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Combining Appreciative Inquiry and Emotional Intelligence to Understand and Improve the Professional Development of K-12 Teachers

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Jamie DeWitt

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Walden University
2014

Abstract

Combining Appreciative Inquiry and Emotional Intelligence to Understand and
Improve the Professional Development of K-12 Teachers

by

Jamie Elizabeth DeWitt

MA, California State University, San Bernardino, 2008

BA, University of California, San Diego, 1999

Doctoral Study Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

December 2014

Abstract

Creating meaningful and effective professional development (PD) programs for K-12 teachers is an ongoing challenge. The problem is exacerbated when PD models are implemented without fully aligning PD resources and plans with the training needs of teachers and the organization. The guiding question sought to understand the experiences of teachers at an online charter school about the implementation of PD as a means for improving student outcomes. The purpose of the study was to find ways to enhance PD in order to improve student outcomes at the school. The conceptual framework for this study is interwoven through the constructs of student-centered learning, adult learning theory, transformational learning, self-directed learning, and emotional intelligence (EI). A qualitative case study was used in an appreciative inquiry approach that included a document review, written response survey, a positive assessment of EI skills, and focus group interview with 5 teacher participants. The EI data were analyzed using descriptive statistics to create an average EI profile for the group, and qualitative data were analyzed using inductive and comparative techniques. The results indicated that the teachers desired more focused PD that aligns to organizational goals, is collaborative, and includes support from leadership. Results informed the design of a workshop for school administrators focused on designing a PD implementation plan. This study promotes positive social change by increasing understanding of teachers' professional learning experiences and proposes a research-derived PD planning and implementation cycle in order to increase student achievement at the school.

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Dedication

This work is dedicated to my husband and children, whose love and support have carried me through this process. I hope that my work is an inspiration to you to follow your passions, and to know that through hard work you can make your dreams come true.

Acknowledgments

Many thanks to my co-workers for your time and energy in support of this project. I am very grateful to work for an organization that supported my efforts towards my degree.

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Section 1: The Problem

Introduction

Education in the United States has increasingly emphasized accountability and student achievement as a result of the No Child Left Behind Act, popularly referred to as NCLB. Under NCLB (2002), all students must be proficient in math and English Language Arts by 2014, and schools must make annual yearly progress towards this goal. In California, students' proficiency is measured annually through the California Standards Test (CST). The challenge many schools face in the era of accountability is how effectively to develop teachers as the primary resource for improving student learning (DeWitt, 2013). Professional development (PD) is an essential factor for student achievement and improved student outcomes (Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). The National Staff Development Council (NSDC), in collaboration with several national and state organizations, created standards for professional development for educators (NSDC, 2001). The purpose of these standards, in part, was to facilitate the design of quality professional development experiences that would improve student outcomes (NSDC, 2001). In 2001, the NSDC revised the standards to express more explicitly that high quality professional development should be driven by outcomes and occur as embedded activities of the day-to-day job of the participating teachers (NSDC, 2001). In the recently published *Standards for Professional Learning* (Learning Forward, 2011), there is an even stronger call for educators to take an active role in their professional learning and development.

Although criteria for effective PD for teachers have been established, there is no a single model for how those criteria may be implemented. Learning Forward (formerly NSDC) created a formal definition of professional development for use in the reauthorized version of NCLB: “The term ‘professional development’ means a comprehensive, sustained, and intensive approach to improving teachers’ and principals’ effectiveness in raising student achievement” (Learning Forward, 2012, para. 2). PD can occur in many forms, including individually guided activities, an observation and assessment cycle, teacher-developed school improvement efforts, training programs and workshops, or research (Sparks & Loucks-Horsley, 1989). Effective PD programs share common elements; they (a) link to schoolwide improvement efforts, (b) conduct activities within the context of a support network from school leadership and other participating teachers, (c) teachers select appropriate goals and activities to meet their learning needs, (d) the training is ongoing over time, and (e) there is ongoing support and feedback (Sparks & Loucks-Horsley, 1989). It is critical that schools implement a PD model that follows these criteria, a model that is focused on improving teachers’ skills and knowledge to improve student learning and school outcomes.

Definition of the Problem

The problem that prompted this study is one that affects many underperforming schools nationwide: it is far from achieving the NCLB goal that all students score *proficient* in math and English Language Arts.

But another requirement under NCLB is that teachers be *highly qualified*. All teachers at the charter school under study are currently teaching within their credentialed

areas, as required under NCLB. The teachers are not, however, receiving ongoing, high-quality PD to maintain and enhance the knowledge and skills they need in content and pedagogy to improve student outcomes (DeWitt, 2013); they are not receiving the kind of training described by Moore, Kochan, Kraska, and Reames (2011) that links student outcomes, PD, and financial resources available for curriculum, trainings, and student intervention programs, to name a few. Quality PD programs are essential components in improving school outcomes and meeting the goals established by NCLB. Yet “professional development practices have historically been unplanned and haphazardly implemented in schools” (Moore et al., p. 66). Even though the nature of quality PD has been well-established, schools continue to implement it the same way they always have, regardless of any measurable impact on student learning or teacher effectiveness.

Rationale

Evidence of the Problem at the Local Level

The local setting for this research study was a K-12, online, charter school based in a small, unincorporated area of California. Credentialed teachers at the school teach synchronous daily classes to students in a setting of their choosing, typically their homes, via the Internet. The charter school opened in August 2004 with 8 students and ended its first year of operation with 54 students. The school started its second year of operation (2005-6) with an enrollment of 100 students. Currently the school has approximately 185 students in grades K-12. The staff consists of a director/principal, an office manager/registrar, an enrollment coach, and 8 teachers. The students come from four counties in southern California and from a variety of school communities with diverse

socioeconomic households . The charter school provides an alternative to traditional school models through its distance-learning format. Parents and students elect to attend the charter school for a variety of reasons: (a) it is an alternative to the traditional comprehensive high school, (b) it offers students a safe environment and the flexibility to pursue outside activities, and (c) parents who choose to home school often find that their resources and teaching abilities are insufficient for their student's needs, especially in high school. Some students have physical limitations that restrict their ability to attend classes in a traditional setting. Another group of students comes to the school with challenges, whether social or attentional, that have rendered other schools ineffective at meeting their individual needs.

The target institution for this study has not experienced consistent growth in student outcomes over the past 5 years as measured by the Academic Performance Index (API) and California Standards Tests (CST). Table 1 illustrates how the school's API score declined every year since 2009 and then increased in 2013. Table 2 compares the percentage of students scoring *proficient* or higher in math for both the state and the school. The school has consistently trailed the state average in math, which was 50% proficient in 2012, by more than 20%, with a proficiency rate of 24% in 2012 (California Department of Education, 2013). Table 3 shows that across the state, improvement on CST scores in science, math, history-social science, and English Language Arts have been inconsistent. Additionally, the school has never met all criteria for making annual yearly progress (AYP) as indicated under NCLB. The sponsoring district for the school is

putting pressure on the school to improve its student performance outcomes or risk losing sponsorship for charter renewal.

Table 1

Declining

Performance Index

Scores for (2009-

2013)

Year	Target School's API Score
2009	755
2010	743
2011	738
2012	728
2013	742

Note. From *Academic Performance Index (API) Report*, California Department of Education (2013).

Table 2

Comparison of Students Scoring Proficient or Higher on the California Standards Test in Mathematics (2009-2012)

Year	California	Target School
2009	46%	16%
2010	48%	19%
2011	50%	30%
2012	51%	24%

Note. From “Fiscal, Demographic, and Performance Data on California’s K-12 Schools”, by Ed-Data (2013b).

Table 3

Statewide Percentage of Students Scoring Proficient or Higher on the California Standards Tests (2009-2012)

Year	English Language Arts	Mathematics	Science	History-Social Science
2009	56%	16%	42%	42%
2010	51%	19%	50%	40%
2011	55%	30%	34%	52%
2012	50%	24%	43%	56%

Note. From “Fiscal, Demographic, and Performance Data on California’s K-12 Schools”, by Ed-Data (2013b).

In 2009, the school went through the Accreditation process with the Western Association of Schools and Colleges (WASC). The visiting committee’s findings identified four school wide critical areas for follow-up. Two of the four critical areas for follow up were related to the linking of student outcome data with staff development activities and allocation of resources (WASC, 2009, p.46). Professional development for teachers at the charter school has historically been conducted as individual efforts, rather than as a connected practice of linking all programs and student outcome data with staff development activities and allocation of financial resources. Four years later, however, professional development for teaching staff continues to be implemented as individual efforts that may or may not be linked to student outcome data or school wide identified needs. Teachers develop their own staff development plan for the year and submit reflections on those activities to the principal. At the same time, however, the school continues to experience inconsistent growth in student outcomes as measured by API scores and CST scores.

There are several potential data sources for evidence that there is a lack of improvement occurring in student outcomes, as well as insufficient professional development for teachers to address the needs of struggling students. Records of past professional development activities can be accessed from documents kept at the school’s office. Student outcome data from the CST, as well as school data for API and AYP can be found through the California Department of Education.

The purpose of this study is to clarify and understand the experiences of teachers at the charter school about current and past professional development (PD) implementation as a means for improving student outcomes at the school. By identifying positive aspects of past PD efforts and connecting new initiatives to student outcomes, it is hoped that future approaches can be developed and implemented to increase teacher and institutional effectiveness for the school. Yoder (2005) provided a framework for a similar study that employed the construct of emotional intelligence to provide a common language for the appreciative inquiry. Based on research about the connections between Emotional Intelligence (EI), intelligent self-direction, leadership skills, and teacher effectiveness (Ghamrawi, 2013; Jha and Singh, 2012; Muller, 2008; Nelson & Low, 2011; Nelson & Reynolds, 2010; Nelson, Sen, Low, Hammett, & Surya, 2009; Putman, 2010), this study will also use a measure of EI to introduce the construct and vocabulary of emotional intelligence to participants. The results from the Emotional Skills Assessment Process (ESAP) (Nelson & Low, 2003) will be used to enhance discussions surrounding the role of EI in PD as a way to indirectly and positively impact student outcomes.

Evidence of the Problem from the Professional Literature

Perkins and Cooter (2013) stated that professional development which is tailored to address content and is aligned with school improvement needs does enhance student achievement. Yet many school systems provide teachers with limited professional development opportunities each year, numbering just a few days per school year (Perkins, 2013). When compared to other professions, the field of education falls short in

developing the skills and knowledge of the teacher, its most valuable asset for improving student achievement (Patti, Holzer, Stern, & Brackett, 2012). While professional development requires a significant use of a school's resources in terms of finances, time and effort, the assumption is that it will be a worthwhile investment through improved teaching and learning (Dean, Tait, & Kim, 2012). Strong connections exist between effective professional development experiences for teachers and improved student outcomes. According to Spelman and Rohlwing (2013), "highly qualified, effective teachers are the most powerful factor in increasing student achievement" (p. 155). This made it incumbent upon school organizations to provide opportunities for quality PD for teachers.

However, educators also need to be able to identify their professional learning needs in order to take steps to improve their practice. Bouwma-Gearhart (2012) emphasized that PD should not be treated as a one-size-fits-all approach. Rather, educators should learn to assess their own learning needs in order to seek out meaningful and effective PD activities (Bouwma-Gearhart, 2012). According to Patti, Holzer, Stern, and Brackett (2012), PD is effective when the learner connects to the new learning on a personal level. They also claimed that a PD program "anchored in compassion versus compliance has a greater probability of promoting desired, sustainable change in attitudes and behaviors" (p. 265). Teachers need support to refine and improve their instructional practices (Bostic & Matney, 2013).

According to Spelman and Rohlwing (2013), in order to enact sustainable changes to teacher practices to improve student outcomes, there must be strong leadership and an

organizational climate that supports professional growth. Students who have an ineffective teacher for even 1 year will experience a drop in their later achievement; yet as the level of teacher effectiveness increases, students of lower achievement improve the most. Studies like this led to a dramatic shift in thinking about PD from the traditional one-day workshop model to ongoing, embedded learning experiences (Spelman & Rohlwing, 2013). Further, PD and the continuous strengthening of teachers' skills is not just a personal responsibility, but a critical organizational responsibility.

