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# A PROCESS FOR CREATING A RESEARCH AGENDA TO STUDY A TEACHER PROFESSIONAL DEVELOPMENT EXPERIENCE

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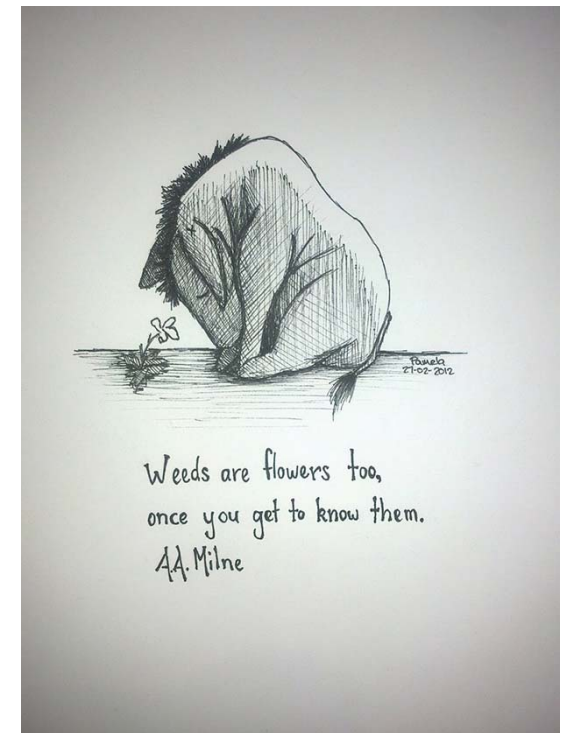
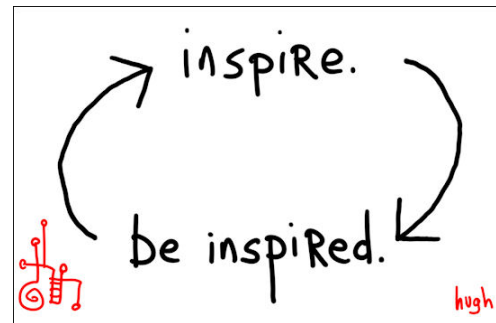
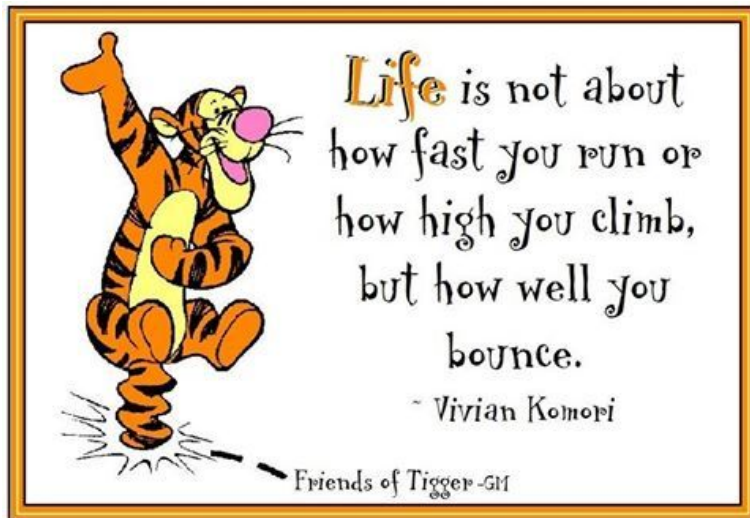
# PURPOSE OF THIS SESSION

- Provide an overview of steps taken to develop a professional development research agenda
- Provide guidance concerning helpful strategies for conducting your research

# AGENDA

- Ag
- To define an inspirational teacher?
- What is the Sanford Inspire Program?
- What is the SIPD?
- Our logic model
- Steps for **PLANNING YOUR OWN** research project

# WHAT DOES IT MEAN TO BE AN INSPIRATIONAL TEACHER???



## WHAT IS SANFORD INSPIRE ALL ABOUT???

- Various types of on-demand modules for professional development of pre-service and in-service teachers.
- The purpose of these modules is to develop “an inspirational” teacher.
- What PD model could be developed that could include these modules to craft an effective PD experience in a school setting?

