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Standardized Professional Development Content Validation for Educators

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Walden University
2014

Abstract

Standardized Professional Development Content Validation for Educators

by

Sara J. Sharp

M.Ed., University of Laverne, 2004

BA, California State University Bakersfield, 2001

Project Study Submitted in Fulfillment

Of the Requirements for the Degree of

Doctor of Education

Walden University

December 2014

Abstract

Educators in a low socioeconomic urban school district have been concerned with the quality of professional development (PD) training provided by the district. This issue affects students, parents, and teachers. Guided by the educational philosophy of inquiry and community, which hold that empowering teachers with validated PD could improve teacher pedagogy and perhaps academic outcomes, this project study examined (a) what benefits a standardized professional development content validation program for the 21st century can provide and, (b) what standardized professional development content validation for the 21st century looks like. A sequential exploratory mixed-methods design was used on a purposive sample of 8 teachers, who participated in semistructured, open-ended interviews. A quantitative questionnaire collected perceptions of teachers at the school. Interview data were analyzed via an inductive analysis approach, and survey data were analyzed via descriptive statistics. The findings of this sequential mixed methods research revealed that the content of PD activities often lacked structured validation for teachers to master important skills in their content area, new skills were undiscovered, and their pedagogy was underdeveloped. The outcome was a 3-day workshop designed to provide PD content validation for educators in 1 district in Washington State. Positive social change implications include teachers who can engage students in an informed, confident, professional manner, and increased teacher satisfaction at the research site as well as in other rural schools. Implementing this workshop will provide useful knowledge for policymakers, educators, and other researchers who are looking for a clearer definition of PD content for the 21st century.

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Dedication

I would like to dedicate this project study to our future generation of learners. As those who came before us, building upon the legacy of those who came before them, this study is but one stone on a pathway of reform.

Acknowledgments

I would like to thank my husband, my family, my friends, my colleagues, my chair and committee members, my school family, and my professors. This was a daunting journey, and at times, I thought I would never get through it all. Nevertheless, you stood by me, encouraging me, never doubting that you would see me again! After four long years of cave dwelling, I am emerging, changed forever.

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Section 1: The Problem

Introduction

Due to the fundamental changes occurring in education within the United States, professional development for educators is in great need of careful analytical and creative thinking to resolve many of its shortcomings. In order to provide students with a 21st century education, educators will need a professional development program that delivers authentic opportunities for improved student academic achievement, aligns with educational goals and changes efforts at individual school sites, presents sound pedagogy from research-based best practices, involves teachers in the process, is content driven, and includes a structured validation component. When content of professional development activities lack structured validation for teachers to master skills that matter the most in their content area, new skills are undiscovered and their pedagogy is underdeveloped. Therefore, this project study sought to explore the potential of professional development content validation for educators in one district in Washington State.

Professional development that offers multiple opportunities to learn new information and provides research-based practices can have a positive impact on students. Establishing a firm foundation for validation of professional development content might require administrators to integrate their theoretical understanding of professional development needs alongside their knowledge of effective teaching to identify the baseline requirements needed to validate a professional development program (Timperley, 2008).

The fundamental changes occurring in education need further exploration to determine the following: (a) what benefits can a standardized professional development content validation program for the 21st century provide, and (b) what does standardized professional development content validation for the 21st century look like?

Evidence of the Problem at the Local Level

Teachers in local schools have been attending various professional development trainings through a variety of presentation methods. According to the state's current content validation requirements, improvement in student achievement was one expected outcome of professional development. Failing to meet AYP was a significant indicator that Washington State's current policies on professional development have failed (OSPI, 2010).

As the 21st century unfolded, educators, administrators, and educational researchers began to understand the impact content specific, strategy focused, and culturally balanced professional development could have. In 2002, Wenglinsky published a quasiexperimental study that linked higher order thinking skills and content specific, culturally balanced professional development to student achievement. The results indicated increased academic achievement with some gains being small while others were quite significant. The success of Wenglinsky's study prompted other researchers to look for ways to create guidelines that professional development program developers could use when establishing an effective professional development plan.

Kennedy's 1998 review of randomized studies illustrated that the most effective professional development programs were based on understanding the process behind

student learning and content. Carpenter, Fennema, Franke, Levi, and Empson (2000) conducted an experimental study focused on student achievement and content based professional development results. Carpenter et al. indicated that teachers who understood how their students learned often altered their teaching practices to align with this understanding. The implication taken from this study was that content based professional development could become an important part of education reform.

In order to provide students a 21st century education, educators need to define 21st century education in terms of professional development programs that align with educational goals and change efforts at individual school sites. Involving teachers in the process presents sound pedagogy from research-based best practices and includes a data driven, research based professional development program. Including stringent content validation could enhance learning for all students and result in higher teacher satisfaction (Hoban, 2002).

Due to the fundamental changes occurring in Washington State, professional development for educators is in great need of careful, analytical, and creative thinking to resolve many of its shortcomings. Therefore, the purpose of this project study is to explore standardized professional development content validation for educators in one district in Washington State.

Evidence of the Problem From the Professional Literature

Adequate Yearly Progress (AYP) is one of the cornerstones of the Federal Elementary and Secondary Education Act (ESEA) signed into law in 2002 as the federally mandated No Child Left behind (NCLB) Act established in 2001. The NCLB

act requires a determination of whether schools, districts, and states have made the short-term goal of meeting the requirements of AYP. The annual performance targets established by each state are the standard measure for meeting AYP (Usher, 2010). AYP measures academic achievement in reading, math, and student performance.

Washington's performance of all students who met the target was below the standard measure indicator, as measured with 100% participation (OSPI, 2010-2011).

If all schools met the statewide participation and academic achievement targets in English/Language Arts and Mathematics, and the school met the statewide target for either attendance in elementary and middle schools, or graduation rates for schools with Grade 12, the school meets AYP. The AYP results are publicly available for the school meeting AYP as well as those not meeting AYP.

As schools within this low socioeconomic rural school district struggled to make AYP between 2007 and 2011, stakeholders were looking for a long term solution for improving student academic outcomes. Teachers in this district who held a Master's degree also held subject certifications (OSPI, 2012), yet, this school district failed to make AYP for the past 5 years. The most recent failure to meet AYP resulted in Washington State submitting an Elementary and Secondary Education Act (ESEA) (2002) flexibility waiver. This waiver allowed all Washington State school districts additional time to improve academic achievement for all students.

Many researchers continue to believe that grades, credits, and credentials are not necessarily indicative of more or better knowledge. Many researchers also believe that high stakes testing continues to fail to incorporate the application of higher order thinking

skills, critical thinking, or problem solving skills. The dichotomy that resulted was if students were not making AYP then it must have been that the teachers were underachievers. If this were the case, then the complexities surrounding the attainment of AYP could be reflective components of a simplistic 19th/20th Century scientific management solution. Additionally, while quite efficient in factory production, scientific management does not respect the idea that teachers know what to teach their students or how best to teach (Rees, 2001).

When teachers teach to curriculum defined by high stakes testing rather than by real student needs or themselves, a delay in the development of complex skills needed by students for more than a superficial understanding of the curriculum could result. The failure to engage complex skills such as critical thinking, problem solving, investigating, and reflection in the curriculum could turn education into a de-skilled education delivery system and turn teachers into knowledge facilitators (Rees, 2001).

Data from research manipulated or twisted to highlight the inability to meet AYP as a teacher's pedagogical failure is damaging. Conversely, teachers who taught at schools that made AYP were effective, but neither label reflects the quality of their pedagogy. As researchers continue to seek ways to define what effective teachers do differently than ineffective teachers, the negative image of being an ineffective teacher creates job stress. Many teachers continue to be less than satisfied with the negative image high stakes testing continues to portray.

However offensive this labeling was, school leadership has a sense that a high proportion of teachers were actually underachieving. (Visockiene, Kidykaite, & Bagdona,

2011). Many see the “teach-to-the-test” methodology that high stakes testing seemed to engender as a breakdown in teaching autonomy. Perhaps the apparent rise in ineffective teachers was the lack of fulfillment teachers experienced when teaching-to-the-test (Tanenbaum, 2004). Generally, teachers have a deep sense of responsibility to their students; therefore, the abilities of a teacher to teach may not be discoverable through assessments tied to AYP and testing data.

Schools that offered professional development aligned with research-based best practices reported higher teacher satisfaction and a higher level of professional fulfillment (Thompson, Paek, Goe, & Ponte, 2004). Additionally, some researchers found a positive effect on teaching practices and student learning when teachers were involved in high level professional support (Thompson et al., 2004). This apparent absence of fulfillment and promise might be one reason to provide professional development programs that reenergize the teacher through hands on involvement, provide on-going support after the introduction of new strategies to improve pedagogy, and provide time for reflection and revision. Another contention may be that using a standardized professional development guideline that aligned with research-based practices which is then applied during content validation, may result in higher teacher satisfaction and professional fulfillment. Higher teacher satisfaction and increased professional fulfillment could lead to increased academic achievement through increased pedagogical quality.

Because components of the NCLB included making AYP determinations public, families within the district remained concerned with the inability to meet the

requirements for AYP. Further complicating the issue was what failure to meet AYP might potentially mean for their children. AYP results may have served to inform the public but did little to encourage a solution for AYP failure (Center on Education Policy, 2010; NCES, 1998; Oregon School Boards Association, 2001). Since the passage of the NCLB law in 2002, Washington State's AYP has increased from 16% of all schools in Washington State failing to make AYP in 2006 to 63% of all schools in Washington State failing to make AYP in 2011 (OSPI, 2011; NCES, 2001; see Table 1).

Table 1

Washington State's Adequate Yearly Progress in Percent

2006	2007	2008	2009	2010	2011
16	35	62	5	59	63

Note. Values expressed in percentage of annual AYP failure

When discussing AYP, socioeconomic status is an important aspect. Low socioeconomic status at a school is indicated when 85% of the students qualify for reduced or free meals (OSPI, 2012). The percentage of free or reduced price meals can point to a specific need in professional development programs that includes education on poverty as an element within the professional development training. This addition to professional development could provide strategies on engagement of each student and the encouragement for him or her to reach individual educational potential. Program developers, working together with educators to make real world connections with

curriculum, demonstrated a connection between curriculum and daily living as a key to teacher quality (Hamilton, 2004; McAffrey et al., 2004).

Rationale

My project study developed on the premise that professional development experiences should provide validated content in professional development training. The design of professional development programs for educators has made significant reform. During the period from 1990 to 1998, programs focused more on how to design a professional development program rather than to create specific content for teachers (Kennedy, 1998). The evolution of professional development design remains fueled by the ever increasing need for teachers to improve the quality of their pedagogy and their effectiveness in their classroom.

Some research has shown that in many classrooms teachers who implemented research based pedagogy, derived from professional development in content specific areas, increased classroom productivity (Blank, 2009; Lee, Maerten-Rivera, Penfield, LeRoy, & Secada, 2008). By moving away from generic presentations that do little to address the teachers' need for academic improvement, professional development that is content specific can be useful in increasing classroom productivity.

Professional development delivered less formally through face-to-face teacher interactions could become one method of sharing newly acquired skills in a less formalized environment. The work of teachers has always been incredibly complex and the integration of meaningful professional development into a teacher's pedagogy toolkit

continues to require a response into the everyday pedagogical needs of teachers (Smylie & Conyers, 1991).

School sites vary in diversity, socioeconomic status, geographically as well as by teachers. Teachers know their needs better than a presenter who provides data that does not link professional development to the needs of the classroom. Personalizing professional development can increase the opportunities and available tools needed for positive classroom participation by students and the tools teachers could develop for implementation of these social and psychological tools.

The desired outcome of this project study is to provide a guideline on content validation for one school in Eastern Washington State. The hope is that by developing effective and sustainable professional development content validations, teachers will personalize the professional development training they receive to better meet their students' needs and capabilities. In addition to promoting improved pedagogy, this study has the potential to promote higher academic achievement in students and empower teachers.

Promoting higher academic achievement in students is challenging, especially if there are no clear, concise definitions of the terminology of several phrases used interchangeably throughout education. The following definition of special terms provides the definition as I have intended to use it in this paper.

Definitions of Special Terms

Best practices: It is my opinion that teaching refined by research and honed to perfection by application is an art. In a study by Labaree (2004), new teachers were

finding that early basic preparation programs lacked pedagogical depth and substance. Teachers felt underprepared, and yet, due to the demand of the times, went to work teaching. As the new teachers evolved in their jobs, the need for professional development evolved as well. Some teachers might have defined professional development as practical while others might have defined it as highly idiosyncratic.

Most teachers, like their students, usually have very individualized ways of teaching and learning. Each gain from professional development was individualized and dependent upon prior knowledge. Therefore, defining professional development as practical or idiosyncratic could be quite subjective, thus accounting for different learning styles would seem necessary to establish a foundation for assessment of professional development content (Corcoran, 1995; Lieberman & Mace, 2009). Based on current research, effective professional development contains the following components.

Data driven research-based: Hayes and Robnolt (2007) studied the effects of data driven professional development. Teachers were involved in analyzing student data from assessments in order to plan classroom instruction more appropriately. This study showed that data driven professional development was effective for improving student achievement. Teachers reported an increase in knowledge because of their involvement in the data driven professional development.

Pedagogical content embedded: A well-planned professional development plan should have a positive impact on teacher knowledge with immediate application. Increased teacher knowledge could result in higher teacher efficacy, which in turn could affect student achievement. Perhaps the strongest element of the professional development

model in this study was the yearlong mentor visits on a weekly basis. Moreover, teacher knowledge and classroom instruction was, at minimum, associated with student achievement, and in turn contributed to effective teaching (Brady et al., 2009). When a teacher is present in the moment of teaching, his or her focus on the progress he or she is making with students can become elusive. Having a mentor to witness the changes and provide feedback on the observation can be energizing. When teachers know that what they are doing is improving student outcomes, it is very rewarding (Cohen & Hill, 2001).

In addition, at minimum, this study emphasized that school and classroom reform was usually a gradual process and required a continuous and diligent effort among school leaders, teachers, and students. Taylor, Pearson, Peterson, and Rodriguez (2002) studied specific classroom and school level factors that linked reform of professional development to student achievement. Taylor et al. (2002) found a positive impact on students' academic achievement in subject area because of reform efforts.

Significance

This study had the potential to align the district's goals with the state goals as well as promoting a higher quality of professional development content. The research reviewed indicated effective professional development could have a positive effect on teacher practice and student learning (Scanlon, Gelzheiser, Velluntino, Schatschneider, & Sweeney, 2008). When considering a professional development program for teachers, autonomy is a crucial aspect. Teachers need autonomy to attend programs that offer personal and professional fulfillment. Teachers who feel a sense of belonging are more likely to integrate strategies and other pedagogical changes.

A critical component of effective professional development is the ability to pinpoint teachers' needs and direct training towards meeting those needs. Pedagogically sound instruction begins with the teacher. The likelihood of academic success, as measured by AYP, requires a commitment by all stakeholders to instill change and become an agent of change (Scanlon et al., 2008).

Further complicating content validation of professional development programs are the variety of needs within a school. The multiple variables among educators such as education, effectiveness in the classroom, quality of their pedagogy, social and psychological tools available, impact of personal life, meetings, health, cover-down for other teachers, or other interferences can affect the teachers mind set when planning to attend professional development training. Add to these barriers limited resources, deep budget cuts, changing requirements for meeting AYP, and some of the tremendous difficulties the school faces in making changes to its professional development programs, these barriers become even more apparent. Barriers come in many different guises and create many challenges for schools. Overcoming these barriers will require creativity in professional development.

Identifying the issues that surround ineffective professional development is one of the implied goals of this project study. Further, as educational awareness evolves, a supportive environment will emerge and will more successfully challenge the status quo. Evidence based approaches for updating current professional development content validation should become imperative. To determine the validity of the impact perceived

effective professional development has on both teachers and students is worthy of further investigation.

Guiding/Research Question

This research sought to explore possible solutions for professional development content validation in one district in Washington State. Current policies in Washington State's Office of the Superintendent of Public Instruction that validate professional development state that professional development that meets one of the three criteria listed below is acceptable.

The policy states that the instruction must do the following:

- Increase participants' subject-matter knowledge (including the use of computer-related technology to enhance student learning) of mathematics, science, English, and/or content area reading,
- Increase participants' ability to use challenging Washington State academic content and student achievement standards and assessments to improve instructional practices and improve student academic achievement in mathematics, science, English, and/or content area reading,
- Increase principals' instructional leadership skills that will help them work more effectively with teachers to help students master mathematics, science, English, and/or content area reading (Office of the Superintendent of Public Instruction [OSPI], 2011).

The vagueness in the term "increase" is subjective and invites many interpretations. According to the state's current content validation requirements,

improvement in student achievement was one expected outcome of professional development. Efforts to provide validated content in professional development for this district include dissertations, supplemented professional development training, on-line courses, and district meetings. Unfortunately, the past research has not provided a content validation solution. Based on previous research examples, a sequential mixed-method study could provide viable options in content validation for educators in one district in Washington State.

Review of Literature

Conceptual Framework

Learning for students and teachers alike tends to be individual, social, and often allows for personal connections based on individual experiences. Empowering teachers through research-based, data driven professional development could improve teachers' pedagogy under the educational philosophy of inquiry and community (Dewey, 1916), in turn, allowing for the construction of knowledge from experience (Piaget, 1983). Allowing individuals to learn in different ways (Gardner, 1993; Vygotsky, 1978) not only assures that each student could be afforded an opportunity to experience complex interactions that could enhance academic outcomes, but also allows for teachers to gain professional learning that could be implemented in the classrooms (Schweitzer & Stephenson, 2008).

Prompted by the passing of NCLB (2001), OSPI (2012) published a report linking professional development to personalized student learning. Included in this report was the acknowledgement that student learning needed to be adapted to the learner. This is one

example of allowing individuals to learn in different ways (Gardner, 1993; Vygotsky, 1978).

Washington State conceded that in order to personalize student learning, there needed to be a shift in not only teaching pedagogy, but in the content of professional development aimed at increasing academic achievement for students (OSPI, 2012). This is one example of personalizing learning by implementing newly gained insights (Schweitzer & Stephenson, 2008). The goal of improving student outcomes through professional development appears to have fallen short when administrators did not require accountability for the content of professional development attended (Frey, 2009; Killion & Hirsh, 2012; Scott & Sutton, 2009; Wayne, Yoon, Zhu, Cronen, & Garrett, 2008).

Today, the needs for professional development are much broader, reaching into the global arena and looking for ways to integrate student achievement and teacher awareness. Strategies such as the inclusion of teachers in the planning and implementation process that is organized around collaborative problem solving, providing continuous and ongoing follow-up and support, providing multiple perspectives of teacher knowledge and experience, and practicing the implementation of knowledge and skills learned are essential (Creswell, 2009; Dass, 2010). Dewey (1916) also proposed that we could improve teachers' pedagogy under the educational philosophy of inquiry and community.

The philosophy of inquiry and community has always applied to professional development, from the classrooms of 1916 to the classrooms of today. Today's schools

serve hundreds of ethnicities, hundreds of unique parental situations, and a wide-range of low socioeconomic issues. Subsequently, educational needs require a wider view of student success. Providing an in-depth learning activity based on student need provides teachers with an opportunity to focus on making the instruction interesting (Bright, 2012; Kawell, 2009; Lanouette, 2012; Poplin, 2009). Peck (1994) suggested reflecting during teaching allows for on-the-spot corrections. When teachers kept reflecting on their practice, they were less likely to become defensive when it came to feedback from peer observation and reflection and aided in their self-improvement (LaCursia, 2012; Peck, 1994).

AYP is one of the cornerstones of the Federal ESEA signed into law in 2002 as the federally mandated NCLB Act established in 2001. The NCLB act requires a determination of whether schools, districts, and states have made the short term goal of meeting the requirements of AYP. The annual performance targets established by each state are the standard measure for meeting AYP. AYP measures academic achievement in reading, math, and student performance. Washington's performance of all students who met the target was below the indicator, while Washington State schools had 100% participation (OSPI, 2010-2011).

As schools within this low socioeconomic rural school district struggled to make AYP between 2007 and 2011, stakeholders were looking for a long term solution for improving student academic outcomes. Teachers in this district who held a Master's degree also held subject certifications (OSPI, 2012). Yet, this school district failed to make AYP for the past 5 years. The most recent failure to meet AYP resulted in

Washington State submitting an ESEA flexibility waiver. This waiver allowed all Washington State school districts additional time to improve academic achievement for all students.

When discussing AYP, socioeconomic status is an important component. The percentage of free or reduced price meals at this research site implied that professional development programs should include education on poverty as an element within the professional development training. Minimally, this inclusion should focus on the engagement of each student and the encouragement for him or her to reach his or her individual educational potential. Program developers, working together with educators to make real world connections with curriculum, demonstrated a connection between curriculum and daily living as a key to teacher quality (Hamilton, 2004; McAffrey et al., 2004).

The Broader Problem

A causal link between professional development and increased student academic achievement has yet to provide conclusive links; however, some research is beginning to show a correlation between certain types of professional development implementation and academic gains (Blank, 2009; Lee et al., 2008). Effective professional development alone has yet to directly link to an increase in academic achievement. Ineffective professional development, however, has been shown to contribute to a teacher's lack of commitment to students' academic achievement (Jaquith, Mindich, Wei, & Darling-Hammond, 2010). Professional development that lacks applicability in a 21st century classroom or is not relative to the teachers in attendance could disengage the teachers.

Over the past decade, researchers such as Breault, (2010), Day and Leitch, (2001), Doecke, Brown, and Loughran (2000), Jenlink and Kinnuncan-Welsch, (2001), and Shank (2006) have suggested that the shift from woefully inadequate professional development to meeting teacher and student needs of the 21st century has become a significant reform issue. Regardless of the framework chosen, teachers' knowledge and pedagogical practices are accountable for student achievement or a lack thereof. Redesigning current professional development content and holding all individuals accountable for the content of individually selected professional development might reenergize educators.

Current research that supports professional development includes mentoring, is long-term, and is personalized. The world continues to witness profound changes in communication, technology, and the need for globalization awareness is as critical to a teachers' pedagogical toolbox as is certification in content (Collinson et al., 2009).

Recent research by Doppelt et al. (2009) indicated that teachers who participated in professional development achieved better overall academic improvement than teachers who did not attend professional development. Researchers Darling-Hammond and Mclaughlin (1995), Howe and Stubbs (1997), and Loucks-Horsley, Love, Stiles, Mundry, and Hewson (2003) recommended long term professional development mirror high quality teacher instruction and be delivered using a constructivist approach.

Lemke and Coughlin (2009) presented change agents that could empower students for the 21st century. Teachers' professional development could also benefit from the same philosophy: empower teachers for the 21st century. To do so, teachers should

develop a core set of professional development standards, know and be able to identify those standards, identify members within the school to collaborate with, think creatively, reflect on the needs of students, and select training that would be motivating, and, “think about the tools and technologies of the 21st century and integrate them into the classroom” (p. 57).

Garet, Porter, Desimone, Birman, and Yoon (2001) emphasized that professional development needed to be sustainable, contain elements of hands-on content application, and be assimilated into a teachers’ classroom through real life exercises. Active involvement in this type of professional development could lead to implementation of practices and visible change in student learning (Howe &Stubbs, 1997).

Using the Howe and Stubbs model (1997) for professional development, teachers experienced a free exchange of ideas, constructed new knowledge, and transformed instructional strategies according to the teachers’ readiness level (Brand & Moore, 2011). Professional development that fails to be accessible lacks value for all stakeholders.

Professional development accessibility. As professional development begins to move away from the traditional, one-size fits-all, training methods, it becomes a critical tool for all individuals and groups. Content validation can become vital for enriching teacher learning and development that could bring together different modalities in terms of improved curricular knowledge and learning, as well as foster improved academic achievement through student motivation and involved participation in meaningful activities rather than acquisition of abstracted content (Barab & Duffy, 2000).

Effective professional development competes with the responsibilities and pressures on teachers' work lives. Expectations during school hours could add pressure to a teacher's work life. Therefore, real or imagined societal expectations affect a teacher's ability to accept professional development (Glazier, 2009; Hibbert, Hibbert, Heydon, & Rich, 2008; Yamagata-Lynch & Haudenschild, 2009).

Miles (1995) pointed out that professional development should not be a "one-size-fits-all" event (p. vii). Above all, professional development should empower, strengthen, and grow our educators rather than demean and leave its participants cynical. Nationwide, professional development provided for teachers has been referred to as woefully inadequate (Borko, 2004), a serious unsolved problem (Sykes, 1996), or impractical and focused on the wrong things (Hirsch, 2008). Teachers know that the changes needed in professional development begin with awareness and action. Accepting the needs of teachers as relevant and necessary will let teachers know they are valued. It is reasonable to predict that teachers who feel valued will take ownership of the professional development and empower their students with knowledge (Howe & Stubbs, 1997).

Current research has provided several plausible explanations for such reviews. Some suggest (a) federal rules and local endorsement rules are not identical (Cameron, 2011), (b) teachers are not participating in selecting professional development because professional development is often a one-size-fits-all approach (Hirsch, 2008), and (c) the system around professional development is progressively out of sync with social developments around it (Sytsma, 2006). Traditionally used models of professional

development such as the individually guided model, the observer/assessment model, the training model, or the development/improvement models are not only still available, they are frequently still used. Using these formats fails to meet the demands of 21st century education reform (Kennedy & Shiel, 2010).