Definitions

Aggression. An EI problem area related to the degree to which one's communication style does not respect the rights and feelings of others. It is characterized by communication that results in bad feelings and negative outcomes due to one's expression of strong emotions, such as anger (Nelson & Low, 2011).

Appreciative inquiry. An alternative approach to traditional action research, which is often used for inspiring organizational change (Hart, Conklin, & Allen, 2008).

Assertion. An EI skill related to direct, honest communication, especially in difficult situations. It is characterized by communication that respects the rights and feelings of both parties (Nelson & Low, 2011).

Comfort. An EI skill related to establishing rapport and developing trust through open, honest communication. It is characterized by confident, relaxed interactions with others in a variety of situations (Nelson & Low, 2011).

Commitment ethic. An EI skill related to the ability to complete tasks and personal responsibilities in a successful manner, even when other distractions or difficulties arise.

It is characterized by inner motivation, persistence, and a personal standard for goal achievement (Nelson & Low, 2011).

Decision making. An EI skill related to problem solving and conflict resolution. It is characterized by collaborative planning, the skill of reaching out to others, team work, and effective problem solving (Nelson & Low, 2011).

Deference. An EI problem area related to weak, indirect expression which results in unclear messages. It is characterized by ineffective communication, often resulting from fear, which negatively impacts relationships (Nelson & Low, 2011).

Drive strength. An EI skill related to the ability to set goals and follow through with an action plan to achieve those goals (Nelson & Low, 2011).

Emotional intelligence (EI): Salovey and Mayer's (1990) definition of EI stated that it is a set of interrelated skills in which one can appraise and express their own emotions, the ability to comprehend the emotions of those around them, the ability to control one's own emotions, and the ability to interpret emotional responses and act accordingly (Yuan, Hsu, Shieh, & Li, 2012). Goldman (2000) defines EI as "the ability to manage ourselves and our relationships effectively and consists of four fundamental capabilities: self-awareness, self-management, social awareness, and social skills" (p. 78). According to Nelson and Low "Emotional Intelligence (EI) is the learned ability to think constructively and act wisely. EI is best taught and developed when viewed as learned skills and abilities that can be practiced and developed" (EITRI, 2011, para. 5). This study will operationalize Nelson and Low's definition of EI because it is skills-based, educational, and transformative in its evolution (Tang, Yin, & Nelson, 2010).

Empathy. An EI skill that allows others to feel heard and understood. It is characterized by nonjudgmental, active listening, which may lead to being considered as caring and compassionate (Nelson & Low, 2011).

Highly qualified teacher: The definition of highly qualified teacher found in NCLB (2002) states that the teacher has obtained full state certification or passed the state teacher licensing exam and holds a license to teach in that state. If the teacher teaches in a public charter school, then the teacher must meet the requirements of the state public charter school law. Additionally, the teacher must hold at least a bachelor's degree and demonstrate knowledge and teaching skills in each of the academic subjects they teach, usually through the passing of a rigorous state examination (NICHCY, 2009).

Professional development: For the purposes of this research, PD will be defined as high quality, sustained activities that are intended to have a positive and enduring effect on classroom instruction and the teacher's performance in the classroom which "(i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified; (ii) are an integral part of broad schoolwide and districtwide educational improvement plans" (NCLB, 2002, Title IX, Part A, Sec. 9101).

Self-Esteem. An EI skill related to a positive vision of the self. It is reflected through high regard for self and others and is the foundation for realizing one's goals and happiness. (Nelson & Low, 2011).

Stress Management. An EI skill related to exercising self-control in response to stressful events. It is characterized by the ability relax and utilize coping strategies in a demanding situation (Nelson & Low, 2011).

Time Management. An EI skill related to the ability to effectively organize one's schedule for the purpose of task completion. It is characterized by the ability to proactively manage time as a resource, rather than reacting to the demands on one's time (Nelson & Low, 2011).

Transformative EI. A person-centered approach to EI, which combines positive assessment with EI learning models to facilitate individual growth and development in EI (EITRI, 2011).

Significance

It is anticipated that this research study will contribute to an understanding of how PD has been approached at the charter school from the perspective of the teaching staff, and shed light on the direction and approach that future PD could take. By understanding the teachers' perceptions about the effectiveness, or lack thereof, of PD opportunities, and the relationship between EI and a setting that supports successful PD, it was my intention to give the school administration a basis for making changes to the way PD is approached. Putman (2010) stated that effective leadership is necessary to guide and support teachers in their efforts to improve their practice and thus facilitate student growth. Thus, these changes could be a catalyst to using PD more effectively as a means to improve student outcomes.

Guiding Question

In alignment with the research problem and purpose, I posed the following guiding question: What are the experiences of teachers at an online charter school regarding the implementation of PD as a means for improving student outcomes? One broad, open-ended guiding question is posed in order to focus the study while remaining open to what might emerge from the data (Cavanaugh, 2012).

Review of the Literature

This subsection is a review of the literature on PD approaches for cultivating individual teaching practices, improving student outcomes, and supporting school improvement efforts. The review includes literature that positions PD for teachers in the wider context of student-centered learning, adult learning theory, transformational learning, and self-directed learning. A connection is made among developing efficiency in self-direction, leadership abilities, and transformational EI for improving teaching practice. Finally, the review addresses the established criteria for an effective PD program for adult learners.

The literature I reviewed included peer-reviewed articles, research reports, and books published during the period 1989–2014. The following databases were used: EBSCOhost, Education Research Complete, ERIC, SAGE, ProQuest Dissertations and Theses, and Google Scholar. The searches were conducted using the following keywords: *PD, staff development, student-centered learning, adult learning theory, andragogy, emotional intelligence, transformative learning, appreciative inquiry, learning*

organization, and *self-directed learning*. References within these publications were used to identify additional publications.

Adult Learning Theories

The PD model that exists at the school in this study is an individually guided staff development model. This model assumes that teachers are capable of self-direction, adults learn most successfully when they initiate the activities, and individuals are most motivated to learn when they articulate their own learning goals based upon a personal needs assessment (Sparks & Loucks-Horsley, 1989). The individually guided staff development model is based on the theories of student-centered learning and andragogy.

Student-centered learning. Rogers (1969) presented the student-centered learning theory, which is based upon five elements that result in significant learning. The five elements help to explain why individuals will seek out learning opportunities and personal growth under certain conditions. According to Rogers (1969), a significant learning experience is characterized by a level of personal involvement, is self-initiated, is pervasive, and is evaluated by the learners themselves. These elements work together to underscore the importance of the relevance of learning experiences to the learner. Additionally, the aspect of self-evaluation is important in minimizing a sense of external threat to the learner, allowing the learner to fully assimilate the learning experiences and move forward in the learning process. An individually guided PD model, it seems, should contain all of the elements to potentially result in significant learning.

Andragogy. Knowles's theory of adult learning, known as andragogy, is based upon several assumptions about the adult learner. The first assumption is that adults need

to see a reason or purpose for learning. Knowles, Holton, and Swanson (2011) stated that when adults are aware of the gaps between where they are and where they need to be in their knowledge or skills it operates as a motivator to undertake the learning experience. Additionally, adult learners have a concept of being responsible for their own lives and will resist efforts by others to impose an agenda on them. It is from this assumption that Knowles put forth the idea of adults as self-directed learners. Knowles went on to explain that in any group of adult learners there will be a wide variety in the quantity and quality of experiences, therefore, learning experiences have to vary greatly in order to address the specific needs, interests, and goals of the individuals. Adult learners have to be ready to learn, or as Knowles explained, they have to see a need in their own lives for the purpose of effectively remedying real-life issues. Further, learning experiences for adults need to be task-centered or problem-centered based on what the learner perceives as useful and necessary for performing tasks or resolving problems they encounter in their daily lives. Knowles's theory of andragogy explains why individuals have different professional needs that they want addressed in the learning experiences for PD. Andragogy also helps to support how an individually guided PD model can be powerful in enabling teachers to problem solve in the areas which negatively impact their professional practice, organization, and students.

A PD model that is individually guided requires the participants to be self-directed learners. All participants may not have reached a level of self-directedness required for this type of PD to be successful to positively impact organizational and student improvement efforts. As Merriam (2001) pointed out, levels of self-directedness

can also vary for learners depending on the topic or skills that need to be learned.

Merriam further stated that one should not assume that because a learner was self-directed in one situation that they will also be equally successful in a new area. Steinke (2012) stated that it takes time for individuals to become efficient in the process of self-directed learning. An important aspect for developing an effective PD program for teachers, therefore, may be how to accelerate the development of self-directedness in ways that will positively impact the participants and ultimately, organizational performance.

Transformative learning. Mezirow's (2003) theory of learning posits that transformative learning is a uniquely adult form of reasoning in which a paradigm shift occurs, whereby we critically examine prior interpretations and assumptions in order to form new meaning. Transformative learning is in contrast to instrumental learning, which focuses on the acquisition of new skills and knowledge. Transformative learning focuses on why, whereas, instrumental learning focuses on how and what. Qualities of EI are assets for developing the ability to recognize and appreciate alternative beliefs and to participate in critical reflection, which can result in transformative learning experiences (Mezirow, 2003). Organizations which focus on transformative learning activities are able to accomplish positive transformation by building on people's strengths (Steyn, 2012). One method for capitalizing on the strengths of individuals and organizations is through appreciative inquiry (AI).

Teeroovengadam (2013) argues that many organizations focus on training and instrumental knowledge as a means to improving the abilities of the employees.

However, what Teeroovengadam (2013) argued is lacking is a focus on personal development of the employees. The concept of a learning organization was been proposed as a way to address the transformation of employees as a means to improving organizational performance through the process of learning (Teeroovengadam, 2013). Learning organizations strive to allow all people, as individuals as well as collectively, to reach their full potential (Teeroovengadam, 2013). Teeroovengadam (2013) argued that by cultivating individual transformation through self-development it aids in the learning at all levels of the organization thus resulting in transformation at the organizational level.

Appreciative inquiry (AI) is one method to support individual transformational learning, but also to encourage positive organizational growth that align both individual and organizational goals. According to Evans, Thornton, and Usinger (2012), “Appreciative inquiry is a positive approach to solving organizational problems and is centered on the belief that inquiry into and discussions about organization strengths, successes, and values will be transformative” (p. 169). Steyn (2012) identified several requirements for effective PD programs through the perspectives of AI and continuous PD. Participants described their experiences with PD as a way to construct meaning about positive experiences with PD and strategies to improve it. Evans, Thornton, and Usinger (2012) found that when individualistic strategies for implementation of change took place it resulted in little organizational growth and slowed the development of a shared vision. The use of appreciative inquiry as a method for approaching organizational change in practices focuses on what is working in order to learn from and build upon those

strengths. Therefore, if organizations inquire into their strengths and positive qualities, then those strengths can be a starting point for creating positive change (Evans, Thornton, & Usinger, 2012). By using AI as a method for identifying what works well for PD, it may create a foundation developing a shared vision for what makes an effective PD model.

Emotional Intelligence

EI was originally developed as a psychological theory by Salovey and Mayer (1990). According to Salovey, Mayer, Caruso, and Seung Hee (2008), “EI refers to the ability to process emotion-laden information competently and to use it to guide cognitive activities such as problem solving and to focus energy on required behaviors.” (p. 185). EI is thought to be an important predictor of successful relationships, both personal and professional (Salovey, Mayer, Caruso, & Seung Hee, 2008). Further, it is believed that EI abilities can be developed in individuals. Salovey and Mayer’s theory of EI has four branches; perceiving emotions, using emotions, understanding emotions, and managing emotions (Salovey, et al., 2008). Goleman (2001) suggested that emotional competencies are learned capabilities. The four sets of EI competencies proposed by Goleman are self-awareness, self-management, social awareness, and social skills (Goleman, 2000). According to Goleman (2001), individuals with higher EI have a stronger foundation for developing these emotional competencies, which can be predictors of job performance. Jha and Singh (2012) showed connections between EI and teacher effectiveness. Benjamin, Gullliya, and Crispo (2012) argued that an organization that emphasizes the development of EI skills in its employees can increase its performance potential. Yuan,

Hsu, Shieh, and Li (2012) found that EI plays a role in predicting an employee's task performance, and that improved task performance may result from developing an individual's EI. Therefore, a school could pursue PD of teachers and school improvement from the perspective of a learning organization by focusing on individual development of EI skills, content, and pedagogical knowledge through a variety of learning methods, including self-directed PD.

