2015

Exploring the Efficacy of School-based Professional Development

Michele Theresa Glynne
Walden University

Walden University

COLLEGE OF EDUCATION

This is to certify that the doctoral study by

Michele Glynne

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Kathleen Claggett, Committee Chairperson, Education Faculty
Dr. Michael Brunn, Committee Member, Education Faculty
Dr. Karen Hunt, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
2015

Abstract

Exploring the Efficacy of School-Based Professional Development

by

Michele Theresa Glynne

MA, Cambridge College, 2004

BS, Simmons College, 1984

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2015

Abstract

No method exists for evaluating the effectiveness of professional development (PD) for teachers in Boston Public Schools. Often PD does not contribute to teacher quality, which can hinder student outcomes. The purpose of this study was to explore teachers' perceptions of the effectiveness of PD among K-8 teachers and to examine the alignment of PD in the schools with the 4 prerequisites of professional learning outlined by Learning Forward. These 4 prerequisites served as the conceptual framework. Of the research questions, 4 reflected the topics of the 4 prerequisites: commitment to students, readiness to learn, collaboration, and learning styles. The fifth research question was based on PD in general. In this case study, data from interviews from nine teachers were analyzed typologically. Key teacher perceptions included a commitment to students, overall lack of relevance and usefulness of PD and therefore lack of readiness to learn, failed efforts to promote collaboration, and lack of attention to teachers' learning styles. Strained partnerships with colleagues and lack of time hampered the effectiveness of the PD. Based on these outcomes, a professional learning opportunity for administrators was created to teach them how to develop effective professional learning for teachers based on the 4 prerequisites. This professional learning opportunity can be implemented at the local level to promote the design of more effective professional learning in Boston Public Schools. By improving the effectiveness of professional learning and subsequently teacher quality, social change in the form of improved student outcomes can be initiated.

Exploring the Efficacy of School-Based Professional Development

by

Michele Theresa Glynne

MA, Cambridge College 2004

BS, Simmons College, 1984

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

November 2015

Dedication

This work is dedicated to my husband, Micheal, and my children, Nicole, Hally, Brittany, Louisa, Michele, and Garrison. Their love and support motivated me to continue this project. Also, I want to thank my mother and my late father for instilling in me the importance of a good education.

Table of Contents

iii

List of Tables

List of Figures

Section 1: The Problem

According to the 2012 agreement between the School Committee of the City of

Boston and the Boston Teacher's Union, there is a shared goal of educating each Boston

Public School student to his or her potential (Massachusetts Department of Elementary

and Secondary Education [MDESE], 2014). To reach this goal, the Boston School

Committee and the Boston Teacher's Union shared assumptions about education

philosophy, including the importance of school-based decision-making, flexibility,

professional development, parental involvement, accountability for quality and

performance, and the need for a collaborative working relationship (MDESE, 2014). To

limit the scope of this study, of these topics, professional development was chosen as the

focus of this study.

Professional development is the process by which teachers enhance and update

their knowledge, teacher strategies, and skills, either in a group or individually, as

mandated by the school district (Learning Forward, 2015a). Effective school-based

professional development can increase teacher effectiveness in the classroom and

encourage camaraderie and positive morale among teachers (No Child Left Behind

[NCLB] Act of 2001, 2002). Furthermore, effective school-based professional

development can help attract and retain excellent teachers (Avalos, 2011; Gayton, &

McEwen, 2010; Mahon, 2003). Well-trained teachers also can help students succeed

(Volante & Fazio, 2007; Wei, Darling-Hammond, Andree, Richardson, & Orphanos,

2009). However, professional development that is implemented in schools is not always

effective (Zepeda, 2012). One reason for this is that professional development is focused

on the process of learning and the activities that make up learning experiences rather than

on the value of learning with regard to the outcomes of learning and the implementation of long term practices (Killion, 2013).

The Local Problem

Professional development is required in Boston Public Schools and occurs at the district and school levels. Professional development at the district level is based on the district's selected curricula as well as curriculum standards imposed by the State of Massachusetts. The district English Language Arts (ELA), math, history/social sciences, science, English Language Learner, and special education directors design, select, and deliver this professional development as directed by the district administration. Professional development in the district is managed by a program called My Learning Plan. My Learning Plan as a professional development system that provides Boston Public Schools staff a means of looking for and registering for professional development courses (Boston Public Schools, 2015).

Professional development at the school level varies based on the school model used in any particular school. There are four models used by schools in the Boston Public School district: turnaround (Level 4), innovation, pilot, and traditional public. However, because turnaround schools are schools that have been determined to be underperforming based on results of the Massachusetts Comprehensive Assessment System (Lane, Unger, & Souvanna, 2014), administrators of turnaround schools are not given the autonomy to choose the school model they follow.

Although the mandates for professional development vary from school model to school model, administrators of the Boston Public School district expect professional development to be high quality, results-oriented, and customized to the school and

teachers. Each year, school administrators are required to identify their plans for developing, scheduling, and implementing professional development and to report those plans to the school district. The reporting of professional development plans is accomplished through each school's Quality School Plan (QSP), an annual plan developed to address schools' content and pedagogical learning needs. QSPs are reviewed by deputy and assistant superintendents. Despite the requirements for providing teachers in the district with professional development opportunities, at the time of this study, the Boston Public School district lacked a systematic method of evaluating the effectiveness of school-based professional development for teachers. As a result, it was unknown whether the professional development being offered was effective from the perspectives of the teachers.

Rationale

That professional development is an important concern at the national level is evident in the ongoing attention paid to it in education reform efforts. The National Staff Development Council is a non-profit organization focused on promoting student success through school improvement, including the professional development of educators (Education Commission of the States, 2015). In 1994, The National Staff Development Council developed its first set of standards for staff development at the middle school level (Learning Forward, 2015b). A year later, versions for the elementary and high school levels also were developed (Learning Forward, 2015b). Since that time, the standards have repeatedly been improved and adapted to incorporate the most current evidence-based models and research on learning (Learning Forward, 2015c). In 2002, The National Staff Development Council began to transition from the idea of professional

development to professional learning, and in 2010, The National Staff Development

Council became Learning Forward (2015c).

Learning Forward distinguished professional development from professional

learning in this way: professional development is focused on the process of learning and

the activities that make up learning experiences rather than on the value of learning with

regard to the outcomes of learning and the implementation of long term practices

(Killion, 2013). From the perspective of professional learning, Learning Forward (2015b)

identified four prerequisites of professional learning not directly stated in the seven

standards. The key elements of these prerequisites are commitment to students, readiness

to learn, professional accountability that promotes collaboration, and learning styles

(Learning Forward, 2015b).

According to Zepeda (2012), despite established legislation calling for

professional development to improve teacher quality, much of the professional

development that is implemented in schools is ineffective and does not address the needs

of teachers. It is possible that education reform legislation focused on professional

development rather than professional learning is partially to blame. For example, NCLB

(2002) required that professional development for teachers be high quality. However,

little guidance was provided for how to accomplish this task and little attention was paid

to promoting the translation of new knowledge into sustained teaching practices. Almost

a decade later, President Obama's A Blueprint for Reform mandated support for schools

so that administrators could "implement professional development proven to give

teachers knowledge and skills that help them improve their classroom practice" (United

States Department of Education, 2010, p. 3). Similar to NCLB however, A Blueprint for

Reform failed to consider the ways that educators and designers of professional development think about learning.

Education reform has also underscored the importance of evaluating teacher professional development to ensure quality. For example, in addition to the NCLB (2002) mandate requiring high quality professional development, the act also mandated that professional development be evaluated periodically. In addition, there are currently seven standards for professional development proposed by Learning Forward (2015b). The need to gather data in order to evaluate professional learning is one of those standards. However, no system for evaluating professional learning opportunities in Boston Public Schools in place. That this standard is not being met at the local level is cause for concern.

Based on this insight, it is possible that the professional development that is being implemented in the Boston Public School district also is ineffective. However, because no evaluation of a schools' implemented professional development plan is required by the Boston Public School district, it is unlikely that school district administrators and school administrators have determined or are in a position to determine the effectiveness of the professional development that is implemented in schools in the district. Because ineffective professional development could hamper student success in the school district, this potential condition warrants attention.

Considering this background, the purpose of this study was to explore teachers' perceptions of the effectiveness of school-based professional development among K-8 teachers in the Boston Public School district. A secondary purpose was to examine the alignment of professional development in the schools with the four prerequisites of

professional learning outlined by Learning Forward as perceived by teachers and as evidenced in document artifacts.

Definitions

Collaboration: With regard to teachers in particular, collaboration refers to teacher relationships that support professional development in schools through the sharing of ideas, strategies, and results (Moolenaar, 2012).

Constructivism: Constructivism is a learning theory based on the proposition that learning is the result of individual mental construction, whereby the learner learns by dint of matching new against given information and establishing meaningful connections" (Thanasoulas, 2001, p. 1). The concept of constructing knowledge is understood to be in contrast to the concept of receiving knowledge (Thanasoulas, 2001).

Professional development: Professional development refers to "a comprehensive, sustained, and intensive approach to improving teachers' and administrators' effectiveness in raising student achievement" (Learning Forward, 2015a, para. 1). The focus of professional development typically is on activities and events that promote learning (Killion, 2013).

Professional learning: According to Learning Forward (Killion, 2013), professional learning, as opposed to professional development, is a learning structure that is focused on the experience of learning as a continuous process. Within the structure of professional learning, value is placed on learning outcomes, the application of new knowledge in practice, and how new practices can contribute to improved student performance (Killion, 2013).

Significance

The goal of professional development is to increase teacher effectiveness and student achievement. School districts invest money to provide access to professional development for teachers, and teachers spend time participating in various forms of professional development. This school-based professional development is contractually mandated. This ensures that all teachers have access to the same quantity of school-based professional development hours in traditional public schools. Professional development needs to be designed and implemented so it ultimately increases teacher effectiveness and increases student achievement.

This project study provided an opportunity to develop an in-depth understanding of how school-based professional development was practiced and integrated into teachers' classrooms in the Boston Public School district. An understanding of teachers' perceptions of school-based professional development will provide insight about the quality of that professional development and thus help all stakeholders make informed decisions regarding future professional learning practices. In addition, this understanding potentially may help school administrators integrate into their training models school-based professional learning that is both meaningful and effective in improving teacher practice. Although professional development is delivered to teachers, the real beneficiaries of effective professional development are the students. Ultimately, the implementation of an effective, relevant professional development program in Boston Public Schools could not only improve teacher performance but student performance as well.

Guiding Questions

The goal of high quality professional development is to impact students' learning. Teachers are the purveyors of information garnered at professional development. Gaytan and McEwen (2010) cautioned professional development designers, evaluators, and administrators not to select professional development based on trends but rather to select professional development that is meaningful and measurable and to focus on student learning. Petrie and McGee (2012) found that the diverse learning needs of teachers, schools, and communities often are not recognized, and in many cases, they are treated homogeneously. Teacher perspectives regarding the implementation of professional development in which they participate can be useful for determining if that professional development is high quality and meaningful, and thus, in all likelihood, will translate into improved outcomes for students. Based on the idea that it is valuable to understand teacher perspectives regarding the effectiveness of school-based professional development, the following questions were developed and use to guide the collection of data in this study:

1. What are the perceptions of teachers regarding the role of school-based professional development in developing professional knowledge and strategies that benefit all learners?

2. What are the perceptions of teachers regarding school-based professional development's relevance and usefulness for professional learning?

3. What are the perceptions of teachers regarding school-based professional development's role in encouraging teacher collaboration?

4. What are the perceptions of teachers regarding how school-based professional development address teachers' learning needs?

5. What are the perceptions of teachers regarding how school-based professional development aligns with Learning Forward's four prerequisites of effective professional development and what artifact evidence demonstrates such alignment?

In general, Research Questions 1-4 were designed based on the four prerequisites of professional development by Learning Forward. To facilitate interview protocol items that would prompt appropriate discussion for the topic of teacher preparedness (Prerequisite 2), the terminology used in Research Question 2 was taken from the Learning Forward's (2015b) description of the prerequisite (professional development is relevant and useful) rather than the actual prerequisite itself (teachers come prepared to learn). This change was deemed appropriate because teacher responses indicating their perceptions regarding the relevance and usefulness of professional development can be interpreted as evidence of their readiness to learn in the professional development setting. Research Question 5 was not based on any particular prerequisite but rather all of them in general.

Review of the Literature

The purpose of this literature review is to provide a thorough review of the literature regarding professional development and its effectiveness in increasing teacher knowledge and student achievement. First, the conceptual framework for this study is presented. Then, the concept of professional learning as distinct from professional development is discussed. Finally, implications of the literature are addressed.

Sources for this literature review were books, journals, and dissertations. Sources were accessed using databases available through the Walden University library: Questia, ERIC, Google Scholar, Academic Search Complete, and ProQuest. Key words/phrases included *professional development, professional development standards, professional learning, professional learning standards,* and *education reform.*

Conceptual Framework

The conceptual framework for this study was the four prerequisites for effective professional learning as outlined by Learning Forward (2015b). These prerequisites form the foundation of the seven standards of professional learning (learning communities, leadership, resources, data, learning designs, implementation, and outcomes) promoted by Learning Forward (2015b). Learning Forward is an association dedicated to advancing professional learning in order to increase student achievement (2015b). Learning Forward's vision is to make sure that every educator has the opportunity to participate in effective professional learning that will improve their effectiveness as educators and ultimately contribute to improved student success (2015b).

The four prerequisites are

- Educators' commitment to students, *all* students, is the foundation of effective professional learning.

- Each educator involved in professional learning comes to the experience ready to learn.

- Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance.

- Like all learners, educators learn in different ways and at different rates.

(Learning Forward, 2015b)

Readiness to learn refers to an educator's understanding that being a life-long leaner is necessary if that learner wants to meet the needs of his/her students. This understanding leads educators to improve their skills and practices through professional learning. Students are always changing and their needs are diverse and sometimes complex. An educator's ability to be adaptable, flexible, and confident demonstrates commitment to both the educator's students and his/her professional expertise.

Relevant and useful professional learning is the key to engaging educators. Educators are resistant to professional learning experiences that are not characterized by an atmosphere of collaboration and engagement. Educators who come to professional learning confident in its relevance and usefulness engage in the process and are determined to learn and improve their skills and practices.

Professional accountability in professional learning is necessary to promote collaboration. Educators must respect and acknowledge the professional experience and abilities of their peers. To enhance the individual and collective performance of educators, opportunities to share and reflect on professional experiences and perspectives must be provided. A shared goal of improving student understanding and achievement as well as professional partnerships can promote collaboration and inquiry.

Educators have diverse learning styles and professional experiences and need to be aware and mindful of those styles as well as their learning needs. Professional learning must be engaging and suitable for the diverse needs of the participants.

Professional Development Versus Professional Learning

As previously defined, professional development differs from professional

learning with regard to their underlying structures. While the focus of professional

development is the processes involved in learning experiences and the acquisition of

knowledge, the focus of professional learning is sustained change in teacher practices and

the transference of those changes in practice to improved student performance (Killion,

2013). That is, the process of professional learning should not stop with increasing

knowledge but rather with the successful and ongoing application of this knowledge in

the classroom setting in a way that benefit students (Avalos, 2012).

Although the terminology in the current literature still reflects a preference for the

traditional word *development* when referring to structured learning experiences, the

literature clearly reflects an understanding for the need for change in educator learning

experiences and often encompasses the concepts expressed in Learning Forward's

(2015b) seven standards of professional learning and four prerequisites of professional

learning. Like Learning Forward (Killion, 2013), Bleicher (2013) called for a change in

terminology to focus on professional learning in which depicts teachers as engaged

participants who are responsible for their own learning rather than passive recipients of

knowledge. In this section, I present a progressive discussion of perspectives regarding

professional learning. To preserve the integrity of the literature, however, I have retained

the original terminology with regard to professional development and professional

learning.

Designing effective professional learning. The goal of quality professional

development is to increase student achievement through professional learning that

enhances teachers' professional knowledge (Gemeda, Fiorucci, & Catarci, 2014). The MDESE (2013) considers professional development to be high quality when it "is systematic, purposeful, and structured over a sustained period of time with the goal of improving teacher practice and student outcomes" (para. 2). In order to be considered high quality, the professional development also must enable "educators to facilitate the learning of students by acquiring and applying knowledge, skills, and abilities that address student needs and improvement goals of the district, school, and individual" (MDESE, 2013, para. 2).

Professional learning can be categorized as traditional and nontraditional (Bayar, 2014). The distinction between the two is the duration of the learning experience (Bayar, 2014). When compared to nontraditional professional development experiences, traditional professional development experiences are shorter in duration, a condition that does not (a) allow teachers time to deepen skills, (b) foster collaboration, (c) nurture implementation (Cajkler, Wood, Norton, & Peddler, 2014), or (d) cultivate reflection (Mahon, 2003). That the definition of professional development in NCLB (2002) includes a criterion for the length of acceptable professional development is evidence that this concept is not new. (Examples given to demonstrate professional development that did not meet the criterion included 1-day and short-term workshops; see NCLB, 2002). On the other hand, nontraditional professional development experiences are active and occur consistently; as a result, they lead to changes in teacher understanding and practice (Stewart, 2014).

Successful professional development is driven by student and teacher learning rather than initiatives (Darling-Hammond & McLaughlin, 2011). Bleciher (2013)

contended that teachers who are educated will understand that the need for change requires that they become learners who seek out opportunities for self-improvement and development. In addition, the structure of the professional development should be evidenced based (Learning Forward, 2015a). Gaytan and McEwen (2010) urged individuals responsible for planning, designing, and administering professional development activities to focus not on trends but on what is proven and has measurable effects on learning.

In order to help ensure classroom success, it is necessary that professional development is tailored to what teachers need (Butler, 1989; Volante & Fazio, 2007). This concept is critical because teachers learn best and are most likely to change the way they teach when the professional learning they experience is useful and applicable to their instruction (Rout & Bahera, 2014). However, many professional development plans do not include topics of study that are either effective or relevant to professional teaching practices (Sawchuk, 2010). Rather, professional development often is focused on policy changes, community building, and technology rather than teacher education (Sawchuck, 2010; Zepeda, 2012). Professional development programs that are designed without regard for specific teacher needs are not sustainable and do not impact the system (Nishimura, 2014).

When designing and selecting professional development, the most important voice is that of the teachers receiving the professional development "as they are not only the one participating first hand in these activities, but they are also those responsible for translating this knowledge into effective classroom teaching" (Bayar, 2014, p. 2). Recognizing teachers as sources of information with regard to their learning needs

encourages them to constantly consider their own learning needs as well as the needs of their students (Mahon, 2003). In this way, teacher and student learning remains the focus of professional learning experiences, a condition that supports improved student learning (Mahon, 2003). Volante and Fazio (2007) suggested that if school departments work to incorporate relevant professional development into teacher careers, they could retain a greater number of promising and proven educators. Merriam (2008) suggested that this could be accomplished by encouraging reflection and dialogue, connecting new learning with previous experiences, and varying models of instruction.

The role of leadership in professional learning. Quality professional learning requires effective leadership in order to be meaningful and successful. Effective leadership has the potential to improve professional learning and transform teaching strategies (Owen, 2014; Sebastian & Allensworth, 2012). It also can contribute to a positive school culture, which can impact student learning (Gemeda et al., 2014).

Expectations for and of teachers during professional learning differ among school districts because the professional learning can be self-directed, school-based, or district mandated. However, because teachers are responsible for their professional learning, they should be encouraged to take an active role in their learning (Gemeda, et al., 2014) and should have the opportunity to offer input in all aspects of professional development (Bodman, Taylor, & Morris, 2012; Wasonga, Wanzare, & Rari, 2011). When teachers are included in the decision-making process, they are more likely to feel responsible for outcomes (Bodman, et al., 2012). In addition, teachers can be a valuable source of knowledge and contribute that knowledge during decision making (Bayar, 2014; Cajkler et al., 2014; Gemeda et al., 2014, Shanks, Miller, & Rosendale, 2014). Leaders who

encourage shared decision-making among staff contribute to the success of the school (Cook, 2014).

Leaders who promote professional relationships with their staff nurture trust between administrators and teachers and contribute to teachers' sense of worth as a member of the school team (DelleBovi, 2013). Trust and value in professional relationships can support collaborative efforts. Collaboration among teachers, administrators, staff members, and professional development providers during the planning process can promote a culture of continuous learning (Center for Technology in Learning, 2009; Hord, 2004). School leadership has the ability and responsibility to encourage a culture of shared learning which supports collaboration among its staff (LeClerc, Moreau, Dumouchel, & Sallafranque-St-Louis, 2012; Orphanos & Orr, 2014; Owen, 2014).

Lack of focus on teacher learning often occurs because the school administration fails to recognize the importance of diversifying professional development topics to teachers with different levels of content knowledge and various levels of experience (Petrie & McGee, 2012).

> That this situation endures despite a focus during the past decade on data analysis and research to improve instruction is both a testament to the complexity of the professional development enterprise and its greatest problem, mediocre, scattershot training, apart from doing little to help students, is a burden for teachers. (Sawchuck, 2010, p. 1)

Administrators can alleviate this disconnect by acknowledging teachers' varying levels of knowledge and experience.

The Constructivist approach. An appropriate learning paradigm is necessary in order to deliver professional learning that promotes a high level of learner understanding (Murphy & Calway, 2008). According to Donhost and Hoover (2007), a constructivist approach to professional learning as part of education reform supports a learning structure needed to change attitudes, institute new methods, and remove barriers to change. The fundamental concept associated with the theory of constructivism is that people are not given knowledge but rather develop meaning through self-directed learning that includes self-reflection (Donhost & Hoover, 2007). The process of making meaning occurs in two stages.

> Disequilibrium is the initial stage that brings to the surface our preconceived notions, biases, knowledge, and understanding. It involves changing our beliefs, exploring ideas, predicting and hypothesizing and, most importantly, creating questions. The equilibrium phase seeks to answer the questions we have generated. In this discovery mode, we seek resources, information, and experimentation, all directed toward resolving and integrating our current learning with our past knowledge. (p. 2)

Professional learning designed around constructivist strategies can be highly effective because it provides teachers the opportunity to make sense of and develop a deep understanding of a given topic (Lew, 2010) as well as to participate in activities that are meaningful and applicable (Ostashewski, Moisey, & Reid, 2011). More precisely, constructivist teaching strategies support individual accountability for learning, a perspective that aligns well with the presumption that humans create their own unique realities (Singh, Yager, Yutakom, Yager, & Ali, 2012).

