as an adult ages (Galbo, 1998). Also, the larger the time between a

teacher's college training and new learning, the more challenging these new experiences maybe.

4. What impact, if any, do gender differences have on teacher satisfaction with new instruction?

While the literature cites many studies involving how male and female children learn, recent studies have directed their attention to the adult learner (Schlechty & Vance, 1983; Rosenholtz, 1989; Singh & Billingsley, 1998). In terms of teacher satisfaction and efficacy, researchers examine gender differences and the way adult males and females learn. The classroom teacher survey data produced some clear patterns with the variables "male" and "female" teachers. Again, these patterns must be viewed in light of the very small male sample in this study ($n=15$). Male teachers surveyed tended to be more negative towards various aspects of the peer coaching World Languages Program. On eight of the 17 survey statements, males had lower percentages in the "Strongly Agree" and "Agree" categories while having higher percentages in the "Strongly Disagree" and "Disagree" sections. In particular, there seems to be a feeling among the male teachers that the assistance from the peer coach was not very successful. This attitude by male teachers is carried over to "tasks that I provide for students to reinforce the Spanish program," (0% males SA with 7% A as compared to females with 8% SA and 23% A and the belief that "expectations for my students in the World Languages Program are realistic and worthwhile" (40% males either D or SD as compared to 11% females). The negative trend culminates with the responses to Statement 17 when the teacher is asked if he "has grown professionally through this World Languages Spanish Program" (46% of male teachers either D or SD as compared to 27% of females).

These statistics are consistent with data produced from a study on teacher commitment and job satisfaction by Singh & Billingsley in 1998. They found that female teachers feel greater peer support than male teachers do. Female teachers have more positive perceptions of cooperation and shared purpose among peers than male teachers do. Severiens & Ten Dam (1997) studied gender differences in learning styles and reported that women experience more anxiety about being successful in new learning situations as compared to men. Furthermore, men seemed to be more interested in learning if it would qualify them for advancement, while women seemed to be interested in learning for learning's sake. Additionally, the study indicated that men are more ambivalent as to why they are learning and lack "a certain kind of regulation," more so than women.

While the number of male teachers surveyed in the World Languages survey was significantly smaller than the female population (15 males to 121 females), the pattern of negativity is one that must be considered.

5. What effect does proficiency in another language have on an elementary teacher's sense of satisfaction or confidence in the World Languages Program?

With the demand for educational reform in all subject areas, the foreign language standards for the elementary school added more pressure upon the classroom teacher who was not prepared to implement and reinforce Spanish in his/her classroom. Tomorrow's foreign language teachers will need to know more than their subject matter; the teacher's pedagogical knowledge and skills are of equal importance (Shulman, 1986). Therefore, both District "A" and "B"s peer coaching Spanish programs were appropriate designs intended to blend the expertise in Spanish content along with the instructional strategies

of the regular classroom.

"Proficiency in Another Language" and "Spanish Background" are two variables considered when analyzing data from the three surveys. For the purposes of this research question, only the classroom teacher survey is examined in light of these two variables. Out of the 136 classroom teachers who participated in the survey, 29 indicated that they had a Spanish background, 102 said that they didn't have a Spanish background with 5 not responding. The demographics on "Proficiency in Another Language" indicate that 17 classroom teachers believe that they are proficient in another language, 96 do not believe that they are proficient and 23 teachers had no response. The large number of classroom teachers who did not respond to the proficiency category may not fully understand what it means to be "proficient" in another language. Similarly, there may have been some confusion as to what constitutes a "Spanish background." Some teachers may believe that one must be Hispanic to answer "yes" to that variable, while others may believe that having a few years of high school or college Spanish would qualify for a Spanish background. In the pretest phase of the three surveys, there did not seem to be any questions concerning the demographic information required of the volunteer participants. In any event, the regression analysis on language proficiency responses is weak at best. There was very little difference between the overall means for 13 out of the 17 statements and the variable means for Spanish background or Proficiency in Another Language. Four survey statements indicated some positive influence on satisfaction and efficacy by those teachers who implied that they were proficient in another language or had a Spanish background. Specifically, Statements 1, 8, 11 and 13 showed slight increases of satisfaction and efficacy

over those teachers who answered "No" to those two variables. The most significant correlation was found between proficiency and the ability of the teacher to respond to students needing added assistance (Statement 8). There did not appear to be any relationship between the two variables and the degree of satisfaction with "growing professionally in the World Languages Program" (Statement 17).