Fullan's (2002) research pointed out that "radical changes are required in how teachers learn [regarding professional development] and in their opportunities to learn" (p. 266). Options suggested for solutions have included professional learning communities that allowed teachers to collaborate in a safe and trusting environment (Grossman, Wineburg, & Woolworth, 2006). Considerations for a professional development framework could include reflection on student and teacher needs, being an integral part of the overall plan for change, involving teachers, promoting collaboration, and being evaluated based on progress. This concept ties in well with Miles's (1995) thoughts that professional development should empower, strengthen, and grow our educators, rather than demean them with exercises that leave teachers cynical. It is through the collaboration of teachers reflecting on what they are teaching, how they are teaching it, and why they chose to engage student learning in a particular way that will produce evidence of teaching reform (Hirsch, 2008). Reflection as a starting point for positive change could also be triggered by tools such as self-assessment tools, surveys, and portfolios (Reis-Jorge, 2007; Ross & Bruce, 2007; Runhaar, Sanders, & Yang, 2010). When teachers lack the time needed for reflection, they can lose sight of the needs of their own development and the needs of their students.

Podhajski, Mather, Nathan, and Sammons (2009) illustrated that effective professional development, with mentoring, could have a positive effect on reading performance in young students, particularly those from a lower socioeconomic status. Students who receive extrinsic recognition for learning will exhibit a desire to learn more. A study by Tschannen-Moran and McMaster (2009) illustrated that when follow-up coaching was included in professional development training, teachers were more likely to implement the newly taught strategy. The likelihood of teachers implementing new strategies were highest when follow-up coaching was included in professional development training. Follow-up coaching can also include problem solving.

Include problem solving. Using quantitative research methods to explore the impact of professional development using Guskey's (2000) five critical levels of professional development evaluation and the model of teacher change, Lowden (2005) defined effective professional development as being linked to district goals and school improvement, aligned with the teacher evaluation process, and offered during the school day (as cited in Borko & Putnam, 1995).

Using problem solving as a tool for content knowledge creates an overall experience that avoids a synthetic production of short term memory knowledge. Interaction and participation implants the experience into the individual's mental toolkit. Content knowledge without the ability to solve problems or appropriately apply the knowledge is a significant concern and limits a teacher's ability to manage the diversity of classroom situations that arise while teaching (Ball, Thames, Hoover, & Phelps, 2009: Borko & Putnam, 1995).

Academic achievement centered, content focused. Evaluations designed around what participants were actually learning and not just their impressions, reactions, or opinions resulted in an authentic measurement. It appeared that content focused professional development had a greater impact on teacher practice and student results than the traditional one time models. When professional development is off target, teachers will tune out and shut down, therefore necessitating a new perspective (Champion, 2003; Garet et al., 2008).

New perspectives. A new perspective on professional development is emerging. Lieberman (1996) foreshadowed "the conventional view of staff development as a transferable package of knowledge to be distributed to teachers in bite-sized pieces needs radical rethinking" (p. 592). As the educational emphasis shifts from teaching-to-the-test to critical thinking, problem solving, and a greater global awareness, new perspectives on professional development will surface (Wei, Darling-Hammond, Andree, Richardson, & Orphanos, 2009). Fullan (2002) pointed out that "radical changes are required in how teachers learn, therefore, if we are going to make this transition to a global community seamless; teachers need the right tools for professional development reform". Teachers must be encouraged to be a part of a learning team who meet almost every day about practical ways to improve teaching and learning. Before a teacher can effectively implement change, they must have the interest, motivation, and support to do so (Burns, 2002; Guskey, 2002; Rakes & Casey, 2002).

Personalized learning. As of 2010, there was not an agreed upon method of content accountability for Washington State educators. Continuing professional

development without evidence of appropriate content or pedagogy potentially creates a gap in local policy. The challenge for validation of professional development content was to find programs that aligned with the educational goals and change efforts of the site and the State. Wei et al. (2009) have suggested that the shift in educational emphasis will develop new perspectives on validation requirements. A unified foundation for validation could have provided meaningful content in all subject areas and provide personalized professional development (Supovitz, Mayer, & Kahle, 2000).

Personalized professional development. It has become important to identify the specific content knowledge and pedagogical skills the teacher needs in order to create a more positive educational experience for all students, but this alone may not be enough to provide the student with improved academic achievement. One critical question this arises is will validation of professional development content alone be enough to ensure teachers experience individual fulfillment, receive research-based pedagogical skills, and in turn provide students with the skills they need to be successful.

There is limited empirical testing on student achievement, as it relates to the pedagogy of teachers, after attending professional development programs. However, Blank (2009) and Lee et al. (2008) have shown empirical evidence between certain types of professional development implementation and academic gains. While a definitive answer is not available for determining any direct correlation to the academic achievements of students whose teacher has attended a professional development program with content specific training, there is some empirical research on the

implementation of pedagogical skills obtained from a content rich professional development program that was ongoing and long term (Sanders & Rivers, 1996).

A teacher attending professional development that failed to meet the minimal standards set by their district and could not be validated is eventually faced with dissatisfaction in their professional growth. Research has suggested that these teachers are likely to be underachieving in their pedagogical skills. Without professional development content validation, it is more likely that these teachers will continue to underachieve (Wenglinsky, 2002). Teachers who lack strong pedagogical skills can strengthen their understanding of professional development through an individualized program.

From this research, it may be possible to extract potential guidelines that could assist administrators in selecting key points for inclusion when choosing or validating independent professional development (Steiner, 2004). Guidelines could include such areas as curricular knowledge or professional development that focused on curricular materials and was grounded in the curriculum and materials used. Curricular knowledge can be effective in improving students' conceptual understanding (Whitcomb & Rose, 2010). Additionally, it is much less likely that out-of-date, one-time, one-stop workshops that focused on time management, planning, or organization will have a significant impact on student achievement (Garrett et al., 2001). Teachers who opt for choosing their own professional development possess strong pedagogical skills. The theory is that only teachers with strong pedagogical skills can attend a random professional development class.

The challenge for Washington State administrators will be to not only establish a sound guide for validating professional development programs but also to encourage administrators and teachers to choose programs that develop teachers' identified needs to their fullest potential. What teachers do and how they do it is critically important and may have a profound impact on the quality of the educational experience for children in their classrooms (Entz, 2007). Paraphrasing Wenglinsky (2002), providing professional development without identifying a teachers needs is a waste of resources.

Data released by the Office of the Superintendent of Education was in alignment with research by Whitehurst (2002), Cohen and Hill (1998), and Schmidt, Houang and Gognan (2002). Findings by these researchers substantiated the results of attending nonspecific content professional development. Nonspecific content professional development created many challenges for superintendents. These challenges included lost educational opportunities for the educator and, at a minimum, a loss of academic achievement potential for their students (Office of the Superintendent of Public Instruction, 2011).

Despite efforts by the OSPI, in Washington State, to require educators to participate in meaningful professional development, there is currently a lack of accountability for the content of the individually selected continuing professional development. Entz (2007) emphasized the lack of accountability by all stakeholders. Participating in continuing education that does little or nothing to meet district goals was felt to be irresponsible (Lieberman & Mace, 2009; OSPI, 2012). Therefore, it might be

time to reinvent professional development content validation at a school in Eastern Washington State.

Reinventing professional development. The changing landscape of education has motivated professional development designers to broaden the depth and expand the scope of many programs. Between 1998 and today, there has been a realization of a need for professional development programs that were rich in research-based theories, improved student outcomes, and captured the attention of educators, administrators, and other educational leaders (Dass, 2010).

The realization that professional development needed to be reinvented was accepted and understood as early as 1995 (Lieberman, 1996); however, the actual implementation of the idea has taken time (Snipes, Doolittle, & Herlihy, 2002). This delay was due, in part, to the structure of American education as defined by Taylorism. Taylorism was better suited to the business world. Yet, as Taylorism began to spread throughout the business world, it was also being sporadically embedded into educational practices. Both the unions and the teachers protested the idea of scientific management in education because in theory Taylorism increased productivity in goods produced, and it appeared to trespass on the individuality of teaching (Rees, 2001).

Looking at increased classroom productivity through the lens of Taylorism is good because students are busy learning how to take the high stakes test. However, the mandatory high stakes testing in place in Washington since the implementation of NCLB appears to be lacking the authentic or assessable application of the knowledge learned. In 2010, Dass captured the attention of administrators and teachers when finding that

professional development programs rich in research-based theories improved student outcome. There is a lack of applicability of much of the knowledge gained purely for the purpose of high stakes testing; however, any increase in test scores from high stakes testing could appear as an increase in knowledge. Rating the performance of students using strictly grades, credits, and achievements, appears that education accumulates for extrinsic personal benefit. When infused with Bell Curve thinking, a paradigm evolves. The paradigm concluded that when motivation was defeated, students felt compelled to cheat due to a need to raise test scores (Fendler & Muzaffar, 2008). The ability to measure qualitative occurrences within the field of education is due in part to the body of work created by Edward Thorndike. Thorndike (1913) believed that everything is measurable, including education. Thorndike rejected that a one-size-fits-all approach to education, based on individual differences. Thorndike's contributions were significant and publicly recognized, and he believed that man's ability to learn was crucial to making the world better. In consideration of this philosophy, teachers need formal professional development that stimulates, engages, and empowers teachers to make schools a better place for students to learn.

“What professional development did you select?” is a question that could be used to validate the professional development hours acquired but does not accurately capture the content of the program attended and could reduce the opportunity for authentic growth for educators by making it an hours rather than content exercise. A blanket validation form does not guarantee that the content will meet any of the district's seven goals as defined in the district's strategic plan.

Using a validation checklist that requires detailed responses could improve the quality of professional development content. Aligning the checklist to the intended goals of the Office of the Superintendent of Public Instruction and the school site could allow for content that is non-generic, goal specific, viable, applicable, and focused on the district improvement plan.

Effective professional development competes with the responsibilities and pressures on teachers' work lives. Furthermore, expectations during school hours could add pressure to teacher's work life, and real or imagined societal expectations affect a teacher's ability to accept professional development (Glazier, 2009; Hibbert, Hibbert, Heydon, & Rich, 2008; Yamagata-Lynch & Haudenschild, 2009).

Professional development presented to teachers without regard to content, context, or use creates the need for a deeper analysis of and dialogue about content validation (Albert Shanker Institute, 2002). Professional learning for the sake of clock hours could minimize a teacher's desire to attend the training. As professional development begins to move away from the traditional, one-size-fits-all training, content can become vital for enriching teacher learning. Continual improvement and growth through valid content followed-up with time for reflection, incorporating shared group experiences about professional development, along with the construction of personal experiences with professional development activities could be a starting point for creating an effective professional development program. Bringing together different modalities in terms of improved curricular knowledge can enrich learning. Additionally, fostering improved academic achievement through teacher motivation in meaningful activities

rather than acquisition of abstracted content results in positive learning (Barab & Duffy, 2000).

Searching for literature. Research for this project study began with data collection at the state level. Consulting the OSPI for Washington State's web page, I researched words and phrases I had collected from postings on their web page regarding professional development for schools in Washington State. OSPI has published findings from internal research as well as commissioned research, which provided current information on the requirements of obtaining credits for attending professional development at the state level in Washington.

Using the Internet to search for phrases such as *Peer reviewed research on 21st Century professional development in K-12 Education 2007 through 2012* netted 674,000 results. Narrowing the field to specific locales such as Europe (855,000), United States (646,000) and Washington State (233,000), I was able to narrow my search terms to very specific research. Based on the data found on the Internet, I turned to specific web sites whose sole intent was to provide easily accessible information on professional development and was determined to be a reputable source. This led to many peer reviewed research papers and ultimately came full circle as many of the articles began to reference publications I had found.

Turning to the Walden University academic, on-line library search engines such as Thoreau, Education Resources Information Center (ERIC), and Elton B. Stephens Company (EBSCO) databases, I was able to unearth a multitude of primary source literature on studies published in various peer reviewed and topic specific journals. I took

a critical look at the secondary sources referenced in the existing research, and I sought out the original works to make interpretations of the published findings from the viewpoint of the original researcher.

Included in the literature review for this study are the findings from 47 peer-reviewed studies, 20 policy reviews, 12 books, eight international studies, 25 K-12 professional development improvement plans, and 16 conference reviews. Findings from these sources appeared to substantiate that much of the existing body of knowledge had a base founded on qualitative research.

A pattern began to emerge upon using a systematic approach to sort and code the data. This pattern led to additional research on the philosophies of systemic change and improved teacher quality. In order to understand the need for change in the way professional development is taught, purchased, provided, or prepared, it is vital that that the change be made at the individual school level, classroom by classroom, with a hands on application portion that is directed at improving the outcome of professional development training. Research has suggested that the changes in education are occurring and professional development programs are struggling to catch up. Systemic changes in professional development programs are still very much in need.

Equal distribution of professional development allotments. One of the caveats of the NCLB act was the expectation that teachers could attend professional development paid for with Title 1 funding. Title I of the Elementary and Secondary Education Act (ESEA) of 1965 provided federal funding for schools where at least 40% of the children in the school attendance area were from low income families. The proportion of low

income families measured by the percent of students receiving free and reduced-price lunch at the research site exceeded 75%. Title I funds were to be used for programs designed to improve the academic achievement of children from low income homes (U.S. Department of Education, 2012).

If a school receiving federal Title I funding failed to meet the AYP target for 2 consecutive years or more, the school was designated in need of improvement and faced consequences, including public school choice for students in the school, supplemental services (including tutoring) for students, certain corrective actions, and school restructuring (U.S. Department of Education, 2012).

When professional development was mandated, the intent was to provide effective professional development, which would ultimately translate into improved academic achievement for students as measured by AYP. A portion of the district planned professional development provided to teachers was earmarked to explain new policies, tests, and evaluations. This type of professional development was needed but ended up consuming a large portion of the allotted professional development resources. One of my contentions was that using Title 1 resources in this way sent a message that teacher and administrator testing and assessment needs were more important than improving teacher pedagogy or the improvement of academic achievement of students.

Desimone (2009) and Hill (2008) suggested that changes in professional development accountability that used a set of core features and a common framework could elevate the quality of professional development training and subsequently maximize teacher and student learning opportunities.

Simply providing a data driven research based professional development program does not guarantee content validation. Many variables contribute to a lack of validation such as absenteeism, a lack of motivation, and a lack of willingness to implement changes. Given the well-documented barriers to change, pinpointing the needs of each school and personalizing professional development could become essential elements in teacher buy-in and student success (Hill, 2009).

Washington State's budget for professional development varied and ranged between 1.0% and 6.9% of operating expenses (OSPI, 2011, p 1). Washington State spent approximately \$7.4 million dollars between 1997 and 1998 on professional development activities (OSPI, 2009). During the 2008-2009 school year, that number was over \$200 million dollars (OSPI, 2012).

The evidence thus far illustrated that regardless of the distribution of professional development funding, it did not improve Adequate Yearly Progress expectations (OSPI 2012). The current focus on educational accountability and the value of resources used to pay for professional development made it irresponsible to pay for services that did not result in expected outcomes (Killion & Hirsh, 2012). As with all research, there are implications that surround the evidence presented. The research I did was intended to lead to a project that would have practical application at the research site.

Implications

This project study has implications for a professional development project in several possible areas. After conducting a thorough literature review, understanding current research, and finding an applicable theory, it was critical to reflect. Reflection is

essential when comparing, contrasting, and analyzing the work of key theorists. The final direction of the project was speculative until the collection and analysis of data was complete. The best fit would be a project that results in a solution, reorganization, or reformation of the existing processes. The following paragraphs discuss three areas in which I originally intended to focus.

A Manual or a Guide

A manual or guide would be easy to administer by project facilitators but difficult to implement. Providing the research that led to change in the existing professional development program might appear as too extensive to bother reading. If that were the case and readings were selective, I did not foresee teachers at the research site taking the initiative to implement the contents of the manual or guide as designed.

Program Evaluation

Program evaluation is not without its problems. Professional development program evaluations are rarely required to be on file or maintained in a file. If an accurate evaluation were the best project for this study, much of the original documentation would be helpful in providing an accurate look at the program. Using sporadic or ill-recorded documentation would be a disservice to the overall evaluation.

I could have chosen a case study model or even a phenomenological one. There could be a limited certainty that a case study could provide enough depth of research in the opinions of teachers. Publicly available data would accurately measure any direct correlation between improved student achievement and the development of standardized professional development content validation. Summarizing the content of this section is

an important measure; therefore, the following subsection will discuss the key points from this section.

Summary of Key Points

Content validation in professional development that integrates 21st century technologies and includes strategies that engage teachers can strengthen the currently underserved professional development program. This section provided an overview of the local problem: Teachers in a low socioeconomic rural school district are attending professional development training that lacks content validation. As a result, teachers lack confidence in their ability to deliver 21st century curriculum. Through this research, I seek to explore the possible benefits a standardized professional development content validation program could provide.

Research suggests providing teachers with standardized professional development content validation has the potential for social change within the district and the state. Redefining the boundaries of professional development could improve teacher satisfaction and thereby has the potential to increase student academic achievement. The rationale surrounding this project study asserts that professional development content is a crucial element of teacher education. This section also sought to define the terminology used throughout the discussion for consistency and to avoid vague language. Additionally, in this section I discussed new perspectives on professional development. The literature review suggests that professional development is continually under development and that students will receive the most benefit from professional development reform. The implications are clear: If our educators are to succeed in their

mission of educating students in a 21st century global community, professional development content designed to cultivate teachers' ability to diversify curriculum, enhance teachers' learning experience, accommodate teachers' busy schedules, and allow time for integration, reflection is needed.

Using a constructivist approach and applying practical situation vignettes, teachers could become better prepared to implement changes in their pedagogy. Using a hands-on approach through mentoring could enhance the professional development experience for educators. Without professional development reform, Washington State teachers may suffer professionally and schools may continue to fail to achieve expected AYP.

Developing a body of knowledge that would promote academic achievement and help districts meet AYP with professional development content validation will require the collection of both qualitative and quantitative data. Further, the findings of this study may fill a need in the research on professional development in the context of a mixed methods study. Section two will describe the methodology used for the project study. This discussion will include the sample, sequential collection of qualitative and quantitative data as well as consent and the protection of participants.

Section three will introduce the project and a discussion of the goals, rationale, literature review, theory, barriers and timetables. Section three concludes with the outcome from the project. In section four, I will discuss the project strengths, limitations, evaluation and concludes with a section on personal and professional growth on this journey.

Section 2: The Methodology

Mixed Method Research Design and Approach

Introduction

Using a mixed-methods sequential exploratory design, I mixed qualitative and quantitative data in a single study. The qualitative component consisted of a one-on-one interview with teachers, while the quantitative component consisted of a researcher-made questionnaire. I collected data sequentially in two phases. I was granted data collection for both phases by the IRB (Walden University's approval number for this study is 06–03–13–025-6993). I began with the qualitative interviews. I examined the current inclusion of content specific to the needs of the school, the type of professional development provided, and how the material was validated.

The methodological significance to this study was that I choose to use both qualitative and quantitative data, integrating the data to answer the research questions. Based on guidance from Creswell (2009), “the purpose of . . . the sequential exploratory strategy is to use quantitative results to assist in the interpretation of qualitative findings” (p. 211). Additionally, “the sequential exploratory strategy is often discussed as the procedure of choice when a researcher needs to develop an instrument because existing instruments are inadequate or nonexistent” (Creswell & Plano Clark, 2007).

The data collection occurred sequentially. I was granted access to the physical locations on the school property. I began to analyze the qualitative data after the final interview was completed and prior to the creation of the questionnaire. I used the perceptions and insights learned from the interviews to create the questionnaire. I then

administered the questionnaire via SurveyMonkey. I analyzed the data from the questionnaire after the time allotted, 2 weeks for completing the questionnaire, had expired. I integrated the data from Sequence 1 (S1) and Sequence 2 (S2) to answer my research questions: (a) what benefits can a standardized professional development content validation program for the 21st century provide? and (b) what does standardized professional development content validation for the 21st century look like? In order to answer these questions, I needed to collect, analyze, and integrate data from the sample. The following subsections break down how I accomplished the research.

Strategy for Data Collection

I chose a qualitative methodology for Sequence 1 (S1). I collected the data sequentially conducting an interview followed by a questionnaire. I used a semistructured interview guide to collect qualitative data from the participants. I designed the interview questions based on previous research, the concepts from the literature review, and the research questions.

Developing the strategies for data collection required a decision on what type of data were required to explore the research questions. I took into consideration the time I would have for the interviews and the bird trail of questions that might arise. I decided that a semistructured interview guide would benefit the interview process. I used a purposive sampling method to find participants at the research site willing to participate in an interview. I chose this sampling method because of its effectiveness in providing participants who could best help understand the phenomenon of professional development content validation (Creswell, 2012).

For the interviews, I met with eight teachers and the principal. The interviews began in similar ways and diverged from there. Each of the teachers had individual viewpoints on the questions, which was what I expected. The teachers were open and conversational, sharing easily with me, which I was not expecting (Creswell, 2012). I questioned teachers about professional development methods, practices, and their own experiences with professional development at their school. I asked participants if their current professional development model worked well. I used data from the interviews in S1 to guide the content of the questionnaire for Sequence 2. In a mixed-method design, there are multiple forms of data collection and analysis. It is important to understand how these processes supported this project study.

Multiple Forms of Data Collection and Analysis

Collection method for qualitative data. In the qualitative phase of this study, I used a confidential, semistructured interview to collect data on the perceptions of teachers regarding professional development. Qualitative research is an approach of inquiry into the research problem, which explores the meaning of a social human problem, in this case professional development content validation (Creswell, 2007). I collected qualitative data through interviews and observations of faculty. I used a semistructured interview guide to keep the interviews on track and prevent the interviews from going astray. This methodology best addressed Research Question 1, by asking open-ended questions. Asking open-ended questions allowed for a robust view of the professional development needs of faculty in relation to training and development (Creswell, 2012).

Data analysis for the qualitative phase. The qualitative researcher explores people in their natural environment (Welman, Kruger, & Mitchell, 2005). The personal interviews began on November 1, 2013 around 11:30 a.m. I conducted semistructured interviews, capturing responses using field notes. I transcribed the field notes into typed copy. The amount of textual information gathered in the field notes, interviews, and transcriptions was large. I sorted and counted the data using single word, word phrases, and a recurring word count within the interviews. After organizing and coding the data, I had consolidated a large amount of textual data into rich concepts and ideas. I entered the data into QSR International's NVivo qualitative data analysis program (2012).

NVivo (2012) is a qualitative statistical analysis software program that facilitates common qualitative themes, and analyzes text for patterns, word count, and repetition. Nvivo (2012) makes the extraction of themes easier than by hand; however, while it was quicker than by hand, the software program in no way aided in the interpretation of the findings. Using NVivo (2012) was the best method to interpret the data in an empirical manner. The interpretation and conclusions were my own.

I first placed the coded data into nodes within the NVivo program. From there, I derived themes from the interviews and entered them as nodes. I reread each interview transcript, identifying any additional themes and created nodes for each name. Then, I sorted out the data that referred to similar themes extracted from each interview. Once I placed the data into various nodes, I reviewed the themes through the matrix function within Nvivo (2012) to ensure that the various themes were distinct from each other and that there was no redundancy.

Collection method for quantitative data. According to Creswell (2007), quantitative research is an inquiry into an identified problem, based on testing a theory measured with numbers and analyzed using statistical techniques. I used an exploratory collection technique because it is one of the most common methods used to conduct quantitative research. A questionnaire collected statistically significant information between variables (Denzin & Lincoln, 2000).

Thus, the responses from participants offered individual views of teacher perceptions on current professional development, with the aim of showing distribution between variables. The data collected from the questionnaire led to detailed results for Research Question 2 in the second phase.

Data analysis for the quantitative phase. In S2, I used a quantitative methodology to analyze numerical data in an attempt to explain observations (Bryman, 2004). I choose to create a self-developed questionnaire for the instrument by refining the questionnaire using the qualitative responses in S1. I also asked my classmates to give me feedback on the content, thus enabling me to determine if my questions answered my research questions. I asked for approval given to use this self-developed instrument to collect quantitative data by the IRB, and after receiving approval, I delivered and collected the questionnaire via SurveyMonkey in an anonymous online environment.

For the quantitative phase, I presented the analyzed results with tables to compare percentages and to investigate the relationship between training provided and training listed as the ideal. I used the Statistical Package Social Sciences software (SPSS) to analyze the participants' responses, and I used a percentage score to present the data.

Finally, I analyzed the questionnaire and then integrated both sets of data to determine the overall findings.

Justification

Mixed methods advocates (Greene, Caracelli, & Graham, 1989; Johnson & Onwuegbuzie, 2004) support using the mixed-methods design in education. There has also been a profound shift in the availability and use of technology in educational settings. Therefore, research has suggested integrating available resources and technology into professional development training for teachers. Hence, reforms in education are focusing on technology-based training for our students. Information sharing, elevation, and speed are essential to solve complex problems in today's global economy (NCREL & MetiriGroup, 2003; Van, & Sherin, 2008).

Research has shown that even a supportive environment cannot ensure classroom implementation. Teachers must be encouraged to be a part of a learning team who meet almost every day about practical ways to improve teaching and learning. Before a teacher can effectively implement technology infusion, he or she must have the interest, motivation, and support to do so (Burns, 2002; Guskey, 2002; Rakes & Casey, 2002).

