THE IMPACT OF INDIVIDUALIZED PROFESSIONAL

DEVELOPMENT PLANS ON IMPROVING

INSTRUCTIONAL STRATEGIES

IN THE CLASSROOM

By

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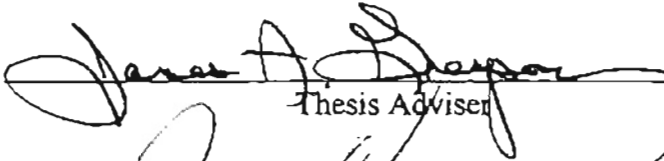Bachelor of Science

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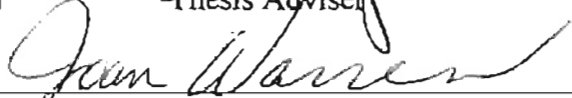
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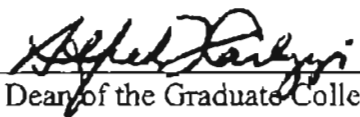
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CHAPTER I

INTRODUCTION

Background of the Problem

Across the nation, educational reform has been focusing on how to raise student achievement. A massive amount of strategies and educational initiatives are being proposed and initiated. Recent studies have shown that by concentrating on how students learn, teachers can more readily improve how they teach. Dr. David Sousa, author of <u>How the Brain Learns</u>, states that "knowing how the human brain processes information and learns can help teachers plan lessons that students are more likely to understand and remember" (Sousa, 1995, p.8). We know that research, such as Sousa's, is constant and ever changing in the educational field. However, it seems that teachers, as a whole, are reluctant to change their traditional style of teaching to incorporate the new research and instructional strategies that allow more students to learn and achieve. Concerning the observed stagnation in the educational arena, Marczely (1996) stated that:

> This underlying cause for professional paralysis we encounter is our inability to give teachers meaningful personal options and acknowledge that as professionals they must be allowed to select from a variety of professional

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programs and approaches if real and lasting growth and change are to be achieved. Teachers are not all the same. Educators must become the architects of their own professional goals by identifying personal strengths, weaknesses, predisposition's, and needs and designing professional growth programs that respond to these personal parameters. Unfortunately, at the present, the goal of professional development is usually pursued through a single recipe intended to satisfy all participants and all needs with one approach (p.vii-viii).

Thus, the challenge remains on how to successfully provide teachers the opportunity to take responsibility for their professional growth. According to Marczely, this process can be initiated by teaching teachers how to analyze their own classroom and perform their own self-assessments. By doing so, they can begin establishing their own individualized professional development goals that focus on improved teaching practices and increased student achievement. On the other hand, whether or not teachers have their own individualized professional development goals/plan, research also reveals that a collaborative, problem-solving learning culture must exist before continuous growth and can be successful. One source reported the following:

> Unlike traditional professional development activities, peer collaboration has been heralded by teachers, researchers, and policymakers as essential to teachers' continuous learning. Initiatives to improve the quality and efficacy of continued learning emphasize the developing of learning communities within and across schools and highlight the importance of these mechanisms to foster teacher learning. (Lewis, Parsad, Carey, Bartfai, Farris, Smerdon, & Green, 1999, p.29)

Effective schools research also indicates that such participation in school management by teachers, based on collaborative planning, collegial problem solving, and constant

intellectual sharing, can produce student learning gains and increase teacher satisfaction and retention (Darling-Hammond, 1980).

> In summary, meaningful change begins with the individual. It is apparent when we look at other professions that personalized research and development is the key to professional progress for both the individual and the organization. As a result, it should be obvious that a single goal and/or plan for professional growth cannot respond to the needs of every teacher. Good staff development must consider the goals of the individual teacher as well as those of the school district. It is this concern for the individual that is sorely lacking in present professional development planning (Marczely, 1996, p.5).

Therefore, it can be concluded that it is up to administrators to develop "a school culture that demonstrates its commitment to continuous improvement and is characterized by professionals who learn everyday. This norm will be evident in a school in many ways—classroom-based action research, study groups, master teachers mentoring new teachers, and teachers coaching and providing feedback for each other" (Hirsch, 1997, p.3). In this environment, teachers are a part of a learning community that encourages teachers to analyze and research their own practices and to set appropriate individualized goals in a collaborative, colloquial climate.

Statement of the Problem

Research is rich indicating that without formal individualized goal-setting opportunities, teachers have less opportunity to think, reflect, and focus on implementing instructional strategies to increase achievement and understanding for their students in the classroom. Consequently, both the state agency and local technology center campuses are devoting human and financial resources to improve

classroom instruction by including the use of Individual Professional Development Plans. The problem is, at this time, there is no empirical evidence to indicate that this strategy is making a difference for vocational teachers in our state. Therefore, this study examines:

A. What do we need to know about administering Individualized Professional Development Plan successfully from an administrative perspective?

    1. The benefits of using individualized professional development plans from an administrative perspective.

    2. How to administer individualized professional development plans effectively.

B. What do we need to know about Individualized Professional Development Plan from a teacher's perspective?

    1. The benefit of using individualized professional development plans from a teacher's perspective.

    2. How to use individualized professional development plans effectively as a teacher.

Purpose of the Study

The purpose of this study was to determine the components for administering and using Individualized Professional Development Plans successfully. In doing so, the professional growth of teachers will increase and the instructional strategies being used in the classroom will be improved.

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Research Questions

Specifically, this study will answer the following questions:

1. What are effective needs assessment and goal-setting processes that enhance the individual goal-setting process for teachers?

2. Why is it important to establish a learning community for teachers to enhance the individual goal-setting process?

3. What are effective professional development learning designs and delivery methods that can enhance the individual goal-setting process for teachers?

4. What are effective professional development follow-up and evaluation processes that can enhance the individual goal-setting process for teachers?

5. Why is it important for teachers to change instructional strategies in the classroom?

The results of this study should help both teachers and administrators in developing and administering a local professional development system that promotes the successful use of individualized professional development plans. This study, ultimately, seeks to help further improve student achievement and understanding by enhancing the teaching/learning process through professional development.

Scope and Limitations

A major limiting factor of this study is the minimum amount of participants being surveyed. Another limiting factor is that the subjects were at the beginning stages in developing or participating in a professional development system that may require a

substantial amount of reorganization and retooling before Individualized Professional Development Plans can be used successfully. The determination of these additional success components is a major part of this study. A third limiting factor is that many of the schools and occupational/educational services divisions may lack the necessary tools and resources to record and analyze Individualized Professional Development Plans effectively. A computer program is currently being developed so that completion of an online individualized professional development plan will result in customized report being generated for local school instructional leaders and/or occupational/educational services divisions. This report will allow instructional leaders to analyze needs and locate resources as well as categorize and develop collaborative support networks for teachers within their school or division. The last limiting factor may be the lack of training and tools to assist teachers in a strong self-reflection and data collection process. The National Teaching Professional Standards portfolio process provides an excellent self-reflection process. However, the launching of such programs for *CareerTech*, formerly vocational, teachers in Oklahoma is still in its initial stages.

Definition of Terms

Individualized Professional Development Plans - For the purpose of this study, an Individualized Professional Development Plan consists of the following components: goals, objectives, and action plans.

Professional Development System - For the purpose of this study, a professional development system consists of the following components: teacher competencies/standards, self reflection and group reflection needs assessment processes, just-in-time deliveries and resources, coaching, practice and feedback follow-up processes, evaluation and impact processes.

Local Program Administrator - For the purpose of this study, a local program administrator is an instructional leader within a local technology center in Oklahoma.

State Program Administrator - For the purpose of this study, a state program administrator is an individual responsible for leadership and technical assistance for teachers within a specified occupational and/or educational program.

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CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a review of literature concerning professional growth for teachers. Specifically, the topics to be reviewed are as follows: (1) The Need To Change Instructional Strategies in the Classroom (2) The Need for the School to Become a Learning Community (3) Effective Professional Development Needs Assessment and Goal-Setting Processes (4) Effective Professional Development Learning Designs and Delivery Methods (5) Effective Professional Development Follow-Up and Evaluation Practices.

The Need for the Classroom to Become a Learning Community

The 1996 report of the National Commission on Teaching and America's Future, *What Matters Most: Teaching for America's Future* points to teacher quality as the most critical determinant of student performance. This being the case, to ensure that all students have richer learning experiences and are enabled to reach more challenging goals, school systems must invest in developing the capacity of teachers to teach in ways that are effective with a range of different learners (Falk & Ort, 1998).

It is ill fated that in many schools across the nation, students who cannot achieve on the teacher's schedule or with the teacher's approach simply withdraw by dropping

out. As a result, many city systems have excessively high dropout rates and graduate fewer than 50% of their students (Lasley II, 1998). For 60 to 70% of the nation's high school students and perhaps as many as half of the students enrolled in community colleges, the academic curriculum that prepares students for a four-year college has been out of reach. Not able to learn well when complex material is presented abstractly or disconnected from recognizable applications, these students have usually been relegated to considerably less demanding "general" curriculum (Hoachlander, 1999).

Further research is showing not only dropouts, high school graduates, and community college students, but also college graduates may not be absorbing the content it is believed they have learned. One expert explains:

> Phillip Sadler, of the Harvard Graduate School of Education took a video camera to a Harvard commencement and asked graduates, alumni and some faculty to explain why it was warmer in summer than in winter. Only two out of 23 answered correctly. This study demonstrated eloquently that students might not be absorbing the content believed to have been learned. The ensuing video was produced by the Harvard-Smithsonian Center for Astrophysics to demonstrate that effective teaching requires teachers to deal with student's misconceptions that inhibit learning (Emerson, 1997, p.7).

Reform initiatives to overcome such obstacles have been rampant for the last twenty years. According to several research studies, one resulting new paradigm dealing with the teaching and learning process is the idea of a community of learners. This idea suggests that a teacher is not the sole source of knowledge: students also participate in generating and sharing understanding. The teacher and students together become a learning community in which everyone's contributions are valued (Danielson, 1996).

To initiate such reform, a school must evolve to a higher level of inquiry, experimentation, problem solving and reflection for both students and teachers. John O'Neil (1995) provided the following analogy:

> We say school is about learning, but by and large schooling has traditionally been about people memorizing a lot of stuff that they don't really care too much about, and the whole approach is quite fragmented. Really deep learning is a process that inevitably is driven by the learner, not by someone else. Having a student sit passively taking in information is hardly a very good model for learning; it's just what we're used to (O/Neil, 1995, p.21).

Whether educators acknowledge it or not, students already have beliefs and views about concepts that are being taught. In the past, teachers have simply assumed that they need to begin the instructional experience from where the textbook or curriculum is. They are now finding out that they need to begin where the student is. All the ideas that students have, the way they think, and the way they view the world and things in it are carried into the classroom (Stephans, Woodworth, & Ebert, 1995, p.87).

Teachers must convey to students that the goal of their education is intelligent behavior—that the responsibility for thinking is theirs, that it is desirable to have more than one solution, that it is commendable when they take time to plan and reflect on an answer rather than responding rapidly or impulsively, and that it is desirable to change the answer with additional information (Costa, 1998). Teachers must move past the skill of keeping students' attention on ditto or workbook pages or the "odd-number" problems on page 54, to a skill of facilitation. The facilitator is constantly "reading" the students to determine how to create an atmosphere for student growth. The teacher must get outside himself or herself and get inside the mind of the student and tap into the lived experiences

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(Lasley II, 1998). Educators must move past the "cover material mentality" and create a climate of constant inquiry and discovery.

Many of the new educational initiatives promote innovative learning strategies that foster a stronger learning community within the classroom. A description of one of those strategies is:

> We should be focusing on the identification and design of learning projects that result in the design of learning products. These learning projects, which consist of learning events or activities, naturally and strategically link assessment, curriculum and instruction. In this learning community, assessment is continuous, curriculum is interdisciplinary, and instruction is "construction" with learners as active participants building their own personal knowledge (Copa, 1999, p.7).

The role of the teacher in the 21st century ranges from an expert, to a coach to a cheerleader, with a smooth transition among those roles. In an appropriately equipped environment, students can be provided with an overview and context for the topic of instruction, and can then explore the topic largely on their own. However, tragically, most schools are in the 19th century backwaters of technology, relying on chalk and pens while kids' bedroom have televisions, computers and CD players (Thornburg, 1991). Society can only be thankful that members of the medical profession are more careful in applying biological research to their professional practice than some educators are in applying brain research to theirs (Bruer, 1999).

The Need for the School to Become a Learning Community

It is clear that many "reform" movements are not really reform or restructuring movements at all. Rather, simply a return to and a shoring up of the traditional, top

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down, highly centralized, bureaucratic school systems that have been in this country for

the past century (Clinchy, 1998). Again, it should be emphasized that to initiate a real

reform, a school must become a community of learning for teachers as well as students.

According to John O'Neal (1995), the following steps:

> The cornerstone to initiating reform is to find ways to start to get those who are committed to doing things. The next step is to start to design a process that would be inclusive. You have to start with the people who are ready to start, but your goal is always to create the most inclusive process possible, to involve people at all levels, including the kids, in envisioning where they really want to the school to go. He claims that a shared vision is so profoundly different as night and day from writing a vision statement. It takes a long time, and it's a process that involves a lot of reflection and a great deal of listening and mutual understanding. The problem is that usually it's not a process; it's an event. For anybody really serious about a shared vision, you will spend 20 to 40 percent of your time continually working on getting people to reflect and articulate what it is they're really trying to create (O'Neal, p.21).

It is evident that the school climate must evolve into a never-ending collaborative

learning community for teachers to experience professional development. Unfortunately

in most schools, according to Darling-Hammond and McLaughlin (1995), almost

everything about school is oriented toward going it alone professionally. While it may be

possible for teachers to learn some things on their own, rethinking old norms requires a

supportive community of practice. Few schools are structured to allow teachers to think

in terms of shared problems or broader organizational goals. A collaborative culture of

problem solving and learning must be created to challenge these norms and habits of the

mind: collegiality must be valued as a professional asset (Darling-Hammond and

McLaughlin, 1995).

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To build a collaborative culture, studies show that schools, as a whole, must aspire

towards some basic values and norms. One author explains that the learning community

is influenced by a learning-center culture, which manifests itself in certain basic values

and their related norms. These values are as follows:

> The first value is that learning for all is the central mission. All members have a
> vision of excellence for their school and work toward shared goals and student
> learning is the first priority. The second is that collegiality and cooperation
> fosters continuous improvement. Teachers and administrators see themselves as
> partners in a shared vision. Teachers collaborate in a variety of ways: producing
> materials, giving each other feedback, conducting action research, and engaging
> in professional dialogue. The collaboration is goal-oriented, aimed at solving
> emerging problems in the school's quest for continuing improvement. The third
> value is that teaching is a profession that deserves respect. Principals treat
> teachers as professionals, trusting them to define their own needs. The final value
> is that we value accomplishment and recognize productivity. A school that values
> goal accomplishment and recognizes productivity increases teacher's commitment
> to the organization and the teaching profession (Glatthorn & Fox, 1996, p.16-17).

The research is also very extensive in demonstrating that principals play a critical

role in establishing the expectations for the professional growth of our teachers.

However, two dominant orientations prevail in principal's thinking about professional

development--deficit and growth. According to Guskey and Huberman (1995),

> "Deficit" orientations of professional development are based on the notion that
> something is lacking and needs correction and are, typically, determined by the
> administrator. "Growth" models consist of activities that accompany continuous
> inquiry and take into consideration the professional and personal experiences of
> individual teachers (p.10).

It should be noted in the "growth" model that teachers are engaging in professional

development as opposed to in-service education or staff development. One author

explains the difference between the two often interchanged and misused concepts within

teacher development.

> Professional development differs from in-service education and staff development
> in that teachers take the lead in initiating the direction, the process, and the
> outcomes of their study of teaching. When teachers are empowered, they are more
> likely to take charge of their development. Teachers know that it is their
> responsibility to refine their teaching performance. Teachers do so, not because
> someone else wants them to do things differently, but because they are entrusted
> to do so (Dantonio, 1995, p.11).

According to one study, a principal might specifically work at building a

collaborative culture and learning community within a school by performing some of the

following suggested tasks:

- Appearing regularly in classrooms to observe students and teachers and
  making positive comments about the teacher's classroom skills.
- Mediating discussions among staff members and posing questions for teachers
  to reflect and discuss.
- Working with staff developers to develop peer coaching, teacher seminars,
  and site workshops based on faculty initiatives.
- Advocating faculty and school needs to groups that provide support.
- Supplying leadership for collaborative decision-making by the faculty about
  curriculum and instruction.
- Participating with teachers in selected professional development activities
  (Caldwell, 1993).

In summary, studies has shown that with a principal who is willing to serve as a

facilitator and an environment that is supportive of collegial relationships, teachers can

generate their own insights about their teaching and potential growth areas. Research on

what constitutes good professional development is rich and remarkably consistent across

many studies. One of the most persistent findings indicates that when schools become

places for teachers to learn, they also become schools on the way to improvement (Lewis, 1997).

Effective Professional Development Needs Assessment

and Goal-Setting Processes

Professional growth is not a single event, a unique experience, or a silver bullet, but an ongoing continuum from the beginning to the end of the school year, every day in a teacher's life (Marczely, 1996). However, the needs assessment process and goal-setting process can become very complex. On one hand, studies reveal that group needs are hardly the same as individual needs. Even when a survey has been conducted and "needs" are identified as the objectives, goals, or topics most frequently chosen, individual needs are inevitably neglected (Harris, 1989). On the other hand, professional development decision-making approaches should not subjugate the needs of the school to the needs of the individual. The two should be inextricably entwined and interdependent (Marczely, 1996). This coincides with the philosophy that professional development should be something that teachers do for themselves, not something that is done to them (Green & Smyser, 1996).

Good professional development is driven by analyses of data, involves teachers in the identification of learning needs, provides opportunities related to individual needs, but is organized around collaborative problem-solving opportunities and is continuous and ongoing, involving follow-up and support for further learning (Lewis, 1997). One researcher summarized the steps to professional growth as follows:

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The first step is to identify goals that describe what you want for your students. In order to monitor your progress toward achieving these goals, the next step is to clarify the specific outcomes you are interested in monitoring and then to identify the most important practices and inputs that contribute to them. In step three, you will need to identify data sources and develop performance indicators for the selected outcomes, practices, and inputs. The fourth step is to gather, examine, and interpret your baseline data. The fifth step is determining the level of performance you will strive for (Levesque, Bradby, Rossi, Teitilbaum, 1998, p.11).

To assist a teacher in attaining the last step, there are four main sources of information. The teacher can review relevant state and national performance standards, discuss expectations with important stakeholders, compare performance with exemplary schools/programs and/or compare performance with state and national averages (Levesque, Bradby, Rossi, Teitilbaum, 1998, p.21). However, standard documents, even elegant ones with benchmarks and commentary, can affect achievement only if the standards come to be held as personal goals by teachers and students. That will happen only if a concerted effort is made to engage teachers and students in a massive and continuing conversation about what students should learn, what kinds of work they should do, and how well they should be expected to do it (Resnick,1995, cited in Falk & Ort, 1998). According to Green & Smyser (1996), the professional development of a teacher is essentially a process of personal change, and personal change is essentially an internal process. It is something that the teacher has to initiate and guide. It is not something that can be done to a teacher. Self-reflection, therefore, is the starting point for professional development (Green & Smyser, 1996). One study (Airson & Gullickson, 1996), defined a teacher reflection process as follows:

It is a process in which teachers make judgments about the adequacy and effectiveness of their own knowledge, performance, beliefs, or effects for the purpose of self-improvement. It focuses on personal practice and recognizes that teachers' main reason for engaging in professional development derives from their own teaching assignments, their own experiences of what it means to be a teacher, and their need to make sense of and improve the daily experiences of teaching. The teacher examines and improves his or her own practice and collecting, interpreting, and judging information and data bearing on personal practice. As evidenced by this self-assessment process, it is the teacher who decides the nature of the individualized professional development goals that should be undertaken (Airson & Gullickson, 1996, p.2).

It is individualized professional development goals that drive people and unfortunately, most schools do not make the connection between goals, motivation, and improvement. However, without explicit learning goals, educators are simply not set up and organized for improvement and for results. Only such goals will allow them to analyze, monitor, and adjust practice towards improvement-Schmoker,1996 (cited in Burke, 1997, p.27). As teachers proceed through the professional growth steps by completing a personal needs assessment, setting professional development goals, and developing an individualized professional development plan, Burke (1997) emphasizes that educators need to be prepared to review literature and resources available for their selected goal. However, this may be a challenging step because most teachers do not engage in research. Therefore, it is essential that practitioners pool their resources and areas of expertise and become learning communities. Even if teachers select a topic or goal that no one else is addressing, they will need to talk with others about what they are doing as well as observe people in the classrooms, schools, or communities who are implementing strategies related to the identified goal/topic. People, not just books,

article, and videos, are essential resources in the inquiry process (Burke, 1997, p.43).

One researcher suggested that interested faculty members should conduct a thorough reading campaign on selected topics and goals, and at least one or two teachers should extend their experience by participating in advanced workshops and/or attend classes (Windschitl, 1999). Others recommended the development of professional collaboration with other schools to pool fiscal resources to be able to afford and share nationally recognized trainers, speakers, materials, and funded programs (Marczely, 1996).