Limitations of Research

This study relied upon participant feedback as a primary means of collecting data about the process by which one district responded to a mandate of World Languages Standards from the State of New Jersey. This method captures the power of the data in this context. However, in the context of another school district, the process might be significantly different. Thus, one constraint may be that the main focus of this study and its findings is limited to District "A" and District "B" in New Jersey. Other districts who do not share similar demographics may present their own challenges to effective professional development activities. Future research, however, may provide significant data on whether the variables of teacher self-confidence and efficacy in regard to preparing staff to deliver new instruction do or do not depend upon the nature of the district studied.

Another constraint may be that the power of description is reported by the researcher, who also functioned as a member of the District "A" Board of Education from 1989-1998. In order to limit the significance of this constraint, this researcher terminated the elected position on the board of education in April of 1998. This action was taken so all data from staff surveys would be focused on this investigation, rather than having any political overtones. While still on the board, removing the researcher

from voting on any aspect of policy, personnel or curriculum issues, allowed the development and interpretation of the World Languages Program to move along on its own merits.

Additionally, this researcher abstained from any vote on approval of elementary foreign language monies or changes during the early part of this dissertation, while still on the board. After leaving office in April of 1998, this researcher remained on the World Languages Committee by invitation as a community member, only. Any perceived familiarity by this researcher with members of the District "A" teaching staff may be further neutralized by the large number of potential responses from both districts' staffs, which is 152, and the anonymity of the survey instruments.

A further constraint was that the teacher survey pool was obtained by asking for volunteers. This might indicate that those who agreed to be surveyed tended to be the most positive and confident of teachers. The study was also limited by gender, since there were only 15 male teachers in the total sample population. Further, this study recognized the ultimate importance of student performance when initiating peer coaching and attempted to reflect upon teacher attitudes and self-confidence in instruction. However, quantitative measurement of student performance is not included in this study, with only attitudinal surveys and brief comments pointing towards teachers' efficacy in believing that they are successful with their students. Additionally, since foreign language instruction is entirely new to both District "A" and District "B", there is no comparison to previous performance data in this area.

In subsequent years, data on staff training and student performance may be gathered and studied. Finally, there is no formal teacher evaluation or a peer review

process as part of this study. Results were based upon attitudinal data only, with successful professional growth determined through peer to peer dialogues with support and facilitation from administration.

Conclusions

Generally speaking, all three groups of participants in the study were conducive to meeting the challenge of creating an Elementary Spanish Program through a peer coaching initiative. While the two districts made every effort to create an environment ready for change, teacher concerns emerged about the World Languages Program. These concerns reflect common responses to change as discussed in the literature.

Aspects of teacher satisfaction, self-confidence and efficacy were factors to consider in these professional development initiatives. As recognized by researchers in the field, it is the professional development efforts that are most likely to influence the quality of classroom teaching. Alternative methods of staff development, such as these peer coaching projects, offer appropriate and practical solutions to the problem of implementing new curricula. Teachers and administrators in both districts report that peer coaching promotes professionalism, respect for the individual growth needs of the teacher, and presents a more comfortable process of acquiring new information and skills.

The conclusions and subsequent recommendations from this study are a combination of survey data and narrative comments from the sample populations in both districts. The following conclusions and recommendations were made:

1. Statistically significant differences were found in satisfaction and efficacy levels

within the classroom teachers' "Years of Experience" variable. In response to several survey statements, it appears that the more experienced a teacher is, the more negative were their responses. This pattern emerged in all three "Years of Experience" categories, with the most positive group being the least experienced. It is possible that as an adult ages, the learning process may be more challenging. Additionally, a younger teacher does not have as large a span of time between formal instruction (college/university teacher education) and on-the-job training (staff development) as a veteran teacher may experience. Satisfaction with the World Languages Program can be affected by this lack of comfortability or confidence in response to change.