Integration of the Approaches

The research design used was a mixed-methods sequential, exploratory design. A purposive sample participated in interviews, and these interviews provided qualitative data in Sequence 1 (S1). The interview data were helpful in understanding the concerns of teachers regarding professional development. A survey collected quantitative data in Sequence 2 (S2). These data were analyzed using transformation of frequency for all

survey items. At the completion of S1 and S2, the data were integrated into the findings to provide insight into a content validation model. To better understand the approaches used in this project study, I will elaborate on the approach concerning the qualitative findings in the following subsection.

Delimitations of this Study

Participation in this study is delimited to teachers who (a) teach high school in a rural public school, (b) in the state of Washington, and (c) have attended professional development at the research site. For these reasons, I do not feel the results of the project study will be generalizable.

Setting and Sample

Population

The research site is one of three schools located in a rural district that serves 241 students. The school selected for this research employs 19 full time teachers and four instructional aides. The teachers at this site taught Kindergarten through 12th grade. The student population is 78% Hispanic and 22% White (WA OSPI, 2009-2010). The number of students eligible for free or reduced price meals is 85%, indicating this school has a low socioeconomic population (NCES, 2010-2011). This particular site is a low performing school; OSPI defines a low performing school as one that has not made AYP in 3 years (OSPI 2013).

Sampling Method

I used purposive sampling for the quantitative and qualitative data collection. Purposeful sampling assumes that the researcher wants to gain insight from the best sample, which in this case is the teachers themselves (Merriam, 1988). I purposefully included teachers who are currently teaching at the research site. During the first attempt to collect data, the sample size was too small. When school resumed in September, another attempt at data collection occurred. This second attempt resulted in eight interviews and 11 completed surveys. This sampling methodology will allow for between-teacher comparisons of the relationship between what is occurring in professional development and the implications for future professional development validation.

Sample Size

All 19 teachers at the site participated in the study, with eight participating in interviews and 11 completing surveys.

Eligibility

Teachers at this site participated regardless of variables such as gender, race, and years of experience or length of employment. There were nine males and 10 female teachers; however, this variable had no effect on participation or responses.

Characteristics of Sample

Nine of the teachers held a Bachelor's degree, seven held Master's degrees, one held a Doctorate degree, two held National Board Certifications, and one held an ESOL

endorsement. The teachers at this site included individuals who had insight into the specific professional development program content and effectiveness at the selected site.

Context and Sequential Strategies of the Qualitative Sequence

Access to Participants

Research began after the principal granted permission at the research site and after IRB approval and authorization (Walden University's approval number for this study is 06-03-13-0256993 and it expires on June 2, 2014). The scheduled interviews fell on a day with an early release time for students of 12:30. The site administrator ensured teachers the time they needed to meet with me by covering any afterschool activities the teachers may have had.

Interview Plans

Obtaining permission from the IRB and the site administrator was a prerequisite to begin research. Once granted, I sent each teacher an introductory email with a description of the research study, a description of the process, and an invitation to participate in the project study. In order to provide a rich background for the qualitative research, I set my minimum number of teacher interviews at eight ($n=8$) full time teachers. To ensure consistency during the semistructured interview, I chose to use an interview guide to stay on topic (Gay, 2003).

Researcher-Participant Relationship

Although I have had previous experiences with professional development, the intrigue of gaining an understanding of the teacher's perceptions of professional development content and the needs at this specific site far outweighed any preconceived

biases that might be present given the researchers background. Setting aside any preconceived ideas, feelings, or experiences expanded the opportunity for personal growth. Additionally, setting aside biases offered me the freedom to enjoy the research process. I reiterated the protection of privacy and confidentiality that participants were not obligated to discuss anything they are uncomfortable with and that they could stop at any time to ease concerns. All these ethical considerations helped develop an honest, working relationship with respondents.

Data Triangulation

I combined theories from Denzin and Lincoln (2005), Cohen and Manion (2000), O'Donoghue and Punch (2003), and Greene et al. (1989) to increase the validity of the results through convergence, corroboration, and correspondence of results. The data collected included interviews, surveys, documents, and firsthand experiences such as interview notes and observations composed during the study (Creswell, 2008; Merriam, 1988).

I first analyzed the data collected from the interview looking for themes. I then used the themes to refine the questionnaire. This triangulation strategy of cross-verification using independent sources, added credibility to the study, as did collecting the data from more than one viewpoint (Yin, 2012).

Role of Researcher

As a teacher who has attended various professional development programs, I was intrigued to understand the phenomena from different viewpoints. I had no previous contact with this research site nor had I ever worked at this site. I had no authority or

corrective roles with any level of the research site. Therefore, I expected to receive honest, individual perceptions of the professional development program at this site. Setting aside any preconceived biases was a standard I required of myself. I set aside any notions held regarding the quality of professional development at this site and listen with an open mind to each participant.

Context and Sequential Strategies for the Quantitative Sequence

The instrument. Choosing to use a questionnaire to explore the quantitative data were by no means the only choice I had available. I could have selected observations of teachers teaching and reviewing artifacts of past professional development sessions; however, I needed information that would allow me to quantify responses and was specific to the teachers at the research site. Therefore, a questionnaire was developed and refined from the qualitative data in phase one.

Drafting the questions was an important step in measuring what I wanted to measure. I wanted to measure the benefits a standardized professional development content validation program for the 21st century provide. In addition, I wanted to measure what components teachers wanted in a standardized professional development content validation model. It was important to the development of the questionnaire to ensure the following areas were checked for accuracy:

- Will the questions as they are worded achieve the desired results?
- Have the questions have been placed in the best order?
- Will the questions be understood by all respondent?
- Should some questions be eliminated?

- Are the instructions to participants adequate?

To enforce these standards, I self-administered the questionnaire and reworked the questions in an effort to answer the research questions. The second draft was fine-tuned based on reviews by course-mates. The third draft, taken by two friends in the same industry but not related to the research site, provided insight into reducing the number of questions. This was not a pilot test of the questionnaire; however, both chairs and the IRB approved the final version.

Type of instrument. The questionnaire was a specific, one-time, cross-sectional survey with multiple response formats. I designed this questionnaire to explore qualitative information for the purposes of better understanding .the potential benefits a standardized professional development content validation program for the 21st century could provide. I wanted to understand what components teachers wanted in a standardized professional development content validation model.

In an exploratory design, research must be completed in the collection of qualitative data prior to the writing of the questionnaire. There were several steps involved in the development of the questionnaire I used in this study (Creswell, 2012).

The steps included:

1. Decide the information required.
2. Define the target respondents.
3. Choose the method(s) of reaching your target respondents.
4. Decide on question content.
5. Develop the question wording.

6. Put questions into a meaningful order and format.
7. Check the length of the questionnaire.
8. Pre-test the questionnaire.
9. Develop the final survey form.

Having followed the aforementioned steps, a questionnaire was constructed. The questionnaire contained 30 questions: five open-ended questions, five Likert items, three closed-ended questions, seven multiple dichotomies questions, and eight yes or no questions. Providing multiple formats for participants to respond to, prevents participants from just ticking a box to complete the questionnaire (Creswell, 2012, Gay 2003).

Concepts Measured. The four concepts measured by the questionnaire were:

- Feeling toward the current professional development program.
- Perceptions of the current professional development issues.
- Ideas of what a 21st century education looks like.
- The ideal for 21st century professional development validation.

How responses are rated. I tabulated the individual responses according to how many respondents gave a response in each category. I calculated ranges depending on overall numbers and percentages, some scores were grouped and distributed in frequencies. Rating depended on the style of questions (i.e.: Likert items, multiple dichotomies, and yes or no questions). The rating scales were categorical for the multiple selections and the yes/no questions, while the Likert item responses were interval.

Discussion of the meanings of responses. The responses represented the feelings, perceptions, and beliefs of the teachers in the purposeful sample. Each response

was one important part of the overall understanding of the phenomenon of professional development content validation in the 21st century. The meaning of each response came from the analysis of the data. Some of the responses were categorized as ordinal (one score is higher than another is); some of the data were interval (the distance between two points). The two types of data require different analytical approaches.

The Likert scaled items tells us that the people with higher-numbered responses are more in agreement with the statement than those with the lower-numbered responses. With Likert scale data, the recommended measure to use is the mode, or the most frequent response. This makes the survey results much easier to interpret. The responses must be found to be reliable and valid otherwise they are of no use to the overall findings.

Reliability and validity of instrument. Reliability means that a measurement procedure yields consistent scores when the phenomenon is measured. If a measure is reliable, it is affected less by random error (Creswell, 2012). In qualitative research, the reliability of data relates to the degree of accuracy and comprehension of the data collected (Creswell & Plano, 2007). This also reflects the trustworthiness of the research. Creswell (2003) emphasize that data reliability is based on the methods of establishing reliability and include validating participant responses, debriefing by peers, triangulation, persistent field observations, reflexive journals and independent audits (Creswell, 2003). The use of different data collection methods enhanced the reliability of the data collected in this study.

Validity applies to the meaning researchers infer from data (Cohen et al, 2007). Validity acts as a qualifying measure for the research and the standards the researcher

deems appropriate in terms of the trustworthiness of the research (Golafshani, 2003).

Using more than one method of data collection prevented the researcher from being reliant on only one source of information when answering the research questions.

Processes Needed to Complete the Instrument. Each teacher at the research site received an email with the link to the questionnaire. No additional sign on information was required. The questionnaire required approximately 15 minutes to complete, although most participants completed it well under the time allotted. In the event a participant was unable to access the link due to unavailable resources, a paper copy placed in each teacher's mailbox along with a manila envelope addressed to the researcher. No identifying information was on the questionnaire or the envelope. Teachers using either the on line or the paper version could volunteer for a follow-up interview; in so doing; they could voluntarily disclose their contact information. In this event, the data remained confidential.

Availability of data. All data collected has a storage life of "when no longer needed"; destruction via a five-blade shredder will occur when no longer needed.

Explanation of the Data Used To Measure Each Variable in the Study

The variables measured derived from the theoretical framework of community and inquiry that guided my project study and the assumptions that underlay my theoretical framework. The variables derived from deconstructing the concepts within the research questions. In order to measure the variables I asked: (a) what do the main concepts mean? (b) How will I measure the main concepts? (c) Is the measurement method accurate and valid?

The theoretical framework refers to my premise that professional development experiences should provide teachers with rich experiences through which teachers collaboratively or individually evolve their teaching practice and that learning for students and teachers alike appeared based on individual experiences.

I measured multiple variables that included funding, responsibility, development, reflection, service, tools, material, usefulness, handbook, empowerment, learning opportunities, multicultural training, self-assessment, mentoring, content, guidance, connections, community, professionalism, student achievement, and respect.

Findings

I arrived on a pre-arranged date and time on which a half-day schedule was in effect. I met the principal in her office. She welcomed me to her school and after an exchange of pleasantries; the principal escorted me to the first interviewee. The principal introduced me to the participants, one at a time, allowing the requested time needed to complete the interviews. The interviews in phase one averaged 15 minutes (This length of time coincided with the teacher's schedules). The interviews were in either the teacher's classroom or the principal's office, whichever one was more comfortable for the teacher.

The research site was very small, walking through the halls to get to the teachers classrooms was quick. It was the last passing period of the day when I arrived and students were hurrying to their next class. I observed a diversity of students and different age groups. Students at this research site attended grades two through 12. Students ranged in age from 7- 18. Arriving at the classroom of the first interviewee, the principal made introductions and left us to talk.

Interview Teacher 1

I observed the teacher fidgeting with papers and a pen. He motioned me to a chair, next to his desk where he was busily grading papers. We made our introductions and I explained I was exploring the potential benefits from a standardized professional development content validation program. I also indicated I wanted to understand what a standardized professional development content validation for teachers and students in the 21st century look like. Teacher 1 indicated the current professional development was boring and lacked interest.

Well, to be honest with you, it just does not interest me. I tried to look for one positive thing to come out of it and if I can do that, I will say it was a good development. However, it did not happen for me. (Teacher 1, 2013, Field Notes).

I asked if he had ever received follow-up coaching. Teacher 1 informed me that follow-up to the professional development training was not provided. Teacher1 would like to attend district provided professional development, however teacher 1 informed me that he is the only one in his department and therefore he cannot always attend. He did have this to say about teacher involvement.

Involving teachers in the selection of professional development would be a good idea; currently the principal and the superintendent of professional development make the training decisions. (Teacher 1, 2013, Field Notes)

Interview Teacher 2

Research indicates that using components of technology (i.e.: On-line webinars, closed circuit classes, interactive classes, etc.) in professional development can lead to

improved teacher interest and lead to improved student outcomes. I asked teacher 2 about the technology available for use and if technology was used to present professional development training. Teacher 2 informed me that the most common source of professional development training was in-service, on-site training. The takeaways were usually paper handouts.

More often than not, we will be given a couple sheets of notes and handouts from the professional development. Since there are not a lot of us to collaborate with, we really do not get any time set aside to participate in collaboration activities.

(Teacher 2, 2013, Field Notes)

Teacher Two was not familiar with the districts goals or even if the professional development training was meeting those district goals. Teacher Two indicated that the research site is isolated and there are not a lot of people (Teachers from other schools) to collaborate with. Attending professional development at other locations provides teachers an opportunity to see and meet other teachers. Teacher Two indicated the desire to talk with other teachers in a similar department and compare strategies on teaching.

It would be nice to include instructional strategies, time management strategies, and professional development training that can be used in the classroom right now, right here, today. (Teacher 2, 2013, Field Notes)

Interview Teacher 3

Computer savvy can reduce a teacher's workload (i.e.: proficiency in Microsoft word, PowerPoint, and online educational sites). I asked teacher 3 if he would be interested in that topic.

Well, I have not had a computer class in a long time, so my skills are not very good at all. I am interested in technology but my most recent professional development training used pencil and paper .I mean do not get me wrong some of the professional development is interesting but I really cannot apply it here in my classroom. Time is also an issue; I am on a very tight schedule. I am here three hours every day after school grading papers. I am here on Saturdays and Sundays. If I were not here, I would not get through the amount of paperwork that Language Arts generates. The paperwork is not a problem, I love my students, and of course, I want to read their work and make sure it is correct. However, it would be nice to have a class on time management. (Teacher 3, 2013, Field Notes)

Interview Teachers 4, 5, 6

Meeting the next three teachers occurred in a non-structured group session. The teachers were all smiling, and greeting each other. Teacher 4 was saying, “Well, I usually say if I can take one good thing from the training then it was a success!” Teacher 5 and 6 nodded in agreement. The teachers informed me that they support each other and pop over to each other's classroom to say hi or to ask if they can help. Knowing that time was valuable to these teachers, I immediately wanted to know about their recent professional development training.

It feels as though the people presenting the class have never been teachers and that makes it very difficult to believe and follow their guidance, I understand that sometimes the training is just to check the box, but because our situation here is

so unusual, very remote, and isolated, it would be nice to have one-on-one professional development. That would be great. (Teacher 6, 2013, Field Notes)

Overall, the teachers could not describe how their content area knowledge increased due to attendance at the professional development training. Nor could they explain any classroom interventions used to measure student achievement gained from the training provided. "Well, I teach a lot of technology to myself. Teacher five indicated that she had learned a lot about computer software by herself. I asked if teacher 5 had ever thought of sharing computer knowledge and technology with the rest of the staff. Teacher 5 responded, "No, we don't really use the time allotted for professional development for that, but I think it would be helpful."

Interview Teacher 7

I wanted to know if Teacher Seven participated in the selection of professional development training at the research site. Teacher Seven replied, "I do not have any say in those choices, those are made by the superintendent or the principal." Teacher Seven could not recall any new techniques used to improve academic achievement.

Let me think about that for just 1 minute. I hate to say this but, no. I think a lot of it has to do with our very special circumstances in this district. We are isolated and we do not have other department chairs to share information or concerns or ask questions. I am lucky in that I have a couple of other people who have a similar schedule to mine. We can get together and talk about anything as it comes up, but for the most part, I am my own department. (Teacher Seven, 2013, Field Notes)

Interview Teacher 8

I am greeted with an extend hand and the teacher exclaiming, “It is so nice to meet you!” After some introductory talk, I moved on to how the most recent professional development meets the needs of the students. Teacher 8 explained,

I have students of different ages who are on different levels of materials. So I always keep checking to make sure their on task and when I get buried other kids suffer." Teacher 8 shared that having professional development focused around academic improvement, helping low-income families, as well as strategies for classroom management would be most beneficial. (Teacher 8, 2013, Field Notes)

Once the interviews were completed, I met with the principal to extend appreciation for allowing access to interview the teacher participants. The data collection of Sequence One was completed at 4pm on November 1, 2013. Once the collection of qualitative data were collected the data were analyzed.

The term change represents thoughts on improving the community and organization for the better. While subjective, I measured the concept of change using open-ended questions. The question used to extract responses was, “How would you define a professional learning environment for teachers in the 21st century?” This question gathered data on what teachers perceive as needed to meet the professional development requirements of an educational system moving into the 21st century. Table 2 lists the indicators for best practices in professional development at this research site.

*Table 2**Best Practices Derived From Interviews*

A variety of workshops to attend based on your personal preference or subject area
 The presenter modeled techniques that were relevant
 Strategies for working with disenfranchised students
 Workshops that implement the strategies with the participants
 Brain research discussion and ways to use the research to increase student outcomes
 The National Board Process best practices in teaching making me a better teacher

These results are representative of teachers who thrive on professional development that includes many of the types of activities found in the research literature. The results indicate teachers with a deep sense of responsibility to students. The results indicate a need for professional development content that is research-based (Hayes & Robnolt, 2007); connected through technology (Borko, et al 2008); pedagogically content embedded (Brady et al., 2009); contains mentoring, reflection, and follow-up (Podhajski, et al., 2009); is academic achievement centered, and content focused (Champion, 2003).

Teacher participants also shared negative experiences they have had while attending professional development training. In general, the teachers interviewed expressed a great deal of frustration with the overall lack of value the professional development training they received had. Table 3 presents descriptions of the worst practices in professional development training derived from the one-on-one interviews with the teachers.

*Table 3**Worst Practices in Professional Development Training Derived From Interviews*

I didn't learn anything new the lecture just went on and on and on
The instructor didn't seem to understand the material very well
Third repetition of the same brain research seminar Watch a video fill out notebooks
Professional development failed to meet the objectives stated
Trainers that lack real classroom experience in an educational setting
The material was not applicable to the needs of students. Boring
Material was out-of-touch with a real class setting, Too much theory
Presenter used handouts and pencils

These results are in line with findings by the Office of the Superintendent of Education (OSPI), which states, “attending non-specific content professional development creates many challenges. These challenges included lost educational opportunities for the educator and, at a minimum, a loss of academic achievement potential for their students (Office of the Superintendent of Public Instruction, 2011).” Despite efforts by the OSPI, in Washington State to require meaningful professional development for teachers, a lack of accountability for the content of professional development does exist. Lieberman and Mace (2009) emphasize that participating in professional development that does little or nothing to meet the needs of teachers is irresponsible. Overall teachers indicated that the current professional development was boring, lacked interest; lacked follow up coaching, and teacher involvement in planning. Technology was a missing component to professional development training as well.

Teachers at this research site lacked time set aside to participate in collaboration activities. Teacher knowledge varied when asked to explain district goals, instructional strategies, and relevant training.

Multiple dichotomy style questions measured the concept of ideas. An example of a multiple dichotomy question, in which the ideas from the respondents regarding the benefits of professional development content validation with the option to add responses that were not listed was, “Select all items that describe benefits of content validation in professional development. Use the box marked “*other*” to list any ideas not listed.” The decision to offer a box labeled “*other*” captured the ideas participants wanted heard. The percentage of responses was not the goal here. The goal was to collect data in the form of perceived benefits of PD content validation. The responses with the highest frequencies are listed (In no particular order) beneath the research question. These data provided insight into what benefits a standardized PD content validation program could provide (see Table 4).

*Table 4**Data Extracted From Personal Interviews on the Benefits of PD Content Validation*

Provide Strategies For Differentiated Instruction
Accommodate English Language Learners
Inspire Teacher Learner
Recognize Teachers As Lifelong
Organize Professional Development To The Needs Of The Teachers
Provide Hands-On Learning
Improved Pedagogy
State Assessment Training
Common Core Standards Training
New Strategies For Classroom Management
Training Follow-Up
Student Improvement
Adult Learners

The results of the extracted data are in line with the research discussed in this study. The model suggested by Howe and Stubbs (1997), resulted in inquiry-based workshop activities, grade-level study groups, and team planning over a sustained period. Loucks-Horsley, Love, Stiles, Mundry, and Hewson (2003), recommended long-term professional development mirror high-quality teacher instruction and be delivered using a constructivist approach. Poplin (2009) and Bright (2012) have provided research that informs on providing an in-depth learning activity based on student need provides teachers with an opportunity to focus on making the instruction interesting.

Making the instruction interesting was missing from training provided to the teachers. All of the teachers interviewed ($n=8$) had similar experiences. The benefits expected because of research question one, clearly indicates teachers at this site want more from their professional development. The research site may benefit from

developing a firm foundation for validation of professional development content (Timperly, 2008).

I measured the concept of “support” by asking open-ended questions, yes/no questions or Likert style questions. An example of a Likert style question is, “I believe my district ensures that I grow as a professional.” The Likert responses ranged from *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. The responses to this question provided insight into teacher’s feelings of professional development support. The premise being that if the current professional development program were effective, teachers would feel supported in their professional development; therefore, selecting *Strongly Agree* or *Agree*. If the teachers felt as if the professional development provided were inadequate to professional growth, the response would be *Disagree* or *Strongly Disagree*. *Neutral* was an option for teachers who felt neither satisfied nor dissatisfied with their district (see Table 5).

Table 5

Percent of Survey Responses Indicating a Lack of Administrative Support

Strongly agree	Agree	Neutral	Disagree	Strongly disagree
18	18	36	27	0

Note. Values rounded to the nearest whole percentage

Administrative and individual support. The results in Table 5, indicate that 27% of teachers felt the current professional development program is inadequate in terms of administrative support and teacher development. There were 36% of teachers who were neither dissatisfied nor satisfied with the administrative support.

Table six reports the quantitative responses associated with individual support to professional growth and development. The Likert responses ranged from *Strongly Agree*, *Agree*, *Neutral*, *Disagree*, and *Strongly Disagree*. The responses to this question provided insight into teacher's personal dedication to professional growth. The premise being to what degree do teachers seek out professional development on their own? Therefore, selecting *Strongly Agree* or *Agree* would indicate a high level of commitment. If the teachers felt as if their commitment was low or lower than average the response would be *Disagree* or *Strongly Disagree*. *Neutral* was an option for teachers who felt neither satisfied nor dissatisfied with their personal commitment to professional development.

Table 6

Percent of Survey Responses Associated With Personal Dedication to Professional Growth

Degree of agreement	Commitment to individual professional growth
Strongly disagree	9.
Disagree	0
Neutral	0
Agree	36
Strongly agree	55

Note. Values rounded to the nearest whole percentage.

Financial support. Table 6 indicates 55% of teachers at this site Strongly Agree they have above average commitment to their personal professional growth. Thirty-Six percent report an average level of commitment, with 9% reporting a lower than average commitment to their own professional growth. Approximately 91% of teachers surveyed are committed to their own personal growth.

Personal growth requires additional resources beyond commitment, such as funding. I thus explored the approximate amount of professional development funding teachers received to pursue individual professional development. Teachers responded to scaled responses that ranged from \$0 - \$1000. Currently within Washington State, PD policies provide teachers an opportunity to attend off site PD. There is a stipend provided for teachers to choose what they will attend. The funding individual teacher respondents ($n=11$) received to participate in professional development is in Table 7.

Table 7

Percent of Survey Responses on Professional Development Funding Received

Funding per teacher	Percent of teachers receiving this amount
None	27
\$0-100	0
\$101-\$250	9
\$251-\$500	36
\$501-\$1000	9
More than \$1000	18

Note. Values rounded to the nearest whole percentage.

The results indicate an uneven distribution of funding. The first notable result indicates that 27% of teachers received no funds for professional development, the same percentage of teachers who were dissatisfied with the level of administrative support and teacher development reported in Table 5. Nine percent of teachers received \$101 - \$250 in funding for professional development, this corresponds to survey findings in Table five which report that 9% of teachers have a lower than average commitment to individual professional development (Sharp, 2014).

Teacher to teacher support. Anticipating a lack of funding brought up the need to ask participants in the absence of funding how teachers gain professional development. I next asked questions that would determine if participants provided support to their colleagues. Strongly Disagree indicated the respondent adamantly rejected responsibility to other teachers, Disagree was representative of no perception of responsibility, and

Neutral was an indication of an undefined responsibility to help or not to help other teachers. Agree was indicative of a willingness to accept the responsibility of helping other teachers. Strongly Agree was equivalent to vigorously helping other teachers. Table 8 reports the percentages associated with teacher's perception of responsibility to other teachers.

Table 8

Survey Responses to Perception of Responsibility to Other Teachers

Level of agreement	Percent of teachers helping other teachers
Strongly disagree	0
Disagree	9
Neutral	18
Agree	36
Strongly agree	36

Note. Values rounded to the nearest whole percentage.

The highest percentages of respondents responded to *Agree* (36%) and *Strongly Agree* (36%). Combined, this represents 92% of teachers at this site who perceive it is their responsibility to help other teachers. The results showed a new perspective on professional development emerging from this site, which was in alignment with those perspectives proposed by Lieberman (1996). Teachers were bonding with other teachers and appeared to transition from a conventional view of professional development. Teachers were helping teachers create informal learning communities such as those described by Grossman, Wineburg, and Woolworth (2006).