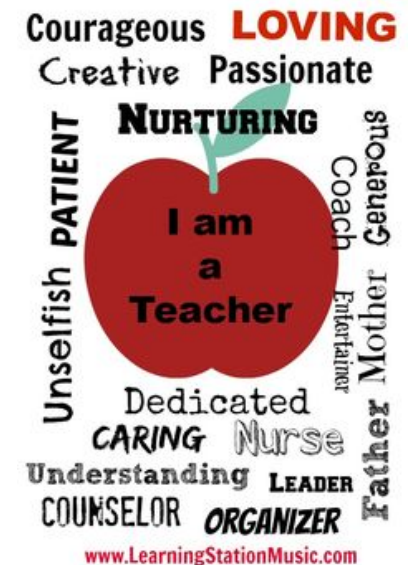


## THIS IS IT!!! THE SIPD IN ACTION

1. Complete the Pre-Module survey (module selection)
2. Learn Inspire module content by engaging in/applying the learning activities provided by the learning modules
3. Meet with facilitator to discuss application of module content
4. Participate in blog discussions
5. Participate in professional learning community meetings (PLC)
6. Complete Perception Surveys (evaluation)
7. Participate in exit survey (evaluation)

# HOW DO WE RESEARCH WHAT IS AN INSPIRATIONAL TEACHER?

- How do we operationally define what it means to be inspirational?
- This was one of the challenges of this research



## WHAT **THEORY** WOULD INFORM OUR UNDERSTANDING OF WHAT AN INSPIRATIONAL TEACHER IS AND DOES?

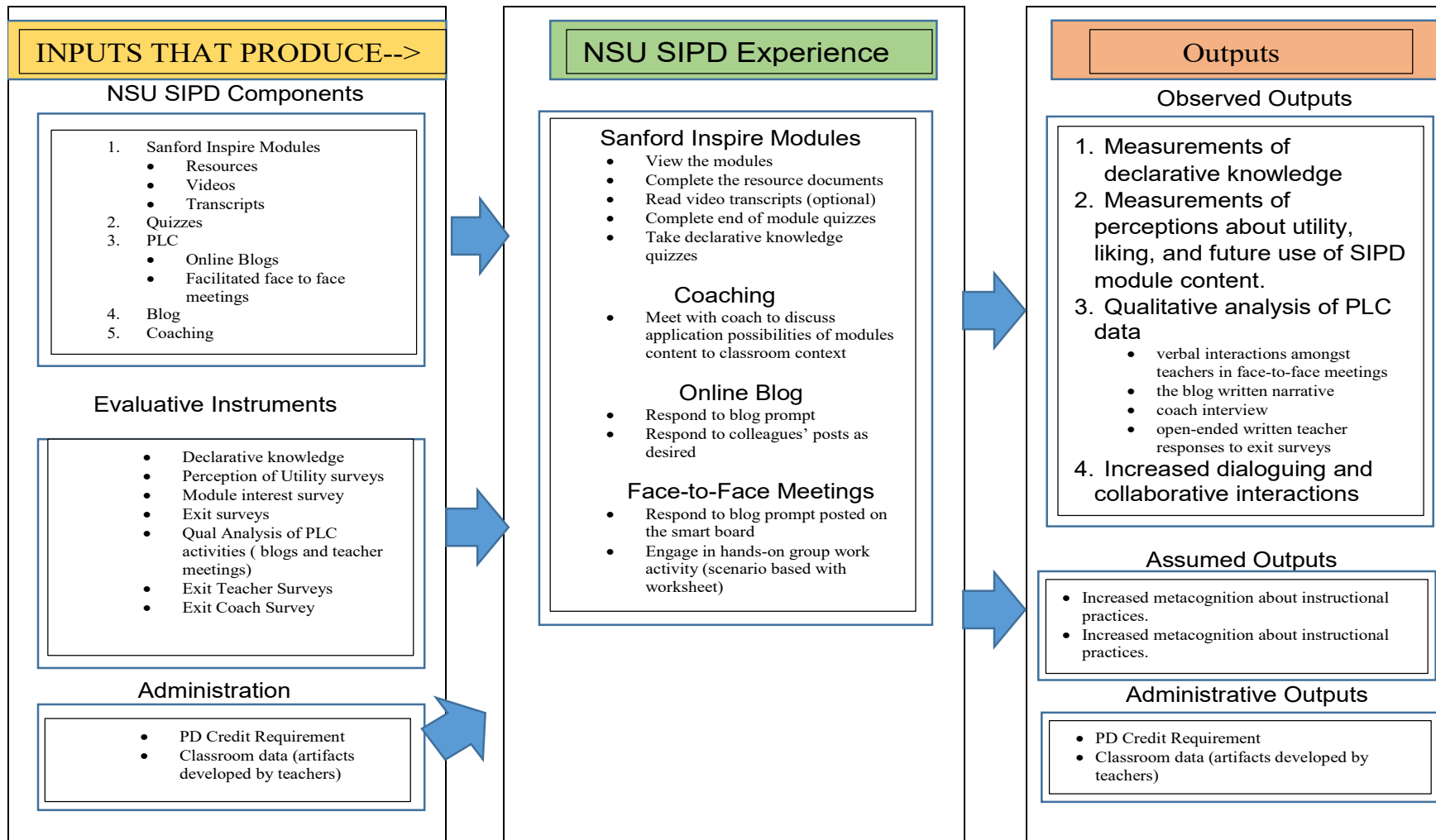
- Given the challenges of determining what an “inspirational teacher” means, we had to determine a framework to help us analyze and understand the phenomena.
- We needed to understand what was occurring with the teachers so we could help them develop the capacities to be “inspirational.”
- So we created a Logic Model



