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Essential elements of high quality professional development for teachers of two elementary school districts

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Pepperdine University

Graduate School of Education and Psychology

ESSENTIAL ELEMENTS OF HIGH QUALITY PROFESSIONAL DEVELOPMENT

FOR TEACHERS OF TWO ELEMENTARY SCHOOL DISTRICTS

A dissertation submitted in partial satisfaction

of the requirements for the degree of

Doctor of Education in Organizational Leadership

by

Robin Potchka

June, 2009

Dr. June Schmieder – Dissertation Chairperson

This dissertation, written by

Robin Potchka

under the guidance of a Faculty Committee and approved by its members, has been submitted to and accepted by the Graduate Faculty in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

March 12, 2009

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Table of Contents

LIST OF TABLES

LIST OF FIGURES

DEDICATION

  This dissertation is dedicated to my mother who always encouraged and supported me through all my educational endeavors. Although she cannot be here physically, I know that she is with me in spirit as I complete this process in my journey of life.

  This dissertation is also dedicated to my two wonderful children, Shaun and Casey. Their love, support, and on-going encouragement gave me the determination to complete this project.

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VITA

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Education
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        Bachelor of Arts, 1977

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- Tier II candidate, 2009
- Reading Specialist Credential, 1983
- California Multiple Subject Teaching Credential, 1978

Experience
2007-2009	Lawndale Elementary School District
	Jane Addams Middle School
	Language Arts Teacher Grade 7th
	Wiseburn Grant Director
2001-2008	*Pepperdine University, Masters and Education Teaching Credential Program*
	Adjunct Professor, Social Studies Methodology, Second Language Acquisition, Two Master Research Courses
2006-2007	*Wiseburn School District, on loan from Lawndale*
	Grant(s) Director
	Teaching American History, Administered a 500,000 dollar professional development grant and a 927,000 dollar California Math and Science Partnership Grant
	Participated in Professional Learning Communities and Response to Intervention with leadership team at Burnett School
	Social Studies Textbook Adoption Committee Coordinator
2002-2006	*Lawndale Elementary School District in partnership with Wiseburn, Centinela Valley, and Lennox School Districts*
	Project Director, Teaching American History
	Administered a $2.5 million school improvement and professional development initiative funded by the Department of Education to develop

teachers' knowledge and understanding of American History and apply effective teaching strategies for all students to reach and exceed California's State Standards in American History, this initiative also sought to create a growth ladder for highly effective teachers to become mentors and coaches

2000- 2002   *Disney Learning Partnership: Lawndale School District/Galef Institute*
Professional Development Director
Administered a $1 million initiative to integrate the visual and performing arts, as well as Language arts and Social Studies into powerful learning experiences for all students

1994-2000   *Lawndale Elementary School District*
Assistant Principal, Language Arts Specialist
Worked with teachers to promote school wide improvement, design standards-based curriculum, and raise literacy scores in a Title I school with approximately 40% English Language Learners
Provided discipline support to teachers and families
Facilitated SST, IEP and Learning Center Meetings
Distributed textbooks
Supported Principal in all duties requested
Organized school wide activities

1990-2002   *Galef Institute*
Lead Instructional Coach
Lead member of the Galef Institute's national cadre of *Different Ways of Knowing* coach, supported teachers in the implementation of best practices in Title I schools in Los Angeles and Seattle.

1990-1994   *Lawndale Elementary School District*
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1987-1989   *Desert Sands Unified School District*
1978-1986   Classroom Teacher - Kindergarten through Eighth Grade

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- Critical Friends Group, Annenburg Institute
- Honorary Service Award, Parent Teacher Association

ABSTRACT

Professional development for teachers is critical. Often, professional development sessions lack essential elements needed to assist in the development of high quality teachers. This study looked at such elements in a model of professional development already in existence. The purpose of this study was to investigate various professional development models in the literature and to gather professional development data relating to the Teaching American History grants in the Lawndale Elementary and Wiseburn School Districts to determine what elements are common to high quality professional development. The importance of this study was to make available to education the critical elements necessary to design, plan, and implement high quality professional development. "If we don't have great teachers, we won't have great students" (Hassel, 1999, p. 2).

The study was descriptive in nature. Surveys were given to fifty teachers, fifteen principals, ten scholars, and eighteen coaches from both school districts. Interviews were held with the superintendent of each school district. Individuals selected were involved with the Teaching American History Grant. The surveys and interviews were intended to elicit data regarding the frequency of identified critical elements in the Teaching American History grant as well as prioritizing elements that are essential to high quality professional development.

The study concluded with an examination of the critical elements that led to the success of the Teaching American History Grant as well as identifying critical elements that are essential to high quality professional development.

Chapter 1:

The Problem

Introduction

Teaching is becoming one of the most challenging of professions. The demands and expectations that are being placed on all teachers have surpassed those of other generations more than ever before. Teachers are facing challenges from students of diverse populations which include mastering a second language, entering school at all grade levels with varied academic abilities, and greater than ever demands are now required for students with special needs. In addition to these challenges, teachers are being held to high accountability standards and must meet the academic, social, emotional and physical needs of all students. In order to meet the above challenges head on, teachers must be provided with opportunities for adult learning that will assist and support them into, through, and beyond the classroom.

"If we don't have great teachers, we won't have great students" (Hassel, 1999, p. 2). Every child needs—and deserves—dedicated, outstanding teachers who know their subject matter, and are effectively trained, and know how to teach to higher standards and to make learning come alive for students" (Boss, 2000, p. 2).

Schools should be places where teachers as well as children can learn. In order to become places for students and teachers who are learners, and in order to meet the needs for accountability and the diversity of students, it is increasingly critical that schools provide high quality professional development (Cobb, McCarthy & Riley, 2000).

The content of the professional development, coupled with how it is delivered, is critical if it is to be credible, well received, and ultimately make an impact on student learning. The goal of professional development in education should be to heighten awareness, provide knowledge, and strengthen classroom practice. The ultimate measurement is increased student achievement including academic, physical, social, emotional, and spiritual progress.

Teachers require assistance through modeling, management, feedback, instruction, questioning, and cognitive structuring (Murrell, 2001). High quality professional development should accomplish these outcomes.

Professional development may be provided through a menu of options. One option allows for scholars (presenters) to provide instruction in their areas of expertise. This professional development model is typified by a person or persons delivering instruction linked to pedagogy, content, and application to an audience of learners. Large audiences may have opportunities to discuss points in small groups and then share with the larger group. Field trips where docents provide the instruction within a museum or site also fall into this option. This option is typically viewed as a one-time workshop, meaning content is delivered with the expectation that the learners will comprehend and apply the new learning to their classrooms.

Coaching provides a second model for professional development (Cobb, McCarthy & Riley, 2000). A coach can provide instruction for a large group or small group, but usually works to support individuals. Coaching is delivered through many lenses. If coaching is given to a large or small group, it will appear similar to the delivery of a scholar. A difference might be that the coach will balance the content learning with

classroom application, versus the scholar who typically puts more emphasis on the learning of content without the classroom application. A scholar assumes it is understood that the teachers' role is to learn the content and construct the classroom application for themselves. A coach's professional development will be more personalized to the immediate needs of the teacher (Guskey, 2000).

Coaching offers a more individualized approach while providing growth and support for individuals in education. The researcher who served as director for the Teaching American History grant for six years observed that coaching may be best when it becomes a follow-up to prior professional development. This allows the learner to receive ongoing support for prior professional development to increase the likelihood of transfer to classroom application.

Mentoring, similar to coaching, is a third model for professional development (Air Force International Affairs Workforce Initiative, 2007). Mentoring provides the learner with support, usually through conversation. A mentor provides suggestions and ideas to support the needs of the learner, assists in developing lessons, attaining resources, and fulfilling all compliance issues. A mentor is one who supports another and who is concerned with that other's growth (Air Force International Affairs Workforce Initiative).

Inclusive in each of these models is the viewing of student work and analyzing it for evidence of the teaching objectives and expected outcomes. Examination of student work allows teachers to inquire, reflect, analyze, and act on their current practice (Speck & Knipe, 2005). The evidence of professional development content as observed in student work is accountability for learning, a feature that is one of the purposes of

professional development. Collaboration around student work extends the learning of the professional development and provides evidence of transfer and implementation into classroom practice.

Each of these models of professional development is intended to make an impact on the learner by influencing the classroom practices of teachers. Each model also requires financial support, time commitment, and a multitude of resources if it is to successfully achieve the goal of improving classroom practice.

The question remains, what professional development model resonates best with teacher and student learning and is maximally supportive of classroom practice? As noted by Darling-Hammond and McLaughlin (1995),

> Bureaucratic solutions to problems of practice will always fail because effective teaching is not routine, students are not passive, and questions of practice are not simple, predictable, or standardized. Consequently, instructional decisions cannot be formulated on high, then packaged, and handed down to teachers. (p. 2)

Background of the Problem

Professional development of teachers is central to successful educational reform (Speck & Knipe, 2005). A variety of professional development models exist to support adult learning. Recognizing this, it is critical to note that the creation and success of professional development opportunities depend on the availability time, money, resources, and receptivity of the learner (Speck & Knipe).

Administrators and teachers embrace professional development opportunities as the primary means to professional growth and lifelong learning (Darling-Hammond & McLaughlin, 1995). When presented with opportunities for professional growth, each

teacher hopes that his or her experience with professional development will be valuable

and time worthy. The researcher, also the TAH director, observed that some teachers

feel that scholarly professional development is the best way to learn, and yet others place

a higher value on coaching and/or mentoring, still others feel that professional

development is a teachers' own responsibility and they should seek the opportunities on

their own.

Consequently, school districts are known to spend sizeable amounts of money,

time, and resources on implementing each of the above models. However, Tiffany

Rudek, principal of Peter Burnett School in Wiseburn and Superintendent, Joe Condon of

the Lawndale Elementary School District, both agree that no model exists in these

districts (personal communication, June 2007).

Purpose and Importance of the Study

The purpose of this study is twofold: (a) to investigate various professional

development models in the literature; and (b) to gather professional development data

relating to the Teaching American History [TAH] grants in the Lawndale Elementary and

Wiseburn School districts to determine what elements are common in high quality

professional development. Once this information is researched, investigated, and

examined, this researcher will segregate the elements that are critical for a powerful, high

quality professional development model – a model that provides the highest quality of

instruction to teachers and which has the most impact on classroom practice and,

ultimately, student achievement.

The goal of the study is to make available to educators the critical elements

necessary to design, plan, implement and assess a high quality professional development

model in their own districts, throughout the county, the state, and the nation. In these times in which funding is being reduced and an emphasis on accountability has become prevalent, it is imperative to have a high quality professional development model in place in order to maximize expenditure of money, time, and resources.

The Lawndale Elementary School District has been providing professional development to teachers for the past six years using funding from two different TAH grants. The Wiseburn School District had been involved in the Lawndale collaborative until receiving a grant of its own. The TAH grant program is a discretionary grant program funded under Title II-C, sub part 4, of the Elementary and Secondary Education Act. The goal of the program is to support a course of professional development that will raise student achievement and will improve teachers' knowledge, understanding, and appreciation of American History (U.S. Department of Education, 2000b).

It is important to note that this researcher has served as director for two TAH grants in both Lawndale Elementary School District and Wiseburn School District for the past six years. While serving in this capacity, the researcher had the chance to see various models of professional development. Through this time, the researcher saw an apparent need in researching effective professional development models, and it is the intent of this paper to address this need. The following research questions evolved from this identified need.

Research Questions

1. What elements of professional development were evident as reported by

selected stakeholders in the Lawndale and Wiseburn School Districts as a

result of participation in the Teaching American History grants? (Appendix
Surveys A, B, C)

2. In what ways did professional development impact classroom practice as
reported by selected stakeholders in the Lawndale and Wiseburn School
Districts who are currently or have been participants in the Teaching
American History grants? (Appendix Survey D)

3. According to stakeholders in the Lawndale and Wiseburn School Districts who
currently participate or have participated in the Teaching American History
grants, which elements seem most critical for a high quality professional
development model? (Appendix Survey E)

Definition of Terms

- *Benchmark*: Measures of progress toward a goal, taken at intervals prior to
the program's completion or the anticipated attainment of the final goal
(Benchmark definition, 2000).

- *Classroom Practice:* The application of learned content to teaching.

- *Coach:* Personalized training and support given to teachers in order to make
an ongoing impact on classroom practice. For the purposes of this study, it is
to be noted that all coaches are presently classroom teachers.

- *Highly Qualified:* Referring to a teacher who must hold a minimum of a
bachelor's degree, will have obtained full state certification or licensure, and
has demonstrated subject area competence in each of the academic subjects in
which that teacher teaches (U.S. Department of Education, 2000a).

- *Mentor*: Experienced adviser and supporter: somebody, usually older and more experienced, who advises and guides a younger, less experienced person (Definitions, 2006).

- *Pedagogy*: The science of the profession of teaching (Definitions, 2006).

- *Professional Development:* A personally initiated and right to build discipline expertise, to enhance personal growth, to improve teaching abilities and to contribute to organizational development (Definitions, 2006).

- *Rubric*: A scoring rubric is a set of ordered categories to which a given piece of work can be compared. Scoring rubrics specify the qualities or processes that must be exhibited in order for a performance to be assigned to a particular evaluative rating (Monmouth University, 1994).

- *Scholar*: For the purposes of this work, a scholar will be defined as an individual with academic expertise in the overall areas of history.

- *Stakeholder*: Kindergarten through eighth grade teachers, principals, coaches, and/or scholars who are currently or have been involved with professional development from the TAH grants.

Limitations of the Study

Because the researcher has been the director of two TAH grants awarded to the Lawndale Elementary School District and the Wiseburn School District, bias may be present.

This study does not take into account any other professional development training or opportunities undertaken by teachers in either of the other two school districts.

Each professional development model that is addressed in the review of literature may be presented with bias by the author.

The sample size was considered a limitation as the study reflects data from only two elementary school districts in Los Angeles County; this includes 50 teachers, 11 principals, two superintendents, 18 coaches, and approximately 10 scholars.

This study focused on professional development in American History only and does not take into account other areas of the curriculum.

Teachers selected for this study included those with as many as six years of participation in the TAH grant and as few as one year of participation.

Assumptions

The review of literature provided insight into the development of a high quality professional development model. The study and data collected suggested the critical elements of a high quality professional development model.

This high quality professional development model is school-friendly; takes into account expense and time; and will lead the way for educators around the country to easily, effectively, and expertly design high quality professional development programs that will improve classroom practice and thereby increase student achievement.

Summary and Organization of the Study

In this chapter, it is noted that professional development is the current means of supporting teachers in improving classroom practice and becoming lifelong learners. Effective professional development should result in an increase in overall student achievement. The model through which professional development is provided varies from district to district and even from school site to school site. Elements of the most

effective model for high quality professional development – those that are most effective in both creating highly qualified teachers and increasing student achievement – need to be researched and then identified for these school districts. This study investigated and determined elements that are necessary for a high quality professional development model.

The subsequent chapters of this study are organized as follows: Chapter 2 examined the literature related to professional development. Chapter 3 presents the methods, rationale, and procedures used to gather data to determine critical elements of high quality models. Chapter 4 provides quantitative and qualitative data in order to determine and define these elements. Chapter 5 provides a summary and discussion of the study and suggestions for further research.

Chapter 2:

Literature Review

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it's the only thing that ever has."

—Margaret Mead (Technology Learning, 2001, p. 1)

Introduction

Professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work of educators. Professional development is one means of providing ongoing teaching and learning to teachers in order to support the work they do in schools. Today's teachers are confronted with many challenges in their schools and classrooms. Supporting teachers with content, strategies, resources, and time is a necessity if these challenges are to be minimized. Professional development programs are catalysts for professional growth as they increase teachers' curiosity, motivation, and knowledge. Teaching places more and more demands on today's teachers; these demands, coupled with classroom challenges, create an even more significant need for high quality professional development. Today's teachers must understand how to reach students from many different backgrounds, including backgrounds other than their own (McCarthy & Riley, 2000). It is imperative that teachers are being provided with learning opportunities that will provide them with success in overcoming these challenges.

High quality professional development is one means of providing support to teachers. Teachers must recognize the value of the professional development opportunities that are being provided to them. Elmore (2002) states that learners must

have a reason for being there. Hence, the question remains, what reasons lead teachers to feel that they are receiving high quality professional development? In other words, what elements of a high quality professional development model would provide adequate reasons for a learner to be involved with any professional development?

It is necessary to review three areas of focus in order to better understand the elements that are integral to high quality professional development. These three areas are:

1. The history and definition of professional development;

2. Professional development models that have been and are currently in existence; and

3. The characteristics of successful professional development programs.

Teachers, administrators, and other school system employees need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for other purposes. When professional development is considered a central part of all teaching, most decisions and plans related to embedding professional development in the daily work life of teachers will be made at the local school level. Some reformers have recommended that at least 20% of teachers' work time should be given to professional study and collaborative work (Darling-Hammond & McLaughlin, 1995). Instead of being devoted exclusively to discrete in-service days, this time must be part of virtually every school day and must be closely linked to the day-to-day demands of teaching. Schools must create time for professional development as an integral part of teachers' professional life (Darling-Hammond & McLaughlin).

It is the researcher's intent to study the TAH grant's professional development opportunities that currently exist in the Lawndale Elementary and Wiseburn School

Districts in order to identify specific elements that comprise a high quality professional development model.

In order to study the professional development model in the Lawndale Elementary and Wiseburn School Districts and to determine the effectiveness of this model, it is necessary to look carefully at the literature. The researcher will review a variety of theories in order to determine those elements that contribute to high quality professional development. The researcher will identify the elements that are relative and critical to professional development and then examine them in relationship to the professional development model that is currently used in the Lawndale Elementary and Wiseburn School Districts. Additionally, the researcher will identify the critical elements of high quality professional development for future professional development opportunities. This study will provide insight into the key elements of a high quality professional development model.

History and Definition of Professional Development

Professional development provides opportunities for teachers to broaden themselves both as educators and as individuals. The nature of these opportunities depends largely on how professional development is perceived by the entire educational system (Darling-Hammond & McLaughlin, 1995). Professional development is the main link that connects policy to practice (Elmore, 2002). Teachers should be provided with content learning that has direct application to the teaching and learning that is taking place in their classrooms.

Professional development has been a part of education since the time of the early Greeks. The Greeks would meet monthly to discuss the state of affairs. Since then, the

teaching and learning opportunities have taken on many different names and delivery

styles. At one time, these learning opportunities were referred to as workshops.

Teachers might choose to attend a workshop based on personal choice. These workshops

might be offered as part of a conference or as an after-school or Saturday experience.

These workshops were sometimes called in-services as well. Typically, an expert would

be brought in to provide the learning for these workshops or in-services. More recently,

this type of learning has been referred to as staff development, and now is more often

called professional development. The contemporary focus of professional development

has widened to embrace the teacher along with the organization to which the teacher

belongs (Loucks-Horsley, 1995). One would think that with such a long history, most of

the issues involved in evaluating professional development would be well defined, but

most of the research shows that there is repetition of the same design for professional

development. As a result, there continues to be no clear answer to what constitutes the

elements of high quality professional development.

     The old model for teachers' development with little follow-up is still the dominant

mode (Guskey, 2000). Today we continue to face the same struggles and dilemmas of

this old professional development model. Teachers face a variety of challenges in

helping students to learn. The old model will not support the learning needs of teachers in

order to prepare them for the challenge:

> Historically the old training model has been ineffective because it lacks focus,
>
> intensity, follow-up, and coherence with district goals for student performance.
>
> The inadequacy of the old model is even more apparent today with the ambitious
>
> visions of schooling in current reform initiatives. (Swanson, 1995, p. 1)

Researchers continue to observe negative patterns of isolating teachers and ineffective

structures for professional development. Often the decision for professional development

to be provided is made by the people furthest from the classroom. This decision might

include whatever popular "flavor of the month" learning is being provided, whether it

meets teachers' needs or not.

Cook and Fine (1996) state:

Schools historically have been organized bureaucratically and hierarchically;

teachers have been isolated from one another and have learned to work alone—

rarely have teachers been asked to support teamwork; and leadership has been

linked only to formal roles. In addition, professional development has relied upon

a deficit model in which an expert imparts knowledge and information to

teachers. According to this model, teachers have been assumed to be deficient and

in need of outside experts to teach them new modes for working with students. (p.

2)

Teachers' needs are rarely considered when being mandated to attend professional

development opportunities.

According to the Darling-Hammond and McLaughlin (1995):

Such outdated models of professional development are not adequate for meeting

the current educational needs of teachers. Because teaching for understanding

relies on teachers' abilities to see complex subject matter from the perspectives of

diverse students, the know-how necessary to make this practice a reality cannot be

prepackaged or conveyed by means of traditional top-down teacher-training

strategies. The policy problem for professional development in this era of reform

extends beyond more support for teachers' acquisition of new skills or knowledge. Professional development today also means providing opportunities for teachers to reflect critically on their practice and to fashion new knowledge and beliefs about content, pedagogy, and learners. (p. 1)

Professional development generally refers to ongoing learning opportunities available to teachers and other education personnel throughout their schools and districts. Effective professional development is seen as increasingly vital to school success and teacher satisfaction. It becomes necessary to begin to understand what elements will lead to high quality professional development in order for optimum learning to occur.