The survey results also revealed teachers at the research site expressed an interest in having more time for discussion on how to implement strategies learned through professional development. More than that, 73% of teachers surveyed indicated a need for teacher collaboration time. According to the survey results, having time for discussion or collaboration could benefit the 78% of teachers who otherwise would work out frustrations on their own or randomly vent to anyone who would listen. The survey results indicate that teachers see a professional learning environment for teachers in the 21st century as having multiple professional learning communities in which teachers have the time for collaboration.

Survey results indicate that teachers consider school and district goals for the year as important. The survey also indicated that having the tools to meet the needs of students is essential to educational outcomes. Approximately 27% of the teachers at this site make time for reflection with their colleagues (See Appendix B). Conversely, the survey results points out 73% of the teachers at this site are not making time for reflection (See Appendix B).

Many of the teachers feel they have the tools to meet the demands of the 21st Century; however, there is an apparent disconnection between the research and the findings. Very few of the teachers use any sort of self-assessment tools. Without accurate and frequent self-assessment, teachers may be missing training they need. The challenge for the research site is not only establish a sustainable model for validating professional development programs, but also to provide teachers with self-assessments. Table 9 presents the quantitative results regarding the issuance of a professional development

handbook and the percentage of teachers who feel empowered by the current professional development.

Table 9

Survey Percentage of Quantitative Responses for Handbook, and Empowerment

Quantitative Question for Research Question 2	Yes	No
Are you provided a professional development handbook?	0	100
Do you feel empowered by the professional learning opportunities provided to you?	45	55

Note. Values rounded to the nearest whole percentage.

The results indicate a need for a formal handbook. The handbook would include professional development planning, individual assessments, and a validation checklist (Poplin, 2009). Additionally, survey results indicate professional development currently provided is not meeting the actual needs of teachers (See Appendix B). There is evidence in educational research that professional development can improve student achievement. Redesigning professional development content and holding all individuals accountable is one way to ensure content validation (Collinson et al., 2009).

Approximately half of the teachers attend off-site workshops twice per year. The average time devoted to this training can range from 1 hour to 8 hours. Teachers receive release time for courses related to their work and some teachers receive membership to professional associations, tuition assistance, and professional journals (See Appendix B).

Data Analysis and Validation Procedures

Description and Explanation

Analysis procedures within the design. Greene et al. (1989), defined mixed-method designs as including at least one method designed to collect numbers and one method designed to collect words. Greene offered several salient ideas on the analysis procedures within the design. Among them was triangulation. Within triangulation, multiple methods of data collection are used to gain different insights on the same phenomenon. Triangulation is not necessarily used to cross-validate data, but it does accomplish just that. Because triangulation is a convergence of results across the different method types, it can be a beneficial element within the design (Cook, 1985; Denzin, 1978).

Analysis within the qualitative and quantitative approach. “Validity is the extent to which an instrument measures what it is supposed to measure (Carmines and Zeller, 1979).” The intention of the semistructured interview guide was to collect rich data on teacher’s perceptions of professional development at the research site. This data were then prepared and analyzed using the NVivo (2012) software program. I collected the quantitative data with a self-constructed questionnaire. The type of data I collected was numerical which was then analyzed using the SPSS program.

Procedures for integration of qualitative and quantitative data. Greene, et al. (1989), based the procedure for integration on the four categories of integration. These are: (a) no integration, analyses, and interpretation of qualitative and quantitative data conducted separately; (b) analyze data separately, but some integration during

interpretation; (c) integrate during both analyses and interpretation; and (d) analysis procedures not reported. In my project study, the data for each sequence was analyzed separately then integrated during the interpretation phase. Rossman and Wilson (1985) illustrate that independent analyses of the different data types occurs and then compared at the level of conclusions and interpretations.

Integration of the findings. The data were collected sequentially, Sequence One (S1) and Sequence Two (S2) over time. I analyzed the data in each sequence independently of the other. I integrated the findings from S1 and S2 during the interpretation stage.

In response to research question, 1) what benefits can a standardized professional development content validation program provide to teachers and students? Based on the integration of S1 and S2, the findings indicate a gap between the current professional development content and the content needs of the teachers. Exploration of participant responses revealed this gap is reversible. In fact, 91% of teachers indicate they are committed to professional development (see Table 5). The benefits of content validation would ask the question: What do the teachers need to be successful in the classroom? Professional development geared to the needs of the teachers would improve current professional development.

In response to research question 2) what does standardized professional development content validation for teachers and students in the 21st century look like? The integrated findings identified gaps in teacher collaboration, reflection, follow-up, mentoring, distribution of professional development funding, self-assessments, and a lack

of a professional development handbook. Professional development content validation would provide teacher collaboration, reflection, follow-up, mentoring, funding, and self-assessments.

Outcomes of the Study

Efforts to determine if content validation could benefit teachers at a rural school in Eastern Washington State inspired a 3-day workshop aimed at developing a professional development plan containing content validation. Guided by the theory of community and inquiry (Dewey, 1916), the research determined a large gap between the provided professional development training and teacher needs. The courses currently provided tend to be repetitive and do not appear to address teacher needs (See Table 3). Teachers attend the required training, which appears irrelevant. (See Table 2).

Relative to the research questions, (a) what benefits can a standardized PD content validation program for the 21st century provide? and, (b) what does standardized PD content validation for the 21st century look like, the study revealed a need for professional development that meets the teachers' needs (See Table 1). In order to determine what the teachers need, an on-site, sequential mixed-methods study was required. Once completed, the findings provide all stakeholders' with authentic data that could directly influence future professional development training.

Redirecting the current resources based on the findings of this study would require input from all stakeholders (Barab & Duffy, 2000). The changes needed include creating a comprehensive checklist aligned with the district and State goals; provide goal-specific, non-generic professional development (OSPI, 2012). Therefore, a 3-day

workshop based on redirecting the focus of the current professional development to the needs of the teachers using the findings from this study, delivered in a manner that models the desired outcome – content validation, would be the ideal vehicle to deliver the needed changes.

Protection of Participants' Rights

The ethical protection of participants began with the web-based training course on protecting human research participants. The national institutes of health office of extramural research provided the training course that I completed January 3, 2012 Certification Number: 823094. Protecting the participants from harm was of the utmost concern. Participants received full disclosure of the nature of this project study and their rights to anonymity and confidentiality. To protect the school and participants identity, I replaced actual names with codes to prevent accidental disclosure of the participant's identity.

To enhance the interview experience, I felt that it was important to assure participants of a sincere interest in collecting data and notifying participants that I had no affiliation to the school, any employees, or policy makers and informed the participants of such. Teachers were further assured that a decision to opt out of participation at any point would in no way jeopardize their position at the research site.

The participants in both phase one and phase two were assured in writing via a consent form of their rights to stop the discussion and decline to participate at any time. During phase one the participants' identity remained confidential and no identifying data were recorded in the field notes. During phase two, all participants remained anonymous.

Summary

The methodology used in this project study was a sequential mixed methods exploratory design. I used multiple forms of data collection and analysis to explore the meaning of a social human problem. Data collected from interviews and questionnaires indicated a need for content validation in professional development at the research site. I discuss the 3-day workshop in Section 3.

Section 3: The Project

Introduction

The project is a 3-day workshop. The goal is to provide educators with a professional development program that delivers an authentic opportunity for improved student academic achievement, aligns with educational goals and changes efforts at individual school sites, presents sound pedagogy from research-based best practices, involves teachers in the process, is content driven, and includes a structured validation component. I found that the content of professional development activities often lacked structured validation for teachers to master skills that matter the most in their content area, new skills were undiscovered, and their pedagogy was underdeveloped. Therefore, this project study sought to explore the potential of professional development content validation for educators in one district in Washington State. Once implemented, this professional development model has the potential to increase satisfaction at the research site as well as other rural schools (La Crusia, 2012).

Goals of the Project

This project began with a careful, analytical exploration of the fundamental changes occurring in education. In an attempt to answer the research questions (a) What benefits can a standardized professional development content validation program for the 21st century provide? and (b) What does standardized professional development content validation for the 21st century look like?, this project will focus on delivering several ways to validate content for educators in one district in Washington State. The benefit associated with content that aligns with student achievement is significant (Hoban, 2002).

Project Genre Rationale

Professional development training geared towards teachers indicates an effort to provide teachers with training that meets their needs and has a peripheral benefit of accelerating or improving student learning. Teachers are, by trade, adults. As adults, they bring a vast amount of experience to the table. Finding a way to reach each teacher and tap into his or her experience creates the need for a comprehensive understanding of teaching adult learners.

The theoretical underpinning of this research rests with Dewey (1916), Gardner (1993), Piaget (1983), and Vygotsky (1978). The theory of inquiry and community (Dewey, 1916) denotes that learning for adults is social, individual, and personal. Aligning with Piaget's (1983) assertion that children construct knowledge from experience and Vygotsky's study of higher-ordered thinking in children, which notes that children look to the environment to help them solve problems, Gardner's (1993) theory on multiple intelligences provides strong evidence that people have eight to 10 intelligences that act upon sensory information.

The combined characteristics of these theories have been used in educational settings for decades (Evans, 2006). The framework developed using the theories of Piaget and Vygotsky is known as the community of inquiry (CoI). The philosophical origin of CoI works well in educational learning environments (Shea & Bidjerano, 2009). In this view, learning is fundamentally the result of a community activity supported by a shared culture (Seixas, 1993).

Addressing the Problem

The focus of a community of inquiry is solving the same problem. This is the central idea of this project. The methodology engages participants with each other to form a community. Therefore, CoI guided the development of this project. Organizing a participatory workshop gives ownership of the outcome to the participants. In the following subsection, there will be thorough, critical, and interconnected analysis on the literature reviewed for this project.

Review of the Literature

The review of literature involved using key words and phrases that matched the intent of the project. The 3-day workshop will offer solutions and insights into the current professional development needs at this research site while also looking at future professional development needs. There is evidence that specific professional development programs can improve teacher knowledge and student outcomes. However, due to cost, timing, and resources, these programs seldom reach teachers on a large scale (Hill, 2009).

Professional development presented to teachers without regard to content, context, or use, creates the need for a deeper analysis of, and dialogue about, content validation (Albert Shanker Institute, 2002). Professional learning for the sake of clock hours could minimize a teacher's desire to attend the training. This project sought to provide a content validation model for professional development for the research site. The guiding questions for the literature review were based on the research questions used in the project study:

1. What benefits can a standardized professional development content validation program for the 21st century provide?
2. What does standardized professional development content validation for the 21st century look like?

I researched the following terms and phrases through the Walden library using the EBSCO multisearch database. I also searched terms and phrases through ProQuest and ERIC. The following isolated and search terms combinations, including Booleans, were used in the search: *21st century professional development content validation, 21st century learning, workshops, quality instruction, improving academic outcome, professional development in K-12 schools, professional development training, professional development in schools, and professional development trainers.*

With State and Federal changes affecting what and in what context is being taught, content validation is moving steadily to the forefront in educational research (i.e., CORE standards) providing the greatest opportunity for a proactive professional development program (National Center for Education Statistics, 1998). McLaughlin (2012) interviewed teachers regarding professional development and what works for them. McLaughlin found that allowing teachers to have a voice in professional development activities that are research-based, that involve them, and that promote increased student achievement empowers them (McLaughlin, 2012).

Lanford (2011) found that professional development must be content specific and goal oriented, allowing teachers to revisit and critically analyze their teaching. A growing body of evidence points to a “21st century education system where teachers’ aren’t just

supporting existing schools [and their existing issues] but are spurring innovation, demanding more reform and determining which instructional strategies might work with certain students” (State of the Union Address, 2014).

Al-Behaisi (2011) summarized that teachers need the support of administration to plan and participate in the professional development programs they require. Training needs should match the school’s common vision, shared values, and be relevant to the current assigned teaching role. Young (2011) interviewed teachers in one school district who believed a plan should be developed to recognize training needs and the school should employ more sophisticated instruments to analyze and identify the knowledge gained through attending professional development programs (McLoughlin, 2012).

There is currently a lack of consensus in the professional development field about best practices for conducting professional development, and districts tend to receive little guidance about how to manage and improve their efforts to stimulate and support site-based initiatives (CPRE Policy Brief, 2013; NCES, 1998). Professional development is likely to have greater impact on practice if closely linked to school initiatives to improve practice: initiatives that support teachers and initiatives that promote the professionalization of teaching. This may be a cost-effective way to engage more teachers in serious professional development activities.

Professional development content presented with adult learners in mind, accounting for classroom experience, and respecting those in attendance makes the training professional. Implementation through practice and observation is the development. Content validation can result in accommodation of student needs, assessing

students, motivating students, differentiated instruction, organization, team building, professional learning communities, and lifelong learners (see Table 2).

Each school has a specific culture, demographic, and academic outcomes, and using an existing training program may not result in meeting the training needed at a specific school. Student demographics and student outcomes vary at each school. As an example, using a plan that worked in Detroit may not work in a rural school in Washington State. Conducting on site research will often bring to light any gaps in practice and should become an important element in planning of professional development. Therefore, a tailor-made professional development plan is a perfect fit for each school.

Effective professional development should encompass expectations educators hold for students and themselves. Important components for effective professional development include curriculum content, design, instructional and assessment strategies for instilling higher-order competencies, school culture and shared decision-making (Villegas-Reimers, 2003). Teachers need opportunities to explore, question, and debate in order to integrate new ideas into their repertoires and their classroom practice, and offer intellectual, social, and emotional engagement with ideas, materials, and colleagues. If teachers are to teach for deep understanding, they must be intellectually engaged in their disciplines and work regularly with others in their field (Day & Leitch, 2001). Related literature on content validation development supports a workshop design (Bright, 2012; Howe & Stubbs, 1997; Locks et al., 2003; Poplin 2009).

Analysis of theory. Guided by the theory of community and inquiry (Dewey, 1916), I found that the research determined that a large gap between the provided professional development training and teacher needs was present. The courses provided are repetitive and do not address teacher needs (see Table 3). Relative to the research questions, (a) What benefits can a standardized PD content validation program for the 21st century provide? and (b) What does standardized PD content validation for the 21st century look like?, the study revealed a need for professional development that meets the teachers' needs (see Table 1). Therefore, a 3-day workshop geared towards redirecting the focus of the current professional development to the needs of the teachers using real time data, collaboration techniques, group discussions, research, and collaboration would be the ideal vehicle to deliver the needed changes. In the following subsection, a discussion of the project will include and interconnect the theory and research on how the project relates to the findings in the study.

Analysis of community and inquiry and research. The phenomenon of providing content that is validated, relevant, research-based, and data driven can be summarized using the tale of the blind men and the elephant. In this metaphor, an elephant is placed before eight blind men. The blind men are asked to describe what it is they are touching. Never having seen an elephant before, the blind men begin exploration of the object, trying to discover what they are touching. One finds the elephant's leg and believes he is touching a tree. Another blind man finds the elephant's stomach and believes he is touching a wall. Another blind man found the trunk. He believes he is touching a rope (Kyoai, 1993). Each believed they had correctly identified what was in front of them.

Individually they had limited knowledge and could not correctly identify the elephant.

Perhaps if they had formed a group, combining their discoveries, a solution would have presented itself. By combining teachers into a community, this project will provide authentic questioning, reflection, and deliberate problem solving.

Teachers have multiple ways of solving problems, making it difficult to use one methodology to reach all the teachers. This project seeks to provide a practical, process-driven, in-depth professional development guide based on identified teacher needs. One of the reasons for the use of workshops as a professional development delivery method is flexibility. Workshops are self-contained, offer a number of different ways to teach participants, and allow for hands-on experiences. Results from the qualitative research indicate that teachers feel workshops are best practices for delivering a variety of subjects (KU Work Group for Community Health and Development, 2014). Teachers are more likely to attend workshops if they experience a free exchange of ideas, construct new knowledge, and learn to transform instructional strategies (see Table 3). One of the indirect goals of this workshop is to provide participants a free exchange of ideas in a safe, intellectual environment. Additionally, part of the workshop offers participants an opportunity to practice skills and receive feedback (KU Work Group for Community Health and Development, 2014).

Conducting a workshop requires planning, preparation, and implementation. Knowing the reason for giving a workshop is important to the overall design. The amount of material to be covered is relative to the time needed to train participants. Knowing the audience is an important factor in creating the environment. If the participants are hostile,

apathetic, or highly responsive, it might be conducive to address their skepticism at the beginning of the workshop. Consideration to a participants' attention span—which lasts around 20 minutes--can be mitigated by changing topics, alternating activities, and taking breaks (KU Work Group for Community Health and Development, 2014).

When introducing a new topic to participants, the discussion can become very vigorous. Participants will need breaks and nourishment to stay engaged with the material presented in the workshop. Even with breaks, the adult tolerance to workshops is about 6 hours. In consideration of the topic and the energy that participants will expend, the workshop will allow modifications to the schedule to avoid participant meltdown. Once planning is complete, it is time to prepare (KU Work Group for Community Health and Development, 2014). The preparation stage is crucial to a smooth presentation. Putting together the materials, resources, handouts, and if the budget permits, coffee, water, or snacks are important considerations. It is essential to know how to operate the equipment that will be used. The leader should be over-prepared to compensate for delays and be prepared for anything (KU Work Group for Community Health and Development, 2014).

If everything is set, then it will be time to initiate the workshop. Setting the tone for the workshop along with an appropriate pace may also help make participants more comfortable. Greeting participants as they arrive often eliminates any awkwardness as participants wait for the workshop to begin. Opening with the agenda and asking for comments or listening to concerns puts the participants at ease knowing I will make reasonable accommodations for the participants. Once the opening remarks have begun,

it is important to keep track of time. I will adjust the schedule if participants agree on the change (KU Work Group for Community Health and Development, 2014).

Presenting the material in a variety of ways acknowledges that the participants are intrinsically interested in and respond to variety. Moreover, variation speaks to differences in learning styles, making it easier for all participants to grasp the material. I will encourage participation and comments. Before closing out for the day, I will also review the day's agenda and ask participants to complete an evaluation on the workshop (KU Work Group for Community Health and Development, 2014).

A successful workshop involves planning, preparation, and implementation. Knowing the audience, its size, purpose, and logistics allows the presenter to prepare for the best outcome. Being psychologically prepared is important to the tone of the workshop. The three stages within the implementation phases, introduction, substance, and closure, will provide clarity during the presentation. It's also important to read the feedback and start planning to improve the workshop while it is still fresh. I will need to follow up to any promises made and send out any emails needed (KU Work Group for Community Health and Development, 2014). In the following subsections, I discuss a breakdown of the workshop.

Day 1. Day 1 opens with dialogue on a safe environment, introduction to the community of inquiry process through an icebreaker-, 3-day overview, develop content validation measures, and moves to a hands-on activity. The hand on activity engages participants cognitively, opening dialogue on 21st century skills. Because adult learners have a vast array of personal experiences, providing a safe environment in which to

share, collaborate and empowers teachers to take the underlying framework of the activity back to their classrooms. The survey results support the need for a professional development that empowers them. The study, which indicate 55% of participants do not feel empowered by the current professional development training (see Table 9).

Building on trust, participants will be engaged in a deep discussion on their perceptions of communication and collaboration as it applies to professional growth. Participants receive a communication challenge that engages multiple intelligences. This sharpens participants' ability to engage in intellectual conversation with other participants, thus developing awareness and appropriateness in collaboration. According to the research, teachers at the research site lack the opportunity of collaborating with other teachers (p. 58).

These topics focus on developing a set of core features and a common framework for future professional development that is content validated, participants are using a lot of energy and need time to reflect on the knowledge gained or shared during the workshop. Therefore, breaks will be every hour and will last 10 - 15 minutes. Lunch one hour, and the day wraps up with a group-within-a-group activity. Participants will form groups based on their logo colors from the morning. Participants will soon discover that all the pieces fit together in one solid design.

The closing event of the day is a formative evaluation on the day's events. Participants are to return the card in the morning. As part of the daily agenda, I will discuss the comments, insights, or issues and changes that can be made on the spot will be made.

Day 2 focuses on understanding a sustainable professional development content validation model while Day 3 develops a sustainable professional development content validation model.

Day 2. Day 2 will begin with a review of the topics covered in day one and will be followed by a discussion of the formative assessment from the end of day one. I will discuss the comments with the participants exposing them to ideas different from their own. Chef Charlie is an icebreaker designed to engage participants in the community of inquiry. This activity leads into the Challenge for Content Validation. Participants discuss the importance of a unified foundation in an organization and content validation. I will discuss the challenges of content validation alongside models of professional development delivery models and goals as effective learning communities. According to the integrated analysis of this research, Teachers felt that hands on learning were associated with the benefits of professional content validation (see Table 2). I will include the teachers in the selection and planning of professional development. I will present this using a constructivist approach using scenarios from real-life situations. Day 2 continues with a discussion on environments, achievements, resources and a social media. Participants will work in small groups to discuss and brainstorm ideas for a standardized professional development content validation program and share out implementing the non-verbal strategies discussed earlier. After lunch participants will form new groups and edit the master list of would close with a development of the framework for the validation content model. Participants would complete a formative assessment as in day 1.

Day 3. On Day 3 a review of the day's agenda will occur, followed by the formative assessments as in Day 1 and Day 2. Participants will work in groups with new people. There are seven groups. Each group has a different goal. Groups will switch topics every 30 min. Groups will add on to the developed ideas until at least 3 different groups have reviewed all 7 topics. The groups will develop a sustainable professional development content validation model. Each group will continue to make revisions until all topics have had three revisions. Indications from the analyzed data in this study teachers associated workshops that implement the strategies with participants (see Table 3). The day will end with a formative evaluation that asks:

- 1) Was this workshop what you expected? How So?
- 2) What can be done to improve the workshop?

Changes and updates to the workshop will be completed if feasible. Teachers indicated that professional development that failed to meet the objectives stated were considered the worst practices in professional development training (see Table 4). The final project that resulted in a professional development content validation model that is sustainable, current, and managed by a group of teachers from the same school. Results from the survey indicate 55% of teachers *Strongly Agree* they have an above average desire for personal growth (see Table 6).

Discussion of the Project

Needed Resources and Existing Supports

Resources needed for this project will require funding, the attendance of all personnel, a comfortable meeting place, access to internet, laptop computers, printer,

handouts of the presentation, and training materials. The support for this project will come from one school district in rural Washington State as well as the administrator of the school. A designated period-of-time will be set aside for the three-day training with classroom coverage for those in attendance. At the designated date and time, I would upload a PowerPoint presentation of the training (Appendix A). I would provide an outline of the training to inform faculty of the workshop followed by make-up dates for unexpected life events. The workshop will include hands on training designed to deliver a research-based, data-driven influence on future professional development content validation training.

One benefit of this model is to clarify content validation as an important component of educational reform. Teachers need to have input into future professional development training. Providing teachers with a time to work collaboratively, in teams, or in professional learning communities can build camaraderie and trust. This workshop is not a one-time fix. It will take consistency, follow-up, and feedback before results will be measurable.

Potential Barriers

The biggest foreseeable barrier will be the allocation of three days for professional development training and the availability of personnel. Committing three days for professional development training is costly in terms of human and capital resources. Ideally, having the training days concurrently would result in continuity and lead to a more cohesive training. However, it is conceivable that other options such as one dedicated day per month would work if needed, or develop an on-line version with

discussion boards. In order to manage potential barriers, the proposed workshop would be provided in detail along with the findings from the research site to the administrators and stakeholders in advance.

Proposal for Implementation and Timetable

Preparation for presenting this workshop will include creating a timetable to guide the planning process. Using reverse planning developed a timetable for the required organization. This project will follow the timeline, yet be flexible when needed (see Table 10).