## LOGIC MODEL DEFINED

- A logic model shows all of the parts of the project.
- Logic models help us to understand for ourselves how the parts are related to each other
- Logic models help us communicate a complex study to others

# Logic Model of the Whole PD Experience



## INPUTS THAT PRODUCE-->

1. Sanford Inspire Modules
  - Resources
  - Videos
  - Transcripts
1. Quizzes
2. PLC
  - Online Blogs
  - Facilitated face to face meetings
1. Blog
2. Coaching



- Declarative knowledge
- Perception of Utility surveys
- Module interest survey
- Exit surveys
- Qual Analysis of PLC activities (blogs and teacher meetings)
- Exit Teacher Surveys
- Exit Coach Survey



- PD Credit Requirement
- Classroom data (artifacts developed by teachers)



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## NSU SIPD Experience

### **Sanford Inspire Modules**

- View the modules
- Complete the resource documents
- Read video transcripts (optional)
- Complete end of module quizzes
- Take declarative knowledge quizzes


#### Coaching

- Meet with coach to discuss application possibilities of modules content to classroom context

#### Online Blog

- Respond to blog prompt
- Respond to colleagues' posts as desired

#### Face-to-Face Meetings

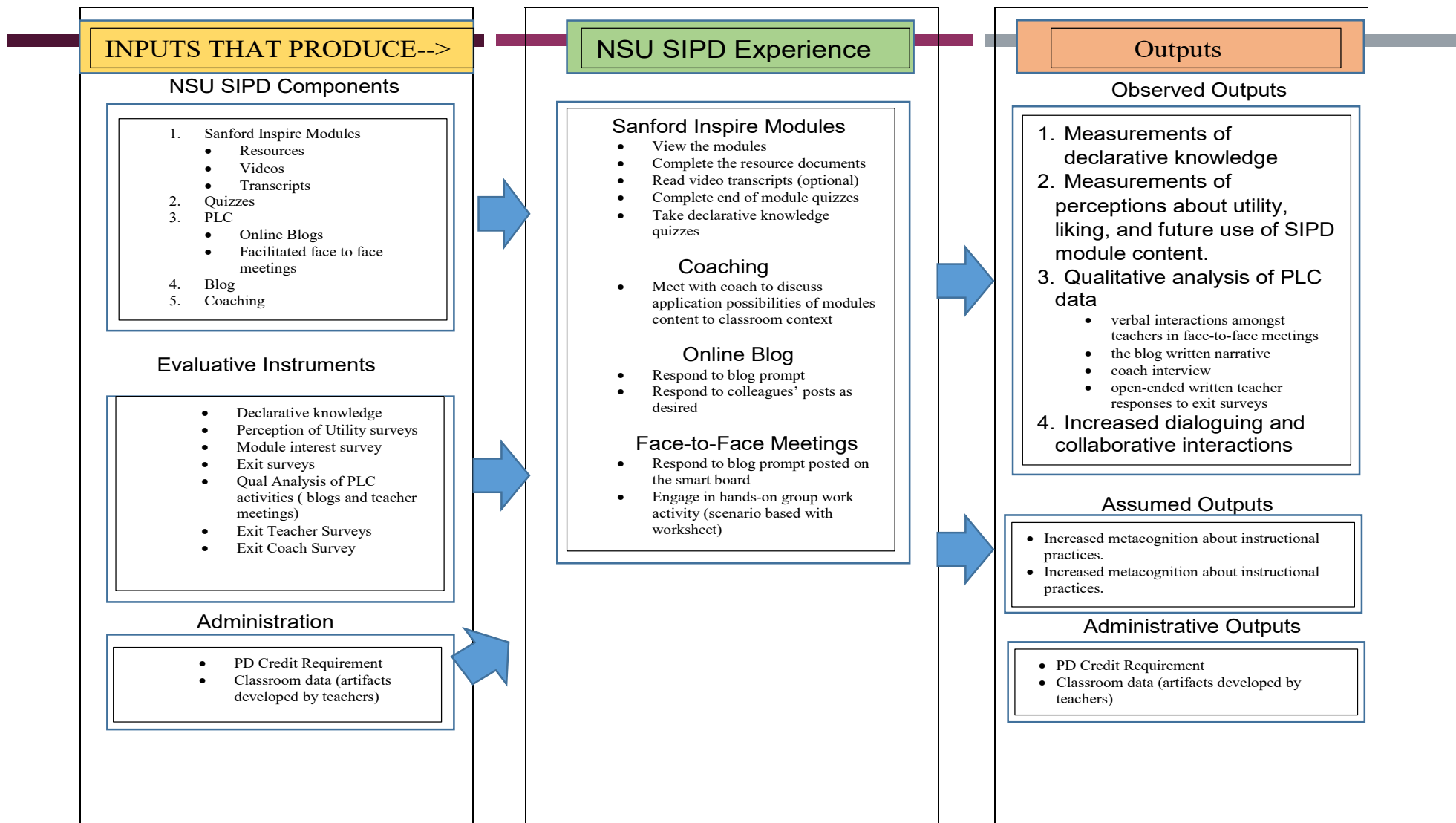
- Respond to blog prompt posted on the smart board
  - Engage in hands-on group work activity (scenario based with worksheet)
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## Outputs