As a result of those learning opportunities, educators should regularly revise, update, and sometimes rewrite their plans as they learn more about the topic. Finally, after educators articulate their professional goals and learn about a topic, they need to set learner-centered goals for their students based upon their goals (Burke, 1997).

One study worthy of reference in relation to the professional growth process did recommend that teachers with identified problems in the classroom, and who need administrative assistance and direction in addressing those problems, would not qualify for self-directed professional development. Essentially, teachers using that model must be capable of assessing their own needs and planning ways to address these needs. Thus teachers new to the profession are also unlikely to have the cognitive experiences and maturity to benefit from this approach (Marczely, 1996, pp.84-85).

Effective Learning Designs and Delivery Methods

Traditional approaches to professional development (e.g. workshops, conferences) have been criticized for being relatively ineffective because they typically lack connection to the challenges teachers face in their classroom, and they are usually short term. (Lewis, Parsad, Carey, Bartfai, Farris, Smerdon, Greene, 1998). Critics have long argued that too much of what passes as staff development is "sit and get" in which educators are passive recipients of received wisdom. While well-designed training programs followed by coaching will continue to be the preferred method for development of certain skills, school employees will also learn through such diverse means as action research, participating in student groups or small-group problem solving, observing peers, journal writing, and through involvement in improvement processes (Sparks, 1994). Professionals who learn everyday characterize a school culture that demonstrates its commitment to continuous improvement. The norm will be evident in a school in many ways—classroom-based action research, study groups, master teachers mentoring new teachers, and teachers coaching and providing feedback for each other (Hirsch, 1997). A listing and definition of some of these effective learning design choices is as follows:

- mentoring (observing and analyzing the teaching of beginners), individual study (informal learning to meet individual needs and aspirations), teacher as researcher (responding to research questions in the classroom), professional reflection (journaling).
- support group/study committees (small quality circle groups working on shared problems and practices, alliances (school and university partnerships), networks (loose configuration of

professionals who share a common experience, concern or interest).

- peer coaching (practice. observation and feedback opportunities)
- advising teachers (lead teachers working with other teachers on a continuing basis), train-the-trainer (promoting and expanding practices by training others) (Caldwell, 1993).
- business internships (Broussard, 1998).

From these delivery designs, it is evident that teachers teach each other the practice of teaching (Little's study,1982, as cited in Caine, 1998). Professional development is achieved when teachers engage in frequent. ongoing. and increasingly concrete and precise talk about their teaching practice. These new forms of professional development are standards based, results driven, and job embedded (Sparks, 1997). Characteristics of ineffective in-service experiences are well documented. Numerous sources claim that inservice lacks a solid conceptual model and is typically a series of unrelated topics. The presentations are didactic, rather than interactive, and the presenter is the "expert" who provides and controls the standardized topic, content, procedure, objectives, and outcomes (Stephans, Woodworth & Ebert, 1995, p.19).

Research and experience have helped educators to understand the limitations of the short-term "training" model—the one-shot workshop or "expert" lecture that transmit information and skills to passive recipients (Falk & Ort, 1998). Researchers have discovered many effective staff development practices during the last two decades that have strong implications on the delivery process. Research reveals that change takes time. When people are involved in altering how they do things, they must have time to internalize, practice. implement, analyze and evaluate. They can't just "get information"

but need to develop "understanding" making the new knowledge fit their situation (Stephans, Woodworth & Ebert. 1995. p.54). Brossard (1998) states that the old model of staff development fails to consider adults' learning styles. developmental readiness or rates of learning. Effective in-service should be long-term and experiences diverse meeting the concerns and needs of the teachers. Time should be provided for teachers to apply what they have learned. gather data, get feedback from other teachers. reflect and integrate what they experience, and construct their own knowledge about teacher change. Several sessions over four to five months should be planned in which the professional development facilitator and other resource persons meet and work with the teachers and administrators (Stephans, Woodworth & Ebert, 1995, p.20-21). The well-known study by Joyce and Showers (1988) outlines an effective staff development process. This process promotes ongoing, continuous growth and also shows the ineffectiveness of one-shot staff development delivery mechanisms in making a difference in the classroom. The study provided evidence as follows:

> Presentation - Only 5% (of the participants) will transfer the behavior to the classroom.
> Demonstration of Behavior - Only 5 - 10% (of the participants) will transfer the behavior to the classroom.
> Provide Practice with Feedback - Only 10 - 15% (of the participants) will transfer the behavior to the classroom.
> Provide Coaching in Classroom - 80 - 90% (of the participants) will transfer the behavior to the classroom.

However, if schools implement this model, studies are showing that there are some shortcuts to success. If administrators are initiating a peer coaching process to give teachers feedback on how they are meeting professional goals, they need to train teachers

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in observation skills, mediation skills, conferencing skills, and collaborative skills. They also need to schedule time for teachers to plan the observation and to hold post-conference discussions (Burke, 1997). However, without a coaching and follow-up process, an old axiom holds that the reason a lot of training doesn't work is because it isn't really training at all. Much of what people refer to as "training" is actually awareness building. Awareness is an attempt to provide individuals information on a subject: no attempt is made to assess or develop skills. At a minimum, training should consist of a post-training assessment with follow-up and action plans (Filipczak. 1998).

Effective Follow-Up and Evaluations Practices

It is important for follow-up that educators post learner-centered goals in their classroom so they can focus on the items they need to document as to whether they are meeting their goals. Also, it is important that educators consider all possibilities of teacher-generated, student-generated, and parent-generated artifacts that could be collected as data to monitor progress in attaining goals. Teachers can participate in a formal peer coaching process or informally elicit valuable feedback in an informal setting to discuss artifacts and data they have developed to meet professional goals. The word "data" scares many educators. However, teachers have access to important data and artifacts all day long, such as tests, observations, student work samples and teacher work samples (Burke, 1997). In traditional staff development programs, teachers attend a one-day "awareness" in-service, or an "in-depth" workshop, then immediately return to their

classrooms. Time to reflect upon their practice with their peers to discuss how the new knowledge can impact their classrooms is not part of the professional plan. Therefore, the teachers return to the isolation of their individual rooms to continue teaching as before (King's study, 1981, as cited in Caine, 1998). Training without follow-up is malpractice. Too many educators still believe teacher behavior can be changed with "one-shot" workshops (Hirsch, 1997).

In one study, members of the National School Reform Faculty shared about their reflection process experience. They spoke of sharing a common language as they looked collaboratively at students' work, of becoming "reflective practitioners," and of turning their school into a "learning community" (Cushman, 1999). The traditional way to do this would be to require teachers to file a culminating report indicating exactly how they used their professional development experience in the interest of students. More creative alternatives ensuring accountability might include teachers' giving seminars on research or study undertaken, producing curriculum, writing books, teaching new skills learned— in essence, producing a professional development product designed to share with the professional community (Marczely, 1996). Long-term follow-up of new ideas is made possible if someone on staff is available to support teachers who need help to develop and sustain new ideas (Burke, 1997). Stipends and released time should be provided for a cadre of lead teachers to attend classes, do extra reading, adapt curriculum, and offer their own workshops to fellow teachers (Windschitl, 1999). Administrators who themselves are risk takers will serve as exemplars and resources to teacher researchers. They will

provide follow-up by promoting a forum for this creative and challenging approach to

professional growth. such as publishing an in-house research newsletter (Marczely.

1996).

CHAPTER III

METHODOLOGY

Introduction

The purpose of this research study was to determine the components for administering and using Individualized Professional Development Plans successfully. In doing so, the professional growth of teachers will increase and the instructional strategies being used in the classroom will be improved. In this chapter. the following sections are presented: (a) research methods, (b) sample population, (c) sampling procedures, (d) Instrument description, (e) data gathering procedures, and (f) data analysis techniques.

Research Methods

This is a qualitative and quantitative research study to determine the effectiveness of individualized professional development plans in increasing professional growth for teachers and changing instructional strategies in the classroom. Surveys are often used to help organizations monitor the implementation of specific decisions and new procedures (McNamara, 1994)

Sample Population

A part of the study was be conducted by administering a questionnaire to a purposive sample of three to five teachers from three local technology center campuses to determine the impact of the Individualized Professional Development Plan on changing instructional strategies in the classroom. The campuses selected were from those in which the instructional leader:

- had been working with the Oklahoma Vocational Education Teacher Development System Committee and/or

- had implemented the components of a "growth" professional development system on their local campus.

Another part of the study was to select a purposive sample of three to five teachers from two occupational divisions and to survey their perceptions of relative impact of the Individualized Professional Development Plan on implementing new instructional strategies in the classroom. The teachers had to be from divisions in which the state program administrators:

- have been working with the Oklahoma Vocational Education Teacher Development System Committee and/or

- have implemented the components of a "growth" professional development system within their state occupational division.

The next part of the study was to question a purposive sample of the local instructional leaders as to their perceptions on administering and the relative value of the

Individualized Professional Development Plan on improving instruction in the classroom. The instructional leaders were selected from those that:

- have teachers involved within this study.

.

- have been working with the Oklahoma Vocational Education Teacher Development System Committee and/or

- have implemented the components of a "growth" professional development system within their local school.

The last part of the study was to question a purposive sample of two state program administrators as to their perceptions of the relative value of the Individualized Professional Development Plan on implementing new instructional strategies in the classroom. The instructional leaders were selected from those that:

- have teachers involved within this study.

- have been working with and have initiated the implementation of a professional development system being promoted by the Oklahoma Vocational Education Teacher Development System Committee and/or

- have implemented components of a "growth" professional development model within his/her occupational division.

In summary, a total of four administrators and fourteen teachers from two technology centers and two occupational divisions were selected for this study. The teachers were asked questions about their experiences in using Individualized Professional Development Plans and their opinion of necessary components for

successful implementation. The local and state administrators were asked about their experiences in administering Individualized Professional Development Plans and their opinion of necessary components for administering and using individualized professional development plans.

<center>Sampling Procedures</center>

Researchers claim that it is critical that a sample be drawn from well-established, specific principles. One key to good sampling is finding a way to give all (or nearly all) population members the same chance of being sampled, and to use probability methods for choosing the sample (Fowler, 1990). However, in this study, a defined criterion to determine the population to be surveyed had to be used. Therefore, a limited population exists. As a result, for this study, a nonprobabilty sample known as a purposive sampling has been selected as the appropriate method of research to fulfill the objectives of this study.

> In a purposive sample the researcher uses professional judgment in the selection of respondents. For example, a researcher may be interested in gathering information about problems related to juveniles in a particular community. Key respondents, whom the researcher considers to be knowledgeable about the subject, may be selected (Rea & Parker, 1992, p.160).

According to one expert, in the early stages of planning a school restructuring effort, it is not uncommon to conduct a preference survey of one or more key stakeholder groups (McNamara, 1994).

<center>28</center>

Instrument Description and Development

Surveys frequently include questions designed to collect different types of information, such as descriptive, behavior and preference (Rea & Parker, 1992). The survey used in this study includes descriptive questions due to the demographic data requested at the end of the survey. It includes behavioral questions regarding the behaviors performed by teachers and administrators when participating in administering individualized professional development plans. Last, the study also solicits opinions from both administrators and teachers concerning the participation and administration of individualized professional development plans.

The survey instrument used also employs a variety of questioning structures. To achieve the purpose of this survey, the first item on the questionnaire serves to filter or screen the applicants to determine if they have previously participated in the use of or administered individualized professional development plans at their school.

Many of the questions are commonly referred to as "checklist" or cafeteria, allowing the respondents to select from an array of preformulated options. The advantage to this type of question is that it calls for the respondent to answer choices that otherwise might have been neglected. However, the disadvantage is that it might oversimplify reality (Redding, 1982). Another form of question used within this survey instrument is a rating-scale question that permits the respondent to indicate degrees of response. Also, according to Redding (1982), this type of question will permit more precise quantitative analysis than is possible with other question structures. The

distinctive feature of the rating-scale question, which is another form of multiple-choice, is that it permits the respondents to indicate degrees of response, as opposed to choosing between members of an either-or pair. The last form of question structure to be used is a rank-ordering question that requires respondents to make comparisons among three or more answers. This question will compel respondents to make choices and state priorities. However, this type of question does not give indication of the degree of preference among items (Redding, 1982).

Proper questionnaire design dictates that related questions be placed together within the questionnaire so that the respondent can focus and concentrate on specific issues without distraction (Rea & Parker, 1992). The categories of the questions on the survey instrument for both the teacher and administrator coincide with the major steps and/or components of professional growth - needs assessment, delivery, follow-up and evaluation. The questions inquire about the processes and end results from administrating and/or participating in an individualized professional development goal-setting and planning process. As recommended by one expert, a final question should ask for a comment. It is also suggested that appropriate space should be left for these comments or you will irritate respondents (Long, 1986). Experts also are unanimously agreed that in self-administered questionnaires, the demographic items should be at the end, never the beginning. Another expert recommends that questions should be distinguished from answer categories by the use of lower or upper case letters. Lower

case letters are always reserved for questions, which are usually longer than answers (Dillman, 1978).

The instrument was initially pretested to determine if any ambiguities exist that might confuse the respondents. Several changes were made to simplify the terms being used.

A cover letter was developed to introduce the study and the significance of the results to the respondents. The letter also attempted to convince the selected participants that their participation is useful and valued. The assurance of confidentiality was also addressed. Brief return instructions were also included.

Data Gathering Procedures

Mailed survey questionnaires were used for the teachers due to wide geographical area. In addition, surveys also have many other data gathering advantages, as one expert notes:

- Respondents may answer quite accurately due to the tension-free nature of questionnaires.
- Since all respondents receive the exact same questions in printed form, answers are not susceptible to the biases that can slip into personal interviews.
- Filling out questionnaires advances the response rate and the number of accurate responses (Long, 1986, p.3).

However, one author suggests that survey directors adopt a policy of reporting no significant conclusions when a survey response rate falls below 50%. Findings based upon lower response rates are useful primarily for exploratory purposes, to be followed up with a later "real" survey (Redding, 1982).

Data Analysis Techniques, Statistics

Survey researchers have an obligation to accurately report both the methods and results of their survey to professional colleagues. These reports should include all the problems, shortcomings, and negatives as well as the possible findings of the study (McNamara, 1994). However, one expert readily reminds researchers about the use of nonprobability samples.

> If the sample is nonprobability, such as a purposive survey, the researcher must be careful to avoid generalizations beyond the sample itself. He or she must be constantly cognizant of the fact that a nonprobability sample is not scientifically representative of a larger population. Therefore, references to the sample in the report should be in terms of "respondents" or "the sample" rather than in general population (Rea & Parker, 1992, p. 218-219).

Once data has been collected by a survey, it was translated into a form appropriate for analysis. In this study, data was reported as numbers and percentages and was presented in tables and graphs.

CHAPTER IV

FINDINGS

The previous chapters explained the purpose of this study. provided an in-depth review of related literature, and described the methodology that guided the study. This chapter will present the data gathered from questionnaires sent to a sampling of selected teacher staff members within selected technology centers and state occupational divisions who are currently in the process of transforming their teacher training system from staff development to professional development. Within a staff development teacher training system, inservice is provided to the staff. In a professional development system, the teachers manage and own the teacher training process by analyzing their own teaching practice and establishing individualized professional development goals.

The sample data presented in this chapter were obtained from two sources: (1) the selected staff who were perceived by their administrators to have had a successful experience within the last year using Individualized Professional Development Plans, and (2) the administrators of these selected teacher staff members who developed and administered the professional development system utilizing Individualized Professional Development Plans within their school institution or state agency occupational division .

This chapter presents the findings of the research. The first section presents the demographic data from all participating participants. The second section presents information and tables depicting the data from the research questions presented. In this section, each finding is displayed in a table showing the results from both the teachers' perspective and the administrators' perspective and a narrative is provided describing the most important findings.

Demographic Data and Return Percentages

The first section presents the demographic data and return percentages for both the administrators and the teachers. The administrators' and the teachers' demographic information is presented separately. The participants were asked to answer the following questions. The teacher respondents consisted of 71% secondary teachers and 29% in the other category. The other category consisted of one middle school teacher, two adult instructors and one teacher who teaches a combination of secondary and post-secondary. Seventy-One percent had between three to eight years technical work experience. However, the range for years of work experience was from three to eighteen years. One middle school teacher did not think that a reference to work experience was applicable in describing his/her teaching credentials.

While 29% of the respondents had 10-15 professional teacher education courses, most respondents' answers ranged between four to twenty-five courses. One instructor received his masters in education in Adult Education and did not respond to this question.

While over half of the respondents have a bachelor's degree, 36% have a master's degree. On the other hand, one instructor has only a technical diploma and another has an associate's degree. The majority, 79%, has between three to eight years teaching experience within CareerTech education. Fourteen percent of the respondents have over ten years CareerTech teaching experience.

The focus of the study was on two occupational divisions and two technology centers that are in the process of transforming their current staff development process to a professional development system using Individualized Professional Development Plans. The occupational divisions targeted were Marketing Education and Technology Education. Therefore, 29% of the respondents were from Technology Education and 21% were from Marketing Education. The remainder of the respondents was from technology centers from Tri-County and Mid-Del. Since the majority of instructors within a technology center are from Trade and Industrial Education, it is not surprising that 21% of the respondents are from this division. Fourteen percent of the respondents were from Health. Seven percent of the respondents were from Family and Consumer Sciences Education and seven percent from Business Education. In summary, participation in this study stems from all CareerTech occupational/educational services divisions except Agricultural Education. The returns are provided in Table I.

TABLE I

TEACHER DEMOGRAPHICS

Variable		Description	Respondents	
			No	%
1.	Position	Sec. Class Teacher	10	71%
		Other	4	29%
2	Years Of Work Experience Related to Course Currently Teaching	Does Not Apply	1	7%
		3-4	4	29%
		5-6	3	21%
		7-8	3	21%
		9-10	1	7%
		15-16	1	7%
		17-18	1	7%
3.	Number of Professional Teacher Education Courses Completed for College/University Credit	4-6	2	14%
		7-9	1	7%
		10-15	3	29%
		16-20	2	14%
		21-25	2	14%
		25+	2	14%
		Not Applicable	1	7%
4	Highest Degree/ Diploma Earned	Technical Diploma	1	7%
		Associates Degree	1	7%
		Bachelor Degree	7	50%
		Masters Degree	5	36%
5	Years of Teaching Experience	3-4	3	21%
		5-6	3	21%
		7-8	3	21%
		9-10	1	7%
		10+	4	29%
6	Years of Teaching Vocational/CareerTech Education	3-4	4	29%
		5-6	4	29%
		7-8	3	21%
		9-10	1	7%
		10+	2	14%
7	Affiliated Division	Agricultural Ed	0	0%
		Business Ed	1	7%
		Fam & Con Sci Ed	1	7%
		Health Occ Ed	2	14%
		Marketing Ed	3	21%
		Technology Ed	4	29%
		Trade & Ind Ed	3	21%

The administrators chosen for this study were the individuals leading their division or schools in the transformation from a staff development to a professional development system using individualized professional development plans. The administrative respondents' years of experience as an administrator ranges evenly from seven years to over twenty years. The majority, 75%, had over ten years teaching experience. However, only half of the respondents received their teaching experience within the *Career*Tech system (Table II).

TABLE II

ADMINISTRATOR DEMOGRAPHICS

Variable		Description	Respondents	
			No	%
1.	Position	Administrator	4	100%
2	Years As An	7-8	1	25%
	Administrator	9-10	1	25%
		11-12	1	25%
		20-	1	25%
3.	Years of Teaching	7-8	1	25%
	Experience	10+	3	75%
4	Years of Teaching			
	Vocational/CareerTech	7-8	2	50%
	Education	10+	2	50%

Findings Related to Research Questions

The second section presents tables depicting the data from the research questions presented. In this section, the major findings are addressed using the major research questions of this study and the various related survey questions. Some of the major

survey findings are displayed in tables showing the data results both from both the

teachers' perspective and the administrators' perspective.

Major Research Question One

"What are effective needs assessment and goal-setting processes that enhance the
individual goal-setting process for teachers?"

This major research question is addressed in questions A, B and 1-8 within the

teachers' and administrators' surveys. These questions are as follows:

Survey Question A-B

While 21% of the participants of this study said that the teachers made

professional development opportunity selections for their local school, seven percent said

that administrators only made these decisions. However, 72% said that both the teachers

and administrators make the selection decisions concerning professional development

opportunities for their local school. In reviewing the data records, in one technology

center, it was unanimous by both the teachers and administrator that professional

development decisions were made jointly by both parties. In the remaining technology

center, all but one of the teacher participants and the administrator felt that teachers alone

make the professional development selection decisions. The one participant and

administrator marked that both administrators and teachers make the decisions.

Even though the administrative response graph shows a 50/50 distribution, the data records show that the administrators from local schools within this study marked that professional development selection decisions for their local school were made by both the administrators and teachers. Whereas, the state occupational division administrators marked that their teachers determine the professional development selections within their divisions. On the other hand, all teachers within their divisions, except one, claim that within their local schools, both the teachers and administrators determine professional development opportunity selections. The one remaining marked that administrators only at their school determine the professional development opportunities selection decisions. (Figure 1).