2. Significantly statistical differences were also found in examining the responses of males as compared to female classroom teachers on the survey items. The trend observed was that male teachers tend to give more negative (less satisfied) responses than women. Males consistently exhibited higher negative percentiles in 9 out of the 17 statements. These statistics must be reviewed in light of the very small sample of male teachers in the population. Outliers and small differences in perceptions can dramatically affect the data.

3. There was no statistically significant differences found in the overall satisfaction or efficacy levels of elementary classroom teachers who had either a Spanish background or who possessed a "proficiency in another language". While the impact of language proficiency on responses was weak, the most significant positive correlation was found between proficiency and the ability of elementary teachers to respond to students needing added assistance.

4. All three surveys prioritized "time" as the most pressing factor in the

implementation of the program. As an effective peer coaching program requires opportunities for collegial feedback and fine tuning of a new initiative, the time factor appears to have had a definitive effect upon both satisfaction and efficacy levels.

5. Notable differences were found in administrative satisfaction in terms of the variable "Years of Experience." Unlike the classroom teacher survey, it appears that the more years of experience as an administrator, the more positive or satisfied were the responses to the statements. This trend was consistent at the 1-9 years experience level, also, in that the least experienced administrators were the least satisfied on several items on the administrators' survey. With a small administrator sample size ($n=11$), this data must be viewed with some concern over its reliability.

6. No significant statistical relationship or notable pattern was found between classroom teachers' satisfaction or efficacy levels and the variables "Degrees", "Grade Levels" or "Individual Schools" in either district.

7. Concerns over the clarity of the classroom teacher's role in a peer coaching environment surfaced throughout this study and should be addressed in the future.

Recommendations for Further Research

Based upon the findings of this study and the review of literature on teacher professional development, further research is suggested.

1. Given an opportunity to examine a broader audience, greater divergence of opinions may be uncovered. The study could be expanded to include other New Jersey districts that have established World Languages Programs fashioned in a peer coaching model.

2. Explore the issue of adult learning needs and whether veteran educators require different strategies and professional development support to foster effective learning of new skills and curricula.

3. Further study is indicated for analyzing the manner in which males and females acclimate to new instruction. In particular, an investigation into the collaborative work styles of males and females would provide insight into a more effective coaching environment. The present study had a limited number of male teachers surveyed. Subsequent studies should survey more males to add credibility to the data.

4. Additional studies might include surveying of secondary school teachers' satisfaction and efficacy when involved in a peer coaching initiative to promote professional growth.

5. The issue of "time" in a peer coaching project surfaced as a major obstacle to satisfaction in all three surveys. District "A" and "B" should rethink how time can be managed effectively for better communication beyond the scheduled World Languages periods.

6. Since Districts "A" and "B" had completed only one full year of the World Languages Program at the time of surveying, it would be advantageous to survey the districts again after another full year or two. If modifications are made to the programs, these changes could clearly impact teacher satisfaction and efficacy and, ultimately, student performance.

7. While discussed only briefly in the literature in this study, teacher satisfaction and efficacy with professional development can be influenced by administrative leadership styles. Further studies in this area are recommended.

8. Student performance is discussed but not measured in this study. If improved student achievement is the ultimate goal of a professional development initiative, it would be helpful to include data on student performance with the World Languages Standards. At the present time, with such a new program, assessment is not yet a part of the State of New Jersey's formal ESPA program.