This study seeks to operationalize Nelson and Low's work because of its skills-based, educational, transformative approach (Tang, Yin, & Nelson, 2010). Nelson and Low's (2011) theory of transformative EI seems to validate Steinke's (2012) claim that it takes time to become an efficient self-directed learner. According to Nelson, Low, and others, intelligent self-direction is the ultimate manifestation of EI and a critical skill for success in the 21st century (Nelson & Low, 2011; Nelson & Reynolds, 2010; Nelson, Sen, Low, Hammett, & Surya, 2009). Another important connection between Nelson and Low's approach are the learning principles related to other important theorists. Nelson and Low borrowed from Rogers (1969) in their advocating that adult learning environments should ensure permission, protection, and potency (empowerment) for the development of critical EI skills and abilities. They also borrow from both Rogers and Knowles by emphasizing the importance of a person-centered framework for meaningful learning to occur. A summary of benefits provided by an EI-centric PD program is conceptualized in Figure 1.

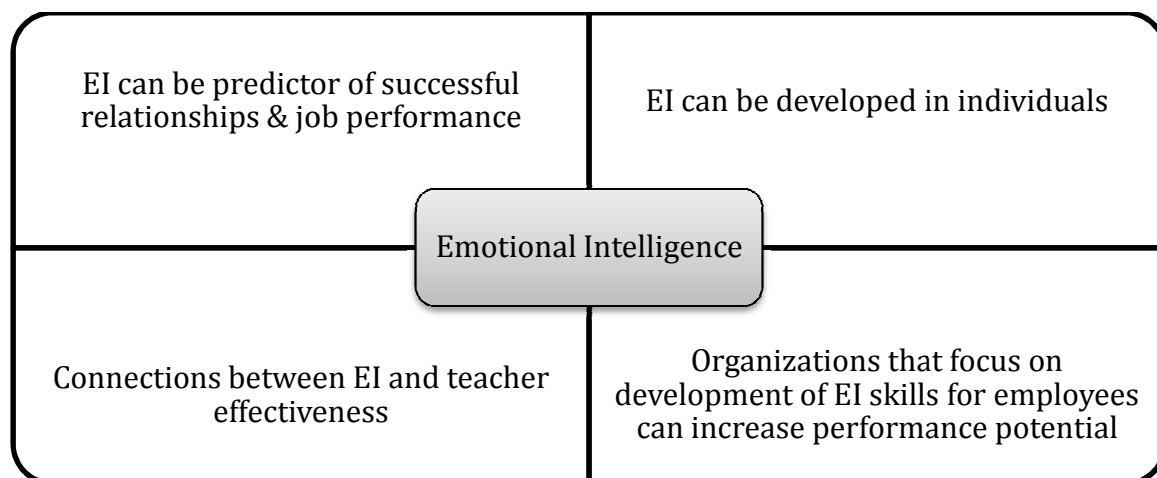


Figure 1. Benefits of EI for PD programs.

PD

While no single model of PD for teachers has been established as most effective, there are established criteria for what an effective PD program should consist of. Blank (2013) provided a summary of recent research that measures the effects of PD on student achievement and identified several characteristics in professional learning that leads to positive results for students and teachers. Blank's findings echoed many of the findings by Archibald, Coggshall, Croft, and Goe (2011). According to DeWitt (2013), the "common elements of effective PD programs included focus on core content and modeling of teaching strategies for the content over a longer duration of professional learning, including follow-up assistance, coaching, and feedback." (p. 3). The PD should involve a variety of learning activities and types, with the learning experiences selected to align with the learning goals of the participants and the school's growth goals. DeWitt (2013) asserted that "PD should incorporate collective participation by teachers and provide opportunities for collaboration among teachers" (p. 3). None of the studies

specified a specific model of PD for incorporating these elements, and most ranged from all school training sessions, to coaching, teacher teams, and self-guided learning. Figure 2 illustrates the characteristics associated with effective PD programs.

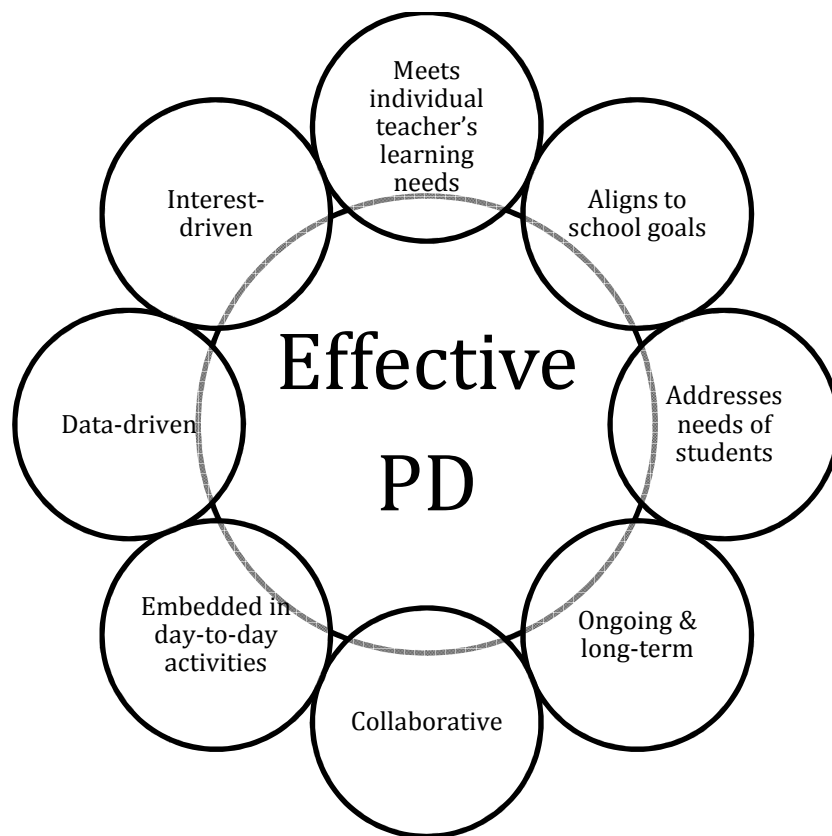


Figure 2. PD model stabilized with effectiveness characteristics.

Kelly (2012) endorsed the ideas presented by Knowles, Holton, and Swanson (2011) for what makes effective learning experiences for adults by outlining how to implement effective PD for teachers. Kelly argued that for PD to have a lasting impact on student outcomes the teachers must recognize the need for improvement that is addressed by the PD activity. Kelly asserted that training is typically organized to improve teaching practices based on the assumption that improvement is needed. However, if teachers do

not see the need for improvement there is small likelihood for long term change to result from the training (Kelly, 2012). Additionally, any PD training must meet teacher's individual needs. Those planning PD must recognize this need is essential for commitment from the teaching staff. Kelly suggested organizing a committee to explore options for PD based on school-wide identified needs to present to the staff to review and select from. Kelly (2012) added a new element for PD implementation, suggesting that teachers and administrators should participate in professional learning activities together, to form what DeWitt (2013) referred to as a community of interest, which is committed to the long-term implementation of new skills and programs.

Moore, Kochan, Kraska, and Reames (2011) indicated that PD is most effective in an organization with strong leadership. The findings suggested that one factor in student achievement may be having a principal who recognizes the benefit of implementing high quality PD. The PD could vary from workshops, to coaching, to collaborative teamwork, and self-directed models. The common factors were that the PD aligned to the needs of students and to the goals of the school, that it is long-term and ongoing, embedded in everyday practice, and that it is a collaborative effort.

Lutrick and Szabo (2012) found three themes regarding what instructional leaders viewed to be traits of effective PD. These themes were that PD should be ongoing, collaborative, data-driven in design, and interest-driven in design. These themes echoed both Knowles's and Rogers's assertions about adult learners, as well as the key factors for effective PD (Archibald, Cogshall, Croft, & Goe, 2011; Blank, 2013; Hirsch, 2009). Lutrick and Szabo argued that ongoing PD allows new knowledge and skills to be

integrated with existing knowledge and skills that served to promote change in teaching practices. Collaboration involved those participating in PD engaging in conversations in a nonthreatening environment to discuss what is and is not working and to problem solve. These discussions led to reflection and change, both key factors in transformational learning. A data-driven design involved using student outcome data to design PD for various levels of participation and need. For example, they found global topics for school-wide needs, grade level or departmental needs, and individual needs. Interest-driven PD allowed the teachers to get involved in the planning process and led to more buy-in from participants.

Personal, professional coaching (PPC) presented by Patti, Holzer, Stern, and Brackett (2012) also stressed the importance of collaboration in the form of a coach in this approach to PD. PPC is grounded in reflective practice designed to enhance the teacher's social and self-awareness, as well as emotional and relationship management. Through the process of reflective practice, a participant connects to the new learning on a more personal level, thus creating a meaningful learning experience as explained by Rogers (1969). Further, Patti et al. (2012) argued that with the development of skills associated with EI, teachers are better able to deliver high quality instruction and leadership. This type of "coaching has been used in other public and private sector industries to develop the skills and performance of employees in order to meet organizational goals" (Patti et al., 2012, p. 264). Therefore, it could be posited that the PPC approach to PD could also be effective for meeting school improvement goals when used to support teachers in the "acquisition of knowledge, skills and abilities that target

student achievement” (Patti et al., 2012, p. 264). Through the coaching model, educators learn to expand a personal vision for growth, providing motivation, ownership, and directionality to change. It is the personalization of the learning process that guides professional growth through PPC that leads to lasting changes for improved practice.

Putman (2010) discussed the importance of leadership for effective PD through the use of mentors, or change agents as referred to in the intentional teaching model (INTENT). INTENT was created to provide a step-by-step method school leaders could use to design and select PD activities for teachers. The INTENT model incorporates many of Knowles’s (2011) assumptions about adult learners, but includes the assistance of a change agent. Phase 1 addresses the role of adult learner’s experiences, by getting the teacher to recognize their underlying beliefs about teaching and how these beliefs impact their practice. Phase 2 addresses learner readiness to learn, and utilizes the change agent to get those who are reluctant to participate in the change process to explain why the change is necessary, which also addresses adult learners’ need to know why they need to learn something. Phase 3 is the action phase in which teachers are making deliberate attempts to modify instructional practices based upon their goals (Putman, 2010). The action phase does not specify if the activities are self-directed or determined by the organization, but only that the change agent is acting to encourage and build confidence as the teachers participate in learning experiences, assess their learning, and reevaluate goals. Since the goals are set to address deficiencies in practice for the purpose of improving student and school performance, one could surmise that the learning activities are problem-centered, which again pertain to Knowles’s assumptions, which will make

the teachers ready to learn in order to remedy problems impacting them. By Phase 4, the learners are practicing an ongoing cycle of using the techniques and strategies learned during the other phases with continued support of the change agent. The INTENT model does incorporate many aspects that align with andragogy, and student-centered learning models. However, the added aspect of the change agent speaks to the point made by others (Steinke, 2012) that not all individuals are equally skilled in the practice of self-direction.

Steinke (2012) pointed out that learning experiences vary by learner: The flaw of the one-size-fits-all approach to PD assumes that everyone learns at the same pace. With self-directed learning (SDL), the learner determines how much practice he or she needs in order to grasp a skill. An SDL model for PD accounts for varying degrees of self-directedness in learners. Steinke refers to a three-phase learning cycle to move learners towards self-direction, which includes both evaluations by an administrator, but also developing a process for self-evaluation. The process of self-assessment will create a system for individuals to improve their own performance.

King (2011) cited research about PD for teachers in formal educational settings leading to transformative learning experiences. Further, King (2011) stated that transformative learning may emerge from PD that takes place in safe and supportive environments, as well as through online learning experiences. King's (2011) study focused on the potential for meaningful transformative PD in a virtual, informal learning experience, as well. King found that successful approaches to PD using social media were self-directed, involuntary, and informal. King's findings revealed that self-directed

learning is an effective way to stay up-to-date with the ever-evolving body of knowledge in education, and that informal learning via social media could help educators stay current in their field (King, 2011). The transformative learning experiences reported in King's study could be one avenue for exploring ongoing professional learning, in a situated, self-directed manner.