All schools, occupational divisions, administrative and teacher participants selected for this study were selected as a result of their participation in a new professional development system utilizing individualized professional development plans. Two local *Career*Tech technology centers, Tri-County Technology Center and Mid-Del Technology Center, were selected for the study. Two state *Career*Tech occupational divisions, Technology Education and Marketing Education, were also selected for their recent changes in administering professional development. As a result, 100% of the teacher participants have been provided an opportunity to develop an Individualized Professional development plan by either their local school or their state *Career*Tech occupational division. One hundred percent of the administrators survey from one of the chosen

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schools or divisions and have afforded all their teachers the opportunity to develop an

Individualized Professional Development Plan.
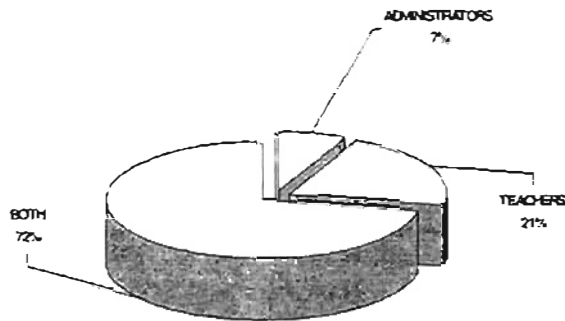
Teacher Response

Administrator Response

Figure 1. Percentage of Distribution of Teacher and
Administrative Responses As To Who
Determines Professional Development
Selections

<u>Survey Question One</u>

"Who provided you the opportunity to complete an individualized professional development plan?"

Fifty percent of the teachers chosen for this study were provided an opportunity to complete an individualized professional development plan by both their local school and their occupational division. In reviewing the raw data, the survey results showed that these teachers were evenly divided between both technology centers and comprehensive high schools. While 29% were provided an opportunity to complete an individualized professional development plan through their occupational division only, 21% were afforded this opportunity through their local school only. All the participants in this last category were from local technology centers as well as members of occupational divisions that have yet to change how they administer professional development within the state *CareerTech* agency.

The finding indicates that the use of individualized professional development plans is becoming more widely used within our schools than previously anticipated. According the 1998 Tools for School government document, Comprehensive School Reform Professional Development Models, these findings show a strong consistency with the following trend:

> During the past decade, researchers have been developing comprehensive school reform programs and have been working with schools across the nation on the implementation and maintenance of the programs. It has quickly become apparent that, if comprehensive school reform is to produce results, major changes in the structure of professional development are needed (p.2).

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This also collaborates Marion Leibowitz's (2001) claim that professional development has become critical and that schools are looking at professional development as the key to all change.
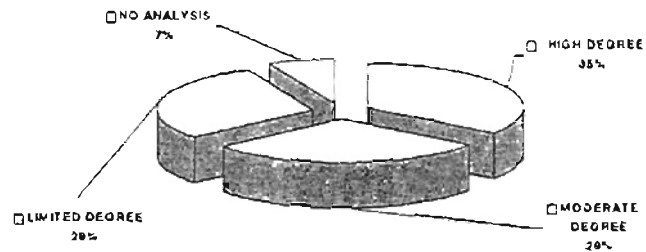
Survey Question Two

"To what degree, were you provided a formal opportunity to analyze your own teaching skills before completing your individualized professional development plan?"

It was found that 35% of the teacher participants felt they were provided a formal opportunity to analyze their own teaching skills before completing their individualized professional development plan. However, in reviewing the raw data, it should be noted that all the participants within this category happen to be from only one technology center, Mid-Del Technology Center. The administrator from this school also agreed that the teachers were provided a high degree of formal opportunity to analyze their teaching practice.

Over half of the teacher respondents felt that they had been given a moderate to limited opportunity to analyze their own teaching skills before completing their Individualized Professional Development Plan. Each category received 29%. Fifty percent of the administrators felt that their teachers were provided a moderate formal opportunity and 25% felt their teachers were only afforded a limited opportunity to formally analyze their teaching practice before completing their individualized professional development plan. Only seven

percent of the teacher participants felt they did not receive a formal opportunity to analyze their teaching skills. There were no administrators in this category.

Most teacher participants within the moderate category were from the Technology Division. Their administrator also concurred with the moderate category choice. The participants from the remaining technology, Tri-County, were evenly divided from no analysis to moderate analysis. Their administrator felt her teachers were provided a moderate opportunity to formally analyze their practice before completing their plan. Within the Marketing Education Division, the majority felt they were only provided a limited formal opportunity to analyze their teacher skills before completing their individualized professional development plan. Their administrator was also concurred that this was the amount of opportunity provided to the teachers within his division to formally analyze their teaching skills before completing their Individualized Professional Development Plans. In summary, the findings indicate that the teachers were provided a wide range of opportunity to analyze their own teaching skills. (Figure 2).

Teacher Response
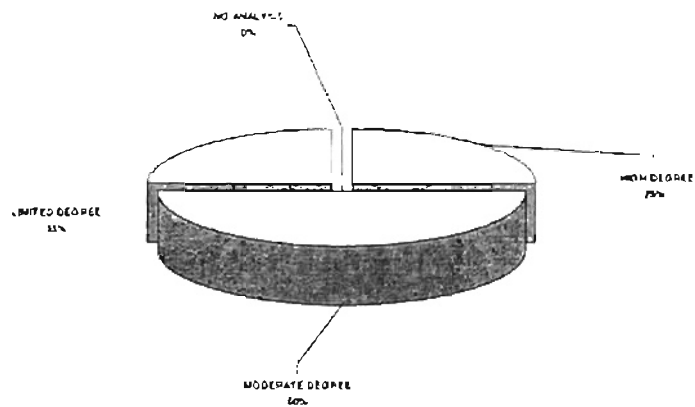
Administrative Response

Figure 2. Percentage of Distribution of Teacher and Administrator
Responses in Regard to the Degree of Formal Opportunity
Provided to the Teachers to Analyze Their Teaching Skills

Survey Question Three

"Did you review/use any of the following documents (list provided) to assist you in setting your professional development goals?"

The teachers indicated that they use their occupational divisions goals more than any other document listed to assist them in setting their professional development goals as indicated with 11 marks out of a possible 14 within this category. This was especially true for Tri-County, Mid-Del and Technology Education teachers. The second runner-up was their school's local goals with ten marks received. This was especially prevalent at Tri-County and with Technology Education teachers. Eight teachers marked that they refer to their program evaluations, especially so for teachers from Mid-Del and Technology Education. Seven teachers said they use their curriculum duty task list to help them set their professional development goals, with the majority in this category being from Mid-Del Technology Center. The remaining was distributed rather evenly for the remaining categories. Six teachers marked that they review the teacher competency list and five also review the evaluations received by their administrators at their local school. Only three use peer-coaching observations. Two were from Mid-Del and one was a Technology Education teacher. One from Mid-Del Technology Center also marked the other category and shared that they use their advisory committee to assist them in setting their professional development goals.

On the other hand, three administrators indicated that they thought their teachers used the teacher competency list and two thought they also used their curriculum duty

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task list. Whereas, only one administrator made a mark in the categories of local school goals, program evaluations, and administrative evaluations for their assistance to teachers in setting their professional development goals. Peer coaching observations did not receive a mark from any administrators. (Figure 3).
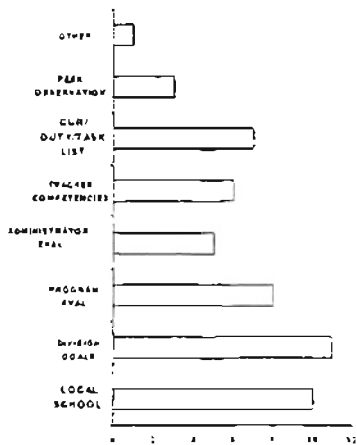
Survey Question Four

"To what degree were your teachers given time to explore or be exposed to new teaching strategies, new technologies, and/or successful practices before writing goal statements?"

A majority of the teachers indicated they were provided a limited to moderate amount of time to explore and be exposed to new teaching strategies, new technologies, and successful practices before writing their goal statements. Administrators concurred the same results. However, both teachers and administrators indicated that this step is moderately to highly important in the goal-setting process. This collaborates with the recent literature that promotes the importance of a teacher's need to reflect and analyze their teaching practice. According to Kaye Burke (1997), educators need to become reflective practitioners if they are to grow as professionals. The more practitioners take time to reflect on their experiences, the more they will begin to make the connection between prior knowledge, current learning, and future applications. This also collaborates claims of other national experts, such as Anthony Alvarado (2000), who states that good professional development requires constantly analyzing what one tries, what one accomplishes, and what one must do to make the next try more powerful.

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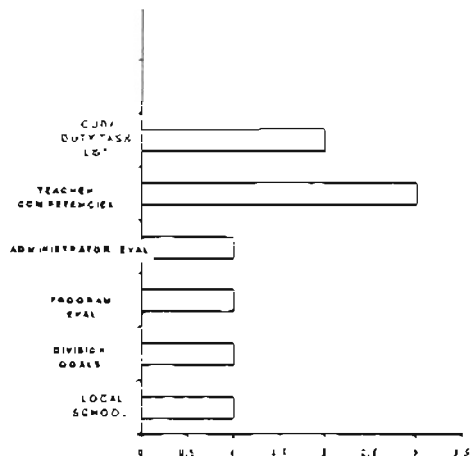
Teacher Response

Administrators Response

Figure 3. Percentage of Distribution of Teacher and
Administrator Responses In Regard To The
Documents Used By The Teachers In Setting
Professional Development Goals

Survey Question Five

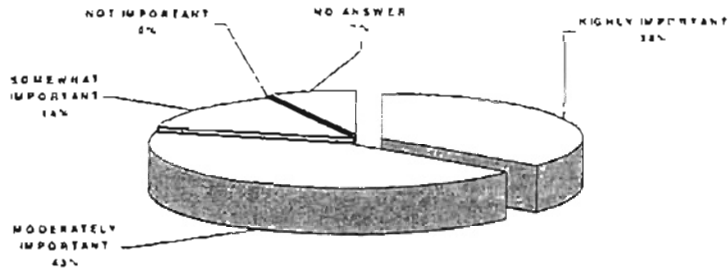*"In your opinion, how important is this step in writing goal statements?"*

Seventy-nine percent of the teachers thought that time to explore or be exposed to
new teaching strategies, new technologies and successful practices before writing your
goal statement was moderately to highly important. In posting survey results, a color
code distinction was made between surveys in which the teacher indicated that their
professional development goal was fully attained and those who only partially attained
their goal. In this question, all teachers who fully attained their goal thought this step
was moderately to highly important. However, the 14% posted in the "somewhat
important" category consisted of teachers who only partially completed their goal.
Seven percent did not answer this question.

One hundred percent of the administrators thought the step of allowing teachers to
be exposed to new teaching strategies, new technologies and successful practices before
writing your goal statement was highly important. (Figure 4).
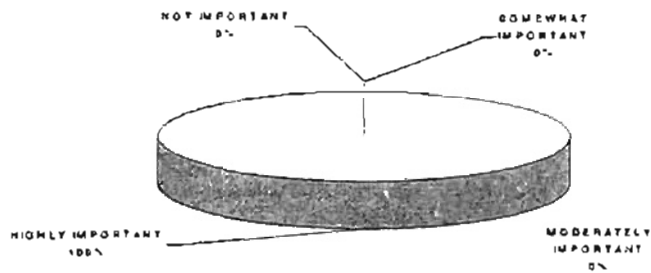
Survey Question Six

*"Did you find a need to want to change your goal as you gained more
information?"*

Eighty-six percent of the teachers indicated that they found a need to change or
somewhat change their goals as they gained their information. In reviewing the raw data,

NOT IMPORTANT
0%

NO ANSWER
7%

HIGHLY IMPORTANT
38%

SOMEWHAT
IMPORTANT
14%

MODERATELY
IMPORTANT
43%

Teacher Response

NOT IMPORTANT
0%

SOMEWHAT
IMPORTANT
0%

HIGHLY IMPORTANT
100%

MODERATELY
IMPORTANT
0%

Administrative Response

Figure 4. Percentage of Distribution of Teacher and
Administrator Responses As To Their
Perception of How Important This Step Is To
Writing Professional Development Goal Statements.

color-coding was used to distinguish between participants who fully and who partially attained their goals. It was interesting to note that all the participants who fully attained their goals were in the "somewhat" and "yes" categories. However, the twenty-two percent in the "no" category were all partial completers.

When the administrators were asked if their teachers indicated a desire to change their goals as they gained information, seventy-five percent said somewhat while twenty-five percent said yes. The findings are somewhat inconsistent with the teachers' needs as indicated by the survey.

In summary, the majority of the teachers did find a need and wanted to change their goal as they gained more information. Literature clearly collaborates this finding. According to Kaye Burke (1997),

> when teachers begin to explore the topic and learner goals, questions will trigger other questions that propel the investigation and sometimes lead to revisions in their original professional development plan. Educators regularly revise, update, and sometimes rewrite their plans as they learn more about the topic (p.41).

Survey Question Seven

"At what point during the planning process were you provided an opportunity to collaborate and share with other teachers?"

Eleven teacher participants marked they had been provided an opportunity to collaborate and share with other teachers when establishing their goals. On the other hand, six claimed they were provided a collaboration opportunity when gathering their resources. Only two teachers claimed they were provided an opportunity to collaborate

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and share with other teachers after attaining their goals. Two other teachers claimed that they were not provided a collaboration opportunity at all.
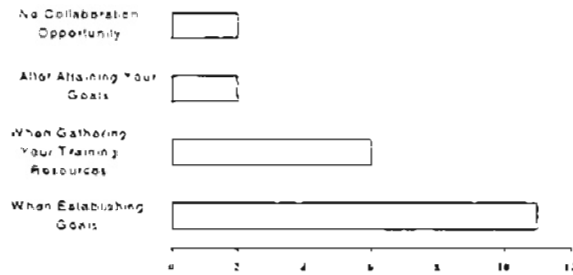
Out of four administrators, two claimed that they provided their teachers an opportunity to collaborate with other teachers when establishing their goals. Another one claimed that his/her teachers were provided an opportunity to collaborate only when gathering training resources. Last, one administrator claimed that his/her teachers were provided an opportunity to collaborate only after attaining their goals. (Figure 5).
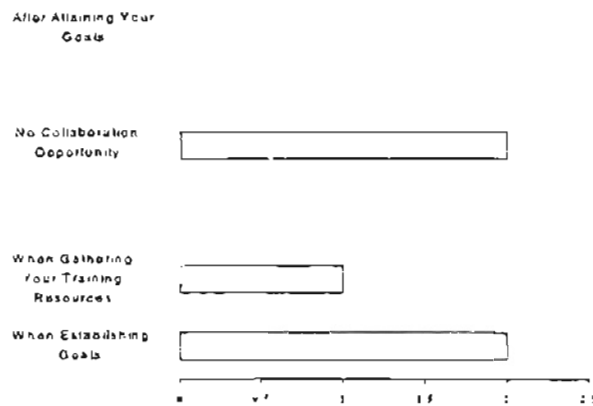
Survey Question Eight

"In your opinion, an opportunity to share or collaborate would be beneficial at which steps of the goal planning process."

It is interesting to compare what teachers were provided in collaboration and sharing opportunities versus what they felt they needed. Eleven of the fourteen teachers claim that it would be beneficial to share or collaborate when establishing their goals and ten of the teachers marked that it would be beneficial when gathering training resources. Only three teachers of the fourteen marked that it would be beneficial to collaborate and share after attaining their goals.

However, on the other hand, three out of four administrators thought sharing and collaborating after attaining goals would be the most beneficial. Only one of the administrators agreed with the majority of the teachers and thought it would be beneficial for teachers to share and collaborate when establishing goals. Two out of four of the

No Collaboration
Opportunity

After Attaining Your
Goals

When Gathering
Your Training
Resources

When Establishing
Goals

```
0        2        4        6        8        10       12
```

Teacher Response

After Attaining Your
Goals

No Collaboration
Opportunity

When Gathering
Your Training
Resources

When Establishing
Goals

```
0       0.5       1       1.5       2       2.5
```

Administrative Response

Figure 5. Percentage of Distribution of Teacher and
Administrator Responses As To What Point
During the Goal Planning Process Were
Teachers Provided an Opportunity To
Collaborate and Share With Other Teachers.

administrators thought it would be beneficial to share and collaborate when gathering resources. One administrator indicated that collaborating and sharing was not necessary.

The findings in this study suggest that the teachers overwhelmingly want to collaborate when establishing goals. Furthermore, over half of the teachers would like to collaborate when gathering resources. However, administrators do not seem to overwhelming concur with the teachers based upon the survey findings (Figure 6).
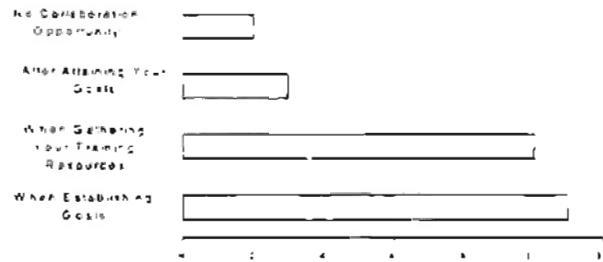
Recent literature clearly upholds the need for collaboration for professional growth. According the Kathy Checkley (2000) in the Education Update Journal,

> The definition of effective leadership has changed significantly. The key role of the contemporary principal is to serve as an instructional leader who promotes teacher growth. A principal can help teachers identify instructional goals and offer support by encouraging teachers to watch one another teach and learn from one another (p.2).
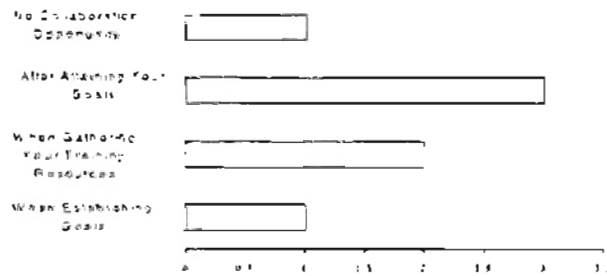
This finding is also upheld in other literature. One expert claims the following:

> Just as doctors often collaborate on difficult cases, teachers need time to collaborate on planning challenging lessons and fending ways to help students who aren't doing well. When teachers work together, they are more effective and creative in helping students learn (Mann. 2000).

In summary, all the teacher participants indicated that collaboration and sharing during the various steps of the goal-setting process was beneficial.

No Consideration
Opportunity

After Attaining Your
Goals

When Gathering
Your Teaching
Resources

When Establishing
Goals

Teacher Response

No Collaboration
Opportunity

After Attaining Your
Goals

When Gathering
Your Teaching
Resources

When Establishing
Goals

Administrator Response

Figure 6. Percentage of Distribution of Teacher and
Administator Responses As To Which Steps
During The Goal Planning Process Would
An Opportunity For Sharing and Collaboration Be
Beneficial.

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"If beneficial, do you prefer collaboration with your occupational division, local school or both?"

Fifty percent of the teachers indicated that they mostly prefer sharing and collaborating with their education/ occupational division. Whereas, twenty-nine percent indicated they enjoy sharing and collaboration with both their local school and occupational/educational division.

Only one teacher, representing seven percent marked that they prefer sharing and collaborating with teachers with their local school only. Two teachers, 14%, did not answer this question.

Major Research Question Two

"Why is it important to establish a learning community for teachers to enhance the individual goal-setting process?"

This major research question is addressed in questions 9 – 14 within the teachers' and administrators' surveys. These questions are as follows:

Survey Question Question Nine

"In your opinion, to what degree were you able to acquire the training resources to meet your professional development goals?"

Most teacher respondents were able to acquire the training resources to meet their

professional development goals, 43% to a high degree and 35% to a moderate degree. However, twenty-one percent claimed they only able to acquire their training resources to meet their professional development goals to a limited degree. On the other hand, the administrators were not aware of the teacher's dilemma. One hundred percent of the administrators thought their teachers were able to acquire their training resources to meet their professional development goals from a moderate to a high degree. Seventy-five percent of the administrators marked to a moderate degree category and twenty-five percent marked to a high degree.

Survey Questions Nine A-B

"In the first column, please check the training options used to reach your individualized professional development goals. In the second column, please rank numerically according to the learning methods most used."

The training options used by most teachers to reach their professional development goals ranged from workshops, active research teams, peer coaching, study groups, business internships, CDRoms, videos, online college courses, and college classes. In the "other" category, teachers mentioned training options, such as data seminars and tech center classes. Teachers were asked to check the methods used and rank the learning methods according to the most used. Using the scale provided within the graph, the learning method ranking the highest was the workshop format with a ranking score of 54. The learning method of peer coaching came in second with a score of 38, and active research teams as a learning method came in close behind with a

56

ranking score of 33. Following these top-ranking learning methods, a strong gap exists starting with college classes, 17, and the "other" category receiving a ranking score of 13. The remaining learning methods of CDRoms and videos both receive a ranking score of 6. On-line courses received a ranking score of 4 with study groups and business internships both receiving a 3.

Administrators, too, selected and ranked the learning methods most used. Proportionally, the administrators agreed with the top rankings of the teachers as to which learning methods were most used by the teachers to reach their individualized professional development plan. Administrators also ranked workshops as the number one used learning method plan receiving a ranking score of 20. Peer coaching came in second with a score of 10. Active research teams tied for the third ranking with online courses with a score of 7. Study groups came in at 4, then CDRoms, videos and the "other" category at 3. The "other" category consisted of visits to other programs and technology center classes. Business internships did not receive any ranking from administrators as a training option for their teachers to reach professional development goals.