*Table 10**Project Timeline*

Once approved, schedule the training dates and times, place on school calendar	January 2015
Determine how many participants there will be	June 2, 2015
Make reservations for the training facility;	July 28, 2015
Decide on details such as snacks, coffee,	September 1, 2015
Prepare handouts,	September 1, 2015
Make contact with the facility manager to ensure the room has been reserved. Handle any issues immediately.	September 1, 2015
Print the training materials and place in binder.	September 16, 2015
Prepare the conference room :	October 8, 2015
Ensure that all resources are provided	October 8, 2015
Provide the training	October 8, 9, 10 2015

<u>DAY</u>	<u>TOPIC</u>	<u>OBJECTIVE and OUTCOMES</u>
Day One		Objective: Introduction to Professional Development Content Validation Outcomes: Identify appropriate professional development content validation to ensure maximum understanding
800 – 830	Housekeeping	
830 – 900	Ice Breaker	
900 – 910	BREAK	
910 – 945	Road Blocks	
945 – 1000	BREAK	
1000 – 1030	Introduction to Content Validation	
1030 – 1100	Effective Communication	
1100 – 1110	BREAK	
1110 – 1130	Hands On – Read and Interpret Paper	
1130 – 1200	How Do We Engage and Empower Teachers	
1200 – 100	LUNCH	
100 – 115	Quiz	
115 – 145	Hands On –Group Activity	
145 – 200	BREAK	
205 -245	Breaking Through	
300 – 345	Daily Formative Assessments	(table continues)

DAY	TOPIC	OBJECTIVE and OUTCOMES
Day Two	TOPIC	Objective: Embracing A Sustainable Professional Development Content Validation Model Outcomes: Navigate strategies of a sustainable professional development content validation model and understand how they apply to your school
800 – 830	Housekeeping	
830 – 900	Ice Breaker – Role Play (Chef Charlie)	
900 – 910	BREAK	
910 – 945	The Challenges of Content Validation for Professional Development	
945 - 1000	BREAK	
1000 – 1045	Increasing Teacher Participation and Implementation	
1045 – 1100	BREAK	
1100 – 1200	Hands On – Building a common framework for a standardized professional development content validation	
1200 – 100	LUNCH	
100 - 145	Hands On –Group Activity	
145 – 200	BREAK	
200 -245	Breaking Through	
245 – 300	BREAK	
300 – 345	Daily Formative Assessments	

(table continues)

DAY	TOPIC	OBJECTIVE and OUTCOMES
Day Three		Objective: Developing A Sustainable Professional Development Content Validation Model Outcomes: Develop an action plan for a sustainable professional development content validation model
800 – 830	Housekeeping	
830 – 900	Ice Breaker	–
900 – 910	BREAK	
910 – 1145	Develop a Validation Checklist	
1145 –100	LUNCH	
100 - 145	Hands On –Group Activity	
145 – 200	BREAK	
200 -245	Finalize Content Validation Checklist	
245 – 300	BREAK	
300 – 345	Summative Assessment	

Roles and Responsibilities of Student and Others

I will facilitate the training when scheduled. Delivering this professional development model in person encourages hands on networking and collaboration with the research site. Tailoring the needs of teachers, school, and district, the project respects the research and provides a data-driven; research-based content validation training experience. The administrators and stakeholders will be responsible to commit to implementing the changes that are a result of the professional development training. It will be important that teacher leaders are provided uninterrupted time to mentor, follow-up and observe the changes occurring because of the training.

The Evaluation Design and Approach

Type of Evaluation

Participants will assess the degree to which project objectives were achieved this project will be evaluated using formative and summative evaluations. Both formative and summative results are important in the evaluation of this project. Formative evaluations occur at the end of day 1 and 2. This will foster improvement within the training as it is occurring. Participants respond to three questions:

- 1) Was the objective obtained?
- 2) What could be improved?
- 3) What went well?

Lastly generic comments -how the day went and ask for clarification of any areas that are unclear. I will review the 3x5 cards with the participants the following day. I will answers, clarify, or change the relevant, realistic and within reason suggestions.

Justification for Evaluation

Program developers and researchers alike can and should subject their projects to evaluations. As a researcher, I see every evaluation as way to gauge how effective the program is, which sections work and which sections need adjusting. The evaluation process can often provide descriptive information, judgmental information, as well as strengths and weaknesses. Using the proper evaluation can help to improve the project. Moreover, the evaluation can assure that the project provided sound, reputable outcomes (Stufflebeam, 2001).

My mixed-methods research project study led to the three-day workshop in Appendix A. Within the workshop, there are daily objectives that involve the delivery of materials in an attempt to meet the stated objective. One way I plan to evaluate this project will be to collect and analyze pertinent information to help determine how well each objective was achieved.

According to Stufflebeam, (2001) the Behavioral Objectives Approach focuses on the degree to which the objectives of a program, product, or process have been achieved, which works well with this mixed-methods research developed project. It is important to acknowledge that in the case of evaluations, some are good and some are bad. There are variables that might include inadequate focus, ambiguous remarks, or biased comments that can interfere with the evaluation of the project (American Evaluation Association, 1995).

The importance of obtaining and applying descriptive and judgmental observations is necessary to strengthen the project and continually improve the overall

content of the workshop; however, not all assessments will yield useful information.

Therefore, the best way to mitigate this issue is to provide a structure to the evaluation. A good design will provide accurate results (KU Work Group for Community Health and Development, 2014).

This project will be evaluated using formative and summative evaluations. Both formative and summative evaluations are important in the evaluation of this project. Participants will complete formative evaluations at the end of day 1 and 2 and they will complete a summative evaluation at the end of day 3. The formative evaluations will foster improvement within the training as it is occurring and the summative will evaluate all 3 days when done. Participants respond to three questions:

- 1) Was the objective obtained?
- 2) What could be improved?
- 3) What went well?

I will encourage general and ask for clarification of any areas that are unclear. I will review the 3x5 cards with the participants the following day. Answers, clarifications, or changes made, will be at the beginning of day 2 and 3 to the relevant, realistic and within reason suggestions.

The Outcomes of the Project

At the conclusion of the workshop, on day 3, all participants will complete an exit survey completed on site and left in a box by the door. Completion of this workshop will provide useful knowledge for policymakers, educators, and other researchers who are looking for a clearer definition of professional development content for the 21st century.

Positive social change implications include teachers who can engage students in an informed, confident, professional manner.

Project Implications

Possible Social Change

This project is intended to be proactive, continually evolving, and provide teachers with the reassurance they need to equip their students with the requirements of a 21st century education. Positive social change implications include teachers who can engage students in an informed, confident, professional manner. Implementing this workshop will provide useful knowledge for policymakers, educators, and other researchers who are looking for a clearer definition of professional development content for the 21st century. Changes will not occur over night, but given time, the community will see changes in student outcomes. This project serves as a spearhead for finding a solution for the validation of professional development content conundrum in the 21st century.

Local Stakeholders

The results that are anticipated will be teachers who understand the need for preparing global citizens, instill higher order thinking skills, create interactive assessments, use available technology, be environmentally aware, become more politically informed, and become more globally connected (U.S. Department of Education, 2000).

Far-Reaching

This project can add to the current body of knowledge within the professional development community. The far-reaching implications for social change are in schools outside this district, outside this state and inside classrooms. Future graduates who are prepared to engage the world with knowledge, curiosity, intrigue, and enthusiasm will be more likely to interact with different cultures in a manner that is more culturally aware. The personal engagements with others will connect with the 21st century education they received because of a tailor-made, 21st century professional development content provided whilst attending school.

Conclusion

This section focused on the project and its rationale. A thorough discussion of goals, literature review, implementation, social justice, social change, and project evaluation offered research-based definition for the components needed for the professional development model created.

Teachers understand that educational outcomes for their students are changing and they are looking for professional development that provides them with training on how to meet the needs of their students. The site-based sequential mixed-methods research combined with the literature review provided solid data that a workshop is needed to redirect professional development to support the teacher's needs.

Section 4: Reflections and Conclusions

Quality Indicators

The professional development programs used in the 20th century do not appear to be appropriate for the educational advancements currently occurring in education.

Curriculum directors, administrators, superintendents, and principals have accepted the lack of validated content within professional development programs for far too long (NCES, 1998). It is time that policymakers at all levels listen and take action.

This section discusses the strengths and limitations of this project study and my personal reflections. The reflections include an outline of my growth as a scholar, practitioner, and leader. I will discuss scholarship and the importance of the work. I will also reflect on the potential social change that could occur from this project study. In conclusion, I will discuss the implications and suggestions for future research.

A Discussion of the Project

Project Strengths

This project will provide clarification to the existing professional development program, empowering teachers, administrators, and paraeducators to partake in the development of an on-going professional development content validated plan. This project has the power to benefit teachers because of their input and participation with other educators. The teachers will also benefit from the follow-up by teacher leaders or the principal. The principal's role in leadership can be strengthened by teacher and student outcomes. Tailor-made professional development specifically designed to meet the needs of this school has the strength to revitalize the professional development

program and reenergize the faculty. Students as the recipients of this program will benefit from the process due to increased teacher motivation. The district administrators will benefit knowing that students are receiving a 21st century education and that teachers are receiving professional development that meets the rigor of the 21st century.

Recommendations for Remediation of Limitations

If I had been a colleague, I might have received more responses. This study could have benefitted from a larger number of respondents. I could have chosen a case study model or even a phenomenological one. There could be a limited certainty that this study, which gathered the opinions of teachers and publicly available data, would accurately measure any direct correlation between improved student achievement and the development of standardized professional development content validation.

The perceptions of practicing K-12 educators may vary based on their personal and professional experiences, traits, barriers, career paths, motivators, as well as other factors that contribute to their careers as educators. Following the methodological triangulation from Denzin (1978), I chose to use more than one method to gather data. I used interviews, observations, and questionnaires to gather data. One concern I faced was the replication of this research. Being able to reproduce a study is important to the educational community. After completing this process, I believe that this project might have been a better fit as a program review.

Scholarship

Repeatedly, throughout this process of mixed methods research and project development, I challenged my existing knowledge, my patience, my fortitude, and my

internal drive. My educational preparation felt sufficient; however, I soon discovered the need for a deeper knowledge, a deeper understanding of the methodology required to conduct the project study. This was cause for self-assessment. I was unprepared for the mental, physical, and emotional rollercoaster associated with this journey to self-fulfillment.

I discovered that reflection is an essential part of research. As I look back at the depth of knowledge I have gained, I see how crucial lifelong learning is. I felt frustrated at my inabilities and searching out those with the knowledge that I lacked was humbling and rewarding. However, the road to being a scholar is much more than that. Research is a disciplined undertaking. Learning to do something familiar, but in a way you never expected, was surprising. At times, I felt like I was driving a car only to realize I was driving on the rings of Saturn. There were no predetermined maps; it was a road well-traveled, yet the journey was very individual. Understanding that research is a living field of work is the true scholarship. Fulfillment comes from wanting to know more, to understand more, and to give more.

Finally, I have learned that this journey needs a guide, a mentor, a friend, classmates, friends, and family. It takes all of that and more. I felt like quitting many times, but with the guidance of my Project Study chair, I was able to stay the course. There were many setbacks and yet, through hard work, perseverance, commitment, and collegiate interaction, it is possible to overcome adversity. Talking about my trials and tribulations encountered through the research process puts me back in control.

Being able to use my education to help find real solutions to educational reform is the reward at the end of this paper. I know that through my work, others will be inspired to do more. Social change will occur; it may be on a small scale or a grand stage. Either way, knowing that I can contribute in a research-based way is phenomenal.

Project Development and Evaluation

The development of this project was based on the needs of the research site and the research findings. The research, guided by the research questions, led to the development of a 3-day workshop focused on creating professional development content validation. The workshop incorporated the need of the research site, the research questions, the philosophy of the research, and empirical group instruction techniques.

The evaluation was formative. The project objectives, introduction to professional development content validation, embracing a sustainable professional development content validation model, and developing a sustainable professional development content validation model were daily goals. The formative assessment reflects if objectives were met. At the end of each day, it was expected that participants would have met the objectives.

Evaluating if the objective was met was determined by the completion of a 3 x 5 card. Participants will complete the card, commenting on the objective in terms of meeting it individually and asking for clarification if uncertainty remained. The card will be dropped off in a box as they exit. The following day, a brief discussion on the 3 x 5 card comments is scheduled.

At the end of the workshop, a summative evaluation will be provided via an emailed link. The summative evaluation of the training will consist of a brief survey for the participants. Using the feedback from the survey, adjustments to content, clarity, and delivery will be made to enhance the next presentation.

Leadership and Change

Reflecting on this project, I have learned that an effective leader in education engages teachers in all practices creating positive conditions for teacher learning, student learning, and stakeholder learning. For change to occur, it is central to create positive environments while enhancing the school's mission, values, and practices. Professional development at this rural, low socioeconomic school is in many ways a reflection of a program in transition.

After analyzing the quantitative data, it is clear that there is a consensus among the teachers that professional development, at this research site, could benefit from strategies and techniques that reach out to children of poverty and provide meaningful, student oriented training for immediate use in the classroom (Zhou, 2012).

Teachers at this research site agree that the students come first. It is this dedication, commitment, and caring that these teachers want to see in their own professional development. This sentiment, expressed across the nation by teachers in similar school settings, are asking for systemic and sustained changes throughout the school district and beyond (NCES, 1998).

Professional development designed to meet the needs of the teacher include the same elements used in their classroom when teaching: patience, care, collaboration,

motivation, and above all else being transferable. The intended audience, the teachers, do not feel that the current professional development contains these elements. If there can be true change at this research site, the lesson learned would include personalizing the professional development to the teachers at the site.

Analysis of Self as Scholar

Creating change is difficult. The process is uncomfortable and often times consuming. Gathering the data, researching, and creating a training plan was challenging. The goal was to introduce examples of strategies for short term and long term educational goals. I wanted to include hands-on time, reflection time, resources, discussion time, collaboration time—all of which are examples of ways to engage students.

Reflection is a critical component of making decisions, making plans, or other life events. Finding the time to reenergize the mind, rest the body, and engage clear thinking is difficult in a fast-paced public school. By providing teachers and administrators the time to reflect, teachers may feel a weight taken off.

I appreciate the qualities I have acquired through this process: patience, acceptance, and centering of self are of great use to me. I found the process very challenging and think I have produced a good product.

The field of professional development could benefit from a deeper understanding of these five areas: (a) flexibility (b) sustainability, (c) current data, (d) current research, and (e) future data and future research. As accountability in public schools increase, teacher accountability and the methodology used to evaluate student based outcomes and teacher knowledge would benefit from parallel updates. Being flexible during educational

growth creates a culture of engagement, curiosity, and transparency. The issue of what works best in professional development over the next decade will be studied until the results can be measured, and due diligence to stay the course will benefit students, teachers, and policymakers.

Research used to establish 21st century skills based on data conducted in the 20th century to forecast future changes has passed its shelf life. The findings from outdated data inform our current professional development programs and educational system. Research must remain current and at the forefront of educational reform, with sustainability at its core.

Data reported by high stakes testing, teacher surveys, and the like have yet to connect with a revitalized professional development program. Stakeholders are using the best information accessible from both short term studies as well as long term studies to drive changes in current policy, engage conversation, and make predictions. Since we are without a glass ball, those connected to education must continually seek out and evaluate past research in terms of applicability. It is not a one-size fix-all research pool.

At the current rate of changes in technology, business, education, and connectivity, a decade is a very short span of time. The speed at which educators are devouring research in an effort to discover how they can be better prepared to meet the needs of their students is indicative of the need for accurate and timely professional development.

Analysis of Self as Practitioner

I was not ready for the personal and professional growth I have experienced. I have a profound respect for what this journey has given me: confidence and the knowledge that I can make an impact on social change, locally and beyond. I am certain I will never forget the value of research. The processes required to ensure an accurate, quality product requires dedication, patience, and an occasional interlude of reflection.

Analysis of Self as Project Developer

I consider myself an organized person; however, I soon learned that there was so much more to learn. I feel confident in my ability to organize a timeline for project completion. I have realized that if the project is approached one section at a time with consistency and devotion, the end will be here. I have room for future growth, and as a lifelong learner, I look forward to my next project.

The Project's Potential Impact on Social Change

Knowing that professional development content can break away from the mold, becoming creative and focused on actual needs using content validation provides teachers an opportunity for a more effective training program. While there is some research on the correlation of professional development and student improvement, this area of research could benefit from additional research. I say this because at the end of the day, teachers who have confidence in their subject matter, confidence in the use of strategies to reach every student, and professional development that reinforces their quest for answers to student improvement academic achievement in students is going to happen.

Implications, Applications, and Directions for Future Research

Additional schools in Washington State could benefit by this professional development-training model. Further application involves the implementation of this model at other districts. It would be of interest to try this method in other geographic areas to analyze the results. Because teachers will benefit from this training, it would be appropriate to recommend further study on the validation of content in professional development and the correlation of academic improvement in students as a result of professional development.

As with all research, there is still more to do. A better model for professional development will continue to evolve as we move into the 22nd century. Educational demands change and as we as humans evolve, as our world evolves, and as our technology evolves, we will find a need to better professional development training for those who provide education. Future goals are to develop a sustainable PD program that includes mentor visits, follow-up, and being in alignment with local and district goals. Stakeholders will be involved in future evaluation design and implementation. These stakeholders will have daily input on the end-of-day comment cards, the end-of-course evaluation, and the monitoring of ongoing implementations following attendance at the workshop.

Conclusion

Section 4 of this project study focused on my self-reflection of this doctoral process. My journey began because of my career as a teacher. Within Washington State, the requirements for student achievement have changed steadily over the past 5 years. As

a result, the current professional development program of training is antiquated. With a new focus, ideas can emerge within the area of tailor-made professional development. Being able to research, investigate, and create a project that could possibly improve content validation within professional development programs evokes within me the feeling this project will provide educators with the tools to decide what their potential can be. After taking this journey through the doctoral process, I am well prepared to support and mentor other teacher leaders.

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Appendix A: Building A 21st Century Professional Development Content Validation Model

Slide 1



Slide 2

Building 21 st Century Professional Development Content Validation Model With Hands-on Strategies	
Day One	Objective: Introduction to Professional Development Content Validation
	Outcomes: Identify appropriate professional development content validation to ensure maximum understanding
800 - 830	Housekeeping
830 - 900	Ice Breaker
900 - 910	BREAK
910 - 945	Road Blocks
945 - 1000	BREAK
1000 - 1030	Introduction to Content Validation
1030 - 1100	Effective Communication
1100 - 1110	BREAK
1110 - 1130	Hands On - Read and Interpret Paper
1130 - 1200	How Do We Engage and Empower Teachers
1200 - 100	LUNCH
100 - 115	Quiz
115 - 145	Hands On -Group Activity
145 - 200	BREAK
205 -245	Breaking Through
245 - 300	BREAK
300 - 345	Daily Formative Assessments

SARA J. SHARP 2

Provide a brief description of the next three days.

Explain that at the end of this training the goal is to develop specific content validation measures

Slide 3

**Building 21st Century Professional Development
Content Validation Model With Hands-on Strategies**

Day Two **Objective: Embracing A Sustainable Professional Development Content Validation Model**

Outcomes: navigate strategies of a sustainable professional development content validation model and understand how they apply to your school

800 – 830	Housekeeping
830 – 900	Ice Breaker – Role Play (Chef Charlie)
900 – 910	BREAK
910 – 945	The Challenges of Content Validation for Professional Development
945 - 1000	BREAK
1000 – 1045	Increasing Teacher Participation and Implementation
1045 – 1100	BREAK
1100 – 1200	Hands On – Building a common framework for a standardized professional development content validation
1200 – 100	LUNCH
100 - 145	Hands On – Group Activity
145 – 200	BREAK
200 -245	Breaking Through
245 – 300	BREAK
300 – 345	Daily Formative Assessments

SARA J. SHARP 3

Slide 4

**Building 21st Century Professional Development
Content Validation Model With Hands-on Strategies**


Day Three	Objective: Developing A Sustainable Professional Development Content Validation Model
	Outcomes: develop an action. I'll plan and develop a sustainable professional development content validation model
800 - 830	Housekeeping
830 - 900	Ice Breaker -
900 - 910	BREAK
910 - 1145	Develop a Validation Checklist
1145 - 100	LUNCH
100 - 145	Hands On -Group Activity
145 - 200	BREAK
200 -245	Finalize Content Validation Checklist
245 - 300	BREAK
300 - 345	Summative Assessment


SARA J. SHARP 4

Slide 5

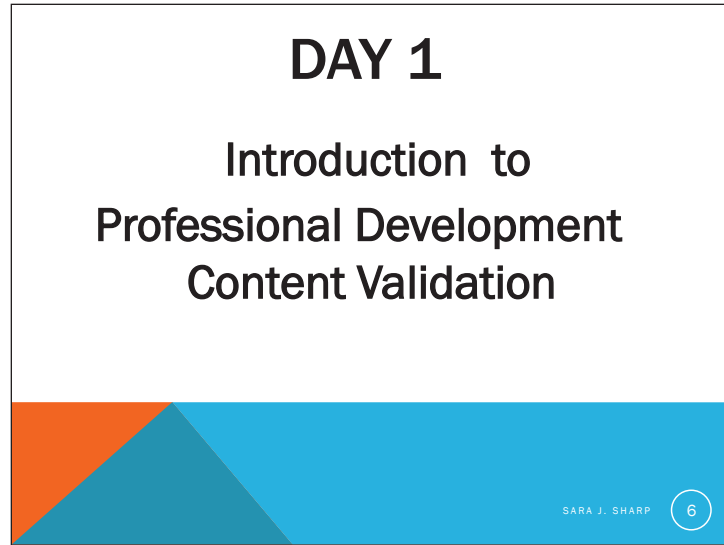
Timeline

- Each day begins at 8 a.m. and end BY 3 p.m.
- Lunch is from 1200
- Place phone on vibrate while in class, Please feel free to take phone calls outside
- We will take several breaks each day, however take a break when needed
- It is expected that each participant will be fully involved each day

SARA J. SHARP 



Slide 6



DAY 1

**Introduction to
Professional Development
Content Validation**

SARA J. SHARP 6

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Slide 7

**Icebreaker
8:30 – 9 AM**

- In front of you, you will find a baggie with Lego parts.
- Each bag is pre-selected to make one complete item.
- Please open your bag and assemble the item.
- If you need any assistance, please signal me and I'll stop by to see if I can help.
- When you are finished please set your completed project in front of you.
- Any questions? You may take up to 5 minutes to complete this activity.
- Begin!

SARA J. SHARP
7

As the participants begin this part of the icebreaker, they will soon discover that they are missing one major component needed to complete their project. Expect to be answering many questions!

Once the five minutes are up, ask the participants to stop. Ask volunteers to describe the assembly project. (You may get some perplexed, quizzical looks!)

Explain to participants to identify the color of their Legos. Inform participants to talk to each other, attempting to locate those who have the red Lego, yellow Legos etc.

As they are locating the same colors have them group up and combine their resources to complete the projects.

Allow 15 minutes

As participants will soon discover, creating a Learning Community does not require that everyone know each other, all it requires is the opportunity to share resources.

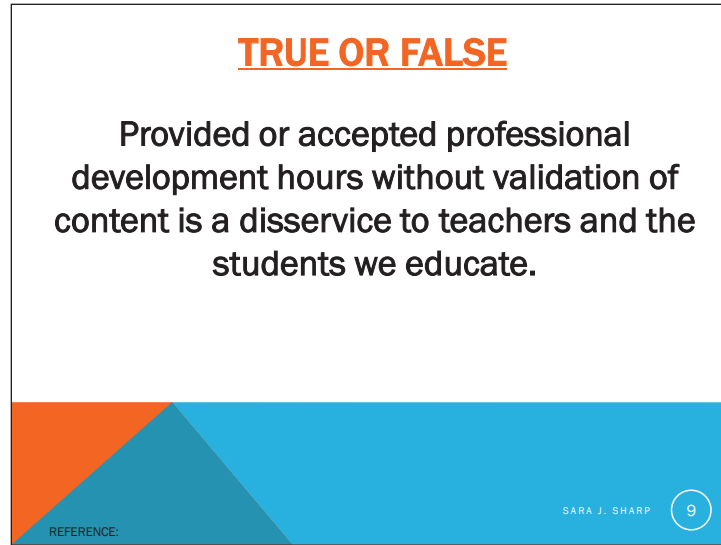
Slide 8

**BREAK
DAY 1
0900 - 0910**

SARA J. SHARP 8

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Slide 9



TRUE OR FALSE

Provided or accepted professional development hours without validation of content is a disservice to teachers and the students we educate.

REFERENCE:

SARA J. SHARP 9

Ask participants to close their eyes as they prepared to answer this question.

Count the responses number true and number falls.

Quickly note how many men said true and how many women said true do the same thing for false.

Ask participants to open their eyes.

Reveal the findings.


Open a discussion by revealing how many men and how many women voted for true or false.

(This is a form of a pretest, at the end of day three. Ask this same question again in the same exact way and then reveal the findings to participants)

Slide 10

ROADBLOCK FOR TEACHERS

Professional development presented to teachers without regard to content that can be applied in today's classrooms could create a *roadblock* for teachers attending the training.



Without the time and training teachers have to work harder, therefore spending less time collaborating with colleagues.

Reference:
(Eraut, 1994)

0910 – 0945

SARA J. SHARP

10


Historically content validation has been relied upon by test developers and test users as a professionally acceptable method of demonstrating validity.

The purpose of this three-day workshop is to present reasoning and research, which support the use of content validation in professional development.

Slide 11

FROM PRESIDENT OBAMA

“A growing body of evidence points to a 21st century education system where teachers’ aren’t just supporting existing schools [and their existing issues] but are spurring innovation, demanding more reform and determining which instructional strategies might work in certain student.”



Reference:
(President Obama, 2012)

SARA J. SHARP 11

In terms of professional development, guidelines vary between schools, between districts, and between teachers. A comprehensive discussion of the growing body of evidence pointing towards the 21st century education system where teachers are spurring innovation, demanding more reform, and determining instructional staff strategies or all their students. I would like to open the discussion and ask each of you to point out some innovation features reform issues or instructional strategies that point to a 21st-century education system.

One area where districts face an uphill challenge is English language learners. The only other language barriers but the federal no Child left behind act requires that English language learners has standardized test in English within the first two years of living in the United States. In innovation in Texas is consolidated school districts are addressing the challenge by investing large sums of money into English as a second language professional development. Using shelter instruction observation protocol. Teachers help kids simultaneously learn grade level content in any subject, such as math or science. While they also learn English.

This innovation is a shift from the traditional ESL methods that segregated English language learners and tell they demonstrated Basic English mastery. An example of this is a student in geometry taught by a sheltered instruction observation protocol trained teacher. Terms such as angle hypotenuse and obtuse in a conga line! Student pairs to

define each term then rotate pairs providing multiple varied exposures to essential terms.