Ghamrawi (2013) revealed a PD model that embodies a constructivist approach using teachers to train each other. The PD model is a teacher-centered approach to professional growth and seeks to increase the role of teachers in school improvement decisions. Providing high quality PD to improve teacher skills is central to school reform given that teachers, who are the heart of learning processes, exhibit the greatest influence on student achievement (OECD, 2009).

The findings from Ghamrawi's (2013) study indicated that teachers who are central to the educational process are able to proficiently lead their own professional growth. In order for an educational organization to benefit from that expertise requires an environment that recognizes, develops, and nourishes teacher leaders. The PD model in this study was found improve assertiveness skills in the teacher providing the trainings to others, as well as to further the acquisition of self-efficacy and motivation for those teacher leaders (Ghamrawi, 2013).

The PD model in Ghamrawi's study supports Knowles's (2011) and Rogers's (1969) assertions about adult learners that the adult learner is capable of self-direction and self-evaluation, and must know the purpose for the learning experience in order for it to be beneficial. Because teacher leaders apply to present a workshop of their own design

there is a high level of personal involvement. Participating teachers are able to select which workshops they attend out of twenty offered based upon their own professional growth needs. The PD model was also pervasive in that following the workshop sessions, groups of teachers met to design a plan for ongoing implementation and support. The teachers who led workshops reported that they developed a reflective practice through the experience of planning and leading a workshop, and then implementing in their own classrooms the practice they shared. Reflective practice is a powerful tool in teachers learning to become self-responsive and cultivates their ability for informed decision-making (Ghamrawi, 2013).

Alimehmeti and Danglli (2013) also referred to the need to develop the skills required for reflective practice in teachers through PD. Alimehmeti and Danglli emphasized the need for ongoing PD for teachers based on the idea that teacher credentialing programs cannot provide the knowledge and skills necessary for a lifelong teaching career. Teachers need to cultivate new knowledge and skills over the course of their career. Alimehmeti and Danglli summarized goals for effective teacher PD policies including the idea that PD incorporates a continuum of teacher education from initial pre-service training that is ongoing throughout a teacher's career. Additionally, policies should encourage the development of reflective practitioners who strive to be self-directed in their PD. Further, Alimehmeti and Danglli echoed the findings of Ghamrawi (2013) stating that PD should serve to facilitate teachers to take on leadership functions.

Alimehmeti and Danglli (2013) addressed Knowles's (2011) idea that adult learners have a variety of backgrounds and experiences that need to be addressed through

learning experiences, because a teacher over the course of their career will acquire a variety of competencies and skills, yet have others that they continue to need to work on. The collective body of knowledge and skills the teachers have should be combined both horizontally (simultaneously) and vertically (chronologically) through PD (Alimehmeti & Danglli, 2013).

Several studies revealed the perspectives of teachers about PD programs (Altun & Cenzig, 2012; Torf & Sessions, 2008). Altun and Cenzig (2012) found that teachers felt that inadequate time for self-development during their workday was a barrier to PD opportunities. The teachers in this study expressed the assumption that schools improve when teachers improved first (Altun & Cenzig). The teachers also expressed the need for PD to be practical and applicable rather than theoretical. Further, PD should encourage teachers to be researchers, and collaboration among teachers should be strengthened in order for PD to be more effective. Torf and Sessions (2008) summarized results from a survey which indicated that PD was rated as most effective when it was sustained rather than short-term, focused on academic standards and content, provided opportunities for active learning, offered teachers opportunities to engage in leadership roles, “involved collective participation of groups of teachers from the same school, and was meaningfully integrated into the daily life of school” (p.124).

The organizational culture within a school was also found to impact PD outcomes (Geer & Morrison, 2008). The perceived collective-efficacy of teachers to influence student learning had a significant effect on the gains made by individuals through PD (Geer & Morrison, 2008). In other words, the extent to which a school organization

supports the pursuit of PD by its teachers effects the impact that PD has on student learning. A school attempting to implement a program for improvement should tend to both the collective and individual needs of teachers in terms of their professional learning needs. This would be difficult to accomplish in a one-size-fits all model of PD, and speaks to the value of implementing a self-guided model that also incorporates a collaborative element to maximize the implementation of the individually learned knowledge and skills (Bouwma, Gearhart, 2012; Steinke, 2012).

Siegrist, Green, Brockmeier, Tsemunhi, and Pate (2013) argued that improvement strategies that focus on an organization's culture were able to produce the most improvement with the least amount of effort. When leaders approach managing organizational change from the perspective that the organization is a social system, in which all parts of the system function as a whole, significant gains in performance became possible (Siegrist, Green, Brockmeier, Tsemunhi, & Pate, 2013). Therefore, when school leadership facilitates an increase in the number of meaningful interactions that occur between teachers in a school it increases the system's potential. A shift to a more collaborative approach to school improvement, which speaks to the characteristics of effective PD presented in the literature (Altun & Cenzig, 2012; Archibald, 2011; Blank, 2012; Lutrick & Szabo, 2012; Moore et al., 2011; Patti et al., 2012), could result in improved student performance. According to Siegrist et al. (2013), student achievement is a reflection of the tools that are provided to teachers and how those are used. When school leadership understands the capabilities of these tools, and focuses on the selection of the most effective tools, while providing PD opportunities which focus on

maximizing the knowledge about the use and implementation of these tools, significant increases in organizational performance can occur (Siegrist, et al., 2013).

Studies suggest that emotionally intelligent leadership is a factor in creating workplace conditions that encourage employees to maximize their potential (Yoder, 2005). A relationship exists between EI in leaders, the performance of an organization, and the organizational culture (Yoder, 2005). An organization that has leadership with strong EI competencies has a climate in which individuals are empowered and seek to collectively succeed. The EI competencies displayed in what Yoder referred to as a “leaderful” organization are those that when present may also lead to successful PD programs. For example, developing others through the ability to mentor or coach, relates to Putnam (2010) and Patti, Holzer, Stern and Brackett’s (2012) argument in favor of a change agent as vital to successful PD. The ability to forge relationships for the purpose of creating an environment favorable to teamwork and collaboration is important as collaboration was shown to be a factor for a successful PD program (Altun & Cenzig, 2012; Archibald et al., 2011; Blank, 2013; Ghamrawi, 2013; Lutrick & Szabo, 2012).

For any PD program to be effective it has to equate to meaningful learning experiences for the participants. Having strong EI capabilities align with traits of adult learners who participate in meaningful learning experiences, as defined by Knowles (2011) and Rogers (1969). Strong EI capabilities also align to individuals undergoing transformative learning experiences as defined by Mezirow (2003). By developing teachers’ EI capabilities it may perhaps create a more effective PD program in order to improve student outcomes. Benjamin, Gulliya, and Crispo (2012) asserted that by

developing employees' EI competencies, an organization can ensure more success from their employees and therefore more success from the organization. Benjamin et al. (2012) described several traits such as self-awareness which enable an individual to accurately self-assess their strengths and limitations, showing initiative, self-management, and achievement orientation which are all valuable assets for self-directed learning. Muller (2008) found that "a significant positive relationship between self-directed learning readiness and emotional intelligence" exists (p.19).

Jha and Singh (2012) found a positive correlation between EI and teacher effectiveness. "Among ten components of EI considered in the study; emotional stability, self-motivation, managing relations, self-awareness, and integrity emerged as the best predictors of teacher effectiveness" (Jha & Singh, 2012, p. 667). EI is important for teachers to possess because an effective teacher needs to understand the emotions of the students in order to create a positive learning environment and motivate students to perform at their best. Teachers can do this through their understanding of how their students learn. Therefore, developing teacher's EI may increase effectiveness and lead to improved student learning (Jha & Singh, 2012).

Nelson, Low, and Nelson (2005) cite evidence to show the value of EI in teacher preparation programs. The research links EI to teacher performance, therefore, providing training in EI skills could be a benefit to teachers for both personal and PD (Nelson, Low, & Nelson, 2005). According to Nelson, Low, and Nelson (2005), EI is a set of learned abilities which require a person-centered process for growth. When EI skills are part of the focus of learning it relates to positive outcomes of achievement, classroom

management, and teacher retention. “Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result” (Nelson, Low, & Nelson, 2005, p. 4). A focus on EI skills in PD is part of a transformative learning experience (Nelson, Low, & Nelson, 2005). “Transformative learning provides a focus on the development of knowledge, behaviors, and skills” that could be beneficial to teachers to improve their teaching practice and advance their careers (Nelson, Low, & Nelson, 2005, p. 3).

Patti, Holzer, Stern, and Brackett (2012) make the case for a PD model called PPC. The PPC model “is grounded in reflective practices that cultivate self-awareness, emotion management, social awareness, and relationship management” (p. 263). Patti et al. argue that when educators participate in these practices they are better equipped to provide high quality instruction and leadership roles. The PPC model is grounded in adult learning theories, motivation, and EI (Patti, Holzer, Stern, & Brackett, 2012). Patti et al. argue that the PPC model for PD creates an environment for teachers “to strengthen their leadership skills through self-reflection, collaboration, feedback, and emotional awareness” (Patti, Holzer, Stern, & Brackett, 2012, p. 265). By developing EI and teaching skills simultaneously, teachers are apply new learning to their classroom and school. Through the practice of encouraging learners to take responsibility for their own development, as in the PPC model, educators can become more self-aware leading to a more student-centered learning environment.

Nelson and Low’s (2011) formal definition of EI is the confluence of learned skills and abilities that facilitate four success dimensions in life. The EI success dimensions facilitated by EI skills include (a) an accurate self-knowledge and self-

appreciation, (b) a variety of healthy relationships, (c) working productively with others, and (d) healthily managing the demands and stressors of everyday work and life. Nelson and Low have published a five-step, systematic learning process for developing EI skills to improve academic and career performance. The emotional learning system (ELS) is a positive learning model that simultaneously engages the experiential (emotional) and cognitive (rational) systems to develop EI skills through (a) the authentic exploration of key skills, (b) identification of strengths and areas to improve, (c) better understanding key skills and abilities, (d) learning to incorporate new skills, and (e) modeling and applying new skills. The ELS is illustrated in Figure 3.

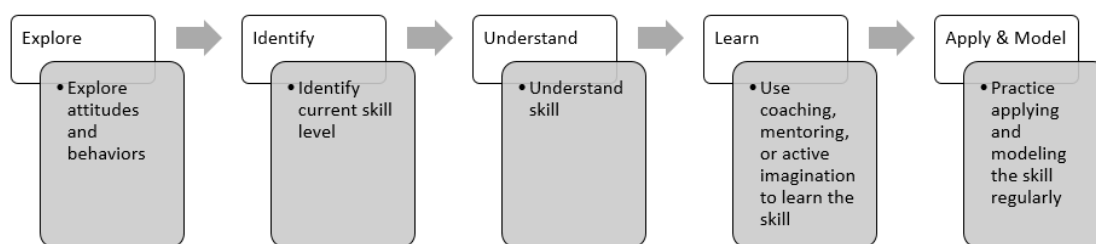


Figure 3. The five steps depicting Nelson and Low’s (2011) emotional learning system. From “Leadership and emotional intelligence: A phenomenological study on developmental experiences of effective federal government leaders” by D. A. Rude, 2013, *George Washington University dissertation*, p.51. Adapted with permission of the author.

Nelson and Low (1977-present) have developed a family of positive assessment models that measure and assist with the first *explore* step of the ELS. Transformative EI has been found significantly related to a variety of performance outcomes using Nelson and Low’s assessments. Tang, Yin, and Nelson (2010) found and reported EI to be positively related to the practice of transformational leadership among leaders in higher education. Rude (2013) found EI to be an important factor in leadership excellence at the

highest levels of federal government executive service. Hammett (2007) found EI to be significantly positively related to satisfaction with career PD and advancement in professional adults. Finally, Hammett, Hollon, and Maggard (2012) found EI to be highly and significantly related to leadership performance among mid-career officers in the U.S. Air Force. To the degree that these findings relate to school and classroom leadership, career progression and satisfaction, and personal/PD, many of these findings may translate well in support of constructing effective PD programs for teachers as well.

