

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

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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.