

Public Abstract

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Title: EXPLORATORY STUDY INTO THE RELATIONSHIP BETWEEN FACTORS RELATED TO TEACHER QUALIFICATION, SCHOOL CONTEXT, AND THE REPORTED PROFESSIONAL DEVELOPMENT OUTCOMES

This study addressed the question: Is there a relationship between teacher qualifications and school context on reported professional development (PD) outcomes? Data was collected from archived PD for state funded grants awarded in 2006 in the state of Missouri. Seven of the 14 PD programs were selected for this study. A sample of teacher participants that attended the PD program during the summer and academic year 2006-2007 to identify possible relationships between the teachers' qualifications and school context had on the self-reported PD outcomes. The teacher participant data questionnaire (TDP) was the first data source (n=126). The second data source consisted of a questionnaire taken at two points in the PD program, the first was at the end-of summer (n=126) and the second at the end-of-program (n=74).

Quantitative data was obtained from each of the data sources in order to determine 1) teacher qualifications, repeat participant, and school context, 2) if the self-reported PD outcomes differ at end-of summer across teacher factors and school context, and 3) if PD outcomes from the end-of summer were different than outcomes reported at the end-of program. Quantitative analysis was conducted using MANOVA to analyze data comparing the teacher qualifications, repeat participant, and school context on the self-reported change in PD outcomes. Findings showed no significant quantitative differences in PD outcomes for RQ2. However, they do show significant main effects and interaction for RQ3 as related to a teacher's experience and type of major possessed by the participant.