There are numerous formal definitions for professional development. The Kentucky Department of Education (2005) suggests that professional development be defined as:

> [T]hose experiences which systematically over a sustained period of time enable educators to acquire and apply knowledge, understanding, skills, and abilities to achieve personal, professional, and organizational goals and to facilitate the learning of students. Professional development should engage educators in effective learning processes and foster collegiality and collaboration. (p. 1)

Furthermore,

> Professional development serves as the bridge between where prospective and experienced educators are now and where they will need to be to meet the new challenges of guiding all students in achieving to higher standards of learning and development. (Building bridges, 2000, p. 1)

Susan Loucks-Horsely, a future-oriented thinker who captures the essence of high quality

professional development, argues:

> [G]ood professional development is the sturdy bridge that leads from the current
>
> state to the desired future. The purpose is to bridge the gap between the vision of
>
> all students and the current state of teaching and learning in any school or district.
>
> (as cited in New York City Department of Education, 1997, p. 2)

> Historically, professional development has existed for a long time. Education and

classroom practice are continually evolving and changing. High quality professional

development is an essential way of supporting teachers so they can continue to align with

these changes. In order to create this bridge that allows for professional growth, ongoing

opportunities for learning must be available for the teacher to embrace. The research

supports the need for high quality professional development:

> High quality professional development is essential for high quality teaching.
>
> Given the complexity of teaching and learning in today's schools, high quality
>
> professional development is necessary to ensure that all teachers are able to meet
>
> the needs of diverse student populations, effectively use data and become active
>
> agents in their own professional growth. (Teachers' Working Conditions Toolkit,
>
> 2004, p. 1)

Furthermore,

> If teaching practices and students' results are to improve, research suggests that
>
> teachers need time and opportunities to be active learners themselves. School
>
> environments that allow teachers to learn also inspire student learning. Continued
>
> learning is a key to building educators' capacity for effective teaching,

particularly in a profession where the demands are changing and expanding.

(Boss, 2000, p. 3)

Rosie O'Brien Vojtek, principal of an Oregon school (as cited in Sparks & Hirsh, 1997), says:

Professional development is the most important thing we can offer teachers or anyone. The day we stop learning is the day we become a dead society. There is so much out there to learn and assimilate. All staff members—both certified and classified—need to continue to read, to question, to talk with one another, and to expand on the knowledge they have. We owe it to our students. (p. 100)

Summary

Professional development has existed for a long time. The research shows that the need for professional development is without question. The essence, execution, and evaluation of high quality professional development is not clearly defined, understood, or implemented. High quality professional development is critical if it is going to impact teacher practice and student learning. Providing multiple opportunities for learning for all stakeholders is critical both to individuals and to the organization.

Professional development is often considered by teachers to be a day away from the rigors of the classroom and a chance to leave the workplace early.   If professional development is truly the tool for improving classroom practice and attaining higher student achievement, then it is necessary to define the elements of professional development that will impact both teachers' and students' learning.

Professional Development Models

The literature recommends several models as exemplars when considering opportunities for professional development. The researcher is including them in this chapter, as they will provide assistance when examining and analyzing the current professional development model that is evolving in the Lawndale and Wiseburn School Districts. Additionally, it will help the researcher identify elements of an efficient and high quality professional development model.

When observing the Lawndale and Wiseburn model of the TAH professional development that has been the recipient of both districts respectively, one would note groups of teachers kindergarten through eighth grade highly engaged in learning. Teachers attend 14 after-school professional development sessions, one or two on Saturdays and a weeklong summer institute. The history content of each professional development evolves from the needs of the teachers and their students. Teachers are continually collaborating and providing insight regarding their needs. The model delivers professional development in variety of ways.

In one delivery method, a scholar presents the history content information to the teachers. The coaches who have worked with the scholar or attended a previous workshop with the scholar then provide the teachers with suggestions for how the new information can immediately be applied to their classroom practice. Coaches have developed tremendous expertise to do this and so the classroom connections are specific to grade-level history standards.

Another method of delivery is provided by the coaches only. Coaches will provide ongoing support between the 14 days of professional development in an after

school face-to-face setting. Teachers go to a coach's classroom and learn additional

techniques, strategies, lessons, and ideas for deepening their learning in a particular

history content area. These include techniques such as watercolor, bookmaking, quilting,

Gettysburg, the Bill of Rights, computer generated tableaus, and much more.

Coaches also make themselves accessible online. Teacher participants may email

coaches at any time should they need clarification or access to essential resources

including books, materials, or websites. Coaches have also been released from their own

classroom in order to team-teach or provide a demonstration lesson for a teacher

participant.

The field trip is another method of professional development offered by the

Wiseburn/Lawndale model. This type of professional development takes place away

from the local professional development center. The location is a historic site at which a

scholar or docent provides historical content learning for the teachers to take back to their

classrooms. This professional development may involve teachers only or teachers with

their students.

Each of these methods of instruction includes time for teachers to collaborate and

plan for application to their classrooms. Teachers are taught how to utilize their time

effectively during the workday to implement what they have learned in professional

development activities (Cobb, McCarthy & Riley, 2000).

Each session requires teachers to bring evidence, usually through student work,

showing the link of professional development to classroom practice. Accountability

builds on the practice and evaluation of professional development in order to provide a

foundation for future planning (Cobb, McCarthy & Riley, 2000).

All teachers in the Lawndale/Wiseburn model use inquiry to reflect during their participation in each professional development opportunity. It is important to make reflection and inquiry a central feature of professional development (Holmes Group, 1990). Reflective teachers interact through simply sharing information and resources to plan and implement curriculum (Doherty-Poirier, 1998).

Professional development opportunities take place in locations that are supportive of teachers as adult learners. For example, teachers are invited to settings like the Huntington Library where furniture, climate and catering are appropriate. Teachers are not asked to squeeze into primary grade chairs and desks in an elementary school library. Instead, teachers are respected as adult learners; however, the expectation is that the participants will hold themselves accountable.

Models to be cited in this literature review will suggest elements that are necessary for high quality professional development, such as: addressing teachers' needs; clear objectives that align with both teacher and student needs; and content and strategies that are easily learned and applicable to classroom practice. The literature repeatedly emphasizes the importance of regarding participants in professional development as adult learners. Ongoing support should be provided in order for the continued success of the professional development.

Districts and schools are made up of a variety of teachers, some of whom are just beginning their careers and others who are more experienced. The beginning teacher needs to learn different skills than the more experienced teacher; therefore, the design of the professional development needs to be different for them. Professional development activities should be designed to meet the needs of teachers who are at different career

stages (Ganser, 2000). Likewise, the content that a teacher teaches and how it is

presented in the professional development will determine whether it is beneficial and

applicable to the teacher. For example, a beginning teacher may need support in

classroom management, whereas the more experienced teacher may find this to be a

waste of time. This is where professional development may break down and fail, as it has

little relevant application to the classroom.

Speck and Knipe (2005) suggest the following elements of high quality

professional development. In their model, they assert that high quality professional

development:

1. Embeds professional development in the real work of the teachers.

2. Employs effective teaching and learning strategies.

3. Has content specific to teaching and assessment of the subject matter.

4. Uses inquiry, dialogue, and reflection to inform practice.

5. Informs work with inside and outside expertise and research.

6. Supports learning around practice with modeling, coaching, and problem

   solving.

7. Is sustained and intensive with opportunities for mastery and leadership.

8. Expands on knowledge of learning and development.

9. Builds a shared knowledge of teachers and is collaborative.

10. Requires administrative support and leadership and allocates resources.

11. Evaluates progress and impact on student learning from data.

Professional development should be an integrated part of the daily work of

teachers. It should allow for different learning styles and provide different strategies of

learning for the adult learner (Speck & Knipe, 2005). Speck and Knipe add:

> Professional development should include subject content and strategies and
> should be tied to what is being taught in the classrooms. Teachers should be
> challenged to think about their practice, collaborate and dialogue on what research
> says and reflect on how to develop teaching practice. It should include outside
> research and scholars as well as the link to inside practice. Professional
> development should build on the knowledge of the teacher and include time for
> planning and collaboration. Finally, resources needed for the professional
> development to be successful in implementation should be provided along with
> administrative support as well as ongoing opportunities to look at student data as
> a way to see the effectiveness of the professional development and also as a way
> to determine future needs. (p. 4)

Speck and Knipe (2005), suggest using the acronym "POTENT" when designing a model
for high quality professional development:

> Purpose and Preparation
>
> Outcomes
>
> Targets and Tools
>
> Energy, Effectiveness, and Evaluation
>
> Numbers, Names, and Needs
>
> Timelines. (p. 88)

If the POTENT acronym were to be used as a filter for all professional development
proposals it may challenge school and district staff to realize how high quality
professional development can have a lasting impact on student learning.

According to Guskey (2000), "The major models of professional development include: 1. training, 2. observation/assessment, 3. involvement in a development/improvement process, 4. study groups, 5. inquiry/action research, 6. individually guided activities, 7. mentoring" (p. 22):

1. *Training*: Training logistics include large group presentations, discussions, and workshops. Training sessions should be organized with clear objectives. Training is a cost effective model for sharing ideas and information.

2. *Observation/Assessment:* Observations of teacher practice by teachers should be well planned with a specific focus. This will allow for others to learn.

3. *Involvement in a development/improvement process*: Participants should receive appropriate information so that they can make good learning decisions.

4. *Study Groups:* These involve administrators and teachers collaborating to find solutions.

5. *Inquiry/Action Research:* This should include identifying a problem, researching the problem, and creating an action plan.

6. *Individually Guided Activities:* Professional development is based on an identified need, plan, learning activities, and an assessment to determine if the need was addressed.

7. *Mentoring/Coaching:* A teacher assists another teacher in order to support and strengthen classroom practice.

Guskey argues that high quality professional development must include each of these elements if the goal is to influence change in classroom practice and provide for an increase in student achievement.

Hassel (1999) developed another model based on the National Awards Program for model professional development. Her model is described below:

Step One: Designing Professional Development

- Include participants and organizers in the professional development design process

- Make a clear plan that includes

  a) How professional development supports the school/district's long-term plan

  b) A professional development needs assessment process

  c) Professional development goals

  d) Professional development content, process, and activities

  e) Research that supports the chosen content/process for professional development

  f) Resources available to support professional development

  g) Professional development evaluation steps

  h) Share the plan with the school community

Step Two: Implementing Professional Development

- Stay abreast of and incorporate best practices into teaching, learning, and leadership

- Make sure school/district policies and practices support actual professional development implementation for staff in schools
- Ensure that resources remain available to organize and implement professional development
- Make professional development part of everyday life at school

Step Three: Evaluating and Improving Professional Development

- Use professional development design goals to determine evaluation measures and standards for success
- Clarify who is accountable for collecting, analyzing, and reporting data and for facilitating professional development next-steps decisions
- Use evaluation findings to make improvements in professional development
- Ensure that evaluation criteria include at least:

    (a) Improvement in teaching

    (b) Improvement in student learning, and

    (c) Narrowing of student achievement gaps. (p. 1)

It is clear from the research that high quality professional development should have goals and objectives that are specific to teachers' needs. This research shows that teachers should be provided with professional development that is focused on these goals and objectives. It is also reasonable to state that teachers should be provided with professional development that helps them succeed in their classroom practice. The research shows that providing professional development with a goal that responds to teachers' needs is essential. Additionally,

Where professional development has been successful, the goals have usually been incremental: Learn this new skill (lesson design), master this new program, and try this new technique (guided inquiry). Most programs have added on to the core of each teacher rather than trying to modify the core itself. If professional development is to transform the current generation of teachers into pioneers, there must be a radical change in the nature of in-service training and a major increase in the resources devoted to the continuing education of teachers. (McKenzie, 1998, p. 2)

Furthermore, McKenzie (1991) states:

[E]ffective models require sustained, ongoing efforts with proper funding. Participants must be acquainted with what is called the problem of transfer. As teachers learn new skills and attitudes, they should consider the obstacles to make these skills work in their classrooms. Before trying the new skills in their classrooms, teachers should have ample opportunity to practice the skills in relatively controlled and safe environments until a significant degree of confidence and executive control has been acquired. Executive control refers to teachers learning how to learn and how to adjust new strategies as they practice them in real situations. Over succeeding weeks and months, coaching by peers and sustained practice are essential if the new approaches are to take root. (p. 2)

A model developed by Sprinthall and Sprinthall (as cited in McKenzie, 1991):

[P]romotes the developmental growth of teachers through a blend of immersion and reflection. Their model stresses the importance of role-taking experiences (learning through active involvement in real situations), an appropriate match of

teacher levels of development with experiences and leaders, careful and

continuous guided reflection, a balance between action and reflection, extension

of the program over a significant period of time (two to three years), and the

provision of personal support for the learner, along with a reasonable level of

challenge. (p. 3)

McKenzie (1991) suggests a list of elements that are necessary for a high quality

model of professional development. According to McKenzie, high quality professional

development must:

1. Offer immersion and transformation.

2. Inspire teachers to invent.

3. Be experience-based, with learning resulting from doing and exploring.

4. Hook the curiosity, wonder, or passion of teachers.

5. Respond to teachers' appetites, concerns, and interests.

6. Consider the feelings, fears, and anxieties of the learners.

7. Engage the perspective of teachers.

8. Appeal to learners at a variety of developmental stages.

9. Be properly funded. (p. 3)

Shelton and Jones (1996) describe some guiding principles for a high quality

professional development model:

1. Changes require teachers to become part of a professional learning

   community.

2. Beliefs and behaviors are part of a reciprocal process.

3. It is crucial that the pedagogy of professional development be congruent with the pedagogy desired in the classroom.

4. Issues of equity must permeate the fabric of professional development. The teaching and learning envisioned by the project is for all students.

5. Professional development must be grounded in classroom practice.

6. We must teach all teachers. They are all capable of making the changes.

These authors also tell a "Tale of Four Ts" in developing high quality professional development:

1. *Time*: Initially, time for staff development must be provided outside of the school day. Teachers can concentrate on instruction, collaborate with peers, and focus on training objectives without the normal demands of the day. Training provided at the end of the school day in a two- or three-hour module has proven useful, however in follow-up training or to focus on special topics.

2. *Training:* If teachers see the relevance to what they do in the classroom, they are more likely to incorporate it into their instructional strategies.

3. *Technology*: Training becomes more valuable when participants know they will be able to use what they learn immediately.

4. *Teacher-type tasks*: Participants should actively participate in training. They should be asked to reflect on what they have learned, integrate it into instruction, and become resources for colleagues. (p. 1)

Over the years professional development has been provided as a means for learning using a variety of models. A lot has been learned as a result of the implementations of the various models.

McKenzie (1998) outlines 10 lessons that will provide for a dynamic and effective professional development design model:

1. Spend 10–25% of project budget on staff learning providing for 15–60 hours annually per teacher for several years.

2. Clarify purpose-problem-solving and decision-making.

3. Replace staff development and training with adult learning.

4. Designate student learning as the cause.

5. Address the emotional dimension; the challenge of transfer.

6. Add a culture of "Just in time support."

7. Use surveys and assessment to guide planning.

8. Provide time and invention and lesson development.

9. Hook the passions of all.

10. Persist. (p. 2)

The Office of the Superintendent of Public Instruction (n.d.) in the state of Washington, indicates that professional development is a component of successful schools. It states:

A strong emphasis is placed on training staff in areas of most need. Feedback from learning and teaching focuses extensive and ongoing professional development. The support is also aligned with the school or district vision and objectives. Indicators that lead to a focused professional development are as follows:

- Professional development is based on a needs assessment and sustained over time.

- Deliberate decisions are made to ensure resources are allocated to maintain and sustain professional development.

- Leaders have focused much of their time in planning, implementing and monitoring professional development activities.

- Professional development engages all stakeholders.

- Professional development reflects the National Staff Development Council Standards.

- Professional development models best practice instruction.

- A variety of professional development offerings are customized and based on individual and organizational needs. (p. 1)

Research has even suggested a multitude of venues that should be included within the design of high quality professional development, as well as a variety of approaches that should be included in a high quality professional development model. Learning can result from a variety of approaches within a model.

Rethlake (2000) suggests that one considers including the following as part of a model for high quality professional development:

- *Reading Club*: Participants read professional publications.

- *Materials Group*: Participants evaluate classroom materials.

- *Peer Observation*: Teachers observe other teachers.

- *Teacher Inquiry Group*: Teachers develop questions that they are interested in investigating inside and outside of the classroom. They meet to research and discuss the findings.

- *Field Trip Group*: Participants identify classes they want to visit and arrange observations.

- *Curriculum Development Group*: Participants develop activities for classroom use.

- *Tape Viewing Group*: Participants meet to view professional development tapes and have discussions.

Ganser (2000) concurs with Rethlake (2000), noting that professional development can include such informal activities as reading professional publications, attending professional meetings, and even viewing television specials related to the academic discipline.

Summary

   In reviewing these eight models, consistencies are seen throughout. However, each has elements that are not consistent with the others.

   These models, along with the proposed characteristics, suggestions, and concerns, will guide the study as well as assist in evaluating and analyzing the Lawndale and Wiseburn professional development opportunities and how they are evolving in order to define a high quality professional development model.

Areas of Concern in Professional Development

   Research has also identified areas of concern when thinking about professional development. It is important to be aware of these, as they could be the downfall of professional development if ignored. These concerns begin at the school district and school site levels.

Often, professional development pulls teachers in different directions, resulting in some teachers attending classes at universities, some teachers doing a workshop, and some teachers doing nothing. This creates a situation of little coherence and a sense of fragmentation of effort in the school. There are schools that are doing an outstanding job of professional development, but by and large, most teachers do not get the benefits of the kind of high quality professional development that is possible today (Sparks & Hirsch, 1997).

Schools need to apply a different model of adult learning from the one that has been the norm. Teachers complain of being crowded into steamy auditoriums to hear some outside expert describe the latest trend in education. In many school systems, learning of new teaching skills comes just once each year, when the school district sends its students home and devotes a single day to staff learning. In other districts, teachers sacrifice a full day of teaching for workshops that offer little or no compensation (McKenzie, 1998). According to McKenzie (1991):

> The poor record of professional development programs is a product of the lack of support on the part of school districts and a lack of understanding of research identifying the elements required to launch a successful program. Most districts set aside little money in their budgets for teacher training. As a result, the training often occurs at the wrong time of day in a room that is either too hot or too cold, and the teachers are often expected to subsidize the learning process with their own time and money. (p. 2)

Speck and Knipe (2005) identify three areas of concern that need to be addressed when considering professional development "These are the roles and responsibilities,

conditions of professional development, and processes for professional development" (p. 54). They go on to state, "Professional development must consistently focus on an overall vision and plan for school improvement that both teachers and administrators understand and make a commitment to carry out" (p. 54). Expanding the roles and responsibilities of teachers in professional development will be key to future student success and to the ongoing growth of teachers. Teachers must feel that the professional development is based on their needs and must be willing to be accountable for their own learning. Ownership of their own professional development is an important step for teachers; from this the teacher-coach role can evolve. The coach can provide ongoing support to teachers by way of planning, modeling, and reflecting.

Certain conditions should be provided with professional development. Time, trust and collaboration, incentives and recognition, resources, leadership, and policies must be addressed in order to meet the requirements for high quality professional development. According to Cook and Fine (1997),

Time needs to be scheduled and provided to teachers so that they can work together. Teaching is a complex task, and substantial time will be required for teachers and other educators to test out new ideas, assess their effects, adjust their strategies and approaches, and assess again in an effort to reach all students and make learning meaningful…Clearly, teachers need more time to work with colleagues, to critically examine the new standards being proposed and to revise curriculum. They need time and opportunities to develop, master, and reflect on new approaches to working with children. (p. 3)

It is a challenge, in a teacher's day-to-day work schedule, along with the many adjunct duties in which teachers are involved to find creative ways of giving teachers the time they need to work together. The New York City Department of Education (1997) recommends a few options when making time provisions for teachers. These consist of: freed up time (using substitutes), restructured time (minimum student day), common time (grade level planning), better used time (email instead of face to face communication), and purchase time (stipend).

Trust and collaboration are essential to the success of professional development. Trust among one another will inspire teachers to take the risk to embrace professional development as well as the collaborative process. Formal as well as informal incentives and recognition are needed for teachers to feel valued for the time, efforts, and energy that are put forth in continuing to be learners. Speck and Knipe (2005) note, "Superintendents and principals who commit to recognizing and honoring teachers for their continued learning for school improvement legitimize professional learning in the eyes of teachers, administrators, parents, and communities" (p. 69).

Teachers must receive resources necessary for implementing professional development. Resources that are utilized in the professional development must be available in the quantities needed for the teachers' classrooms. If teachers are not given the resources needed to implement the professional development provided, the risk of the learned material not being applied in the classroom heightens. For most teachers, not receiving the resources needed is the main reason they do not implement professional development material in their classrooms.