In summary, it should be noted that an overwhelming majority of the teachers still attend workshops to receive the training needed to reach their individualized professional development goals. Other training options ranking second and third were active research teams and peer coaching opportunities (Figure 7).

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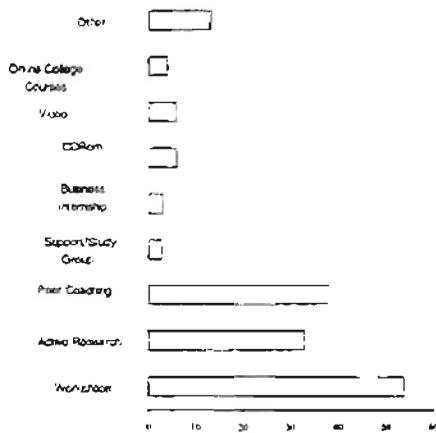
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1=5pts.   2=4pts.   3=3pts   4=2pts   5=1pt.
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Teacher Response
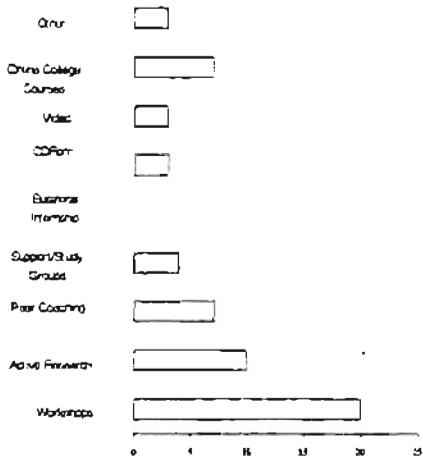

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1=5pts.   2=4pts.   3=3pts   4=2pts   5=1pt.
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Administrative Response

Figure 7. Percentage of Distribution of Teacher and Administrator
Responses In Regard To The Choice and Ranking
of Training Options Used By the Teacher
To Reach Their Professional Goal

58

Survey Question Ten

"Do you have a Teacher Development Resource Center at your school/agency?"

According to the teachers, half did not have access to a teacher development resource center at their local school and the half did. In reviewing the raw data, all but one of the teachers from comprehensive high schools did not have access to a teacher development resource center. All teachers from the technology centers marked they have access to a teacher development resource center.

Survey Question Eleven

"In your opinion, how important is a Teacher Development Resource Center in providing training options/resources for reaching your professional development goals?"

According to the teacher participants, the majority, 64%, marked that a teacher development resource center is moderately to highly important in providing training options for reaching your professional development goals. As a result, twenty-one percent marked that it is highly important and forty-three percent marked it as moderately important. However, twenty-nine percent of the teacher participants felt a teacher development resource center was only somewhat important. Last, seven percent of the teacher participants claim that a teacher development resource center is not an important vehicle to their professional development goals. In reviewing the raw data, it is

interesting to note that all, but one of the goal completers, marked the importance of the

teacher development resource as moderately to highly important.

The administrator participants concurred with 75% marking that a teacher

development resource center is important in providing teachers with training

options/resources for reaching professional development goals. Whereas, 50 % thought it

was highly important and 25% said moderately important. Last, the remaining 25%

indicated that a teacher development resource center is only somewhat important in

providing training options for teachers to reach their professional development goals.
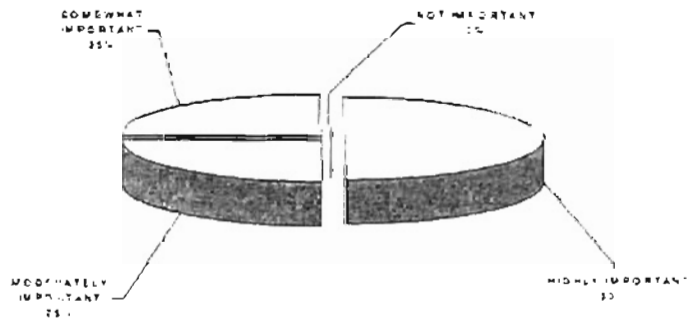
(Figure 8)

Even though 64% of the teachers and a majority of the administrators claim a

teacher resource center is moderately to highly important, only half of the teachers claim

they have access to a teacher resource center. The importance of a resource center is

collaborated in the literature. Authur Kaye Burke (1997) says:

> In completing personal needs assessments, educators, like researchers, must
> review the literature and the resources available. This step may be challenging
> because, with the exception of required graduate work, most teachers do not
> engage in research. However, teachers need to keep abreast of current researched
> practices in education that call attention to potential problems and possible
> solutions to problems (p.40).

According to the raw data, the majority of the teachers claiming that they do not

have access to a teacher resource center are within a comprehensive school setting.

However, the state program administrators of these teachers claim they do have access to

a resource center at the state agency. Therefore, it is up to the state program
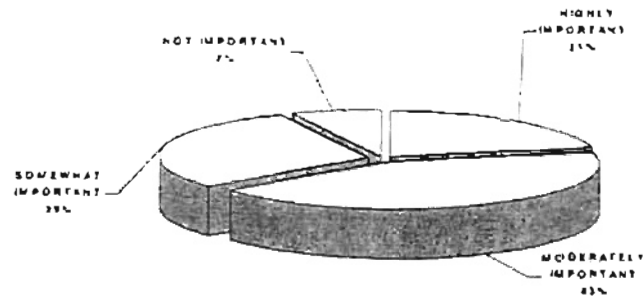
Teacher Response

Administrative Response

Figure 8. Percentage of Distribution of Teacher And
Administrator Responses as to Their Perception
of The Importance of a Teacher Development Resource
Center In Providing Training Options/Resources to
Assist Teachers In Reaching Their Professional
Development Goal.

administrators to make these teachers aware of this resource for teacher development purposes.

Dennis Sparks (1994), Executive Director of the National Staff Development also collaborates with the importance of administrators becoming facilitators of resources by claiming that job-embedded staff development means that superintendents. assistant superintendents, curriculum supervisors. principals. and teacher leaders, among others. must see themselves as teachers of adults and view the development of others as one of their most important responsibilities.

Survey Question Twelve

"In your opinion, how important are staff development points in selecting your training options for reaching your professional development goals?"

The teacher participants' opinions on the importance of staff development points in selecting training options for reaching their professional development goals was varied. Half of the teacher participants feel it is only somewhat important. Whereas, opinion is evenly divided with 21% saying that staff development points are not important and 21% claiming they are moderately important. Only seven percent are of the opinion that staff development points are highly important in selecting training options for reaching professional development goals. In reviewing the raw data, it should be noted that all teacher participants who fully attained their goals were of the opinion that

the availability of staff development points in selecting training options for reaching their

goals was only somewhat important to not important. (Figure 9).
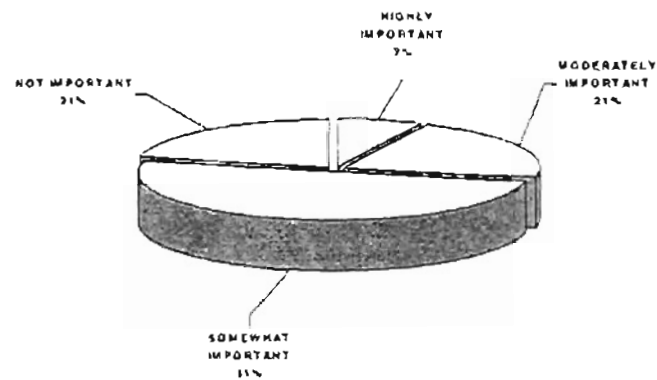
Teacher Response
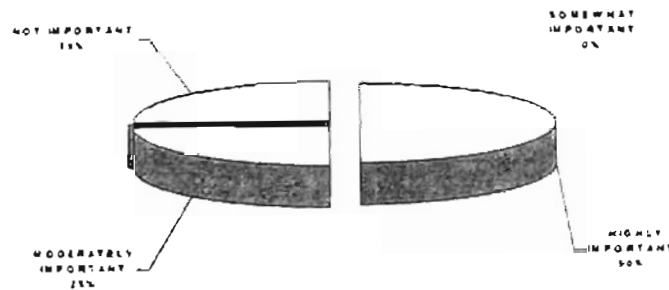
Administrator Response

Figure 9. Percentage of Distribution of Teacher and
Administrator Responses As To Their Perception
of the Importance of Staff Development Points
for Teachers In Selecting Training Options for
Reaching Their Professional Development Goals.

In summary, this question deals with a common incentive provided to teachers as enticements for personal growth. The majority of the administrators are of the opinion that staff development points are highly important. However, the findings of this study indicate that the majority of the teachers are of the opinion that staff development points are only somewhat important for teachers in selecting training options for reaching their professional development goals.

Survey Question Thirteen

"In your opinion, how important is college credit in selecting your training options for reaching your professional development goals?"

For teacher participants, the opinions concerning the importance of college credit in selecting training options for reaching their professional development goals the importance of college credit was evenly distributed, with the exception of "highly important" category. Thirty-six percent of their teachers consider college credit to be moderately important. Both categories of "somewhat important" and "not important" received 29%. Only seven percent of the teachers are of the opinion that the importance of college credit in selecting their training options is highly important. In reviewing the raw data, it is interesting to note that the majority of teachers who fully attained their professional development goals consider the importance of college credit in relation to selecting their training options only somewhat to not important.
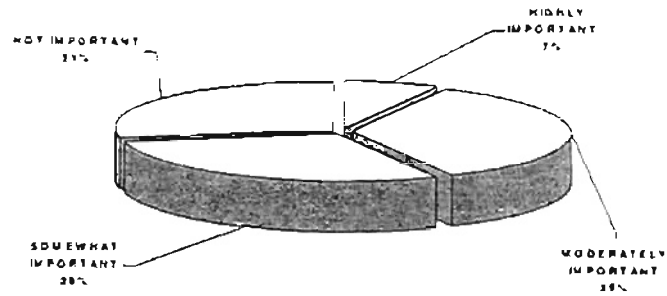
On the other hand, the administrators considered college credit to be of higher importance to teachers than what teachers do. Fifty percent marked highly important. One, 25%, marked moderately important and another one, 25%, marked not important. It is interesting to note according to the raw data, the technology center administrators considered college credit more important to their teachers than the comprehensive public school administrators. (Figure 10).

In summary, it is also interesting to note that teachers were almost evenly divided on the importance of college credit for teachers in selecting training options for reaching their goals ranging from not important to moderately important. The findings indicating the difference in the perceptions of what teachers think and what administrators think are important in selecting training options for reaching professional development goals are noteworthy inconsistencies.
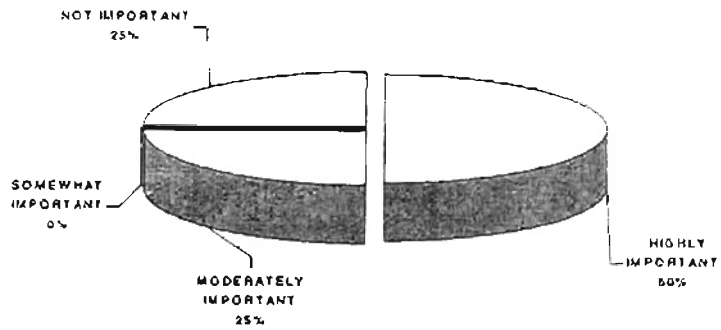
Survey Question Fourteen

"In your opinion, how important are your learning styles in providing training options/resources for reaching your professional development goals?"

Ninety-three percent of the teacher participants were of the opinion that learning styles are moderately to highly important in selecting training options for reaching their professional development goals. Whereas, 36% marked highly important and 57% marked moderately important. Only one of the teachers, seven percent, marked somewhat important.

65

HIGHLY
IMPORTANT
7%

NOT IMPORTANT
11%

SOMEWHAT
IMPORTANT
38%

MODERATELY
IMPORTANT
38%

Teacher Response

NOT IMPORTANT
25%

SOMEWHAT
IMPORTANT
0%

MODERATELY
IMPORTANT
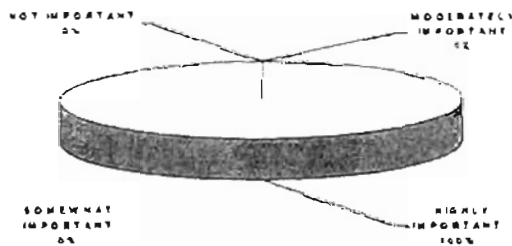25%

HIGHLY
IMPORTANT
50%

Administrative Response

Figure 10. Percentage of Distribution of Teacher and
Administrator Responses As To Their Perception
of the Importance of College Credit When Selecting
Training Options For Reaching Their Professional
Development Goals.

66

In little contrast, 100% of the administrators indicated that learning styles were highly important for teachers when considering training options/resources in reaching their professional development goals. (Figure 11).
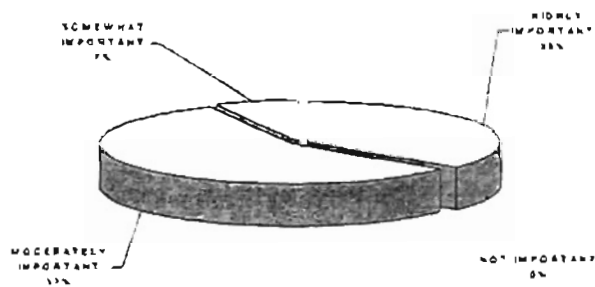
Teacher Response

Administrative Response

Figure 11. Percentage of Distribution of Teacher and
Administration Responses As To Their Perception
of The Importance of Learning Styles In Selecting
Training Options for Reaching Their Professional
Development Goal.

In summary, this finding suggests that learning styles are moderately to highly important to the teachers in selecting their training options for reaching their professional development goals. The administrators were in consensus that learning styles are highly important to their teachers in selecting training options. This further collaborates the previous research in Section II that substantiates that teachers do have learning styles and that no single recipe will satisfy all needs.

Major Research Question Three

"What are effective professional development learning designs and delivery methods that can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 15 – 20 within the teachers' and administrators' surveys. These questions are as follows:

Survey Question Fifteen

"In your opinion, how important a role does your state vocational program administration play in providing training options to assist you in reaching your professional development goals?"

The teachers indicated that the state *Career*Tech program administration play a large role in providing training options to assist them in reaching their professional development goals. Forty-three percent marked highly important and 50% marked moderately important. One teacher indicated somewhat important. All administrators, both local and state. also indicated that the state program administration plays a large role
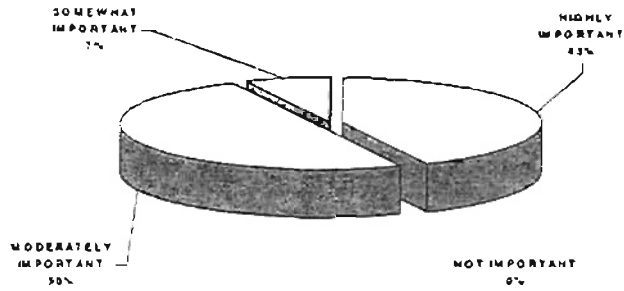
68

in providing training options to assist teachers in reaching their professional development goals. Seventy-five percent marked highly important and 25% marked moderately important. (Figure 12).

It is apparent from the results of this study that the state CareerTech, formerly vocational, program administration play a moderately to highly important role in providing options to assist teachers in reaching their professional development goals.
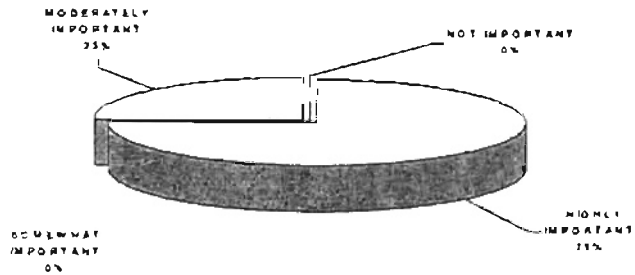
Survey Question Sixteen

"To what degree did your state vocational/CareerTech program administration provide training options to assist you in reaching your professional development goals?"

It was evenly divided, with 43% of the teachers selecting the high degree category and the same amount selecting the moderate degree category, to describe the amount of training options provided to them by CareerTech state program administration. The administrators concurred both on the local and state level that the state program administration provide training options/resources to assist teachers in reaching their professional developments from a high to moderately high degree. It was also evenly divided, with 50% of the administrators selecting the high degree category and the same amount selecting the moderately high degree category.

Teacher Response

Administrative Response

Figure 12. Percentage of Distribution of Teacher and
Administrator Responses As To Their Perception
of the Importance of the State Vocational/*Career*Tech
Program Administration In Providing Training
Options for Reaching Their Professional Development
Goals.

"In your opinion, how important are local administrators providing training options/resources to assist your teachers in reaching their goal?"

Thirty-six percent of the teacher participants are of the opinion that local administration plays a highly important role in providing training options/resources to assist them in reaching their professional development goals. Whereas, 43% of the teacher participants are of the opinion that local administration plays a moderately important role. Twenty-one percent were of the opinion that local administration plays a somewhat important role in providing training options/resources to assist them.

Seventy-five percent of the administrators were of the opinion that local administrators play a highly important role in providing training options and resources to assist teachers in reaching their professional development goals. The remaining percentage. 25%, claimed that local administrators play a moderately important role in providing training options and resources for teachers. (Figure 13).
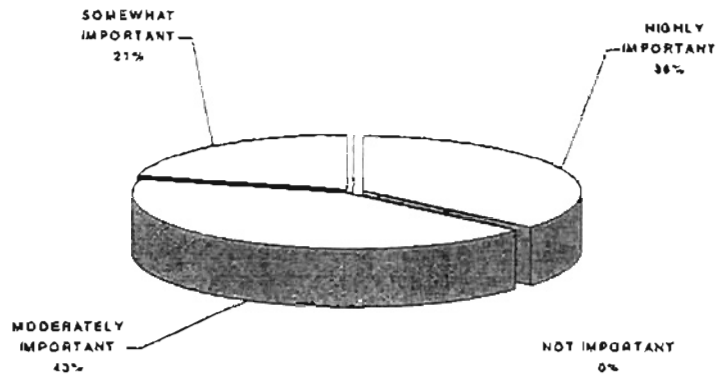
Survey Question Eighteen

"To what degree did your local administration provide training options to assist you in reaching your goals?"
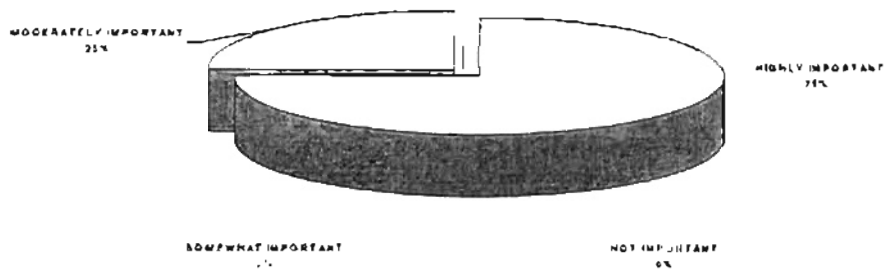
Half of the teacher respondents were in agreement that their local administration provided training options and resources to assist them in reaching their professional development goals to a limited degree. Thirty-six percent claimed that local

administration provided training options to assist them to a moderate degree and only 14% to a high degree. The administrator's answers were perfectly distributed across the scale with 25% in each degree category as to amount of training and resources provided to their teachers in reaching their professional development goals.

It is apparent from the findings that both the state vocational/*CareerTech* program administration and the local administration play a moderately to highly important role in providing options to assist teachers in reaching their professional development goals. An interesting finding according to the majority of the teachers. the state program administration did the training options to assist the teachers in reaching their professional goals from a moderate to high degree. On the other hand. the majority of teachers claim that local administration only provided training options from a limited to moderate degree.

SOMEWHAT IMPORTANT 21%

HIGHLY IMPORTANT 36%

MODERATELY IMPORTANT 43%

NOT IMPORTANT 0%

Teacher Response

MODERATELY IMPORTANT 25%

HIGHLY IMPORTANT 75%

SOMEWHAT IMPORTANT

NOT IMPORTANT 0%

Administrative Response

Figure 13. Percentage of Distribution of Teacher and
            Administrator Responses As To Their Perception
            of the Importance of Local Administration In
            Providing Training Options/Resources for Teachers
            In Reaching Their Professional Development Goals.

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Survey Question Nineteen

"In your opinion, how important a role does other teachers play in providing training options/resources to assist you in reaching your professional development goals?"
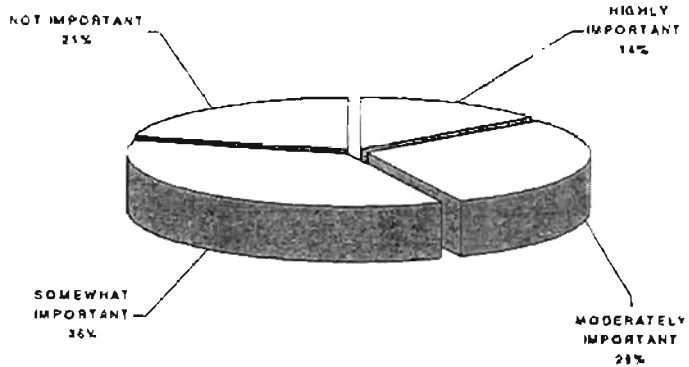
As to the opinions of what role other teachers play in providing resources to assist in reaching professional development goals, approximately one-third, 36%, of the teacher participants feel they play an important role. Whereas, 29% feel other teachers play a somewhat important role and 21% claim the role other teachers play is not important. On the other hand, 14% are of the opinion that other teachers play a highly important role in providing training options/resources to assist them in reaching professional development goals.