There are connections between EI and a productive organizational culture, strong leadership, and teacher efficacy (Benjamin, Gulliya, & Crispo, 2012; Hammett, Hollon, & Maggard, 2012; Jha & Singh, 2012). Therefore, using an approach similar to that modeled in Yoder's (2005) research, the use of the transformative theory of EI operationalized through the ESAP (Nelson & Low, 2003) may be helpful for creating awareness in individuals for the purpose of developing PD activities to influence career effectiveness, facilitate mentoring and collaborative work relationships, and identifying relevant focal points for learning activities.

Implications

PD that addresses the needs of teachers to enable them to effectively teach students, improve student outcomes, and collectively attain organizational goals is vital to improving education. PD programs within schools should address the identified organizational goals based on close analysis of student outcome data. However, an effective PD program must also seek to develop the individual needs of the teacher learners, as well (Bouwma-Gearhart, 2012). As teachers are able to become more attuned

to their learning needs through the development of EI skills, they may be able to become more proficient self-directed learners, too.

Nelson and Low's short definition of transformative EI is "the learned ability to think constructively and act wisely" (EITRI, 2011, para. 5). If EI is a reflection of wisdom, wisdom is developed through life experiences, and EI is reflected in intelligent self-direction, then it follows that intelligent self-direction would take time, based on one's individual experiences, to develop in the natural world. As illustrated in Figure 4, following Nelson and Low's person-centered approach for developing EI skills in individuals, it should be possible to accelerate the development of intelligent self-direction by incorporating elements of transformational EI into PD in order to positively impact the effectiveness of individual teachers and their schools.

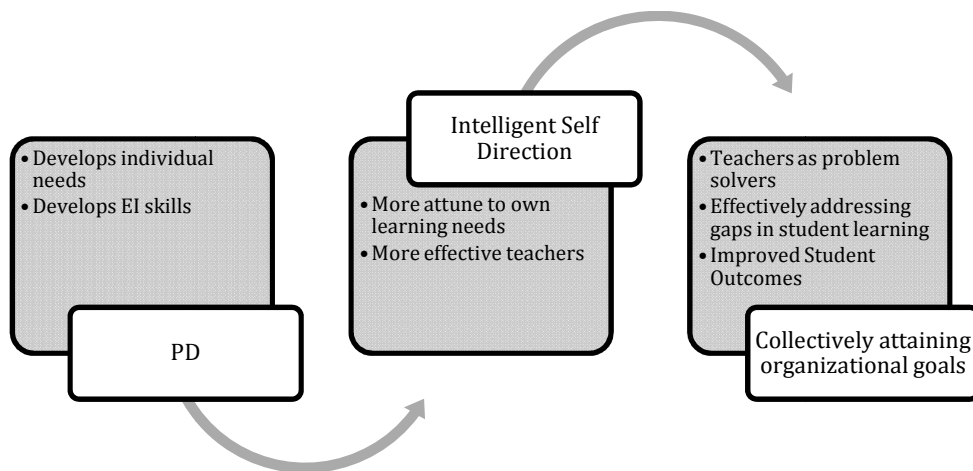


Figure 4. Connections between PD, intelligent self-direction, and organizational goals.

As teachers develop intelligent self-direction, they become better problem solvers to more effectively address the gaps in student learning, thus improving student outcomes. Based on a comprehensive review of the literature, a sound direction for the

project for this study was the use of appreciative inquiry to pursue a PD program to improve teacher knowledge and skills. Transformational EI was incorporated to give a common voice and positive framework through which a more effective PD program could be explored and developed (Yoder, 2005).

Summary

As the NCLB target date of 2014 for all students to be proficient in English Language Arts and mathematics has arrived, it is imperative for underperforming schools to take steps to develop their greatest asset for improving student performance, the teachers. Teachers cannot continue to pursue PD as individual efforts that are not directly connected to student outcome data or organizational goals. Additionally, individual learning needs of teachers need to be considered, as individuals will experience varying degrees of skill and knowledge on a wide variety of topics throughout their careers (Torff & Sessions, 2008). Therefore, PD designs must create meaningful learning experiences for the participants. The PD must also meet the established criteria for effective PD (Archibald, Cogshall, Croft, & Goe, 2011; Blank, 2013; Hirsch, 2009). Research shows that these criteria can be met through a variety of PD models. Additionally, PD may be more effective for the learner if it is designed to address their self-identified learning needs. To support teachers in the process of developing this self-knowledge, the use of mentors, coaches, or other leadership support may be effective if used in conjunction with efforts to develop individuals' EI skills. EI skills are associated with effective teachers (Jha & Singh, 2012) and effective organizations (Benjamin, Gulliya, & Crsipo, 2012).

The methodology for this proposal is discussed in Section 2, including an explanation of the proposed qualitative research design and approach, population and sample, data collection, instrumentation, and data analysis. Section 3 provides a discussion of the project, and Section 4 an analysis of myself as a scholar practitioner.

Section 2: The Methodology

Introduction

The primary purpose of this study was to clarify and understand teachers' participation in current and past PD and its effectiveness. The secondary purpose of this study was to use a measure of EI to introduce the construct and vocabulary of EI to participants. The goal was to enhance discussions about the role of EI in PD with respect to intelligent self-direction, leadership skills, and teacher effectiveness.

In this section, I outline the qualitative research design and rationale for this study. I discuss the sampling method, sample size, characteristics of the sample, and protection of research participants. I also provide a description of the data collection and analysis and a discussion of the findings. The project that resulted from this study is given in Appendix A.

Research Design and Approach

In order to thoroughly address the research question, I used a qualitative case study because I sought an in-depth look at the PD experiences of the teachers at the charter school (Stake, 1995). As an in-depth look at a bounded system, the emphasis was on the subject under study, rather than a particular methodology for data collection or analysis (Stake, 2005; Merriam, 2009). The unit of analysis in this study was the experiences of the teachers at the charter school.

A framework was sought that would keep the research proceedings in the school's PD program positive and productive (Yoder, 2005). For this study, an appreciative inquiry (AI) approach was used to provide insight into how to effectively use PD as a

means to improve student outcomes. AI is an accepted research methodology, and widely used as a process for organizational development (Knibbs et al., 2010; Reed, 2007). AI is an alternative approach to traditional action research, which is often used as a transformational approach for developing leadership capacity (Hart, Conklin, & Allen, 2008), and is most frequently used for inspiring organizational change (Hart, et al., 2008). AI seeks the positive aspects of lived experiences in order to provide a foundation for creating the possibility of transformation and improvement. The goal is to build shared meaning out of the experiences so that collective action can be taken for personal and organizational improvement in service of a shared goal (Hart, et al., 2008). Further, AI is emerging as a useful approach to school improvement (Willoughby & Tosey, 2007), the underlying purpose for improving PD, as well as the genesis for this study. AI, therefore, is thoroughly aligned with and an appropriate model for this study.

In this case study, the qualitative method of appreciative inquiry is the primary orientation that guides the research. As modeled by Yoder (2005), a measure of EI was used to introduce the construct and vocabulary of EI to help maintain the positive, appreciative nature of the study. The positive assessment instrument of EI skills, the ESAP, was embedded within the qualitative method, and sought to inform the study on a theoretical level. While descriptive statistics are reported for the results of the EI instrument used in this research, the small size of participant sample and population for the charter school under investigation ($N = 5$) did not meet a threshold for quantitative research (Creswell, 2012).

This study focused on the experiences of teachers currently employed at the charter school. The goal of the study was to clarify and understand the teacher's experiences with PD. As a problem-based study, research designs used for purpose-based studies, such as a grounded theory design, would not be effective for this study.

Appreciative inquiry was appropriate for this study because it challenges the traditional problem-oriented approach to “provide a positive rather than a problem oriented lens on the organization, focusing members' attention of what is possible rather than what is wrong” (Grant & Humphries, 2006, p. 403).

The research findings for this project study emerged from a document review, email interview, and a focus group interview. To develop the findings, the researcher began by reviewing the PD record documents, looking for information about the types of and topics covered by PD activities that participants had engaged in during the prior two years. Prior to the email and focus group interview, participants were asked to take the ESAP. A group profile was created from the individual results to identify current strengths, and identify skill development priorities for the dream and design phases of the appreciative inquiry 4-D cycle during the interviews. Participants were then asked to respond to four questions as written responses via email. These questions were part of the discovery phase of the AI 4-D cycle. These responses were used to gather descriptive information, which was then coded and categorized to be compared with the analysis of the data from the document review and the focus group interview. The focus group interview was the final stage of data collection. The focus group interview contained six open-ended questions focused on the discovery, dream, design, and destiny phases of the

AI 4-D cycle. The categorical findings from the document review, email responses, and focus group interview transcript were analyzed and compared to formulate the themes presented in the findings of this study.

Setting, Sample, and Participants

Sampling Method

The population from which the sample was drawn was K-12 teachers. The sampling procedure I used for this study is purposeful sampling. Purposeful, or criterion based, sampling is most appropriate for this study because I sought to discover what occurs, as well as the implications of what occurs (Merriam, 2009). The purposeful sampling strategy I utilized is convenience sampling to focus on the experiences of teachers at a single school site.

Sample

The sample for this study included five teachers who work at the charter school being studied. All of the teachers teach classes online for grades that range from kindergarten to 12th grade.

Eligibility and Participant Characteristics

Participants for this study were selected based upon their role as teachers at the online charter school, which is the focus of this study. All of the teachers taught classes for students that range from kindergarten to 12th grade; with one of the teachers teaching in grades kindergarten through 6th grade, three of the teachers teaching classes for students in 7th and 8th grades, and five teachers teaching classes for students in 9th through 12th grades. All five teachers were licensed to teach in the state of California. One teacher

held a multiple-subject credential, and four held single-subject credentials. Two of the teachers with single subject credentials were licensed in English Language Arts, one was licensed in Mathematics, one was licensed in Science, and one was licensed in History and Social Science. Four of the five teachers had clear credentials, and one had an introductory credential. Teaching experience ranged from 1 year to more than 10 years.

Protection of Participants

I had access to the study participants because I am also a teacher at the school site that is serving as the focus of this study. I have been a teacher at this charter school for nine years, and a master teacher for one of those years. In my role as teacher and master teacher, I did not hold any supervisory position over any participants. Because of my participation in PD at the school, it may bias my own views when conducting data collection and analysis. However, awareness of this potential bias allowed me to make note of it and remove it as much as possible from the research process, and to present findings and interpretations in a manner that allows readers to see how conclusions were reached based on the available data.

I took care to establish a good researcher-participant working relationship by following good research practices as outlined below. I completed the National Institute of Health (NIH) training for the ethical treatment of human research participants. Prior to any data collection, I obtained approval from the Walden University institutional review board (approval #03-24-14-0294633). I also obtained a letter of cooperation (Appendix B) and Data Usage Agreement (Appendix C) from the director of the charter school. Additionally, I received written informed consent from each participant before collecting

any data. Participants were given information about the nature of the study, any perceived risks, and any rewards for participation. Additionally, they were informed that their participation was purely voluntary, and they have the right to withdraw their participation at any time without adverse impact whatsoever. In addition, I took the following steps to ensure confidentiality for all participants.