The application of constructivist theory in the designing of professional learning can contribute to the design of professional learning that is high-quality, relevant, and effective (Erikson, 2010; Gregson & Sturko, 2007; McGrath, 2009). In particular, the use of constructivist theories when designing professional learning can help teachers become self-directed learners who make meaning for themselves in their learning experiences. When teachers make meaning for themselves, they are more likely to implement that learning in the practical setting. For this reason, constructivism has emerged as an important educational perspective that is changing how educational researchers, writers, professional developers, and leaders view the world" (Lambert et al., 2002, p. 34).

Implications

Effective school-based professional learning is an integral part of successful education reform. When administrators provide professional learning opportunities that meet the needs of teachers, professional growth occurs. When teachers become more effective in their instructional practices, student learning is improved. However, professional learning is a complex concept that requires designers of professional learning experiences to consider many aspects of the learning process. At the center of professional learning is a focus on outcomes for the teacher and ultimately the student (Killion, 2013). Of great import also is the consideration of teachers as adult learners who require relevance and usefulness in their professional learning experiences as a prerequisite to their interest in the experience (Learning Forward, 2015b). As unique learners, it is critical that professional development supports various learning styles as well as learning needs (Learning Forward, 2015b). An learning atmosphere of honesty,

respect, and self-reflection is essential for promoting professional accountability and a school culture that can nurture teacher collaboration (Learning Forward, 2015b).

Understanding the complex nature of professional learning, it is likely that my investigation will result in definitive insight about the professional learning opportunities available to teachers in Boston Public Schools. Specifically, I anticipate I will find that teachers in my study express similar perspectives as those expressed in the literature. If teachers in my study suggest that professional learning in their schools is not relevant and useful and is not considering their styles of learning or needs as learners, the most logical direction for a project would be the development of a professional learning experience that meets the expressed needs of those teachers.

Summary

Professional development that is implemented in schools is not always effective (Zepeda, 2012) because, in part, the focus has been on processes of learning rather than learning outcomes (Killion, 2013). Because at the time of this study Boston Public Schools did not have in place a means for determining the effectiveness of the professional learning opportunities it offered to its teachers, it was possible that these opportunities were not resulting in effective teacher learning experiences and ultimately not being transferred into practice in the classroom. This condition could have been hindering student outcomes. Thus, this study was conducted to explore teacher perceptions regarding the effectiveness of the professional learning opportunities being offered in Boston Public Schools.

The research questions that guided this study were based on Learning Forward's (2015b) four prerequisites of professional learning: commitment to students, readiness to

learn, professional accountability that promotes collaboration, and learning styles. By exploring teacher perceptions related to these concepts underlying professional learning, I anticipated I would uncover valuable information that could be used to improve professional learning experiences for teachers in Boston Public Schools.

The remainder of this study includes four sections. Section 2 includes the methodology for conducting the study and the data analysis. Section 3 includes a description of the project and research that will support its procedures. (The project developed for this study is presented in Appendix A.) Section 4 includes my personal reflections on the research and project developed based on the results of the data analysis.

Section 2: The Methodology

The purpose of this study was to explore teachers' perceptions of the effectiveness of school-based professional development among K-8 teachers in the Boston Public School district. A secondary purpose was to examine the alignment of professional development in the schools with the four prerequisites of professional learning outlined by Learning Forward as perceived by teachers and as evidenced in document artifacts. The findings of this study have the potential to enhance the selection and delivery of school-based professional development and to enrich teaching and ultimately student learning.

Research Design and Approach

This study was qualitative in nature. In qualitative research, researchers (a) strive to understand the meaning participants have formed concerning their experiences, (b) are the primary instrument used for data collection, and (c) aim to generate rich descriptions based on the generated data (Hatch, 2002; Merriam, 2002). Creswell (2013) defined qualitative research as

> an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher builds a complex holistic picture, analyzes words, reports detailed views of informants, and conducts the study in a natural setting. (p. 15)

Qualitative research (a) takes place in a natural setting, (b) is emergent rather than tightly prefigured, (c) is fundamentally interpretive, and (d) includes the use of one or more strategies of inquiry to guide the procedures in the study (Creswell, 2014). When using qualitative research, researchers (a) use multiple methods that are interactive and

humanistic; (b) view social phenomena holistically; (c) systematically reflect on how they are integrated into the inquiry and are sensitive to their personal biography and how it shapes the study; (d) use complex reasoning that is multifaceted, iterative, and simultaneous (Creswell, 2014); and (e) seek to understand the complex interrelationships among all existing sources of data relevant to the phenomenon (Stake, 1995).

The characteristics of qualitative research vary depending on the demands of the research study. Unlike the qualitative research design, the quantitative research design does not provide opportunity for narrative explanations of data. Rather, its focus is to observe and measure a particular condition in some way (Tewksbury, 2009; Tuli, 2010). Tewksbury (2009) stated, "Qualitative methods are the approach that centralizes and places value on complete understandings and how people (the social aspect of our discipline) understand, experience, and operate within milieus that are dynamic, and social in their foundation and structure" (p. 39). Within such a paradigm, I sought to discover how school-based professional development impacts teacher learning.

Qualitative research allows participants to share perceptions and understandings that explain the phenomenon being studied and helps researchers understand the meaning that events hold for the participants being studied. Because the purpose of this study was to gather information from teachers regarding their perceptions of school-based professional development and to understand the meaning associated with those perspectives, a qualitative design was appropriate for this study.

Case Study

A case study approach was chosen as the data collection method for this study. Creswell (2013) defined a case study, "as an exploration of a case over time through a

detailed, in-depth data collection involving context rich sources of information" (p. 61).

Three qualities of exemplary case studies are (a) completeness, (b) significance to the researcher, and (c) awareness of the subject matter (Janesick, 2010). Context is also central to a case study approach (Baxter & Jack, 2008). The interaction between the participant and the researcher is central to uncovering the deeper meaning of the research (Ponterotto, 2005). In this study, I uncovered the deeper meaning of the research through interactive dialogue with the participants.

The selection of a case depends on what the researcher wants to understand and if it will contribute significantly to extending theory or improving practice (Merriam, 2002). I chose the Boston Public School system as my case because, as an employee of the district, I was interested in teachers' perspectives in that particular school district. Descriptive case studies are used to describe an intervention or phenomenon in real-life context (Baxter & Jack, 2008). Because I was interested in describing professional development, an intervention, in real-life context, a descriptive case study was appropriate for my study.

The case study followed a constructivist paradigm. Constructivism is the belief that individuals construct knowledge and the meaning of experiences and events, thus their understandings are determined by their experience (Charmaz, 2000; Stake, 1995). Although an individual's understanding is unique, there are many similarities within the group because "constructivism helps a case study researcher justify lots of narrative description in the final report" (Stake, 1995, pp. 101-102).

Participants

In a case study, the researcher chooses a case with clear boundaries so that the scope of the study can be defined (Baxter & Jack, 2008). The scope of this case study was limited to perceptions of teachers regarding school-based professional development in the Boston Public School system. Teachers were eligible to participate in the study if they (a) had at least 3 years of experience teaching, (c) were currently employed by and tenured in the Boston Public School system (completed 3 years of contractual teaching in the district), and (c) had participated in school sponsored professional development during the research year but not as a facilitator. The study was delimited to teachers because as participants in yearly professional development in the district, they had direct knowledge of the topic of interest in this study. Administrators and other staff were excluded from this study because they do not participate in the professional development as it was defined in this study. The Boston Public Schools is an urban school of district made up of 135 schools. The districts serves approximately 57,000 students and employs approximately 5,000 teachers.

To recruit the participants for this study, I used the purposive sampling technique. "The idea behind qualitative research is to purposefully select participants or sites that will best help the researcher understand the problem and the research question" (Creswell, 2014, p. 185). Also, participants are purposefully selected so that those who might provide the most information about the phenomenon are chosen (Merriam, 2002; Sergeant, 2012). Because I was interested in the perspectives of teachers in the Boston Public School system and wanted to generate as much detailed information about this

topic as possible, it was a logical choice to use purposive sampling to recruit participants for my study who were teachers in the Boston Public School system.

In order to recruit teacher participants in the Boston Public School System for this study, I asked the principal of my school for names of administrators of K-5 or K-8 schools in the district. He provided me with names of three other administrators in the district. Once I had the information on the three schools, I contacted each of the school's administrators by email to set up a meeting to discuss my research. I asked the administrators for permission to interview willing teachers in their schools. I gained access to the actual participants via the school administrators who granted me permission to collect data at their schools and, on my behalf, forwarded to teachers an email I had generated.

The invitation to participate in the study (Appendix B) included basic information about the study and a list of the inclusion criteria. Teachers who self-determined they met the inclusion criteria and were willing to participate in the study were asked to contact me via email. My contact information was provided. As interested participants contacted me, I confirmed that they met the eligibility criteria. The first three teachers from each of the participating schools who met the eligibility criteria were accepted for participation in this study.

Regarding sample size, Creswell (2013) suggested that 4-5 participants are adequate in qualitative studies when using interviews. On the other hand, Onwuegbuzie and Leech (2007) suggested that 12 participants were appropriate in qualitative studies using interviews. Based on the range of participants given by the two authors, I determined nine participants would be adequate to reach data saturation, which,

according to Mason (2010), is the point in the data collection process where no new data about a topic are being generated through the data collection process.

As an attachment to the email invitation, I included a letter of informed consent (Appendix C). The letter of consent included information about the study purpose and associated procedures, the associated risks and benefits of participating in the study, and the conditions of participation (voluntary and noncompensatory). The letter also informed participants that their information would be kept confidential and that they had the right to stop participating in the study at any time without penalty. Contact information was provided should the participants have questions.

Measures for the Ethical Protection of Human Participants

Measures were taken to ensure the ethical protection of human participants in this study. Before collecting data, I received approval to conduct this study from Walden University's Institutional Review Board's (12-17-14-0309963). This approval indicates my study plan complied with all of Walden University's standards for ethical research, including. Also, I procured permission to conduct the study through the Boston Public School system (see Appendix D).

In addition, all participating teachers signed letters of consent before being allowed to participate in the study. The letter of consent included information that clearly stated the purpose of the study and the expectations for participation. Participants were informed of the voluntary nature of the study and their right to withdrawal from the study at any time without penalty.

To ensure that all participant data were kept confidential, I kept participants' contact information separate from their interview responses, which I labeled using a

sequence of numbers: Participant 1, Participant 2, etc. In addition, the interview

recordings provided to the transcription service that was hired to transcribe the recorded

interviews were deidentified. Furthermore, although the likelihood that the

transcriptionist would recognize the voices of any of the teachers and thus be able to

identify the participants was extremely low, the transcriptionist signed a confidentiality

agreement ensuring that he in no way would jeopardize the confidentiality of the

participants. The peer reviewer also signed a confidentiality agreement although she too

only had access to deidentified data. Finally, all digital data were stored on a password

protected computer, and all hard copy data were stored in a lock filing cabinet in my

home office. All data will be destroyed after 5 years per university guidelines.

Data Collection

When conducting qualitative research, researchers have the option of collecting

data in a variety of ways. When conducting a case study, researchers need to collect a

wide variety of data in order to build an in-depth picture of the case (Creswell, 2014). I

conducted a case study. The data collection methods in the tradition of a case study

include interviews, observations, and documents analysis (Creswell, 2013; Merriam,

2002). For my study, I chose to generate data using interviews and document artifacts,

because those two methods would allow me to generate data that I could use to answer

my research questions. Observing teachers would not have provided me data regarding

teacher perspectives.

Role of the Researcher

As the primary investigator in this study, I was solely responsible for the

generation and analysis of the data used in this study. (To facilitate the timely completion

of this project, a transcriptionist was hired to transcribe the recorded interviews.) As the generator of data, it was my responsibility to ensure that I followed ethical research practices (addressed in an earlier section) and that I gained and preserved the trust of my participants. These aspects of research are especially critical in qualitative research because of the naturalistic nature of the process (Joubish, Khurram, Ahmed, Fatima, & Haider, 2011; Marshall, 1996).

At the time of this study, I was a teacher in the Boston Public School system. While I had previously facilitated district and school-sponsored professional development, I was not doing so at the time of this study. In addition, as a facilitator, I served as a discussion guide. At no time did my facilitation of professional development put me in a position of power over other teachers in the district. For this reason, no teachers should have felt obligated or pressured to participate in this study. Thus, my position as a teacher and facilitator of professional development should not have impacted in any way the researcher/participant relationships in this study.

Interviews

Interviews have been identified as an appropriate method for collecting data in qualitative research because they can be used to generate detailed information (Turner, 2010) that can be used to thoroughly answer the research questions. The information gathered using interview protocols typically includes information about participants' experiences with and opinions about a particular topic (Tuner, 2010). The completed research report based on the data collected using the interview process needs to convince readers that interviews were conducted to allow for different points of view and

understandings in order to present a more complete picture (Hatch, 2002; Rubin & Rubin, 2011; Stake, 1995).

A semi-structured interview protocol allows the researcher to develop preconstructed questions but also allows for flexibility in the interview situation so that the researcher may adapt questions and both generate and ask follow-up questions as the interview is being conducted (Merriam, 2009). Merriam (2002) stated that flexibility, situational sensitivity, and open-ended responses are key features of generating useful data using an interview approach to data collection in qualitative studies. To these concepts, Creswell (2013) added rapport building, providing an informal environment, and developing follow-up questions to preconstructed questions. Like Creswell, Turner (2010) also stressed the importance of building rapport with participants.

In this study, Learning Forward's four prerequisites for professional learning served as a framework for the development of the semi-structured interview protocol (see Appendix E) used to generate data. The interview protocol was made up of four sections: introductory text, professional background items ($n = 3$), professional development background items ($n = 5$), and items pertaining to the four prerequisites for effective professional learning from Learning Forward ($n = 9$). A chart indicating the relationship between the interview protocol items and the corresponding research questions for which the items were intended to generate data is presented in Appendix F.

In the qualitative tradition, there is no formal distinction between when data collection ends and data analysis begins. Merriam (2002) stated, "in qualitative research, data analysis occurs simultaneously with data collection" (p. 14) and the use of a research journal supports this process by enabling researchers to make adjustments during the

research process. Although I did not formally analyze the emerging data during the collection phase, I did use a research journal to record initial thoughts about the research process and I used those entries to determine if I needed to make adjustments to the interview questions.

To promote participant comfort, the individual interviews were conducted in a neutral site convenient for the participants. Each interview lasted approximately 40 minutes. Each interview was recorded with the participant's permission. However, I also recorded notes of thoughts and ideas I generated ideas during the interviews.

Document Artifacts

Document artifacts are any type of documentary source that can be used to gather data in qualitative research (Wellington & Szczerbiniski). Social researchers use such documents to supplement data generated or gathered using other qualitative data collection tools such as interviews and observations (Wellington & Szczerbiniski). Document artifacts can range from personal documents such as diaries and birth records to public documents such as reports, meeting minutes, and policies (Wellington & Szczerbiniski). One "strength of documents as a data source lies with the fact that they already exist in the situation: they do not intrude upon or alter the setting in ways that the presence of a researcher might" (Merriam, 2002, p. 13).

When I requested permission from school administrators to interview teachers at their schools, I also asked for access to documents that I could review in order to collect evidence that the school-based professional development being offered in Boston Public Schools was aligned with Learning Forward's four prerequisites of effective professional development. In particular, I requested the minutes from instructional leadership team

meetings and professional development schedules. Two of the three school administrators provided the requested documents. The documents varied greatly in detail, organization, and quantity; however, the instructional leadership team meeting minutes collected from both sites were similar in that they included an agenda, attendance record, and notes of the meetings. One research site gave me access to their complete instructional leadership team meeting minutes which included their action steps end-of-year reflection notes.

Data Analysis

To analyze the interview data, I used typological analysis. The four prerequisites of professional development from Learning Forward served as the typologies because they were aligned with the research questions I intended to answer through the analysis of the data. I also added one typology to account for the concept of alignment (professional development design) expressed in RQ5.

According to Hatch (2002), typological analysis works best when the researcher already has a good idea of the topics to be addressed. Because I am a teacher in the Boston Public Schools system and have facilitated professional development in my school, I am thoroughly familiar with the topic of professional development as it pertains to the implementation of school-based professional development in Boston Public Schools. In addition, because I am familiar with Learning Forward's four prerequisites of professional development because I used them as the framework in this study. The nine steps of typological analysis are

1. Identify typologies to be analyzed.

2. Read the data and mark entries related to the typologies selected.

3. Read entries by typology and record the main ideas in entries on a summary sheet.

4. Look for patterns, relationships, and themes within typologies.

5. Read data and code entries according to patterns identified and keep a record of what entries go with each element of patterns.

6. Decide which patterns are supported by the data and search the data for non-examples of patterns.

7. Look for relationships among the patterns identified.

8. Write patterns as one-sentence generalizations.

9. Select data excerpts that support generalizations. (Hatch, 202, p.153)

After I conducted interviews from three teachers at one school, I submitted the first set of recordings for transcription and began interviews at the second school. When I completed the interviews at the second school, I submitted the second set of recordings for transcription and began interviews at the third school. When I completed the interviews at the third school, I submitted the third set of recordings for transcription. I began data analysis immediately after I received the first set of transcripts and continued to analyze data as I received the additional two sets of transcripts.

To analyze the document artefacts, I read through each document looking for words and phrases associated with the four prerequisites of professional development but also for examples of the application of those prerequisites. My assumption was that these documents would demonstrate if the school-based professional development offered by the Boston Public School system was aligned with the four prerequisites for professional learning (Research Question 5).

Results of analysis of the data generated during the interviews are presented in a subsequent section. Although the participant demographic data were not analyzed, per se, the data are presented in a subsequent section that includes a table and a brief discussion of the data. After reviewing the document artifacts, I did not find any information that provided me insight that was useful for answering Research Question 5 regarding the alignment of the school-based professional development offered by the Boston Public School system and the four prerequisites for professional learning. Therefore, no discussion of the document artifacts is included in any subsequent results section. First, however, issues of credibility and trustworthiness, and the limitations of this study are presented.

Issue of Trustworthiness

The concepts of validity and reliability are related to the correctness and consistency of data measurement (Trochim, 2006). Although the concepts are appropriate for discussing quantitative data, they are not applicable for the discussion of qualitative data (Guba & Lincoln, 1981), which is based on understanding unique human and social conditions in natural settings (Creswell, 2013). According to Guba and Lincoln (1981), the concept of trustworthiness is more fitting for qualitative research. Four ways in which the trustworthiness of one's research can be established is by demonstrating credibility (accuracy), transferability (applicability of outcomes to other settings), dependability (appropriateness of research processes), and confirmability (ability to corroborate study outcomes) within the study (Guba & Lincoln, 1981; Trochim, 2006). Of these means, demonstrating credibility is the most compelling.

To demonstrate credibility of my study, I used member checking and peer review during the data analysis process, provided rich descriptions in my final interpretations of the data, and conducted ethical research as suggested by Creswell (2013) and Merriam (2002). Originally, I intended to use multiple sources of data (from interviews and document artifacts) as a means of demonstrating credibility in my study. This decision was based on Bowen's (2009) statement that using multiple sources of evidence allows the researcher to seek convergence and corroboration within the data that is collected. However, ultimately I was unable to use the document artifacts and thus cannot claim the use of multiple sources of data to demonstrate credibility in this study. I also conducted my research considering ethical research practices, which Merriam (2002) stated enhances the trustworthiness of the research (Merriam, 2002).

Member checking is the process of requesting feedback from participants regarding a researcher's initial interpretations of the data (Creswell, 2013; Stake, 1995). Through this process, a researcher can gain insight into the accuracy of his or her understanding of the data and make adjustments accordingly (Creswell, 2013). Although I invited all the study participants to review the draft of my initial results, no participants identified inaccuracies in the interpretations. That no participants identified inaccuracies in my interpretation of the data indicated my analysis was credible.

When a peer review is conducted, a qualified second reviewer examines all of a researcher's collected data and analyses to determine if the researcher's findings are logical and plausible (Merriam, 2002). Analysis is considered dependable if another reader would reach the same conclusion" (Altheide & Schneider, 2013). The peer reviewer used in this study had a master's degree in education. During the reviewer's

career in education, the reviewer has served in many different educational roles, including presenter, teacher, and project manager. The peer reviewer signed a confidentiality agreement. I met with the peer reviewer three times during the course of this study, once after each time I had conducted my analyses of the three sets of transcripts. The peer reviewer was given access to the transcripts, the summary sheet of coded data, and the findings only after having signed a confidentiality agreement. The peer reviewer suggested I look more closely at the prerequisites in order to develop themes, that the themes were repetitive and needed to be narrowed down, and that I should not let the brevity of one participant's responses distract me from their value. That the peer reviewer identified weaknesses in my analyses that I was able to correct, adds credibility to my analyses.

Rich descriptions of the study data also helped demonstrate my study was credible. I provided these rich descriptions in the subsequent results section. The quantity and quality of the data I generated contributed to my ability to create rich descriptions of the teachers' perceptions regarding school-based professional development in Boston Public Schools.

Attention to the conduct of ethical research was demonstrated in this study. Many ethical issues can arise during research collection, analysis, and reporting (Creswell, 2013). Areas of concern may be the research problem statement, purpose statement and research questions, data collection, data analysis and interpretation, and writing and disseminating the research (Creswell, 2013). During all stages of this study, I demonstrated ethical practices of research by adhering to conventional standards of research conduct, including demonstrating concern for the human participants (discussed

in a previous section) and ensuring the accurate and the honest interpretation of the data I generated, as emphasized by Merriam (2002).

To further contribute to the credibility of my study findings, I also included examples of deviant cases. In qualitative research, a deviant case is information that challenges and/or counters the researcher's expectations and or emerging findings (Creswell, 2014)."Because life is composed of different perspectives that do not always coalesce, discussing contrary information adds to the credibility of an account" for the reader (Creswell, 2014, p.196). In other words, discussing deviant cases uncovered in one's research can serve to deepen understanding and credibility of the research for one's audience (Barbour, 2001; Merriam, 2002).

Limitations

Limitations in case studies include participant restraint, researcher bias, and lack of generalizability of results (Merriam, 2002). Participants may be restrained in their responses because they are concerned about sharing information about their organization that the researcher ultimately might report in a negative way. In this regard, it is possible that participants in this study may have been reserved in their responses because they did not want to be interpreted as being critical of the Boston Public School system. To encourage participants to be forthright in their responses to the interview items, I clearly expressed that their responses would be kept confidential and their identities would not be revealed in the final document.

Qualitative research has greater potential for introducing researcher bias than quantitative research because in qualitative research, the researcher is the primary data collection instrument and, as such, has greater potential for introducing bias during the

data collection process (Merriam, 2002). Because the data analysis process in qualitative research is based on researcher interpretation rather than mathematical calculation, there is also potential for research bias to be introduced during the data analysis process (Merriam, 2002). To reduce the potential for researcher bias in this study, I remained mindful of the potential for introducing bias, as suggested by Creswell (2013) and Merriam (2002). In particular, I recorded the participant interviews to ensure that accurate responses were captured, and I used member checking and peer review to ensure that accurate interpretations of the collected data were reached.