As to administrator's opinion, 75% feel that other teachers play an important role in providing training options and resources to each other. Only one, 25%, were of the opinion that other teacher's role is only somewhat important. (Figure 14).
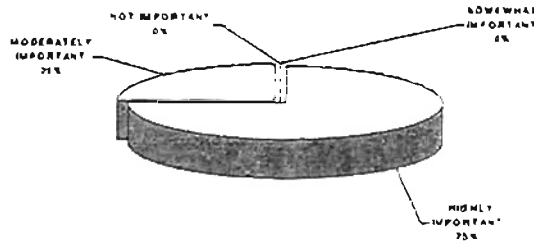
Survey Question Twenty

"To what degree did other teachers provide resources to assist your teachers in reaching their professional development goals?"

It was found that 57% of the teacher participants were provided training options and resources by other teachers to reach their professional goal only to a limited degree

NOT IMPORTANT
21%

HIGHLY
IMPORTANT
14%

SOMEWHAT
IMPORTANT
36%

MODERATELY
IMPORTANT
29%

Teacher Response

NOT IMPORTANT
0%

SOMEWHAT
IMPORTANT
0%

MODERATELY
IMPORTANT
25%

HIGHLY
IMPORTANT
75%

Administrative Response

Figure 14. Percentage of Distribution of Teacher and
Administrator Responses As to the Perception of the
Importance of Other Teachers In Helping To Identify
Training Options/Resources To Assist Teachers In
Reaching Their Professional Development Goals.

and seven percent not at all. On the other hand, 29 percent of the teachers claim other

teachers assisted them to a moderate degree and seven percent to a high degree.

Fifty percent of the administrators claim that other teachers provided training

options and resources to assist their teachers in reaching their professional development

goals to a moderate goal and 25% to a high degree. Twenty-five percent of the

administrators said that other teachers provided training options and resources to their

teachers to a limited degree.

In summary, the findings in this study also suggests that other teachers do play a

somewhat to moderately important role in providing training options/resources to assist

teachers in reaching their professional development goals. However, the majority of the

teachers claim that other teachers only assisted them to a limited degree.

Major Research Question Four

"What are effective professional development follow-up and evaluation processes that
can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 21-24 within the teachers'

and administrators' surveys. These questions are as follows

Survey Question Twenty-One

"If attending a workshop helped attain your professional development goals, to
what degree was an opportunity for practice, coaching, and feedback available during
the workshop or back in the classroom?"

Fifty percent of the teacher participants attended a workshop to help attain their professional development goals and were provided a moderate degree for practice, coaching, and feedback during the workshop or back in the classroom and seven percent were to a limited degree. Whereas, 29% of the teacher participants attended a workshop and were provided an opportunity for practicing, coaching and feedback to a high degree. Fourteen percent did not attend a workshop.

However, the administrators claim that only 25% attended a workshop to help attain their professional development goals and was provided a moderate opportunity for practice, coaching, and feedback during the workshop or back in the classroom. On the other hand, the majority of the administrators, 75%, were of the opinion that their teachers attended a workshop and were only provided a limited opportunity for additional practice, coaching, and feedback.

In summary, the majority of the teachers claim that they were provided a moderate degree of opportunity for practice, coaching, and feedback during a workshop or back in the classroom. However, the administrators said the opportunity for coaching was only provided to a limited degree.

Survey Question Twenty-Two

"In your opinion, which of the activities would have helped you reach your established goals faster, more efficiently, and to a higher degree?"

According to teacher opinion, eight teachers thought more follow-up and networking would have helped them reach their established goals faster, more efficiently, and to a higher degree. Seven also marked more guided practice and seven marked more coaching and feedback to achieve this purpose. More demonstration was marked by six teachers. Only one said no changes were needed. One teacher indicated that if time had given in lieu of scheduled workshops, it would have helped them reach their goals faster, more efficiently, and to a higher degree.

The administrators unanimously agreed that more coaching, feedback, follow-up and networking would have helped their teachers reach their established goals faster, more efficiently, and to a higher degree. Three out of four administrators were of the opinion that more guided practice would have helped their teachers. Whereas, one administrator marked that more demonstrations would have helped his/her teachers reach their established goals faster, more efficiently and to a higher degree. (Figure 15).

In summary, both teachers and administrators agree that more guided practice, coaching, feedback follow-up and networking would have helped teachers reach their established goals faster, more efficiently, and to a higher degree. However, a noteworthy inconsistency is that the teachers were of the opinion that more demonstrations would help them reach their goal, however, the administrators did not consider this a significant need. However, this finding clearly collaborates the national research of Beverly and Showers which clearly delineates that a teacher needs more demonstration, coaching and follow-up to ensure professional growth as indicated in Section II. Additional literature
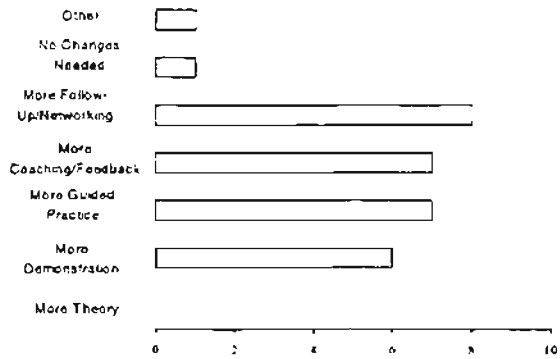
Teacher Response
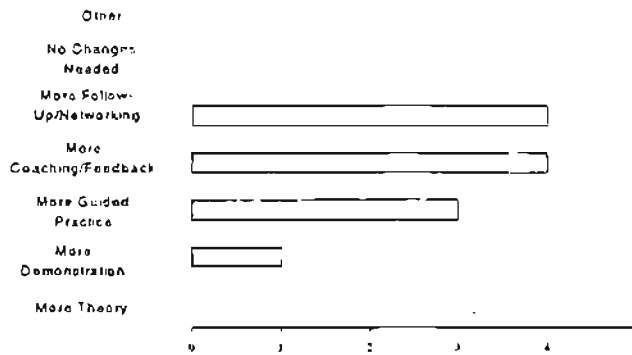
Administrators Response

Figure 15. Percentage of Teacher and Administrator
Responses As To Their Perception of Which Activities
Would Have Helped Teachers Reach Their Goals
Faster, More Efficiently, and To a Higher Degree.

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clearly states:

> Many model professional development award-winning school districts noted that even workshops with great process were limited (although, still useful) in their impact. In contrast, embedding professional development in daily work develops staff leadership and technical knowledge while linking professional development more closely to classroom results (Hassel, 1999).

Survey Question Twenty-Three

"Did you reach your professional development goals?"

Of the teacher participants who participated in this study, 43% said that they reached their professional development goals. Whereas, 57% claim they only partially completed their professional development goals. The administrators indicated the 50% of teachers fully completed their goals and 50% partially completed his/her goals. It was interesting to note in reviewing the raw data that all teachers from only one technology center completed their goals. Their administrator also marked 100%. One occupational division had 50% of the teachers to fully complete their goals. Their administrator also marked 50%. However, in the other technology center, only one participant fully completed their goals. Their administrator marked that they did not know how many of his/her teachers fully completed their goals. In the remaining occupational division, all teachers unanimously marked that they did not fully complete their goals, however, their administrator thought that at least 50% did.

In summary, results of this study by teachers indicated that approximately half of the teacher participants completed their professional development goals. This

collaborates with the information received from the administrators. However, much of

these results are due to administering this study in the middle of the year.

Survey Question Twenty-Four

"In your opinion, to what degree did Individualized Professional Development Plans help you set and pursue your professional development goals?"

When teacher participants were asked to what degree did professional

development plans helped them set and pursue their goals, 43% claim to a moderate

degree and 57% to a high degree. Administrators also concurred with 50% claiming that

individualized professional development plans helped their teachers to a moderate degree

and 50% to a high degree.

In summary, the majority of the teachers and administrators claim that

Individualized Professional Development Plans did help teachers pursue their goals from

a moderate to high degree. This is substantiated within the literature in Section II that

claims that without explicit learning goals, we simply are not set up and organized for

improvement.

Major Research Question Five

"Why is it important for teachers to change instructional strategies in the classroom?"

This major research question is addressed in questions 25-26 within the teachers'

and administrators' surveys. These questions are as follows:

Survey Question Twenty-Five

"To what degree, during the goal-setting process, did you anticipate the outcomes of your goals in relation to student achievement? If so, how important is this step in realizing your goals?"

The majority, up to ninety-three percent, of the teacher participants anticipated the outcomes of your goals in relation to student achievement from a moderate to a high degree. On the other hand, three out of four administrators were of the opinion that their teachers anticipated the outcomes of their goals in relation to student achievement only to a limited degree.

In addition, it was found in this study that ninety-three percent of the teacher participants were of the opinion that anticipating the outcomes of their professional development goals in relation to student achievement was moderately to highly important. Whereas, the 100% of the administrators thought this step was moderately to highly important.

This finding suggest that the majority of teachers do anticipate the outcome of their goals in relation to student achievement and consider this activity a very important step within the goal-setting process. It is worth noting that administrators also thought this were a very important step in the goal-setting process. However, the majority of the administrators were of the opinion that teachers only anticipate the outcomes of their goals in relation to student achievement to a limited degree.

"In your opinion, to what degree, did the attainment of your professional development goals affect your students' achievement?"

When teacher participants were asked to what degree did the attainment of their professional development goals affect their students' achievement, 71% indicated to a moderate degree and 29% to a high degree. Whereas, 50% of the administrators were of the opinion that the attainment of professional development g goals by their teachers affected student achievement to a moderate degree. Twenty-five percent of the administrators were of the opinion that the attainment of professional development goals by their teachers affected student achievement to a higher degree. On the other hand, one of the four administrators marked unknown to this question. (Figure 16).

It is interesting to note that the majority of the teachers and administrators did feel that the attainment of the professional development goals did affect student achievement from a moderate to a high degree. These findings are upheld extensively in the literature. As a result, the U.S. Department of Education (1997) has established a program asking for schools with model professional development programs and the most important criterion for eligibility is to demonstrate a link between their goals, professional development activities, changes in instruction, and improved student learning.
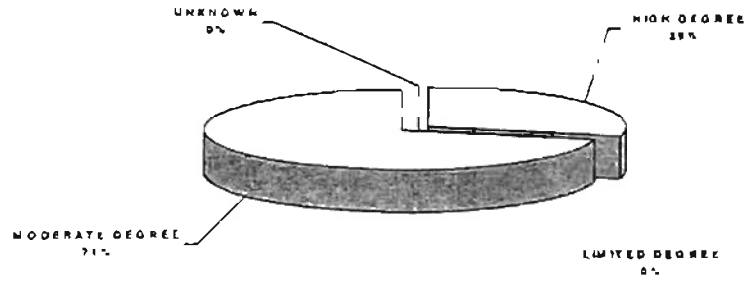
Teacher Response
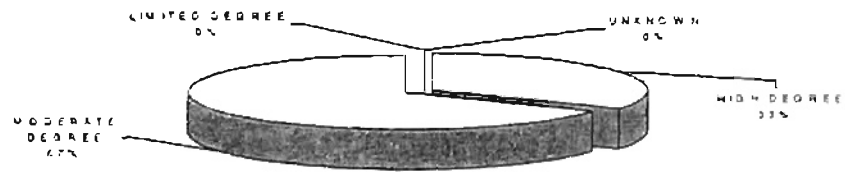
Administrative Response

Figure 16. Percentage of Distribution of Teacher and
Administrator Opinion Responses As To
the Degree That the Attainment of Professional
Development Goals Affects Student Achievement.

Summary

The sample in this study was composed of teachers and administrators from two technology centers, Tri-County and Mid-Del, and two occupational divisions, Marketing Education and Technology Education. All four entities have launched the move from staff development to professional development using individualized professional development plans within their organization.

Tri-County Technology Center, located in Bartlesville, Oklahoma. It has approximately 59 staff members and 30 occupational training programs. Mid-Del Technology Center has approximately 47 staff members and 21 occupational programs. Within the state occupational divisions, Technology Education has approximately 270 programs and Marketing Education has approximately 69 programs.

The majority of the teachers surveyed had three to eight years teaching experience and approximately the same amount of work experience in the courses they are currently teaching. Most have a bachelor's degree. However, the range for diplomas and degrees were from a technical diploma to a master's degree. The amount of professional teacher education courses completed by the teachers surveyed was somewhat evenly distributed from four courses to over twenty-five courses.

The administrators surveyed have served as administrators from ten to twenty years. The majority has teaching experience over ten years within vocational/*CareerTech* education. They were all administrators over a technology center

or a state occupational division who has presided over the administration of a local

professional development system using individualized professional development plans.

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CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this study is to determine the components for successfully administering and using Individualized Professional Development Plans. As a result, it is expected that professional growth of teachers will increase and the instructional strategies being used in the classroom will be improved. The first part of this section depicts conclusions for each major research question addressed within this study. The second part within this section provides recommendations for administering and using Individualized Professional Development Plans successfully.

Major Research Question One

"What are effective needs assessment and goal-setting processes that enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions A, B and 1-8 within the teachers' and administrators' surveys. Based upon the results of the surveys, the following conclusions can be made concerning needs assessment and goal-setting processes that enhance the individual goal-setting process for teachers. Administrators

and professional development committees should consider these conclusions when establishing needs assessment and goal-setting processes for their teachers.

1. The process of teachers formally reflecting upon their own practice before setting their professional development goal is important and must be available to the teacher from a moderate to a high degree.

2. Goal-setting activities for both the occupational division and local school can play a major role in the goal-setting process for the teacher.

3. The current practice of providing only limited to moderate amount of time for teachers to explore or be exposed to new teaching strategies, new technologies, and successful practices before writing their goal statement is not sufficient.

4. Teachers will want to change their goal as they gain more information throughout the year, and administrators must recognize this need when establishing the goal-setting processes for their school/division.

5. An overwhelming majority of the teachers would like to share and collaborate when establishing their goals and when gathering training resources. Administrators are not truly aware of the need for sharing and collaboration at various stages during the goal-setting process.

Major Research Question Two

"Why is it important to establish a learning community for teachers to enhance the individual goal-setting process?"

This major research question is addressed in questions 9 – 14 within the teachers' and administrators' surveys. Based upon the findings in this study, the following conclusions can be made about the importance of establishing a learning community for teachers to enhance the individual goal-setting process.

1. The majority of the teachers prefer to use workshops, active research teams, and peer coaching opportunities to reach their professional development goals.

2. The majority of teachers and administrators think that a teacher resource center is a strong viable tool to assist teachers in reaching their professional development goals.

3. The majority of the teachers in a comprehensive setting are not aware of the potential of the agency resource center in providing resources to meet their professional development goals. A further study may give more awareness of the perceptions by *CareerTech* teachers concerning the agency's resource center as a vehicle for teacher development.

4. Teachers are not enticed to a large degree by staff development points in selecting training options to reach their professional development goals.

5. Teachers are enticed by college credit only to a moderate degree in selecting training options to reach their professional development goals.

Major Research Question Three

"What are effective professional development learning designs and delivery methods that can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 15 – 20 within the teachers' and administrators' surveys. Based upon the results of this study, the following conclusions can be made concerning effective professional development learning designs and delivery methods that can enhance individual goal-setting processes for teachers.

1. State program administration realizes their role in providing training options and do an adequate job in meeting these demands.

2. Local administration realizes they play an important role but do not do an adequate job in fulfilling this role.

3. Other teachers can play a moderately important role, but are only given a limited opportunity to do so.

Major Research Question Four

"What are effective professional development follow-up and evaluation processes that can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 21-24 within the teachers' and administrators' surveys. Based upon the results of this study, the following conclusions can be made concerning effective professional development follow-up and evaluation processes that can enhance the individual goal-setting process for teachers.

1. Administrators are not aware that teachers need more demonstrations within the workshops that they attend.

2. Teachers are informally practicing, coaching and providing feedback to each other to help reach their goals faster, more efficiently, and to a higher degree.

3. Individualized Professional Development Plans do help teachers set and pursue their professional development goals.

Major Research Question Five

"Why is it important for teachers to change instructional strategies in the classroom?"

This major research question is addressed in questions 25-26 within the teachers' and administrators' surveys. Based upon the results of this study, the following conclusions can be made as to why it important for teachers to change instructional strategies in the classroom. It is assumed that the majority of teachers' professional development goals will affect instructional strategies in the classroom.

1. Both teachers and administrators understand that the attainment of professional development goals can affect student achievement.

2. Administrators do not give teachers the credit that they deserve for their concern about student achievement.

3. Teachers do anticipate the outcomes of their goals in relation to student achievement.

Recommendations

Based upon the previous findings and conclusions, the following recommendations are made for each major research question addressed in this study. The recommendations provided should be useful to administrators in facilitating the goal-setting process for their teachers at the local and state level.

Major Research Question One

"What are effective needs assessment and goal-setting processes that enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions A, B and 1-8 within the teachers' and administrators' surveys. The following recommendations will strengthen the needs assessment and goal-setting processes to enhance the individual goal-setting process for teachers.

1. Administrators should ensure that a formal opportunity is provided to the teachers during the goal-setting process to reflect upon their teaching practice. The amount of time needed might be a topic for a further study.

2. Administrators, local and state, should ensure that quality goal-setting activities are conducted for teachers. The following tools should be provided for use during formal reflection exercises; local school goals, occupational divisional goals, program evaluation, curriculum/duty task list, and a list of teacher competencies/standards.

3.   Local and state administrators should ensure that teachers are provided time to explore or be exposed to new teaching strategies and new technologies before writing their goal statements. An opportunity to be exposed to successful practices for benchmarking purposes would be beneficial.

4.   Local and state administrators need to establish an accountability system incorporating the need for teachers to change their goals as they learn and progress in their individual professional development process.

5.   Local and state administrators should provide teachers with the option, preferably online, to access their Individualized Professional Development Plan and to update it as needed.

6.   Local and state administrators should ensure that formal networking and collaboration opportunities are provided during various stages throughout the goal-setting process, especially when establishing goals and when gathering resources.

7.   Local and state administrators and professional development committees/entities might experiment with providing more networking and collaboration opportunities during the goal attainment phase and after attaining goals, possibly in the form of end-of-the-year celebrations. The results of these activities could provide a number of implications for further study.

Major Research Question Two

"Why is it important to establish a learning community for teachers to enhance the individual goal-setting process?"

This major research question is addressed in questions 9 – 14 within the teachers' and administrators' surveys. The findings in this study and the research referenced clearly substantiates the importance and need for a learning community to enhance the individual goal-setting process for teachers. The following recommendations are offered for establishing and enhancing a learning community for teachers.

1.   Administrators, local and state, need to establish new roles and support structures for teachers to help establish professional cultures and learning communities within schools and state occupational divisions. This culture and learning community should promote and generate ongoing development and continuous improvement. To determine the most effective types of new roles and support structures to be established within schools could be the subject of further research. Excerpts from "Improving America's Schools" (1996) clearly suggests that new roles and support structures for teachers must be developed to help establish professional cultures in schools to generate ongoing development and continuous improvement. Another expert, Dennis Sparks (1994), Executive Director of the Staff Development Council, further expands with a statistic that estimates that 85% of the barriers to improvement

resides in the organization's structure and processes, not in the performance of the individual.

2. Local and state administrators should become a facilitator of resources within these new learning communities. A component of their new role would consist of developing and locating workshop clearinghouses and making them accessible to their teachers to meet their individual professional development needs.

3. Local and state administrators should consider partnering with the local university in establishing a learning community and analyzing teachers' individual needs. A professional development menu could be provided to teachers with college credit options.

4. Administrators and professional development committees should recognize the importance of learning styles within the learning process and a learning community. A learning styles inventory should be provided to all teachers.

5. Training should be provided to the teachers on how to develop and write goal statements incorporating their own learning style.

6. Local and state administrators should ensure that all learning styles are addressed among the professional development menu provided to the teachers.

7. State Program Administrators need to facilitate more presentations and communications about the online features of the state agency resource center.

8.	The state agency resource center needs to become a stronger partner with the state program administrators in establishing a learning community for teachers. They can participate by analyzing teachers' needs and providing individual and customized resources for teachers.

Major Research Question Three

"What are effective professional development learning designs and delivery methods that can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 15 – 20 within the teachers' and administrators' surveys. The following recommendations are offered for developing more effective professional development learning designs and delivery methods to enhance the individual goal-setting process for teachers.

1.	The state agency should continue to develop and provide online resources and professional development clearinghouses and resources for administrators to share with their teachers.

2.	The state agency should continue to develop online instructional leader management tools to help in organizing, categorizing, and managing the teachers' individual needs in order to select targeted professional development opportunities.