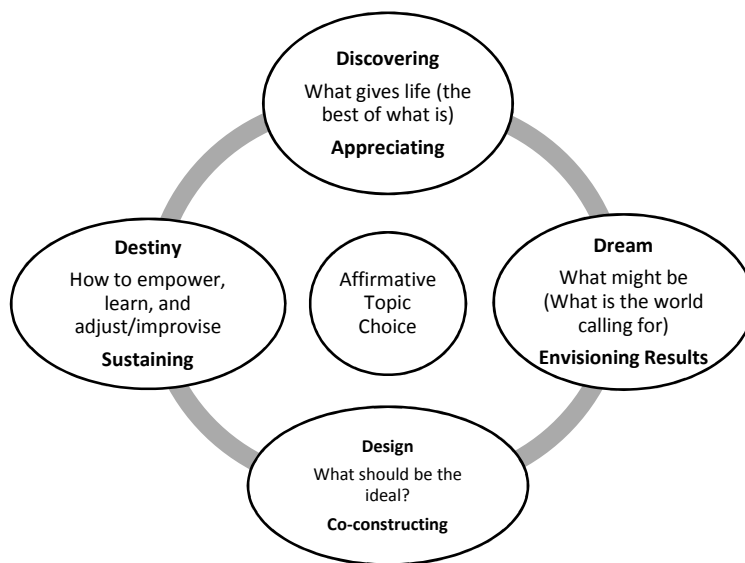
- All papers collected during the data collection process were kept in a locked file cabinet.
- Data from papers were transcribed onto an electronic spreadsheet file for data analysis and the spreadsheet file was kept on my personal password protected computer that I use for my research.
- All data collected electronically via e-mail used pseudonyms and the user names, domain names, and any other personal identifiers were hidden when publishing or storing interview data.
- Data obtained online was stored on my personal password-protected computer that I used for my research. Data will be kept for 5 years.
- Personal identifiers were not used and interview data was not attributed to any single individual.

Data Collection

Appreciative Inquiry

The qualitative data collection for this study utilized an appreciative inquiry approach. Appreciative inquiry (AI) is “a cooperative, coevolutionary search for the best in people, their organizations, and the world around them” (Cooperrider & Whitney,

2005, p. 8). Watkins, Mohr, and Kelly (2011), emphasized that when something appreciates it increases in value, so that using appreciative inquiry will identify those factors within a system that we want to enhance in order to increase the value of an organization. Therefore, AI seeks to systematically discover what is most effective about an organization to build upon those traits to create a climate of change. Successful organizations create a climate of change by learning from successful practice and building upon those strengths (Anderson, 2010). AI is a problem solving approach utilizing an appreciative framework (Michael, 2005). Appreciative inquiry is a narrative-based process of positive change consisting of a 4-D cycle (Cooperrider & Whitney, 2009). The four key phases of an AI process, illustrated in Figure 5, include discovery, dream, design, and destiny.



*Figure 5. Appreciative Inquiry 4-D cycle. From *Appreciative Inquiry: A Positive Revolution in Change*, by D. Cooperrider and D. Whitney, 2005, pg.16. Adapted with permission of the author.*

During the 4-D cycle, the appreciative interview took place in a focus group format. The process began in the discovery phase by first having participants respond to open-ended interview questions as written responses via email. The next step was to engage participants in a focus group interview that covered a broad range of related topics about strengths, resources, and capabilities of both the organization and individuals within the organization (Cooperrider & Whitney, 2005). The interview consisted of six open-ended questions. In the discovery phase, participants sought to identify best practices and strengths as a foundation from which to build upon for improvement. The cycle then moved participants through questions focused on envisioning possibilities for the organization and individuals in the future in the dream phase. Cooperrider and Whitney (2005) describe this phase as a time when participants create “a clear results-oriented vision in relation to discovered potential” and purpose (p. 16). The participants were then asked to discuss plans and propositions that will guide their growth towards organizational goals together. This is the AI design phase. As a group, participants sought to create possibilities for action by articulating the ideal organization that they feel is “capable of drawing upon and magnifying the positive core to realize the newly expressed dream” (Cooperrider & Whitney, 2005, p. 16). Finally, in the destiny phase, groups are formed to implement changes to bring the dreams and designs to fruition. The destiny phase did not take place as part of the data collection phase of this study, but could potentially play a significant role in the organization should the findings and project from this study get implemented.

The appreciative inquiry protocol for the 4-D cycle included participants providing written responses to interview questions via e-mail, followed up with a focus group interview, which lasted approximately 1 hour in length. Three of the five participants took part in the focus group interview, the other two declined an opportunity to schedule a separate interview. The session ended upon the cessation of new information and themes (Knibbs et al., 2010). The focus group interview took place online using Blackboard Collaborate, a web conferencing program, and was recorded then transcribed. The interview took place after school hours to accommodate participation by participants. The researcher transcribed the interview immediately following the interview for use in data analysis.

Appreciative-Inquiry protocol. The following questions were asked as part of the appreciative interviews, in email, and in focus group formats. These questions were adapted from Yoder (2005) and modified based on permission granted by Taylor & Francis (see Appendix D) to incorporate the essence of an appreciative inquiry, while addressing the specific conditions of this study.

Discovery. Think back through your career as a teacher. Describe a high point when you felt most effective and engaged. How did you feel? What EI skills, competencies, or abilities in yourself or others made that situation possible? Describe a time when you were part of a PD experience that was valuable to you as a professional educator? What made it valuable?

List and describe any experiences you consider PD that you have participated in while employed at the Charter School. Describe the most valuable aspects of this school's approach to PD, both past and present. What makes it valuable?

Dream. What applications of EI are most relevant to your position at the school? What dreams do you have for your school's greater effectiveness and outcomes? What dreams do you have about your personal effectiveness as a teacher?

Design. What would be the ideal PD program for teachers?

Destiny. What would be the most desirable outcome of this appreciative inquiry for the PD program at this school? If you had three wishes for future directions of PD at this school, what would they be?

Additional data collection techniques included the use of archival data in the form of past PD records. The data from these records provided descriptive information to develop new categories of data (Merriam, 2009). The results from each of the sources were compared to one another to determine what the next data collection would look like, thus driving the data collection process.

Emotional Skills Assessment Process

The Emotional Skills Assessment Process (ESAP; Nelson & Low, 1998), a quantitative measure of EI skills, was used to create a common language and experience around EI during the appreciative inquiry and study (Yoder, 2005). While the ESAP is a quantitative, 3-point Likert-scale measure, the positive assessment instrument was used in this study as a means to inform, guide, and give an EI voice to an AI qualitative process and design. Item responses from the ESAP are reported using descriptive statistics to

create a group profile, and individual EI profiles were provided to the participants. The ESAP was used to establish a universal experience around EI for participants, to encourage cognizance about EI, and to enrich the discussion of EI during the appreciative-inquiry sessions. Four of the five participants completed the ESAP. It was the intention of this study to use the written responses from participants and focus group interviews, informed by EI and ESAP skills, to reveal participant's perceptions about current and past PD activities, as well as provide insights about avenues for improvement.

The ESAP (Nelson & Low, 1998) is a cornerstone EI assessment instrument used in education (Appendix E). The ESAP is the positive assessment instrument used to quantify EI and provides scale and factor specific measurement of emotionally intelligent behavior (Nelson, Low, & Ellis, 2007). A permission letter from the authors of the ESAP to use the assessment in this study is provided in Appendix F. The ESAP is just one step in building self-awareness in order to identify strengths and areas in need of development such as interpersonal, leadership, self-management, and intrapersonal skills, as well as several problematic behaviors (Hammett, Hollon, & Maggard, 2012; Nelson et al., 2007). The instrument employs a three-point Likert scale to measure 10 skills, 9 of which contribute to composite scale measures. Each item is responded as either M (*most like or descriptive of me*), S (*sometimes like or descriptive of me*), and L (*least like or descriptive of me*). While some of the items are negatively worded and reverse scored, most are scored as M=2, S=1, and L=0. The ESAP also measures the three potential problematic scales of aggression, deference, and change orientation. For the purposes of personal and

PD, the three problematic scales are addressed as related skills; (a) aggression is treated as anger management and control, (b) deference is treated as anxiety management and control, and (c) change orientation is treated as positive change (Nelson & Low, 2011). The ESAP's individual skills are presented with their composite scale measures as follows:

- Interpersonal Communication
 - Assertion (measured using 18 summed items)
- Leadership
 - Comfort (Social Awareness; measured using 12 summed items)
 - Empathy (measured using 12 summed items)
 - Decision Making (measured using 12 summed items)
 - Positive Influence (measured using 12 summed items)
- Self-Management
 - Drive Strength (Goal Orientation; measured using 25 summed items, one of which is reverse scored)
 - Time Management (measured using 12 summed items)
 - Commitment Ethic (measured using 12 summed items)
- Intrapersonal Knowledge
 - Self-Esteem (measured using 25 summed items, 4 of which are reverse scored)
 - Stress Management (measured using 25 summed items, 23 of which are reverse scored)

- Potential Problem Areas (not a composite scale but a category measure)
 - Aggression (measured using 18 summed items)
 - Deference (measure using 18 summed items)
 - Change Orientation (measured using 12 summed items)

The ESAP assessment leads to the creation of an ESAP profile. The scores obtained from the assessment are converted to T-scores with a mean of 50 and a standard deviation of 10, which are converted to a standard score then interpreted by assigned labels of develop, strengthen, or enhance (Nelson et al., 2007). The ESAP problem areas of aggression, deference, and change orientation are interpreted as low, normal, and high, with low and normal being more desirable, and high negatively correlating with EI skills (Hammett, Hollon, & Maggard, 2012). Participants completed the ESAP online using a proprietary, web-based assessment delivery system. Participants were emailed a standard form of instructions developed by Emotional Intelligence Learning Systems (2008) for completing the ESAP.

Reliability and Validity of Instruments

Nelson, Low, and Vela (2003) have shown that the ESAP has construct and empirical validity. Nelson et al. (2003) stated that the instrument was extensively field tested and “independent researchers completed validation and normative studies with culturally diverse groups” (p. 26). The ESAP skill scales are significantly positively correlated with one another and the instrument has excellent internal reliability (whole test $\alpha=.91$) (Nelson, Low, & Vela, 2003). ESAP scales also correlate with other assessments of EI, mental health, and school achievement (Nelson et al., 2003).

According to Kaplan and Saccuzzo (as cited in Cox & Nelson, 2008) construct validity helps determine what the results of a given test mean by correlating one test to another. When a test correlates to another it provides convergent evidence of validity. Cox and Nelson (2008) showed that when the ESAP was correlated with the Constructive Thinking Inventory (CTI; Epstein, 2001), which measures thinking patterns, “there was a significant relationship between CTI positive thinking scales and ESAP skills” (p. 17). According to Cox and Nelson (2008), Epstein recognized global constructive thinking as a foundation of EI, which is significantly positively correlated to the skills assessed on the ESAP. Also, the problematic indicators assessed by the ESAP are negatively correlated with measures of constructive thinking (Cox & Nelson, 2008). Cox and Nelson (2008) demonstrated that the ESAP was correlated with constructive thinking, a measure of EI when they published statistically significant correlations with many individual and composite scales on Epstein’s CTI.

Data Analysis

Qualitative data analysis for this study was inductive and comparative. The constant comparative method was used, employing coding as a means to compare data throughout the process of data collection (Merriam, 2009). Written responses and interview transcripts were coded to look for themes as they emerged. Data was coded into clusters and categories to formulate themes. These themes were compared to the findings from PD records and the ESAP results to help determine what, if any, elements were missing from the PD program that could be added.

As data was collected, notes and a journal were kept. During the document review, I made a list of each type of PD activity stated in the PD Record and Reflections (Appendix L), and created a tally sheet to count the number of times each type occurred in the documents. I created a similar tally sheet for topics covered by the PD activities. I took notes during the focus group interview to complement the recorded data. During the transcription and analysis sessions, any overarching and sub themes that emerged were noted. I used different colored highlighters to note similar ideas and identify patterns in the written responses and interview transcripts. After highlighting, I assigned descriptive codes to the various colors. From these descriptive codes, themes were extrapolated. I wrote entries in a research journal to note reactions and connections of ideas in several data sources, including interviews, written responses, and documents reviewed. This process helped me to connect information from one data source to another. The research journal further allowed me to recognize any researcher bias in an effort to minimize it in the analysis of findings (Merriam, 2009). Quotes from the interview and written responses were used to support the themes that emerged.

As a resource and tool for developing EI awareness, it was not the intent of this study to develop and evaluate hypotheses using the ESAP data results. Rather, the ESAP data were analyzed, presented, and used throughout the study by employing descriptive statistics to create a group profile and provide a foundation of positive EI-centric language for the participants. Upon completion of the online ESAP, each participant received a profile of their EI skills based on their scores in each of the 13 scales measured

by the ESAP. The participants also received a printable file with the research-derived composite scale and subscale definitions.