1. Measurements of declarative knowledge
2. Measurements of perceptions about utility, interest, and future use of SIPD module content.
3. Qualitative analysis of PLC data
  - verbal interactions amongst teachers in face-to-face meetings
  - the blog written narrative
  - coach interview
  - open-ended written teacher responses to exit surveys
4. Increased dialoguing and collaborative interactions

- Increased metacognition about instructional practices.
- Increased metacognition about building relationships with students.

- PD Credit Requirement
- Classroom data (artifacts developed by teachers)



## STEPS FOR A PROCESS OF A RESEARCH AGENDA

- Step 1. Identify the main components of the approach. In our example, we used Inspire PD. List the key elements briefly of SI.
- Step 2. Build relationships with the site/s. Who will do what and how. Talk about how Danny's role changed over time, meetings with administrators, flexibility on our part based on what the school would allow.
- Step 3. Come up with research questions that align with what is feasible given what was learned in steps 1 and 2.
- Step 4. Come up with measures that can be used to see how the approach is working.
- Step 5. Submit to the IRB (plans and letter of support).
- Step 6. Develop a timetable for getting goals accomplished.
- Step 7. Pilot the approach with a limited number of teachers....
- Step 8. Gather data
- Step 9. Use lessons learned to develop ideas for future research.

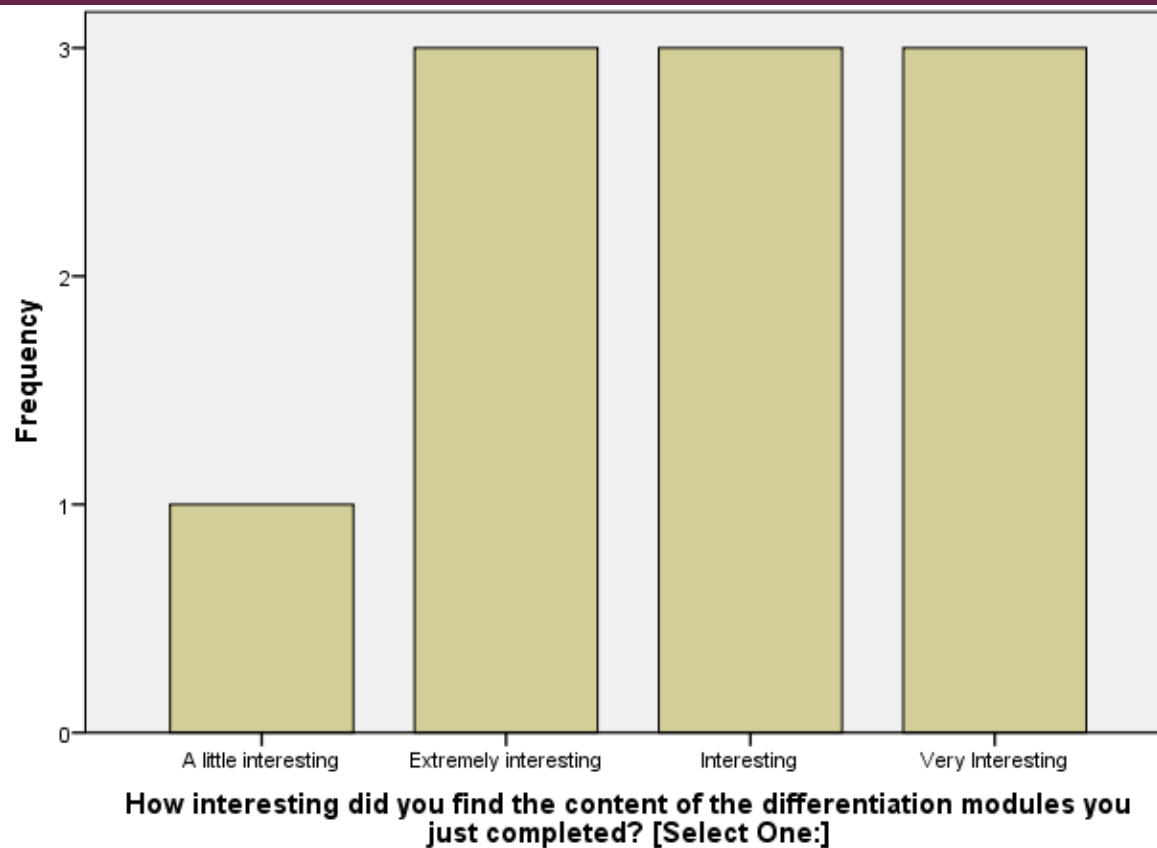
## SO WHAT DID WE FIND: FINDINGS IN JUNE