3. Local and state administrators should ensure more networking and sharing opportunities so teachers can assist other teachers in reaching their professional development goals.

4. Administrators and professional development committees/entities on the local and state level should organize and promote systems for recognizing and promoting local campus experts and successful practices so teachers will know who to contact for needed knowledge and skills to meet their individual needs.

4. Administrators, local and state. should ensure that their teachers are provided more formal opportunities for practice, coaching, feedback and follow-up.

Major Research Question Four

"What are effective professional development follow-up and evaluation processes that can enhance the individual goal-setting process for teachers?"

This major research question is addressed in questions 21-24 within the teachers' and administrators' surveys. The following recommendations are offered to strengthen the professional development follow-up and evaluation processes and enhance the individual goal-setting process for teachers.

1. Local and state administrators need to make sure that more demonstration, guided practice, coaching. feedback, follow-up and networking are available to their teachers during the workshops and throughout the school year. This

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could be achieved by establishing more mentoring and coaching processes on the state and local level.

2. Local and state administrators need to establish systematic follow-up processes to determine the challenges encountered by teachers while implementing the instructional strategies promoted within the workshops provided.

3. Strategic planning time must be provided to establish support systems. tools, and resources for teachers and administrators to effectively administer and use Individualized Professional Development Plans on both the local and state level.

4. Further research should be conducted to determine more of the variables necessary to help teachers successfully complete their Individualized Professional Development Plans.

Major Research Question Five

"Why is it important for teachers to change instructional strategies in the classroom?"

This major research question is addressed in questions 25-26 within the teachers' and administrators' surveys. The following recommendations are offered to show the relationship between professional development goals related to instructional strategies in the classroom and student achievement.

1. Teachers should include the documentation of increased student learning and achievement for accountability purposes within the goal-setting process for the benefit of the students, teachers and administrators. This activity could also provide excellent testimony to justify the expansion of this process on both the local and state level.

2. Further studies should be done to determine the impact of Individual Professional Development Plans on student learning.

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APPENDIXES

APPENDIX A

SAMPLE PACKET OF INFORMATION SENT TO

ADMINISTRATORS

May 6. 2000

XXXXXXXXXXXXXX
Central Tech - Drumright
3 CT Circle
Drumright. OK 74030-9613

Dear XXXXX:

This year, your school initiated the use of individualized professional development plans for teachers. As part of my graduate program at Oklahoma State University. I am studying the impact individualized professional development plans have on improving instructional strategies in the classroom.

The purpose of this study is to determine the components for administering and using Individualized Professional Development Plans successfully. In doing so, the professional growth and development opportunities for teachers could increase and the instructional strategies being used in the classroom could be enhanced.

You have been identified as a school that successfully administered Individual Professional Development Plans. I would appreciate your assistance in identifying the components necessary for successfully administering Individualized Professional Development Plans from an administrative perspective. In addition, your assistance in identifying five teachers who have successfully completed an Individualized Professional Development Plans would be appreciated.
. A teacher nomination form is enclosed.

If you are willing to participate in this study, please complete and sign the attached Consent Form and return it to me along with the completed survey, which is also enclosed. The answers provided on this survey by all recipients will be protected in respect to confidentiality. Participation in this study is voluntary and there will be no negative consequences resulting to those who decide not to participate. Please feel free to skip any questions that you do not want to answer.

I will be happy to answer any questions you might have. You may contact me at (405) 743-5538.

Sincerely,

Karen Warner
1500 W. Seventh Avenue
Stillwater. OK 74074
Attachments: Consent Form
                      Teacher Nomination Form
                      Survey

Teacher Nominations

School _____

Administrator _____

1. Name of Teacher

    _____

2. Name of Teacher

    _____

3. Name of Teacher

    _____

4. Name of Teacher

    _____

5. Name of Teacher

    _____

CONSENT FORM

"I, _____, hereby authorize or direct, Karen Warner or associates or assistants of his or her choosing, to perform the following treatment or procedure."

The procedure will consist of a survey and/or interview to determine the effectiveness of individualized professional development plans in increasing professional growth for teachers and changing instructional strategies in the classroom. The duration of the participation is complete upon completion of the survey and/or interview. Confidentially of the records identifying the subject will be maintained. Benefits of the study consist of discovering the successful components for administering and using individualized professional development plans from both an administrative and teacher perspective. This is done as part of an investigation entitled:

THE IMPACT OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANS ON IMPROVING INSTRUCTIONAL STRATEGIES IN THE CLASSROOM

The purpose of the procedure is to determine the effectiveness of individualized professional development plans in increasing professional growth for teachers and changing instructional strategies in the classroom. "I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director."

I may contact Karen Warner at (405) 743-5538. I may also contact the IRB Executive Secretary, 203 Whitehurst, Oklahoma State University, Stillwater, OK 74078; telephone number: (405) 744-5700. I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____(a.m./p.m.)

Signed:

_____
Signature of Subject

Signed:

_____
Signature of Project Director or his/her authorized representative

NOTE TO RESEARCHER (S): There are circumstances under which (a) some or all of the elements in the above form may be altered or waived and/or (b) the requirement for the consent form to be signed may be waived. See 45 CFR 46. Sections 46.116 and 46.117, or contact the IRB Executive Secretary at (405) 744-5700.

PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL
Administrator Survey

Instructions: This questionnaire is provided for you to identify the impact of individualized professional development plans on enhancing instructional strategies in the classroom. Please read each item carefully and check, where appropriate, your responses in the blanks provided.

A.   Are your selections for professional development determined by.
      _____ Administrators
      _____ Teachers
      _____ Both Administrators and Teachers
      _____ Other _____

Needs Assessment

B.   Have your teachers been afforded an opportunity to develop an individualized professional development plan/master teacher plan?
      _____ Yes
      _____ No

If yes, please continue with questions 1 - 26.

1.   Who provided your teachers the opportunity to complete an individualized professional development plan?
      _____ Local School
      _____   ODVTE Educational Services/Occupational Division
      _____ Both Local and ODVTE Division
      _____ Other (please list)_____

2.   To what degree were your teachers provided a formal opportunity to analyze their own teaching skills before completing their individualized professional development plans?
      _____ To a high degree
      _____ To a moderate degree
      _____ To a limited degree
      _____ No analysis

3.   Did your teachers review/use any tools to assist them in setting their professional development goals? (✓Mark all that apply)
      _____ Local School Goals
      _____ Educational/Occupational Division Goals
      _____ Program Evaluation
      _____ Administrative Evaluation
      _____ Teacher Competency/Standards
      _____ Curriculum List/Duty Task List
      _____ Peer Coaching Observations
      _____ Other _____

4. To what degree was your teachers given time to explore or be exposed to new teaching strategies new technologies, and/or successful practices before writing their goal statements?

_____ To a high degree
_____ To a moderate degree
_____ To a limited degree
_____ No time to explore

5. In your opinion. how important is this step in writing goal statements?

_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

6. Did your teachers indicate a desire to change their goals as they gained more information?

_____ Yes
_____ No
_____ Somewhat
_____ Do Not Know

7. At what point during the professional development process were your teachers provided an opportunity to collaborate and share with other teachers? (✓Mark all that apply.)

_____ When establishing their goals
_____ When gathering their training resources
_____ After attaining their goals
_____ No collaboration opportunity provided

8. In your opinion, an opportunity for your teachers to share or collaborate would be beneficial at which steps of the goal planning process. (✓Mark all that apply.)

_____ When establishing your goals
_____ When gathering your training resources
_____ After attaining your goals
_____ No collaboration opportunity provided

Delivery Options

9. In your opinion, to what degree were your teachers able to acquire the resources and/or training to meet their professional development goals?

_____ To a high degree
_____ To a moderate degree
_____ To a limited degree
_____ Unable to get resources for training

   a. In the first column, please check the learning methods used by your teachers to reach their individualized professional development goals. (✓Mark all that apply).

   b. In the second column. please rank numerically according to the learning methods most used (with 1 being the most used method).

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a. ✓                    b. Rank
(   )              _____  Workshop
(   )              _____  Active Research
(   )              _____  Peer Coaching
(   )              _____  Support/Study Groups
(   )              _____  Business Internships
(   )              _____  CD ROM
(   )              _____  Video
(   )              _____  Online Courses
(   )              _____  College Classes
(   )              _____  Other _____
         _____  Not sure of deliveries used.
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10.   Do you have a Teacher Development Resource Center at your school/agency?
      _____ Yes   _____ No

11.   In your opinion, how important is a Teacher Development Resource Center in providing
      training options/resources for your teachers to reach their professional development
      goals?
      _____ Highly important
      _____ Moderately important
      _____ Somewhat important
      _____ Not important

12.   In your opinion, how important are staff development points in providing training options
      for your teachers to reach their professional development goals?
      _____ Highly important
      _____ Moderately important
      _____ Somewhat important
      _____ Not important

13.   In your opinion, how important is college credit in providing training options for your
      teachers to reach their professional development goals?
      _____ Highly important
      _____ Moderately important
      _____ Somewhat important
      _____ Not important

14.   In your opinion, how important are your teachers' learning styles in providing training
      options/resources to assist your teachers in reaching their professional development
      goals?
      _____ Highly important
      _____ Moderately important
      _____ Somewhat important
      _____ Not important

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15. In your opinion, how important is the state vocational program administration in providing training options to assist your teachers in reaching their professional development goals?
   _____ Highly important
   _____ Moderately important
   _____ Somewhat important
   _____ Not important

16. To what degree, did state vocational program administration provide training options/resources to assist your teachers in reaching their goals?
   _____ To a high degree
   _____ To a moderate degree
   _____ To a limited degree
   _____ Unable to get resources for training

17. In your opinion, how important are local administrators providing training options/resources to assist your teachers in reaching their goals?
   _____ Highly important
   _____ Moderately important
   _____ Somewhat important
   _____ Not important

18. To what degree, did the local administration provide resources to assist your teachers in reaching their professional development goals?
   _____ To a high degree
   _____ To a moderate degree
   _____ To a limited degree
   _____ Unable to get resources for training

19. In your opinion, how important are other teachers in providing training options/resources to assist your teachers in reaching their goals?
   _____ Highly important
   _____ Moderately important
   _____ Somewhat important
   _____ Not important

20. To what degree did other teachers provide resources to assist your teachers in reaching their professional development goals?
   _____ To a high degree
   _____ To a moderate degree
   _____ To a limited degree
   _____ Unable to get resources for training

Follow-Up and Coaching

21.   If attending a workshop was a primary delivery strategy to assist your teachers in attaining their professional development goals, to what degree were additional practice, coaching, and feedback available during the workshop or back in the classroom?

_____ To a high degree
_____ To a moderate degree
_____ To a low degree
_____ None

22.   In your opinion, which of the following activities would have helped your teachers reach their established goal(s) faster, more efficiently, and to a higher degree?
(✓Mark all that apply)

_____ More theory
_____ More demonstration
_____ More guided practice
_____ More coaching and feedback
_____ More follow-up and networking
_____ No changes needed
_____ Other _____

Impact and Evaluation

23.   Of the teachers who completed an individualized professional development plan, what percentage attained their goals?

_____ Up to 25 percent
_____ Up to 50 percent
_____ Up to 75 percent
_____ Up to 100 percent
_____ Do not know

24.   In your opinion, to what degree did Individualized Professional Development Plans help your teachers set and pursue their professional development goal(s)?

_____ To a high degree
_____ To a moderate degree
_____ To a low degree
_____ Not at all

25.   To what degree, during the goal-setting process, did your teachers anticipate the outcomes of their goals in relation to student achievement?

_____ To a high degree
_____ To a moderate degree
_____ To a low degree
_____ Not at all

    a.   In your opinion, how important was this step in attaining their goals?

            _____ Highly important
            _____ Moderately important
            _____ Somewhat important
            _____ Not important

26. In your opinion, for those teachers who attained their goals, to what degree did the attainment of their professional development goals affect their students' achievement?

   ____   To a high degree
   ____   To a moderate degree
   ____   To a limited degree
   ____   Unknown

Please share any additional successes, concerns, or issues about the individualized professional development plans and/or planning process not addressed in this survey. Thank you.

Part II: General Information

Instructions: Read each item carefully and write, or check where appropriate, your responses in the blanks provided.

1.   What is your present position?
        ____   Administrator
        ____   Other (Please specify) _____

2.   Indicate the number of years that you have served as an administrator.

____ Does not apply	____	9-10 years	
____ None	____	11-12 years	
____ Less than 1 year	____	13-14 years	
____ 1-2 years	____	15-16 years	
____ 3-4 years	____	16-18 years	
____ 5-6 years	____	19-20 years	
____ 7-8 years	____	More than 20 years	

3.   Indicate your total years of teaching experience.

____ None	____	5-6 years
____ Less than 1 year	____	7-8 years
____ 1-2 years	____	9-10 years
____ 3-4 years	____	More than 10

4.   Indicate number of years teaching vocational education.

____ None	____	5-6 years
____ Less than 1 year	____	7-8 years
____ 1-2 years	____	9-10 years
____ 3-4 years	____	More than 10

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE PLACE IT IN THE ENVELOPE PROVIDED AND MAIL TO:

Karen Warner
Oklahoma Department of Vocational and Technical Education
1500 West Seventh Avenue
Stillwater, OK 74074-4364

APPENDIX B

SAMPLE PACKET OF INFORMATION SENT

TO TEACHERS

August 23, 2000

XXXXXXXXXXXXXXXXX
Tri-County Technology Center
6101 S. E. Nowata Road
Bartlesville, OK   74006-6029

Dear XXXXX:

Last year, your school initiated the use of Individualized Professional Development Plans for
teachers. As part of my graduate program at Oklahoma State University, I am studying the
impact Individualized Professional Development Plans has on improving instructional strategies
in the classroom.

The purpose of this study is to determine the components for administering and using
Individualized Professional Development Plans successfully. In doing so, the professional
growth and development opportunities for teachers could increase and the instructional strategies
being used in the classroom could be enhanced.

You have been identified by Dr. XXXXXXXX as a teacher who successfully set and attained
your professional goals as identified on your Individual Professional Development Plan. I would
appreciate your assistance in identifying the components necessary for successfully administering
Individualized Professional Development Plans from a teacher perspective.

If you are willing to participate in this study, please complete and sign the attached Consent Form
and return it to me along with the completed survey, which is also enclosed. The answers
provided on this survey by all recipients will be protected in respect to confidentiality.
Participation in this study is voluntary and there will be no negative consequences resulting to
those who decide not to participate. Please feel free to skip any questions that you do not want to
answer.

I will be happy to answer any questions you might have. You may contact me at (405) 743-5538.

Sincerely,

Karen Warner
1500 W. Seventh Avenue
Stillwater, OK 74074

Attachments: Consent Form
                Survey

CONSENT FORM

"I. _____, hereby authorize or direct. Karen Warner or associates or assistants of his or her choosing, to perform the following treatment or procedure."

The procedure will consist of a survey and/or interview to determine the effectiveness of individualized professional development plans in increasing professional growth for teachers and changing instructional strategies in the classroom. The duration of the participation is complete upon completion of the survey and/or interview. Confidentially of the records identifying the subject will be maintained. Benefits of the study consist of discovering the successful components for administering and using individualized professional development plans from both an administrative and teacher perspective. This is done as part of an investigation entitled:

THE IMPACT OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANS ON IMPROVING INSTRUCTIONAL STRATEGIES IN THE CLASSROOM

The purpose of the procedure is to determine the effectiveness of individualized professional development plans in increasing professional growth for teachers and changing instructional strategies in the classroom. "I understand that participation is voluntary, that there is no penalty for refusal to participate, and that I am free to withdraw my consent and participation in this project at any time without penalty after notifying the project director."

II may contact Karen Warner at (405) 743-5538. I may also contact the IRB Executive Secretary. 203 Whitehurst, Oklahoma State University. Stillwater. OK 74078: telephone number: (405) 744-5700.
I have read and fully understand the consent form. I sign it freely and voluntarily. A copy has been given to me.

Date: _____ Time: _____(a.m./p.m.)

Signed:

_____
Signature of Subject

Signed:

_____
Signature of Project Director or his/her authorized representative

NOTE TO RESEARCHER(S): There are circumstances under which (a) some or all of the elements in the above form may be altered or waived and/or (b) the requirement for the consent form to be signed may be waived. See 45 CFR 46, Sections 46.116 and 46.117, or contact the IRB Executive Secretary at (405) 744-5700.

PROFESSIONAL DEVELOPMENT ASSESSMENT TOOL
Teacher Survey

Instructions: This questionnaire is provided for you to identify the impact of individualized professional development plans on enhancing instructional strategies in the classroom. Please read each item carefully and check your responses in the blanks provided.

A.   The selections for professional development opportunities for your school are determined by
   _____ Administrators
   _____ Teachers
   _____ Both Administrators and Teachers
   _____ Other _____

Needs Assessment

B.   Have you been provided an opportunity to develop an individualized professional development plan/master teacher plan?
   _____ Yes
   _____ No

If yes, please continue with questions 1 - 26.

1.   Who provided you the opportunity to complete an individualized professional development plan?
   _____ Local School
   _____ ODVTE Educational Services/Occupational Division
   _____ Both Local School and ODVTE Division
   _____ Other (please list)_____

2.   To what degree, were you provided a formal opportunity to analyze your own teaching skills before completing your individualized professional development plan?
   _____ To a high degree
   _____ To a moderate degree
   _____ To a limited degree
   _____ No analysis

3.   Did you review/use any of the following documents to assist you in setting your professional development goals? (✓Mark all that apply.)
   _____ Local School Goals
   _____ Educational/Occupational Division Goals
   _____ Program Evaluation
   _____ Administrative Evaluation
   _____ Teacher Competency/Standards
   _____ Curriculum List/Duty Task List
   _____ Peer Coaching Observations
   _____ Other _____

4. To what degree were you given times to explore or be exposed to new teaching strategies, new technologies and successful practices before writing your goal statement?

_____ To a high degree

_____ To a moderate degree

_____ To a limited degree

_____ No exploration or exposure

5. In your opinion, how important is this step in writing your goal statements?

_____ Highly important

_____ Moderately important

_____ Somewhat important

_____ Not important

6. Did you find a need to want to change your goals as you gained more information?

_____ Yes

_____ No

_____ Somewhat

7. At what point during the planning process were you provided an opportunity to collaborate and share with other teachers? (✓Mark all that apply.)

_____ When establishing your goals

_____ When gathering your training resources

_____ After attaining your goals

_____ No collaboration opportunity provided

8. In your opinion, an opportunity to share or collaborate would be beneficial at which steps of the goal planning process.

(✓Mark all that apply)

_____ When establishing your goals

_____ When gathering your training resources

_____ After attaining your goals

_____ No collaboration opportunity provided

      a. If beneficial, do you prefer collaboration with:

          _____ your educational/occupational division

          _____ your local school

          _____ both your school and division

Delivery Options

9. In your opinion, to what degree were you able to acquire the training resources to meet your professional development goals?

_____ To a high degree

_____ To a moderate degree

_____ To a limited degree

_____ Unable to get resources for training

      a. In the first column, please check the training option(s) used to reach your individualized professional development goals. (✓Mark all that apply.)

b.   In the second column, please rank numerically according to the methods   most
used (with 1 being the most used method).

a. ✓   b. Rank
(   )   _____ Workshop/Breakout
(   )   _____ Active Research
(   )   _____ Peer Coaching
(   )   _____ Support/ Study Groups
(   )   _____ Business Internships
(   )   _____ CD ROM
(   )   _____ Video
(   )   _____ Online Courses
(   )   _____ College Classes
(   )   _____ Other _____ _____

10.   Do you have a Teacher Development Resource Center at your school?
_____ Yes   _____ No

11.   In your opinion. how important is a Teacher Development Resource Center in providing
training options/resources for reaching your professional development goals?
_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

12.   In your opinion. how important are staff development points in selecting your training
options for reaching your professional development goals?
_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

13.   In your opinion. how important is college credit in selecting your training options for
reaching your professional development goals?
_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

14.   In your opinion. how important is your learning style in selecting your training options
for reaching your professional development goals?
_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

15. In your opinion, how important a role does your state vocational program administration play in providing training options to assist you in reaching your professional development goals?

_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

16. To what degree did your state vocational program administration provide training options to assist you in reaching your professional development goals?

_____ To a high degree
_____ To a moderate degree
_____ To a limited degree
_____ Unable to get resources for training

17. In your opinion, how important a role does your local administration play in providing training options/resources to assist you in reaching your professional development goals?

_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

18. To what degree did your local administration provide training options to assist you in reaching your goals?

_____ To a high degree
_____ To a moderate degree
_____ To a limited degree
_____ Unable to get resources for training

19. In your opinion, how important a role does other teachers play in providing training options/resources to assist you in reaching your professional development goals?