According to Speck and Knipe (2005), a final area of concern is the process used for professional development. Supporting individual pathways for professional development must honor what is known about adult learning and the implications for professional development. Speck and Knipe suggest the following:

- Adults will commit to learning when they believe that the objectives are realistic and important for their personal and professional needs. They need to see that what they learn through professional development is relevant and applicable to their day-to-day activities and problems.

- Adults want to be the origin of their own learning and should therefore have some control over the what, who, how, why, when, and where of their learning as long as it meets the criterion of increasing teacher capacity to affect student achievement.

- Adults will resist activities they see as an attack on their competence. Professional development must be structured to provide support from peers and to reduce the fear of judgment.

- Adult learners need direct, concrete experiences for applying what they have learned to their work.

- Adult learners do not automatically transfer learning into daily practice. Coaching and other kinds of follow-up support are needed so that the learning is sustained.

- Adults need to receive feedback on the results of their efforts. Professional development activities must include opportunities for individuals to practice more skills and receive structured, helpful feedback.

- Adults should participate in small group activities during the learning process. By providing opportunities to share, reflect, and generalize their learning and experiences, these small groups help adult learners move from simply understanding the new materials to the desired levels of application, analysis, synthesis, and evaluation.

- Adult learners come to the learning process with self-direction and a wide range of previous experiences, knowledge, interests, and competencies. This diversity must be accommodated in the planning and implementation of professional development.

- Adults enjoy novelty and variety in their learning experiences, and learning opportunities need to reflect these critical attributes of quality professional development. (p. 73)

Characteristics of and Suggestions for High Quality Professional Development

Many professionals have contributed their ideas about what they consider to be high quality professional development. It is important that the researcher present these ideas, as they will be referred to when analyzing the professional development model that is currently evolving in the Lawndale and Wiseburn School Districts. Additionally, these characteristics and suggestions should result in identifying the elements that define high quality professional development.

"Professional development works best when it is part of a system wide effort to improve and integrate the recruitment, selection, preparation, initial licensing, induction, ongoing development and support, and advanced certification of educators" (Building bridges, 2000, p. 3).

"Professional development must help install systems thinking at all levels within the organization so that school board members, superintendents, and other central office administrators, principals, teachers, and students understand the nature and power of systems to shape events" (Sparks & Hirsh, 1997, p. 8).

Sparks and Hirsh (1997) argue:

A comprehensive professional development program is defined as an ongoing job-related program designed to enhance, maintain, and refine competencies for all staff. The district recognizes that change does not result from one-shot workshops and that substantive change requires high quality, ongoing professional development with support and follow-up in the classrooms. Each plan must include a vision statement, needs assessment, goals, a training plan, follow-up activities, a mid-year progress check, an evaluation component, and an end-of-year feedback process.   Building based cadre members, trained through the professional development department, help schools design and implement their plans. Supplementary funding from the district helps schools achieve their goals. (pp. 28–29)

"A good professional development model has some obvious features: Expressed needs, planning, organization, clear objectives, adequate space, enough time, comfortable temperature, evaluation, and follow-up" (Grimsley, 2002, p. 91). These introduce the mechanics of professional development. These mechanics must be shaped and orchestrated based on teacher's needs and student achievement.

The research offers suggestions that will lead to high quality professional development. Keeping student achievement as the focus for all decisions that are made

regarding professional development is a primary suggestion. Equally important is to identify the needs of the teachers in both content and classroom application that will work simultaneously and in support of student achievement.

Sparks and Hirsch (1997) note:

One of the most important ingredients in establishing professional development for all teachers is that there is a real clear, elaborated vision of what the professional development is creating. It is necessary to start with a richly detailed vision of what learning will look like for students, and then the kind of teaching and curriculum and assessments, and the kind of school structures that will produce that kind of learning for students. (p. 29)

Speck and Knipe (2005) assert:

Educational leaders and teachers must design programs to support professional growth along a continuum of each educator's experience to be learner centered and learning centered. Findings show that districts and sites often provide professional development in the most current trend with no consideration of its link to teacher and students' needs. (p. 3)

Professional development should arise as a result of teachers' needs, which can be determined in many ways. Evaluations, surveys, data, dialogue, observations, and student work are a few examples of evidence that can inform the decisions made regarding the content and delivery of professional development. Additionally, professional development must be an ongoing process of refining skills, inquiring into practice, and developing new methods. Professional development is not a one-shot opportunity where

learning takes place; rather, it is continuous learning over time (New Jersey Department

of Education, 2000).

Furthermore, professional development should provide for opportunities that

allow teachers to share what they know and want to learn and help them connect the

learning to what they are teaching. Professional development activities must allow

teachers to engage in learning experiences that are sustained over time. It must also

allow teachers to reflect on the process as well as on the content being learned (Darling-

Hammond & McLaughlin, 1995). It is important to recognize that all workshops and

presentations must be accompanied by appropriate follow-up activities. Teachers should

leave a professional development event with a variety of learning experiences that can be

immediately implemented in their classrooms. The learning from professional

development should have a direct connection and implications to what is being taught in

the classroom. It should support, enhance, and deepen classroom instruction (Guskey,

2000).

It is important to allow teachers to give input into the content and processes of

professional development. Teachers understand the needs of the students and their own

personal needs in serving their students. Teachers should be allowed to begin their

learning from where they are in the process and not have to repeat what they already

know. Research concurs that the process for learning is critical to high quality

professional development.

Guskey (2000) characterizes professional development as an intentional, ongoing,

and systemic process:

- *Intentional Process:* True professional development is a deliberate process, guided by a clear vision of purposes and planned goals. These goals form the criteria by which content and materials are selected, processes and procedures developed, and assessments and evaluations prepared. Begin with a clear statement of purpose and goals, beginning with the end in mind. Ensure that the goals are worthwhile. Determine how the goals can be assessed.

- *Ongoing Process:* Professional development should be viewed as an ongoing, job-embedded process, where every day presents a variety of learning opportunities.

- *Systemic Process:* Harsh lessons from the past have taught educators that fragmented piecemeal approaches for professional development do not work. Neither do one-shot workshops based on current fads. This is partly because they offer no guidance to how the new strategies fit with those advocated in years past.

The failure of many approaches to professional development is that they are unclear or misleading about the kind of organizational support required for implementation. Professional development is an ongoing activity woven into the fabric of every educator's professional life. It is embedded in the process of developing and evaluating curricula, instructional activities, and student assessment. Professional development is an indispensable part of all forms of leadership and collegial sharing.

In creating his list of essential characteristics, Guskey (2000) argues that high quality professional development:

1. Enriches teaching and improves learning for all students. It is an essential link to higher student achievement.

2. Supports teacher development, both as individuals and as educators.

3. Is considered an ongoing process and is conducted in a long-term, sustained manner.

4. Is job-embedded and inquiry-based.

5. Supports current beliefs about teaching and learning.

6. Is based on a growth model rather than a deficit model.

7. Addresses goals for school improvement and is clearly related to reform efforts.

8. Is modeled after learning experiences considered valuable for adults.

9. Supports systemic change. (p. 234)

The provisions that are made for the ways one learns are essential to high quality professional development. Swanson (1995) states:

> Growing understanding of the learning process, especially adult learning, has produced a substantial consensus about the critical attributes that constitute effective professional development practices. A synthesis of several recommended guidelines produced the following list of essential characteristics:
>
> 1. It must engage educators in concrete tasks of teaching, assessment, observation, and reflection to understand the process of learning.
>
> 2. It must support teacher initiatives within a context of school and district initiatives.

3. It must be collaborative, engaging colleagues in sharing knowledge and providing opportunities to draw on the expertise of others in the professional community.

4. It must be grounded in knowledge about teaching and learning.

5. It must be grounded in inquiry, reflection, and experimentation. Educators need opportunities to explore, question, and debate ideas before they can reach a comfort level required to implement them in classrooms.

6. It must be sustained, ongoing, intensive, and supported by modeling, coaching, and collective problem solving to develop a strong sense of efficacy.

7. It must provide for sufficient time and follow-up and practice to assimilate new learning

8. It must be content- and context-specific; it must take into account the skills, understandings, knowledge and attitudes of the learner.

9. It must incorporate knowledge of the change process.

10. It must be supported by school and district leadership, establishing professional growth and problem solving as a priority supported by rewards and incentives. (p. 1)

Likewise, professional development requires resources for training, equipment, and most of all, time – time to learn. The lessons learned about effective professional development strategies indicate that organizations need to be flexible and respond to the changing needs of teachers and the profession. Professional development opportunities must be able to start where educators are now and build on their knowledge and skills.

Educators must be involved in designing the learning experiences along with

opportunities for reflection (Darling-Hammond & McLaughlin, 1995).

Research repeatedly states the necessity for professional development to be

grounded in classroom practice (McKenzie, 1991). It needs to have direct application to

what the teacher is doing in the classroom. It must be in response to the needs of the

teacher and the student.

Shelton and Jones (1996) suggest the following characteristics for effective

professional development:

1. Changes require teachers to become part of a professional learning

    community.

2. Beliefs and behaviors are part of a reciprocal process. Need to examine and

    change both.

3. It is crucial that the pedagogy of professional development be congruent with

    the pedagogy-desired classroom.

4. Issues of equity must permeate the fabric of professional development. The

    teaching and learning envisioned by the project is for all students.

5. Professional development must be grounded in classroom practice.

6. We must teach all teachers. They are all capable of making the changes. (p. 1)

Teachers need to integrate theory with classroom practice. They need time and

opportunities for exploring knowledge about the nature of new learning and how it might

be implemented. Whether formal or informal, all systems of professional development

must be flexible and able to respond to the changing needs of teachers and professional

development.   Support is also needed for teachers to reflect on their current practice and

adapt new knowledge and beliefs to their own teaching contexts. Darrow (2005)

suggests:

> …that one adjusts the professional development days based on input from the
> participants and the leadership team. A clear end product that all participants are
> developing and that can be used in their classrooms is necessary. One must
> require grant participants to share the products with colleagues and school
> administrators and have partners who will be flexible with the needs of the group.
> (p. 20)

Darling-Hammond and McLaughlin (1995) suggest that, in order to be effective,

professional development must:

1. Engage teachers in practical tasks and provide opportunities to observe, assess, and reflect on the new practices.

2. Be participant driven and grounded in inquiry, reflection and experimentation

3. Be collaborative and involve the sharing of knowledge.

4. Directly connect to the work of teachers and their students.

5. Be sustained, ongoing and intensive.

6. Provide support through modeling, coaching and the collective solving of problems. (p. 2)

Teachers need time to practice, reflect, revise, and practice to refine their teaching

and learning to its highest potential. As Darrow (2005) states, "The development of skill

in teaching is no different from the development of skill in cooking, carpentry, or

painting. The practitioner must engage in repeated practice, evaluate his progress in

some systematic way, and cumulatively increase his adeptness" (p. 2).

Leadership Roles in High Quality Professional Development

The literature repeatedly implies the critical role of the leadership's involvement with professional development. The means by which the leadership interacts with professional development is an essential element. Leadership, which includes district and site personnel as well as coaches and mentors, must be attentive to the professional development that is being provided within the organization. Research has provided suggestions for the roles of the leadership when providing professional development for an organization. According to Poglinco et al. (2004):

> Leadership in education is an issue that is becoming increasingly more important as pressure for improving student performance in the current standards-based accountability environment swells and test results are increasingly scrutinized. School leaders encourage professional development and coaching, to help share new knowledge and tools to promote improvement in education. (p. 1)

Speck and Knipe (2005) suggest, "The role of leaders is critical to the success of professional development" (p. 16). These leaders include district office administrators, principals, the school board, and also community members. All should work together in participating as well as supporting professional development with the goal of furthering the achievement of students. The National Center for Educational Statistics (1998) suggests that providing an environment for collaborative work between teachers and administrators is necessary to increase the effectiveness of professional development. It is essential that leaders work with teachers as they begin the cycle of learning together in order to create the organization's changes needed for improvement in classroom practice. As leaders, principals must have an ambitious vision of professional development

(Ganser, 2000). It is vital that district and site leaders be knowledgeable of the content

being provided within the professional development. They must be committed to the

learning and must also visibly place value on the professional development. Leaders

must participate in the process of learning and change rather than manage it (Doherty-

Poirier, 1998).

According to the Missouri Department of Elementary and Secondary Education

(2000),

A successful professional development system respects and nurtures the

intellectual capacity of teachers and others in the school community and reflects

the best available research and practice in teaching, learning, and leadership. This

system should enhance the leadership capacity of teachers, administrators, and

others in the school community by:

- Empowering educators and parents through leadership development

  training.

- Involving the learning community in site-based planning.

- Establishing a learning climate that is collaborative, informal, and

  respectful.

- Training teachers and administrators to be facilitators of learning.

- Promoting commitment to continuous inquiry and improvement.

- Assisting teachers and staff in using their professional skills to apply

  the principles of continuous quality improvement to instructional

  planning and implementation.

- Allowing teachers to collaboratively design lessons and develop teaching strategies.

- Providing strategies that utilize appropriate research and communication technologies. (p. 1)

"The entire school community—teachers, administrators, students, parents, community members, business people, policymakers, and the public at large—can be committed to continued growth and development of teachers in order to improve teaching and learning for all students" (Cook & Fine, 1996, p. 4).

What are some of the ways that administrators and teachers can work together? Cook and Fine (1996) suggest:

Administrators and teachers can work together and do the following things to improve professional development:

- Administrators and teachers examine the current school philosophy regarding teaching and learning.

- Administrators and teachers organize study groups to discuss contemporary views of learning and the research on effective instruction for different outcomes.

- Administrators and teachers use the discussions and conclusions of these groups to reach consensus on a collective vision.

- Administrators and teachers examine the goals of the current school-improvement plan and adapt them to meet current needs.

- Administrators and teachers create school-improvement teams that design activities to create learning organizations.

- Administrators and teachers create a school culture in which teachers feel free to critically assess their own practice. (p. 4)

Cobb, McCarthy and Riley (2000) strongly favor interactions of teachers with their colleagues and school principles.

Coaching and Mentoring Roles in High Quality Professional Development

Coaching involves working alongside colleagues to support their learning. This means supporting/coaching the teacher who is interacting with students and engaging in active learning and reflection. In order to construct knowledge about instructional practices that improve student learning, coaches provide personalized support based on the goals and identified needs of the individuals (Bellingham School District, 1996).

Coaching is an important variable for high quality professional development. Coaching provides for ongoing professional development support. According to the Consortium for Policy Research in Education (2003):

As a mechanism for the professional development of teachers, coaching is increasingly relied upon by schools and districts across the nation to train teachers on a particular set of instructional techniques and practices. Coaching creates an effective professional development environment characterized by providing ongoing support to teachers and creating a classroom of practice. (p. 1)

Russo (2004) states:

Coaches strive to improve morale and achievement and raise scores by showing teachers how and why certain strategies will make a difference for their students. The professional development strategy known as school-based coaching generally

involves experts that work closely with teachers to improve classroom practice and ultimately, student achievement. (p. 1)

Coaching is a way to open the door to job-embedded learning and the value of this approach to teachers. The coaches attend professional development, adapt and implement them in their own classrooms, and follow up with mini sessions of professional development that respond to the needs of the teachers. Coaching provides lessons, resources, assessments, and suggestions for classroom management and other needs as desired. This may take the form of grade-level sessions, after-school support sessions, demonstration lessons, co-teaching, observations, feedback, and other designs. Coaches encourage the teachers to collaborate and share their learning as well as make them accountable for implementing and assessing what they have learned. Coaching provides for greater classroom implementation. Coached teachers tend to use learning strategies more efficiently and coached teachers are more likely to make sure that their students understand the purpose of the strategy (coaches, personal communication, 2007).

A coach's roles and responsibilities, according to the Bellingham School District (1996), include the following:

- Facilitate planning and implementing the professional development activities.

- Support the professional growth of colleagues.

- Guide learning conversations and exchange ideas.

- Solicit and use data to guide professional development.

- Integrate best practices research in professional development activities.

- Plan and implement ongoing professional development.

- Participate on a leadership team.

- Provide resources facilitate planning and implementing the activities described in the professional development.

- Build learning and collegial relationships with individual staff members.

- Support teachers in identifying and refining instructional strategies.

- Provide feedback and consultation.

- Observe and support student learning. (pp. 1-2)

From research in professional development and change in schools it is clear that supportive leadership is required for professional development to result in changes in teaching and learning (Bybee & Fullan, 1998).

Evaluating Professional Development

An effective way of evaluating professional development is to find out if the learning is impacting practice and whether the change in practice is impacting one's learning in the ways one feels to be important. People who see changes occurring in their own students and their own school as a result of their own professional learning are motivated to continue to do the learning.

Speck and Knipe (2005) note:

Being clear about desired outcomes, articulating what they would look like if they were present not only lays important groundwork for evaluation but also causes the program to be more focused. (p. 123)

According to the National School Board Association (n.d.),

The greatest motivators may be the payoffs of effective professional development use as follows:

- A developed sense of mastery.

- Improved job skills and opportunities for continued employment and salary increases/promotion.

- Enhanced efficiency and creativity on the job.

- Satisfaction from seeing students learning improve.

- Shared vocabulary, interests, and relationship with other users within the educational field and the community at-large. (pp. 2-3)

Literature Review Summary

The literature suggests a number of characteristics that should be included in high-quality professional development. Students' needs as well as teachers' needs must be considered first and foremost when creating and implementing professional development. The entire learning community, data, time, content, and resources are all characteristics that must be considered when providing high-quality professional development. Consideration of individuals as well as the organization must be evident in high-quality professional development. Teachers should have input into the design of both the content and process of professional development. Professional development needs to be ongoing, supported by the leaders, and include opportunities for collaboration, revision, and refining. Application of adult learning to the design of professional development is essential for success. The professional development should be founded on and reflect the student achievement of the learning community. Teachers learning to work together as part of their work, as opposed to separate from their work, is a critical quality that schools must adopt if they are to achieve the goal of all students meeting high standards. Study groups allow for teachers and administrators to meet in an

informal situation where they can learn, share, and investigate new methods of teaching.

The goal of these meetings is for educators to learn from each other. If teachers can see

the curriculum and methods used by other teachers, they can take the effective strategies

utilized by others and implement them in their own classrooms, creating a more

collaborative and coherent environment.

The ways of the past have given professional development a bad connotation.

Areas of concerns have been identified and should be addressed when designing

professional development. Adult learning is mandatory for the success of professional

development. Time, resources, trust, collaboration, leadership and ongoing support, along

with an inviting learning environment are concerns that need to be addressed when

developing professional development.

Darling-Hammond and McLaughlin (1995) state:

Professional development can no longer be viewed as an event that occurs on a

particular day of the school year; rather it must become part of the daily work life

of educators. Teachers, administrators, and other school system employees need

time to work in study groups, conduct action research, participate in seminars,

coach one another, plan lessons together, and meet for other purposes. (p. 2)

The literature makes a collection of profound suggestions for effective

professional development. First and foremost, all professional development should be

designed with the intent of increasing student achievement. Following are suggested

criteria for developing high quality professional development. These criteria will serve as

the guide to success. Since student achievement is central to all decision making for

professional development, it follows that teachers must be included as part of the

discussion for the design of the professional development. Teachers must be able to collaborate and identify needs both in content and in classroom practice. Teachers should also collaborate on the execution of the professional development and its link to classroom application. Evidence of the teacher's voice in the content, design, delivery, and implementation of the professional development will ensure its effectiveness. Discussions on the resources, length of time, and how the time is spent are critical to the buy-in and engagement of the teacher. Professional learning should be part of the teacher's work every single day.

A professional learning community is a group of people who come together regularly, create and invest in goals they hold to be important, gather data to see how they are doing, and develop the kind of interpersonal relationships that produce high quality teaching and leadership. The members of a learning community trust one another, are open and direct with one another, and work together to clarify their intentions and values.

Strong leadership is essential to the success of professional development. Administrators such as superintendents, principals, and board members set the climate for professional development that is provided in a school district. Teachers, parents, students, and the larger community embrace the seriousness of professional development only if there is evidence of administrative support. If the district and school-site leaders have embraced and affirmed the professional development and its link to the vision of the district and student achievement, teacher buy-in results. When the district and site leaders support professional development, teachers know that time, resources, and ongoing support will be provided. Administrative leadership shows support by participating in the design, implementation, and participation as well as follow-up of the professional

development. Administrators who model, honor, recognize, and adjust according to the needs of the teachers so that they can embrace and successfully implement the professional development provide a necessary element that instills the desire for continued learning.

Coaching and mentoring are also critical to the ongoing success of professional development. Coaches and mentors can strengthen the link of professional development to the classroom. They do this by providing assistance in designing learning experiences that are applicable to the classroom within the professional development activities. Coaches and mentors can provide job-embedded support for implementing the professional development. They are readily available to teachers to provide the ongoing support that is so often needed for the successful implementation of professional development. Coaches/mentors can provide demonstration lessons, co-teaching lessons, planning time, critical friend observations, and much more. Coaches/mentors can also determine what types of follow-up professional development are needed based on the needs of the teachers, as they implement professional development and work with the teachers and students.