This training is intense. A requires long-term, sustained professional development, not a one-stop workshop. Training often begins with three-day summer training and is followed up with several additional workshops and ongoing coaching during the school year. Interestingly enough the center for research diversity education and excellence and found that students taught by Psion trained teachers gained an average of 16 points on standardized testing compared to the team points for the control group. This is by no means the only program available. It is one of several that could be chosen as an innovative program.

Without a clear path toward professional development content validation change, we may lack the tools to meet the needs of a 21st century education system. Thoughts or comments?


Slide 12

BREAK
DAY 1
0945 - 1000

SARA J. SHARP 12

Slide 13

Hands On Activity – Brainstorm



1000 – 1100

SARA J. SHARP

13

Slide 14

**Brainstorm a 21st
Century Education Framework**

You have 5 minutes (individually)
to write down as many elements
that you would use to define a 21st century education

A hands-on activity

SARA J. SHARP

14

Brainstorm activity.

Using markers and a pre-hung sheet of paper (20 x 36), ask participants to write ideas, thoughts and put down.

Move through this quickly.

Slide 15

ETS (2007), defines 21st Century Learning Skills as the ability to

1. Collect and/or retrieve information
2. Organize and manage information
3. Evaluate the quality, relevance, and usefulness of information
4. Generate accurate information through the use of existing resources.

SARA J. SHARP 15

Where do we gain the information we need to define a 21st century education?

We can ask what learning skills are required of their students the 21st century.

The Educational Testing Service defines 21st-century learning skills.

Why would it be important to be able to collect or retrieve information?

What equipment that involve?

And why would it be important to know how to organize and manage information?

What kind of information might need to be managed?

And why would we need organizational skills and what with the skills be?

Can you think of some examples why would be important to evaluate the quality, relevance and usefulness of information. Please explain.

Why would we need to understand how to generate accurate information with existing resources?

Slide 16

NCREL (2010) identifies 21st Century Skills as

1. Digital age literacy
2. Inventive thinking
3. Effective communication
4. High productivity

SARA J. SHARP 16

North Central regional educational laboratory have identified 21st century skills needed by students as the following. Digital age literacy, inventing thinking, effective communication, and High productivity?

Why would that be important?

Slide 17

The Partnership for 21st Century Skills
six key elements for fostering 21st century learning:

1. Emphasize core subjects
2. Emphasize learning skills
3. Use 21st century tools to develop learning skills
4. Teach and learn in a 21st century context
5. Use 21st century assessments that measure 21st century skills

SARA J. SHARP 17

Yet another organization the partnership for 21st century, skills identifies six key elements for fostering 21st-century education. As we go through these, would it be fair to say that as well as applying these two errors students, we could easily apply them to teachers? Thoughts on this? As we move into the next slide. Notice how the debris definitions we have described overlap each other. Let us look at the slide

Slide 18

BUILD A 21ST CENTURY SKILLS MATRIX

ETS	NCREL	P21CS
Collect and/or retrieve information	Digital age literacy	Emphasize core subjects
Organize and manage information	Inventive thinking	Emphasize learning skills
Evaluate the quality, relevance, and usefulness of information	Effective communication	Use 21st century tools to develop learning skills
Generate accurate information through the use of existing resources	High productivity.	Teach and learn in a 21st century context
		Use 21st century assessments that measure 21st century skills

SARA J. SHARP 18

Therefore, as you can see looking at the three definitions column by column, there are some similarities.

As I mentioned earlier if this is how we see our students learning in the 21st-century, how far away are we there from providing professional development for our teachers in the same way.

If we were to say teachers in the 21st century education system need to have digital literacy would that be true?

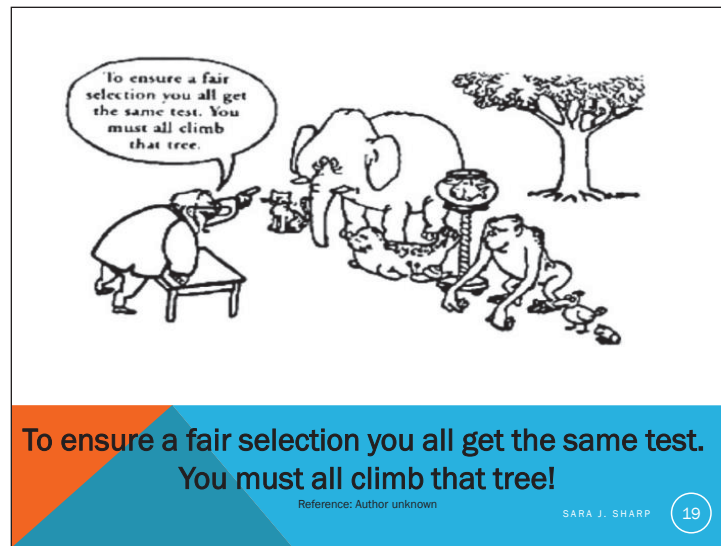
If we were to say teachers in the 21st century will need to know how to collect and or retrieve information?

Would it be fair to say than that teachers need to teach and learn and 21st century context when speaking about professional development?

Could it be fair then to say that teachers need 21st-century tools to develop learning skills in their students?

Thoughts on this?

Slide 19



In this cartoon, Albert Einstein is the teacher and students are cat and elephant, a seal, a goldfish, a monkey, a bird and a frog.

Now he believes a fair selection means you all get the same test.

Therefore, he directs them, "You must all climb that tree!"

How does this correlate to professional development for teachers in the 21st century education system?

Slide 20

Draw your version of a 21st century Assessment for each of the students on Albert Einstein's Class

SARA J. SHARP 20

Slide 21

**BREAK
DAY 1
1100 - 1110**

SARA J. SHARP 21

The slide features a white background with a thin black border. The text is centered in the upper half. The bottom of the slide is decorated with a horizontal bar composed of several overlapping geometric shapes in orange, teal, and blue. In the bottom right corner, the name 'SARA J. SHARP' is written in a small font, followed by the number '21' inside a small circle.

Slide 22



Isn't it interesting to note that at the mention of a quiz, we all panic!

Our students do the same thing.

The level that anxiety goes through the roof for some students while others adapt to quite easily.

Just like the teachers in this room. Some of your faces were priceless! Soul.

The point of this is when we talk about assessments. It might behoove us to break it to allow our students time to prepare. Moving on.

Slide 23

QUIZ

Communication and Collaboration

True or False

Learning is a fundamentally social activity.

SARA J. SHARP 23

Please close your eyes by raising your hand.

Please respond true if you believe learning is fundamentally social activity. Okay.

Thank you. If you believe that the statement learning is a fundamentally social activity is a false statement, please raise your hand.


How students open their eyes reveal the results of the quiz and again discuss how many male and how many female votes were represented at each the true answers and the false answers

Slide 24

COMMUNICATION CHALLENGE

Communication and collaboration skill sets refer to the ability of individuals to

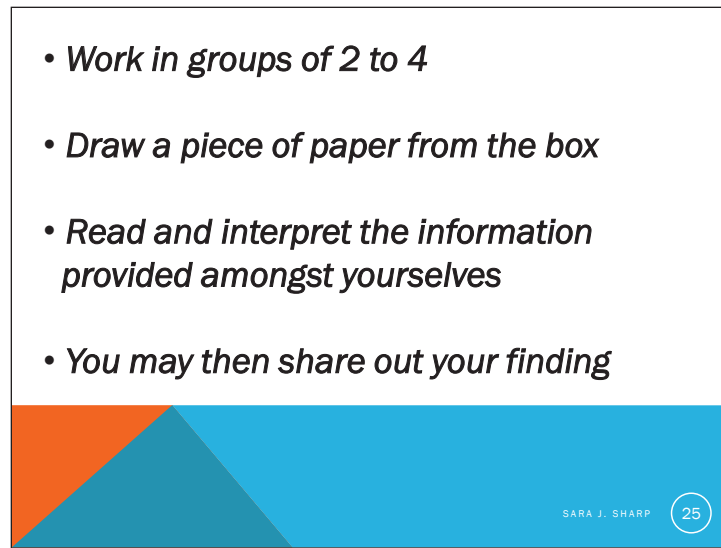
1. Communicate clearly, using oral, written, and non-verbal languages
2. b) Collaborate effectively and responsibly with a diverse populations



SARA J. SHARP 24

1110 - 1200

Slide 25



• *Work in groups of 2 to 4*

• *Draw a piece of paper from the box*

• *Read and interpret the information provided amongst yourselves*

• *You may then share out your finding*

SARA J. SHARP 25

The information provided on slips of paper represents different languages accompanied by a set of instructions. Please follow the instructions. When your group is finished. Follow the instructions on your paper indicating you have completed the assignment

In this example, all of the questions were the same; they were also written in English. The information, however, was in separate languages.

Participants are required to allowing for the data and the information provided and once completed follow their particular instructions for indicating their finished. Some indicators might be put their head down on the desk.

Another indicator might be to stand up.

In addition, another indicator might be to turn their backs to the entire group.

In addition, another indicator might be that they knew from their table, leaving their paper and pencils to a completely different table.

Going back to the quiz is learning social activity. Well, let us find out. The other tables have observed your table indicating they were finished.

Let us open up the discussion by asking each table 2. Share out their information mined from the data provided and how did we know they were done?

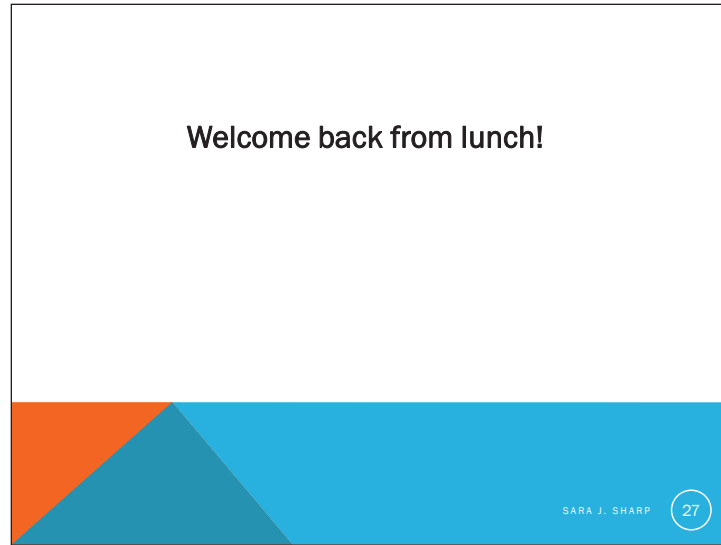
Slide 26

LUNCH
DAY 1
1200 - 100

SARA J. SHARP 26

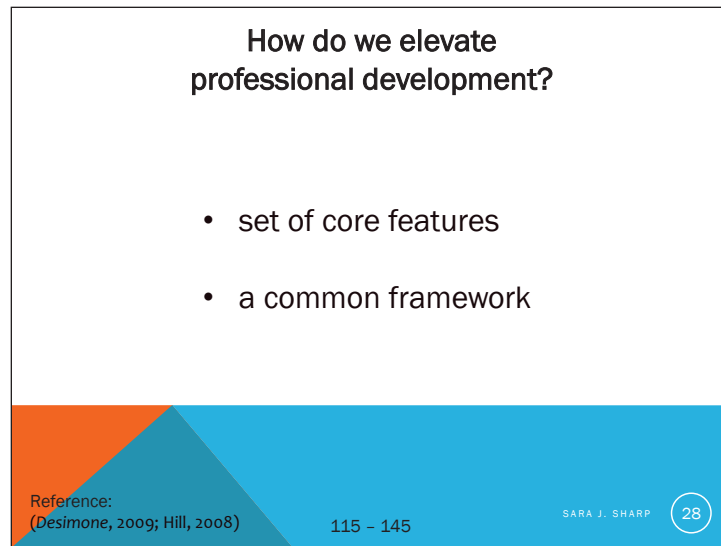
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Slide 27



Prior to lunch. We talked about engaging and empowering teachers. We talked about the importance of communication. We discussed 21st century education needs. We discussed roadblocks and we had a quiz! I hope your lunch was delicious. We will be attempting to define and empowerment, discussing how we can elevate professional development, and how do we engages teachers in the professional development provided? Most importantly, how do we assure that it is implemented?

Slide 28



How do we elevate professional development?

- set of core features
- a common framework

Reference:
(Desimone, 2009; Hill, 2008)

115 - 145

SARA J. SHARP

28

Elevating Professional development requires the consistent and appropriate use of new skills and strategies for (Joyce and Showers, 1995). Transfer of learning into actual practice is dependent upon several factors, including:

The new knowledge and skills to be acquired;


Teachers' perception of how new learning fits into existing instructional practices

“Teachers often return from a professional development activity excited about a new instructional method they have learned. Hence, they may try to implement this method in their classrooms, and hope to see both student interaction and learning improve in their class. However, a few teachers changing what they do are insufficient to produce lasting change in students. A lasting impact requires that program administration and other teachers support the new instructional practices and establish them within the larger program. Without institutional support, teachers will not implement the new practices consistently over time and the use of the practice will end when the teachers leave (PRO-NET, 1997).”

Slide 29

Core subjects and themes have traditionally framed professional development.

Question:
Is that enough to meet goals of a 21st century education?



In 2012, Hanover Research conducted a report on teacher professional development for common core standards transition. What they found, among teachers implementing the common core standards was a need for literacy training tech the logical skills practical experiences time for professional collaboration a teacher leader for each school and continuous networking between teachers.

Further, a report was updated on how learning occurs, personalized learning for diverse learners, a stronger focus on the application of cross-disciplinary knowledge and skills, improved assessment literacy, and a collaborative work culture.

Hannover research concluded schools should create materials that specifically address local content and which provide teachers with tangible examples of CCS aligned practices.

Stephanie Hirsch, the executive director of leaning forward, recently released a report outlining professional development activities that can assist educators in implementing new standards and assessment systems.

Slide 30

Define Empowerment

The FREE Dictionary by FARLEX

1. To invest with power, especially legal power or official authority.
2. To equip or supply with an ability; enable: "Computers ... empower students to become intellectual explorers" (Edward B. Fisk)

<http://www.thefreedictionary.com/empowerment>

Wikipedia

1. Empowerment refers to increasing the educational strength of individuals and communities.

<http://en.wikipedia.org/wiki/Empowerment>

Merriam Webster

1. to promote the self-actualization or influence of <women's movement has been inspiring and empowering women >

<http://www.merriam-webster.com/dictionary/empower>


SARA J. SHARP
30

Stephanie Hirsch, the executive director of leaning forward, reports that teachers should understand the distinction between formative interim and summative assessments. Teachers also need to learn how to prepare and use assessments. Teachers also lack an understanding of the technology associated with new assessments. Therefore, they need to know what knowledge and skills are required. Teachers must also work to a choir and understand how to interpret results. It will be important that teachers integrate new experiences and to the classrooms, these experiences must be introduced slowly and of course followed up for a minimum of one year. Teachers should understand how to use curricular guides pacing guides strategies student work and anchor lessons that align the assessments and the standards (<http://www.hanoverresearch.com/wp-content/uploads/2012/12/Hanover-Research-Teacher-Professional-Development-for-Common-Core-Standards-Transition.pdf>)

Slide 31

ENGAGE COMPLEX SKILLS

- games
- sharing
- interesting



SARA J. SHARP 31

It is crucial that teachers, and the gatekeepers of the knowledge transmitted to their students, must be able to teach students how to navigate the data world. The demand for statistically literate citizens has grown the US Bureau of Labor Statistics indicate that during this decade growth in this labor market is expected to increase by 27%.


At a more basic level, individuals need to be able to extract pertinent information from charts, tables, simple statements; therefore, we must foster data literacy and population.

These are very complex skills. How do we engage complex skills in a way that our students can learn? We can incorporate games, sharing through small groups, collaboration teams, as well as workshops.

Slide 32

ENGAGE COMPLEX SKILLS

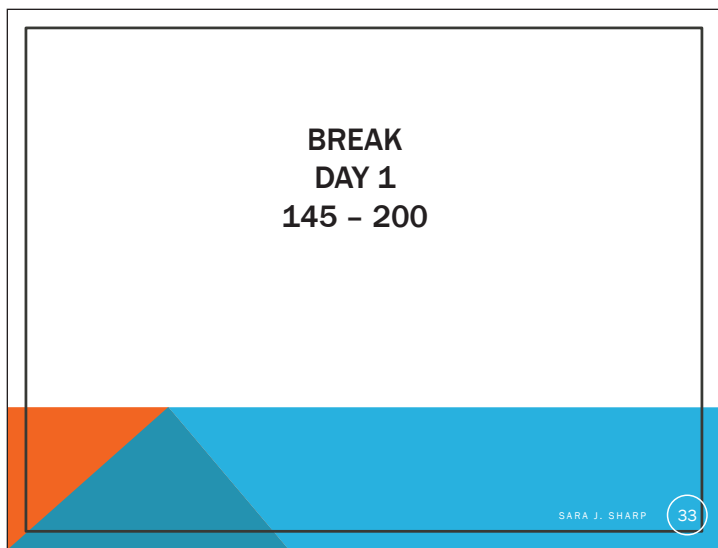
- new strategies to improve Higher Order Thinking
- Movie clips, current social media interactions
- communicate effectively



SARA J. SHARP 32

While we are engaging complex skills as adult educators. We need to include planning, implementation, and evaluation at our current professional development level. This process helps to ensure that professional development opportunities respond to our needs and that the experience and feedback help in subsequent activities.

Slide 33



**BREAK
DAY 1
145 - 200**

SARA J. SHARP 33

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Slide 34



Yes, you can break through! There are many examples located in the Hanover research report, which has been provided.

State Examples:

The Oregon Department of Education (Hanover Report, page 15).

Maine Department of Education (Hanover Report, page 18).

California Department of Education (Los Angeles & Orange County) (Hanover Report, page 20).

Baltimore, Maryland (Hanover Report, page 22).

New York City, New York (Hanover Report, page 24).

Cleveland, Ohio (Hanover Report, page 25).

Slide 35

Pin-pointing the needs of each school

1. Absenteeism
2. Intrinsic motivation
3. Willingness to implement changes
4. Teach to the test mentality

Given the well documented barriers to change, pin-pointing the needs of each school, personalizing professional development could become an essential element in teacher buy-in and student success

Reference:
(Hill as 2009)

SARA J. SHARP

35

Simply providing a data-driven, research based professional development program does not in and of itself guarantee meeting the needs of the 21st century education. Ideally, professional development for adult educators is a process in which instructors acquire skills that improve their quality of teaching.

Variables that could affect the outcome of content inclusive professional development training include process and impact (Kirkpatrick's, 1994).

Reaction – participants need to have a positive reaction to a professional development activity. If the information is to be learned and behavior is to be changed

Learning – changes in instructional behavior and actions cannot take place without these learning objectives being accomplished

Behavior - instructors cannot change their behavior and must have an opportunity to do so

Results – represents the greatest challenge in evaluating professional development approaches

Slide 36

New Strategies for Questioning

- Lets form groups based on your Lego colors.
- Each group built an item. That item can benefit another group.
- How do we determine what the benefit is?
- How do we know who could benefit from it?
- Discuss this amongst yourselves.

I will walk around and monitor your progress and be available to answer your project related questions.

SARA J. SHARP

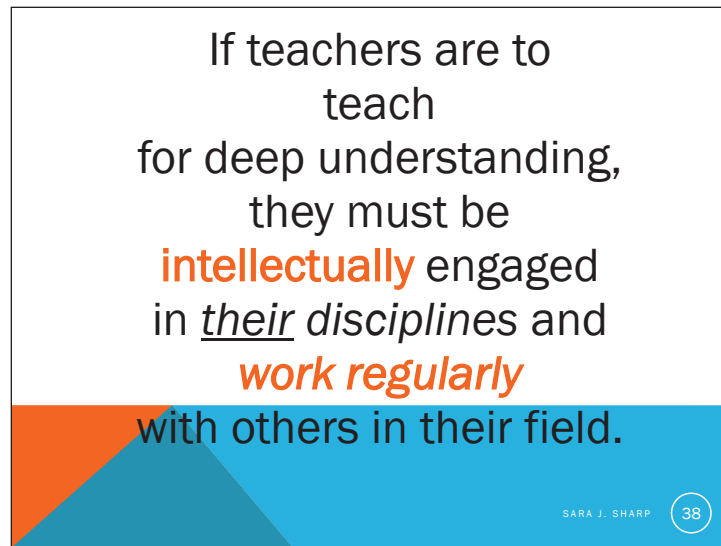
36

Teachers Need Opportunities

To **explore, question,** & *debate* in order to:

- Integrate new ideas into their repertoires
- Fresh ideas, materials for their classroom
- Offer intellectual, social and emotional engagement with colleagues

Slide 38

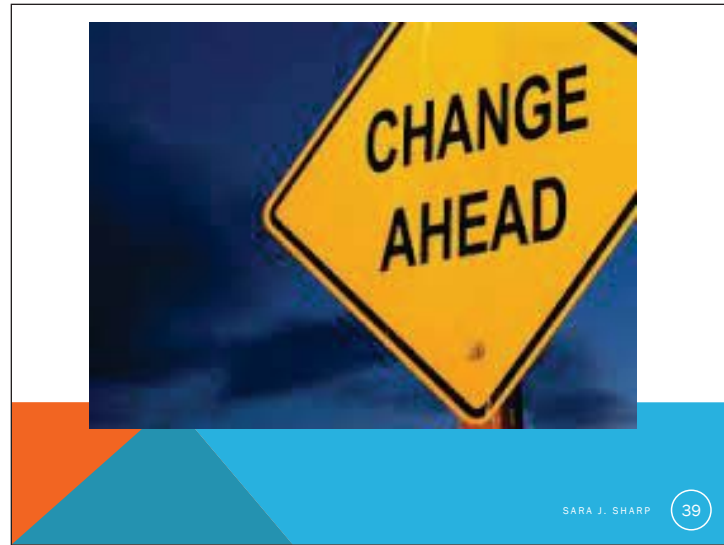


If teachers are to
teach
for deep understanding,
they must be
intellectually engaged
in *their disciplines* and
work regularly
with others in their field.

SARA J. SHARP 38

In addition, even with all this knowledge, there is some concern regarding the delivery of professional development to adult education instructors. The content must be more substantial, responding rapidly to changing technological and social structures, as well, as in incorporating valid nation of content as a standardized framework based on schools immediate needs.

Slide 39



Lest we forget, professional development is a change process. The fact of professional development on instructor's program services and other learners must be measured over time. Data must be collected concerning the context in which the instruction took place. In order to improve the professional development content, evaluations must be truthful for content or instructional strategies to change. Information alone. Good job, I like this, is not sufficient feedback that helps foster change.

Slide 40

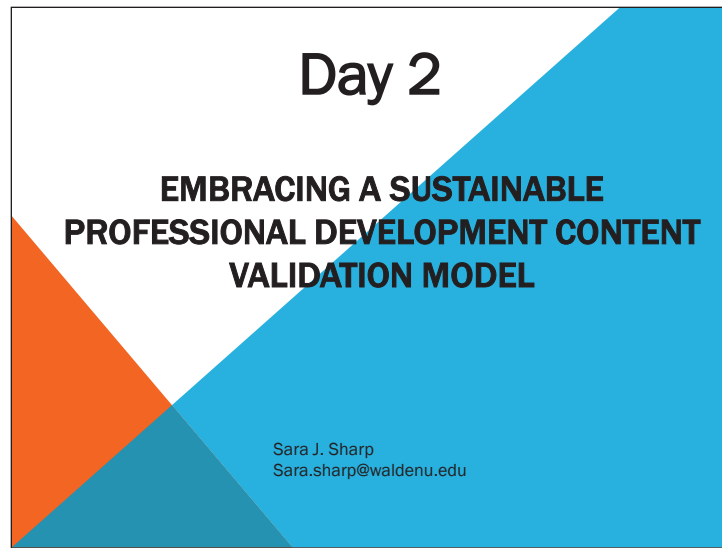
Thoughts from today

On the 3 X 5 card provided, take a moment to reflect on today's discussion.

A brief comment on likes. Dislikes, areas to improve would be beneficial to improving the program.

If you will please drop the completed card into the basket by the door on your way out I'll see you tomorrow!

Slide 41

The slide features a white background with a large blue triangle on the right side and a smaller orange triangle on the left side. The text is centered in the white area.

