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
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???

Life is not about how fast you run or how high you climb, but how well you bounce.
- Vivian Komori

Friends of Tigger 2011

inspire.
be inspired.

Weeds are flowers too, once you get to know them.
- A.A. Milne
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?
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 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
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

**NSU SIPD Components**
- 1. Sanford Inspire Modules
-   - Resources
-   - Videos
-   - Transcripts
- 2. Quizzes
- 3. PLC
-   - Online Blogs
-   - Facilitated face to face meetings
- 4. Blog
- 5. Coaching

**Evaluative Instruments**
- 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

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

**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)

**NSU SIPD Experience**

**Inputs that produce**

**NSU SIPD Experience**

**Outputs**

**Observed Outputs**
- 1. Measurements of declarative knowledge
- 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

**Assumed Outputs**
- Increased metacognition about instructional practices.
- Increased metacognition about instructional practices.

**Administrative Outputs**
- PD Credit Requirement
- Classroom data (artifacts developed by teachers)
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**NSU SIPD Experience**

**Outputs**

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**Observed Outputs**

**Adminstration**
- PD Credit Requirement
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**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!

How interesting did you find the content of the differentiation modules you just completed? [Select One:]

- A little interesting
- Extremely interesting
- Interesting
- Very Interesting
SO WHAT DID WE FIND??? MOST TEACHERS FOUND THE PD MODULES INTERESTING!
SO WHAT DID WE FIND???

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!
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**

![Bar chart showing frequency of responses to how likely teachers are to apply what they learned from a module to help facilitate and develop relationships with students.](chart.png)
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?