It is important to be clear about the desired outcomes when evaluating professional development. Foremost, outcomes should include an increase in student achievement and an improvement in classroom practice. Data collection must include information on student achievement and change in classroom practice that is aligned with organizational change.

High quality professional development is vital to school success, student achievement, and teacher satisfaction. If high quality professional development is the

tool for school success, then it is necessary to identify the elements of high quality

professional development.

The research supports that professional development must become part of the

culture of the school and district. Adult learning, along with time, resources,

collaboration, leadership, and ongoing support are areas of concern that must be

addressed if high quality professional development is to be provided. In 1998, McKenzie

wrote:

> Greater time and resources must be devoted to teacher learning, and greater
>
> attention must be given to the needs of teachers as adult learners. A generation of
>
> teachers who view themselves as pioneers, inventors and discoverers must be
>
> nurtured so that when the waves of the future hit the shores of our present, our
>
> teachers will dive headlong through them rather than ducking, running for shore
>
> or allowing themselves to be swept away. (p. 3)

It will be interesting and informative to analyze the professional development

opportunities that are taking place in the Lawndale Elementary School District and

Wiseburn School District. This examination will use the information gained in the

literature review to help identify and define criteria for high quality professional

development. These findings will be a valuable contribution towards the field of

professional development.

Table 1 describes the relevance of the literature review to the research questions.

Table 2 describes each model discussed within the literature review and the major

components of each model.

Table 1.

Relevance of the Literature Review

Areas of Study	Research Question	Findings
History and Definition of Professional Development	1, 2, 3	It is necessary to define a model for high quality professional development that is valued by teachers and increases student achievement
Professional Development Models That Are Currently in Existence	1, 2, 3	Effective existing models include: Adult learning, coaching, resources, connection between curriculum and instruction, based on teachers' needs, planning time, grounded in classroom practice in support of students' needs, leadership, reflective
Characteristics of Professional Development	1, 2, 3	Based on students' needs and teacher needs. Includes entire learning community. Includes time, resources, and collaboration with the leadership. Administrators and coaches are critical to the success of professional development. Professional development should embrace adult learning. Change in teacher practice identifies the real success of professional development.

Table 2.

Models Discussed

Model	Major Components of Each Model
Speck and Knipe, 2005	Purpose and Preparation Outcomes Targets and Tools Energy, Effectiveness, and Evaluation Numbers, Names, and Needs Timelines
Guskey, 2000	1. Training 2. Observation/assessment 3. Involvement in a development/improvement process 4. Study groups 5. Inquiry/action research 6. Individually guided activities 7. Mentoring
Hassel, 1999 (North Central Regional Educational Laboratory)	3 Step Program 1. Design 2. Implement 3. Evaluate
Sprinthall and Sprinthall (As cited in McKenzie, 1991)	1. Role-taking experiences 2. Appropriate match of teacher levels of development with experiences and leaders 3. Careful and continuous guided reflection 4. Balance between action and reflection 5. Provision of personal support for the learner 6. A reasonable level of challenge 7. Extension of the program over a significant period of time
McKenzie, 1991 (Education Technology Journal)	1. Offer immersion and transformation 2. Inspire teachers to invent 3. Be experience-based, with learning resulting from doing and exploring 4. Hook the curiosity, wonder, or passion of teachers 5. Respond to teachers' appetites, concerns, & interests 6. Consider the feelings, fears, & anxieties of learners 7. Engage the perspective of teachers 8. Appeal to learners at various developmental stages 9. Be properly funded

(table continues)

Model	Major Components of Each Model
Shelton and Jones, 1996	Guiding Principles: 1. Changes require teachers to become part of a professional learning community. 2. Beliefs & behaviors are part of a reciprocal process. 3. The pedagogy of professional development must be congruent with the desired classroom pedagogy. 4. Issues of equity must permeate the fabric of professional development. 5. Professional development must be grounded in classroom practice. 6. We must teach all teachers. _____ "Tale of Four Ts" 1. Time 2. Training 3. Technology 4. Teacher-type tasks
McKenzie, 1998	1. Spend 10–25% of project budget on staff learning providing for 15–60 hours annually per teacher for several years. 2. Clarify purpose: problem solving and decision-making. 3. Replace staff development and training with adult learning. 4. Designate student learning as the cause. 5. Address the emotional dimension; the challenge of transfer. 6. Add a culture of "Just in time support." 7. Use surveys and assessment to guide planning. 8. Provide time and invention and lesson development. 9. Hook the passions of all. 10. Persist.
Office of the Superintendent of Public Instruction, n.d.	1. Aligned with school or district vision 2. Ongoing
Rethlake, 2000	1. Reading club 2. Materials group 3. Peer observation 4. Teacher inquiry group 5. Field trip group 6. Curriculum development group 7. Tape viewing group

Chapter 3:

Research Design and Methodology

Introduction

This chapter presented the design and methodology to be used throughout the study. Chapter 3 examined literature on professional development and surveyed teachers, principals, superintendents, scholars, and coaches involved with professional development provided by two TAH grants in two elementary school districts. The goal of this study was to identify the essential elements that are critical for a high quality professional development model to be used by educational personnel when designing opportunities for learning.

Following the restatement of the problem, purpose, and the significance of the study, the research design is presented. The population and sampling for the study is addressed. There was a review of the data gathering instruments, with a proposed method of data analysis presented in table format. Finally, ethical and legal considerations are discussed.

Restatement of the Problem

Both literature and schoolhouse traditions reveal a great variety of currently used professional development models that support teacher learning. Although each teacher hopes to find his/her experiences with professional development worthy and valuable, the literature does not explore which model has the greatest impact on teachers or what role money, time, resources, and other elements play in providing for the most significant growth in adult learning. This study hoped to determine the essential elements of high quality professional development by examining data using these research questions:

1. What elements of professional development were evident as reported by selected stakeholders in the Lawndale and Wiseburn School Districts as a result of participation in the Teaching American History grants? (Appendix Surveys A, B, C)

2. In what ways did professional development impact classroom practice as reported by selected stakeholders in the Lawndale and Wiseburn School Districts who are currently or have been participants in the Teaching American History grants? (Appendix Survey D)

3. According to stakeholders in the Lawndale and Wiseburn School Districts who currently participate or have participated in the Teaching American History grants, which elements seem most critical for a high quality professional development model? (Appendix Survey E)

Restatement of the Purpose of the Study

The purpose of this study was to investigate various professional development models in the literature and to gather data about professional development from selected stakeholders relating to the TAH grants in the Lawndale Elementary School District and the Wiseburn School District. In so doing, the researcher hoped to determine what elements are common to all respondents and to identify those elements that are essential for the development of a high quality professional development.

Restatement of the Significance of the Study

This study was significant because no research currently exists that enumerates the elements necessary for a high quality professional development model. This study

identified and made available to educators those essential elements necessary to design, plan, implement, and assess high quality professional development.

Design of the Study

The study was descriptive in nature. Surveys were given to selected teachers, principals, scholars, and coaches, and interviews were conducted with the district superintendents. Data was collected and analyzed in order to determine the elements that are critical for high quality professional development.

Description of the Population and the Sample

The population for this study consisted of 25 kindergarten through eighth grade teachers each in the Lawndale Elementary and Wiseburn School Districts for a total of 50 teachers. Fifteen principals from the two districts were asked to participate, as were 18 TAH coaches who are also teachers in either Lawndale or Wiseburn. Ten scholars from well-known institutes of higher learning in the Southern California and specialists in the area of American History were invited to participate, and the superintendents from each of the two districts, who have a total of 15 years experience each, were asked about how they view their role in professional development.

Individuals were selected for this study because they have been or continue to be involved with the TAH grants. With the exception of the scholars, all are currently employed by the two school districts. For this study the sample consisted of both superintendents from Lawndale and Wiseburn School Districts, all principals and teachers in both school districts who have been or are currently part of the TAH grants, all individuals who have presented as scholars over the past six years, and, finally, all individuals who have served or are currently serving as coaches for the grants.

Data Gathering Instruments

For the purpose of this research, the following instruments were developed:

1. The Professional Development Survey, which asks teachers, principals, scholars, and coaches to rate the frequency of various elements as they experienced them as participants in the TAH grants (See Appendix A).

2. The Professional Development Survey for scholars only, which asks them to rate the frequency of various elements as they experienced them in their roles as scholars in relationship to the TAH grant (See Appendix B).

3. The Professional Development Survey for Coaches only, which asks them to rate the frequency of various elements as they experienced them in their role as Coach in relationship to the TAH grant (See Appendix C).

4. The Benchmark Rubric, which requests a self-assessment from teacher/coaches only regarding their growth in classroom practice as a result of participating in the TAH grants (See Appendix D).

5. The Elements of Professional Development Survey, which asks all stakeholders to rank – from 1 to 10 – the elements they consider high quality as they experienced them in their role as Coach in relationship to the TAH grant (See Appendix E).

6. Interview questions for the two superintendents asking them to describe their role in professional development in their districts and what they believe are the three most critical elements of the TAH grant model (See Appendix H).

In addition all respondents received a detailed cover letter including a request for their consent to participate. The superintendents' cover letter requested permission to conduct the study within the two school districts.

Validity and Reliability of Instruments

Three members from the surrounding educational community were invited to participate in a focus group to examine the data collection instruments and related cover and consent letters. This panel of experts included: (a) an external evaluator; (b) a Los Angeles Special Education "Teacher of the Year;" (c) and a Cotsen Family Foundation Art of Teaching Coach. A meeting was scheduled and the researcher explained the purpose of each instrument (see Appendices A through H) and the intended relationship to each of the three research questions. The panel carefully reviewed each instrument, first alone, then with the group, and offered comments, suggestions, and changes to the various documents to make them more readable. The researcher consequently made adjustments to the original documents as such changes considerably strengthened the instruments. The revised instruments were field tested by a group of administrators and educators who are currently involved with a TAH grant in the Los Angeles Unified School District. Their responses determined readability and provided the researcher with an assessment of the instruments' validity and reliability.

Proposed Data Analysis

Data from the research was collected using spreadsheets and was examined and analyzed in relationship to the three research questions. Please refer to Table 3 for details on the instruments, respondents, and methods of analysis.

Table 3.

Proposed Data Analysis

RESEARCH QUESTIONS	DATA GATHERING INSTRUMENTS	RESPONDENTS	METHOD OF ANALYSIS
What elements of professional development were evident as reported by selected stakeholders in the Lawndale and Wiseburn School Districts as a result of participation in the Teaching American History grants? (Research question 1)	Professional Development Survey (Appendix A)	Teachers Principals Scholars Coaches	Frequency Distribution Content Analysis
	Professional Development Survey for Scholars (Appendix F)	Scholars	Frequency Distribution Content Analysis
	Professional Development Survey for Coaches (Appendix G)	Coaches	Frequency Distribution Content Analysis
In what ways did professional development impact classroom practice as reported by selected stakeholders in the Lawndale and Wiseburn School Districts who are currently or have been participants in the Teaching American History grants? (Research question 2)	Self Assessment Benchmark Rubric Survey (Appendix B)	Teachers	Frequency Distribution Content Analysis
According to stakeholders in the Lawndale and Wiseburn School Districts who currently participate or have participated in the Teaching American History grants, which elements seem most critical for a high quality professional development model? (Research question 3)	Elements of Professional Development Survey (Appendix H)	Teachers Principals Scholars Coaches	Frequency Distribution Content Analysis

Ethical and Legal Considerations

This researcher met all the regulations mandated by the federal government and

the standards for educational and psychological testing regarding the ethical and legal

considerations for the research that was conducted in this study. Those regulations

included the following tenets:

1. The evaluator disclosed the purpose of the research.

2. The evaluator identified herself as the primary investigator for the research.

3. Participants involved in the TAH professional development were informed that they will be participating in the evaluation process for research purposes.

4. The procedures to collect data did not cause any psychological stress, physical or emotional risk to the participants, or impose legal infringement to human dignity.

5. A copy of the results of the study was made available to those who participated in the study.

6. Confidentiality and anonymity for each participant was maintained.

7. There were no deceptive meanings or interpretations written into the survey items.

8. Responses were kept anonymous and confidential.

9. Anonymity of individual participants was assured and the subject matter of the survey instruments were designed so that all parties considered it not to be case sensitive.

The researcher hired an intermediary to administer and collect the surveys in order to prevent bias that might occur if administered by the researcher. This was a recommendation by the researcher's committee members. Surveys were mailed to all participants with a self-addressed stamped envelope to the address of the intermediary. The researcher collected the data from the intermediary and began to compile the information.

The researcher made an appointment with the Superintendents to conduct a face-to face interview with them. Questions were provided ahead of time to the

Superintendents. The researcher carefully wrote down the responses made to the questions.

Summary

This chapter presented a plan for the research design of the study; discussed other issues surrounding the problem leading to the significance of the study; described the population and data gathering instruments to be used; discussed how validity, reliability and readability were determined; explained how data gathered from the population was analyzed; and provided assurances that ethical and legal considerations were met when completing the work.

Chapter 4 will present quantitative and qualitative data gathered from the study and offer results to the research questions. Chapter 5 will summarize the entire study and offer conclusions, recommendations, and suggestions for further research in the area of professional development.

Chapter 4:

Analysis and Findings

Introduction

This chapter reports the important study findings regarding professional development obtained from the literature review, the five surveys, and the superintendent interviews. The findings are reported in response to each of the following three research questions as originally presented in Chapter 1 of this study:

1. What elements of professional development were evident as reported by selected stakeholders in the Lawndale and Wiseburn School Districts as a result of participation in the Teaching American History grants? (Appendix Surveys A, B, C)

2. In what ways did professional development impact classroom practice as reported by selected stakeholders in the Lawndale and Wiseburn School Districts who are currently or have been participants in the Teaching American History grants? (Appendix Survey D)

3. According to stakeholders in the Lawndale and Wiseburn School Districts who currently participate or have participated in the Teaching American History grants, which elements seem most critical for a high quality professional development model? (Appendix Survey E)

The stakeholders in this study were teachers, teacher/coaches, administrators, and professional development providers, also known as scholars. Data collected is reported in raw numbers only and this raw data for surveys A, B, C, and D may be found in Appendix K.

Results for Research Question #1

Research question 1 asked: What elements of professional development were evident as reported by selected stakeholders in the Lawndale and Wiseburn School Districts as a result of participation in the TAH grants? The stakeholders who responded to this research question included Lawndale and Wiseburn teachers, administrators, coaches, and professional development providers, all of whom participated in the TAH grant opportunities. Stakeholders participating in the TAH grant found the professional development opportunities to be responsive to their needs, as a result of coach/scholar presentations that included relevant lesson plans, strategies, and resources that were applicable to their grade level standards.

Results from teacher group in Lawndale. Fifteen Lawndale teachers who participated in the TAH grant described their experiences and observations about specific professional development elements, explaining how those experiences related to the grant. Twelve of these respondents highly valued professional development when it included presentations provided by both a scholar and a coach. Teachers appreciated professional development designed by a scholar/coach collaboration. They found that this method of professional development provided a deeper understanding of content with methods for direct application to their classrooms.

Twelve Lawndale teachers perceived themselves as adult learners at all times. When participating in TAH professional development, 13 teachers felt that the programs were responsive to their identified needs, stating that the delivery of the professional development embraced adult learning.

The literature suggests that in order for professional development to be effective, teachers should be provided with lesson plans and resources (McKenzie, 1998). Thirteen Lawndale teachers said they consistently received applicable lesson plans and resources needed to implement the lessons effectively.

When questioned about planning time and applying learning from the professional development, 11 Lawndale teacher respondents felt that the TAH opportunities incorporated planning time into the professional development programs. However, they noted that ongoing follow-ups to TAH professional development were not always readily available.

Lawndale teacher respondents found district leadership support to be evident most of the time. Respondents recognized the capacity for ongoing involvement. Thirteen Lawndale teacher respondents found the learning from the TAH professional development to be important all of the time (see Figure 1).
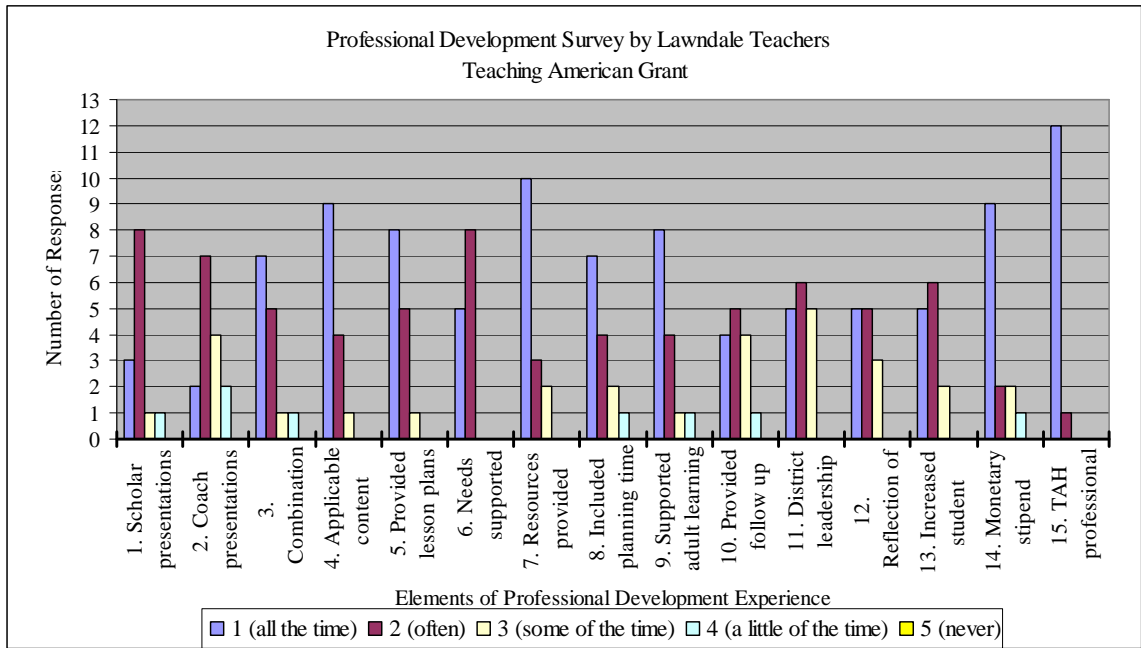
Figure 1. Professional development survey: results for Lawndale teachers

Results from teacher group in Wiseburn. Thirteen Wiseburn School District

teachers also found scholar/coach presentations to be the most beneficial all of the time.

Additionally, 12 Wiseburn teacher respondents felt the reflection of classroom practice

was evident all of the time.

Seventeen Wiseburn teachers believed they were perceived as adult learners; in

addition, they felt that the TAH grant supported their needs all of the time. Twelve

Wiseburn teachers felt that the grant opportunities provided planning time and resources

needed to implement the learning in the classroom. They also reported that they received

follow-up to the professional development all of the time.

Sixteen Wiseburn teachers asserted that the district leadership provided support

all of the time, and the majority of teachers reported an increase in student achievement

following the professional development. All 18 Wiseburn teacher participants in the TAH

grant professional development found the learning to be important either often or all of

the time (see Figure 2).
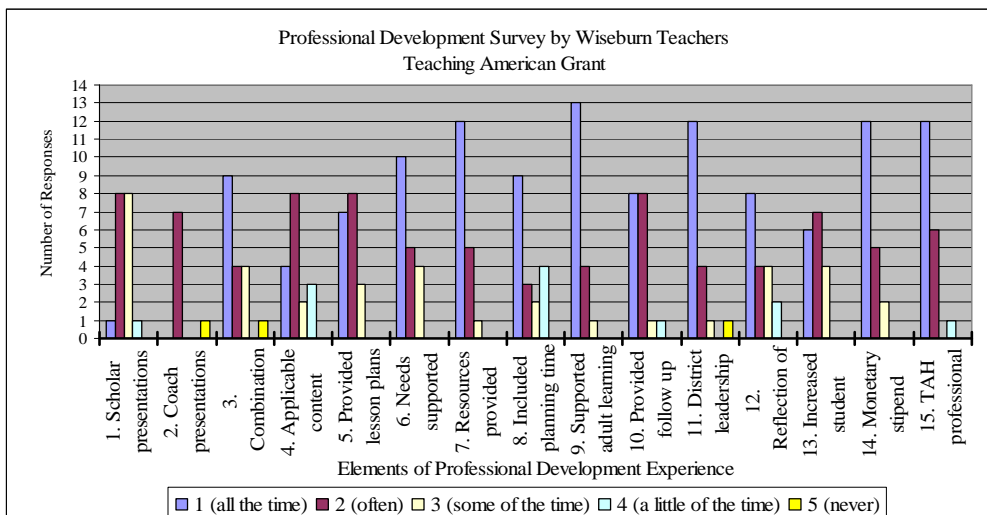
Figure 2. Professional development survey: results for Wiseburn teachers

Results from teacher/coaches in Lawndale. Ten Lawndale coaches valued a

scholar/coach collaborative presentation all of the time. Results from Lawndale coaches

showed that eight participants found the history content to be applicable all of the time.