Day 2

**EMBRACING A SUSTAINABLE
PROFESSIONAL DEVELOPMENT CONTENT
VALIDATION MODEL**

Sara J. Sharp
Sara.sharp@waldenu.edu

Slide 42

**Building 21st Century Professional Development
Content Validation Model With Hands-on Strategies**

Day Two **Objective: Embracing A Sustainable Professional Development Content Validation Model**

Outcomes: navigate strategies of a sustainable professional development content validation model and understand how they apply to your school

800 - 830	Housekeeping
830 - 900	Ice Breaker - Role Play (Chef Charlie)
900 - 910	BREAK
910 - 945	The Challenges of Content Validation for Professional Development
945 - 1000	BREAK
1000 - 1045	Increasing Teacher Participation and Implementation
1045 - 1100	BREAK
1100 - 1200	Hands On - Building a common framework for a standardized professional development content validation
1200 - 100	LUNCH
100 - 145	Hands On - Group Activity
145 - 200	BREAK
200 - 245	Breaking Through
245 - 300	BREAK
300 - 345	Daily Formative Assessments

SARA J. SHARP 42

Welcome back! As a reminder, please place cell phones on vibrate. If you need to take a call. Please feel free to do so I just that you step out into the hallway so as not to disturb the rest of the rest of the class. We will take several breaks throughout the day. However should you need to step out. Please feel free to do so. Last night I received feedback from the formative assessments. So at this time would like to clarify several of the questions that were asked. (Take the time to review and elaborate upon those comments). . We talked about roadblocks an example was for content strategies, we talked about examples of innovation, such as the SIOP method of teaching ELL. We talked about the importance of communication and how to communicate and collaborate, with other individuals. We discussed the definition of a 21st century framework, we looked at examples from each ETS and NCREL and strategies from the partnership for 21st century skills. We discussed how to collect or retrieve information on the importance that might play in educating students in the 21st century. We talked about examples of organizing and managing information, we talked about the ability to evaluate the quality and usefulness of information, and we talked about digital age literacy. Take a few minutes to think about those concepts and if you have any concerns or comments on that, I would welcome the discussion. (Take a couple of minutes look around the room and see if anyone has a common thought or would like to share). If you will remember, we. We talked about Albert Einstein the teacher of the class with a high level of diversity and how important it is that in the 21st century we find ways to assess students that may be new, unusual; however, they will accurately measure 21st-century skills individuals. We talked about empowerment and the meaning of that when talking

about professional development content validation. In our icebreaker yesterday we assembled Legos. Think about the meaning of that icebreaker to you. Please share out your thoughts on this exercise. We talked about learning as a fundamentally social activity, what does that mean to you? As we move into days' workshop, will be focusing on embracing a sustainable professional development content validation model. Before we get started, take a moment, and think about this question: for subjects and themes have traditionally framed professional development. That is, core subjects are designed in such a way that professional development can be standard. My question to you this morning is that enough to meet the goals of the 21st century education? We will be moving into today's discussion with an icebreaker

Slide 43

Icebreaker – Chef Charlie

Your family just inherited a successful restaurant from, Chef Charlie, a long lost relative. The only problem is, Charlie was very disorganized. The only recipes you have found are on torn strips of paper. You have to make sense of it all and quickly! The restaurant is opening tonight and you have to have the food ready.

1. Each member of the group will be given part of recipe, an ingredient, etc.
2. Your job is to put yourselves in order as quickly as possible.
3. When your group is done, loudly announce “bon appetite
4. Please remain in this PLC group for the next activity!

SARA J. SHARP 43

Materials Needed

Several Small Prizes for the Winning Team

Cut Recipes (Separate the Title, Ingredients, Instructions, Etc.)

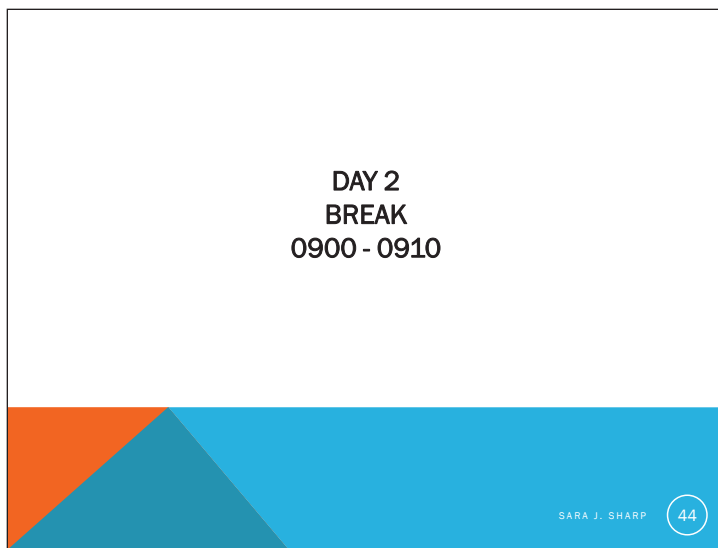
Time, Allow 10-12 minutes for the game.

Once a team calls, “bon appetite,” have them introduce themselves read their recipe in order.

Variations

For an added challenge, this game can be made considerably more difficult if groups are Not pre-designated before the recipe pieces are distributed. Participants must then not Only find the correct order but the correct recipe as well.

Slide 44



DAY 2
BREAK
0900 - 0910

SARA J. SHARP 44


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Slide 45

The Challenge For Content Validation


Present, provide or design professional development content that is long-term, actionable and contains an element of follow-up

SARA J. SHARP 45



Slide 46

Effective teachers draw out and
work with
pre-existing understandings
that their students bring with them.



SARA J. SHARP 46

Slide 47

Models of Professional Development

*Traditionally used models of professional development,
such as:*

- The individually guided model
- The observer/assessment model
- The training model
- The development/improvement model

SARA J. SHARP 47

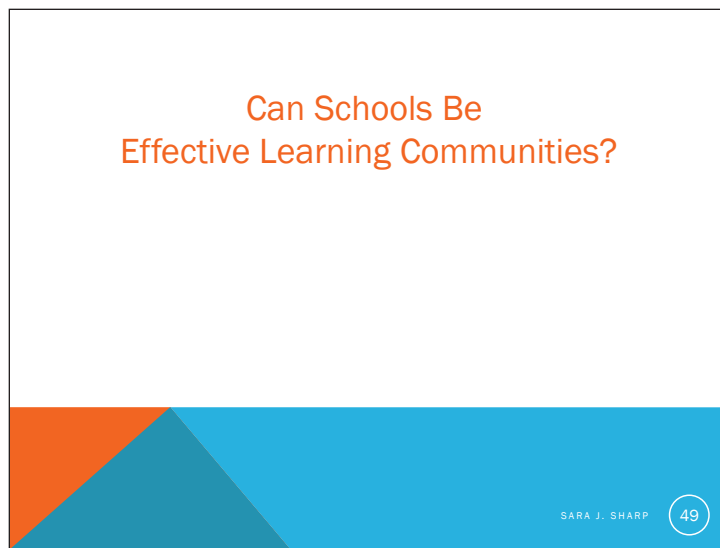
Slide 48

WHAT DO WE KNOW?

Professional development delivery forms are complex and varied.

Determining how to validate the content of the different forms available requires that each teacher (turned researcher) have sufficient breadth and depth of understanding the particular issues needing further attention.

Slide 49




Can Schools Be
Effective Learning Communities?

SARA J. SHARP 49

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a blue triangle on the left, a teal triangle in the middle, and a light blue rectangle on the right. The text 'SARA J. SHARP' and the number '49' (enclosed in a small circle) are positioned in the bottom right corner of the slide.

Slide 50

The challenge for
validation of professional development
content
is to find programs which align with the
educational goals
and
change efforts of the site and the State.




SARA J. SHARP 50

Slide 51

A unified foundation
for validation could provide
a sound guide to ensure that
meaningful content
in all subject areas was evident
and was
improving teacher effectiveness.

SARA J. SHARP 51



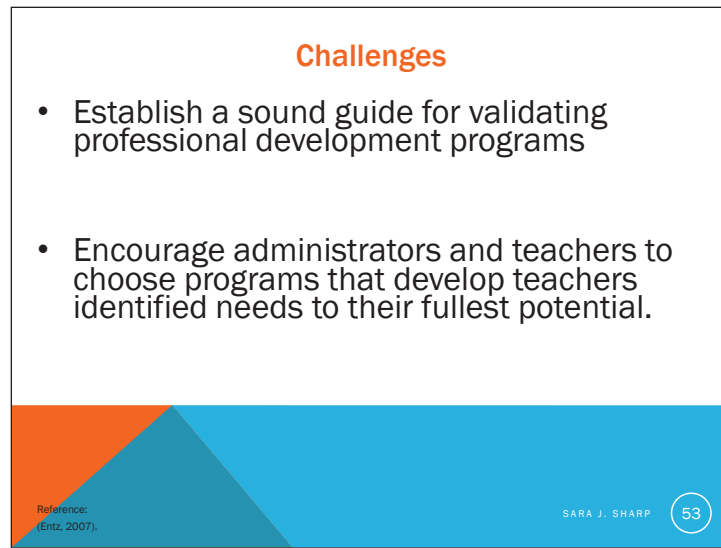
Slide 52

DAY 2
BREAK
0945 - 1000

SARA J. SHARP 52

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'DAY 2 BREAK 0945 - 1000' is centered in the upper half. The name 'SARA J. SHARP' and the number '52' are located in the bottom right corner, with the number enclosed in a small circle.

Slide 53



The slide features a white background with a decorative footer. The footer consists of a blue triangle on the left, a teal triangle in the middle, and a blue rectangle on the right. The text is centered in the upper half of the slide.

Challenges

- Establish a sound guide for validating professional development programs
- Encourage administrators and teachers to choose programs that develop teachers identified needs to their fullest potential.

Reference:
(Entz, 2007).

SARA J. SHARP 53

Providing professional development in isolation from student data and the goals of the district is inadequate. The bottom line. Professional development is improving student learning. There is a common perception of past practices of preservice and in-service education for adult educators has been focused on the instructor's as an end in themselves. Without considering the facts on the instructional programs, and learners. The reason for this might well be that evaluations of program services for professional development are difficult and time-consuming. A daunting task for sure. Yet to be successful in creating change in education instructors must be adequately involved in the planning and implementation of professional development.

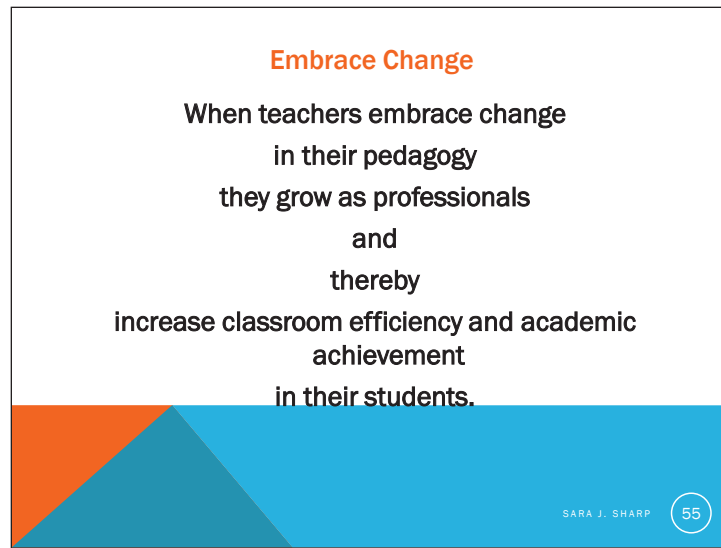
Slide 54

Increase **the time** available
for teacher interaction
and
professional development.

SARA J. SHARP 54

Successful professional development should change instructional practices to produce desired student growth. Systematically determining the needs of students takes time. Successful professional development needs support from the local and state system to make whatever changes necessary to facilitate instructional practice. Professional development systems are deeply institutionalized in patterns of organization management and resource allocation within schools and districts, which is why many proposals to reform. Professional development has met powerful resistance (Sykes, 1996). Researchers Hirsch and Ponder (1991) report that "... the body of research on effective teaching practices and a growing body of literature on adult learning now provides bridges to more results-oriented view of schooling and staff development. If professional development is to have content validation with the desire of engaging teachers and affect student learning, we must construct a bridge between professional development and evaluating the acquisition of skills and knowledge (Sousa, 1990).

Slide 55



Embrace Change

When teachers embrace change
in their pedagogy
they grow as professionals
and
thereby
increase classroom efficiency and academic
achievement
in their students.

SARA J. SHARP 55

Using a constructivist approach and applying real-life situations teachers could become better prepared to implement changes in their pedagogy. Using a hands-on approach, through mentoring, could enhance the professional development experience for educators. Without professional development reform, Washington State teachers may suffer professionally and schools may continue to fail to achieve expected AYP. (Pacific Policy Research Center, 2010; North Central Regional Educational Laboratory and the Metiri Group, 2003)

Slide 56

“Radical changes are required in
how teachers learn and
in their opportunities to learn”

Reference:
Grossman, Stodolny, & Wiekert, 2006.

SARA J. SHARP 56

Him

Slide 57



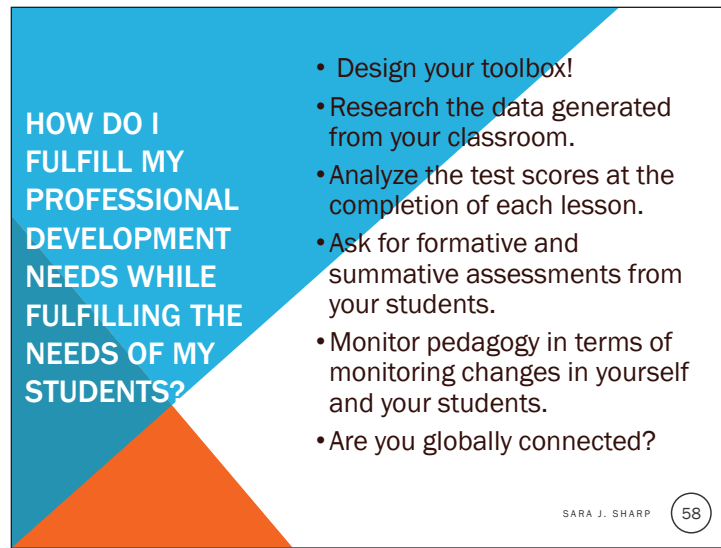
GLOBAL
EDUCATION

“Today the needs of professional development are much broader, reaching into the global arena looking for ways to integrate student achievement and teacher awareness”

SARA J. SHARP 57

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Slide 58



HOW DO I FULFILL MY PROFESSIONAL DEVELOPMENT NEEDS WHILE FULFILLING THE NEEDS OF MY STUDENTS?

- Design your toolbox!
- Research the data generated from your classroom.
- Analyze the test scores at the completion of each lesson.
- Ask for formative and summative assessments from your students.
- Monitor pedagogy in terms of monitoring changes in yourself and your students.
- Are you globally connected?

SARA J. SHARP

58

Slide 59

DOES YOUR TOOL BOX PROVIDE YOU WITH:


- Collaboration time with colleagues?
- Time for professional reflection?
- Real-life processes?
- An identifiable student need?
- Instructional and assessment strategies for instilling higher-order competencies?
- Time for follow-up support?
- Globally competent connections?

SARA J. SHARP 59

Professional development should be viewed as an integral part of teachers' work rather than as a privilege granted to "favorites" by administrators (National Center for Education Statistics, 1998).

Slide 60

**What action undermines the
legitimacy of professional
development planning?**



SARA J. SHARP 60

Slide 61

Involving Teachers!

SARA J. SHARP 61

The slide features a white background with the title 'Involving Teachers!' centered in a large, black, sans-serif font. The bottom of the slide is decorated with a horizontal bar composed of three overlapping geometric shapes: a teal triangle on the left, a darker teal triangle in the middle, and a light blue rectangle on the right. In the bottom right corner of this bar, the name 'SARA J. SHARP' is written in small, white, uppercase letters, followed by the number '61' inside a white circle.

Slide 62



Engage (Yes! Talk to Them!)
all levels of policymakers,
decision makers, and teachers
in discussions about the
adequacy of existing
professional development
opportunities.

SARA J. SHARP 62

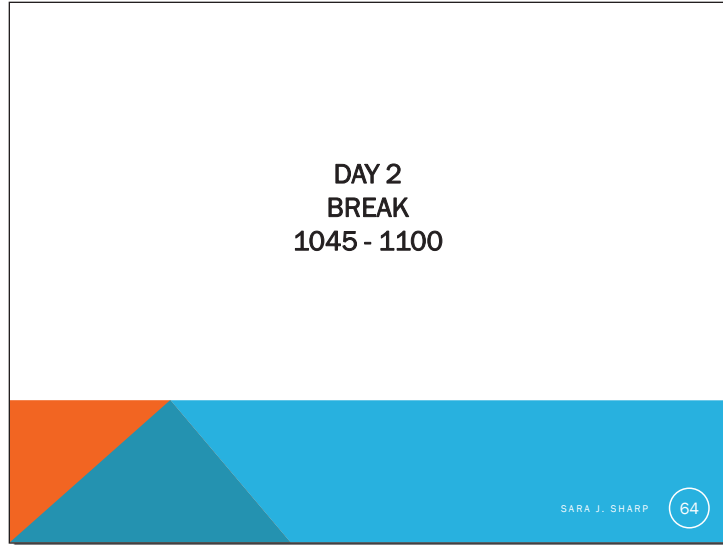
Is accessible through a variety of formats, locations, times, and accommodates the learning needs of the profession, including individual learning abilities, technology usage, and geography ☐ Aligns with standards and evidence-based practice; supports the application of theory and professional philosophy to practice; promotes lifelong learning. Data must be collected on an ongoing basis, analyze, and incorporated with in the professional development process. Data from the professional development feedback integrate into the needs identification process, and now becomes part of the planning process.

Slide 63

DO YOU HAVE ANY QUESTIONS?

SARA J. SHARP 63

Slide 64

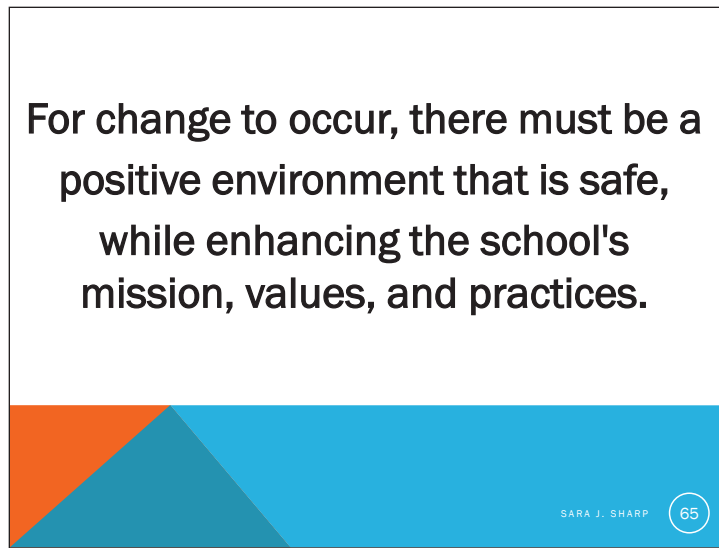


DAY 2
BREAK
1045 - 1100

SARA J. SHARP 64

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'SARA J. SHARP' and the number '64' (enclosed in a circle) are positioned in the bottom right corner of the slide.

Slide 65



Take a moment to think about your classroom, your classroom is a place your students enter trusting that you will provide them with information that can be transferred into learning. In your classroom you expect your students to stay focused engaged and use academic language. You help students build stronger relationships, friendships skills, and networks. You might even seek to connect your students with the greater community through field trips current event discussions bringing guest speakers, etc. Why would it be any different for teachers in professional development workshops?

Providing education for adult learners is not much different. Motivation is a key factor in adult learners having success. Your students learn by doing making writing designing, creating insulting and so do you! You are enthusiastic about what you are teaching. As a crucial factor in student motivation if you are bored, your students will be bored to. As educators, we work from the student strengths and interest, why would not we do the same thing as adult learners. For positive, safe environment, Things such as role-playing debates brainstorming discussion and demonstration's guest speaker's audiovisual presentations are great teaching methods to include in adult learning environments.

Some areas and non-verbal behavior to be aware of our eye contact, certainly teachers who make eye contact. Open the flow of communication thus conveying interest concerned credibility. Our facial expressions are quite important. Smiling is a great way to communicate friendliness. A lively animated teaching style captures student's attention and makes the material more interesting. Had not also communicated positive

reinforcement and indicate your listening. Your posture, standing erect but not rigid, and leaning slightly forward communicates to students that you are approachable. Receptive and friendly. Speaking at your back turned or looking at the floor should be avoided, as it communicates disinterest. Proximity should be close but not too close, involved but not too involved. Your tone should be clear. The rhythm, the timbre, the loudness, the inflection should be varied for maximum effectiveness. In addition, do not forget humor is often overlooked as a teaching tool. However, it really is a stress and tension for both instructor and students!

Slide 66

The field of professional development could benefit from a common framework for a standardized professional development content validation program.



SARA J. SHARP 66


Is it unreasonable to expect that individual professional development activities will immediately result in altered long-term instructional behavior, improved learner performance, or changed organizational structures and practices (Guskey, 1986; Guskey, 1995)?

Are

Slide 67

**BREAK INTO GROUPS
BRAINSTORM FOR 30 MINUTES!!**

SARA J. SHARP 67



Slide 68

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Share Out Time
allotted for this exercise
is about 20 minutes

SARA J. SHARP 68

Slide 69


DAY 2
LUNCH
1200 - 100

SARA J. SHARP 69

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'DAY 2', 'LUNCH', and '1200 - 100' is centered in the upper half of the slide. In the bottom right corner, the name 'SARA J. SHARP' and the number '69' are displayed, with the number enclosed in a small circle.

Slide 70

**FORM NEW GROUPS.
I WILL HAND OUT A LIST OF ITEMS,
PLEASE ADD TO THIS LIST, DELETE
FROM THIS LIST, WHAT YOU FEEL IS
IMPORTANT. YOU WILL HAVE ONE
HOUR TO REVISE AND SHARE OUT**



SARA J. SHARP 70

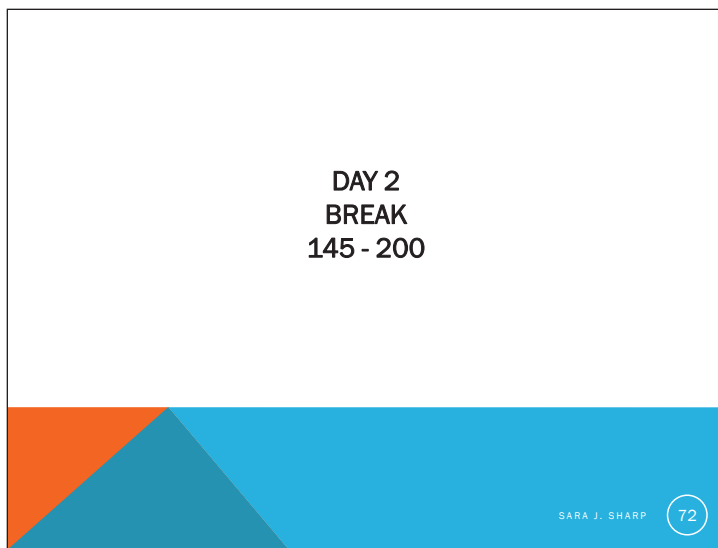
Slide 71

SHARE OUT

WHAT IS OUR COMMON FRAMEWORK?

SARA J. SHARP 71

Slide 72




DAY 2
BREAK
145 - 200

SARA J. SHARP 72

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'SARA J. SHARP' and the number '72' (enclosed in a circle) are positioned in the bottom right corner of the slide.

Slide 73

**FORM NEW GROUPS.
I WILL HAND OUT A LIST OF ITEMS,
PLEASE ADD TO THIS LIST, DELETE
FROM THIS LIST, WHAT YOU FEEL IS
IMPORTANT. YOU WILL HAVE ONE
HOUR TO REVISE AND SHARE OUT**

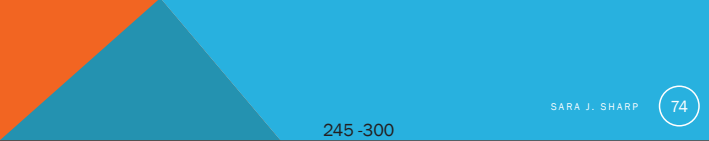


SARA J. SHARP 73

Slide 74

Thoughts From Today

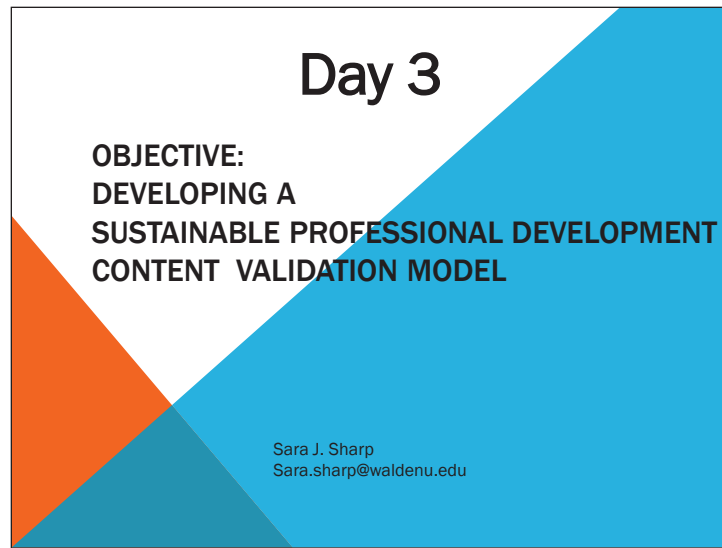
- On the 3 X 5 card provided, take a moment to reflect on today's discussion.
- Please write down one positive learning that you will think about tonight.
- If you will please drop the completed card into the basket by the door on your way out I'll see you tomorrow!



245-300

SARA J. SHARP

74

The slide features a white background with a large blue triangle on the right side and a smaller orange triangle on the left side. The text is centered in the white area.