An average ESAP profile (Appendix G), a horizontal bar graph based on ESAP results, was created to illustrate the group's overall scores ($N = 4$) and allow for self-comparison of individual participants to the overall group results. One of the participants elected not to participate in the ESAP online assessment. The ESAP provides a personal profile of self-estimates for the respondent's ten EI skills and three potential problem areas. Interpretation of the profile is focused on three score ranges identified as develop, strengthen, or enhance (O'Block, 2007). The potential problem areas were interpreted on the profile the ranges of desired, average, and problematic. The ESAP profile was used to give participants a guide for identifying current strengths, and prioritizing those skills in need of further development for the purpose of discussion throughout the dream and design phases of the appreciative inquiry 4-D cycle portion of qualitative data collection.

Validity and Reliability

To address issues of validity and reliability, I utilized triangulation and member checks (Merriam, 2009). To ensure internal validity, I triangulated the data from the ESAP group profile with focus group interview transcripts and PD records. This allowed for the cross-checking and comparison of data collected in different formats from different perspectives. The use of member checks was also used to ensure credibility. In addition, participants were asked to share their responses to the emerging findings by providing feedback on the preliminary analysis of data and were encouraged to make suggestion for ways to better capture their perspectives. Respondent validation also

helped me to identify my own biases in the interpretation of data, or any misunderstandings of what I had heard (Merriam, 2009).

Role of the Researcher

For the purpose of this study, I served as researcher, and held no direct supervisory role over any of the participants. My role at the school was Master Teacher. I teach full time, and as lead teacher, mentor other teachers for the purpose of providing support and guidance towards the refinement of their teaching. I did not evaluate teachers for any reason related to their employment. I do not believe my role at the school presented any conflicts of interest or ethical issues for me as the researcher. However, because I am also a teacher at the school, it was important that I was aware of how my experiences with PD at the school could bias my own views so that I could remove that bias, as much as possible, when conducting data collection and analysis.

Findings

Incorporated into the discussion of the findings is an analysis of how the literature and theory presented in the conceptual framework aligns with the themes revealed in the data. Finally, each theme offers implications leading to the design of the project (Appendix A). The project was designed to provide a research-derived response in a genre suitable to the educational problem that gave rise to the study. In this case, a new comprehensive PD planning workshop was created as the project for this study.

Document Review Findings

The document review revealed 50 separate professional learning instances from eight categories of PD activities participants took part in over the past two school years

(2012-2013 and 2013-2014). The types of PD identified include Beginning Teacher Support & Assessment (BTSA) Induction program, college/graduate courses (for credit), webinars, independent research including reading books, journal articles, and websites, conference attendance, workshops, in-house training provided by school leadership, and curriculum product training. The distribution of training reported by the participants is provided in Table 4.

Table 4

Types of PD Activities as a Percentage of Total PD for Two Years (2012-2014)

Type of PD Activity	% of total PD
BTSA	4
Conference attendance	6
Workshops	6
College/graduate courses	8
Webinars	8
Independent research/reading	20
Curriculum product training	22
In-house training provided by school leadership	26

Note. Percentages calculated based on 50 separate recorded learning instances as PD from participants ($N = 5$).

Of the eight types of PD engaged in by teachers, the top three types of activities were in-house training (listed 13 times), curriculum product training (listed 11 times), and independent research including reading books, journal articles, and websites (listed 10 times). The number one category of in-house training consisted of mandatory in-service

days for all teaching staff that included meetings, planning time, and presentations by key staff. The second highest category of curriculum product training consisted of training for product use and implementation for school-adopted curriculum products. This was required training for all teaching staff. Of the 50 activities listed by participants, 52% of the activities were mandatory for all teaching staff and were not self-selected learning activities by participants, which included BTSA, in-house training, and curriculum product training. The other 48% of the activities reflected a self-guided PD model, in which participants self-selected the type and topic of the learning activity. The document review also indicated that the topics of the PD varied greatly, revealing thirteen different topics covered by the 50 separate learning instances. The topics shown were content specific trainings (math, ELA, and Social Science), new teacher support, charter schools, assessment, data, curriculum, mastery-based learning, pedagogy, Common Core Standards, technology, and instructional design.

EI Skills Results

The Emotional Skills Profile revealed strengths in four areas: (a) Interpersonal Communication, (b) Leadership, (c) Self-Management in Life and Career, and (d) Intrapersonal Development. The Emotional Skills Profile also provided participants with a self-assessment of three potential problem areas in life, which individuals should strive to convert to EI skills (Nelson & Low, 2011). Four of the five participants completed the ESAP. The descriptive statistics for the ESAP results were computed using a spreadsheet and are provided in Table 5. The group profile reflecting the mean scores for all participants is provided in Appendix G.

Table 5

Descriptive Statistics for ESAP Assessment Results ($N = 4$)

ESAP Skill Assessed	No. of Items	Theoretical		Actual		Mean	SD
		Min Score	Max Score	Min Score	Max Score		
Assertion	18	0	36	18	26	22.25	3.86
Aggression ^a	18	0	36	2	24	10.25	9.74
Deference ^a	18	0	36	9	20	14.75	4.57
Comfort	12	0	24	20	22	21.00	1.15
Empathy	12	0	24	12	24	19.50	5.26
Decision Making	12	0	24	12	16	15.00	1.83
Leadership	12	0	24	17	21	19.50	1.91
Drive Strength	25	0	50	36	49	44.00	5.60
Time Management	12	0	24	16	23	20.00	2.94
Commitment Ethic	12	0	24	18	24	22.25	2.87
Change Orientation ^a	12	0	24	2	10	6.75	3.40
Self-Esteem	25	0	50	27	43	35.25	7.50
Stress Management	25	0	50	28	36	32.50	3.42

^aIndicates a problematic area as opposed to a skill area.

As a group, scores for all ten of the emotional skills were in the normal (strengthen) to high (enhance) range, two of potential problem areas were in the normal range (aggression and deference), and one potential problem area in the low range (change orientation). Most notable for the purpose of this study were the three skills on which the group scored the lowest. The emotional skills of assertion, decision making,

and self-esteem received the lowest scores. While all three were still in the normal (strengthen) range, decision-making and assertion were both in the low end of normal. These three areas reflect potential areas to be addressed in future PD activities. Being assertive facilitates effective communication even in challenging situations involving strong emotions. Decision-making is a skill related to problem solving, as well as planning, formulating, initiating, and implementing solutions; which could be a key factor in school improvement efforts. Positive self-esteem is part of the achievement of professional success. Each of these emotional skills, if developed in teachers, could have a connection to improving student outcomes, improving organizational culture, and strengthening organizational success as a whole.

Email Interview Findings

Each participant was emailed four sets of questions asking them to describe aspects of their perceived effectiveness as teachers, PD experiences, and connections to EI. The themes revealed in the responses are discussed below.

First questions. Think back through your career as a teacher. Describe a high point when you felt most effective and engaged. How did you feel? What EI skills, competencies, or abilities in yourself or others made that situation possible?

The responses to this question revealed three themes regarding a feeling of effectiveness as a teacher. The participants revealed feeling most effective when engaging students, connecting with students, and being innovating as a means to reach students effectively. P4 spoke of what it felt like to have all students engaged, “It was almost overwhelming to have every student connected and committed to what was

happening in the class and willing to be a part of it.” P3 elaborated on this feeling by explaining how she knew all students were engaging with her, “What also made it effective is that the students were engaged and asked questions, after question, wanting to know more.” P1 shared an experience also about what it meant to connect with students on several levels, “I effectively met the students at the right place...by meeting the students, I mean that I understood exactly where they were at in terms of academic progress and emotional progress. Because of this I was able to design a lesson and engage the students at that happy medium where learning was most effective.” P2 expressed feeling effective when her own innovation led to student success and how this led to a sense of leadership.

The emotional skills described by the participants to identify feelings of effectiveness included the ability to self-motivate and be self-driven (Participant 1), the ability to problem solve (P5), listening (P1), confidence (P3 and P4), and communication and sensitivity (P4). The EI-centric language of the teachers used to describe their feelings of teaching effectiveness was evident even though they did not use the exact skill labels assessed by ESAP in their responses. Table 6 provides theoretical connections between the EI-centric effectiveness themes identified by the teachers and eight of the ten research-derived EI skills assessed by the ESAP.

Table 6

Theoretical Links Between Themes of Teacher Feelings of Effectiveness and EI Skills

Participant	Effectiveness Theme(s)	Related ESAP Skill(s)
1	Self-Motivation	Commitment Ethic
1	Self-Drive	Drive Strength
1	Listening	Empathy
5	Problem Solving	Decision Making
3/4	Confidence	Self-Esteem/Stress Management
4	Communication / Sensitivity	Assertion / Empathy

Note. $N = 5$

Second questions. Describe a time when you were part of a PD experience that was valuable to you as a professional educator? What made it valuable?

The types of PD the participants described as valuable included ones in which the reason to learn was made clear (P1 and P5), and in which the content was viewed as useful and applicable to their teaching practice (P2 and P4). Additionally, participants described learning experiences as valuable when they involved discussion and collaboration (P2, P3, and P4), observation and modeling (P3 and P4), and support or mentoring (P 3 and P4).

Third question. List and describe any experiences you consider PD that you have participated in while employed at the Charter School.

The types of experiences the teachers participated in that they considered to be PD included in-house mandatory in-service days, staff meetings, seminars, webinars, curriculum demonstrations, BTSA induction, teacher led presentations, workshops, and conferences. The reported training experiences were triangulated by the findings based on a records analysis that revealed the percentage of training completed by category during the school years between 2012 and 2014 (see Table 4).

Fourth question. What applications of EI are most relevant to your position at the school?

The EI applications the participants felt were most relevant to their position as teachers included empathy and comfort (P1 and P4), interpersonal skills (P3 and P4), leadership (P4 and P5), and drive strength (P5). P2 expressed that assertion was important in teaching, yet expressed that this is an area that they lack, which causes some struggles in their professional role.

In contrast to the answers provided by the participants for the first research question (EI skills related to feelings of effectiveness), the teacher responses to this research question used the skill labels more closely aligned with the scales assessed by the ESAP. Interestingly, the two ESAP skills not mentioned in the responses to the first research question were brought out as relevant skills for teaching at the school. All ten ESAP skills were identified as important by the teachers. Connections to the last two ESAP skills are highlighted in Table 7.

*Table 7**Theoretical Links Reported Between Job Relevance Themes and EI Skills (N = 5)*

Participant	Relevance Theme(s)	Related ESAP Skill(s)
1/4	Empathy / Comfort	Empathy / Social Awareness
3/4	Interpersonal Skills	Assertion / Empathy
4/5	Leadership	Positive Influence
5	Drive Strength	Drive Strength
2	Assertion	Assertion

Focus Group Interview Findings

Three of the five participants agreed to take part in a focus group interview. Prior to beginning the interview, I explained the confidentiality and voluntary participation agreement, as well as a brief overview of the study. Participants were then shown the group profile from the ESAP results and were given a brief explanation of the emotional skills strengths that the group possessed, in order to frame the interview in the context of EI. The focus group interview followed an appreciative inquiry format, which moved through the discovery, dream, design, and destiny phases of the 4D-cycle to discover the most positive aspects of PD, as it currently exists at the charter school. Participants were then asked to express their “dreams” about greater personal and organizational effectiveness. Finally, participants were asked to share ideas about what their ideal PD program would look like. The interview was transcribed immediately following the

interview, then coded for reoccurring themes. The researcher identified the following four themes.

Increasing student engagement and connectedness. Some of the ideas that arose were to increase teacher and student contact, improve student's emotional skills as they relate to intelligent self-direction, and improve communication with both students and parents. All participants identified some challenges in the online teaching environment related to being an effective teacher resulting in student achievement. When asked the question about dreams for greater personal and school effectiveness, P1 stated "for me to be more effective would be to increase the student involvement in class." Another statement was "some sort of community needs to be developed" and "some sort of connection with the school" for students. P3 identified the need to "do a lot better with communicating with parents" and "partnering with parents." P2 participant stated, "I just really want to teach them to learn on their own and how to achieve more than they think is possible to achieve." There was much agreement expressed by participants during the interview that if they could be more effective at getting students engaged by communicating with students and parents in a productive way that these connections to school would lead to improved student outcomes. Importantly, the participants expressed a desire to develop the ability to facilitate these types of connections with their students and students' parents.