These participants perceived themselves as adult learners.

Ten Lawndale coaches agreed that their needs and resources were supported, and

that these resources were provided all of the time. Similarly, 10 Lawndale coaches that

participated in the TAH grant found the learning to be important all of the time (see

Figure 3).
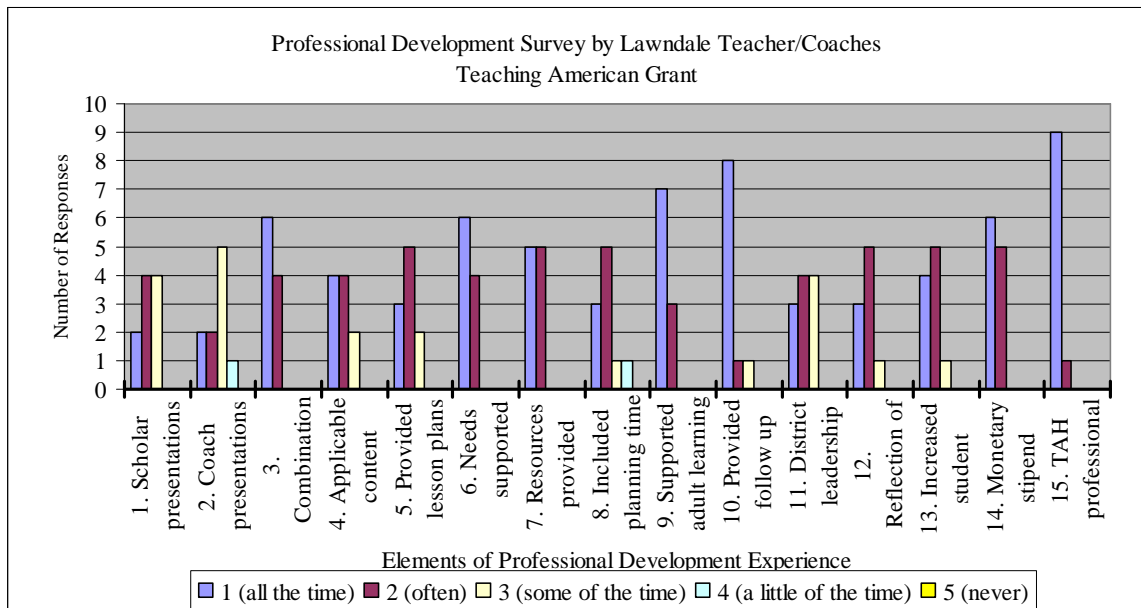
Figure 3. Professional development survey: results for Lawndale teacher/coaches

Result s from teacher/coaches in Wiseburn. Five Wiseburn coaches valued a

combination of both scholar and coach presentations all of the time. One hundred

percent of Wiseburn coaches felt perceived as adult learners and felt the grant

opportunities supported their needs. In addition, all Wiseburn coaches agreed that the

grant provided resources and embedded planning time all of the time. Every Wiseburn

coach found that the professional development opportunities provided follow-up all of

the time; they also found learning from the professional development to be important at

all times (see Figure 4).
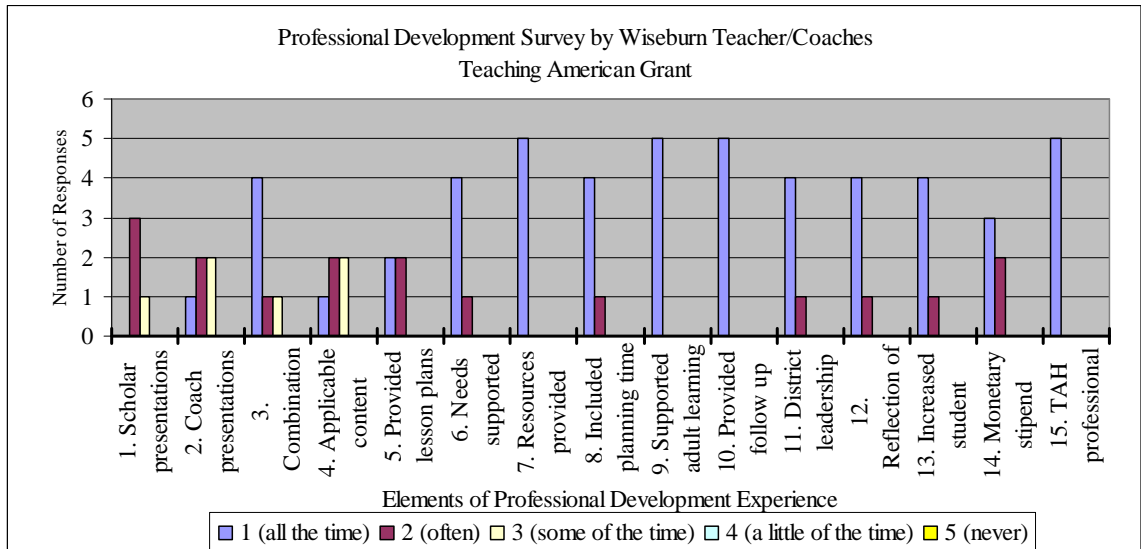
Professional Development Survey by Wiseburn Teacher/Coaches
Teaching American Grant

Figure 4. Professional development survey: results for Wiseburn teacher/coaches

Results from administrators in Lawndale. The eight Lawndale

administrators felt the history content of the professional development was highly

applicable, reflected classroom practice, and was geared toward adult learning. Eight

administrators believed the professional development reflected adult learning at all times.

Interestingly, the Lawndale administrators' reported that they experienced less support

for teacher needs in the TAH programs. Lawndale administrators felt that the on-going

coaching support was not evident.

Eight Lawndale Administrators felt that the TAH grant professional development

opportunities presented ample resources, planning time, and district leadership support at

all times. However, they found follow-up to the professional development to occur less

frequently. Seven of the Lawndale administrators found TAH grant professional

development learning to be important most of the time (see Figure 5).

Professional Development Survey by Lawndale Administrators
Teaching American Grant

Bar chart titled "Professional Development Survey by Lawndale Administrators / Teaching American Grant." Y-axis: "Number of Responses" from 0 to 7. X-axis: "Elements of Professional Development Experience" with categories: 1. Scholar presentations, 2. Coach presentations, 3. Combination, 4. Applicable content, 5. Provided lesson plans, 6. Needs supported, 7. Resources provided, 8. Included planning time, 9. Supported adult learning, 10. Provided follow up, 11. District leadership, 12. Reflection of, 13. Increased student, 14. Monetary stipend, 15. TAH professional. Legend: 1 (all the time), 2 (often), 3 (some of the time), 4 (a little of the time), 5 (never).

Figure 5. Professional development survey: results for Lawndale administrators

   Results from administrators in Wiseburn. All Wiseburn administrators found the combination of coach and scholar presentations beneficial at all times. One hundred percent (four) of the Wiseburn administrators found the history content applicable, resources available, and district leadership support present. In addition, the Wiseburn administrators felt that the TAH grant professional development provided on-going follow-up coaching support sessions. Wiseburn administrators did not see much evidence for planning time embedded within the TAH grant professional development opportunities. All Wiseburn administrators found the TAH professional development learning to be important all the time (see Figure 6).

   Results from providers and scholars. The provider/scholars assigned a ranking of "never" to only two categories: district leadership and scholar-only presentations. Professional development providers (scholars) felt that scholar-only presentations rarely benefited the learners, citing the necessity for scholars to work together with coaches when designing and delivering professional development. When delivering instruction,

scholars/ providers believed they always viewed the teachers as adult learners. Six

professional development providers found the learning associated with the TAH grant to

be important at all times (see Figure 7).
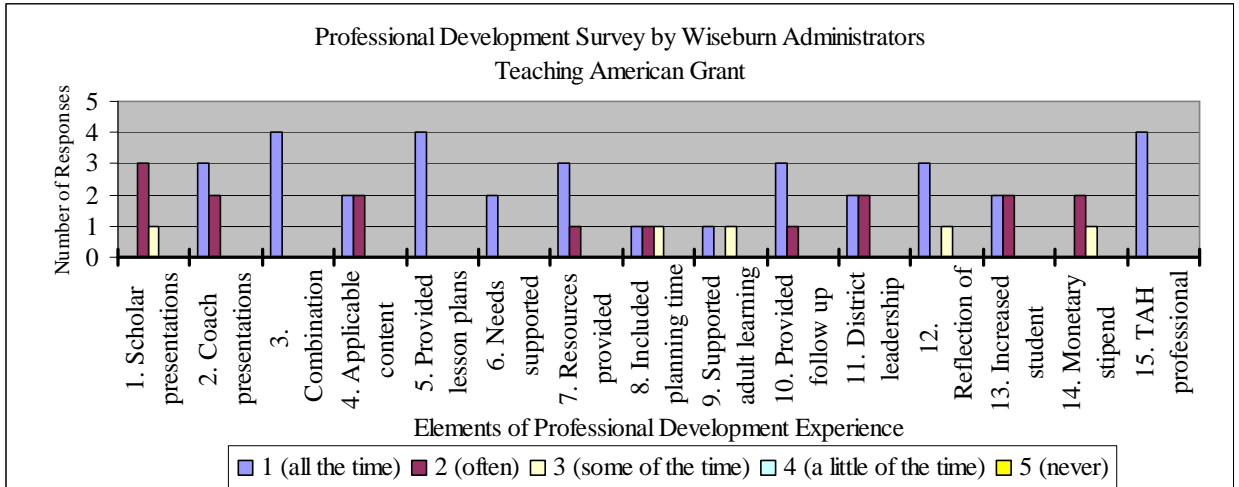
Figure 6. Professional development survey: results for Wiseburn administrators
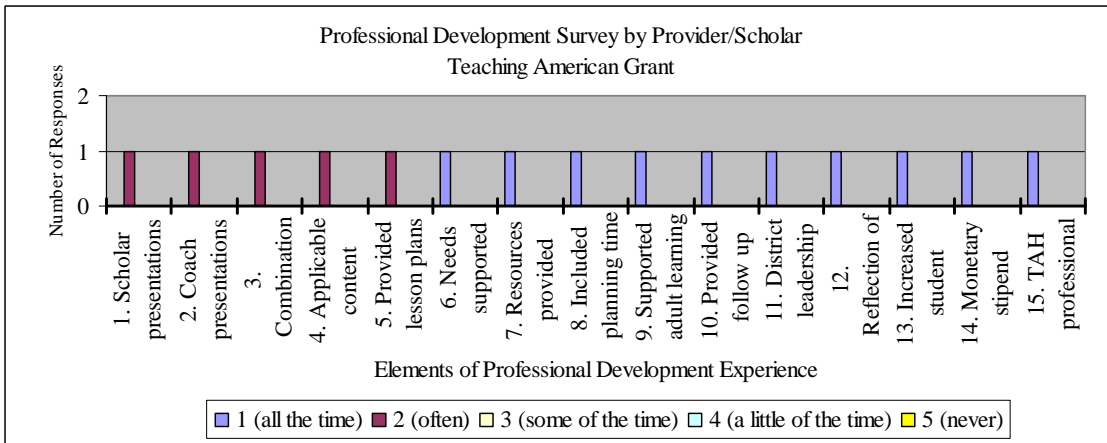
Figure 7. Professional development survey: results for providers/scholars

The researcher received a variety of highly positive representative responses to

Survey A, including the following comments:

1. "The Teaching American History grant changed my teaching practice,"

(personal communication, October 2007).

2. "It created new, important, and long lasting collegial partnerships," (personal communication, October 2007).

3. "It successfully and meaningfully integrated arts into a largely arts-free instructional culture," (personal communication, October 2007).

4. "The TAH model encouraged and developed reflective thinking as a habit," (personal communication, October 2007).

5. "The model provided multi-modal and thinking-centered professional development opportunities, which resulted in an expansion of the learning activities for students," (personal communication, October 2007).

6. "The TAH had excellent leadership and it culminated in the most impressive displays, events, and exhibits of student work in urban school environments," (personal communication, October 2007).

Results from superintendents. The researcher also interviewed the superintendents from both the Lawndale Elementary and Wiseburn School Districts. Both gave similar responses pertaining to their role in the creation of high quality professional development:

1. "As superintendent, my role is to make sure that high quality professional development is systemic and across the organization." (D. Brann, personal communication, November 1, 2007)

2. "High quality professional development should be designed after surveying the teachers on their needs for professional development." (D. Brann, personal communication, November 1, 2007)

3. "It is my responsibility to attend teachers' professional development in order to assure district teachers of my commitment in supporting them in their professional and personal growth." (D. Brann, personal communication, November 1, 2007)

4. "As the leader of the district, it is important that I keep the board informed and grounded in professional development." (J. Condon, personal communication, September 2007)

5. "As superintendent I must work with the other principals in order to assure them of the necessity of professional development for their teachers." (J. Condon, personal communication, September 2007)

6. "As superintendent it is my responsibility to continue to look for entrepreneurs to assist financially with ongoing professional development." (J. Condon, personal communication, September 2007)

Results from scholars and coaches: Introduction. Scholars who participated in the grant, also known as professional development providers, received Survey B (see Appendix B), and participating coaches received Survey C (see Appendix C). Both scholars and coaches responded to 13 questions based on their observations and experiences working with teacher participants in the TAH grant. Scholars and coaches responded to each question using the following scale:

1) All of the time;

2) Often;

3) Some of the time;

4) Little of the time; and

5) Never.

Results from scholars. Seven scholars stated that the collaboration between scholars and coaches in designing and delivering professional development fulfilled teachers' needs all of the time. Additionally, seven scholars felt they should provide lessons for classroom application often, while another seven also felt that scholars and coaches should provide classroom application at all times.

The scholars' responses suggest that demonstration and co-teaching occurred less frequently. All of the scholars felt that they provided professional development to teachers as adult learners. They also believed the provision of resources and the examination of student work was necessary during TAH professional development opportunities.

Scholars remarked that it was valuable for them to help connect the dots between content (chronological), and how the content is applicable to today's society. They also stated that they were able to provide opportunities for integration, discussion, and questions that they considered to be very valuable for teachers, (scholars, personal communication, October 2007). The responses were then ranked (see Figure 8).

Results from coaches. Nine coaches felt that they should provide content knowledge and classroom application at all times. In addition, they believed that scholars and coaches should work together at all times to provide content knowledge and classroom application. Coaches and scholars felt that they designed and delivered professional development based on teachers' needs all of the time. Nine coaches believed demonstrations and co-teaching lessons should be provided at all times. They also viewed

the teachers as adult learners and delivered their professional development in an

appropriate manner. All of the coaches believed that resources should be provided to

support professional development at all times. In addition, in order to create high quality

professional development, they asserted that planning time must be allotted to teachers

(See Figure 9).
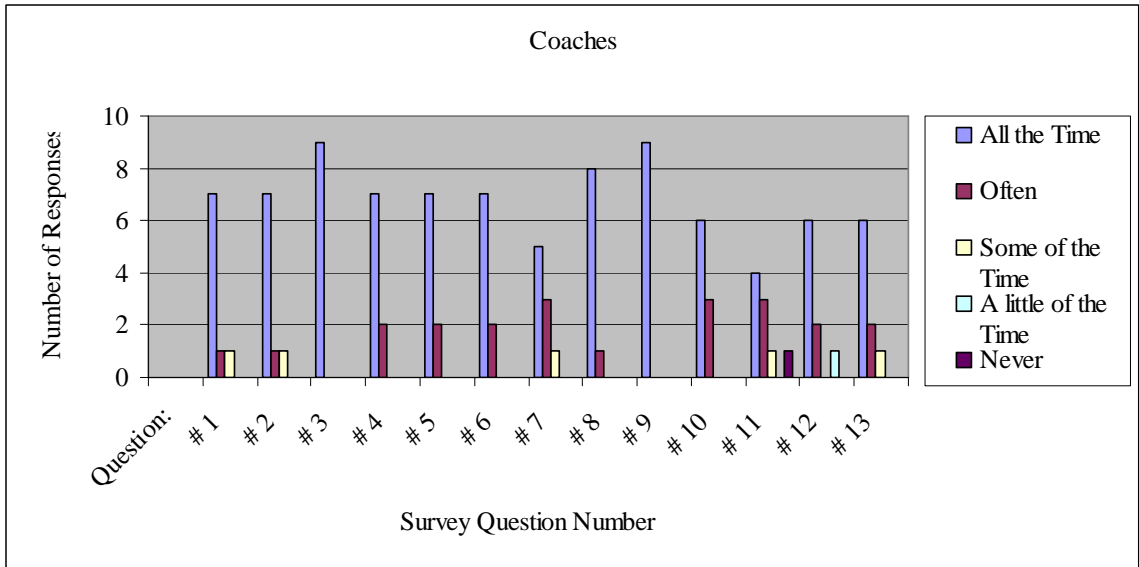
Figure 8. Professional development survey: results for scholars
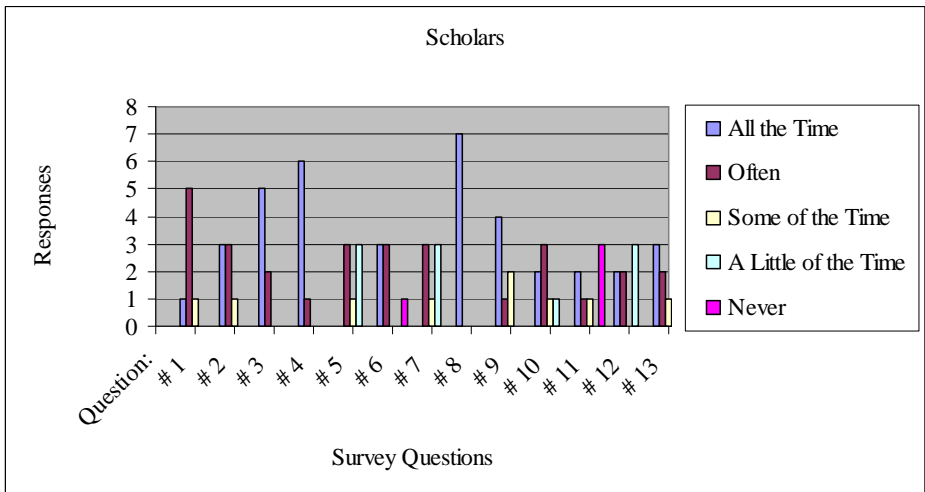
Figure 9. Professional development survey: results for coaches

Coaches also provided qualitative data when responding to Survey C (see

Appendix C), commenting on many outcomes that seemed valuable to teachers, including

collaboration and planning time with colleagues, content knowledge, and personal

learning of historical events or topics (personal communication, October 2007). Some

specific comments included:

- "Scholar presentations and visits to historical settings were very valuable."

  (personal communication, October 2007)

- "Making connections to the standards, learning how to scaffold them and

  apply them to the classroom was most beneficial." (personal communication,

  October 2007)

- "The leadership was key to the success of the grant." (personal

  communication, October 2007)

- "The leader gets what it means to be teaching in the classroom." (coaches,

  personal communication, October 2007)

Research Question #2

Research question 2 asked: In what ways did professional development impact

classroom practice as reported by selected stakeholders who are currently or have been

participants in the Teaching American History grants? Upon self-reflection, the majority

of the Lawndale and Wiseburn teacher/coaches found themselves to be in full

implementation of the history professional development learning in their classrooms.

Eleven Lawndale teacher/coaches and six Wiseburn teacher/coaches received

Survey D (Appendix D). The researcher chose these teacher/coaches because of their

willingness to self-evaluate and self-reflect about their teaching practices. These leaders

participated in the TAH grant professional development opportunities and expressed an

interest in clarifying and evaluating their own practices for two specific reasons. First and

foremost, they considered themselves to be life-long learners and viewed the opportunity

to evaluate their practices as a chance to raise consciousness of their own needs for

professional growth. Secondly, they viewed this chance as an avenue to model to other

teachers the necessity of self-reflection and self- evaluation as a way to better oneself and

one's practices in the teaching profession. They wanted teachers to view self-evaluation

as beneficial rather than threatening.

Because the Lawndale Elementary School District had participated in the grant

for a longer period of time than the Wiseburn School District, more teacher/coaches were

able to participate in Survey D. The teachers compared their practice to a rubric that

looked at historical benchmarks, determining which level best described the current state

of their respective classrooms. Teacher/coaches evaluated themselves against these

benchmarks as a result of their participation in the TAH grant. Teacher/coaches could

place themselves at one of three levels: (a) starting out, (b) gathering momentum, or (c)

full implementation.

Results from the Lawndale teacher/coaches. Results from Survey D show

that 5 or 6 of the 11 Lawndale teacher/coaches placed themselves at full classroom

implementation as a result of the TAH professional development opportunities. In fact,

100% of the Lawndale teacher/coaches recognized themselves as fully confident in their

ability to assess their knowledge of American History.