Because data generated during interviews are particular to individual participants, generalizations about those participants cannot be made using this type of data (Creswell, 2013, Merriam, 2002). However, the primary intent of case study research is to describe a particular case rather than to reach general conclusions about larger or similar populations (Merriam, 2002). In this study, the purpose of generating and analyzing data was to determine the perspectives of teachers in the Boston Public School system who participated in the interviews. In my analysis in the subsequent results section, I present only my interpretation of the perspectives of the study participants. However a requirement of this study was the development of a follow-up project based on these data. For this reason, it was necessary to generalize these data to the larger population of all teachers in the Boston Public School system.

The use of document artifacts as a source of data in this study also was a limitation. One administrator did not provide any documents, and some of the documents that were received were incomplete and/or uninformative. As a result, these documents did not contribute value to this study.

Results: Participant Demographics

Results of the analysis of participant demographics are presented in Table 1. Of the nine participants, eight possessed a master's degree. This outcome was not surprising because all teachers are required to have a master's degree to teach in the Boston Public Schools. One teacher had a Certificate of Advanced Graduate Study. It also was not surprising to find that teachers had similar certifications because the teachers who participated in my study worked at either a K-5 school or a K-8 school, the two levels of the schools that participated in my study. Because the setting for this study was an urban area with a high population of minority students, it was not surprising to find that four of the nine teachers were certified to teach English as a Second Language students. The majority of teachers ($n = 6$) had more than 10 years of experience and that no teachers had less than seven years of experience. Although I did not ask teachers why they chose to participate in this study, I postulated that the more experienced teachers have had more experience with professional development and may be more interested and/or prepared to discuss their experiences regarding the school-based professional development in which they have participated.

Table 1

Professional Demographics of Participating Project Study Teachers

Teacher	Total years of experience	Degree	Grade level	Certifications
1A	9	Masters	2nd	Grade 1-6, SPED, Reading
1B	8	Masters	3rd	Grade 1-6, SPED
1C	7	Masters	5th	Grade 1-6, SPED
2A	14[a]	Masters	2nd	Grade1-6, ESL
2B	15	Masters	3rd	Grade 1-6, ESL. School Counseling
2C	16	Masters	4th	Grade 1-6, ESL
3A	14	CAGS	K1	Early Childhood, Administrators
3B	13	Masters	ESL / 1st	Grade 1-6, SPED, ESL
3C	27	Masters	3rd	Grade1-6, SPED

[a]Of the 14 total years of experience for Participant 2A, only 7 years of experience were from employment in the Boston Public School system.

Results: Thematic Findings

Four themes emerged from the data. These themes were related to professional relationships, time, adult learning needs, and meaningful professional development. The themes are discussed in detail in this section. Direct quotations from the participants are included when appropriate. The decision to include direct quotes was based on Rubin and Rubin's (2011) statement that the qualitative researchers' main objective is to provide an accurate portrayal of human interaction by using the participants own words so others find it accessible and understandable. As discussed previously, the inclusion of deviant cases in data analysis can contribute to the credibility of a study (Barbour, 2001; Merriam, 2002). For this reason, deviant cases were included in the discussions of the themes in this section.

Theme 1. Professional Relationships

Theme 1 was, "Professional relationships within each school were positive between administrators and teachers although school-based professional development did not assist in building these relationships." In each school, teachers placed great value on the importance of administrators and colleagues.

Some responses that contributed to this theme reflected elements of Prerequisite 1, in particular, the idea that educators "must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students" (Learning Forward, 2015b, p. 42). Teachers shared that they were comfortable approaching their administrator at the school if they could not find a solution. Participant 2a responded, "I depend on colleagues, administrators, and friends at other schools. If I encounter something that I have never encountered before I need other voices." Participants'

perceived their administrators to be supportive, understanding, and knowledgeable. Participant 2a stated, "I've gone to my administrator as well and said, I need your professional opinion. What would you do in this situation? I have found that helpful as well."

Some responses that contributed to this theme reflected elements of Prerequisite 2, in particular, the idea that "professional learning is a partnership" (Learning Forward, 2015b, p. 42). Eight out of the nine teachers interviewed mention how administrators try to align professional development to both the standards of professional learning and professional learning needs of their staff. *Flexible*, *mindful*, *receptive*, and *supportive* were some of the words participants used when answering questions about their professional learning partnership with their administrators. Participant 1a commented, "The principal is mindful and working towards the teachers' needs being met."

Participants also stated that they empathize with the task administrators have in trying to meet the needs of all the learners in their school, both teachers and students. Participant 1c remarked, "So what ends up happening is a matter of, like, you are on a battlefield just like you take this, I'm going to take that, we are going to check in with each other just keep it moving."

Participants were able to articulate an understanding of the demands of providing professional learning that meets the vast needs of K-8 teachers as well as music, computer, physical education, and art teachers. Participant 2a mentioned that her administrator is willing to provide for time off for teachers to seek relevant professional development but that funds are not available to pay for nonschool-based professional development. "There is not a lot of money. So our principal will give us time off, but we

have to pay for the professional development ourselves. She is open to hearing our needs but not always able to provides it for us." Participants also understood that administrators have demands placed on them by the district as well.

The views on professional relationships with colleagues were more complex. All but one participant said that their colleagues are the first people they go to when they need advice on student needs. There was an underlying respect for other teachers' knowledge and expertise in their buildings. Participants stated that their colleagues' experiences and knowledge could be used as resources for deepening their own knowledge and skills in order to enhance professional or students' needs. Participant 3a responded, "I can use my colleagues as resources first." One of the reasons mentioned why colleagues are such a valuable resource is the importance and value of the shared experience in their school community. Participant 2b stated, "I would ask one of my colleagues, a colleague who has already had that student to see if it's something social, something at home, something that I need to be aware of that I'm not aware of." Colleagues' access and familiarity with the student and family population brings another dimension to their ability to make a positive difference in the participants' professional effectiveness.

Some responses that contributed to this theme reflected elements of Prerequisite 2, in particular, the ideas that professional development is a partnership, that educators must arrive at professional development ready to learn, and that this readiness is prompted by relevant and useful professional development (Learning Forward, 2015b). Participants' responses relating to partnerships with their colleagues were surprising and expressed their frustration with participating in school-based professional development

with teachers who are disinterested and skeptical. Participant 1c noted, "One part of school-based professional development that is always difficult for me is knowing there are always some people in the room, who I feel don't want to be there." This participant expound on her comment by saying that she felt that if the professional development was more relevant, engaging, and useful, teachers would be focused on the content and become active participants rather than passive attendees. "Over time it has reflected my level of how much do I absolutely want to give at the expense of seeming like one of those people who is super serious." Participant 1c clarified her response by saying she felt pressured to underperform to fit in with the amount of teachers who are disengaged by professional development. Participants also mentioned that a positive attitude is a must because negativity dampens the learning experiences for everyone. Participant 2b commented, "Teachers should be able to share strengths and weaknesses in an effort to improve individually and collectively."

When asked if this is a school-based professional development problem or a general professional development problem, responses varied. Participant 2b disclosed, "In district professional development, other colleagues don't affect me because I don't have to go back and work with them." Several responses included the idea of redirecting colleagues. A teacher commented, "I don't mind being the person trying to get everybody back on track, but you have to choose your battles." Participant 2c stated this type of behavior was everywhere and said, "If it is meaningful to you, you need to speak up." Participant 3c commented that she felt that all teachers in her school take school-based professional development seriously. She further clarified her response saying that she felt

supported by her colleagues both in school and as a participant in school-based professional development.

Some responses that contributed to this theme reflected elements of Prerequisite 3, in particular, the idea that professional development can promote collaboration. Participants' collaborative relationships with colleagues was not affected by school-based professional development. Participants indicated that their collaborative relationships were already established through their daily interactions in school and that professional development did not contribute to these collaborative relationships. Participants mentioned that school-based professional development was more meaningful when there was time for collaboration. Participant 2a commented, "I prefer it with someone else because then you get ideas that you hadn't thought of before." Participant 1b mentioned that school-based professional development should be designed so that teachers can improve individually and collectively. The collaboration between teachers was deemed a valuable tool for differentiation in their classrooms. Participant 1a commented, "We worked across grade levels, so we could compare notes and talk about certain kids that previous grade levels had tried different strategies with." In another instance, a teacher commented on the ability to learn from past meetings about certain students and rework strategies and said, "Okay, what strategies could you try now that they are older …" Participants expressed that collaboration with grade level or cross grade level was beneficial to their professional learning and their students.

Theme 2. Time

Theme 2 was, "Time constraints limited the quality of school-based professional development: Collaboration, reflection, and practice elements of quality professional

development need time to develop." Teachers expressed that too many topics are covered in professional development, the topics are covered superficially, and the topics do not align with their needs. As a result, teachers did not perceive themselves as having learned enough about the topics presented during professional development.

Some responses that contributed to this theme reflected elements of Prerequisite 2, in particular, the idea that professional development needs to be useful for teachers. Four participants expressed that most school-based professional development included too many topics and issues so that ample time was never spent on any one topic. Participant 1c commented, "The lack of time creates a feeling like it is an overview." Participants mentioned that each school has the ability to design the timeline of school-based professional development. In some schools, each session of school-based professional development is only 2-3 hours long. Participants stated that it was not possible to appropriately learn about a topic in the short amount of time allotted for professional development.

Participants expressed interest in school-based professional development that is timely, applicable, and can be applied promptly in the classroom setting for maximum impact. Participant 1c responded, "It doesn't align with what we do day-to-day." In their responses to interview items, participants consistently used time-related words and phrases such as *not enough time*, *engaging*, *relevant*, *meaningful*, *walk-away with immediate use*, *deeper*. Participant 1c said,

> It's like a triage issue where it's not a matter that anyone thinks the deeper collaborative part isn't meaningful. It's like we are trying to get all these kids to improve across all these levels and we have minimal time together.

Participants perceived that demands placed on public schools, teachers, and administrators is part of the reason school-based professional development does not provide opportunities for in-depth learning or appropriate amounts of detail about a topic. The lack of time during school-based professional development also impacts common planning time (CPT). Participants mentioned that what is not completed in professional development is sometimes relegated to be discussed or completed in CPT. Professional development is discussed rather than the planning that is supposed to take place during common planning time. This leads to a lack of follow-through because during CPT, participants are meeting with their grade level team members. After the CPT meeting, the concepts are rarely brought back to the whole school.

Theme 3. Adult Learning Needs

Theme 3 was, "Adult learners value knowledge that is actionable and relevant; when school-based professional development lacks usefulness, motivation of the adult-leaner is reduced." Responses that contributed to this theme reflected elements of Prerequisite 4, in particular, the idea that adult learners have unique learning styles and needs. Participants were very mindful of their learning needs and how they could be met through school-based professional development. Responses were directed at the organization of professional development and the treatment of participants. Participants' expressed the importance of considering how adults learn when school-based professional development is being created as well as the time needed to appropriately teach the subject matter. Participants expressed that they find meaning in professional development through learning, reflecting, collaborating, and doing.

In their responses to interview items, participants consistently used words and phrases related to time, such as *hands-on*, *reflection time*, *follow-up*, *visuals*, *case studies* (real-life examples), *note taking*, *agendas*, *participation*, *time to ask questions*, and *adult treatment*. Participant 1b asserted, "I don't think there is or should be one type of professional development. I do believe professional development is important and should be structured to meet the needs of the teachers who are engaging in the experience." *Differentiation* was a word that emerged when discussing meeting the needs of the adult learners but also how difficult a task it is for administrators who are responsible for delivering school-based professional development. Participants acknowledged the need for whole group time as a community building activity but thought it was impossible to meet the needs of an adult learning community whose students range from K-8.

Participant responses to questions about the organization of school-based professional development were decisive. Teachers clearly expressed the changes they wanted to see implemented, and indicated that this topic was something they consider regularly both individually and when working with colleagues. All the participants consistently used the words *relevant* and *meaningful*. Participants perceived that in order to meet the needs of their students, school-based professional development has to focus on topics that relate directly to the needs of students in their classrooms. Participant 1c said,

> I have never mastered the stock market, for example, because I don't have an absolute reason to do so or a meaningful connection to do so. But when I have real children in front of me and I get to know them and their families, I have a real meaning behind what I am trying to master.

The other participants repeated this sentiment. Participant 2b said, "I have 3rd graders, but I don't necessarily have all 3rd grade learners." There was consensus on how school-based professional development could be designed in order to make it meaningful, both individually and collectively, which included listening more, reflecting, note-taking, questioning, time for hands-on activities, the use of videos, and the avoidance of PowerPoint presentations. Participant 2b commented, "As a learner, I am very hands-on. I like to see examples. I like to try it out. I like to be involved in it. I like to ask questions, participate. I think giving examples of real life situations, that's powerful because that's what we have to see, that's real life." More than half of the participants shared a common district professional development experience that had been developed by the district math department and used it as a model for the type of school-based professional development they would like to see. Participant 2a responded, "They have activities where you have to do the math, and you have to think about what the processes or steps are involved in it for an adult learner, in order to solve the problems. So then you have to think about how it's going to work for children."

Another idea that emerged was the importance for adult learners to work with other adult learners in both grade-level and cross-grade-level work. A couple of the participants mentioned that school-based professional development is unable to offer enough to meet the needs of all those participating. Participant 3b commented, "I think we need to be getting more real. There is so much information out in the real world that we don't tap into because we don't have money." One participant mentioned that grouping two to three schools together could result in more shared experiences and be more meaningful. Participant 2b suggested pooling resources within the district to enable

administrators to offer relevant and meaningful professional development without added cost or burden to the budget.

Participants frequently mentioned follow-through and actionable professional development as a way to build meaning and real change. Participant 2c responded, "Professional development doesn't allow time to think, to soak things up. It is always immediate. You and your partner are going to do this." This teacher elucidated by saying that administrators try to accomplish too many tasks and encompass too many topics at once so that teachers are unable to acquire new understandings and best practices for the classroom. Participant 2a asserted that is important to have appropriate time limits for professional development activities because, "when you have to work through something that you don't have the answer for right away you need more time." In addition to not being given enough time for professional development topics to be appropriately covered, participants perceived that administrators do not provide time for follow up and reflection on the topics covered. Participant 1c commented, "No confirmation change ever happens."

In addition to professional development that was relevant and appropriate for the adult learner, teachers indicated the importance of treating teachers like adults. Participants perceived many professional development activities to be structured for children. One participant said, "keep in mind that we are dealing with adults, adult learners." Participant 2c commented, "As an adult, I think I can sit next to who I know I'm going to do my best thinking with, but sometimes they shake that up a little bit, and purposely assign you to different groups. I think that is when it becomes a challenge." Another instance that some participants found frustrating was the use of PowerPoint

presentations. Several participants found an agenda and notes or the ability to take notes necessary for their learning needs. Other participants were frustrated when presenters read from PowerPoint presentations. Participant 2c said, "I can read! [stated with sarcasm]." Participant 1b mentioned that the professional development designer and implementer need "to structure professional development to meet the needs of teachers. One would have to understand teacher needs before professional development ideas and thoughts could be gathered through individual and whole school discussion."

Theme 4. Meaningful Professional Development

Theme 4 was, "Meaningful professional development addresses teachers' individual needs, is actionable, informs instruction, and has the potential to increase student achievement." The underlying concept of Theme 4 is one that emerged in the previous themes, that is, professional development should be relevant and useful and designed with the adult learner in mind. These concepts reflect elements of Prerequisites 2 and 4, respectively. Terms participants used to describe meaningful professional development included *relevant*, *hands-on*, *differentiated*, *actionable*, *in-depth*, *real cases*, *geared to adult learners*, and *collaborative* (grade-level and cross grade–level).

Participants were not only cognizant of the lack of appropriateness of professional development with regard to themselves but with regard to other staff members as well. Participant 2b stated,

> I would make sure professional development was differentiated, provided teachers
> with some level of choice, and not be information overload. I would make sure it
> is actionable, meaning that teachers will go back to their classrooms and try

something that they learned. I would want feedback to be required to ensure that

follow-up support and support could be provided for the teachers as needed.

Participant 1c noted that actionable professional development requires time and

that designing professional development in cycles would allow for collaboration and

reassessment of learning. The participant indicated the cycle should be "reflect, practice,

reflect, try again."

More than half of the participants mentioned a specific department in their district

that sponsors a variety of professional development. Stand-alone full-day sessions are

offered as well as full-day sessions offered in a 4-week cycle. Teachers perceived that

both of these formats meet many of the criteria they deemed necessary for success.

Participant 2a mentioned that both types of professional development formats can address

both teachers' professional and adult learning needs. Participants acknowledged that

professional development is designed to be relevant, engaging, hands-on, visual, and

informative. "It is a lot of hands-on, a lot of stuff that you do as an adult learner. We

usually do the math so you have to go through the same process that the kids have to go

through. You work through an adult problem to put yourself in their shoes." The sessions

are geared to a specific topic or a specific grade-level. Participants perceived that they

were able to walk away with information that was relevant, meaningful, and actionable.

Research Questions Revisited

Research Question 1 was, "What are the perceptions of teachers regarding the role

of school-based professional development in developing professional knowledge and

strategies that benefit all learners?" With regard to this question, results indicated that

that teachers did not perceive school-based professional development to be beneficial to

all learners. Participants acknowledged that the grade-level and subject matter differences

among staff contributed to this result. These differences made it nearly impossible to

make school-based professional development meaningful to all staff. Research Question

2 was, "How do teachers perceive school-based professional development's relevance

and usefulness for professional learning?" With regard to this question, results indicated

that teachers did not perceive school-based professional development as relevant to all

participants or consistently useful. Based on the tenets of Learning Forward, if teachers

do not perceive professional development to be relevant and useful, they are unlikely to

come to the learning situation ready to learn. Applying that tenet to the results of this

study, I posited that teachers who participated in this study did not approach their

professional development experiences ready to learn. Research Question 3 was, "What

are the perceptions of teachers on school-based professional development's role in

encouraging teacher collaboration?" With regard to this question, results indicated that

teachers perceived that school-based professional development did not encourage teacher

collaboration. Teachers did acknowledge that their school-based professional

development did include activities to promote collaborative inquiry, but they also

indicated that collaborative inquiry often is not achieved due to time constraints.

Participants indicated that collaborative, professional relationships develop in schools

regardless of school-based professional development. Research Question 4 was, "How

does school-based professional development address teachers' learning needs?" With

regard to this question, results indicated that teachers perceived that school-based

professional development was not always designed or presented in a manner that

acknowledges different learning rates and styles. In addition, teachers perceived a need to

improve the organization and design of school-based professional development so it meets the learning needs of adult learners. Participants expected to be treated like adults but did not perceive they were treated that way during their professional development experiences. Research Question 5 was, "What are the perceptions of teachers regarding how school-based professional development aligns with Learning Forward's four prerequisites of effective professional development and what artifact evidence demonstrates such alignment?" With regard to this question, results indicated that teachers perceived that school-based professional development was not fully aligned with the four prerequisites of professional learning. All participants stressed the importance of educators' commitment to students, but they did not rely on school-based professional development to achieve it.

Implications of the Findings

Zepeda (2012) contended that professional development in schools often does not meet the needs of teachers. Results of this study mirrored that perspective. In particular, participants in this study expressed that their school-based professional development lacked relevance and usefulness. According to Learning Forward (2015b), professional development that lacks relevance and usefulness for teachers results in teachers who do not arrive to the professional development experience ready to learn. The teachers in this study also expressed that attempts on the part of the professional development designers to promote collaboration failed because teachers were not provided the time they needed to accomplish this task. Teachers also indicated that the designers of professional development failed to consider their learning styles, especially with regard to their needs as adult learners. Strained partnerships with colleagues and lack of time hampered the

overall effectiveness of the professional development. Based on these outcomes, a

professional learning opportunity for administrators based on the four prerequisites of

professional learning was determined to be an appropriate follow-up project. Details of

the project are presented in the next section.

Section 3: The Project

The project I developed based on the findings of my study was a professional learning opportunity for administrators in the Boston Public Schools (see Appendix A). It was constructed to teach them how to design effective professional learning opportunity by considering the four prerequisites for professional learning identified by Learning Forward so that they could provide effective professional learning opportunity for the teachers in their schools. The underlying tenet of the professional learning opportunity is that professional learning needs to be designed so that it is relevant, useful, and addresses teachers as adult learners.

Rationale

I chose to develop a professional learning opporunity focused on the four prerequisites for professional learning because teachers in my study expressed that the professional learning opportunities that were being offered to them were not relevant or useful, did not promote a positive learning environment, and did not address their needs as adult learners—concepts expressed, directly and indirectly, in the four prerequisites for professional learning. In addition, evidence in the literature has consistently shown that effective professional learning is learning that (a) is focused on teacher and student learning (Darling-Hammond & McLaughlin, 2011), (b) is relevant and useful, (c) is offered in positive learning environments, (c) addresses the unique learning styles and needs of teachers (Learning Forward, 2015b), and (d) encourages teachers to be active participants in their learning, including decision-making processes (Bayar, 2014; Cajkler et al., 2014; Gemeda et al., 2014, Shanks et al., 2014).

The choice to include action research and adult learning as the primary topics of the professional learning opportunity also were based on the literature. These concepts arose as outcomes of the primary study, and as a result, I explored them in the subsequent literature review. Action research refers to professional learning that includes collaboration, is delivered over an extensive period of time, promotes teacher inquiry, and allows for teacher practice and reflection (Owen, 2014), concepts inherent in the four prerequisites for professional learning. Concepts associated with adult learning, such as self-directed learning, teacher experience, readiness to learn independently, orientation to learn in a specific way, and responsiveness to internal and external motivators (Knowles, 1990) also reflect essential elements of the four prerequisites for professional learning.

The results of my original study were not generalizable to the larger population of all teachers in the Boston Public School system, However a requirement of this study was the development of a follow-up project based on these data. For this reason, it was necessary to generalize these data to the larger population of all teachers in the Boston Public School system. I chose not to extend this generalization to the general population of all teachers in any school in the nation and thus developed a professional learning opportunity specific to the administrators in Boston Public Schools.

