Assessing the Impact of an Innovative Community of Practice on Teacher Efficacy, Leadership and Practice

MaryShannon Williams

Dr. James Laffey, Advisor

ABSTRACT

The purpose of this study was to assess the nature of participation in a hybrid Community of Practice; exploring how teacher efficacy influenced participation; and how participation impacted both technology teacher leadership and technology integration practice. The researcher addressed the following research questions: What is the nature and frequency of the activities and interactions evidenced by participation in a hybrid CoP? What types of knowledge capital were found in a hybrid CoP? Does teacher efficacy influence participation in the online component of a hybrid CoP? How does participation in a hybrid CoP impact teachers’ technology integration and the development of their technology leadership ability? Participants included 31 teachers enrolled in an Innovative Teacher Leaders (ITL) program. The researcher implemented a mixed methods comparative case study, collecting data via participant observations, monthly self-reports, and semi-structured interviews. A survey instrument was administered to collect data on Teacher Efficacy and Teacher Leadership. Frequency data were collected based on interaction logs and face-to-face training observations of the CoP. Findings of this study pointed to the need for time to practice, implementation support, and peer coaching/discourse as necessary factors for successful professional development. Participation in this hybrid CoP was found to have a positive impact on teacher technology integration and technology leadership ability.