Two of the indicators, research and pedagogy, received a "starting out" response from one teacher. Figure 10 clearly shows the positive impact of the TAH grant opportunities on classroom practice.
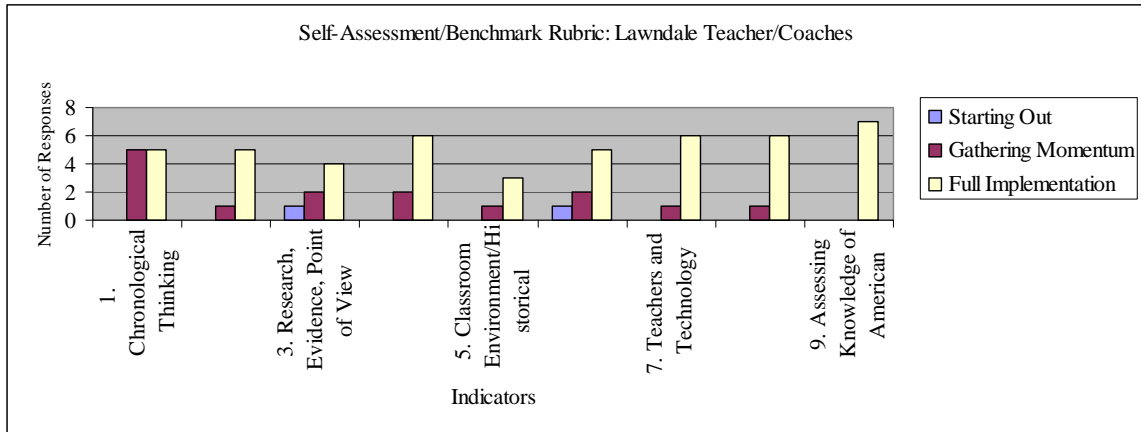
Figure 10. Self-assessment/benchmark rubric: Lawndale teacher/coaches

Results from the Wiseburn teacher/coaches. The six Wiseburn teacher/coaches implementing the TAH grant for less time still showed significant results. Half of the Wiseburn teacher/coaches placed half of the indicators at full classroom implementation. Every indicator showed a number of teacher/coaches at the "gathering momentum" stage, while each indicator showed that some teacher/coaches remained in the "starting out" stage.

These results indicate the success of the high quality professional development provided by the TAH grant. Because these teacher/coaches are currently in the early stages of professional development, it can be deduced that this comes as a result of the shorter period of active participation. Interestingly, a number of these teacher/coaches still placed themselves in the higher stages of classroom implementation, despite the lack of time spent as grant participants (see Figure 11).
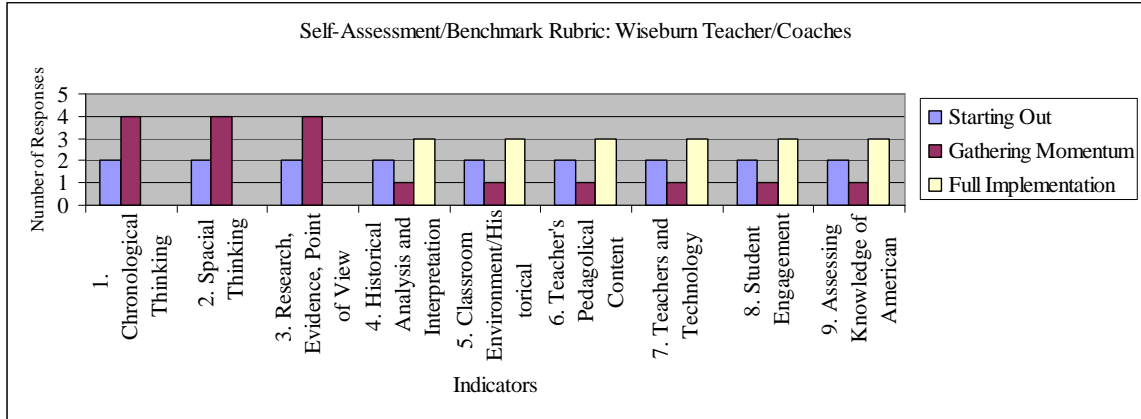
Figure 11. Self-assessment/benchmark rubric: Wiseburn teacher/coaches

Research Question #3

Research question 3 asked: According to stakeholders in the Lawndale and Wiseburn School Districts who currently participate or have participated in the TAH grants, which elements seem most critical for a high quality professional development model?

Stakeholders were asked to rank the following elements in terms of how critical a part they felt each one played in high quality professional development: identified needs, scholar/coach presentations, resources, leadership support, embedded planning, reflection, ongoing evaluation, examining student work, team building, and celebration of success. All stakeholders found that the most critical element of professional development was the ability to identify the learners' needs and providing professional development that will support those identified needs. Following is a list of other elements that were ranked in order of importance by the different stakeholders who participated in the TAH grant.

Survey E results. Survey E (Appendix E) asked teachers, teacher/coaches, and professional development providers (scholars) to rank in order of importance ten elements of high quality professional development as suggested in the literature. Each element also played a part in the TAH grant's professional development opportunities. The researcher wanted to determine which elements are non-negotiable when providing professional development to teachers, and which elements seem less important and may not need to be present in successful high quality professional development.

The following data show the results of Survey E, which asked respondents to rank key elements of high quality professional development in order to determine the priority and importance of each element. Each list shows how each individual group of stakeholders – that is, teachers, coaches, and professional development providers (scholars) – ranked the elements, with number one being the most important and number ten being the least important (see corresponding Figures 12, 13, and 14).

Teachers. Teachers ranked the key elements of high quality professional development in the following order:

1. Identified needs of the teachers are recognized

2. Scholars/coaches as presenters

3. Embedded planning within the professional development

4. Team-building to support implementation

5. Resources are provided for implementation of the learning

6. Examination of student work to measure student achievement

7. Leadership support for all teacher participants

8. Celebration of success to acknowledge teacher and student learning

9. Reflection of learning and classroom participation

10. Ongoing evaluation to measure learning and accountability

Elements of Professional Development Survey For Lawndale/Wiseburn Teachers
Elements Ranked from 1 (the highest) to 10 (the least)
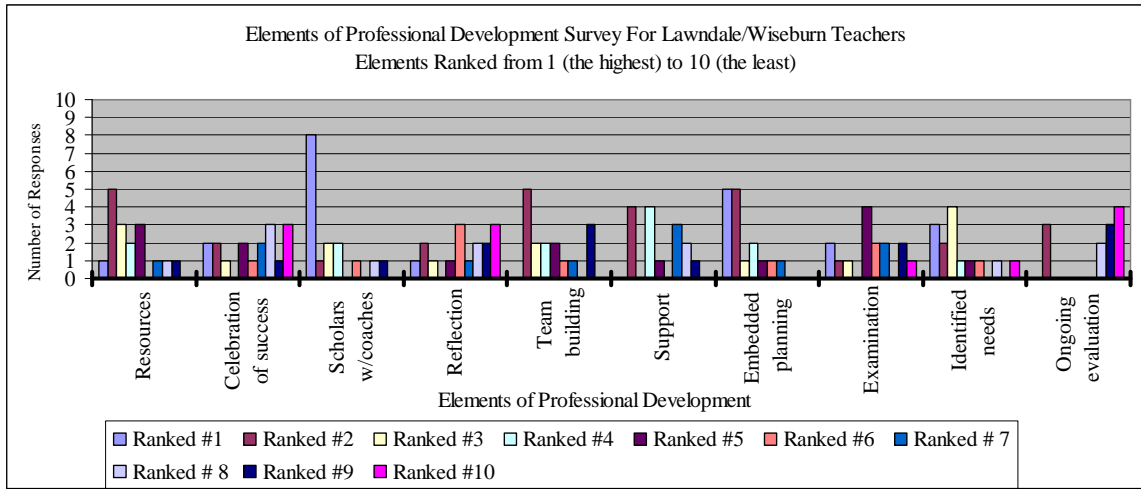
Figure 12. Elements of professional development survey: Lawndale/Wiseburn teachers

Teachers/coaches. Teachers/coaches ranked the key elements of high quality

professional development in the following order:

1. Identified needs of the teachers are recognized

2. Scholars/coaches as presenters to design and deliver the learning

3. Resources are provided for implementation of the learning

4. Examination of student work to measure student achievement

5. Team-building to support implementation

6. Leadership support for all teacher participants

7. Embedded planning within the professional development

8. Reflection of learning and classroom application

9. Ongoing evaluation to measure learning and accountability

10. Celebration of success to acknowledge teacher and student learning

Elements of Professional Development Survey: Lawndale/Wiseburn Teacher/Coaches
Elements Ranked from 1 (the highest) to 10 (the least)
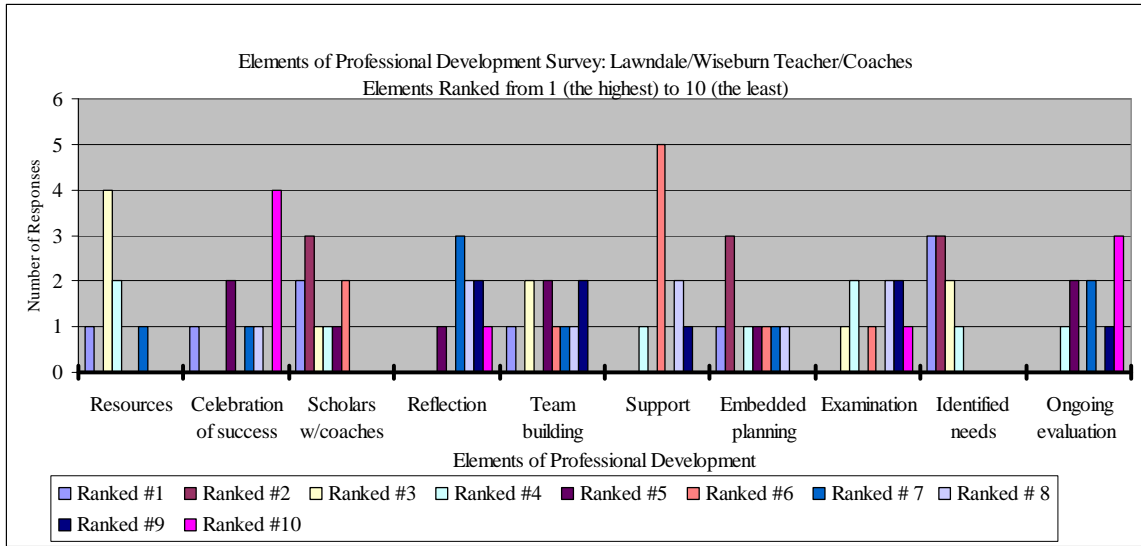
Figure 13. Elements of professional development survey: Lawndale/Wiseburn

teacher/coaches

Professional development providers. Professional development providers ranked

the key elements of high quality professional development in the following order:

1. Identified needs of the teachers are recognized

2. Leadership support for all teacher participants

3. Scholars/Coaches as presenters to design and deliver the learning

4. Embedded planning within the professional development

5. Resources are provided for implementation of the learning

6. Reflection of learning and classroom application

7. Team-building to support implementation

8. Examination of student work to measure student achievement

9. Celebration of success to acknowledge teacher and student learning

10. Ongoing evaluation to measure learning and accountability
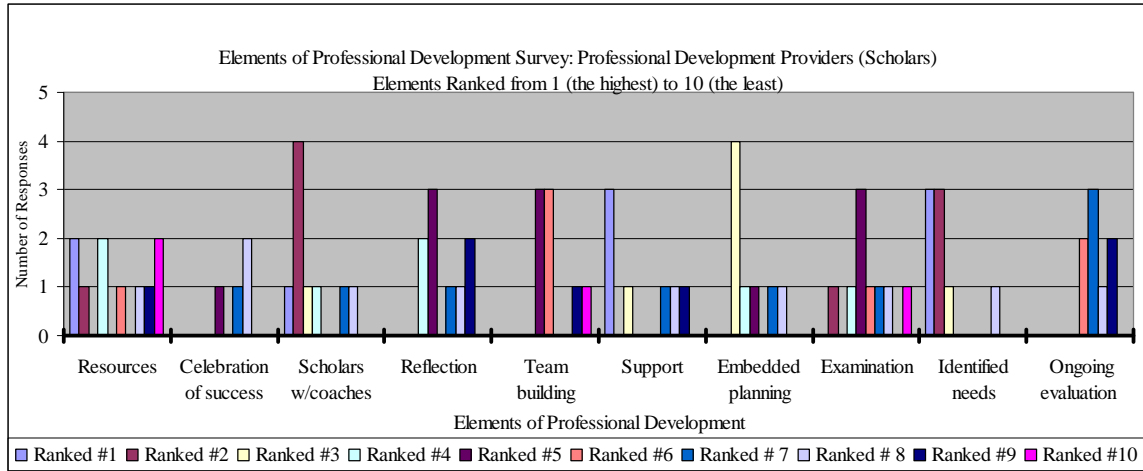
Figure 14. Elements of professional development survey: professional development providers (scholars)

Survey E: Summary. Significant results of Survey E show that all stakeholders involved in the TAH grant ranked identified needs as the most critical single element for high quality professional development. All stakeholders asserted that professional development can only reach high quality if it meets the needs of the recipient. Resources and the collaboration of scholars and coaches in delivering professional development also ranked in the top five for each stakeholder group.

Interestingly, all stakeholders considered celebrations of success and ongoing evaluations to be less critical aspects of high quality professional development. Stakeholders valued student learning and students work as the evaluation rather than completing a paper evaluation at the end of each professional development. Teachers and coaches also believed that leadership support was not an especially critical element. The researcher observed that teachers who were engaged in professional development were interested in learning in spite of leadership support. However, providers ranked

leadership support as the second most critical element in creating high quality

professional development.

Superintendents Respond to Key Elements of Professional Development

The researcher interviewed the superintendents of the Lawndale Elementary

School District [LESD] and the Wiseburn School District [WSD]. The superintendent of

LESD suggested the following three elements as most essential to high quality

professional development:

1. *Environment*: Professional development should take place in an environment
   that is conducive to learning.

2. *Time*: Professional development should be provided during the workday and
   teachers should be regarded as professionals entitled to continue their
   learning.

3. *Meaningfulness*: Professional development should be meaningful to the
   participants both professionally and personally, otherwise it will ultimately be
   remembered as a waste of time.

The superintendent of WSD suggested the following three elements as essential to

high quality professional development:

1. *Relevance:* Professional development must meet the needs of the individual
   participants.

2. *Goals*: Professional development must help participants connect with and
   advance toward goals.

3. *Rigor:* Professional development must be of a rigorous or substantive nature.

Summary

The data presented in Chapter 4 helped the researcher to examine those elements that constitute high quality professional development as suggested in the literature. This examination involved investigating the model of professional development currently in place in both the Lawndale and Wiseburn School Districts. The TAH grant implemented a unique and effective professional development opportunity for teachers. Teachers, teacher/coaches, administrators, scholars, and professional development providers took part in surveys used to determine the effectiveness of the professional development from the grant, the level of application to classroom practice, and the elements considered most important for successful high quality professional development.

Chapter 5 will address conclusions and implications of the study and propose suggestions for further research.

Chapter 5:

Analysis, Conclusions, and Recommendations

Introduction

This chapter presents an analysis of the study's findings and its related

conclusions. Limitations of the study are restated, critical elements are presented for use

in providing high quality professional development, and recommendations for further

study are offered.

The purpose of the study was the investigation of various professional

development models and the gathering of professional development data relating to the

TAH grants in both the Lawndale and Wiseburn School Districts in order to determine

which elements commonly occur in high quality professional development. The

researcher intended to use this information and information obtained from a review of the

literature to identify the critical elements necessary for a high quality professional

development model: one that provides the highest quality of teacher instruction and also

results in the greatest impact on classroom practice, and ultimately, student achievement.

In conducting this study, the researcher hoped to identify the critical elements necessary

for designing, planning, implementing, and assessing a high quality professional

development model available for educators to use in their own school districts.

In order to identify the essential elements of high quality professional

development, the researcher conducted a review of the literature, which showcased a

variety of models. Different theorists suggested their ideas of what should be considered

critical elements of high quality professional development. The researcher then selected

certain elements identified in the literature review and ascertained their role in the TAH

grant's professional development and their level of importance to stakeholders. Teachers, coaches, administrators, and professional development providers who participated in the TAH grant professional development opportunities offered in both the Lawndale and Wiseburn School Districts completed five surveys, all based on the literature, in order to determine which elements were the most critical for the success of the professional development. Superintendents from each district also participated in interviews where they discussed their roles in supporting professional development and their thoughts regarding which three elements they considered to be the most critical for high quality professional development.

Analysis of Findings

Conclusions related to Research Question #1. According to the results of Survey A (Appendix A), the Lawndale and Wiseburn teachers showed a preference for presentations in which a coach, who provided expertise in classroom application and a scholar, who provided expertise in content knowledge, planned and delivered the professional development together. Congruent with findings in the literature, teachers felt they received deep content learning from the scholar and gained direct connections to their grade level classrooms and associated standards from the coaches' expertise. Teachers asserted that high quality professional development must be in alignment with the pedagogy desired in the classroom. In addition to learning new information, ideas, and strategies, teachers also wanted to see how this new knowledge specifically related to what they were teaching. Lawndale and Wiseburn teachers felt the TAH grant professional development opportunities did indeed provide learning that supported their needs and classroom practice.

Findings showed that the TAH model not only satisfied and supported teachers' needs, but also did so with a design that respects and honors the teachers. The TAH model employs a range of different learning styles and strategies, viewing participating teachers as adult learners. Teachers also felt that provisions were given for the time and resources needed in order to implement learning successfully in the classroom.

Most teachers in both districts found their leadership supportive either often or all of the time. Although the leadership attended only some of the professional development sessions, they nonetheless provided additional opportunities for planning and, in some situations, additional resources for implementation. This information proved to be critical to the study. As a result of the high levels of leadership support, teachers felt valued and viewed the grant opportunity as critical to their profession.

Both the Lawndale and Wiseburn administrators suggested that the practice of having the coach/scholar deliver professional development is a critical component of the TAH model. After observation, they concluded that the teachers seemed to be more engaged in the learning and the application of the learning in their classrooms following professional development opportunities using the coach/scholar delivery.

Overall, the consensus among stakeholders showed that having the scholars and coaches work together on presentations gave way to the most beneficial professional development opportunities that the TAH grant could provide. Additionally, with the exception of the Lawndale administrators, the majority of all participating stakeholders in the TAH professional development opportunities found the TAH professional development to be important all of the time.

Comments made by various Lawndale and Wiseburn teacher respondents highlighted the aspects of the TAH grant professional development opportunities that they deemed most important:

- "Teachers felt that it improved the way they taught as a result of becoming more history content knowledgeable as well as learning new strategies for teaching."

- "The grant opportunities taught me to strengthen my integration with the arts-Teachers learned how to utilize music, visual arts, dance and drama as a means for supporting a deeper understanding of history."

- "Teachers were able to articulate across grade levels to build consistency of learning for students."

- "Teachers were given time to reflect about their practice."

- "Teachers felt that the grant director was supportive and organized to best suit their needs."

- "Teachers were able to recognize and celebrate their personal successes as well as their students."

The TAH professional development opportunities garnered an overwhelmingly positive response regarding the importance of learning received.

Surveys B and C (Appendices B and C) were distributed to two different groups of respondents, one to the scholars (professional development providers) and one to the coaches. Those taking the surveys responded to the questions based on their experiences and observations while working with teacher participants in the TAH grant professional development opportunities. Eighty-five percent of scholars felt that the design and

delivery of professional development supported the teachers' needs all of the time. One hundred percent of scholars felt that the professional development always viewed teachers as adult learners.

Additional scholars commented on the value of helping teachers connect the content chronologically and presenting this connection to students. The learning from professional development should have had direct connections and implications to the teaching in the classroom; it should have supported, enhanced, and deepened classroom instruction. Helping teachers to integrate history throughout their curriculum seemed to be an extremely valuable contribution made by the scholars. Coaches found the following outcomes of the professional development valuable for the teachers:

- *Collaboration, personal learning, and planning time with colleagues.* Opportunities for discussing needs, sharing learning and being given time to plan with other teachers.

- *Field trips to historical settings.* Visiting places to experience and deepen learning of history content.

- *History standards.* Awareness of history standards and the application of these to the classroom.

Coaches asserted that credit for the success of the professional development should be given to the grant leadership. They felt that the grant leadership understands the classroom life of a teacher. That understanding impacted not only the commitment to being a grant participant but also the need to assure the transfer of learning to classroom practices. These qualitative findings coincided with similar elements that make for high quality professional development.