1. We will now present some data we obtained from teachers in June
2. A snippet of the complete dataset.



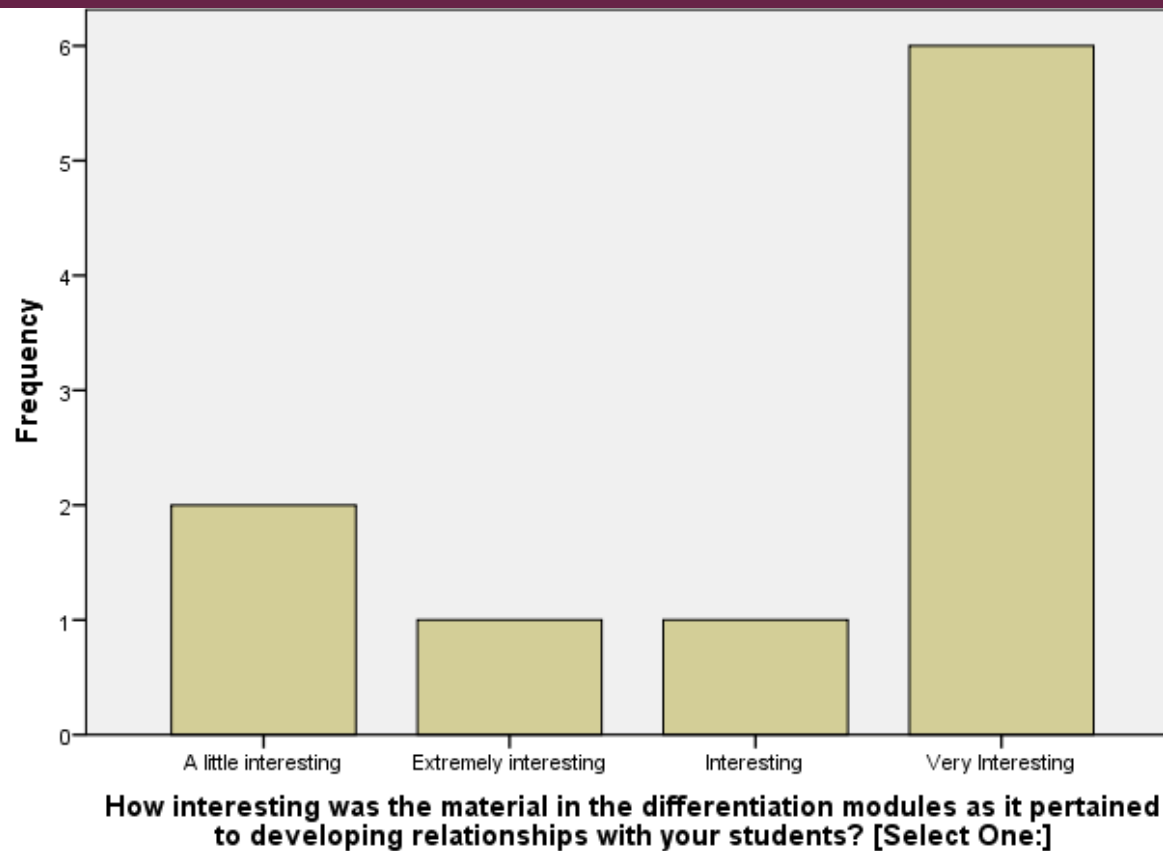
SO WHAT DID WE FIND???