Review of the Literature

In this section, I discuss action research and adult learning. I discuss action research because it provides a means of addressing the needs of teachers expressed in my study and, for this reason, served as the framework for my project. I also discuss adult learning theory because in my study, teachers directly stated that they were not treated like adult learners during the professional learning experiences they have had in Boston

Public Schools. To identify scholarly, peer-reviewed articles for this literature review, the following databases were used: ERIC, Questia, and Academic Search Complete. Key search terms were *action research*, and *adult learning.*

Action Research

Action research refers to professional learning that includes collaboration, is delivered over an extensive period of time, promotes teacher inquiry, and allows for teacher practice and reflection (Owen, 2014), and connects classroom practice to research and theories (Shanks et al., 20012). The goal of action research is to change teachers' outlooks about teaching and how to use these changes to increase student achievement (Bleicher, 2013). The underlying philosophy is that if teachers understand there is a need for change, they will become self-directed learners who seek out opportunities for self-improvement and development. The action research model of professional learning empowers teachers by providing them a platform for examining their own practices, taking action in their classrooms, collecting data on the relevant issues in their classrooms, analyzing that data, and reflecting on their experiences in order to develop an action plan (Shanks et al., 2012). I chose this model as the framework of my project because it provides a means of developing professional learning that will meet the needs expressed by the teachers who participated in my study. Professional learning communities, collaborative action research, lesson study, coaching, interconnected model are several of the popular versions of action research for professional learning.

Adult Learning

In this section, I discuss two theories of adult learning. One is andragogy, a model based on characteristics of the adult learner. The other is experiential learning, a theory based on how adults create meaning through their experiences.

Andragogy. According to Knowles (1980), adult learning, or andragogy, "is not a theory of adult learning but rather a model of assumptions" (Knowles, 1980, p. 43) based on the psychological characteristics of adult learners. The concept of andragogy is relevant in this study because the population of interest is made up of adults in a learning environment. Understanding how adults learns is a complex process because many different factors influence how adults learns (Moore, 2010). Variables affecting adult learning include: learning styles, teaching styles, motivation factors, cultural issues, learner self-esteem, past learning problems, and personal problems (Moore, 2010). The combination of factors that contribute to how adults learn is significantly different than those associated with how children learn (Trotter, 2006). While adult learners are self-directed, experienced, ready to learn independently, oriented to learning in specific ways, and responsive to internal and external motivators (Knowles, 1990), children traditionally are dependent, inexperienced, content-focused passive learners who are externally motived to learn (Knowles, 1984). (One instance that might warrant the use of pedagogical practices in professional learning is when teachers do not have prior knowledge, skills, or experience in the subject area of focus [Knowles, Holton, & Swanson, 2005; McGrath, 2009]). Because the adult learner is the focus of this study, pedagogy, as it refers to the education of children, is not discussed in this literature

review. An understanding of how adults learn can provide a framework for developing effective and sustainable professional learning activities (Trotter, 2006).

The concept of andragogy consists of a distinct set of assumptions about the adult learner and implications for adult educators (Knowles, 1984). Like the assumption of the learner in the pedagogical practice, Knowles (1990) presented the following tenets of andragogy:

1. The learner is self-directing.

2. The learner enters into an educational experience with a great volume and different quantity of experience.

3. The learner comes ready to learn when they experience a need to know or do something in order to perform more effectively.

4. The learner enters into an educational activity with a life-centered, task-centered, or problem-centered orientation to learning.

5. The learner will respond to some external motivators, but the andragogical model predicts that the more potent motivators are internal. (p. 12)

Andragogy represents a structure for supporting learning that is facilitated and that goes beyond superficial transfer of basic knowledge and skills to ensure critical thinking and processing of that knowledge and those skills (Herod, 2012; Hiemstra, 1990).

Although methods for teaching adult learners have been shown to be successful (Knowles, 1990), teachers may be reluctant to embrace this learning model because their memories of the learning process are embedded in pedagogical practices they experienced as children (McGrath, 2009). However, the andragogy model promotes teacher autonomy, and when teachers perceive they have control over the content of their

learning, they feel empowered (Rieckhoff & Larsen, 2012). This empowerment, in turn, can positively impact on teachers and students alike (Rieckhoff & Larsen, 2012).

Self-directed learning refers to learning experiences where the process of learning becomes a part of the outcome of learning (Cummings, 2011). In self-directed learning activities, participants become engaged in and evaluate their learning (Cummings, 2011). When participants are engaged in their learning while simultaneously evaluating their learning, they typically are unable to distinguish content from process (Cummings, 2011). This lack of distinction between content and process is a critical distinction of the self-directed learner (Cummings, 2011). In addition, when learners are self-directed, they take personal responsibility and ownership of their learning (Ni, 2013). When this condition is evident, teachers also are more likely to accept the consequences and outcomes associated with their thoughts and actions (Ni, 2013).

Recognizing that adult learners are unique individuals with varied learning experiences is another important consideration when designing professional learning (Henning, 2012; Karagiorgi, Kalogirou, Theodosiou, Theophanous, & Kendeou, 2008). Adult learners also have varied learning styles, which shape their understanding of the world around them and how they interact with their environment (Drago-Severson, 2008). One's learning styles can be influenced by one's learning orientation (Knowles (1990). Differences in learning styles also may be the result of the time period in which the learner grew up (Holyoke & Larson, 2009). Different generations of learners may be characterized by different learning styles based on the social dimensions apparent during this informative years (Holyoke & Larson, 2009).

Baby boomers, for example, were raised in traditional homes during a time when technology was just developing (Holyoke & Larson, 2009). Meanwhile, Generation X learners witnessed the explosion of technology and a negative society filled with high divorce rates, drug use, and scandals that caused them to become more independent and yearn for the proper balance between work and family (Holyoke & Larson, 2009). Finally, Millennia learners have grown up with a larger focus on family with immediate access to technology (Holyoke & Larson, 2009).

As a result of different development experiences, Baby Boomers, Generation X, and Millennials have different learning styles and likely would benefit from professional development that acknowledges these various learning styles. Baby boomers typically appreciate traditional formats of instruction but hesitate when presented with unfamiliar information (Holyoke & Larson, 2009). Conversely, Generation X learners appreciate new material and the opportunity to make new connections (Holyoke & Larson, 2009). Millennials lack overall curiosity and seem overwhelmed by tasks lacking specificity (Holyoke & Larson, 2009). Awareness of the potential for varied learning styles can help designers of professional learning create programs best suited for the teachers they were intended to serve (Beaver, 2009; Sormunen, Keininen, Holbrook).

Experiential learning. While one aspect of andragogy is this assumption that, as adults, learners bring their knowledge and experiences with them to learning opportunities (Knowles, 1990), the focus of experiential learning theory is the process of learning through experiences (Passarelli & Kolb, 2011). While the focus on the learning process may seem in direct conflict to the idea expressed by Learning Forward, this is not necessarily the case. The experiential perspective of the learning process emphasizes the

process of adaptation and learning and asserts that experience transforms learning and creates knowledge, which in turn transforms experience (Kolb, 1984). That is, in a cyclical fashion, learners create knowledge from experiences through reflection and then put that knowledge into some sort of action, thus resulting in a new experience that further informs their knowledge (Kolb, 1984). This concept is depicted in Figure 1.

The aspects of creating knowledge and applying that knowledge to future action supports the idea of professional learning as a platform for teachers to generate meaning for themselves and put new knowledge into action, thus initiating change in the classroom. Green and Ballard (2011) suggested that this model of learning is successful because it encompassed factors of adult learning theory and practice such as ownership, modeling, teamwork, and the application of course-based teaching strategies.
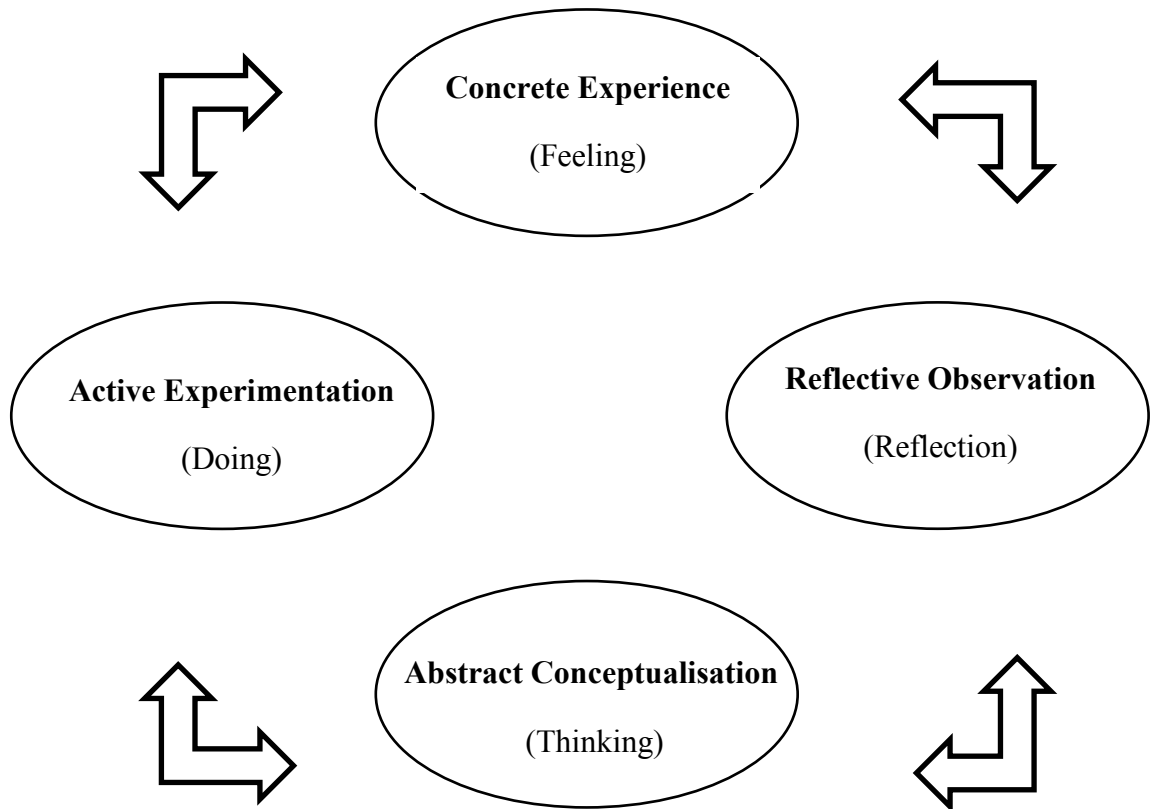
Figure 1. Kolb's learning cycle. Based on "Learning Styles," by D. A. Kolb, 1976, The Learning Style Inventory: Technical Manual, Boston, MA: McBer & Co.

Project Description

This project will be a professional learning opportunity for administrators in the Boston Public School system. Administrators will be the participants in this professional learning opportunity because in the Boston Public School system, administrators are responsible for designing and implementing professional development. In this section, I explain my plan for project implementation, potential resources and existing supports, and potential barriers to implementation.

To initiate the implementation of this professional learning opportunity, I will contact the Boston Public Schools superintendent, who has the authority to approve and mandate professional learning for administrators in the district, and offer my services as a facilitator of this professional learning opportunity. With my offer to provide this professional learning opportunity to administrators in the school district, I will include a summary of my original study results. By providing these original results, I will be able to communicate to the superintendent the expressed needs of teachers in the school district with regard to school-based professional development. Through this process, it is likely that the superintendent will recognize the need to train administrators in the district how to design effective professional development and support the implementation of this professional learning opportunity in a timely fashion. The professional learning opportunity was designed to be implemented in 3 nonconsecutive days over the course of 6 months. To avoid conflicts with other end-of-year and beginning-of-year school events, I will suggest that the professional learning opportunity be implemented at the end of May, the end of July, and the end of September 2016.

As the developer of this professional learning opportunity, I will be solely responsible for the implementation of this professional learning opportunity. I will, however, require approval to conduct the professional learning opportunity from the superintendent of Boston Public Schools. I anticipate that I will have the superintendent's support for my project. I also will need a location to conduct the professional learning opportunity. I anticipate that I will be able to use a training room available at the Boston Public School administration building.

Supplies needed to conduct the professional learning sessions include chart paper or poster board, markers, pens, and paper. I will request these supplies be provided to me by the school district. Administrators will be required to bring with them to the professional learning opportunity their district-issued laptops.

One potential barrier to implementation is administrator resistance. It is likely that administrators, like educators in the district themselves, have not had positive experiences with professional learning opportunities. In this case, they may not see the value in participating in the professional learning opportunity. It is my intention that by offering administrators an effective professional learning opportunity that is useful and relevant, that considers their various and unique experiences, that fosters an environment conducive to learning, and that addresses their needs as adult learners, they will create meaningful knowledge for themselves and become willing participants of the professional learning.

A second potential barrier is time. It is possible that not all administrators' schedules will accommodate their participation in the professional learning opportunity.

It is likely that several days may need to be scheduled for each phase of the professional

learning opportunity to accommodate all of the administrators.

Project Evaluation

To evaluate the effectiveness of the professional learning opportunity, I will

conduct formative assessments. While the purpose of a summative evaluation is to

determine the impact of program, the purpose of a formative assessment is to evaluate a

program during the implementation phase so that weakness in the program can be

identified and changes can be made while there is still an opportunity for those changes

to impact the outcome (Guba & Lincoln, 1981).

To assess the appropriateness of the professional learning for my target audience,

administrators in Boston Public Schools, I will conduct multiple short assessments. First,

I will begin each of the three meeting days by asking the administrators to share their

personal goals for the professional learning experience overall as well as their objectives

for each meeting days. It is my intention to consider these goals and objectives in

subsequent meetings and future professional learning experiences I may have the

opportunity to create for administrators in Boston Public Schools. Although I have

prepared the professional learning program, I am prepared to make adjustments as needed

to meet the learning needs of the participants.

Second, I will close each of the three meeting days by asking the administrators to

complete a survey on which I ask for feedback. In particular, I will ask for feedback

regarding each meeting and what the administrators would change about that particular

meeting. Also, I will ask administrators for feedback regarding discussion and agenda

items they would like to see moving forward. I will be able to use feedback from earlier

meetings to make adjustments to subsequent meetings. By conducting multiple formative assessments, I will be able to best address learner needs.

Implications

The purpose of this project was to provide administrators in Boston Public Schools with the tools they need to design effective professional learning for their teachers. If administrators learn to consistently design professional learning that is focused on teacher and student learning, is useful and relevant, promotes professional accountability that encourages collaboration, addresses the learning needs of teachers as adult learners, includes teachers in decision-making processes, and nurtures teachers to be self-directed learners, teachers are likely to engage in professional learning experiences, create meaningful knowledge for themselves, apply that knowledge in practice in their classrooms, and continue to seek out knowledge and ways to improve classroom practices. If teacher quality improves and this improvement processes becomes a continual process, student outcomes likely will improve as well. Through this process, positive social change can be achieved.

If changes in student outcomes can be achieved in Boston Public Schools by improving the quality of teacher instruction and changing the way teachers thinking about their own learning, it is possible that administrators in other school districts in Massachusetts may consider exploring the effectiveness of the professional learning opportunities they offer to their teachers. By doing so, other district school administrators may uncover weaknesses in the designs of those professional learning opportunities and takes steps to change that condition. It is also possible that district administrators may use my project as a model to create a professional learning opportunity for teachers in their

schools. District administrators may use my project as a model after uncovering weaknesses in their professional learning opportunities similar to the ones I uncovered in my study or may assume similar issues and use my project as a model without doing any preliminary exploration themselves. Finally, district administrators may be prompted to implement strategies designed to improve conditions in their schools with regard to the individual prerequisites. As I suggested for the model, district administrators might choose to implement strategies after exploring conditions as their school or without doing this preliminary exploration. Through any of these scenarios, school district administrators across the state may work towards improving teacher quality and, ultimately, student outcomes.

Section 4: Reflections and Conclusions

The purpose of this project was to create a professional learning opportunity for administrators in Boston Public Schools to help them understand how they can best design effective professional learning experiences for the teachers in their schools by considering the four prerequisites for professional learning identified by Learning Forward. In this section, I reflect on various aspects my project as well as what I have learned through the development of this project. Also, I reflect on the overall study and present my conclusions.

Project Strengths and Limitations

The greatest strength of my project is its incorporation of the four Learning Forward prerequisites for professional learning into the planning and activities in the learning opportunity. By incorporating these prerequisites into professional learning opportunities for administrators, I will be able to demonstrate the process to the administrators. Through this process, administrators may better understand how they can incorporate the prerequisites into the professional learning opportunities they design for their teachers to make those experiences meaningful and effective. When professional learning experiences are designed effectively, teacher quality improves, which ultimately can contribute to improved student outcomes.

Another strength of this project is that was designed for administrators. Bredeson (2006) asserted that school principals have a profound influence on the structure, culture, and mission of the school and that their leadership is crucial to staff development. During the 3-day professional learning opportunity, administrators will focus on professional learning, adult learning theory, and action research. Focusing on these topics will allow

administrators to become more aware of the needs, components, and potential

professional learning design strategies needed to make professional learning meaningful

for their teachers. Through this process, administrators may positively impact the

structure and culture of the school and better achieve its mission of nurturing successful

students.

That I incorporated teacher feedback into the design of my professional learning

opportunity is an additional strength of this project. Teachers who participated in the

original study indicated that they did not have time to reflect on their learning

experiences. For this reason, I incorporated a reflection activity into the professional

learning opportunity for administrators. Administrators will be asked to reflect on their

professional learning experiences and consider how their learning can be applied to

improve their design processes.

This project may limited in the range of effect it may have in changing

administrator practices with regard to the design of professional learning based on the

prerequisites of professional learning from Learning Forward. Administrators may want

to implement a variety of changes to support the concepts expressed in the four

prerequisites for professional learning, in particular attention to topic relevance and

usefulness, and adult learning styles and needs. However, budgetary and time constraints

may restrict administrator freedom and creativity to do so, thus hindering the extent of

impact they could have on teacher quality and thus student outcomes. A recommendation

to address the problems of budget and time is to allow teachers more time to collaborate

on their own and engage in action research focused on the four prerequisites for

professional learning. In this way, teachers would be the initiators of change regarding

their own learning and in this way become self-directed learners. As self-directed

learners, they will inherently generate knowledge that is relevant and useful to them and

be more likely to apply this knowledge in practice.

Recommendations for Alternative Approaches

An alternative approach to offering administrators a professional learning

opportunity about designing effective professional learning opportunities, by considering

the four prerequisites for professional learning, could be a school-wide incentive to

improve the overall conditions needed for effective professional learning to occur. In

other words, school administrators could improve the effectiveness of professional

learning opportunities by nurturing an environment conducive to successful professional

learning opportunities. This could be accomplished by ensuring that (a) all staff in their

schools make teacher and student learning a priority, (b) teacher voices are heard with

regard to what professional learning topics are relevant and useful to them, (c) a culture

of professional accountability that promotes collaboration is evident in their schools, and

(d) teacher voices are heard with regard to their personal learning styles and needs.

Promoting a focus on teacher and student learning could be accomplished by

creating a school awareness campaign, which could include announcements, slogans, and

posters about the importance of learning for everyone in school. Raising awareness of the

importance of making teacher and student learning a priority has the potential to change

teacher thinking about professional learning, which can nurture a positive attitude and

excitement towards professional learning. When teachers are excited about learning, they

will be more likely to seek ways to increase their knowledge and improve their practices.

Understanding what learning is relevant and useful for teachers could be accomplished by actively seeking this information from teachers. Multiple methods for gathering this information could be used. Some methods could be structured forms of data collection, such as surveys and focus groups. Other methods could be less structured forms of data collection, such as online blogs, forums, or discussion groups where teachers could express their ideas to make professional learning useful and relevant. The use of technology to gather information could mitigate the barriers of time and scheduling. The formation of a committee for this purpose could be useful.

Promoting professional accountability that can contribute to a culture conducive for collaboration could be accomplished by improving teacher respect for and trust in their peers. Self-reflection projects where teachers honestly assess their abilities, practices, and challenges could lead to productive conversations with staff and administrators. The self-reflection projects would open doors for teachers to ask for support in areas of weakness and share their expertise with other teachers. Respect and trust among teachers could be developed through opportunities to share personal experiences, successes, and expertise. An atmosphere of respect and trust among colleagues can promote dialogue, which can enhance collaboration.

Increasing understanding of teachers' learning styles could be accomplished by actively seeking this information from teachers. Because it is likely that teachers may not be fully aware of their own learning style or have the proper terminology with which to discuss their learning styles, it could be beneficial to provide teachers the opportunity to complete a learning styles inventory. This opportunity could be provided during staff meetings and in many formats to increase attention to teacher learning styles and thus

increase participation. This inventory could assist both teachers and administrators in determining how best to incorporate ideas into professional learning that resonate with the adult learner and thus improve teacher engagement in and outcomes of those professional learning experiences.

Insights About Scholarship, Project Development, and Leadership and Change

During the process of conducting this project, I learned a great deal about myself as a scholar, a practitioner, and a project developer. As a scholar, I learned the challenges of conducting research. Although I realized this challenge when I developed the literature review for the initial study, the subsequent literature review was more challenging because I was limited with regard to topics. My project was the development of a professional learning opportunity, which was the subject of my initial research. Therefore, the topics that applied to my project had essentially been discussed in the first review. In hindsight, I probably should have discussed action research and adult learning in the initial literature review. I am grateful that I had not thought to do so at the time, because that provided me topics to use in my second literature review. Also, while I learned that it is important to find relevant research that is both scholarly and current, I also learned that this is often challenging. Although I was able to find research on the individual topics of interest in my project, there was, in particular, limited information as to how the adult learning theories could be applied to school-based professional learning. Finally, I learned that it is necessary to navigate multiple sources of information simultaneously in order to get a holistic understanding of a topic before I begin to consider the way I wish to present the material and how it best fits in the discussion with regard to my project topic.

As project developer, I learned that the process of developing a substantial project is time consuming. Although I did outline the steps I needed to complete to develop the project, as I began to actually implement the steps, I became aware of multiple considerations I had overlooked during my initial planning process. For example, although I considered what handouts I would use during the professional learning opportunity I developed, I had not considered the time required to actually develop them. Also, I learned that the process of developing a substantial project that is intended to be presented to the administration in one's own school district is stressful. Because I truly intend to implement this project, I was anxious about developing an experience that was both professional and scholarly so that it would be well received and reflect well on me as a potential leader of change in the school district. Finally, I learned that, although time consuming and stressful, the process of project development can be rewarding. After completing my project, I felt a great sense of pride and satisfaction knowing that I am taking action to promote change in my school district.

With regard to leadership and change, I learned that I, as a practitioner, have experiences and expertise that I can use in a leadership role to initiate change. Although I have personally participated in professional development as part of my contract with the Boston Public Schools, I had not realized that the vast majority of my colleagues in the district share my perspectives about the current state of professional learning in the district. Through the development of this project, I have been afforded an opportunity to take a leadership role and to initiate change and it has instilled in me the importance of seeking out data to confirm potential areas for improvement and taking an active role as a leader in change. Also, I by developing this project, I distinguished as a leader who can

initiate change through the identification of a problem and the generation of workable solutions.