Conclusions related to Research Question #2. Ultimately, one should see evidence of learning from professional development. If the professional development's design supports teachers' needs and makes resources available to them, it makes sense that evidence of the learning should be visible and measurable in classroom application. One expects to see evidence of growth in their professional practice as a result of their learning. Eleven Lawndale teacher/coaches and six Wiseburn teacher/coaches completed Survey D (Appendix D) in order to determine the impact that the TAH professional development learning had on their professional practice and classroom application. In most areas, the majority of Lawndale and Wiseburn teacher/coaches placed themselves in the gathering momentum stage, which came as no surprise to the researcher. These teacher/coaches considered themselves to be life-long learners, so it makes sense that they would see themselves as teachers who continually strive to improve their practice. Interestingly, a significant number of Lawndale and Wiseburn teachers and coaches have accomplished full implementation in some specific areas, including chronological thinking, knowledge of content, integration of technology, level of student engagement, and most importantly, personal knowledge of American History. These teacher/coaches recognized the role the TAH grant's professional development played in helping them reach the full implementation stage in these areas.

Conclusions related to Research Question #3. Finally, teachers, teacher/coaches, and professional development providers completed Survey E (Appendix E) to determine which elements each stakeholder considered the most critical for ensuring high quality professional development. The researcher maintains that the success of these professional development opportunities results from the inclusion of specific elements that led

teachers to participate and contribute to successful teacher learning and classroom application. Teachers, teacher/coaches, and professional development providers received a list of these elements, ranking them in order of perceived importance. The results showed which specific elements the stakeholders deem non-negotiable: elements they feel must be included in all designs and models of professional development.

Analysis of the data revealed identified needs as the single most critical element; all stakeholders gave this element a high ranking. This valuable information aligns with how the stakeholders felt about the TAH professional development opportunities; the majority of the participants believe that the TAH programs met their needs.

At the opposite end of the rating, the ongoing evaluation of professional development seemed to be of minimal importance. This element encompassed the completing of evaluations at the end of each professional development workshop. Teachers, teacher/coaches, and professional development providers ranked this as the least important element. They found the task to be burdensome and not necessary at all professional development sessions.

Teachers, teacher/coaches, and professional development providers consistently rated two elements, having resources and having scholars and coaches present the professional development together, in the top five most important elements. It became clear that professional development opportunities must provide all of the resources necessary for successful implementation of learning in the classroom.

Another element rated in the top five was the desire to have both the scholar and coach work together when planning and providing professional development opportunities. Coaching provides the ongoing support that teachers need to create a

classroom of practice. The stakeholders in the TAH grant workshops found the learning to be most beneficial when they could experience specific content learning coupled with the connection of that learning to their specific grade level standards and learning experiences for their students. Coaches showed teachers how and why certain strategies would make a difference for their students.

The teachers and teacher/coaches ranked leadership support differently than the professional development providers. The providers ranked leadership support as the second most important element in high quality professional development. They believe that when leaders recognize and applaud teachers for their continuous learning in service of school improvement, they legitimize their professional development. Conversely, teacher and teacher/coaches ranked leadership support in the bottom five, claiming that it holds less value for high quality professional development. This does not mean they did not value the support of the leadership; instead, they simply did not feel the element was critical to the effectiveness of high quality professional development.

Teachers and teacher/coaches placed team building into their top five elements of high quality professional development, citing collegiality as an essential component. Teachers and teacher/coaches believed opportunities for collaboration lead to high quality professional development. Supporting one another, maintaining continuity for students, sharing ideas, and working together consistently helped to determine what is needed for successful professional development.

Finally, stakeholders differed in their ranking of the inclusion of planning time. Teachers rated this element as the third most important because they believe it is necessary to embed planning time into professional development learning in order to

make the connection to classroom application. Professional development providers

recognized that teachers have time constraints as well, and if they did not embed

sufficient planning time into the professional development workshops, this might lower

the chance for teachers to actually implement the learning that they have provided. In

contrast, teacher/coaches rated embedded planning time in the bottom five. The

researcher explains that this may stem from the coaches' high levels of experience as well

as their willingness to put the time into classroom application regardless of whether

planning time was included in the professional development sessions. Therefore, the

teacher/coaches did not rate planning time as highly as other elements.

In analyzing the major elements of high quality professional development, some

elements stood out as clearly non-negotiable and should always be included when

providing high quality professional development. These elements include:

1. *Meeting identified needs.* Teachers felt that their individual and grade level

    needs must be met.

2. *Providing resources.* Teachers must be given ample materials (such as

    posters, visual aids, art supplies, DVDs, books, etc.) in order to successfully

    implement professional development learning.

3. *Promoting team building.* Teachers must be given time to collaborate across

    grade levels as well as school sites in order to strengthen areas of weakness.

4. *Allowing scholars and coaches to present together*. Scholars and teacher

    coaches must collaborate together in order to provide content instruction as

    well as connections to classroom application.

5. *Embedding planning time*. Teachers should be given time within the professional development workshops to plan lessons for implementation.

In addition, the stakeholders found some elements to be beneficial but not necessarily critical for the success of the professional development. These elements included the following:

6. *Leadership support.* Administrators at site and district levels providing support for professional development.

7. *Celebrations of success.* Opportunities to showcase teacher and student achievement.

8. *Ongoing evaluation.* Continual formal evaluation and assessment.

9. *Reflection.* Time to analyze the outcome of teaching and learning.

10. *Examination of student work.* Analyzing student work using a protocol or rubric.

In discussing these critical elements with the superintendents of both districts, identifying and meeting teachers' needs prevailed as an element that both agreed leads to high quality professional development. All stakeholders involved unanimously chose identified needs as critical and agreed that the needs of the learner must be met. One superintendent suggested that professional development should take place during the workday in a setting that regards teachers as professional adult learners, therefore affirming its importance and its status as an integral component of the teacher's job. In other words, schools must prioritize professional development and work to create time for it. Teachers should also be given time to plan and work together, in addition to time

and opportunities to develop, master, and reflect on new approaches to working with children.

Table 4 indicates the correlation of the top five professional development elements as they relate to those found in the review of the literature. Although the review of the literature omitted any reference to a coach and scholar working collaboratively together, there was ample mention of the value of a coach.

Table 4.

Critical Elements for High Quality Professional Development

Survey Data Findings	Literature Review
1. Support for Identified Needs	Darling-Hammond & McLaughlin (1995)
	Ganser (2000)
	Guskey (2000)
	McKenzie (1998)
	Speck & Knipe (2005)
2. Resources provided for classroom implementation	Doherty-Poirier (1998)
	Hassel (1999)
	Rethlake (2000)
	Speck & Knipe (2005)
3. Team Building	Guskey (2000)
	Shelton & Jones (1996)
4. Scholar and Coach	Bellingham School District (1996)
	Darling-Hammond & McLaughlin (1995)
	Guskey (2000)
	Elmore (2000)
	Swanson (1995)
	McKenzie (1991)
	Russo (2004)
	Shelton & Jones (1996)

table continues

Survey Data Findings	Literature Review
5. Time for planning and collaboration	Cook & Fine (1997)
	Swanson (1995)
	McKenzie (1998)
	Shelton & Jones (1996)
	Speck & Knipe (2005)

Table 5 indicates the correlation of the elements six through ten to the review of the literature. While these elements were not rated in the top five for this current study, they are nonetheless critical in the professional development process.

Table 5.

Critical Elements for High Quality Professional Development

Survey Data Findings	Literature Review
6. Leadership Support	Cook & Fine (1996)
	Doherty-Poirier (1998)
	Ganser (2000)
	Swanson (1995)
	Sparks & Hirsch (1997)
	Speck & Knipe (2005)
7. Celebration of Success	Guskey (2000)
	McCarthy & Riley (2000)
8. On-going Evaluation	Emily Hasssel (n.d.)
	Guskey (2000)
	Speck & Knipe (2005)
9. Reflection	Darling-Hammond & McLaughlin (1995)
	Holmes Group (1990)
	Speck & Knipe (2005)
	Sprinthall & Sprinthall (1995)

Conclusions and Implications

The literature suggests many elements that should be taken into consideration when designing and delivering professional development. Professional development should engage educators in effective learning processes and promote collegiality and collaboration. Professional development should also provide opportunities for teachers to reflect critically on their practice, all the while embracing new knowledge and beliefs about content, pedagogy, and learning. Teachers identified the TAH grant as a model worth experiencing. In analyzing the data from the surveys relating to this grant and to the literature, certain elements seemed to be the most critical for high quality professional development. These elements consisted of meeting identified needs, providing resources, promoting team building, allowing for scholars and coaches to present together to adults learners, and embedding planning time. All professionals who design and deliver professional development workshops should consider these elements mandatory.

In a period of time where education deals with high-stakes accountability and the pressure of time constraints on standards-based teaching, it is critical for professional development to support teachers, to value their time, and to acknowledge them as professionals by providing the highest quality learning possible. Although it may be impossible to include all of the elements dictated by the literature, including the five non-negotiable elements should become a necessity when creating high quality professional development workshops. The researcher acknowledged efforts to include too many elements in each professional development session.

In reflecting on the three research questions in this study, the researcher concluded the following:

Data for Research Question 1 showed that specific elements affected the different participants in the TAH grant in different ways. The participants determined and considered which elements constituted high quality professional development. Teachers, administrators, coaches, and providers found these elements to be evident throughout the professional development opportunities provided by the TAH grant.

Data for Research Question 2 concluded that the impact on classroom practice resulted from participation in the TAH grant professional development opportunities. Data showed that teachers in both districts found themselves to be in a stage of "gathering momentum" or "full implementation" most of the time in all 11 areas as a direct result of the TAH professional development opportunities. Only a few teachers placed themselves at the "starting out" stage in a few areas, even after participating in the grant. This data showed evidence of the program's direct impact on classroom application. Teachers found the learning to be relevant to their own classrooms as well as directly correlating to how they felt about their own self-growth.

Data for Research Question 3 concluded that five elements from the literature and surveys helped to create the most high quality professional development possible. These elements should always be considered when designing and delivering professional development. These elements follow in order of their importance:

1. *Meeting identified needs.* Teachers feel that their needs are known and supported.

2. *Providing necessary resources.* Materials are provided to support the implementation of the learning.

3. *Promoting team building.* Time is provided for team building and collaboration with colleagues.

4. *Scholars and coaches present together.* Allowing scholars and coaches to present the content knowledge and classroom application together results in content and strategies that are provided within the professional development.

5. *Embedding planning time.* Time is allotted for planning implementation in one's classroom.

The TAH grant constituted a model for high quality professional development. Data showed the elements that the teachers, administrators, coaches, and providers deemed essential in order to create a higher quality of professional development. Participants found the learning from the professional development to be beneficial as well helpful in impacting their classroom practice. The TAH model of professional development included the five crucial elements, and participants overwhelmingly affirmed its high quality.

Limitations of the Study

Because the researcher directed two TAH grants awarded to the Lawndale Elementary School District and the Wiseburn School District, a bias may be present; this possibility for bias was mentioned in Chapter 3 during data collection and Chapter 4 during the report of the data.

This study did not take into account any other type of professional development training or opportunities undertaken by teachers in either of the two school districts. Instead, this study restricted itself to the TAH grant, thus limiting its findings about professional development. Furthermore, the author may have been biased in the

presentation of the professional development models addressed in the review of literature. This study only focused on professional development in history and did not look into other curriculum areas.

Because the study only reflected data from two elementary school districts in Los Angeles County, the sample size, which included fifty teachers, 11 principals, two superintendents, 18 coaches, and approximately 10 scholars, may be considered a limitation. The Benchmark Rubric reflected data from 18 teacher/coaches only. Therefore, findings cannot be generalized to a greater population.

Teachers selected for this study included those with as many as six years and as few as one year of participation in the TAH grant. This wide variation further limits the findings and the ability to generalize them to a greater population.

Recommendations for Further Research and Practice

In contemplating future research in the field of high quality professional development, a number of topics come to mind. The distinct discrepancy surrounding the element of leadership support came as a surprise to the researcher. Both the literature and professional development providers suggested that leadership support is a significant aspect of high quality professional development; however, the teachers and teacher/coaches did not rate this element as being as important as other elements. In observation as director of the grant, the leadership support seemed to validate the importance of the learning and to acknowledge the commitment of the teacher working to better him or herself. For some reason, the teachers and coaches did not seem to need that element in order to deem the professional development to be of high quality. Further research on the topic of leadership and its impact on learning could yield interesting and

valuable data. Investigating leadership involvement more specifically to determine what causes teachers to feel more supported by leadership would seem to be of further importance and interest. Further investigation into organizational climate could certainly shed light into professional development receptivity.

Another topic of further research may include team building and the relationship it has to high quality professional development. Despite having an emphasis on team building, the high rating received from teachers and teacher/coaches still came as a surprise. Further research may be necessary in order to explore more deeply the concept of team building and what strategies and elements help to build strong teams. With this information, professional development providers may learn more about how to support teachers during professional development opportunities.

Lastly, the researcher has become more interested in a higher level of learning for high quality professional development as a result of the data presented through this study. It seems that teachers and students learning together could advance the learning to the highest level of professional development, while helping to better prepare the teacher for classroom application. With teachers and students learning together, the teacher may be able to learn about the learning process from the student's perspective, offering an opportunity to learn how a group of students might respond to a particular kind of learning. The types of questions, instruction delivery, anticipations, and effective visuals can be found ahead of time as a result of learning with one student, ultimately strengthening the actual implementation and development of the lesson for classroom application. Learning with a student can create opportunities to glean additional ways that students may interpret or experience the learning. This model of professional

development may contain the high quality professional development that leads to the most optimum results of student achievement.

This study raised consciousness and brought attention to significant data and information that can lead to exemplary teacher learning, ultimately resulting in enhanced student achievement. The researcher hopes that the suggestions and information contained within this study will be regarded as critical to the creation of high quality professional development opportunities in the future.

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Appendix A:

Professional Development Survey for Teachers K-8, Principals, Scholars, and Coaches,

Teaching American History Grant

Research has shown that specific elements must be in place for professional development opportunities to make an impact on classroom practice thereby increasing student learning. Each of you is currently involved or has been involved in ongoing professional development as a result of your commitment to the Teaching American History Grant. Based on your experiences with this professional development, please select the responses which most accurately reflect your experience:
Please use this rating scale:
1 (all the time) 2 (often) 3 (some of the time) 4 (a little of the time) 5 (never)

1. **I prefer presentations by scholars**
       1___2___3___4___5___
2. **I prefer presentations by coaches**
       1___2___3___4___5___
3. **I prefer a combination of scholars and coaches**
       1___2___3___4___5___
4. **Content is applicable to classroom practice**
       1___2___3___4___5___
 5. **Lesson plans provide the link from content to classroom application**
         1___2___3___4___5__
 6. **My teacher needs are supported**
        1___2___3___4___5___
 7. **Resources are provided**
        1___2___3___4___5___
 8. **Planning time is included in the professional development**
        1___2___3___4___5___
 9. **The professional development environment supports adult learning**
        1___2___3___4___5___
10. **Coaches provide follow up support**
        1___2___3___4___5___
11. **District leadership support is evident**
        1___2___3___4___5___
12. **I am able to reflect upon my classroom practice**
        1___2___3___4___5___
13. **I see evidence of increased student achievement**
        1___2___3___4___5___
14. **Monetary stipends are important**
        1___2___3___4___5___
15. **I found the professional development sessions from the Teaching American History Grants valuable**
        1___2___3___4___5___

                                                     Use the back for comments

Please check all that apply:

Teacher	**_____**	**Principal**	**_____**
Current grade level:	**_____**	**Administrator**	**_____**
Current Participant in TAH grant:	**_____**	**Scholar**	**_____**
Previous Participant in TAH grant:	**_____**	**Coach**	**_____**

Appendix B:

Professional Development Survey for Scholars,

Teaching American History Grant

Research suggests that large group professional development presentations by scholars and small group and/or one-to-one support by coaches contribute greatly to the success of all professional development for teachers. Each of you is currently involved or has been involved with professional development as a result of your commitment to the Teaching American History grants in the Lawndale Elementary School District or the Wiseburn School District.

Please respond to the following questions regarding professional development for teachers in your role as <u>scholar </u>based on your experience and observations as you have worked with teachers from the two districts over the past six years. Use the following definitions as a reference for your response:

Scholar: an individual with academic expertise in the overall areas of history

Coach: personalized training and support given to teachers

 Please use this ranking scale:
1 (all the time) 2 (often) 3 (some of the time) 4 (a little of the time) 5 (never)

1. **Scholars should provide both content knowledge instruction and application to classroom practice**
        1___2___3___4___5___
2   **Scholars and coaches working together should provide both content knowledge instruction and application to classroom practice**
        1___2___3___4___5___
3. **Scholars should design and deliver professional development opportunities based on teacher needs**
        1___2___3___4___5___
4. **Scholars and coaches working together should design and deliver professional development opportunities based on teacher needs**
        1___2___3___4___5___
5. **Scholars should provide lessons for classroom application**
        1___2___3___4___5___
6. **Scholars and coaches working together should provide lessons for classroom application**
        1___2___3___4___5___
7. **Scholars should provide demonstration lessons and arrange for co teaching lessons**
        1___2___3___4___5___

8. **Scholars should design and deliver professional development opportunities with the awareness that teachers are adult learners**

     1___2___3___4___5___

9. **Scholars should provide resources to support learning and application to practice**

     1___2___3___4___5___

10. **Scholars should provide time for teachers to plan how to implement new learning into classroom practice**

     1___2___3___4___5___

11. **Scholars should hold teachers accountable for implementing what might be learned from the professional development**

     1___2___3___4___5___

12. **Scholars should address how to examine student work in light of new learnings from professional development**

     1___2___3___4___5___

13. **Scholars should allow time for reflection on the learning**

     1___2___3___4___5___

OTHER:

What did you find the most valuable for teachers?

What did you find the least valuable for teachers?

Please check all that apply:

_____ Current Scholar for TAH grant

_____Previous Scholar for TAH grant

Appendix C:

Professional Development Survey for Coaches,

Teaching American History Grant

Research suggests that large group professional development presentations by Coaches and small group and/or one-to-one support by coaches contribute greatly to the success of all professional development for teachers. Each of you is currently involved or has been involved with professional development as a result of your commitment to the Teaching American History grants in the Lawndale Elementary School District or the Wiseburn School District.

Please respond to the following questions regarding professional development for teachers in your role as <u>coach</u> based on your experience and observations as you have worked with teachers from the two districts over the past six years.

Scholar: an individual with academic expertise in the overall areas of history

Coach: personalized training and support given to teachers

 Please use this ranking scale:
1 (all the time) 2 (often) 3 (some of the time) 4 (a little of the time) 5 (never)

1. **Coaches should provide both content knowledge instruction and application to classroom practice**
        1___2___3___4___5___
2. **Coaches and scholars working together should provide both content knowledge instruction and application to classroom practice**
        1___2___3___4___5___
3. **Coaches should design and deliver professional development opportunities based on teacher needs**
        1___2___3___4___5___
4. **Coaches and scholars working together should design and deliver professional development opportunities based on teacher needs**
        1___2___3___4___5___
5. **Coaches should provide lessons for classroom application**
        1___2___3___4___5___
6. **Coaches and scholars working together should provide lessons for classroom application**
        1___2___3___4___5___
7. **Coaches should provide demonstration lessons and arrange for co teaching lessons**
        1___2___3___4___5___

8. **Coaches should design and deliver professional development opportunities with the awareness that teachers are adult learners**
   1___2___3___4___5___

9. **Coaches should provide resources to support learning and application to practice**
   1___2___3___4___5___

10. **Coaches should provide time for teachers to plan how to implement new learning into classroom practice**
    1___2___3___4___5___

11. **Coaches should hold teachers accountable for implementing what might be learned from the professional development**
    1___2___3___4___5___

12. **Coaches should address how to examine student work in light of new learnings from professional development**
    1___2___3___4___5___

13. **Coaches should allow time for reflection on the learning**
    1___2___3___4___5___

OTHER:

What did you find the most valuable for teachers?

What did you find the least valuable for teachers?

Please check all that apply:

_____Current for TAH grant

_____Previous Coach for TAH grant

Appendix D:

Professional Development Survey for Teachers K-8:

Teaching American History Grant Self-Assessment/Benchmark Rubric

Directions: Based on your experience with Teaching American History professional development opportunities, please look at each indicator shown below and place an "x" on the benchmark score (1, 2 or 3) based on the level of implementation in your classroom.
What are teachers and students doing? What evidence of powerful teaching and learning of history would you look for?