MOST TEACHERS FOUND THE PD MODULES INTERESTING!



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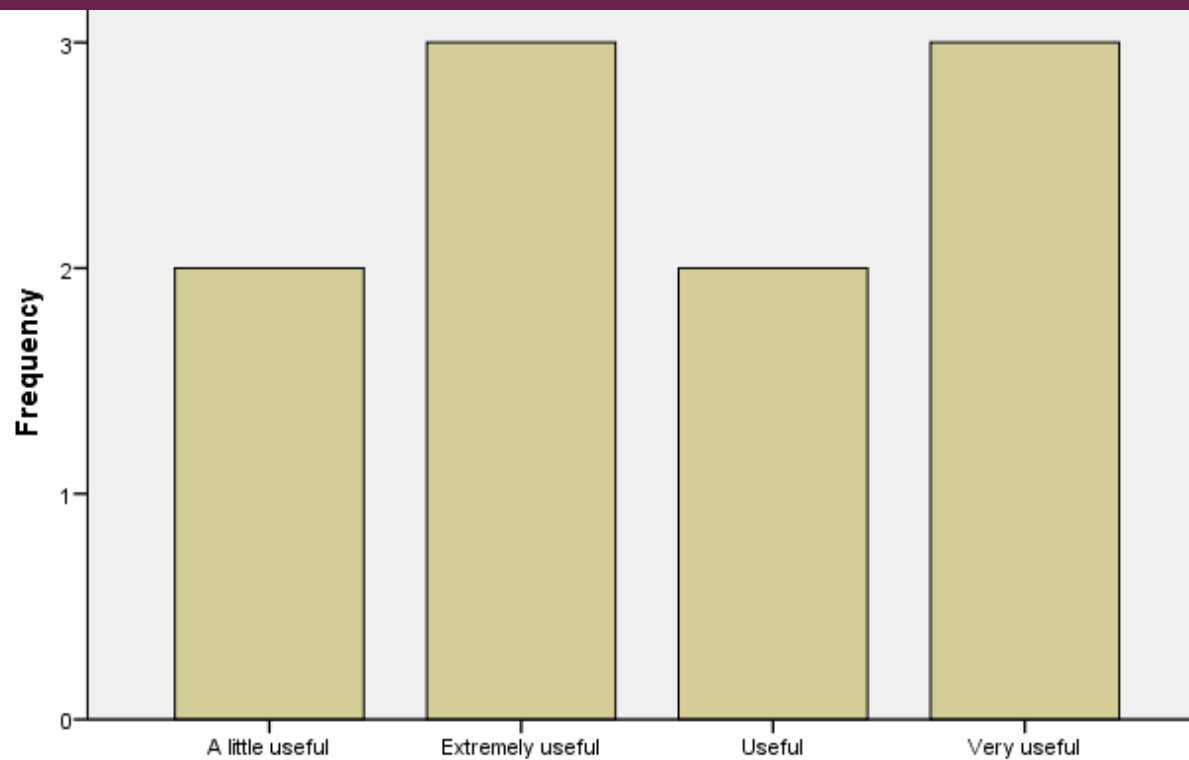
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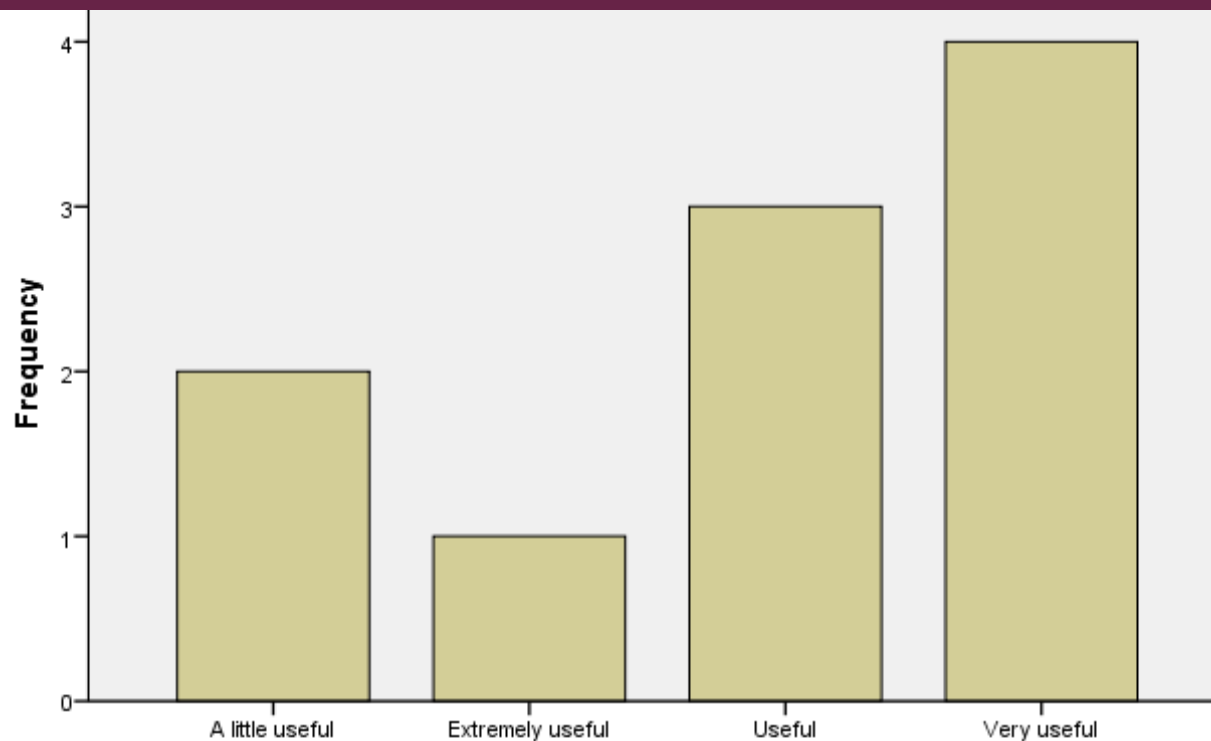
MOST TEACHERS FOUND THE PD MODULES