Reflection of the Importance of the Work

This work as a whole is important for two critical reasons. Both are closely associated. The first reason is that though the initial research, I was able to generate new knowledge about teacher perceptions of professional learning that is offered in Boston Public Schools. Through this investigation, I learned that teachers in the district perceive that the professional learning opportunities they are offered lack in critical areas. Most importantly, teachers perceived that the professional learning experiences they are offered are not relevant or useful and do not address their needs as adult learners. This information is important because it informed my project, the development of a professional learning opportunity for administrators who design professional learning opportunities for teachers. The second reason is that the initial work lead to the development of a useful and relevant professional learning opportunity that realistically can be implemented in Boston Public Schools to promote change.

Applications, Implications, and Directions for Future Research

This project is assumed to be applicable to administrators in Boston Public Schools. It was necessary to make this assumption, because, as mentioned previously, according to Creswell (2013) and Merriam (2002) data generated during interviews are particular to individual participants, and generalizations about those participants cannot be made using this type of data. For that reason, I cannot say with certainty that the perceptions of the teachers I interviewed for my study represent the perspectives of all teachers in Boston Public Schools; however, there is great potential for that to be the

case. So being, it is likely that this project is indeed applicable to all administrators in Boston Public Schools, and by extension, to all teachers in Boston Public Schools.

Implications of this study and project, as suggested previously, include the potential to raise awareness of the need to seek out teacher feedback with regard to their needs for professional learning opportunities. Administrators will benefit because they will obtain a deeper understanding of what teachers need during professional learning to improve their professional practice. Teachers will benefit because they will be exposed to relevant and effective topics in professional learning opportunities that they can implement in practice to improve student achievement.

Directions for future research include in-depth investigation of teacher needs in Boston Public Schools. Although this study generated valuable data about the perspectives of nine teachers in the district from three different schools, it is unknown how the majority of the teachers in the district perceive the effectiveness of the professional learning opportunities they are offered. In order to design professional learning opportunities that addresses the needs of all teachers, it is critical to understand the needs of all teachers. Further investigation of these needs is critical.

Conclusion

Often, teachers are provided professional development rather than offered professional learning opportunities. This condition is problematic because professional development is focused on the process of learning rather than change in outcomes through the application of learning in practice. The four prerequisites of professional learning from Learning Forward can provide a means of improving school conditions that can lead to more effective professional learning opportunities for teachers in Boston

Public Schools. In particular, school administrators can develop conditions to promote professional learning that is effective by ensuring that (a) all staff in their schools make teacher and student learning a priority, (b) teacher voices are heard with regard to what professional learning topics are relevant and useful to them, (c) a culture of professional accountability that promotes collaboration is evident in their schools, and (d) teacher voices are heard with regard to their personal learning styles and needs. There is also a need to recognize that teachers are adults who learn best when professional learning opportunities address their needs as adult learners.

Teachers are powerful instruments of change in the educational setting. There is then, at the organizational level, the potential to develop a school culture that promotes teachers as self-directed learners who take an active role in their learning, a condition that would allow teachers to generate their own knowledge that is relevant and useful and to make meaning from that knowledge that is valuable in actual practice. If teachers perceive their role in learning as active participants and are encouraged to do so, change in teacher quality and practice are likely to result, change that can lead to changes in student outcomes.

References

Altheide, D., & Schneider, C. J. (2013). Qualitative media analysis (2nd ed., vol. 38).

    Thousand Oaks, CA: Sage. http://dx.doi.org/10.4135/9781412985536

Avalos, B. (2011). Teacher professional development in teaching and teacher education

    over ten years. Teaching and Teacher Education, 27(1), 10-20. doi:10.1016/

    j.tate.2010.08.007

Barbour, R. S. (2001). Checklists for improving rigour in qualitative research: A case of

    the tail wagging dog? British Medical Journal, 322(7294), 1115-1117. http://dx

    .doi.org/10.1136/bmj.322.7294.1115

Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and

    implementation for novice researchers. Qualitative Report, 13(4), 544-559.

    Retrieved from http://www.nova.edu/ssss/QR/QR13-4/baxter.pdf

Bayar, A. (2014). The components of effective professional development activities in

    terms of teachers' perspective. International Online Journal of Educational

    Sciences, 6(2), 319-327. http://dx.doi.org/10.15345/iojes.2014.02.006

Beavers, A. (2009). Teachers as learners: Implications of adult education for professional

    development. *Journal of College Teaching & Learning,*6(7), 25-30. (EJ895065)

Bleicher, R. E. (2013). A collaborative action research approach to professional learning.

    Professional Development in Education, 40(5), 802-821. http://dx.doi.org/10

    .1080/19415257.2013.842183

Bodman, S., Taylor, S., & Morris, H. (2012). Politics, policy and professional identity.

    English Teaching: Practice and Critique, *11*(3), 14-25. Retrieved from http://files

    .eric.ed.gov/fulltext/EJ999728.pdf

Boston Public Schools. (2015). *What is My Learning Plan?* Retrieved from http://
bostonpublicschools.org/Page/491

Bowen, G. A. (2009). Document analysis as a qualitative research method. *Qualitative
Research Journal*, *9*(2), 27-40. http://dx.doi.org/10.3316/QRJ0902027

Bredeson, P. V. (2006). The school principal's role in teacher professional development.
Journal of In-Service Education, 26(2), 385-401. http://dx.doi.org/10.1080/
13674580000200114

Butler, J. A. (1989). A review of adult learning theory and staff development research.
Program Report. (ED308334) Retrieved from http://files.eric.ed.gov/fulltext/
ED308334.pdf

Cajkler, W., Wood, P., Norton, J., & Pedder, D. (2014). Lesson study as a vehicle for
collaborative teacher learning in a secondary school. *Professional Development in
Education*, *40*(4), 511-529. http://dx.doi.org/10.1080/19415257.2013.866975

Charmaz, K. (2000). Constructivist and objectivist grounded theory. In N. K. Denzin &
Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (2nd ed., pp.
509-535). Thousand Oaks, CA: Sage.

Center for Technology in Learning. (2009). *Systemic vs. one-time teacher professional
development: What does research say?* Retrieved from http://www.ti-
researchlibrary.com/Lists/TI%20Education%20Technology%20%20Research%2
0Library/Attachments/192/CL9847%20Research_Note_15%20PD.pdf

Cook, J. W. (2014). Sustainable school leadership: The teachers' perspective. *NCPEA
International Journal of Educational Leadership Preparation, 9*(1), 1-17. http://
files.eric.ed.gov/fulltext/EJ1024112.pdf

Creswell, J. W. (2013). *Qualitative inquiry & research design* (3rd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W. (2014). *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Thousand Oaks, CA: Sage.

Cummings, G. (2011). Investing in teachers to invest in themselves. Journal of Adult Education, 40(2), 19-23. (EJ991419) Retrieved files.eric.ed.gov/fulltext/EJ991419 .pdf

Darling-Hammond, L., & McLaughlin, M. W. (2011). Policies that support professional development in an era of reform. *Phi Delta Kappan*, *92* (6), 81-92. doi:10.1177/ 003172171109200622

DelleBovi, B. M. (2013). Professional development: Partnerships for success. *International Journal of Humanities and Social Science*, *3*(3), 24-37. Retrieved from http://www.ijhssnet.com/journals/Vol_3_No_3_February_2013/3.pdf

Donhost, M., & Hoover, R. (2007). Creating change through staff development. Retrieved from http://www.acsa.org/FunctionalMenuCategories/Media/ LeadershipMagazine/2007-archives/SeptemberOctober2007/CreatingChange.aspx

Drago-Severson, E. (2008). *4 practices serve as pillars for adult learning.* Retrieved from http://www.schoolreforminitiative.org/wp-content/uploads/2014/02/JSD-drago-severson-08.pdf

Education Commission of the States. (2015). *National Staff Development Council.* Retrieved from http://www.ecs.org/html/Document.asp?chouseid=3418

Erikson, D. E. (2010). Endnote: Leading, Learning, and supporting adult development for all educators. *Educational Leadership and Administration: Teaching and*

Program Development, *22*, 61-65. (EJ965162) Retrieved from http://files.eric.ed .gov/fulltext/EJ965162.pdf

Gayton, J. A., & McEwen, B. C. (2010). Instructional technology professional development evaluation: Developing a high quality model. *Delta Pi Epsilon Journal*, *52*(2), 77-94. doi:10.4018/978-1-61350-198-6

Gemeda, F. T., Fiorucci, M., & Catarci, M. (2014). Teachers' professional development in schools: Rhetoric versus reality. *Professional Development in Education*,*40*(1), 71-88. http://dx.doi.org/10.1080/19415257.2012.759988

Green, G., & Ballard, G. H. (2010-2011)). No substitute for experience: Transforming teacher preparation with experiential and adult learning practices. *SRATE Journal*, *20*(1), 12-20. Retrieved from http://files.eric.ed.gov/fulltext/EJ948702.pdf

Gregson, J. A., & Sturko, P. A. (2007). Teachers as adult learners: Re-conceptualizing professional development. *MPAEA Journal of Adult Education*, *36*(1), 1-18. Retrieved from http://files.eric.ed.gov/fulltext/EJ891061.pdf

Guba, Y. S., & Lincoln, E. G. (1981). *Effective evaluation*. San Francisco, CA: Jossey-Bass.

Hatch, J. A. (2002). *Doing qualitative research in education settings*. Albany, NY: State University of New York Press.

Henning, T. (2012). Writing professor as adult learner: An autoethnography of online professional development. *Online Learning: Official Journal of the Online Learning Consortium, 16*(2). Retrieved from http://files.eric.ed.gov/fulltext/ EJ971043.pdf

Herod, L. (2012). *Adult learning: From theory to practice*. Retrieved from http://www

.en.copian.ca/library/learning/adult_learning/adult_learning.pdf

Hiemstra, R. (1990). *Moving from pedagogy to andragogy.* Retrieved from http://
roghiemstra.com/andragogy.html

Holyoke, L., & Larson, E. (2009). Engaging the adult learner generational mix. *Journal of Adult Education*, *38*(1), 12-21. Retrieved from http://files.eric.ed.gov/fulltext/
EJ891074.pdf

Hord, S. M. (2004). *Learning together, leading together: Changing schools through professional learning communities*. New York, NY: Teachers College Press.

Janesick, V. J. (2010). *"Stretching" exercises for qualitative researchers* (3rd ed.).
Thousand Oaks, CA: Sage.

Joubish, M. F., Khurram, M. A., Ahmed, A., Fatima, S. T.., & Haider, K. (2011).
Paradigms and characteristics of a good qualitative research. *World Applied Sciences Journal*, *12*(11), 2082-2087. Retrieved from http://www.idosi.org/
wasj/wasj12(11)/23.pdf

Karagiorgi, Y., Kalogirou, C., Theodosiou, V., Theophanous, M., & Kendeou, P. (2008).
Underpinnings of Adult Learning in formal teacher professional development in Cyprus. *Journal of In-Service Education, 34*(2), 125-146. doi:10.1080/136745
80802003466

Killion, J. (2013). Professional development vs. professional learning [video file].
Educator Effectiveness. Retrieved from http://mediaportal.education.ky.gov/
educator-effectiveness/2013/05/professional-development-vs-professional-
learning/

Knowles, M. (1973*). The adult learner: A neglected species* (1st ed.). Houston, TX: Gulf.

Knowles, M. S. (1980). *The modern practice of adult education: From pedagogy to andragogy.* New York, NY: Cambridge.

Knowles, M. S. (1984). *Andragogy in action: Applying modern principles of adult learning.* San Francisco, CA: Jossey-Bass.

Knowles, M. S. (1990). *The adult learner: A neglected species* (4th ed.). Houston, TX: Gulf. Retrieved from http://files.eric.ed.gov/fulltext/ED084368.pdf

Knowles, M. S., Holton, E. F., & Swanson, R. A. (2005). *The adult learner. The definitive classic in adult education and human resource development* (6th ed.). Amsterdam: Elsevier.

Kolb, D. A. (1976). *The Learning Style Inventory: Technical Manual*. McBer & Co, Boston, MA.

Kolb, D. A. (1984). *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall. Retrieved from http://academic.regis.edu/ed205/Kolb.pdf

Lambert, L., Walker, D., Zimmerman, D., Cooper, J., Lambert, M., Gardner, M., & Szabo, M. (2002). *The constructivist leader* (2nd ed.). New York, NY: Teachers College Press.

Lane, B., Unger, C., & Souvanna, P. (2014). *Turnaround practices in action. A three-year analysis of school and district practices, systems, policies, and use of resources contributing to successful turnaround efforts in Massachusetts' Level 4 schools* Retrieved from http://www.doe.mass.edu/apa/sss/turnaround/2014 PracticesReport.pdf

Learning Forward. (2015a). *Definition of professional development.* Retrieved from

http://learningforward.org/who-we-are/professional-learning-definition#
.Vf2YzpdkhvA

Learning Forward. (2015b). Standards for professional learning. *Journal of Staff
Development, 32*(4), 41-43. Retrieved from http://learningforward.org/standards#
.Vf3ycZdkhvA

Learning Forward. (2015c). *Timeline.* Retrieved from http://learningforward.org/who-we-
are/our-history/timeline#.Vf33nZdkhvA

LeClerc, M., Morweu, A. C., Dumouchel, C., & Sallafranque-St-Louis. (2012). Factors
that promote progression in schools functioning as professional learning
community. *International Journal of Education Policy & Leadership, 7*(1), 1-14.
(EJ990980)

Lew, L. Y. (2010). The use of constructivist teaching practices by four new secondary
school science teachers: A comparison of new teachers and experienced
constructivist teachers. *Science Educator*, *19*(2), 10-21. Retrieved from http://
files.eric.ed.gov/fulltext/EJ906186.pdf

Mahon, J. P. (2003). Professional development for K-12 reform. *Principal Leadership, 6,*
51-53. Retrieved from http://www.nassp.org/portals/0/content/46800.pdf

Marshall, M. N. (1996). Sampling for qualitative research. *Family Practice*, *13*(6), 522-
525. doi:10.1093/fampra/13.6.522

Mason, M. (2010). Sample size and saturation in PhD studies using qualitative
interviews. *Forum: Qualitative Social Research*, *11*(3). Retrieved from
http://www.qualitative-research.net/index.php/fqs/article/view/1428/3028

Massachusetts Department of Elementary & Secondary Education. (2013). *Massachusetts*

standards for professional development. Retrieved from http://www.doe.mass
.edu/pd/standards.html

Massachusetts Department of Elementary & Secondary Education. (2014). *Educator
contract: Boston.* Retrieved from http://educatorcontracts.doemass.org/view.aspx
?recno=31

McGrath, V. (2009). Reviewing the evidence on how adult students learn: An
examination of Knowles' model of andragogy. *Adult Learner: The Irish Journal
of Adult and Community Education*, 99-110. (EJ860562) Retrieved http://files.eric
.ed.gov/fulltext/EJ860562.pdf

Merriam, S. B. (2002). *Qualitative research in practice: Examples for discussion and
analysis*. San Francisco, CA: Jossey-Bass.

Merriam, S. B. (2008). *Adult learning theory for the twenty-first century* (Vol. 119).
Danvers, MA: Wiley periodicals. doi:10.1002/ace.309

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* San
Francisco, CA: Jossey-Bass.

Moolenaar, N. M. (2012). A social network perspective on teacher collaboration in
schools: Theory, methodology, and applications. *American Journal of Education,
119*(1), 7-39. doi:10.1086/6-67715

Moore, K. (2010). The three-part harmony of adult learning, critical thinking, and
decision-making. *Journal of Adult Education*, *39*(1), 1-11. Retrieved from
http://files.eric.ed.gov/fulltext/EJ917394.pdf

Murphy, G. A., & Calway, B. A. (2008). Professional development for professionals:
Beyond sufficiency learning. *Australian Journal of Adult Learning*, *48*(3), 424-

443. Retrieved from http://files.eric.ed.gov/fulltext/EJ828982.pdf

Ni, L. B. (2013). Self-directed learning: Teacher and computer technology assist. *International Journal of Computer Networks and Wireless Communication*, *3*(2), 62-66. Retrieved from http://www.ijcnwc.org/papers/vol3no22013/1vol3no2.pdf

Nishimura, T. (2014). Effective professional development of teachers: A guide to actualizing inclusive schooling. *International Journal Of Whole Schooling, 10*(1), 1-24. Retrieved from http://files.eric.ed.gov/fulltext/EJ1016781.pdf

No Child Left Behind Act of 2001, 20 U.S.C. § 1 *et seq.* (2002).

Onwuegbuzie, A. J., & Leech, A. N. (2007). Sampling designs in qualitative research: Making the sampling process more public. *The Qualitative Report*, 12(2). Retrieved from http://www.nova.edu/ssss/QR/QR12-2/onwuegbuzie1.pdf

Orphanos, S., & Orr, M. T. (2014). Learning leadership matters: The influence of innovative school leadership preparation on teachers' experiences and outcomes. *Educational Management Administration & Leadership*, *42*(5), 680-700. http://dx.doi.org/10.1177/1741143213502187

Ostashewski, N. M., Moisey, S., & Reid, D. (2011). Applying constructionist principles to online teacher professional development. *The International Review of Research in Open and Distance Learning*, *12*(6). Retrieved from http://files.eric.ed.gov/fulltext/EJ963936.pdf

Owen, S. (2014). Teacher professional learning communities: Going beyond contrived collegiality toward challenging debate and collegial learning and professional growth. *Australian Journal of Adult Learning, 54*(2), 54-77. (EJ1033925)

Passarelli, A. M., & Kolb, D. A. (2011). *Using experiential learning theory to promote*

student learning and development in programs of education abroad. Retrieved from https://weatherhead.case.edu/departments/organizational-behavior/working Papers/WP-11-03.pdf

Petrie, K., & McGee, C. (2012). Teacher professional development: Who is the learner? *The Australian Journal of Teacher Education*, *37*(2). http://dx.doi.org/10.14221/ ajte.2012v37n2.7

Ponterotto, J. G. (2005). Qualitative research in counseling psychology: A primer on research paradigms and philosophy of science. *Journal of Counseling Psychology*, *52*(2), 126-136. doi:10.1037/0022-0167.52.2.126

Rieckhoff, B. S., & Larsen, C. (2012). The impact of a professional development network on leadership development and school improvement goals. *School—University Partnerships*, *5*(1), 57-73. Retrieved from http://files.eric.ed.gov/fulltext/ EJ974369.pdf

Rout, S., & Behera, S. K. (2014). Constructivist approach in teacher professional development: An overview. *American Journal of Educational Research. 2*(12A), 8-12.Retrieved from http://pubs.sciepub.com/education/2/12A/2/

Rubin, H., & Rubin, I. (2011). *Qualitative interviewing: The art of hearing data* (3rd ed.). Thousand Oaks, CA: Sage.

Sawchuck, S. (2010). *Professional development for teachers at crossroads*. Retrieved from http://www.edweek.org/ew/articles/2010/11/10/11pd_overview.h30.html

Sebastian, J., & Allensworth, E. (2012). The influence of principal leadership on classroom instruction and student learning: A study of mediated pathways to learning. *Educational Administration Quarterly*, *48*(4), 626-663. http://dx.doi.org/

10.1177/0013161X11436273

Shanks, J., Miller, L., & Rosendale, S. (2012). Action research in a professional

development school setting to support teacher candidate self-efficacy. *SRATE

Journal*, *21*(2), 26-32. Retrieved from http://files.eric.ed.gov/fulltext/EJ990633

.pdf

Singh, A., Yager, S. O., Yutakom, N., Yager, R. E., & Ali, M. M. (2012). Constructivist

teaching practices used by five teacher leaders for the Iowa Chautauqua

professional. *International Journal of Environmental & Science Education*, *7*(2),

197-216. Retrieved from http://www.ijese.com/IJESE_v7n2_Singh-et-al.pdf

Stake, R. E. (1995). *The art of case study research*. Thousand Oaks, CA: Sage.

Stewart, C. (2014). Transforming professional development to professional learning.

Journal of Adult Education, *43*(1), 28-33. Retrieved from http://files.eric.ed.gov/

fulltext/EJ1047338.pdf

Tewksbury, R. (2009). Qualitative versus quantitative methods: Understanding why

qualitative methods are superior for criminology and criminal justice. *Journal of

Theoretical and Philosophical Criminology*, *1*(1). Retrieved from

http://jtpcrim.org/January_Articles/Qualitative_Vs_Quantitave_Richard_Tewksbu

ry.pdf

Thanasoulas, D. (2001). *Constructivist learning.* Retrieved from http://eltnewsletter.com/

back/April2001/art542001.htm

Trochim, W. M. K. (2006). Reliability & validity. Retrieved from http://www.social

researchmethods.net/kb/relandval.php

Trotter, Y. D. (2006). Adult learning theories: Impacting professional development

programs. *Delta Kappa Gamma Bull*, *72*(2), 8-13. Retrieved from http://

    teacherlink.ed.usu.edu/nmsmithpages/irex2012/Readings/Susan/Susan%20Turner

    %20Reading%201.pdf

Tuli, F. (2010). The basis of distinction between qualitative and quantitative research in

    social science: Reflection on ontological, epistemological and methodological

    perspectives. *African Journals Online*, *6*(1), 97-108. http://dx.doi.org/10.4314/

    ejesc.v6i1.65384

Turner, D. W. (2010). Qualitative interview design: A practical guide for novice

    investigators. *The Qualitative Report*, *15*(3), 754-760. Retrieved from

    http://www.nova.edu/ssss/QR/QR15-3/qid.pdf

United States Department of Education. (2010). *Supporting teachers. Reauthorizing the*

    Elementary and Secondary Education Act. Retrieved from http://www2.ed.gov/

    policy/elsec/leg/blueprint/faq/supporting-teachers.pdf

Volante, L., & Fazio, X. (2007). Exploring teacher candidates' assessment literacy:

    Implications for teacher education reform and professional development.

    Canadian Journal of Education, *30*(3), 1-22. Retrieved from http://files.eric.ed

    .gov/fulltext/EJ780818.pdf

Wasonga, C. O., Wanzare, Z., & Rari, B. O. (2011). Adults helping adults: Teacher-

    initiated supervisory option for professional development. *International Journal*

    of Educational Administration and Policy Studies, 3(8), 117-120. Retrieved from

    http://www.academicjournals.org/article/article1381223671_Wasonga%20et%20a

    l.pdf

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009).

