Public Abstract

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Title:PERCEPTIONS OF STARR (SELECT TEACHERS AS REGIONAL RESOURCES) TEACHERS
CONCERNING THEIR PROFESSIONAL DEVELOPMENT EXPERIENCE

This study described and analyzed the perceptions of teachers who participated in a unique professional development experience. The research framework that guided the study included components of professional development, collaboration, authentic instruction, and teacher perceptions. The study population was initially 192 STARR Teachers. From that sample, 21 former Missouri STARR Teachers contributed a retrospective view of participation.

The qualitative study was undertaken as a descriptive case study in the tradition of phenomenography. Data collection included surveys, interviews, and a previously written research brief. Data analysis was made through an iterative process of modifying the descriptive categories.

Study findings revealed that these teachers were positively impacted by participation in this professional development experience. Impact continued beyond the time of participation. Teachers benefited both personally and professionally from the experience. Implications of this research were identified in the areas of professional development, teacher education and teacher leadership.