Day 3

**OBJECTIVE:
DEVELOPING A
SUSTAINABLE PROFESSIONAL DEVELOPMENT
CONTENT VALIDATION MODEL**

Sara J. Sharp
Sara.sharp@waldenu.edu


Slide 76

**Building 21st Century Professional Development
Content Validation Model With Hands-on Strategies**

Day Three **Objective: Developing A Sustainable Professional Development Content Validation Model**

Outcomes: Identify the components for a sustainable professional development content validation model for their school

800 - 830	Housekeeping
830 - 900	Ice Breaker -
900 - 910	BREAK
910 - 1145	Develop a Validation Checklist
1145 - 100	LUNCH
100 - 145	Hands On -Group Activity
145 - 200	BREAK
200 -245	Finalize Content Validation Checklist
245 - 300	BREAK
300 - 345	Summative Assessment

SARA J. SHARP 

Slide 77

Hands On Activity

- Based on your needs, your students needs, and school and district goals we will be creating a content validation model for professional development at your school
- Please incorporate two 21st-century skills.
- Each group will have a different topic.
- To make distribution of topics random, you will draw a slip of paper from this paper bag.
- At the end of each hour, We'll take a break, and regardless of how far along you are, please provide me with a copy of your file your file.
- When we return, please form new groups. To once again to make the drawing random. We will repeat the process of drawing a slip from the paper, bag.
- I will print the files to hand out to the new groups.
- We will conduct our research in this space.

SARA J. SHARP 77

Slide 78

Please use a similar format to ensure consistency of files for sharing

- Topic your group was assigned:
- The names of the members in your group:
- (place your content here)
- NEW GROUP, Names of your members here:
- (Copy and Paste the previous content, add your comments with validation)
- NEW Group, Names of your members here:
- (Copy and Paste the previous content, add your comments with validation)

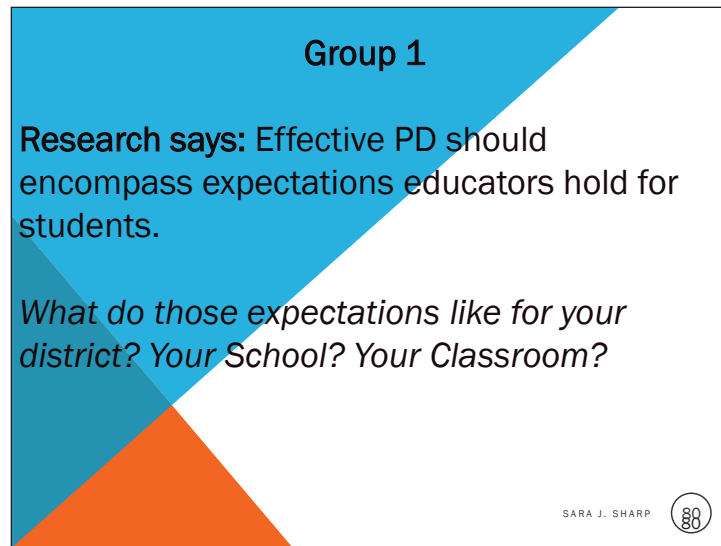
SARA J. SHARP 78

Slide 79

Any Questions?

SARA J. SHARP 79


Slide 80

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Group 1

Research says: Effective PD should encompass expectations educators hold for students.

What do those expectations like for your district? Your School? Your Classroom?


SARA J. SHARP 


Slide 81

Group 2

Research says: Effective PD should include a child-development theory.

What do those expectations like for your district? Your School? Your Classroom?




SARA J. SHARP 


Slide 82

Group 3

Research says: Effective PD should include specific curriculum content and design.

What are some of the specific curriculum content and designs that are important to your school?




SARA J. SHARP 


Slide 83

Group 4

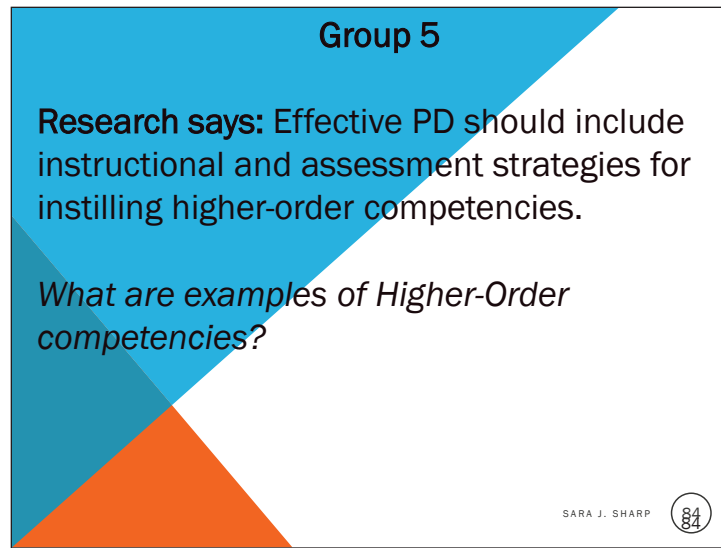
Research says: Effective PD should include instructional and assessment strategies for instilling higher-order competencies.

What are examples of Higher-Order competencies?



SARA J. SHARP 


Slide 84



Group 5

Research says: Effective PD should include instructional and assessment strategies for instilling higher-order competencies.

What are examples of Higher-Order competencies?


SARA J. SHARP 


Slide 85

Group 6

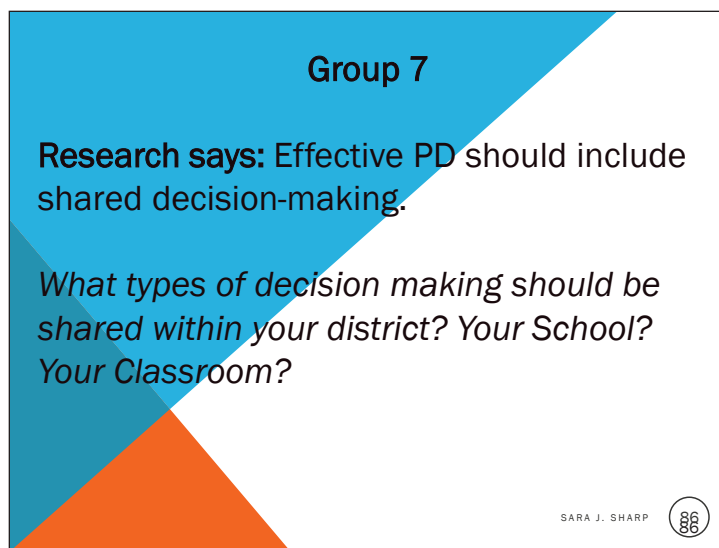
Research says: Effective PD should include school culture.

What does school culture look like for your district? Your School? Your Classroom?



SARA J. SHARP 


Slide 86



Group 7

Research says: Effective PD should include shared decision-making.

What types of decision making should be shared within your district? Your School? Your Classroom?

SARA J. SHARP 

Slide 87



DAY 3
BREAK
0930 - 0945

SARA J. SHARP 87

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Slide 88

Hands On Activity

- Based on your needs, your students needs, and school and district goals we will be creating a content validation model for professional development at your school
- Please incorporate two 21st-century skills.
- Each group will have a different topic.
- To make distribution of topics random, you will draw a slip of paper from this paper bag.
- At the end of each hour, We'll take a break, and regardless of how far along you are, please provide me with a copy of your file your file.
- When we return, please form new groups. To once again to make the drawing random. We will repeat the process of drawing a slip from the paper, bag.
- I will print the files to hand out to the new groups.
- We will conduct our research in this space.

SARA J. SHARP 88

Slide 89

DAY 3
BREAK
1045 - 1100

SARA J. SHARP 89

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'SARA J. SHARP' and the slide number '89' (enclosed in a circle) are positioned in the bottom right corner of the slide.

Slide 90

Hands On Activity

- Based on your needs, your students needs, and school and district goals we will be creating a content validation model for professional development at your school
- Please incorporate two 21st-century skills.
- Each group will have a different topic.
- To make distribution of topics random, you will draw a slip of paper from this paper bag.
- At the end of each hour, We'll take a break, and regardless of how far along you are, please provide me with a copy of your file your file.
- When we return, please form new groups. To once again to make the drawing random. We will repeat the process of drawing a slip from the paper, bag.
- I will print the files to hand out to the new groups.
- We will conduct our research in this space.

SARA J. SHARP 90

Slide 91



DAY 3
LUNCH
1200 - 100

SARA J. SHARP 91

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'DAY 3', 'LUNCH', and '1200 - 100' is centered in the upper half. The footer contains the name 'SARA J. SHARP' and the number '91' inside a small circle.

Slide 92

- At this point we now have a comprehensive validation check list.
- Please return to your original groups.
- Using the file provided, please revise the document using the edits
▪ made by the other groups.
- After the break, we will create a final document. We will have several viewpoints on this.
- Each “final” paper will be made available for you to analyze.
- We can then share-out on the revisions, why they were made and how the final
▪ document looks.

Slide 93

DAY 3
BREAK
200 - 210

SARA J. SHARP 93

The slide features a white background with a decorative footer at the bottom. The footer consists of three overlapping geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue rectangle on the right. The text 'DAY 3 BREAK 200 - 210' is centered in the upper half. The name 'SARA J. SHARP' and the number '93' are located in the bottom right corner, with '93' enclosed in a small circle.

Slide 94

Analyze the final documents

210 - 2-45

SARA J. SHARP

94

94

The slide features a white background with a decorative footer bar. The bar is composed of three geometric shapes: a teal triangle on the left, a dark teal triangle in the middle, and a light blue trapezoid on the right. The text 'Analyze the final documents' is centered in the upper half. The footer contains the text '210 - 2-45', 'SARA J. SHARP', and a circular logo with the number '94'.

Slide 95

TRUE OR FALSE

Provided or accepted professional development hours without validation of content is a disservice to teachers and the students we educate.

REFERENCE:

SARA J. SHARP 95

Ask participants to close their eyes as they prepared to answer this question.

Count the responses number true and number falls.

Quickly note how many men said true and how many women said true do the same thing for false.

Ask participants to open their eyes.

Reveal the findings.

Open a discussion by revealing how many men and how many women voted for true or false.


(This is a form of a pretest, at the end of day three. Ask this same question again in the same exact way and then reveal the findings to participants)


Slide 96

SUMMATIVE EVALUATION

Please answer these questions:

1. Was this workshop what you expected? How so?
2. What can be done to improve the workshop?

SARA J. SHARP 



Slide 97

Sara J. Sharp
sara.sharp@waldenu.edu

SARA J. SHARP 97

Appendix B: Survey Responses

Q1: Would you be willing to volunteer for an interview? Interviewees will be chosen from those who volunteer. There will only be four individuals selected. To maintain your autonomy, the interview will be conducted by telephone, cell phone, public phone, or by Skype (without the video tool engaged).

Answer Choices	Responses
-Yes	18.18%
-No	81.82%

Q2: Do you hold any of the following? (Select all that apply)

Answer Choices	Responses
–bachelors degree	81.82%
–masters degree	63.64%
–doctorate	9.09%
–subject certifications	63.64%
–state board certification	9.09%
– Responses Other (please specify)	18.18%

Q3: Do you feel you are a highly effective teacher? Please describe the characteristics that best describe a highly effective teacher? (Use as many terms as needed)



Yes, I try to practice differentiated instruction to best accommodate my students' needs.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Yes, I try to practice differentiated instruction to best accommodate my students' needs.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Not at this time. Being organized, differentiating instruction, patience, being disciplined yet caring. flexible, motivating students, meeting all children's needs, energetic.

11/4/2013 6:37 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



I feel that I do a great job of meeting the students where they are at and bringing them forward. It is all about establishing a relationship with them that makes them care about class content.

11/4/2013 3:44 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Yes. To be a highly effective teacher you need to be a good communicator, willing to go the extra mile, current on best educational practices, a lifelong learner, and have high expectations.

I feel I have all of these qualities.

11/1/2013 2:43 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Highly effective teachers make an impact on student learning.

11/1/2013 1:46 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Yes. Dedication to excellence

11/1/2013 1:21 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



yes, organized, current, experienced, dynamic

11/1/2013 11:52 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Showing 7 custom categories

Dedicated	9.09%
Empower Students	18.18%
Motivational	18.18%
Organized	18.18%
Safe Environment	9.09%
Social Competence	9.09%
Succesful Academically	9.09%

Q4: I have a strong personal commitment to my professional growth and development.

Answer Choices	Responses
–strongly disagree	9.09%
–disagree	0.00%
–neutral	0.00%
–agree	36.36%
–strongly agree	54.55%

Q5: Indicate the amount of funding you received in the past academic year for participation in professional development conferences and workshops off-site:(select the one best response)

Answer Choices –	Responses –
–none	27.27%
–less than \$100	0.00%
–\$101 to \$250	9.09%
–\$251 to \$500	36.36%
–\$501 to \$1000	9.09%
–more than \$1000	18.18%

Q6: What professional development costs does your district absorb for you? (*check all that apply)

Answer Choices–	Responses–
–association membership dues for more than one association	9.09%
–association membership dues for only one association	27.27%
–on-site seminars and workshops	90.91%
–staff retreats	18.18%
–subscriptions to professional journals and newsletters	9.09%
–release time for participation in programmed activities	36.36%
–release time for personal reflection and renewal	9.09%
–release time for courses related to my work	54.55%
–tuition assistance for courses related to my work	18.18%

Q7: When I reflect on my practice, I realize I gain more professional learning on my own as opposed to district provided training.

Answer Choices	Responses
–strongly disagree	0.00%
–disagree	0.00%
–neutral	45.45%
–agree	45.45%
–strongly agree	9.09%

Q8: I have a responsibility to contribute to the development of other educators.

Answer Choices	Responses
–strongly disagree	0.00%
–disagree	9.09%
–neutral	18.18%
–agree	36.36%
–strongly agree	36.36%

Q9: I believe my district ensures that I grow as a professional.

Answer Choices	Responses
–strongly disagree	0.00%
–disagree	27.27%
–neutral	36.36%
–agree	18.18%
–strongly agree	18.18%

Q10: I make time for reflection with my colleagues.

Answer Choices	Responses
–strongly disagree	0.00%
–disagree	18.18%
–neutral	54.55%
–agree	27.27%
–strongly agree	0.00%

Q11: I serve on professional learning committees.

Answer Choices	Responses
-yes	18.18%
-no	81.82%

Q12: Do you feel you have the tools to meet the demands of improving student outcomes on high stakes testing in the 21st century?

Answer Choices	Responses
-yes	63.64%
-no	36.36%

Q13: What would you like to see more of in professional learning?(Please respond briefly- *requires an answer)

State Assessments/ Common Core Standards/ and TPEP
 11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

State Assessments/ Common Core Standards/ and TPEP
 11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Strategies for struggling students. Common core training
 11/4/2013 6:37 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

Focus more on working from a student's strengths as opposed to their deficiencies.
 11/4/2013 3:44 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

Yes. If were are going to be held to high standards we need the tools in order to do so.
 11/1/2013 2:43 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

There are many social pitfalls for students these days like drugs. I would live to have some professional learning to help keep kids away and if they are involved know how to identify these pit falls.
 11/1/2013 1:46 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

Direct class aplication
 11/1/2013 1:21 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

development that deals with the exact dynamics of my district
 11/1/2013 11:52 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Showing 8 custom categories

CORE Training	18.18%
ESL Training and Support	9.09%
Famililies in Poverty	9.09%
Increas Motivatio	9.09%
Increase Movement	9.09%
Instruction Movement	9.09%
Poverty Training	9.09%
Training/Support on New T	18.18%

Q14: If you were to measure the effectiveness of your professional learning experiences would you say they were :(*select all that apply)

Answer Choices–	Responses –
–lacking	54.55%
–adequate	45.45%
–too broad	27.27%
–too narrow	18.18%
–missed the need	36.36%
–too elementary	9.09%
–not challenging	0.00%

Q15: What are your current investments in professional learning? (*select all that apply)

Answer Choices	Responses
–none	0.00%
–collaboration with colleges	54.55%
–national board certification	27.27%
–professional growth plan	9.09%
–joint work and job enrichment	0.00%
–teacher networks	18.18%
–teachers as researcher	0.00%
–professional learning communities	45.45%
–in service	45.45%
–journals	9.09%

Q16: How do you measure the effectiveness of your professional learning ? (*select all that apply)

Answer Choices –	Responses –
earned continuing education units for re-certification	27.27%
impact of improved pedagogy	27.27%
closely linked to district goals	9.09%
student academic improvement	81.82%
support reform in curriculum	0.00%
improved student learning	81.82%

Total Respondents: 11

Q17: How often are you involved in professional learning?(select the one best response)

Answer Choices	Responses
–once a year	18.18%
–once a quarter	9.09%
–summers	9.09%
–breaks	9.09%
–monthly	9.09%
– Responses other (please specify)	45.45%

Q18: When considering the length of a professional learning activity, how much time do you invest per occurrence? (select the one best response)

Answer Choices	Responses
–more than 7 days	0.00%
–5 -7 days	0.00%
–3 - 4 days	27.27%
–1 - 2 days	54.55%
–less than 1 day	9.09%
– Responses other (please specify)	9.09%

Q19: Does any of your professional learning occur in an informal setting?
(*select all that apply)

Answer Choices –	Responses –
–teacher to teacher support	45.45%
–department meetings	45.45%
–task force meetings	0.00%
–newsletters	9.09%
–mentoring	0.00%
–never	18.18%
– Responses other (please specify)	27.27%

Q20: How is your professional learning planned?
 (*select all that apply)

Answer Choices	Responses
–district focused	45.45%
–school focused	36.36%
–teacher focused	36.36%
–student focused	36.36%
–learning outcomes	18.18%
–what ever is available	54.55%

Total Respondents: 11

Q21: Does your district offer a professional learning handbook?

Answer Choices	Responses
-yes	0.00%
-no	100.00%

[Comments\(2\)](#)

Q22: Do you use a self-assessment tool aligned with district goals to determine the area you would like to receive more professional learning in?

Answer Choices	Responses
-yes	36.36%
-no	63.64%

Q23: Do you perceive the information or materials as presented at professional learning events as useful to your needs?

Answer Choices	Responses
-yes	55.56%
-no	44.44%

Q24: What would enhance your professional learning?
 (*select all that apply)

Answer Choices–	Responses–
–add follow up from administration	36.36%
–allow time for discussion or review of learning	45.45%
–more involvement by administration	9.09%
–practical ways of implementing the ideas	45.45%
–improved staff development standards	9.09%
–provide time for teacher collaboration	72.73%
– Responses other (please specify)	9.09%

Q25: Do you feel empowered by the professional learning opportunities provided to you?

Answer Choices	Responses
-yes	45.45%
-no	54.55%

Q26: Does your current professional learning provide you with training on multicultural issues?

Answer Choices	Responses
-yes	72.73%
-no	27.27%

[Comments\(2\)](#)

Q27: Describe the BEST professional learning you have attended.



WABE Conference, it had a variety of workshops to attend based on your personal preference or subject area.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



WABE Conference, it had a variety of workshops to attend based on your personal preference or subject area.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Nellie Edge seminars Kindergarten conference

11/4/2013 6:37 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Workshops that implement the strategies with the participants.

11/4/2013 3:44 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



GLAD Training

11/1/2013 2:43 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



The National Board Process GLAD Training

11/1/2013 1:46 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



AVID It gave direct classroom connection that seems to work.

11/1/2013 1:21 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



GLAD training; development with other teachers in same subject in similar schools.

11/1/2013 11:52 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Chapman

9.09%

Jensen

9.09%

Modeling

9.09%

Q28: Describe the worst professional learning experience you have had.



Professional Development that didn't target the objective stated or trainings with trainers that haven't been in the education setting.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Professional Development that didn't target the objective stated or trainings with trainers that haven't been in the education setting.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Usually classes that do not have practical application in my classroom.

11/4/2013 6:37 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Watch the videos, fill out the notebook.

11/4/2013 3:44 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Math Trainings

11/1/2013 2:43 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Have not had a bad one lately

11/1/2013 1:46 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



Many! All have the commonality of not being applicable in a real class setting...TOO much theory!!

11/1/2013 1:21 PM [View respondent's answers](#) [Categorize as...](#) [α](#)



national speakers

11/1/2013 11:52 AM [View respondent's answers](#) [Categorize as...](#) [α](#)



Fail Instructor Knowledge	9.09%
No classroom Application	9.09%
No classroom implementati	9.09%
Non-applicable Material	18.18%
Repeat Workshops	9.09%

Q29: When faced with a challenging day of teaching, are you most likely to: (select the one best response)

Answer Choices	Responses
–vent to anyone who will listen	36.36%
–work it out on your own	27.27%
–take a self assessment of your actions	18.18%
–look for research to provide rationale	0.00%
–blog about it	0.00%
–look for guidance from mentor	9.09%
– Responses other (please specify)	9.09%

Q30: How would you define a professional learning environment for teachers in the 21st century?

Hands on training, rather than key speakers.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Hands on training, rather than key speakers.

11/5/2013 8:57 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Hands on training, observing other effective educators, collaborating with other teachers in my grade level.

11/4/2013 6:37 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

It can be face to face or via video and still be worthwhile.

11/4/2013 3:44 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

An environment that gives us the tools and support to meet the needs of the students.

11/1/2013 2:43 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

All teachers sharing and working together for the good of children

11/1/2013 1:46 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

Disconnected to the reality of student needs, ability, concern, perceived significance, or solution to existing life concerns

11/1/2013 1:21 PM [View respondent's answers](#) [Categorize as...](#) [α](#)

First we need specific targets to hit so we know what to study.

11/1/2013 11:52 AM [View respondent's answers](#) [Categorize as...](#) [α](#)

Develop Pedagogy	9.09%
Good Discussions	9.09%
Open Environment	9.09%
PLC	9.09%
Teacher involvement	9.09%
Under-appreciated	72.73%

Appendix C: Curriculum Vitae

CONTACT INFORMATION

Name: Sara J. Sharp
 Address: United States

EMPLOYMENT HISTORY

191ST REGT, 2/357TH BN (TS) Joint Base Lewis McChord, WA. (July 2010 Present)
 Operation Warrior Trainer – S-1 Human Resource Manager

191ST REGT, 2/364TH BN (CSS) Joint Base Lewis McChord, WA. (July 09 – July 10)
 Operation Warrior Trainer (OWT)

40th Military Police Company, Forward Operating Base, Tal Afar Iraq (March 2008 –
 March 2009) S-1/Movement, Mobility Support Operation NCO

143rd Field Artillery, Walnut Creek, CA. (May 2007 - May2008)
 BN S-1

ACADEMIC POSITIONS

Teacher (July 2003 September 2010)
 Vista Del Lago High School, Moreno Valley, CA.

Teacher (September 2000 June 2003)
 Washington Preparatory High School, Los Angeles, CA.

Teacher (January 1989 January 1995)
 Susanville Community College, Susanville, CA.

EDUCATION

Walden University, 72 Credits completed (September 2010 – to present)

ED d. – Education

University Of La Verne, La Verne CA. (May 2002 – September 2004)

Master - Education

California State University Bakersfield, Bakersfield, CA. (August 1995 – April 2000)

BA - Liberal Studies

Shasta College, Redding, CA. (January 1980 – August 1987)

AA - Education,

PROFESSIONAL QUALIFICATIONS

Washington Teaching credential, WEST E Physical Education, WEST E Dance, Certificated Teacher California, Education NCO Certified, Army Basic Instructor Course, Small Group Instructor Trainer Course, Observer Controller Trainer Certified, Drill Sergeant Certified, Unit Victim Advocate Certified, Deployed Sexual Assault Coordinator Certified, Retention NCO Certified, , Human Resource Certified, Military Police Certified, Driver Trainer Certified And HUMMWV Egress Assistance Trainer Certified

MILITARY EDUCATION

1981 Law Enforcement Basic Training (95B) - Ft McClellan Al
 1981 Military Police School (95B) – AIT - Ft McClellan AL
 1982 Officers Basic Law Enforcement-Correspondence Course
 1986 Personnel Administrative Specialist (75B) – Camp Parks, CA
 1986 Administrative Specialist (71L) – Camp Parks CA
 1987 Drill Sergeant School (X) – United States Army
 1988 Primary Leadership Development
 1989 Security Police Training (81152)
 1989 MOUT Training
 1990 Law Enforcement School (81152)
 1990 Work Center Supervisor OJT
 2001 Unit drug Demand Reduction/Prevention NCO
 2001 PERSTEMPO Specialist
 2007 BNCOC - Phase 1
 2008 BNCOC - Phase 2 and 3
 2008 Police Transition Team Training
 2008 Combat Life Saver
 2008 OC Course
 2008 Unit Victim Advocate
 2009 Combat Life Saver
 2009 OC/T Training
 2009 Unit Victim Advocate
 2009 Deployed Supervisory Victim Advocate
 2010 ANCOC – First Sergeant Course
 2010 ABIC – Army Basic Instructor Course
 2010 SGIT – Small Group Instructor Course

DECORATIONS AND CITATIONS

The Army Commendation – 4 Bronze Oak Leaf Clusters
 The Army Achievement Medal – 2 Bronze Oak Leaf Clusters
 Good Conduct Medal – 2 Bronze knots
 National Defense Service Medal – 1 Bronze Star
 Iraq Campaign – 1 Bronze Star

Global War on Terrorism Service
Armed Forces Service
Army NCO Professional Development – Bronze Number 3
Army Service Ribbon
Reserve Component Overseas Training Ribbon – Bronze Numeral 3
Physical Fitness Badge (8)
The California Commendation Medal
California Enlisted excellence Ribbon
AFOUA (1OLC)
AFTR
NNGGOUAC (OLC)
Certificate of Recognition for Service during Cold War
Certificate of Appreciation (4)

PUBLISHED BOOKS

“In Iraq They say it’s Safe Inside the Wire” That’s a Lie