Professional learning in the learning profession: A status report on teacher development in the U.S. and abroad. Retrieved from http://learningforward.org/docs/pdf/nsdcstudy2009.pdf

Wellington, J., & Szczerbiniski, M. (2007). *Research methods for the social sciences.* London: Continuum.

Zepeda, S. (2012). *Professional development: What works* (2nd ed.). New York, NY: Routledge.

Appendix A: The Project

The purpose of this project is to design a professional development workshop for administrators in the Boston Public School system. The topic is designing effective professional learning. The goal of this project is to teach administrators how to be the most effective designers of effective professional development they can be. The training will include 3 meetings conducted over the course of 6 months and include a variety of resources for teaching, including PowerPoint presentations with speaking notes for myself, handouts (linked in PowerPoint slides), videos (embedded in PowerPoint slides), and articles. In the remainder of this section, I will identify the objectives for each meeting and present an agenda of the meetings activities. Along with each activity, I will provide an explanation of what each of the activities will entail as well as their context to the overall learning experience. Also, I will identify with which of the four prerequisites for professional learning the activity applies. In addition, I will identify which objective the activity supports. The timeline for the agenda items are embedded in the agenda itself.

Meeting 1

Meeting 1 Objectives

There are five objectives for Meeting 1.

1. Administrators will determine the difference between professional development and professional learning.

2. Administrators will identify the various components that contribute to effective professional learning.

3. Administrators will examine the underlying prerequisites of standards for professional learning and describe how they 4 prerequisites connect to the seven standards of professional learning.

3. Administrators will identify and generate examples of the 4 prerequisites for professional learning.

4. Administrators will determine the value of the 4 prerequisites in the development of effective professional learning.

Meeting 1 Agenda

The agenda for Meeting 1 is presented here. The numbers of the associated slides have been identified. As applicable, the prerequisite and/or objective to which the agenda item pertains has been identified.

- *8:30 Welcome (Slide 1).* I will greet participants and tell them where the bathrooms and break areas are.
- *8:35 Conduct Code (Slide 2).* I will ask administrators to help develop the code of conduct for the day. I will ask for a volunteer to record the administrators' responses on the white board where they will remain for the day. Establishing a code of conduct will provide guidelines for behavior that will promote an environment conducive to learning. It will exemplify the application of Prerequisite 2, common vision and goals

and Prerequisite 3, sharing of ideas. It is likely that they will mention behaviors such as listening to others and being respectful, behaviors outlined in Prerequisite 3. If these behaviors are not suggested, I will suggest them. (Contributing example for Objectives 4 and 5)

- *8:50 Who Are We? (Slide 3):* I will ask administrators to turn to their neighbor and introduce themselves. I also will ask them to share one area of success they have had when implementing professional training. I will ask them to complete this sentence: "Through professional development / training / learning, I successfully helped my teachers . . ." Then, I will ask each administrator to introduce his/her neighbor to the group and share that person's success event. This activity will help the administrators relate to one another as professionals with individual experiences and expertise. This activity will exemplify the application of Prerequisite 3, respect for one another's experiences. (Contributing example for Objectives 4 and 5)

- *9:30 Goals and Objectives (Slides 4-6).* I will ask administrators to reflect on their personal goal for the day as well as specific objectives. I will encourage them to identify outcomes rather than specific activities. Those willing to share their goals and objectives will be encouraged to do so. I will record their responses on the PowerPoint. Then I will share my goal for them: that they become the most effective designers of professional development that they can be. Then I will share my intended objectives for the day. I will adjust my discussion about the similarities in our goals and objectives based on their responses. Asking administrators to reflect on their personal goals and objectives exemplifies the application of Prerequisite 1, seeking skills and practices to increase student performance (in this case teacher performance), Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite 3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants.

- *10:15 Break (Slide 7)*

- *10:30 Defining Professional Learning (Slides 8-10).* So that administrators begin to think differently about learning opportunities for teachers, it is critical that they recognize and understand the difference between professional development and professional learning. To help administrators make this distinction, I will ask them to divide into groups according to preassigned numbers at each of their seats (five tables with groups of four). Then I will instruct them to work with their groups to define the two terms. I will stress the importance of focusing conceptually on the characteristics of the two concepts. After 10 minutes, I will ask the administrators to share their ideas, one idea per table at a time. I will type their responses directly into the PowerPoint slide as they provide them. Next, I will introduce them to distinctions made between the two concepts by Learning Forward: the focus of professional development is narrow and concentrated on what happens before and during the learning experience, while the focus of professional learning is more broad and concentrated on what happens after the learning experience. The model of

professional learning is to encourage teachers to think about their own practices, gain knowledge and skills, and change their dispositions and practices that affect students. This activity will exemplify the application of Prerequisite 1, expansion of knowledge, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 1 and 2)

- *11:15 (included 1 hour lunch from 11:30-12:30) Standards for Professional Development and Learning (Slides 11-15).* I will prompt administrators to consider how one designs effective professional learning experiences and follow up with the answer: standards. I will then guide the administrators to the Massachusetts Department of Elementary and Secondary Education website where they can view the 10 Massachusetts Standards for Professional Development. I will do the same with the seven standards from Learning Forward. I will then instruct the administrators to work with their neighbors to identify similarities and differences between the sets of standards. I will ask the administrators to share their ideas and type them into the PowerPoint slide as they are given. We will discuss critical differences between the two sets of standards. This activity will exemplify the application of Prerequisite 2, the need to develop useful and relevant professional learning opportunities, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 2)

- *1:15 Prerequisites of Professional Learning (Slides 16-17).* To introduce administrators to the four prerequisites for professional learning, I will ask them to consider underlying conditions, or prerequisites, that need to be met in order for these standards to be achieved. This is an individual task. Then I will share with the administrators the four prerequisites for professional development from Learning Forward. This activity will exemplify the application of Prerequisite 2, the need to develop useful and relevant professional learning opportunities and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 2 and 3)

- *1:45 Applying the Prerequisites in Practice (Slides 18-19).* Now that the administrators are familiar with the general prerequisites, I will ask them to work in jigsaw groups to find out the details of the prerequisites and then generate ideas for integrating them into professional learning experiences. I will hand out a copies of the prerequisites. The administrators will be encouraged to generate new ideas but also to call upon their own past experiences. After about 15 minutes, I will ask the administrators to return to their original tables and share with their table partners the information they learned about their particular prerequisite as well as the ideas their group generated for integrating the prerequisites into professional learning opportunities. Finally, I will ask the groups to share their ideas for promoting the prerequisites in professional learning and ask for additional ideas that had not been generated before. I will ask the administrators to identify if their ideas were new or

based on their previous experiences. This activity will exemplify the application of Prerequisite 1, encouraging the search for new knowledge, Prerequisite 2, providing relevant and useful learning, Prerequisite 3, respect for peer experiences and perspectives, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 3).

- *2:15 Break (Slide 20)*
- *2:30 Prerequisites in Action (Slide 21).* To demonstrate that administrators have a clear understanding of the prerequisites, I will ask the administrators to participate as teams in a relay race to record as many examples of the application of the prerequisites in today's professional learning as they can. One person from each table will "race" to the white board to write an example and return quickly to the table to pass the white board marker to the next team member at the table. We will discuss the outcomes of the race. The table with the most examples will receive a certificate of achievement. This activity will exemplify the application of Prerequisite 3, respect for others' experiences and collaboration. (Objective 3)
- *3:15 Assigning Value: Reflection Activity (Slide 22).* This activity is being included here in part because teachers in my study identified lack of time to reflect as a drawback of the professional learning experiences in which they have participated. Administrators will be asked to consider how incorporating the four prerequisites for professional learning into the professional learning experiences they design for their teachers will improve the learning experience for those teachers. They also will be asked to upload these documents to a shared Google folder. They will not have to put their names on the documents if they do not wish to do so. Administrators will be asked to complete this assignment before they attended Meeting 2. This activity will exemplify the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 4 and 5)
- *3:25 Survey (Slide 23).* Administrators will be asked to complete a survey to provide feedback.

Meeting 1 PowerPoint Presentation

Designing Effective Professional Learning for Teachers

8:30 – 3:45

Meeting 1

Thank you for coming today. I know your time is valuable. Please let me take a few minutes to let you know where the bathrooms and break rooms are as well as present the agenda.

+Code of professional conduct for the day

◆Participants will …

◆Participants will …

◆Participants will …

◆Participants will …

2

As facilitators of professional training, we all understand the need for a basic code of conduct. Please take a moment to consider what behavior you would consider essential to a successful day today. Can I get a volunteer to record responses on the white board? Once our volunteer is in place, we can start sharing our ideas.

+Who are we?

◆Through professional learning, I successfully helped my teachers . . .

3

Please turn to your neighbor, introduce yourself, and then complete the sentence, "Through professional development / training / learning, I successfully helped my teachers . . . " The idea here is that you identify one example that will help us understand the experience you have as a trainer.

+Goals & Objectives

▪ What do I want to get out of my time here today?
▪ What do I want to learn today?
▪ What value am I hoping to find in today's experiences?

4

Please reflect for a moment on your personal goal for today and at least 2 specific objectives. Try to write your goals and objectives in terms of outcomes rather than activities.

My Goal as Facilitator

- For you to become the most effective designer of professional development that you can be.

Thank you for sharing your goals. As you can see, I've shared mine. (Adjust discussion based on participant responses.)

Objectives

Administrators will:

1. Determine the difference between professional development and professional learning.
2. Identify the various components that contribute to effective professional learning.
3. Examine the underlying prerequisites of standards for professional learning and describe how they 4 prerequisites connect to the seven standards of professional learning.
4. Identify and generate examples of the 4 prerequisites for professional learning.
5. Determine the value of the 4 prerequisites in the development of effective professional learning.

(Discuss similarities between what the participants indicated and what I shared.)
I will do my best to ensure that this training meets your needs. If time or other constraints do not allow me to address all of your needs in this training series, I will work to see that a second series is developed so that your needs are met.

+ BREAK 10:15 – 10:30

+ **What's the difference anyway?**

Professional
Development
vs.
Professional
Learning

As you may have noticed, when I've been talking about this experience today, I've been referring to professional learning. But what does that mean and how is it different from professional development? Before we move ahead today, I think it's important that we clarify these terms. Each seat at every table has been assigned a number. Please meet in a group with the other administrators who have been assigned the same number and decide on working definitions for these two terms. The important part of this activity is that you focus conceptually on characteristics of the two concepts.

Professional Development

Focus on:

- ???
- ???
- ???
- ???
- ???
- ???

Professional Learning

Focus on:

- ???
- ???
- ???
- ???
- ???
- ???

9

Okay, let's see what we came up with. If we can just go around from table to table and get one idea from each table as we go along, we can start to compile the characteristics we've assigned to each concept. I'll type then in as we go.

Professional Development

Focus on:

- Single event
- Promoting learning
- Acquisition of skills
- Design of the learning experience

Professional Learning

Focus on:

- Continuous learning
- Learning outcomes
- Application of skills in practice
- Learning that occurs during the experience and the change in thinking and practice it prompts after the experience

10

So now let's take a look at the distinction provided by Learning Forward, the agency previously known as the National Staff Development Council. As you can see, the focus of professional development is narrow and concentrated on what happens before and during the learning experience, while the focus of professional learning is more broad and concentrated on what happens after the learning experience. The model of professional learning is to encourage teachers to think about their own practices, gain knowledge and skills, and change their dispositions and practices that affect students.

How do we focus on designing effective professional learning experiences?

Now that we understand what professional learning is all about, how is it we go about ensuring we are designing professional learning experiences and not professional development experience?

With standards of course!

We use standards of course!

Massachusetts Standards for Professional Development

http://www.doe.mass.edu/pd/standards.html

Standards for Professional Learning from Learning Forward

http://learningforward.org/standards#.VhLFritkg1J

13

I'm sure you are all familiar with the Massachusetts Standards for Professional Development, but you might not be familiar with the standards from Learning Forward. You can pull up the standards on your laptops at the cites on the screen or if you need a handout, I have hard copies of the standards. Let's take a few minutes to look at these standards and see if we can identify some similarities and differences. Please turn to your neighbor and work in pairs on this assignment.

Lunch 11:30 – 12:30

14

Similarities	Differences
• ???	• ???
• ???	• ???
• ???	• ???
• ???	• ???
• ???	• ???
• ???	• ???

Let's share what we found. I'll type then in as we go. Can we identify any critical elements that one set of standards has that other doesn't? Why are these elements critical? (Will discuss according to participant responses.)

Prerequisites to Standards of Learning

- ???
- ???
- ???
- ???
- ???
- ???

Now let's think about what other necessary elements that might not be identified in either of these sets of standards. Are there any conditions that you can think of that might need to be in place before any of these standards could be met? Any prerequisites if you will? Again, think conceptually about this for a minute. You might consider aspects of human nature while you're brainstorming. I'm going to give you just a few minutes and then we can share with the group. Again, I'll type these in as go. (Will discuss according to participant responses.) What we came up with is good. Now let's look at how Learning Forward phrases these concepts.

Prerequisites for Professional Learning from Learning Forward

17

- Educators' commitment to students, *all* students, is the foundation of effective professional learning.
- Each educator involved in professional learning must come to the experience ready to learn.
- Professional accountability for individual and peer results strengthens the profession and results for students and can foster collaborative inquiry and learning that enhances individual and collective performance.
- Professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs.

Here are the prerequisites offered by Learning Forward. How did we do? What target areas did we identify? Which did we miss?

How can I meet these prerequisites?

18

Now let's find out the details of these prerequisites and determine how we can apply them in practice. Please join your jigsaw groups. Each group will become experts on one prerequisite. Read about the details of the prerequisite that corresponds to your group number. I will hand out a copy of the prerequisite details. After everyone in your group has read the description associated with your assigned prerequisite, you are to discuss how this prerequisite might be met during a professional learning opportunity. You are encouraged to call upon your past experiences both as participants of professional learning and as designers of professional learning. After about 15 minutes, I'll ask you to return to your original tables and share with your table partners the details associated with the prerequisite you considered and then the ideas your jigsaw group came up with for meeting that prerequisite during professional learning experiences.

I CAN meet the prerequisites!

19

Let's record the ideas generated in each group on the white boards. Once we have those in place, I will ask you to share additional ideas that might not have been mentioned already. These can be new ideas or ideas based on your previous experiences. When we share our ideas, please tell us whether the ideas you have all generated were new or based on your personal experiences.

Break
2:15 – 2:30

20
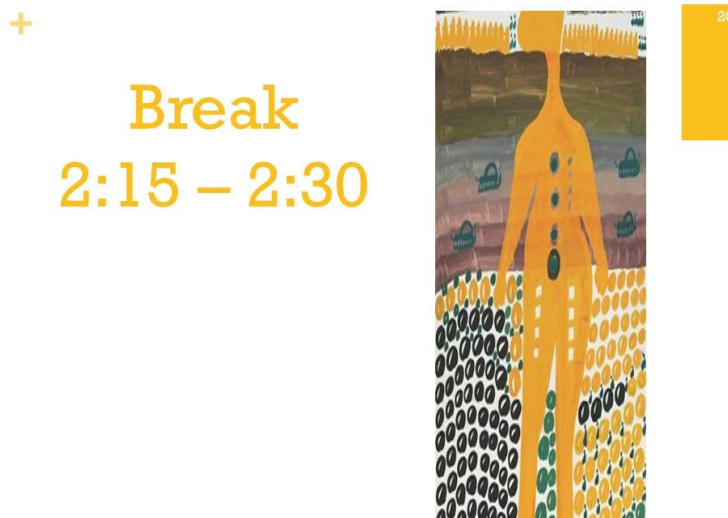
Prerequisites in action

So now that we all have a handle on the prerequisites and have and understanding of how to apply them in professional learning opportunities, now I'm going to ask you to identify examples of the prerequisites in action. Each table will work as a team to identify as many examples as they can in the allotted time. Each group will record their answers on the white boards. This activity will be a competition to see which table can generate the most examples before time is up. The one catch is that it is a relay race. Only one person from each table can be up and writing on the white board at a time, and the same person cannot write two times in a row. That means you will all have to work as a relay team to get your ideas on the board. Besides the source of the examples, are there any questions? (Answer the questions as appropriate.) Okay, now the source of your examples is the professional learning opportunity you experienced today. Identify as many examples as you can. Ready? Go!

Assigning Value: Reflection Activity

22

Based on your experiences today, what value can you assign to incorporating the four prerequisites for professional learning into professional learning experiences you design for your teachers? In other words, how will incorporating the four prerequisites for professional learning into the professional learning experiences you design for your teachers improve the learning experience for those teachers?

Part of the professional learning opportunity today includes a reflective activity. You are being asked to complete this activity on your own before you return to participate in the second part of this professional learning opportunity. The prompts for this activity are on the PowerPoint slide, but remember that the value in this assignment is the application of value in your unique situation. Think about how your learning today will impact your practice in the future. I will send you an invite to a shared Google document where you can upload your reflection. You do not need to attach your name if you do not want to.

Feedback is Essential

23

Please provide feedback by answering five questions about your professional learning experience today. Hard copies of the survey are on your tables, or you can complete the survey online by following this link:

https://www.surveymonkey.com/r/ZDFZRKD

Please take your time and be thoughtful with your responses so future workshops can be enhanced.

Handouts for Meeting 1 (*N* = 4)

Massachusetts Standards for Professional Development:

High quality professional development:

1. has clear goals and objectives relevant to desired student outcomes.

2. aligns with state, district, school, and/or educator goals or priorities.

3. is designed based on the analysis of data relevant to the identified goals, objectives, and audience.

4. is assessed to ensure that it is meeting the targeted goals and objectives.

5. promotes collaboration among educators to encourage sharing of ideas and working together to achieve the identified goals and objectives.

6. advances an educator's ability to apply learnings from the professional development to his/her particular content and/or context.

7. models good pedagogical practice and applies knowledge of adult learning theory to engage educators.

8. makes use of relevant resources to ensure that the identified goals and objectives are met.

9. is taught or facilitated by a professional who is knowledgeable about the identified objectives.

10. sessions connect and build upon each other to provide a coherent and useful learning experience for educators.

Standards for Professional Learning from Learning Forward

LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning

RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes

IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change

OUTCOMES: Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Four Prerequisites for Professional Learning

1. Educators' commitment to students, all students, is the foundation of effective professional learning. Committed educators understand that they must engage in continuous improvement to know enough and be skilled enough to meet the learning needs of all students. As professionals, they seek to deepen their knowledge and expand their portfolio of skills and practices, always striving to increase each student's performance. If adults responsible for student learning do not continuously seek new learning, it is not only their knowledge, skills, and practices that erode over time. They also become less able to adapt to change, less self-confident, and less able to make a positive difference in the lives of their colleagues and students.

2. Each educator involved in professional learning comes to the experience ready to learn. Professional learning is a partnership among professionals who engage with one another to access or construct knowledge, skills, practices, and dispositions. However, it cannot be effective if educators resist learning. Educators want and deserve high-quality professional learning that is relevant and useful. They are more likely to fully engage in learning with receptive hearts and minds when their school systems, schools, and colleagues align professional learning with the standards.

3. Because there are disparate experience levels and use of practice among educators, professional learning can foster collaborative inquiry and learning that enhances individual and collective performance. This cannot happen unless educators listen to one another, respect one another's experiences and perspectives, hold students' best interests at the forefront, trust that their colleagues share a common vision and goals, and are honest about their abilities, practices, challenges, and results. Professional accountability for individual and peer results strengthens the profession and results for students.

4. Like all learners, educators learn in different ways and at different rates. Because some educators have different learning needs than others, professional learning must engage each educator in timely, high-quality learning that meets his or her particular learning needs. Some may benefit from more time than others, different types of learning experiences, or more support as they seek to translate new learning into more productive practices. For some educators, this requires courage to acknowledge their learning needs, and determination and patience to continue learning until the practices are effective and comfortable.

Administrator Professional Learning Survey Meeting 1

What did you find to be the most useful discussion today and why?

_____
_____
_____
_____

How could the elements of today's workshop be improved?

_____
_____
_____
_____

In what ways have you already been incorporating the four prerequisites of professional learning into designing professional learning for your teachers?

_____
_____
_____
_____

What was something you did not know about the prerequisites of professional learning? How will you incorporate it into your professional development planning?

_____
_____
_____
_____

Overall, what would you change about today if anything?

_____
_____
_____
_____

Is there something you would like to see added to the discussion or agenda?

_____
_____
_____
_____

Meeting 2

Meeting 2 Objectives

There are seven objectives for Meeting 1.

1. Discover differences between multiple perspectives of adult learning (Adult Learning)

2. Predict ways in which a focus on adult learning can inform future designs of professional learning experiences (Now What)

3. Analyze changes that have occurred in personal perspectives regarding the design of professional learning experiences (Now What)

4. Compare outcomes of analyses (Perspectives in Action)

5. Explore personal learning styles (Taking Inventory)

6. Translate new knowledge on personal learning styles to potential outcomes in the practice of designing professional learning experiences (What is your Learning Style)

7. Determine the value of considering adult learning in the design of professional learning experiences. (Reflection Activity)

Meeting 2 Agenda

The agenda for Meeting 1 is presented here. The numbers of the associated slides have been identified. As applicable, the prerequisite and/or objective to which the agenda item pertains has been identified.

- *8:30 Welcome (Slide 1).* I will greet participants and tell them where the bathrooms and break areas are.
- *8:35 Conduct code (Slide 2).* I will ask administrators to review the code of conduct from the previous meetings and ask for agreement to the code or amendments. Establishing a code of conduct will provide guidelines for behavior that will promote an environment conducive to learning. It will exemplify the application of Prerequisite 2, common vision and goals and Prerequisite 3, sharing

of ideas. It is likely that they will mention behaviors such as listening to others and being respectful, behaviors outlined in Prerequisite 3. If these behaviors are not suggested, I will suggest them.

- *8:40 Goals and Objectives (Slides 3-5).* I will ask administrators to reflect on their personal goal for the day as well as specific objectives. I will encourage them to identify outcomes rather than specific activities. Those willing to share their goals and objectives will be encouraged to do so. I will record their responses on the PowerPoint. Then I will share my goal for them: that they become the most effective designers of professional development that they can be. Then I will share my intended objectives for the day. I will adjust my discussion about the similarities in our goals and objectives based on their responses. Asking administrators to reflect on their personal goals and objectives exemplifies the application of Prerequisite 1, seeking skills and practices to increase student performance (in this case teacher performance), Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite 3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants.