Indicator	Starting Out (1)	Gathering Momentum (2)	Full Implementation (3)
I. Historical Thinking: 1A) *Chronological Thinking*	Students measuring and calculating calendar time by decades, centuries, and millennia ------------------------------------- Students creating timelines of key events, people, and periods in history	Students explaining how past and present are related to one another in time ------------------------------------- Students interpreting data and looking for causation in timelines ------------------------------------- Students using textbook models of periodization to define historical eras in the history of the nation or region they are studying	Students comparing key events on a timeline of two or more cultures ------------------------------------- Students describing patterns of change and continuity over time ------------------------------------- Students analyzing periodization schemes and creating alternate models for periodization
I. Historical Thinking: 1B) *Spatial Thinking*	Students using a variety of maps to identify physical and political features ------------------------------------- Students locating human communities around the world	Students describing how the physical environment shapes patterns of settlement, economic enterprise, and key events in history ------------------------------------- Students discussing climatic change and human modifications to the environment	Students identifying why the physical environment may cause migration over time ------------------------------------- Students identifying and explaining patterns of migration over time ------------------------------------- Students analyzing and explaining reasons for human modifications to the landscape
I. Historical Thinking: 1C) *Research, Evidence, and Point of View*	Students distinguishing primary from secondary sources ------------------------------------- Students identifying the author of a primary or secondary source ------------------------------------- Students describing the content of a primary source	Students distinguishing fact from opinion in primary and secondary sources ------------------------------------- Students describing the point of view of a particular author ------------------------------------- Students describing the purpose of a primary source	Students describing the context in which different historical points of view were made ------------------------------------- Students detecting bias in primary or secondary sources ------------------------------------- Students inferring the intended audience for a primary source

Indicator	Starting Out (1)	Gathering Momentum (2)	Full Implementation (3)
	Students framing questions that can be answered by historical research	Students formulating research questions in historical context	Students framing research questions thematically
	Students obtaining historical information largely from textbook, secondary sources, and lectures	Students obtaining data from a variety of sources	Students selecting and analyzing primary sources in historical context
	Students demonstrating present-mindedness in their understanding of history	Students cross-checking versions and details from different sources	Students assessing the validity and reliability of primary and secondary sources
	Students demonstrating a sense of detachment from history	Students displaying some historical empathy	Students displaying historical empathy within the context and values of a historical period
		Students displaying some connectedness to historical events	Students using historical analogies to explain the world they live in
I. Historical Thinking: 1D) *Historical Analysis and Interpretation*	Students reconstructing the literal meaning of a passage or narrative	Students beginning to ask questions about the passage or narrative	Students reading narratives critically and imaginatively
	Students asking questions about significant events	Students making connections between specific events and larger social and political patterns	Students transferring historical analogies to explain later events
	Students recognizing short-term cause and effect in history	Students recognizing longer term cause and effect in history	Students evaluating consequences of past decisions on the present and positing effects of alternative events in history
	Students recognizing and describing great ideas and words from our nation's history	Students describing how great ideas and words have led to action	Students recognizing how great ideas and words derive from a centuries-old tradition of great ideas and words
	Students recognizing that there are differing historical interpretations	Students recognizing that historical interpretations are conditioned by values, beliefs, and political perspectives of historians	Students describing how a particular set of values, beliefs, and political perspectives shapes interpretations
		Students recognizing that interpretations of history are open to change as new information is uncovered	Students questioning historical interpretations as provisional and incomplete and positing alternative historical explanations
II. Classroom Environment & Rich Variety of Historical Resources	Students identifying and having access to a variety of source materials beyond the textbook such as diaries, personal letters, government records, court proceedings, census data, photographs, maps, artifacts, literature,	Students researching historical topics using a variety of source materials	A rich classroom environment of student-published books, research papers, art projects, debates, dramatizations, etc

Indicator	Starting Out (1)	Gathering Momentum (2)	Full Implementation (3)
	film, music, speeches, documentaries cartoons, drama, folklore, buildings, oral histories, songs, hymns, fine arts and crafts -- Students working mostly on their own to study for tests or to write research papers based on secondary sources	Students working with others to construct historical narratives	Photographs, images and print materials connected to concepts and subjects being learned -- Students working with others on a variety of creative classroom projects such as dramatizations, multi-media presentations, exhibits, etc.
III. Teacher's Pedagogical Content Knowledge and Engagement with History (This category will vary depending on the content being taught. This example is pulled from the early national period in U.S. history).	<u>Content Knowledge</u> Teachers describing and identifying the important founding documents of this nation including the Declaration of Independence, the Constitution, the Bill of Rights, etc. -- Teachers telling stories of heroes in US history -- Teachers describing the words and deeds of individuals -- Teachers relying on textbooks for their knowledge -- Teachers unaware of professional organizations and opportunities	<u>Content Knowledge</u> Teachers teaching the principles of freedom and democracy behind the various founding documents -- Teachers explaining the historical antecedents for the founding documents in the Enlightenment -- Teachers describing the importance of heroes in history -- Teachers explaining the significance of words and deeds of individuals -- Teachers reading classic secondary works in the field -- Teachers aware of professional organizations and opportunities	<u>Content Knowledge</u> Teachers showing examples of how these documents have influenced American history over time -- Teachers providing examples of and describing the lasting influences of the founding documents around the world. -- Teachers describing heroes from all walks of life -- Teachers explaining how words and deeds of individuals can lead to collective action -- Teachers reading new research in the field -- Teachers members of and participating in professional organizations and opportunities
	<u>Content-Specific Pedagogy</u> Teachers relying on district adopted history textbooks and supplements exclusively -- Teachers delivering factual content to be memorized by students -- Teachers lecturing, assigning readings, assigning research papers, and administering tests -- Teachers teaching in isolation	<u>Content-Specific Pedagogy</u> Teachers using some trade books and bringing in some of their own supplementary materials -- Teachers beginning to develop historical thinking and analysis skills in students -- Teachers using a variety of methods and sources to accommodate different learning styles -- Teachers seeking mentoring and coaching by other teachers	<u>Content-Specific Pedagogy</u> Teachers designing curriculum based on content models in the field such as NAEP framework -- Teachers using historical thinking and analysis skills to frame instruction and select materials -- Teachers modeling historical thinking, analysis, and inquiry -- Teachers modeling respect for students' diverse opinions and expressions of learning

Indicator	Starting Out (1)	Gathering Momentum (2)	Full Implementation (3)
		Teachers observing and analyzing fellow teachers' classroom practice	Teachers researching new topics and creating new units based on historical source materials
			Teachers mentoring and coaching other teachers regularly
			Team planning and teaching
IV. Teachers and Technology	Teachers aware of online sources for historical research	Teachers making recommendations for online historical sources	Teachers explaining the provenance and authenticity of online sources
	Teachers surfing the Internet for online historical sources	Teachers using technology to access primary sources including manuscript collections, oral history projects, state and local newspapers, records of government agencies, national archives, special collections, art collections, etc.	Teachers using historical context to select and access online sources
			Teachers modeling the use of online sources for historical research
V. Student Engagement, Learning, and Conceptual Understanding	Students memorizing of dates, names, battles, and facts.	Students beginning to conduct their own research	Students challenging textbook narratives
	Students expressing distance from the historical past	Students beginning to express interest in and connections to the past	Students displaying historical empathy and imagination
	Students relying on textbooks and encyclopedias to provide the one true story of history	Students positing alternative explanations for historical events	Students respecting diverse opinions about history
	Students recounting history solely through the eyes presidents, kings, wars, and military leaders	Students recounting history through a variety of perspectives	Students examining history through a variety of conceptual approaches
	Students asking historical questions uninformed by historical knowledge	Students asking questions informed by historical context	Students asking imaginative questions based on analogies with past historical eras, events, and regions
			Students applying historical knowledge to principles of citizenship
			Students creating political cartoons
			Students creating historical analogies for current events

Indicator	Starting Out (1)	Gathering Momentum (2)	Full Implementation (3)
			Students enrolling in AP and honors history courses -- Students participating in National History Day -- Students reading histories and biographies on their own
VI. Assessing Knowledge of American History	End of chapter multiple choice tests focused on memorization of names, dates, and historical "facts"	End of chapter and teacher-made essay questions that go beyond factual recall to interpretation and analysis	A variety of assessments tapping into the state content standards and all of the above historical thinking and analysis skills: • Open ended essay questions • Document Based Questions • Piecing together narratives from primary sources • Infusion of broader global perspectives • Debates • Positing of counter narratives • Dramatizations • Videos Students explaining their own thinking, reflecting on their own work, and participating in self-assessment -- Students are partners in determining criteria and rubrics for assessing and evaluating work -- Teachers observing how students use primary and secondary sources as evidence -- Teachers examining student work in collaborative discussions -- Assessments being used towards instructional improvement in a continuous feedback loop

Thanks to Dr. Linda Symcox; California State University, Long Beach

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Please check all that apply:

Current grade level: _____
Current Participant in TAH grant: _____
Previous Participant in TAH grant: _____

Appendix E:

Elements of Professional Development Survey for Teachers, Coaches, and Scholars,

Teaching American History Grant

The following ELEMENTS OF PROFESSIONAL DEVELOPMENT have been identified in the literature and by presenters and participants of the Teaching American History grants in the Lawndale Elementary and the Wiseburn School Districts

As you review these elements, please rank them from 1 to 10, with 1 being the most important to you and 10 being the least important

_____   Ongoing resources that support professional development

_____   Celebrations of successes in learning for both teachers and students

_____   Scholars and coaches working together to provide professional
           development based on teacher needs

_____   Multiple opportunities for reflection

_____   Team building and collaboration

_____   Leadership support at site and district level

_____   Planning and implementation embedded within the professional
           development

_____   Collaborative examination of student work

_____   Design, development, and delivery of professional development based on
           identified teacher need

_____   Ongoing evaluation and assessment

Please list any other elements that may be of importance to you:

Please check all that apply:

_____ Scholar for TAH Grant   _____Number of Years

_____ Coach for TAH Grant   _____Number of Years

_____ Current Teacher Participant in TAH Grant   _____Number of Years

_____Previous Teacher Participant in TAH Grant   _____Number of Years

Appendix F:

Sample Administrator Letter

February 15, 2007

Dear _____:

I am a doctoral student at Pepperdine University majoring in Organizational Leadership. Currently I am working on my dissertation which focuses on identifying elements necessary for high quality professional development. With your permission, part of this study will concentrate on the two Teaching American History Grants which have been awarded to the school district over the past six years. I would like to ask teachers, principals, and others involved in the grant to complete several brief surveys to provide me with data regarding staff professional development associated with the grant.

I would also request permission to meet with you personally to conduct a research interview to provide further data from the leadership aspect of this study. I assure you that all information you share with me will be used anonymously and confidentially.

I want to thank you in advance for permission to conduct this study in the Lawndale Elementary School District and with you. May I contact your secretary to schedule an appointment within the next two weeks? Many thanks.

Attached please find a copy of the interview questions.

Sincerely,

Robin Potchka

**Professional Development Interview Questions for Superintendents
Teaching American History Grant**

Research has shown that leadership support for professional development is critical to the efficacy of such professional development for the teaching staff. In your role as administrator, what are your comments regarding the following questions pertaining only to the Teaching American History Grant:

1. **What is your role in the creation of high quality professional development for your district?**

2. **From your vantage point, what do you consider to be the three most essential elements of high quality professional development and why?**

Appendix G:

Sample Administrator Letter

February 15, 2007

Dear _____:

I am a doctoral student at Pepperdine University majoring in Organizational Leadership. Currently I am working on my dissertation which focuses on identifying elements necessary for high quality professional development. With your permission, part of this study will concentrate on the two Teaching American History Grants which have been awarded to the school district over the past six years. I would like to ask teachers, principals, and others involved in the grant to complete several brief surveys to provide me with data regarding professional development associated with the grant.

I would also request permission to meet with you personally to conduct a research interview to provide further data from the leadership aspect of this study. I assure you that all information you share with me will be used anonymously and confidentially.

I want to thank you in advance for permission to conduct this study in the Wiseburn School District and with you. May I contact your secretary to schedule an appointment?   Many thanks.

Attached please find a copy of the interview questions.

Sincerely,

Robin Potchka

Professional Development Interview Questions for Superintendents
Teaching American History Grant

Research has shown that leadership support for professional development is critical to the efficacy of such professional development for the teaching staff. In your role as administrator, what are your comments regarding the following questions pertaining only to the Teaching American History Grant:

1. **What is your role in the creation of high quality professional development for your district?**

2. **From your vantage point, what do you consider to be the three most essential elements of high quality professional development and why?**

Appendix H:

Professional Development Interview Questions for Superintendents,

Teaching American History Grant

Research has shown that leadership support for professional development is critical to the efficacy of such professional development for the teaching staff. In your role as administrator, what are your comments regarding the following questions pertaining only to the Teaching American History Grant:

1. **What is your role in the creation of high quality professional development for your district?**

2. **From your vantage point, what do you consider to be the three most essential elements of high quality professional development and why?**

Appendix I:

Participant Release Form -

Teaching American History Grant Professional Development Surveys,

Spring, 2007

To All Teaching American History Grant Participants:

I am currently a doctoral student in the Organizational Leadership Program at Pepperdine University and am now in the process of gathering data on professional development provided by the Teaching American History Grants in the Lawndale Elementary School District and the Wiseburn School District to use for my dissertation, which is investigating those elements that lead to a high quality professional development model.

I will be surveying teachers, principals, administrators, scholars, and coaches who have participated in the grants over the past six years.

I am requesting that you complete the survey(s) attached to this letter and return in the envelope provided. All information will be anonymous and the data collected will be used for my dissertation only. The highest level of ethical and moral considerations will be in place throughout the study. You may request a copy of the data analysis by contacting me in the summer of 2007.

Your willingness to complete the survey(s) is your consent to participate. Thank you in advance for your participation. Your assistance in this research is very much appreciated and will be helpful in my quest to design a high quality professional development model for use by all educators.

Sincerely,

Robin Potchka

Appendix J:

Field Study Request Form -

Teaching American History Grant, Professional Development Surveys,

Spring, 2007

To All Field Study Participants:

I am currently a doctoral student in the Organizational Leadership Program at Pepperdine University and am now in the process of gathering data on professional development provided by the Teaching American History Grants in the Lawndale Elementary School District and the Wiseburn School District to use for my dissertation, which is investigating those elements that lead to a high quality professional development model.

I will be surveying teachers, principals, administrators, scholars, and coaches who have participated in the grants over the past six years.

Because of your experience with the Teaching American History Grant in the Los Angeles Unified School District, I would like to ask you for assistance in field testing the various instruments related to my study. Please complete the attached instrument to the best of your ability and return in the attached envelope. Your willingness to complete the field testing is your consent to participate.

I sincerely thank you for your time and effort.

Sincerely,

Robin Potchka

Appendix K:

Raw Survey Data

Professional Development Survey Raw Data: Results for Lawndale teachers (Figure 1)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	3	8	1	1	
2. Coach presentations	2	7	5	2	
3. Combination presentations	7	5	1	1	
4. Applicable content	9	4	1		
5. Provided lesson plans	8	5	1		
6. Needs supported	5	8			
7. Resources provided	10	3	2		
8. Included planning time	7	4	2	1	
9. Supported adult learning	8	4	1	1	
10. Provided follow up	4	5	4	1	
11. District leadership support	5	6	5		
12. Reflection of classroom practices	5	5	3		
13. Increased student achievement	5	6	2		
14. Monetary stipend	9	2	2	1	
15. TAH professional development important	12	1			

Professional Development Survey Raw Data: Results for Wiseburn teachers (Figure 2)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	1	8	8	1	
2. Coach presentations		7			1
3. Combination presentations	9	4	4		1
4. Applicable content	4	8	2	3	
5. Provided lesson plans	7	8	3		
6. Needs supported	10	5	4		
7. Resources provided	12	5	1		
8. Included planning time	9	3	2	4	
9. Supported adult learning	13	4	1		
10. Provided follow up	8	8	1	1	
11. District leadership support	12	4	1		1
12. Reflection of classroom practices	8	4	4	2	
13. Increased student achievement	6	7	4		
14. Monetary stipend	12	5	2		
15. TAH professional development	12	6		1	

Professional Development Survey Raw Data: Results for Lawndale Teacher/Coaches (Figure 3)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	2	4	4		
2. Coach presentations	2	2	5	1	
3. Combination presentations	6	4			
4. Applicable content	4	4	2		
5. Provided lesson plans	3	5	2		
6. Needs supported	6	4			
7. Resources provided	5	5			
8. Included planning time	3	5	1	1	
9. Supported adult learning	7	3			
10. Provided follow up	8	1	1		
11. District leadership support	3	4	4		
12. Reflection of classroom practices	3	5	1		
13. Increased student achievement	4	5	1		
14. Monetary stipend	6	5			
15. TAH professional development important	9	1			

Professional Development Survey Raw Data: Results for Wiseburn Teacher/Coaches (Figure 4)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations		3	1		
2. Coach presentations	1	2	2		
3. Combination presentations	4	1	1		
4. Applicable content	1	2	2		
5. Provided lesson plans	2	2			
6. Needs supported	4	1			
7. Resources provided	5				
8. Included planning time	4	1			
9. Supported adult learning	5				
10. Provided follow up	5				
11. District leadership support	4	1			
12. Reflection of classroom practices	4	1			
13. Increased student achievement	4	1			
14. Monetary stipend	3	2			
15. TAH professional development important	5				

Professional Development Survey Raw Data: Results for Lawndale Administrators
(Figure 5)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	1	2	5		
2. Coach presentations	1	4	4		
3. Combination presentations	4	3	1	2	
4. Applicable content	5	3	1		
5. Provided lesson plans	4	3	1	1	
6. Needs supported	3	4	2		
7. Resources provided	5	3	1		
8. Included planning time	6	1	2		
9. Supported adult learning	6	2	1		
10. Provided follow up	5	3	1		
11. District leadership support	5	2	3		
12. Reflection of classroom practices	5	1	3		
13. Increased student achievement	3	4	2		
14. Monetary stipend	4	5	1		
15. TAH professional development important	5	3	1		

Professional Development Survey Raw Data: Results for Wiseburn Administrators
(Figure 6)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations		3	1		
2. Coach presentations	3	2			
3. Combination presentations	4				
4. Applicable content	2	2			
5. Provided lesson plans	4				
6. Needs supported	2				
7. Resources provided	3	1			
8. Included planning time	1	1	1		
9. Supported adult learning	1		1		
10. Provided follow up	3	1			
11. District leadership support	2	2			
12. Reflection of classroom practices	3		1		
13. Increased student achievement	2	2			
14. Monetary stipend		2	1		
15. TAH professional development important	4				

Professional Development Survey Raw Data: Results for Providers/Scholars (Figure 7)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	0	3	3		1
2. Coach presentations			5		
3. Combination presentations	2	2		1	
4. Applicable content	2	3	1	1	
5. Provided lesson plans	2	2	1		
6. Needs supported	1	0	1		
7. Resources provided	1	2	1		
8. Included planning time	2	4	2		
9. Supported adult learning	4	2	1		
10. Provided follow up	2	2	1		
11. District leadership support	3	1	3		1
12. Reflection of classroom practices	1	2	1		
13. Increased student achievement	3	1	1		
14. Monetary stipend	1	3			
15. TAH professional development important	5	1			

Professional Development Survey Raw Data: Results for Scholars (Figure 8)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	1	5	1		
2. Coach presentations	3	3	1		
3. Combination presentations	5	2			
4. Applicable content	6	1			
5. Provided lesson plans		3	1	3	
6. Needs supported	3	3			1
7. Resources provided		3	1	3	
8. Included planning time	7				
9. Supported adult learning	4	1	2		
10. Provided follow up	2	3	1	1	
11. District leadership support	2	1	1		3
12. Reflection of classroom practices	2	2		3	
13. Increased student achievement	3	2	1	1	
14. Monetary stipend	1	5	1		
15. TAH professional development important	3	3	1		

Professional Development Survey Raw Data: Results for Coaches (Figure 9)

	1 (all the time)	2 (often)	3 (some of the time)	4 (a little of the time)	5 (never)
1. Scholar presentations	7	1	1		
2. Coach presentations	7	1	1		
3. Combination presentations	9				
4. Applicable content	7	2			
5. Provided lesson plans	7	2			
6. Needs supported	7	2			
7. Resources provided	5	3	1		
8. Included planning time	8	1			
9. Supported adult learning	9				
10. Provided follow up	6	3			
11. District leadership support	4	3	1		1
12. Reflection of classroom practices	6	2		1	
13. Increased student achievement	6	2	1		
14. Monetary stipend	7	1	1		
15. TAH professional development important	7	1	1		

Self-Assessment/Benchmark Rubric Raw Data: Lawndale Teacher/Coaches (Figure 10)

Indicator:	Starting Out	Gathering Momentum	Full Implementation
1. Chronological Thinking		5	5
2. Spatial Thinking		1	5
3. Research, Evidence, Point of View	1	2	4
4. Historical Analysis and Interpretation		2	6
5. Classroom Environment/Historical Resources		1	3
6. Teacher's Pedagogical Content Knowledge	1	2	5
7. Teachers and Technology		1	6
8. Student Engagement		1	6
9. Assessing Knowledge of American History			7

Self-Assessment/Benchmark Rubric Raw Data: Wiseburn Teacher/Coaches (Figure 11)

Indicator:	Starting Out	Gathering Momentum	Full Implementation
1. Chronological Thinking	2	4	
2. Spacial Thinking	2	4	
3. Research, Evidence, Point of View	2	4	
4. Historical Analysis and Interpretation	2	1	3
5. Classroom Environment/Historical Resources	2	1	3
6. Teacher's Pedagolical Content Knowledge	2	1	3
7. Teachers and Technology	2	1	3
8. Student Engagement	2	1	3
9. Assessing Knowledge of American History	2	1	3