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Appendix A

Classroom Teachers' Self-Efficacy Assessment and Satisfaction Survey

Classroom Teachers' Self-Efficacy Assessment and Satisfaction Survey

Romano, John (1996) and Kohler, Crilley, McCullough (1997)

(Formatted to focus upon a World languages Program)

No name, please

Gender M F **Degrees** _____ **Grade level** _____ **School Code** _____

Spanish background? Y N **Proficiency in another foreign language?** Y N
Years in teaching _____

Please check the column that best describes your feelings on the following:

<i>I am able to..</i>	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1. respond positively to constructive criticism by the Spanish teacher/coach.					
2. make professional suggestions to the Spanish teacher/coach.					
3. effectively dialogue with the Spanish teacher/coach.					
4. receive additional support, if necessary, from the Spanish teacher/coach.					
5. have enough time to thoroughly understand the Spanish content before reinforcing it.					
6. collaborate with the Spanish teacher/coach to evaluate student progress.					
7. be kept informed by the district and/or principal as to information on the World Languages Content Standards.					
8. respond to the needs of students who need more concentrated Spanish assistance.					

<i>I am satisfied.</i>	5	4	3	2	1
9. with information received regarding Spanish instruction in my class.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
10. with the amount and quality of assistance that I have received.					
11. with my students' skill development in Spanish instruction.					
12. with my ability to reinforce the Spanish teacher/coach's lessons.					
13. with the tasks that I provide for students to reinforce the Spanish program.					
14. with the amount of time and effort required to implement the Spanish program in my classroom.					
15. with the efforts made by the Spanish teacher/coach to assist me with the Spanish program.					
16. that the expectations for my students in the World Languages program are realistic and worthwhile.					
17. that I have grown professionally through this World Languages Spanish program.					

Comments: Please use this space to clarify any survey item or to comment upon any area of the Spanish program that was not included. Your added insight will be most helpful. Thank you.

Appendix B

Checklist on Administrator Satisfaction with the World Languages Program

Checklist on Administrator Satisfaction with the World Languages Program

Kohler, Crilley & McCullough (1997)

(Formatted to focus upon the World Languages Program)

No name, please. Gender M F Degrees _____ School Code _____

Spanish background? Y N

Proficiency in another language? Y N

Years as a full-time administrator? _____

Please check the column that best describes your feelings on the following:

<i>I am satisfied ...</i>	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1. with the information I have received regarding Spanish instruction in the classroom.					
2. with the amount and quality of assistance that the classroom teachers have received to implement the program.					
3. with the observed students' skill development in Spanish instruction.					
4. with the classroom teacher's ability to reinforce the Spanish teacher's lessons.					
5. with the tasks that the classroom and the Spanish teachers provide for students to reinforce the program.					
6. with the amount of time and effort required to implement the Spanish program in the classroom.					
7. with the efforts made by the Spanish teacher to assist the classroom teacher with the Spanish program.					
8. with the expectations for students in the World Languages program in that they are realistic and worthwhile.					
9. that both the classroom teacher and the Spanish teacher have grown professionally through the program.					

Comments: Please use the space below to clarify any items or to comment upon any area of the Spanish program that was not included. Your added insight will be most helpful. Thank you.

Appendix C

Elementary Spanish Teacher Satisfaction Survey

Elementary Spanish Teacher Satisfaction Survey

Kohler, Crilley & McCullough (1997)
(Formatted to focus upon the World Languages Program)

No name, please. Gender M F Degrees _____ School Code _____
Years in teaching _____

Please check the column that best describes your feelings on the following:

<i>I am satisfied ...</i>	5 Strongly Agree	4 Agree	3 Neutral	2 Disagree	1 Strongly Disagree
1. with the information I have received regarding Spanish instruction in the classroom.					
2. with the amount and quality of assistance that I have provided for the classroom teachers to implement the program.					
3. with the students' skill development in Spanish instruction.					
4. with the classroom teachers' willingness to reinforce my Spanish lessons.					
5. with the classroom teachers' abilities to support the World Languages program.					
6. with the tasks that the classroom teachers have provided for their students to reinforce the Spanish program.					
7. with the amount of time allotted to implement the Spanish program.					
8. with the collaborative effort between the classroom teachers and myself.					
9. that both the classroom teachers and the Spanish teachers have grown professionally through this program.					

Comments: Please use this space to clarify any item or comment upon any area of the Spanish program that was not included in this survey. Your added insight will be most helpful. Thank you.