- 8:45 *Adult Learning (Slide 6).* As we know, the fourth prerequisite from Learning Forward is that professional learning must take into consideration the different learning styles and rates of teachers. With this prerequisite in mind, administrators will seek out and research the five prominent perspectives on adult learning. Administrators will divide into five jigsaw groups and explore these perspectives. The deliverable here will be a poster that we can display for a gallery walk. Administrators will each share a perspective that they learned from the gallery. Administrators will also have the opportunities to ask questions from the experts of different adult learning perspectives. Asking administrators to research adult learning perspectives exemplifies the application of Prerequisite 1, seeking skills and practices to increase student performance (in this case teacher performance), Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite 3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 1)

  10:15 Break (Slide 7)

- 10:30 *Gallery Walk (Slide 8)* After the break, administrators will each share a perspective that they learned from the gallery walk. Administrators will also have the opportunities to ask questions from the experts of different adult learning perspectives. Asking administrators to report about and share their new understanding exemplifies the application of Prerequisite 1, seeking skills and practices to increase student performance (in this case teacher performance), Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite

3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 1)

- 10:45 *What Did I Learn (Slide 9)* Administrators will be asked to share ideas that they learned from this activity. Asking administrators to participate in this conversation exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 1)

- 11:30 *Lunch (Slide 10)*

- 12:30 *Now What? (Slide 11*) Administrators will engage in a think, pair, share activity. They will select one perspective that is most relevant to them as a designer of professional development opportunities for adult teachers. They will think about how this perspective might inform their work when designing professional learning opportunities for their teachers using the provided questions. With a partner, they will select the two ideas that they considered the most influential on future professional learning and post them on the white board as a way of sharing with the group. Asking administrators to reflect on this new information regarding adult learning perspectives exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 2 and 3)

- 1:15 *Perspectives in Action (Slide 12)* As a whole group, administrators will look at the top change ideas shared in the think, pair, share activity. Administrators who have previously incorporated some of these ideas in their professional learning for adult learners will share their experiences. Asking administrators to share professional learning designs into which they have incorporated adult learning perspectives exemplifies the application of Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 4)

- 1:30 *Taking Inventory / What Is Your Learning Style?(Slides 13-14)* Administrators will have the opportunity to take a Personal Learning Style inventory developed by Malcolm Knowles. Using think, pair, and share format, they will discuss their results with three other participants. Asking administrators to determine their learning style exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 5 and 6)

- 2:15 *Break (Slide 15)*

- *2:30 Now What (Take 2) (Slide 16)* Because teachers in my study expressed a lack of opportunity to reflect on what they learn in order to apply new concepts in

practice, administrators will be afforded the opportunity to participate in a second think, pair, share activity. They will select another perspective that strikes them as relevant to their work as a designer of professional learning. They will ponder how understanding this perspective will inform their work the next time they are designing a professional learning opportunity for their adult teachers. With a partner, they will reflect on and determine if their thinking has changed regarding how adults learn with regard to this perspective. With partners who chose the same perspective as they did, they will assess their past strategies and select new strategies for their design of professional learning. They will decide on the two most powerful ways this new perspective has influenced their thinking about how they will design future professional learning opportunities for adult learners and post them on the white board. Asking administrators to determine the most powerful perspectives of adult learning that can be applied to professional learning exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 2 and 3)

- *3:05 Perspectives in Action (Take 2) (Slide 17)* While looking at the top change ideas posted on the white boards, administrators will have an opportunity to share with each other any experiences they have with these. Asking administrators to examine and share change ideas exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 4)

- *3:20 Reflection activity (Slide 18* This activity is being included here in part because teachers in my study identified the lack of the professional learning experiences in which their adult learning needs have been met. Administrators will reflect on the value of applying adult learning perspectives into professional learning. They also will be asked to upload these documents to a shared Google folder. They will not have to put their names on the documents if they do not wish to do so. This activity will exemplify the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 7)

- *3:30 Survey (Slide 19).* Administrators will be asked to complete a survey to provide feedback.

Meeting 2 PowerPoint Presentation

Designing Effective Professional Learning for Teachers

Meeting 3

8:30 – 3:30

Thank you for coming today. I know your time is valuable.
Please let me take a few minutes to let you know where the bathrooms and break rooms are as well as present the agenda.

+ Code of professional conduct for the day

◆ Participants will . . .

◆ Participants will . . .

◆ Participants will . . .

◆ Participants will . . .

2

Please allow me to remind everyone about the code of conduct on which we all agreed during Meeting 1. Let's take a minute to see if we need to amend these at all. (Will modify according to participants' suggestions.)

Goals & Objectives

3

- What do I want to get out of my time here today?
- What do I want to learn today?
- What value am I hoping to find in today's experiences?

Please reflect for a moment on your personal goal for today and at least 2 specific objectives. Try to write your goals and objectives in terms of outcomes rather than activities.

My Goal as Facilitator

For you to become the most effective designers of professional development that you can be.

Thank you for sharing your goals. As you can see, I've shared mine. (Adjust discussion based on participant responses.)

+ Objectives

Administrators will:

1. Discover differences between multiple perspectives of adult learning
2. Predict ways in which a focus on adult learning can inform future designs of professional learning experiences
3. Analyze changes that have occurred in personal perspectives regarding the design of professional learning experiences
4. Compare outcomes of analyses
5. Explore personal learning styles
6. Translate new knowledge on personal learning styles to potential outcomes in the practice of designing professional learning experiences
7. Determine the value of considering adult learning in the design of professional learning experiences.

(Discuss similarities between what the participants indicated and what I shared.)
I will do my best to ensure that this training meets your needs. If time or other constraints do not allow me to address all of your needs in this training series, I will work to see that a second series is developed so that your needs are met.

+ Adult Learning

- Experiential
- Andragogy
- Transformative
- Situated
- Self-Directed

As we know, the fourth prerequisite must take into consideration different learning styles and rates of teachers. From my own research in our school district, I know teachers want to be treated as adult learners. From these data comes the focus of our learning today: adult learning and learning styles. There are five prominent perspectives on adult learning, all with their own merits. To give ourselves an overview of these concepts, we're going to divide into our jigsaw groups and explore these perspectives. The deliverable here will be a poster that we can display for a gallery walk. We want to share the information with our colleagues.

BREAK
10:15 – 10:30
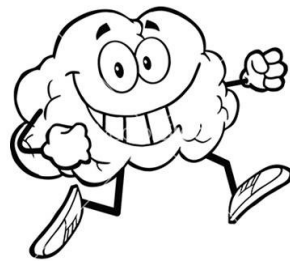
Gallery Walk

This is your brain on a gallery walk!

Please finish up your posters and get them displayed so we can begin our gallery walk. What might you have already known? What is new information? What might you like to learn more about?
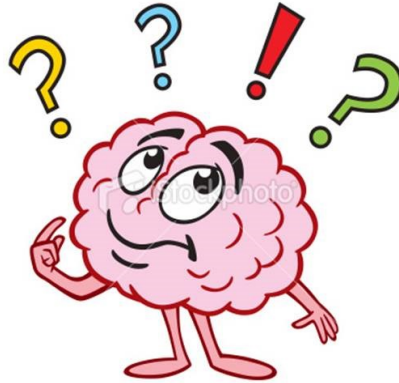
What did I learn?

9

Please finish up your posters and get them displayed so we can begin our gallery walk. What might you have already known? What is new information? What might you like to learn more about?

LUNCH

11:30 – 12:30

10

+ Now What?

So now what? What do we do with this new information? Well, let's figure that out. I'm going to ask you to engage in think, pair, share activity. First, pick one perspective that strikes you as most relevant to your work as a designer of professional development opportunities for adult teachers. Then, think about how that perspective might inform your work the next time you are designing a professional learning opportunity for your adult teachers. How has your thinking changed regarding how adults learn with regard to this perspective? What strategies have I used in the past that no longer seem appropriate? What new strategies could I incorporate to better meet the needs of my adult learners based on what I've learned so far today? When you feel ready, find someone else at another table who thought about the same perspective and share your ideas. Then, together, decide on the two most powerful ways this new perspective has influenced your thinking about how you will design future professional learning opportunities for adult learners and post them on the white board under the appropriate perspective. You can see I already have the names of the five perspectives on the board.

Perspectives in Action

12

The application of perspectives in the design of professional learning opportunities

Let's take a look at the top change ideas each pair generated. Perhaps some of you have previously incorporated some of these top ideas in your work designing professional learning opportunities for adult learners? Perhaps you'd be willing to share?

Taking Inventory

13

Personal Adult Learning Styles Inventory

(Malcolm Knowles)

Now that we've had a chance to get familiar with the varying perspectives of adult learners, let's take a look at ourselves for a minute. To do this, we're all going to complete the Personal Adult Learning Inventory by Malcom Knowles. I have hard copies of the inventory for you on your tables. First though, I want you to take about 10 minutes to think about your learning style. What kind of learner do you think you are? Do you think you are more pedigogically oriented or andragogically oriented? Why? Give examples from your learning experiences that exemplify this orientation. Then complete the inventory on your own. When you are finished, exchange your inventory with a neighbor. You are to score each other's inventories.

+ What is your Learning Style?

14

- Are you surprised by your result?

- Think of a time when your personal learning style was respected and acknowledged and a time when it was ignored during a professional learning experience.

- How may these inventory results influence your future learning?

- How may your results better inform your design of professional learning?

- How would you like your style to grow and change in the future?

For this activity, we'll use the think, pair, share method again, but this time, go seek out someone with whom you have not yet worked. Discussion topics are posted her for you. After we've had some time to share in pairs, I'll ask for volunteers willing to share their experiences with the group.

+ BREAK 2:00 – 2:15
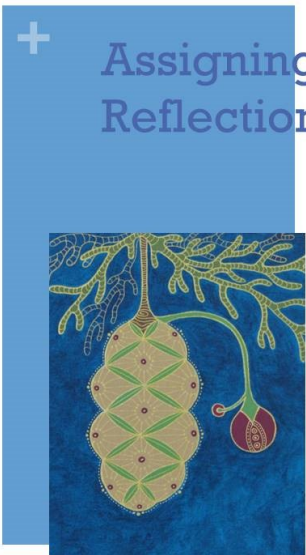
15

⁺ Now What? (Take II)

Because teachers have expressed they rarely get enough time to actually think about applying information in practice, I've built into today's activities enough time for a second application activity. This activity will be just like the first think, pair, share activity, except this time you will pick another perspective that strikes you as relevant to your work as a designer of professional development opportunities for adult teachers. Then, think about how that perspective might inform your work the next time you are designing a professional learning opportunity for your adult teachers. How has your thinking changed regarding how adults learn with regard to this perspective? What strategies have I used in the past that no longer seem appropriate? What new strategies could I incorporate to better meet the needs of my adult learners based on what I've learned so far today? When you feel ready, find someone else at another table who thought about the same perspective and share your ideas. Then, together, decide on the two most powerful ways this new perspective has influenced your thinking about how you will design future professional learning opportunities for adult learners and post them on the white board under the appropriate perspective. We can add to the lists from the previous application activity.

Perspectives in Action (Take II)

17

The application of perspectives in the design of professional learning opportunities

Let's take a look at the top change ideas each pair generated. Perhaps some of you have previously incorporated some of these top ideas in your work designing professional learning opportunities for adult learners? Perhaps you'd be willing to share you experiences?

Assigning Value: Reflection Activity

18

Based on your experiences today, what value can you assign to incorporating aspects of adult learning into the design of your professional learning experiences? How will your teachers benefit? How will students benefit?

Part of the professional learning opportunity today includes a reflective activity. You are being asked to complete this activity on your own before you return to participate in the second part of this professional learning opportunity. The prompts for this activity are on the PowerPoint slide, but remember that the value in this assignment is the application of value in your unique situation. Think about how your learning today will impact your practice in the future. I will send you an invite to a shared Google document where you can upload your reflection. You do not need to attach your name if you do not want to.

+

Feedback is Essential

Please provide feedback by answering five questions about your professional learning experience today. Hard copies of the survey are on your tables, or you can complete the survey online by following this link:

https://www.surveymonkey.com/r/56CQG88

Please take your time and be thoughtful with your responses so future workshops can be enhanced.

Handouts for Meeting 2 (N = 4)

Personal Adult Learning Style Inventory

Developed by D. Malcom S. Knowles, Taken from *The Adult Learner: The Definitive Classic in Adult Education and human Resource Development*, 2005, Elsevier Inc.

This inventory is for anyone involved in organizing and administering adult learning activities. You might be a trainer, teacher, group facilitator, administrator, educator, or anyone who works with adults in teaching/learning relationships. Your responses to this inventory will give you some insight into your general orientation o adult learning, program development, learning methods, and program administration.

Self-assessments are not easy for anyone to make accurately. How we would like to be seen by others comes in conflict with how we really behave. Our visions of ourselves is likely to be somewhat optimistic. Please be as candid as possible in your responses so that you can obtain a better understanding of your HRD style.

Directions: Thirty pairs of items are listed. The statements comprising each pair are labeled A and B. After reading each pair and considering your own approach, decide on the extent to which you agree with *each* statement. Place your response on the scale in the center of the page by circling *one* of the choices.

This inventory is designed to be used in a variety of settings; therefore, the words *facilitator* and *trainer* may be used interchangeably, as well as *learning* and *training*. Both words are included in the inventory and denoted with a slashmark ("/").

Use the following key:
A = I agree fully with statement A
A > B = I agree more with statement A than B
NANB = I do not agree with statement A or B
B > A = I agree more with statement B than A
B = I agree fully with statement B

Personal Adult Learning Style Inventory
Developed by Dr. Malcom S. Knowles

	A	A	A>B	NANB	B>A	B	B
1	There are a number of important differences between youths and adults as learners that can affect the learning process.	A	A>B	NANB	B>A	B	For the most part, adults and youths do not differ greatly in terms of the learning process.
2	Effective learning/training design puts equal weight on content and process plans.	A	A>B	NANB	B>A	B	Effective learning/training design is concerned with content first and process second.
3	Effective facilitators/trainers model self-directed learning in their own behavior, both within and outside the learning session.	A	A>B	NANB	B>A	B	Effective facilitators/trainers show learners that they, the facilitators/trainers, are content experts, with the knowledge and skills to be "in the driver's seat."
4	Effective learning/training is based on sound methods for involving learners in assessing their own learning needs.	A	A>B	NANB	B>A	B	Effective learning/training rests o the trainer's use of standard, valid methods for assessing learners' needs.
5	Client system representatives must be involved in the planning of learning/training programs.	A	A>B	NANB	B>A	B	It is the program developer's responsibility to provide clients with clear and detailed plans.
6	Program administrators must plan, work and share decision-making with client system members.	A	A>B	NANB	B>A	B	Program administrators must have full responsibility and be held accountable for their plans and decisions.
7	The role of the facilitator/trainer is best seen as that of a facilitator and resource person for self-directed learners.	A	A>B	NANB	B>A	B	The role of the facilitator/trainer is to provide the most current and accurate information possible for learners.
8	Effective learning designs take into account individual learning differences among learners.	A	A>B	NANB	B>A	B	Effective learning designs are those that apply broadly to most or all learners.
9	Effective facilitators/trainers are able to create a variety of learning experiences for helping trainees develop self-directed learning skills.	A	A>B	NANB	B>A	B	Effective facilitators/trainers concentrate on preparing learning/training sessions that effectively convey specific content.
10	Successful learning/training designs incorporate a variety of experiential learning methods.	A	A>B	NANB	B>A	B	Successful learning/training designs are grounded in carefully developed formal presentations.

11	Client system members should be involved in developing needs assessment instruments and procedures that provide the data for program planning.	A	A>B	NANB	B>A	B	Learning/training program developers are responsible for designing and using sound needs assessment instruments and procedures to generate valid data for program planning.
12	Program administrators must involve their clients in defining, modifying, and applying financial policies and practices related to learning/training programs.	A	A>B	NANB	B>A	B	Program administrators must be able to explain clearly to their clients their financial policies and practices related to learning/training programs.
13	Effective facilitators/trainers must take into account recent research findings concerning the unique characteristics of adults as learners.	A	A>B	NANB	B>A	B	Effective facilitators/trainers must use the respected, traditional learning theories as they apply to *all* learners.
14	Effective learning requires a physical and psychological climate of mutual respect, trust, openness, supportiveness and security.	A	A>B	NANB	B>A	B	Effective learning depends on learners recognizing and relying on the expert knowledge and skills of the trainer.
15	It is important to help learners understand the differences between didactic instruction and self-directed learning.	A	A>B	NANB	B>A	B	Learners should concentrate on the content of learning/training rather than the method or methods of instruction.
16	Effective facilitators/trainers are able to get learners involved in the learning/training.	A	A>B	NANB	B>A	B	Effective facilitators/trainers are able to get, focus and maintain the learners' attention.
17	Client system representatives need to be involved in revising and adapting learning/training programs, based on continuing needs assessment.	A	A>B	NANB	B>A	B	Learning/training program develops must develop and use on-going needs assessment data, to revise and adapt programs to better meet client needs.
18	Program administrators must involve organizational decision-makers in interpreting and applying modern approaches to adult education and learning/training.	A	A>B	NANB	B>A	B	Program administrators must be able to explain clearly and convincingly modern approaches to adult education and learning/training to organizational policy makers.
19	Effective learning requires the facilitator/trainer to assess and control the effects that factor such as groups, organizations, and cultures have on learners.	A	A>B	NANB	B>A	B	Effective learning requires the facilitator/trainer to isolate leaners from the possible effects of outside factors such as groups, organizations or cultures.

		A	A>B	NANB	B>A	B	
20	Effective learning/training design engages the learners in a responsible self-diagnosis of their learning needs.	A	A>B	NANB	B>A	B	Effective learning/training can take place only after experts have diagnosed the real learning needs of learners.
21	Effective facilitators/trainers involve learners in planning, implementing and evaluating their own learning activities.	A	A>B	NANB	B>A	B	Effective facilitators/trainers accept responsibility for the planning, implementation, and evaluation of the learning activities they direct.
22	Use of group dynamics principles and small group discussion techniques is critical for effective learning.	A	A>B	NANB	B>A	B	Effective learning centers on the one-to-one relationship between the facilitator/trainer and the learner.
23	Program developers must help design and use program planning mechanisms such as client advisory committees, task forces and others.	A	A>B	NANB	B>A	B	Effective program planning is the result of the program developer's efforts to interpret and to use the client system data they collect.
24	Program administrators must collaborate with organizational members to experiment with program innovations, jointly assessing outcomes and effectiveness.	A	A>B	NANB	B>A	B	Program administrators must take the initiative to experiment with program innovations and assess their outcomes and effectiveness.
25	In preparing a learning/training activity, the facilitator/trainer should review those theories of learning relevant for particular adult learning situations.	A	A>B	NANB	B>A	B	In preparing a learning/training activity, the facilitator/trainer should rely on certain basic assumptions about the learning process that have been proven to be generally true.
26	Effective learning/training engages learners in formulating objectives that are meaningful to them.	A	A>B	NANB	B>A	B	Effective learning/training requires that the facilitator/trainer clearly define the goals that learners are expected to attain.
27	Effective facilitators/trainers begin the learning process by engaging adult learners in self-diagnosis of their own learning needs.	A	A>B	NANB	B>A	B	Effective facilitators/trainers start by making a careful diagnosis of participant learning needs.
28	Learners must be involved in planning and developing evaluation instruments and procedures in carrying out the evaluation of learning processes and outcomes.	A	A>B	NANB	B>A	B	Facilitators/trainers are responsible for planning and developing evaluation instruments and procedures for carrying out evaluation of learning processes and outcomes.

29	Program developers must involve client system members in designing and using learning/training program evaluation plans.	A	A>B	NANB	B>A	B	Program developers are responsible for designing and implementing sound evaluation plans.
30	Program administrators must work with organizational members and decision makers to analyze and interpret legislation affecting organizational learning/training programs.	A	A>B	NANB	B>A	B	Program administrators are responsible for making and presenting to organizational authorities analyses of legislation that affects organizational learning/training programs.

SCORING THE INVENTORY

Directions: Circle the numbers in each column that correspond to the answers you chose on the survey (see key below) and then add down the columns. Enter the sum for each column in the box provided. You will have six scores (Subtotals). The, add the Subtotals and place the sum in the total box below.

A = 5	A > B = 4	NANB = 3	B > A = 2	B = 1

I. Learning Orientation	II. Learning Design	III. How People Learn	IV. Learning Methods	V. Program Development	VI. Program Admin.
1	6	11	16	21	26
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
2	7	12	17	22	27
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
3	8	13	18	21	28
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
4	9	14	19	24	29
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
5	10	15	20	25	30
1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
				Total	

Place each of your six component scores in the column labeled, "My Scores." Compare your score for each component to the pedagogy/andragogy ranges.

Component Results: *To what extent am I andragogical in each of the six areas:*

	Pedagogically Oriented	**My Scores**	**Andragogically Oriented**
I	5-10		20-25
II	5-10		20-25
III	5-10		20-25
IV	5-10		20-25
V	5-10		20-25
VI	5-10		20-25

Interpretive Guide

The *Personal HRD Style Inventory* is a learning instrument designed to help you assess the assumptions that underlie your teaching/training activities. These assumptions may be useful or not useful, depending on the particular learner and the particular learning situation.

Teaching/learning assumptions may be categorized as *pedagogically* oriented or *andragogically* oriented. The body of theory and practice on which teacher-directed learning is based is often given the label "pedagogy," from the Greek words *paid* (meaning child) and *agogos* (meaning guide or leader) – thus being defined as the art and science of teaching children.

The body of theory and practice on which self-directed learning is based is coming to be labeled as *andragogy*, from the Greek word *aner* (meaning "adult")- thus being defined as the art and science of helping adults (or, even better, maturing human beings) learn.

Traditional Learning: The Pedagogical Model
The pedagogical model is the one with which all of us have had the most experience. Teaching in our elementary schools, high schools, colleges, the military service, churches, and a variety of other institutions is largely pedagogically oriented. When we are asked to serve as instructors or prepare instruction for others, the pedagogical model comes quickly to mind and often takes control of our activities. That is easy to understand since pedagogy has dominated education and training practices since the seventh century. Four assumptions about learners are inherent in the pedagogical model:

1. The learner is a dependent personality. The teacher/trainer is expected to take full responsibility for making the decisions about what it to be learned, how and when it should be learned, and whether it has been learned. The role of the learner is to carry out the teacher's directions passively.
2. The learner enters into an educational activity with little experience that can be used in the learning process. The experience of the teacher/trainer is what is important. For that reason a variety of one-way communication strategies are employed, including lectures, textbooks and manuals, and a variety of audiovisual techniques that can transmit information to the learner efficiently.
3. People are ready to learn when they are told what they have to learn in order to advance to the next grade level or achieve the next salary grade or job level.
4. People are motivated to learn primarily by external pressures from parents, teachers/trainer, employers, the consequences of failure, grades, certificates or so on.