_____ Highly important
_____ Moderately important
_____ Somewhat important
_____ Not important

20. To what degree did other teachers help you identify training options to assist you in reaching your goals?

_____ To a high degree
_____ To a moderate degree
_____ To a limited degree
_____ Unable to get resources for training

Follow-Up and Coaching

21. If attending a workshop helped attain your professional development goals, to what degree was an opportunity for practice, coaching, and feedback available during the workshop or back in the classroom?
   - _____ To a high degree
   - _____ To a moderate degree
   - _____ To a low degree
   - _____ None
   - _____ Did not attend a workshop

22. In your opinion, which of the following activities would have helped you reach your established goal(s) faster, more efficiently, and to a higher degree?
   (✓Mark all that apply.)
   - _____ More theory
   - _____ More demonstration
   - _____ More guided practice
   - _____ More coaching and feedback
   - _____ More follow-up and networking
   - _____ No changes needed
   - _____ Other _____

Impact and Evaluation

23. Did you reach your professional development goals?
   - _____ Yes
   - _____ No
   - _____ Partially

24. In your opinion, to what degree did Individualized Professional Development Plans help you set and pursue your professional development goal(s)?
   - _____ To a high degree
   - _____ To a moderate degree
   - _____ To a low degree
   - _____ Not at all

25. To what degree, during the goal-setting process, did you anticipate the outcomes of your goals in relation to student achievement?
   - _____ To a high degree
   - _____ To a moderate degree
   - _____ To a low degree
   - _____ Not at all

   a. If so, how important is this step in realizing your goals?
      - _____ Highly important
      - _____ Moderately important
      - _____ Somewhat important
      - _____ Not important

26.   In your opinion, to what degree, did the attainment of your professional development
        goals affect your students' achievement?
        _____ To a high degree
        _____ To a moderate degree
        _____ To a limited degree
        _____ Unknown

Please share any additional successes, concerns or issues about the individualized professional development
plans and/or planning process not addressed in this survey. Thank you.

PART II: GENERAL INFORMATION

Instructions: Read each item carefully and write. or check where appropriate. your responses in the blanks provided.

1. What is your present position?
   - _____ Secondary Classroom Teacher
   - _____ Department Head
   - _____ Other (Please specify) _____

2. Indicate the number of years of work experience you have completed that are directly related to the courses you are currently teaching.
   - _____ Does not apply
   - _____ None
   - _____ Less than 1 year
   - _____ 1-2 years
   - _____ 3-4 years
   - _____ 5-6 years
   - _____ 7-8 years
   - _____ 9-10 years
   - _____ 11-12 years
   - _____ 13-14 years
   - _____ 15-16 years
   - _____ 16-18 years
   - _____ 19-20 years
   - _____ More than 20 years

3. How many professional teacher education courses have you completed for which you received college or university credit? (Examples: Methods of Teaching, Philosophy of Vocational Education, Curriculum Construction.) Do not include technical courses.
   - _____ None
   - _____ 1-3 courses
   - _____ 4-6 courses
   - _____ 7-9 courses
   - _____ 10-15 courses
   - _____ 16-20 courses
   - _____ 21-25 courses
   - _____ More than 25 courses

4. Indicate highest degree or diploma earned.
   - _____ None
   - _____ High School/G.E.D.
   - _____ Technical Diploma
   - _____ Associate Degree
   - _____ Bachelor's Degree
   - _____ Master's Degree
   - _____ Doctoral Degree

5. Indicate your total years of teaching experience.
   - _____ None
   - _____ Less than 1 year
   - _____ 1-2 years
   - _____ 3-4 years
   - _____ 5-6 years
   - _____ 7-8 years
   - _____ 9-10 years
   - _____ More than 10

6. Indicate number of years teaching vocational education.
   - _____ None
   - _____ Less than 1 year
   - _____ 1-2 years
   - _____ 3-4 years
   - _____ 5-6 years
   - _____ 7-8 years
   - _____ 9-10 years
   - _____ More than 10.

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7. What division are you affiliated with?

     ____ Agricultural Education
     ____ Business Education
     ____ Family and Consumer Sciences Education
     ____ Health Occupations
     ____ Marketing Education
     ____ Technology Education
     ____ Trade and Industrial Education

THANK YOU FOR COMPLETING THIS INVENTORY. PLEASE PLACE IT IN THE ENVELOPE PROVIDED AND MAIL TO:

Karen Warner
Oklahoma Department of Career and Technology Education
1500 West Seventh Avenue
Stillwater. OK 74074-4364

APPENDIX C

SUMMARY OF QUESTIONNAIRES

DATA TABLES

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Question	Tri-County	Mid-Del	ME	TE	Total
A. TE - Are the selections for professional development opportunities for your school determined by:	__Adm __Tea _3_ Both	__Adm 3_Tea _1_ Both	__Adm __Tea _3_ Both	_1_ Adm __Tea _3_ Both	__7%Adm 21%Tea 72%Both
A. AD - Are the selections for professional development opportunities for your school determined by:	__Adm __Tea _1_ Both	__Adm __Tea _1_ Both	__Adm 1_Tea __Both	__Adm 1_Tea __Both	___ Adm 50%Tea 50% Both
B. TE - Have you been provided an opportunity to develop an individualized professional development plan/master teacher plan?	3_Yes __ No	4_Yes . No	3_Yes No	4_Yes .. No	100%Yes _____ No
B. AD - Have your teachers been afforded an opportunity to develop an individualized professional development plan/master teacher plan?	1_Yes __ No	1_Yes __ No	1_Yes __ No	1_Yes __ No	100%Yes No
1. TE - Who provided you the opportunity to complete an individualized professional development plan?	_1_ Local School ___ODVTE Edu Services/Occup Div _2_ Both ___ Other (please list)	_2_ Local School ___ODVTE Edu Services/Occup Div _2_ Both ___ Other (please list)	___ Local School 2_ODVTE Edu Services/Occup Div _2_ Both ___ Other (please list)	___ Local School _2_ODVTE Edu Services/Occup Div _2_ Both ___ Other (please list)	21% Local School 29%ODVTE Edu Services/Occup Div 50% Both Other (please list)
1. AD -Who provided your teachers the opportunity to complete an individualized professional development plan?	___ Local School ___ODVTE Edu Services/Occup Div _1_ Both ___ Other (please list)	___ Local School ___ ODVTE Edu Services/Occup Div _1_ Both ___ Other (please list)	___ Local School _1_ODVTE Edu Services/Occup Div __ Both Other (please list)	___ Local School _1_ODVTE Edu Services/Occup Div __ Both ___ Other (please list)	___ Local School 50%ODVTE Edu Services/Occup Div 50%Both ... Other (please list)

Question	Tri-County	Mid-Del	ME	TE	Total
2. TE - To what degree, were you provided a formal opportunity to analyze your own teaching skills before completing your individualized professional development plan?	___ To a high degree _1_ To a mod degree _1_ To a limited degree _1_ No Analysis	_3_ To a high degree ___ To a mod degree ___ To a limited degree ___ No Analysis	___ To a high degree _1_ To a mod degree _2_ To a limited degree ___ No Analysis	___ To a high degree _3_ To a mod degree _1_ To a limited degree ___ No Analysis	35% To a high degree 29% To a mod degree 29% To a limited degree 7% No Analysis
2. AD - To what degree were your teachers provided a formal opportunity to analyze their own teaching skills before completing their individualized professional development plans?	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No Analysis	_1_ To a high degree ___ To a mod degree ___ To a limited degree ___ No Analysis	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No Analysis	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No Analysis	25% To a high degree 50% To a mod degree 25% To a limited degree ___ No Analysis

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Question	Tri-County	Mid-Del	ME	TE	Total
3. TE - Did you review/use any of the following documents to assist you in setting your professional development goals? (✓Mark all that apply.)	_3_ Local School Goals _3_ Edu/Occup Div Goals _2_ Prog Eval _2_ Adm Eval _2_ Teacher Comp/Stan _1_ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	_2_ Local School Goals _3_ Edu/Occup Div Goals _3_ Prog Eval _1_ Adm Eval _1_ Teacher Comp/Stan _4_ Cur List/Duty Task List _2_ Peer Coach Obs _1_ Other	_2_ Local School Goals _1_ Edu/Occup Div Goals ___ Prog Eval ___ Adm Eval _1_ Teacher Comp/Stan _1_ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	_3_ Local School Goals _4_ Edu/Occup Div Goals _3_ Prog Eval _2_ Adm Eval _2_ Teacher Comp/Stan _1_ Cur List/Duty Task List _1_ Peer Coach Obs ___ Other	10 Local School Goals 11 Edu/Occup Div Goals _8_ Prog Eval _5_ Adm Eval _6_ Teacher Comp/Stan _7_ Cur List/Duty Task List _3_ Peer Coach Obs _1_ Other
3. AD- Did your teachers review/use any tools to assist them in setting their professional development goals? (✓Mark all that apply)	_1_ Local School Goals ___ Edu/Occup Div Goals ___ Prog Eval _1_ Adm Eval ___ Teacher Comp/Stan _1_ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	___ Local School Goals _1_ Edu/Occup Div Goals ___ Prog Eval ___ Adm Eval _1_ Teacher Comp/Stan _1_ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	___ Local School Goals ___ Edu/Occup Div Goals ___ Prog Eval ___ Adm Eval _1_ Teacher Comp/Stan ___ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	___ Local School Goals ___ Edu/Occup Div Goals _1_ Prog Eval ___ Adm Eval _1_ Teacher Comp/Stan ___ Cur List/Duty Task List ___ Peer Coach Obs ___ Other	_1_ Local School Goals _1_ Edu/Occup Div Goals _1_ Prog Eval _1_ Adm Eval _3_ Teacher Comp/Stan _2_ Cur List/Duty Task List ___ Peer Coach Obs ___ Other

Question	Tri-County	Mid-Del	ME	TE	Total
4. TE To what degree were you given time to explore or be exposed to new teaching strategies, new technologies and successful practices before writing your goal statement?	___ To a high degree ___ To a mod degree _2_ To a limited degree _1_ No Exploration or Exposure	_..._ To a high degree _3_ To a mod degree _1_ To a limited degree ___ No Exploration or Exposure	___ To a high degree _1_ To a mod degree _2_ To a limited degree ___ No Exploration or Exposure	_1_ To a high degree _1_ To a mod degree _2_ To a limited degree ___ No Exploration or Exposure	_7%_ To a high degree _36%_ To a mod degree _50%_ To a limited degree _7%_ No Exploration or Exposure
4. AD - To what degree were your teachers given time to explore or be exposed to new teaching strategies new technologies, and/or successful practices before writing their goal statements?	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No Time to Explore	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No Time to Explore	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No Time to Explore	___ To a high degree _1_ To a mod degree ___ To a limited degree __ _ No Time to Explore	___ To a high degree _50%_ To a mod degree _50%_ To a limited degree _ _ No Time to Explore
5. TE - In your opinion, how important is this step in writing your goal statements?	_1_ Highly important _2_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important _2_ Moderately important _1_ Somewhat important _ _ Not important	_1_ Highly important ___ Moderately important _ _ Somewhat important ___ Not important	_2_ Highly important _1_ Moderately important _ _ Somewhat important _ _ Not important _7%_ No Answer	_36%_ Highly important _43%_ Moderately important _14%_ Somewhat important ___ Not important _7%_ No Answer

Question	Tri-County	Mid-Del	ME	TE	Total
5. AD - In your opinion, how important is this step in writing goal statements?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_4_ Highly important ___ Moderately important ___ Somewhat important ___ Not important
6. TE - Did you find a need to want to change your goal as you gained more information?	_2_ Yes ___ No _1_ Somewhat	_2_ Yes _1_ No _1_ Somewhat	_2_ Yes _1_ No ___ Somewhat	_3_ Yes _1_ No ___ Somewhat	64% Yes 22% No 14% Somewhat
6. AD - Did your teachers indicate a desire to change their goals as they gained more information?	___ Yes ___ No _1_ Somewhat ___ Do Not Know	_1_ Yes ___ No ___ Somewhat ___ Do Not Know	___ Yes ___ No _1_ Somewhat ___ Do Not Know	___ Yes ___ No _1_ Somewhat ___ Do Not Know	25% Yes ___ No 75% Somewhat ___ Do Not Know
7. TE - At what point during the planning process were you provided an opportunity to collaborate and share with other teachers? (✓Mark all that apply.)	_2_ When establishing your goals _2_ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	_3_ When establishing your goals _2_ When gathering your training resources _1_ After attaining your goals _1_ No collaboration opportunity	_2_ When establishing your goals ___ When gathering your training resources ___ After attaining your goals _1_ No collaboration opportunity	_4_ When establishing your goals _2_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_11_ When establishing your goals _6_ When gathering your training resources _2_ After attaining your goals _2_ No collaboration opportunity

Question	Tri-County	Mid-Del	ME	TE	Total
7. AD - At what point during the professional development process were your teachers provided an opportunity to collaborate and share with other teachers? (✓Mark all that apply.)	___ When establishing your goals _1_ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	_1_ When establishing your goals ___ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	___ When establishing your goals ___ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_1_ When establishing your goals ___ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	_2_ When establishing your goals _1_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity
8. TE - In your opinion, an opportunity to share or collaborate would be beneficial at which steps of the goal planning process. (✓Mark all that apply)	_2_ When establishing your goals _3_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_3_ When establishing your goals _3_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_2_ When establishing your goals _3_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_4_ When establishing your goals _1_ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	_11_ When establishing your goals _10_ When gathering your training resources _3_ After attaining your goals ___ No collaboration opportunity

Question	Tri-County	Mid-Del	ME	TE	Total
8a. If beneficial, do you prefer collaboration with:	___ Your edu/occ div ___ Your local school _2_ Both your local school and div _1_ No Answer	_2_ Your edu/occ div _1_ Your local school _1_ Both your local school and div	_2_ Your edu/occ div ___ Your local school _1_ Both your local school and div	_3_ Your edu/occ div ___ Your local school ___ Both your local school and div _1_ No Answer	50% Your edu/occ div _7%_ Your local school 29% Both your local school and div 14% No Answer
8. AD - In your opinion, an opportunity for your teachers to share or collaborate would be beneficial at which steps of the goal planning process. (✓Mark all that apply.)	___ When establishing your goals _1_ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	_1_ When establishing your goals ___ When gathering your training resources ___ After attaining your goals ___ No collaboration opportunity	___ When establishing your goals ___ When gathering your training resources _1_ After attaining your goals ___ No collaboration opportunity	___ When establishing your goals _1_ When gathering your training resources _1_ After attaining your goals _1_ No collaboration opportunity	_1_ When establishing your goals _2_ When gathering your training resources _3_ After attaining your goals _1_ No collaboration opportunity
9. TE - In your opinion, to what degree were you able to acquire the training resources to meet your professional development goals?	_1_ To a high degree _2_ To a mod degree ___ To a limited degree ___ Unable to get resources for training	_2_ To a high degree _1_ To a mod degree _1_ To a limited degree ___ Unable to get resources for training	_1_ To a high degree _1_ To a mod degree _1_ To a limited degree ___ Unable to get resources for training	_1_ To a high degree _2_ To a mod degree _1_ To a limited degree ___ Unable to get resources for training	36% To a high degree 43% To a mod degree 21% To a limited degree ___ Unable to get resources for training

Question	Tri-County	Mid-Del	ME	TE	Total
9a. TE - In the first column, please check the training option(s) used to reach your individualized professional development goals. (✓Mark all that apply.) In the second column, please rank numerically according to the learning methods most used (with 1 being the most used method). Scale: 1= 5 pts. 2= 4 pts. 3=3 pts. 4=2pts. 5=1pts.	( ) 1,2,1 Wkshp ( ) 3,1,3 Active Research ( ) 4,2 Peer Coaching ( ) __Support/ Study Groups ( ) _5_ Bus Internships ( ) _ CD ROM ( ) __ Video ( ) __ Online Courses ( ) 2,3 College Classes ( ) __ Other _____ ot sure of deliveries used.	( ) 2,1 Wkshp ( ) 1,6,2 Active Research ( ) 3,3,5,4Peer Coaching ( ) _5_Support/ Study Groups ( ) __ Bus Internships ( ) 7,4_ CD ROM ( ) 6,3 Video ( ) 3,5 Online Courses ( ) 1,1 College Classes ( ) 2,4,2 Other Online Data, Seminars, Practice (_) Not sure of deliveries used.	( ) 2,1,1 Wkshp ( ) _3 Active Research ( ) 1,2,2Peer Coaching ( ) __Support/ Study Groups ( ) _4_ Bus Internships ( ) __ CD ROM ( ) __ Video ( ) _ . Online Courses ( ) __ College Classes ( ) _3_ Other Tech Center Classes (_) Not sure of deliveries used.	( ) 1,2,2,2 Wkshp ( ) 1,1 Active Research ( )3,1Peer Coaching ( ) _4_Support/ Study Groups ( ) __ Bus Internships ( ) _2_ CD ROM ( ) _3_ Video ( ) __ Online Courses ( ) __ College Classes ( ) __ Other _____ (_) Not sure of deliveries used.	( ) 54_ Wkshp ( ) 33_ Active Research ( ) 38_Peer Coaching ( ) _3_Support/ Study Groups ( ) _3_ Bus Internships ( ) _6_ CD ROM ( ) _6_ Video ( ) _4_ Online Courses ( ) 17_ College Classes ( ) _13 Other _____ (_) Not sure of deliveries used.
9. AD - In your opinion, to what degree were your teachers able to acquire the resources and/or training to meet their professional development goals?	_1_ To a high degree __ To a mod degree __ To a limited degree __ Unable to get resources for	__ To a high degree _1_ To a mod degree __ To a limited degree __ Unable to get resources for	__ To a high degree _ To a mod degree _1_ To a limited degree __ Unable to get resources for	__ To a high degree _1 To a mod degree __ To a limited degree __ Unable to get resources for	25% To a high degree 75% To a mod degree __ To a limited degree __ Unable to get resources for

Question	Tri-County	Mid-Del	ME	TE	Total
9a. AD - In the first column, please check the training option(s) used to reach your individualized professional development goals. (✓Mark all that apply.) In the second column, please rank numerically according to the learning methods most used (with 1 being the most used method). Scale: 1= 5 pts. 2= 4 pts. 3=3 pts. 4=2pts. 5=1pts.	( ) _1_ Wkshp ( ) __Active Research ( ) __Peer Coaching ( ) __Support/ Study Groups ( ) __ Bus Internships ( ) __ CD ROM ( ) __ Video ( ) __ Online Courses ( ) _2_ College Classes ( ) _3_ Other Visits to Other Programs __ (__) Not sure of deliveries used.	( ) _1_ Wkshp ( ) _2_ Active Research ( ) _3_ Peer Coaching ( ) __ Support/ Study Groups ( ) __ Bus Internships ( ) __ CD ROM ( ) _4_ Video ( ) __ Online Courses ( ) __ College Classes ( ) __Other (__) Not sure of deliveries used.	( ) _1_Wkshp ( ) _3_ Active Research ( ) __Peer Coaching ( ) _2_ Support/ Study Groups ( ) __ Bus Internships ( ) _4_ CD ROM ( ) _5_ Video ( ) __ Online Courses ( ) __ College Classes ( ) _6_ Other Tech Center Classes __ (__) Not sure of deliveries used.	( ) _1_ Wkshp ( ) __ Active Research ( ) _2_ Peer Coaching ( ) _4_ Support/ Study Groups ( ) __ Bus Internships ( ) _5_ CD ROM ( ) __ Video ( ) _4_ Online Courses ( ) _3_ College Classes ( ) __ Other (__) Not sure of deliveries used.	( ) _20_ Wkshp ( ) _7_ Active Research ( ) _7_ Peer Coaching ( ) _6_ Support/ Study Groups ( ) __ Bus Internships ( ) _3_ CD ROM ( ) _3_ Video ( ) _2_ Online Courses ( ) _7_ College Classes ( ) _3_ Other (__) Not sure of deliveries used.