USEFUL!



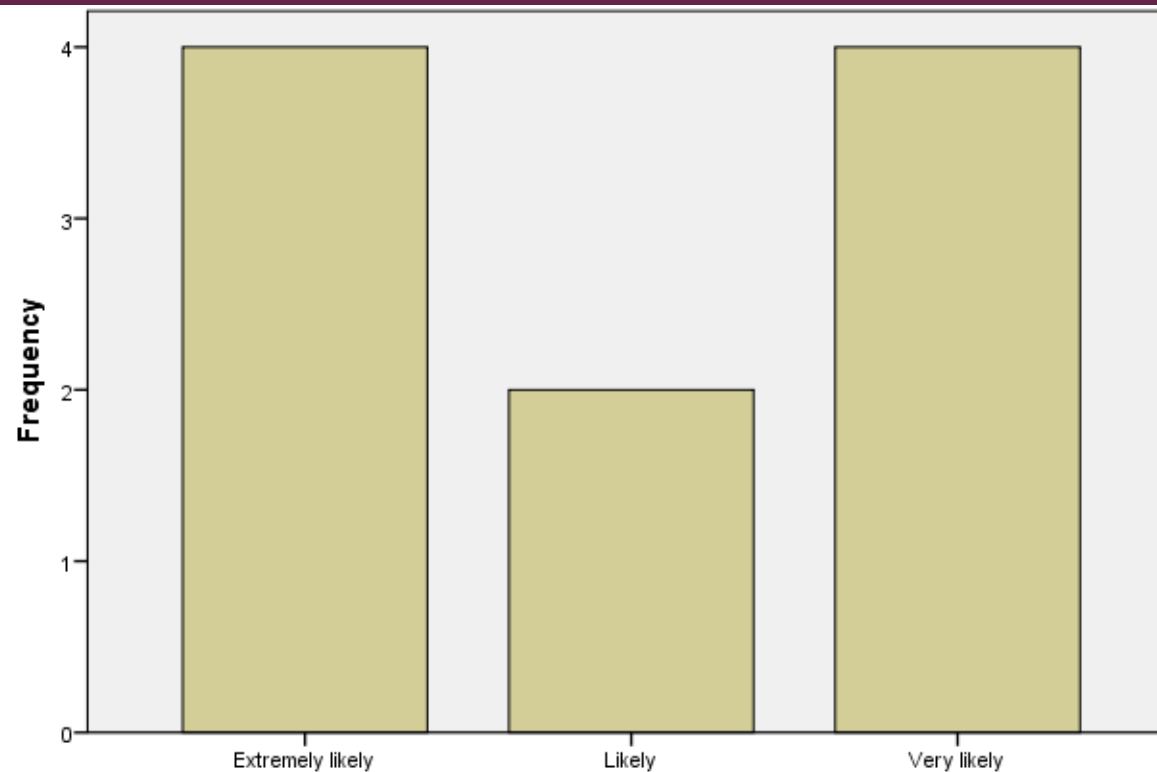
**How useful did you find the content of the differentiation modules you just completed in terms of influencing how you teach your students? [Select One:]**