Contemporary Learning: The Andragogical Model

During the 1960's, European adult educators coined the term *andragogy* to provide a label for a growing body of knowledge and technology in regard to adult learning. The following five assumptions underlie the andragogical model of learning:

1. The learner is self-directing. Adult learners want to take responsibility for their own lives, including the planning, implementing, and evaluating of their learning activities.
2. The learner enters an educational situation with a great deal of experience. This experience can be a valuable resource to the learner as well as to others. It needs to be valued and used in the learning process.
3. Adults are ready to learn when they perceive a need to know or do something in order to perform more effectively in some aspect of their lives. Their readiness to learn maybe stimulated by helping them to assess the gaps between where they are now and where they want and need to be.
4. Adults are motivated to learn after they experience a need in their life situation. For that reason, learning needs to be problem-focused or task-centered. Adults want to apply what they have learned as quickly as possible. Learning activities need to be clearly relevant to the needs of the adult.
5. Adults are motivated to learn because of internal factors, such as self-esteem, recognition, better quality of life, greater self-confidence, the opportunity to self-actualize, and so forth. External factors, such as pressure from authority figures, salary increases, and the like, are less important.

Implications of the Models for Teachers/Trainers

A subscription to one model of learning or the other carries with it certain implications for the teacher/trainer. The basic concern of people with pedagogical orientation is *content*. Teachers and trainers with a strong pedagogical orientation will be strongly concerned about what needs to be covered in the learning situation; how that content can be organized into manageable unit; the most logical sequence for presenting these units; and the most efficient means of transmitting this content.

In contrast, the basis concern of people with an andragogical orientation is *process*. The andragogical process consists of eight elements: preparing the learners, considering the physical and psychological climate setting, involving the leaners in planning for their learning, involving the learners in diagnosing their own needs for learning, involving the learners in formulating their own learning objectives, involving he learners in designing learning plans, helping the learners carry out their learning plans, and involving the learners in evaluating their own learning outcomes.

Reflection Questions:

Administrator Professional Learning Survey Meeting 2

What did you find to be the most useful discussion today and why?

_____
_____
_____
_____

How could the elements of today's workshop be improved?

_____
_____
_____
_____

In what ways have you already been incorporating aspects of adult learning into designing professional learning for your teachers?

_____
_____
_____
_____

Did you learn anything new regarding adult learning that can be incorporated into your professional development design? How will this impact your teachers?

_____
_____
_____
_____

Overall, what would you change about today if anything?

_____
_____
_____
_____

Is there something you would like to see added to the discussion or agenda?

_____
_____
_____
_____

Meeting 3

Meeting 3 Objectives

There are eight objectives for Meeting 3.

1. Determine the differences between traditional and nontraditional forms of professional learning

2. Examine the components of action research

3. Identify and examine alternative methods used in action research

4. Summarize the processes involved in some of the methods used in action research and explain new learning

5. Explain how action research can be used to improve professional learning

6. Reflect on one's own practices of using action research in the design of professional learning and critique their effectiveness

7. Reflect on the experiences of others with regard to using action research in the design of professional learning and explain new learning

8. Evaluate the benefits of incorporating action research into the design of professional learning opportunities

Meeting 3 Agenda

The agenda for Meeting 3 is presented here. The numbers of the associated slides have been identified. As applicable, the prerequisite and/or objective to which the agenda item pertains has been identified.

- *8:30 Welcome (Slide 1).* I will greet participants and tell them where the bathrooms and break areas are.

- *8:35 Conduct Code (Slide 2).* I will ask administrators to review the code of conduct from the previous meetings and ask for agreement to the code or amendments. Establishing a code of conduct will provide guidelines for behavior that will promote an environment conducive to learning. It will exemplify the application of Prerequisite 2, common vision and goals and Prerequisite 3, sharing of ideas. It is likely that they will mention behaviors such as listening to others and being respectful, behaviors outlined in Prerequisite 3. If these behaviors are not suggested, I will suggest them.
- *9:30 Goals and Objectives (Slides 3-5).* I will ask administrators to reflect on their personal goal for the day as well as specific objectives. I will encourage them to identify outcomes rather than specific activities. Those willing to share their goals and objectives will be encouraged to do so. I will record their responses on the PowerPoint. Then I will share my goal for them: that they become the most effective designers of professional development that they can be. Then I will share my intended objectives for the day. I will adjust my discussion about the similarities in our goals and objectives based on their responses. Asking administrators to reflect on their personal goals and objectives exemplifies the application of Prerequisite 1, seeking skills and practices to increase student performance (in this case teacher performance), Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite 3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants.
- 9:45 *What's the Difference Anyway?/ Traditional vs. Nontraditional. (Slides 6-7).* So that administrators begin to think differently about learning opportunities for teachers, it is critical that they recognize and understand the difference between traditional and nontraditional forms of professional learning. This activity is being included in here because teachers in the study described traditional professional development activities as not relevant and not meaningful. To help administrators make this distinction, I will instruct them to work with their groups to list the characteristics of the two basic forms of professional learning. I will stress the importance of focusing conceptually on the characteristics of the two forms of professional learning. After 15 minutes, I will ask the administrators to create a list. I will type their responses directly into the PowerPoint slide as they provide them. Asking administrators to participate in this discussion exemplifies the application of Prerequisite 2, usefulness and relevance of professional learning, and Prerequisite 3, sharing of ideas, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 1)
- *10:15 Break (Slide 8)*
- 10:30 *Traditional (Pedagogy) vs. Nontraditional (Andragogy) (Slides 9-10)* After the break, I will introduce the administrators to the distinctions between traditional and nontraditional teaching methods. Traditional teaching methods use a pedagogical approach while nontraditional methods use an andragogical approach. By making a distinction between these two forms of teaching in professional learning, administrators may be more likely to change their dispositions and practices that affect teachers with regard to the design of professional learning opportunities. Asking administrator to participate in this conversation exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and

useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 1)

- 11:00 *Action Research (Slides 10 – 12)* So administrators can develop an understanding of the components of action research, they will examine the components of action research as professional learning; selecting a focus, clarifying theories, identifying research questions, collecting and analyzing data, reporting results, and taking informed action. During this conversation, administrators will identify the different methods used in this form of professional learning. Asking administrators to participate in this conversation exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 2)
- 11:30 *Lunch (Slide 11)*
- 12:30 *Options for Action Research (Slides 14 -17)* Groups will agree upon and select a type of action research to study. Each group will select a different type of action research. As a group, they will create a poster summarizing the processes required to successfully implement this form of professional learning. Administrators will then do a gallery walk to see what they can learn from their peers about initiating these forms of action research for their teachers. Whole group discussion will take place as administrators share one thing that they learned from the gallery walk or the jigsaw group and how they might apply it in future professional learning that they design. A video will be shown about how action research can improve professional learning. Afterwards, each table will share something they gleaned from the video. Asking administrator to participate in these activities exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objectives 3 and 4)
- 2:00 *Break (Slide 18)*
- 2:15 *Action Research (Slides 19 –21)* Administrators will be given time to reflect on the way they currently design professional learning opportunities. They will make a list of the methods of action research they incorporate into professional learning opportunities now and how they address the needs of their teachers as adult learners. Administrators will share ways they have incorporated action research into professional development opportunities for their teachers while listening two new ideas from other participants. Asking administrators to reflect on their design of professional learning as it relates to adult learners and to listen for new ideas from other participants exemplifies the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 7)

- *3:15 Assigning Value: Reflection Activity (Slide 22).* This activity is being included here in part because teachers in my study identified lack of time to reflect as a drawback of the professional learning experiences in which they have participated. Administrators will be asked to consider what they learned about action research and its application to the design of professional learning opportunities at their schools. In particular, they will be asked to consider what format might be most suitable for their schools and why that might be the case. Administrators also will be asked to upload their documents to a shared Google folder. They will not have to put their names on the documents if they do not wish to do so. This activity will exemplify the application of Prerequisite 1, continuous engagement in improvement, Prerequisite 2, relevant and useful professional learning experiences, Prerequisite 3, honesty regarding personal practices and challenges, and Prerequisite 4, the need to appeal to the learning styles of various participants. (Objective 8)
- *3:25 Survey (Slide 23).* Administrators will be asked to complete a survey to provide feedback.

Meeting 3 PowerPoint Presentation
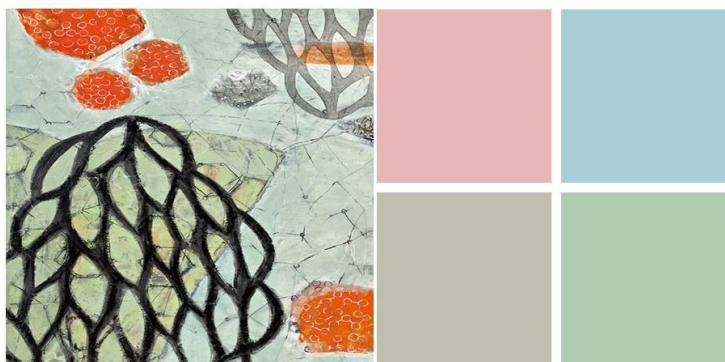
Designing Effective Professional Learning for Teachers

8:30 – 3:45   Meeting 3

Thank you for coming today. I know your time is valuable. Please let me take a few minutes to let you know where the bathrooms and break rooms are as well as present the agenda.

Please allow me to remind everyone about the code of conduct on which we all agreed during Meeting 1. Let's take a minute to see if we need to amend these at all. (Will modify according to participants' suggestions.)

Goals & Objectives

- What do I want to get out of my time here today?
- What do I want to learn today?
- What value am I hoping to find in today's experiences?

3

Please reflect for a moment on your personal goal for today and at least 2 specific objectives. Try to write your goals and objectives in terms of outcomes rather than activities.

My Goal as Facilitator

- For you to become the most effective designer of professional development that you can be.

4

Thank you for sharing your goals. As you can see, I've shared mine. (Adjust discussion based on participant responses.)

+ Objectives

5

Administrators will:

1. Determine the differences between traditional and nontraditional forms of professional learning
2. Examine the components of action research
3. Identify and examine alternative methods used in action research
4. Summarize the processes involved in some of the methods used in action research and explain new learning
5. Explain how action research can be used to improve professional learning
6. Reflect on one's own practices of using action research in the design of professional learning and critique their effectiveness
7. Reflect on the experiences of others with regard to using action research in the design of professional learning and explain new learning
8. Evaluate the benefits of incorporating action research into the design of professional learning opportunities

(Discuss similarities between what the participants indicated and what I shared.)
I will do my best to ensure that this training meets your needs. If time or other constraints do not allow me to address all of your needs in this training series, I will work to see that a second series is developed so that your needs are met.

+

6

What's the difference anyway?

Traditional   Non-Traditional

Let's define traditional vs. nontraditional teaching as we are familiar with the terms.
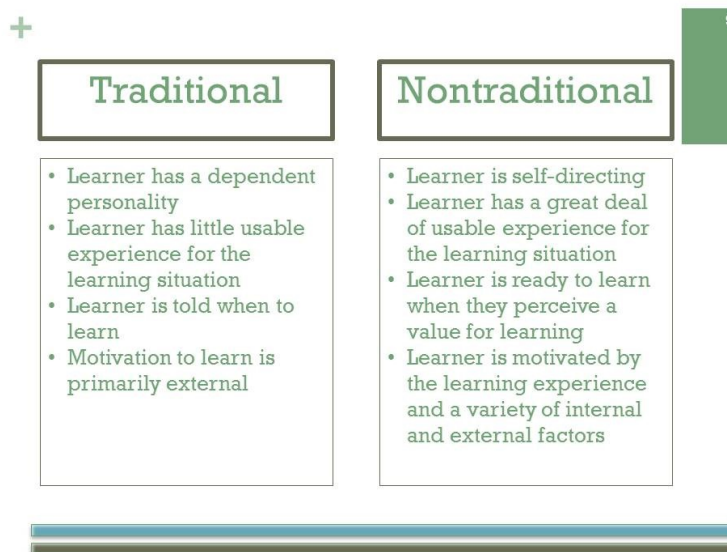Think of descriptive words we can use to distinguish between the two types.

Okay, let's see what we came up with. If we can just go around from table to table and get one idea from each table as we go along, we can start to compile the characteristics we've assigned to each concept. I'll type then in as we go.

So now let's take a look at the distinction provided by Malcom Knowles. (The Adult Learner, 2005)

So, as we've discovered then, traditional models are oriented toward children, while nontraditional models are oriented toward adults. As you know, one of the prerequisites of effective professional learning is that it meets the needs of its audience, which we know are adults. Considering that audience, then, we know that action research is an appropriate means of engaging teachers in the problem solving process.

You are all likely familiar with the general concept of action based research. It is strategy we employ in Boston Public Schools as means of initiating change. This particular set of steps in the process came from ASCD. It is also a learning structure that is well suited to adult learners.

Let's generate a list of strategies that can be used to conduct action research. (Type in as ideas are generated.) Okay, now let's see what other ideas we can generate. With your neighbor, research other methods for conducting action research that we may have missed. We'll share these with the group.

Now, in your jigsaw groups, pick a type of method that can be used to facilitate professional learning that your group can research. Let's only have one type for each group. So groups can call out what they might like to research. Take a minute first though to think about which of the methods that were just generated that you are least familiar with but think might be beneficial to use in professional learning opportunities you design for your teachers. I will type each group's topic on the PowerPoint slide. Generate a "poster," using the white board. We will do a gallery walk when we are finished.

+ Gallery Walk

What can I learn from my peers about methods of initiating action research in the professional learning opportunities I design for my teachers?

15

Now that we have our "posters" up, take a walk through the gallery to see what you can learn about other methods of initiating action research in the professional learning opportunities.

+ What did I learn?

16

Let's go around the room and share one thing that you learned from the gallery walk or the jigsaw group and how you might apply it in future professional learning that you design.

+ **How Action Research Can Improve Professional Learning**

This video is short but very informative. It provides a nice overview of how action research can improve professional learning. Afterwards, I will ask each table to restate one fact they gleaned from the video.

+ **BREAK 2:00 – 2:15**

+ What methods for conducting action research do I use now when I design professional learning opportunities? How are they effective? 19
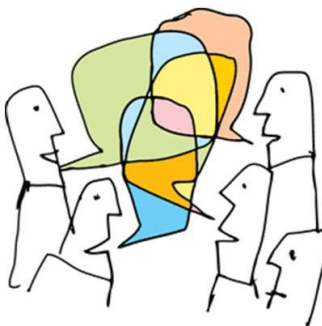
Think about the way you currently design professional learning opportunities. Make a list of the methods of action research you incorporate into your professional learning opportunities now and how they address the needs of your teachers as adult learners. You will be sharing your examples with your jigsaw groups in a minute.

+ How are my peers using others methods for conducting action research when they design professional learning opportunities? 20

With your table partners, share the methods of action research you incorporate into your professional learning opportunities and how they address the needs of your teachers as adult learners. Listen to the ways your peers are using methods you may not have used before.

What did I learn?

Let's share one new thing each new that you learned and how you might apply it in future professional learning that you design.

Reflection Activity

Based on what you learned today regarding action-based professional learning, how do you think this type of professional learning could benefit your school? What format do you find most suitable for your school and why?

Part of the professional learning opportunity today includes a reflective activity. You are being asked to complete this activity on your own. The prompts for this activity are on the PowerPoint slide. Think about how your learning today will impact your practice in the future. I will send you an invite to a shared Google document where you can upload your reflection. You do not need to attach your name if you do not want to.

+

Feedback is Essential

Please provide feedback by answering five questions about your professional learning experience today. Hard copies of the survey are on your tables, or you can complete the survey online by following this link:

https://www.surveymonkey.com/r/56WZ78F

Please take your time and be thoughtful with your responses so future workshops can be enhanced.

Handout for Meeting 3 (N = 1)

Administrator Professional Learning Survey Meeting 3

What did you find to be the most useful discussion today and why?

_____
_____
_____
_____

How could the elements of today's workshop be improved?

_____
_____
_____
_____

In what ways have you already been incorporating action research into designing professional learning for your teachers?

_____
_____
_____
_____

Did you learn anything new regarding action research that can be incorporated into your professional development design? How will this impact your teachers?

_____
_____
_____
_____

Overall, what would you change about today if anything?

_____
_____
_____
_____

Is there something you would like to see added to the discussion or agenda?

_____
_____
_____
_____

Appendix B: Invitation to Participate in the Study

Exploring the Efficacy of School-based Professional Development

To whom it may concern:

My name is Michele Glynne, and I am a doctoral candidate in the Education Department of Walden University. I am conducting a research study as part of my requirements for my doctoral degree in Teacher Leadership, and I would like to invite you to participate in this study. I am studying the effectiveness of school based professional development in the district. I am a second grade teacher with Boston Public Schools and facilitate professional development for the Elementary Math Department. My role as a teacher and facilitator of Math professional development is separate from my role as a researcher.

If you choose to be in the study and meet the criteria, you will participate in a 40 minute to one hour interview. Participation will be confidential. You do not have to participate in this study if you do not wish to be. You may withdraw from the study at any time.

Thank you for your consideration. If you would like to be involved and meet the criteria, Please contact me at the email listed below to discuss participating.

Sincerely,

Michele Glynne

Michele Glynne
XXX@waldenu.edu

Study Criteria - Participating teachers should have:

- 3 or more years teaching and tenured in Boston Public Schools

- Participated in school-based professional development this school year

- Been recipients of school-based professional development, not facilitators at your

  school

Appendix C: Consent Form

CONSENT FORM

You are invited to take part in a research study of current school-based professional development. The researcher is inviting permanent teachers who have participated in the current school based professional development to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Michele Glynne, who is a doctoral student at Walden University. In addition, I am a second grade teacher with Boston Public Schools and facilitate professional development for the Elementary Math Department. My role as a teacher and facilitator of Math professional development is separate from my role as a researcher.

Background Information:
The purpose of this study is to evaluate teachers' perceptions of current school based professional development.

Procedures:
If you agree to be in this study, you will be asked to:
- Participate in an interview lasting from no more than one hour and will be audio recorded.
- You may be asked to review and verify the researcher's initial findings for your own data to ensure accuracy. This will last no more than an hour.
- You will also have the opportunity to review your analysis before submission. This will last no more than an hour.

Here are some sample questions:
- Based on your experience of professional development what are your expectations from school based professional development?
- How does school-based professional development improve your professional knowledge?

Voluntary Nature of the Study:
This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one in your school will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind during or after the study. You may stop at any time.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress and interview nerves. Being in this study would

not pose risk to your safety or wellbeing. The study will allow you to reflect on your professional development and adult learning needs.

Payment:
There will be no payment for participating in this study.

Privacy:
Any information you provide will be kept confidential. The researcher will not use your personal information for any purposes outside of this research project. Also, the researcher will not include your name or anything else that could identify you in the study reports. Data will be kept secure by the researcher. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher via her email XXX@waldenu.edu. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden University representative who can discuss this with you. Her phone number is 1-800-925-3368, extension 3121210. Walden University's approval number for this study is 12-17-14-0309963 and it expires on 12-17-14.

 Please keep one copy for your records and sign and return the other to the researcher at your earliest convenience.

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about my involvement. By signing below, I understand that I am agreeing to the terms described above.

Printed Name of Participant

Date of consent _____

Participant's Signature _____

Researcher's Signature _____

_____

Appendix D: Permission to Conduct Study in the School District

BOSTON PUBLIC SCHOOLS

OFFICE OF DATA AND ACCOUNTABILITY

RESEARCH PROPOSAL NOTIFICATION FORM

The research proposal described below has been:

X   APPROVED   DISAPPROVED

Kamal A. Chavda

Kamalkant A. Chavda, Ph.D.   February 4, 2015
Chief Data and Accountability Officer

Name of Researcher:	Michele Glynne
Affiliation:	Walden University

Title of Proposed Research Project: "Exploring the Efficacy of School-based
Professional Development"

Comments:

Appendix E: Interview Protocol

Interview Protocol

School Name: _____

Interviewee (Title and Name): _____

Interviewer: _____

<u>Introduction</u>

Thank you for agreeing to participate in my study. The information you provide will be valuable because it can be used to generate professional development that is relevant to all teachers.

I will ask you a total of 17 questions. Some will be related your professional background, some will be related your professional development background, some will be related the four prerequisites for effective professional learning from Learning Forward.

<u>Professional Background</u>

1. How long have you been a teacher?
2. How long have you worked in Boston Public Schools?
3. What have been your roles in Boston Public Schools?

<u>Professional Development Background</u>

4. What types of professional development have you participated in (district sponsored, self-selected, school-sponsored)?

5. What types of professional development have you participated in that you perceive were relevant to the profession?

6. What types of professional development have you participated in that you perceive improved your teaching?

7. What types of professional development have you participated in that you perceive increased student achievement?

8. What format of professional development do you find most beneficial to your learning style needs?

Four Prerequisites for Effective Professional Learning From Learning Forward

Educators are committed to all students

9. How does school-based professional development meet your teaching needs as they relate to your students?

10. How do you learn new strategies or techniques to meet the needs of your students?

Educators are involved in professional learning and come to the experience ready to learn.

11. What are your expectations from your school-based professional development?

Educators participate in professional learning that fosters collaborative inquiry an enhances individual and collective performance.

12. Please give me an example of the last professional development activity in which you engaged?

13. Did members of your grade-level/ school take it with you?

14. Were they completed independently or with a partner?

15. Have you collaborated with other teachers in professional development? Please tell me about your experience.

Educators learn in different ways and at different rates.

16. How do you describe your learning style?

17. Please give me examples of professional development that you participated in that you perceive to have met your needs as a learner.

Appendix F: Interview Items and Relationship to Research Questions

RQ 1: What are the perceptions of teachers regarding the role of school-based professional development in developing professional knowledge and strategies that benefit all learners?
 	
    9. How does school-based professional development meet your teaching needs as they relate to your students?
    10. How do you learn new strategies or techniques to meet the needs of your students?

RQ 2: What are the perceptions of teachers on school-based professional development's role in encouraging teacher collaboration?
 	
    12. Please give me an example of the last professional development activity in which you engaged?
    13. Did members of your grade-level/ school take it with you?
    14. Were they completed independently or with a partner?
    15. Have you collaborated with other teachers in professional development? Please tell me about your experience.

RQ 3: How do teachers' perceive school-based professional development's relevance and usefulness for professional learning?   11. What are your expectations from your school-based professional development?

RQ 4: How does school-based professional development address teachers' learning needs?
 	
    16. How do you describe your learning style?
    17. Please give me examples of professional development that you participated in that you perceive to have met your needs as a learner.

RQ 5: What are the perceptions of teachers regarding how school-based professional development aligns with Learning Forward's four prerequisites of effective professional development and what artifact evidence demonstrates such alignment? Data generated from Interview Items 9-17 were used to answer this research question.