Question	Tri-County	Mid-Del	ME	TE	Total
10. TE - Do you have a Teacher Development Resource Center at your school?	_2_ Yes ._ __ No	_4_ Yes ___ No	___ Yes _3_ No	_1_ Yes _3_ No	50% Yes 50% No
10.AD - Do you have a Teacher Development Resource Center at your school?	_1_ Yes ___ No	_1_ Yes ___ No	_1_ Yes ._ __ No	_1_ Yes ___ No	100% Yes ___ No
11. TE - In your opinion, how important is a Teacher Development Resource Center in providing training options/resources for reaching your professional development goals?	_1_ Highly important _2_ Moderately important ___ Somewhat important ___ Not important	_2_ Highly important _1_ Moderately important ___ Somewhat important _1_ Not important	___ Highly important _1_ Moderately important _2_ Somewhat important ___ Not important	___ Highly important _2_ Moderately important _2_ Somewhat important ___ Not important	21% Highly important 43% Moderately important 29% Somewhat important _7%_ Not important
11. AD - In your opinion, how important is a Teacher Development Resource Center in providing training options/resources for your teachers to reach their professional development goals?	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	___ Highly important ___ Moderately important _1_ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	50% Highly important 25% Moderately important 25% Somewhat important ___ Not important

Question	Tri-County	Mid-Del	ME	TE	Total
12. TE - In your opinion, how important are staff development points in selecting your training options for reaching your professional development goals?	___ Highly important ___ Moderately important _3_ Somewhat important ___ Not important	___ Highly important ___ Moderately important _2_ Somewhat important _2_ Not important	_1_ Highly important _1_ Moderately important ___ Somewhat important _1_ Not important	___ Highly important _2_ Moderately important _2_ Somewhat important ___ Not important	_7%_ Highly important 21% Moderately important 50% Somewhat important 21% Not important
12. AD - In your opinion, how important are staff development points in providing training options for your teachers to reach their professional development goals?	___ Highly important ___ Moderately important ___ Somewhat important _1_ Not important	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	50% Highly important 25% Moderately important ___Somewhat important 25% Not important
13. TE - In your opinion, how important is college credit in selecting your training options for reaching your professional development goals?	___ Highly important _1_ Moderately important ___ Somewhat important _2_ Not important	_1_ Highly important _1_ Moderately important _1_ Somewhat important _1_ Not important	___ Highly important _1_ Moderately important _1_ Somewhat important _1_ Not important	___ Highly important _2_ Moderately important _2_ Somewhat important ___ Not important	_7%_ Highly important 36% Moderately important 29%Somewhat important 29% Not important

Question	Tri-County	Mid-Del	ME	TE	Total
13. AD - In your opinion, how important is college credit in providing training options for your teachers to reach their professional development goals?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	___ Highly important ___ Moderately important ___ Somewhat important _1_ Not important	50% Highly important 25% Moderately important ___ Somewhat important 25% Not important
14. TE - In your opinion, how important is your learning style in selecting your training options for reaching your professional development goals?	___ Highly important _3_ Moderately important ___ Somewhat important ___ Not important	_2_ Highly important _1_ Moderately important _1_ Somewhat important ___ Not important	_2_ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important _3_ Moderately important ___ Somewhat important ___ Not important	36% Highly important 57% Moderately important 7% Somewhat important ___ Not important
14. AD - In your opinion, how important are your teachers' learning styles in providing training options/resources to assist your teachers in reaching their professional development goals?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	100% Highly important ___ Moderately important ___ Somewhat important ___ Not important

Question	Tri-County	Mid-Del	ME	TE	Total
15. TE - In your opinion, how important a role does your state vocational program administration play in providing training options to assist you in reaching your professional development goals?	__ Highly important _2_ Moderately important _1_ Somewhat important ___ Not important	_1_ Highly important _3_ Moderately important ___ Somewhat important ___ Not important	_2_ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_3_ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	43% Highly important 50% Moderately important 7% Somewhat important ___ Not important
15. AD - In your opinion, how important is the state vocational program administration in providing training options to assist your teachers in reaching their professional development goals?	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	75% Highly important 25% Moderately important ___ Somewhat important ___ Not important
16. TE - To what degree did your state vocational/careertech program administration provide training options to assist you in reaching your professional development goals?	___ To a high degree _2_ To a mod degree _1_ To a limited degree ___ Unable to get resources for	_1_ To a high degree _3_ To a mod degree ___ To a limited degree ___ Unable to get resources for	_1_ To a high degree _1_ To a mod degree _1_ To a limited degree ___ Unable to get resources for	_4_ To a high degree ___ To a mod degree ___ To a limited degree ___ Unable to get resources for	43% To a high degree 43% To a mod degree 14% To a limited degree ___ Unable to get resources for
16. AD - To what degree, did state vocational program administration provide training options/resources to assist your teachers in reaching their goals?	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ Unable to get resources for	_1_ To a high degree ___ To a mod degree ___ To a limited degree ___ Unable to get resources for	_1_ To a high degree ___ To a mod degree ___ To a limited degree ___ Unable to get resources for	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ Unable to get resources for	50% To a high degree 50% To a mod degree ___ To a limited degree ___ Unable to get resources for

Question	Tri-County	Mid-Del	ME	TE	Total
17. TE - In your opinion, how important a role does your local administration play in providing training options/resources to assist you in reaching your professional development goals?	___ Highly important _3_ Moderately important ___ Somewhat important ___ Not important	_3_ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important _1_ Moderately important _1_ Somewhat important ___ Not important	_1_ Highly important _1_ Moderately important _2_ Somewhat important ___ Not important	36% Highly important 43% Moderately important 21% Somewhat important ___ Not important
17. AD - In your opinion, how important are local administrators providing training options/resources to assist your teachers in reaching their goals?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	75% Highly important 25% Moderately important ___ Somewhat important ___ Not important
18. TE - To what degree did your local administration provide training options to assist you in reaching your goals?	___ To a high degree _2_ To a mod degree _1_ To a limited degree ___ Unable to get resources for training	_2_ To a high degree _1_ To a mod degree _1_ To a limited degree ___ Unable to get resources for training	___ To a high degree _1_ To a mod degree _2_ To a limited degree ___ Unable to get resources for training	___ To a high degree _1_ To a mod degree _3_ To a limited degree ___ Unable to get resources for training	14% To a high degree 36% To a mod degree 50% To a limited degree ___ Unable to get resources for training

18. AD - To what degree, did the local administration provide resources to assist your teachers in reaching their professional development goals?	_1_ To a high degree ___ To a mod degree ___To a limited degree ___Unable to get resources for training	___ To a high degree _1_ To a mod degree ___To a limited degree ___Unable to get resources for training	___ To a high degree ___ To a mod degree _1_To a limited degree ___Unable to get resources for training	___ To a high degree ___ To a mod degree ___To a limited degree _1_Unable to get resources for training	25% To a high degree 25% To a mod degree 25%To a limited degree 25% Unable to get resources for training
19. TE - In your opinion, how important a role does other teachers play in providing training options/resources to assist you in reaching your professional development goals?	___ Highly important ___ Moderately important _1_ Somewhat important _2_ Not important	___ Highly important _1_ Moderately important _2_ Somewhat important _1_ Not important	_1_ Highly important _1_ Moderately important _1_ Somewhat important ___ Not important	_1_ Highly important _2_ Moderately important _1_ Somewhat important ___ Not important	14% Highly important 29% Moderately important 36% Somewhat important 21% Not important
19. AD - In your opinion, how important are other teachers in providing training options/resources to assist your teachers in reaching their goals?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	___ Highly important ___ Moderately important _1_ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	75% Highly important ___ Moderately important 25% Somewhat important ___ Not important
20. TE – To what degree did other teachers help you identify training options to assist you in reaching your goals?	___ To a high degree ___ To a mod degree _2_ To a limited degree _1_ Unable to get resources for training	___ To a high degree _1_ To a mod degree _3_ To a limited degree ___ Unable to get resources for training	___ To a high degree ___ To a mod degree _3_ To a limited degree ___ Unable to get resources for training	_1_ To a high degree _3_ To a mod degree ___ To a limited degree ___ Unable to get resources for training	7% To a high degree 29% To a mod degree 57% To a limited degree 7% Unable to get resources for training

Question	Tri-County	Mid-Del	ME	TE	Total
20. AD – To what degree did other teachers provide resources to assist your teachers in reaching their professional development goals?	__ To a high degree 1 To a mod degree __ To a limited degree __ Unable to get resources for training	__ To a high degree 1 To a mod degree __ To a limited degree __ Unable to get resources for training	__ To a high degree __ To a mod degree 1 To a limited degree __ Unable to get resources for training	1 To a high degree __ To a mod degree __ To a limited degree __ Unable to get resources for training	25% To a high degree 50% To a mod degree 25% To a limited degree __ Unable to get resources for training
21. TE – If attending a workshop helped attain your professional development goals, to what degree was an opportunity for practice, coaching, and feedback available during the workshop or back in the classroom?	1 To a high degree 1 To a mod degree 1 To a limited degree __ None __ Did not attend workshop	2 To a high degree 1 To a mod degree __ To a limited degree __ None 1 Did not attend workshop	__ To a high degree 2 To a mod degree __ To a limited degree __ None 1 Did not attend workshop	1 To a high degree 3 To a mod degree __ To a limited degree __ None __ Did not attend workshop	29% To a high degree 50% To a mod degree 7% To a limited degree __ None 14% Did not attend workshop
21. AD - If attending a workshop was a primary delivery strategy to assist your teachers in attaining their professional development goals, to what degree were additional practice, coaching, and feedback available during the workshop or back in the classroom?	__ To a high degree 1 To a mod degree __ To a limited degree __ None	__ To a high degree __ To a mod degree 1 To a limited degree __ None	__ To a high degree __ To a mod degree 1 To a limited degree __ None	__ To a high degree __ To a mod degree 1 To a limited degree __ None	__ To a high degree 25% To a mod degree 75% To a limited degree __ None

Question	Tri-County	Mid-Del	ME	TE	Total
22. TE - In your opinion, which of the following activities would have helped you reach your established goal(s) faster, more efficiently, and to a higher degree? (✓Mark all that apply.)	____ More theory _1_ More demonstration _1_ More guided practice _1_ More coaching and feedback _2_ More follow-up and networking ____No changes needed ____ Other	__ More theory ___ More demonstration ____ More guided practice _1_ More coaching and feedback _1_ More follow-up and networking _1_ No changes needed _1_ Other (Time off In lieu of required workshops)	____ More theory _1_More demonstration _2_More guided practice _1_More coaching and feedback _2_More follow-up and networking ____No changes needed ____Other	___ More theory _4_More demonstration _4_More guided practice _4_More coaching and feedback _3_More follow-up and networking ____No changes needed ____Other	____More theory _6_More demonstration _7_More guided practice _7_More coaching and feedback _8_More follow-up and networking _1_No changes needed _1_Other
22. AD - In your opinion, which of the following activities would have helped your teachers reach their established goal(s) faster, more efficiently, and to a higher degree? (✓Mark all that apply)	___ More theory ___ More demonstration _1_ More guided practice _1_ More coaching and feedback _1_ More follow-up and networking ____No changes needed ____ Other	__ More theory ____ More demonstration ____ More guided practice _1_ More coaching and feedback _1_ More follow-up and networking ___ No changes needed ___ Other	___ More theory ____More demonstration _1_More guided practice _1_More coaching and feedback _1_More follow-up and networking ___No changes needed ___Other	___More theory _1_More demonstration _1_More guided practice _1_More coaching and feedback _1_More follow-up and networking ___No changes needed ___Other	___More theory _1_More demonstration _3_More guided practice _4_More coaching and feedback _4_More follow-up and networking ___No changes needed ___Other
23. TE - Did you reach your professional development goals?	_3_ Yes ___ No ___ Partially	_1_ Yes ___ No _3_ Partially	___ Yes ___ No _3_ Partially	_2_ Yes ___ No _2_ Partially	43% Yes ___ No 57% Partially

Question	Tri-County	Mid-Del	ME	TE	Total
23. AD - Of the teachers who completed an individualized professional development plan, what percentage attained their goals?	___ Up to 25 percent ___ Up to 50 percent ___ Up to 75 percent _1_ Up to 100 percent ___ Do not know	___ Up to 25 percent ___ Up to 50 percent ___ Up to 75 percent ___ Up to 100 percent _1_ Do not know	___ Up to 25 percent _1_ Up to 50 percent ___ Up to 75 percent ___ Up to 100 percent ___ Do not know	___ Up to 25 percent _1_ Up to 50 percent ___ Up to 75 percent ___ Up to 100 percent ___ Do not know	___ Up to 25 percent 50% Up to 50 percent ___ Up to 75 percent 50% Up to 100 percent ___ Do not know
24. TE - In your opinion, to what degree did Individualized Professional Development Plans help you set and pursue your professional development goal(s)?	_2_ To a high degree _1_ To a mod degree ___ To a limited degree ___ None	_4_ To a high degree ___ To a mod degree ___ To a limited degree ___ None	_1_ To a high degree _2_ To a mod degree ___ To a limited degree ___ None	_1_ To a high degree _3_ To a mod degree ___ To a limited degree None	57% To a high degree 43% To a mod degree ___ To a limited degree ___ None
24. AD - In your opinion, to what degree did Individualized Professional Development Plans help your teachers set and pursue their professional development goal(s)?	_1_ To a high degree ___ To a mod degree ___ To a limited degree ___ No at all	_1_ To a high degree ___ To a mod degree ___ To a limited degree ___ No at all	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No at all	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No at all	50% To a high degree 50% To a mod degree ___ To a limited degree ___ No at all

Question	Tri-County	Mid-Del	ME	TE	Total
25. TE - To what degree, during the goal-setting process, did you anticipate the outcomes of your goals in relation to student achievement?	___ To a high degree _3_ To a mod degree ___ To a limited degree ___ No at all	_4_ To a high degree ___ To a mod degree ___ To a limited degree ___ No at all	_2_ To a high degree _1_ To a mod degree ___ To a limited degree ___ No at all	_1_ To a high degree _2_ To a mod degree _1_ To a limited degree ___ No at all	50% To a high degree 43% To a mod degree 7% To a limited degree ___ No at all
25a. TE - If so, how important is this step in realizing your goals?	_1_ Highly important _2_ Moderately important ___ Somewhat important ___ Not important	_3_ Highly important ___ Moderately important _1_ Somewhat important ___ Not important	_3_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important _2_ Moderately important _1_ Somewhat important ___ Not important	50% Highly important 36% Moderately important 14% Somewhat important ___ Not important
25. AD - To what degree, during the goal-setting process, did your teachers anticipate the outcomes of their goals in relation to student achievement?	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No at all	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No at all	___ To a high degree ___ To a mod degree _1_ To a limited degree ___ No at all	___ To a high degree _1_ To a mod degree ___ To a limited degree ___ No at all	___ To a high degree 25% To a mod degree 75% To a limited degree ___ No at all

Question	Tri-County	Mid-Del	ME	TE	Total
25a. AD - In your opinion, how important was this step in attaining their goals?	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	_1_ Highly important ___ Moderately important ___ Somewhat important ___ Not important	___ Highly important _1_ Moderately important ___ Somewhat important ___ Not important	75% Highly important 25% Moderately important ___ Somewhat important ___ Not important
26. TE - In your opinion, to what degree, did the attainment of your professional development goals affect your students' achievement?	___ To a high degree _3_ To a mod degree ___ To a limited degree ___ Unknown	_3_ To a high degree _1_ To a mod degree ___ To a limited degree ___ Unknown	___ To a high degree _3_ To a mod degree ___ To a limited degree ___ Unknown	_1_ To a high degree _3_ To a mod degree ___ To a limited degree ___ Unknown	29% To a high degree 71% To a mod degree ___ To a limited degree ___ Unknown

Administrator Demographics					
Question	Tri-County	Mid-Del	ME	TE	Total
1. AD - What is your present position?	_1_ Adm ___ Other	_1_ Adm ___ Other	_1_ Adm ___ Other	_1_ Adm ___ Other	100% Adm ___ Other
2. AD - Indicate the number of years that you have served as an administrator	11-12 years	11-12 years	20+ years	9-10 years	_1_ 9-10 yrs. _2_ 11-12 yrs. _1_ 20+ yrs.
3. AD Indicate your total years of teaching experience	10+ years	10+ years	7-8 years	10+ years	_1_ 7-8 yrs. _3_ 10+ yrs
4. AD – Indicate number of years teaching vocational education.	10+ years	10+ years	7-8 years	7-8 years	_2_ 7-8 yrs. _2_ 10+ yrs.

Teacher Demographics					
Question	Tri-County	Mid-Del	ME	TE	Total
1. TE - What is your present position?	_2_ Sec Class Tea _1_ Other – Sec/Post-Sec	_2_ Sec Class Tea _2_ Other – Tech Ed Sec/Adult	_3_ Sec Class Tea ___ Other	_3_ Sec Class Tea _1_ Other – 8th grade	71% Sec Class Tea 29% Other
2. TE - Indicate the number of years of work experience you have completed that are directly related to the courses you are currently teaching.	_2_ 5-6 yrs. _1_ 7-8 yrs.	_2_ 3-4 yrs. _1_ 7-8 yrs. _1_ 20+	_1_ 3-4 yrs. _1_ 15-16 yrs. _1_ 17-18 yrs.	_1_ 3-4 yrs _1_ 5-6 yrs. _1_ 7-8 yrs. _1_ N/A	7% Less than 1 ___ 1-2 yrs. 29% 3-4 yrs. 21% 5-6 yrs. 21% 7-8 yrs. _ 8-9 yrs. ___ 9-10 yrs. ___ 11-12 yrs. _ _ 13-14 yrs. 7% 15-16 yrs. 7% 17-18 yrs. ___ 19-20 yrs. 7% 20+
3. TE – How many professional teacher education courses have you completed for which you received college or university credit?	1 4-6 courses 1 10-15 courses 1 16-20 courses	1 4-6 courses 1 7-9 courses 1 10-15 courses 1 Masters in Adult Ed	1 10-15 courses 1 16-20 courses 1 21-25 courses 1 25+ courses	1 10-15 courses 1 21-25 courses 1 25+ courses _ _ NA	___ None ___ 1-3 courses 14% 4-6 courses 7% 7-9 courses 29% 10-15 courses 14% 16-20 courses 14% 21-25 courses 14% 25+ courses 7% N/A

Question	Tri-County	Mid-Del	ME	TE	Total
4. TE – Indicate highest degree or diploma earned.	2 Bach Degree 1 Mast Degree	1 Tech Diploma 1 Asso Degree 1 Bach Degree 1 Mast Degree	1 Bach Degree 2 Mast Degree	3 Bach Degree 1 Mast Degree	___ None ___ H.S./GED 7% Tech Diploma 7% Asso Degree 50% Bach Degree 36% Mast Degree ___ Doctorate
5. TE – Indicate your total years of teaching experience	1 5-6 yrs 1 7-8 yrs 1 10+	2 3-4 yrs. 1 5-6 yrs. 1 10+	1 5-6 yrs. 1 7-8 yrs 1 9-10 yrs	1 3 4 yrs. 1 7-8 yrs. 1 10+	___ None ___ Less than 1 ___ 1-2 yrs. 21% 3-4 yrs. 21% 5-6 yrs. 21% 7-8 yrs. 7% 9-10 yrs. 29% 10+
6. TE – Indicate number of years teaching vocational education	1 5-6 yrs. 1 7-8 yrs. 1 10+	3 3-4 yrs. 1 5-6 yrs.	1 5-6 yrs. 1 7-8 yrs. 1 9-10 yrs	1 3-4 yrs 1 5-6 yrs. 1 7-8 yrs. 1 10+	___ None ___ Less than 1 ___ 1-2 yrs. 29% 3-4 yrs. 29% 5-6 yrs. 21% 7-8 yrs. 7% 9-10 yrs. 14% 10+
7 TE – What division are you affiliated with?	___ Ag Ed 1 Bus Ed 1 Fam & Con Sci ___ Health ___ Mark Ed ___ Tech Ed 1 Tr & Ind	___ Ag Ed ___ Bus Ed ___ Fam & Con Sci 2 Health ___ Mark Ed ___ Tech Ed 2 Tr & Ind	___ Ag Ed ___ Bus Ed ___ Fam & Con Sci ___ Health 3 Mark Ed ___ Tech Ed ___ Tr & Ind	___ Ag Ed ___ Bus Ed ___ Fam & Con Sci ___ Health ___ Mark Ed 4 Tech Ed ___ Tr & Ind	___ Ag Ed 7% Bus Ed 7% Fam & Con Sci 14% Health 21% Mark Ed 29% Tech Ed 21% Tr & Ind

APPENDIX D

INSTITUTIONAL REVIEW BOARD

APPROVAL FORM

.

Oklahoma State University
Institutional Review Board

Protocol Expires: 4/18/01

Date   Tuesday, April 18, 2000   IRB Application No: ED00253

Proposal Title.   THE IMPACT OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANS ON
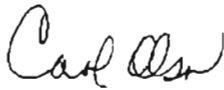IMPROVING INSTRUCTIONAL STRATEGIES IN THE CLASSROOM

Principal
investigator(s) .

Karen W. Warner   James Gregson
PO Box 2553   204 Willard
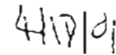Stillwater, OK 74076   Stillwater, OK 74078

Reviewed and
Processed as.   Exempt

Approval Status Recommended by Reviewer(s) : Approved

Signature .   *Carol Olson*   4/18/01

Carol Olson, Director of University Research Compliance   Date

Approvals are valid for one calendar year, after which time a request for continuation must be submitted. Any modifications to the
research project approved by the IRB must be submitted for approval with the advisor's signature. The IRB office MUST be
notified in writing when a project is complete. Approved projects are subject to monitoring by the IRB. Expedited and exempt
projects may be reviewed by the full Institutional Review Board.

VITA

Karen Jean Warner

Candidate for the Degree of

Master of Science

Thesis: THE IMPACT OF INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANS ON IMPROVING INSTRUCTIONAL STRATEGIES IN THE CLASSROOM

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Seminole, Oklahoma, June 14, 1957, the daughter of Mr. and Mrs. Frank A. Woods.

Education: Graduated from Shawnee High School, Shawnee, Oklahoma in June, 1957; received Bachelor of Science degree in Distributive Education from the University of Central Oklahoma in July, 1978; enrolled in the Master of Science degree program at Oklahoma State University in September, 1999; completed requirements for the Master of Science degree in August, 2001.

Professional Experience: Marketing Education Teacher educator, 1978-1989; Assistant State Supervisor, Marketing Education/Oklahoma DECA State Adviser, 1989-1994; Professional Development Specialist, 1994-2000; Instructional Services Coordinator, 2001-Present.

Professional Organizations: Oklahoma Vocational Association; American Career and Technical Association–Marketing Education Division–President/ Administration Division; Oklahoma DECA, Phi Delta Kappa–Treasurer; Cartwright Hi-Noon Business and Professional Womens Association– Treasurer; Education Committee, Adopt-A-School Committee, Shawnee Chamber of Commerce.