**SO WHAT DID WE FIND??? MOST TEACHERS FOUND THE PD MODULES USEFUL TO THEIR RELATIONSHIPS WITH STUDENTS!**



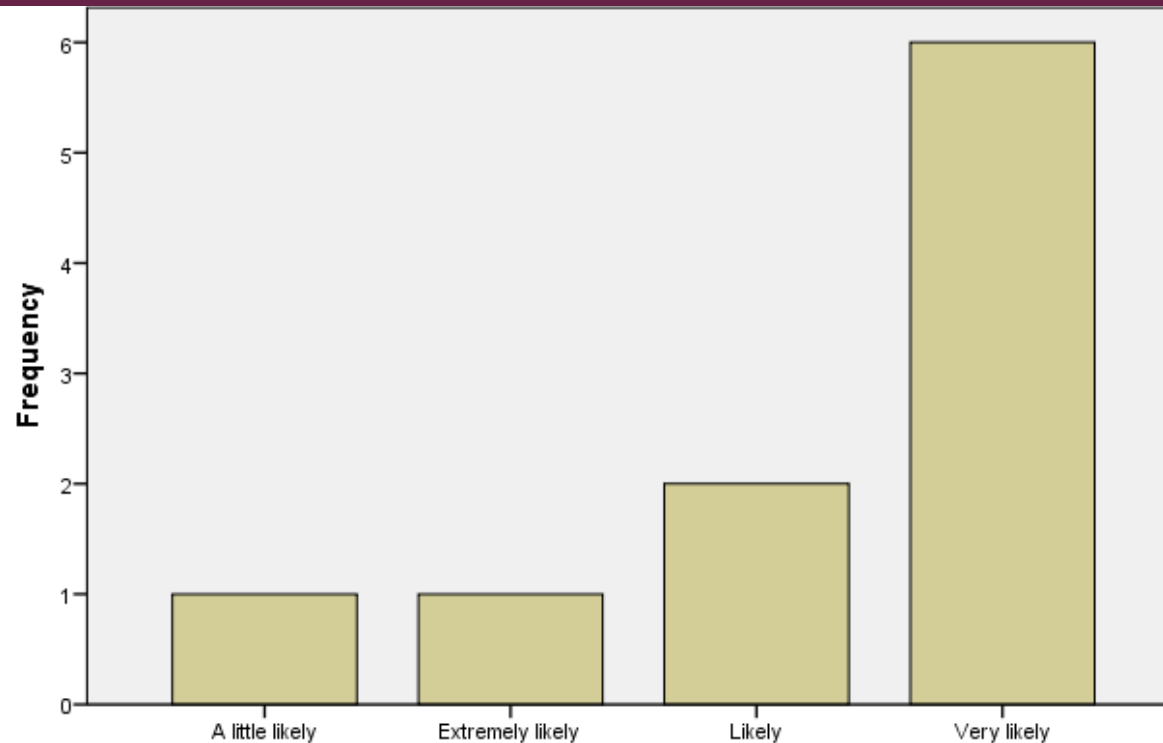
**How useful did you find the content of the differentiation modules you just completed in terms of helping you develop relationships with your students?  
[Select One:]**

## SO WHAT DID WE FIND??? MOST TEACHERS LIKELY TO APPLY WHAT THEY LEARNED TO THEIR FUTURE CLASSROOMS



How likely is it that in the future you will apply what you learned from the differentiation modules to your pedagogic practices? [Select One:]

**SO WHAT DID WE FIND??? MOST TEACHERS LIKELY TO APPLY WHAT THEY LEARNED TO THEIR CLASSROOMS TO BUILD RELATIONSHIPS IN THE FUTURE**



**How likely is it that in the future you will apply what you learned from the module to help facilitate and develop your relationship with students? [Select One:]**



WE ASKED THE SAME QUESTIONS FOR THE OTHER COMPONENTS OF THE PD EXPERIENCE THAT WE THOUGHT WOULD LEAD TO CHANGE

- PLC meetings
- Coaching
- Blogs

## FINAL THOUGHTS – THERE IS MUCH YOU CAN COLLECT, BUT KEEP FEASIBILITY IN MIND!

1. Collecting data is not so easy!
2. To evaluate professional development there are four main sources of data:
  1. Teacher responses to surveys or tests or qualitative interviews
  2. Classroom observations of teacher behaviors
  3. Student outcomes, like their own perceptions of their teachers
  4. Artifacts, like classroom lessons or notes from the coach
3. For our pilot study we were able to obtain data from teachers.
4. In planning your own research, make sure it is feasible!



QUESTIONS?