Leadership in PD directed toward institutional improvement. A second theme that emerged from the interview was the need to have greater leadership involvement in PD. Several participants expressed a desire to see PD for the year to be designed around

an organizational goal related to school wide improvement. There was some expression about the lack of focus the current PD model provides. P2 stated the need for “a clear laid out goal for a year. For example, what we want to achieve at the school that’s very focused...then we would provide PD to that specific goal and objective.” P3 expressed that she would appreciate having an administrator assist them with the selection PD activities and with establishing a PD plan.

Meaningful PD activities. A third theme that emerged was the positive aspects of being able to self-select PD activities. All felt that they could benefit from PD that was individualized to meet their own learning needs, both in content and style. However, there was also a strong desire to see connections between personal growth PD and larger organizational goals. P5 stated, “I kind of like the idea of it being individualized just because everybody is in a different spot in their growth.” While another participant pointed out that teachers should have personal goals “because sometimes those smaller goals can then sometimes achieve the greater goal of a content area.”

Collaborative PD. The fourth theme that emerged was related to the desire for collaboration in PD. P5 expressed the need for collaboration in identifying what the school’s needs are around which to design PD activities. P3 liked the idea of a mentoring program for teachers to help guide their individual growth goals, but also their implementation of learning towards the larger organizational goals. P3 stated, “I like the idea of having some sort of mentoring program because personally I learn fast when I’m able to talk with other people.” All participants expressed a desire to work with other

colleagues in the context of PD, in some capacity whether through PD planning, implementation, or follow up.

Summary of Outcomes Related to Research Question

This study sought to capture the experiences of teachers at an online charter school regarding the implementation of PD as a means for improving student outcomes. The findings necessitated triangulation from a group profile generated from the ESAP, appreciative inquiry through email and focus group interview responses, and a document review. The findings showed that the teachers have been participating in a wide variety of PD activities, both in type and topic, and their ESAP profile results revealed an overall strong EI skill set for the group.

Participants expressed a strong desire to see PD with more focus. They described the focus as tying the PD activities to a larger organizational goal while still allowing for some choice in the types of activities they pursued. The underlying theme was to move their personal growth in a direction that aligned with the larger organizational goals for school improvement and growth.

The balance of mandatory, school-selected PD to self-selected PD found in the document review (52% and 48%, respectively) seemed consistent with the interview findings wherein participants expressed a desire to see PD directed by school leadership and to be collaborative, yet allow for some self-selected growth opportunities. However, the wide variety of topics covered by the PD indicated in the document review seemed to support the participants' perspective that more focus on the planning of PD activities should be centered on organizational goals for improvement, and individual growth goals

that align with those larger organizational goals. Interestingly, none of the PD activity topics indicated in either the document review or email interview responses suggested a focus on building student engagement, though all participants stressed this during the focus group interview as one of the primary aspects of teaching which made them feel effective as an educator. This was also something they would like to see more of as an avenue for improving student outcomes. PD that focuses on the EI constructs involving communication skills may be another way to increase teachers' abilities to engage students and build the partnerships with parents that they seek.

The results from the ESAP which revealed that the group could most benefit from development in the areas of assertion, decision-making, and self-esteem seemed to fit with participant desire to see more leadership and mentoring used in the school's approach to PD. Stronger leadership and the use of mentors would be a way to model important emotional skills and serve as a means to developing these skills further in the teachers.

All of the data considered together align with the participant's desire to see a PD program implemented at the school that fits the parameters of effective PD, as outlined in the literature (Archibald, Coggshall, & Goe, 2011; Blank, 2013). The connections between EI and teacher effectiveness (Jha & Singh, 2012) support the participants' descriptions of feeling most effective as a teacher and the emotional skills involved in those instances. The reasons participants gave for why certain PD activities were valuable align with theory of andragogy (Knowles, Holton, & Swanson, 2011). Participants' descriptions of the factors that made these learning experiences valuable align to the

assumptions about adult learners asserted by andragogy, such as adults needing to see a purpose for the learning, and adult needs to perceive the learning experience as useful and necessary for performing tasks and resolving problems they encounter in their daily lives. Further, the need to have more leadership for PD supports the findings of Moore, Kochan, Kraska, and Reames (2011) who argued that PD yields the most effective outcomes in an organization with strong leadership. The additional assertion by participants that having some room for personal development and self-selected learning experiences supports Geer and Morrison's (2008) idea that a school should address both the collective and individual needs of teachers in terms of professional, ongoing learning. The desire to have mentoring play a role in PD supports the PPC model explained by Patti, Holzer, Stern, and Brackett (2012) and the INTENT model described by Putnam (2010). The findings from this study serve as the basis for the project presented in Section 3 of this study.

Summary

This study was a qualitative case study employing an appreciative inquiry design. The data obtained through the appreciative inquiry written responses and focus group interviews, combined with the group profile from the quantitative Emotional Skills Assessment Process, will help determine the future direction for PD by answering the proposed research question: What are the experiences of teachers at an online charter school regarding the implementation of PD as a means for improving student outcomes?

Current teachers at the online charter school were targeted for this study. Convenience sampling enabled the researcher to target the teachers from a single school

site, and was used to invite participants of the entire population of teachers at the charter school to participate in the study. Five teachers accepted the invitation to participate in the study.

The data from this study indicate that changes to the PD program that include bringing more focus to the PD plan through linking learning activities to organizational improvement goals, as well as individual growth needs, would be welcomed.

Incorporating a PD program that included leadership in the form of mentoring with the intention of guiding the process of identifying individual goals for learning as they relate to the larger organizational goals, selection of learning activities, and support through the learning process would also be valuable. Further, connecting PD to improving individual EI skills in teachers, it seems, could further benefit the professional growth of the individual teachers, as well as help facilitate improvement in student outcomes.

Section 3 provides a discussion of the project, a description of how the problem will be addressed through the project, a review of the literature to support the design of the project, and implications for social change.

Section 3: The Project

Introduction

Research shows that effective PD programs (a) focus on academic content and demonstration of effective teaching strategies over a long duration, (b) involve multiple learning activities and methods, (b) involve collaboration, (c) include follow-up support, such as coaching or mentoring, (d) provide for specific feedback, (e) are designed around the goals of the individual learner, and (f) are aligned with larger organizational goals (Archibald, Cogghsal, Crost, & Goe, 2011; Blank, 2013; Neufeld & Roper, 2003). According to Birman, Desimone, Porter, and Garet (2000), three structural features determine the success of PD: the form of the activity, the duration of the learning experience, and participation in the activity. In addition to these structural elements, three core features characterize the practices of a successful PD experience: (a) the emphasis on content in the activity, (b) the existence of ample opportunities for active learning during the activity, and coherence, or the degree to which the PD activity encourages ongoing professional dialogue, and (c) the activity's alignment with the goals of both teachers and school.

To better understand teachers' PD needs, a qualitative study was conducted to explore their perspectives about past and present PD participation and its effectiveness. Participant responses indicated that there was a desire to see changes to the implementation of professional learning at the study site. Participants indicated that they would like to see more focus brought to PD planning through linking learning activities to organizational improvement goals, as well as individual growth needs. Further, there

was indication that support in the form of mentoring or coaching for the purpose of identifying individual goals, selecting learning activities, and receiving support through the learning process would also be beneficial. Information from the literature review, along with findings from the study, directed the researcher to develop a workshop for administrators on designing and implementing an effective professional learning program for teachers.

This section of the project study provides an overview of the project, a description of the goals and the rationale for the project genre, and a comprehensive literature review on designing professional learning programs, coaching, observation, and evaluating teachers as part of the learning process. Also discussed are a proposal for implementation, a project evaluation, and the implications for social change.

Description and Goals

The project resulting from this study is a 3-day workshop designed for administrators on how to implement an effective professional learning program for teachers. The focus is on creating a framework for a professional learning cycle that uses organizational goals and student learning outcomes to determine the knowledge and skills to be addressed. The training sessions guide participants through the creation of a framework for designing a professional learning program for teachers that meets the goals of both school and teachers, provides ongoing support for teachers, and uses multiple measures to assess the effectiveness of the professional learning. A teacher self-evaluation process and examination of student data drive the selection of the learning activities. Teachers will be supported throughout the learning cycle by peer coaches. A

segment of the workshop is dedicated to using an observation and coaching cycle as an ongoing learning process, which is a means to provide support to teachers, and a method to increase collaboration. Finally, the effectiveness of the professional learning will be determined by the evaluation. The teacher evaluations also serve to drive the continuation of the professional learning cycle. The goals at the end of the 3 days is as follows: participants should know how to plan and implement a professional learning program at their school site, and they should have a completed plan for the current school year, with all associated documents completed. Further, the participants should know how to continue the professional learning cycle over the course of multiple school years in order to meet the larger aims of organizational planning and growth.

Rationale

For PD (PD) to be effective, there needs to be “a systematic plan and a commitment from policy makers, educational leaders, and teachers to follow through” (Balan, Manko, & Phillips, 2011, p. 13). One downfall of many PD programs is that they are often developed as a mandated requirement, with very little connection to daily teaching and often with little input from the teachers for which it is designed (Varela, 2012). The use of a model when planning a professional learning program creates a framework that ensures greater success in implementation (Balan et al.). Research shows that having a clearly articulated PD plan can facilitate more effective implementation, leading to improvement in instructional practices and improved learning outcomes (Balan, Manko, & Phillips, 2011; Guskey, 2014; Killion, 2013; Yoon, Duncan, Lee, Scarloss, & Shapely, 2007). In order to avoid a PD program that consists of a fragmented,

disconnected series of learning events with no real connection to individual or organizational goals, that may or may not effectively address the learning needs of teachers or the deficits in student learning, a clearly articulated PD plan must be created. According to Guskey (2014), what is typically lacking in many PD programs is a clear notion of the purpose of the planned PD activities; a clear idea about why are we doing this and what do we hope to accomplish? Guskey (2014) stated that “The effectiveness of any professional learning activity, regardless of its content, structure, or format, depends mainly on how well it is planned” (p. 12). Yoon, Duncan, Lee, Scarloss, and Shapley (2007) showed through their review of studies on the effects of teacher PD on student achievement that when “there is no coherent infrastructure for PD, PD represents a patchwork of opportunities” (p. 1). The findings from the data collection indicating the need for a more coherent professional learning program, as well as the literature review, formed the basis for creating an implementation guide and training for administrators to develop a well-planned PD program for K-12 teachers.

Review of the Literature

Studies have shown that teacher quality is a major factor in improving student learning and student outcomes, and that there are strong connections between effective PD for teachers and improved student outcomes (Darling-Hammond, 2000; Patti, Holzer, Stern, & Brackett, 2012; Spelman & Rohlwing, 2013; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Effective PD, however, must be intentionally planned and driven by a clear vision of what the desired outcomes look like in terms of gains in teacher knowledge and skills. Further, PD planning needs to be rooted in data collected through

multiple measures indicating what professional learning needs exist for an organization. The goal of a professional learning program at a school should be capacity building for the organization at large via the professional growth of the individuals within the organization. This PD cannot be a one-size-fits-all model, nor can it occur in a disconnected, isolated fashion. Instead, an effective PD program begins with proper planning, includes follow-up and collaboration as new ideas and practices are implemented, and provides feedback and evaluation for the purpose of measuring success as well as developing reflective practitioners. The literature presented in this review provides support for the project through a discussion of PD design and the role of coaching, observation, and evaluation in the development of a comprehensive professional learning cycle for educators.

PD Design

Several models to planning a professional learning program currently exist. Balan, Manko, and Phillips (2011) identified three such models. They suggest that each of these models can be applied on their own or be successfully integrated into the development of a new model entirely. The similarities that exist between the three identified models are the need for effective visionary leaders within the school, identification of expected learning outcomes, and effective assessment and evaluation practices. Each of the models emphasized ongoing PD based on the identified needs of the teachers, students, and the school's wider growth goals. A critical element to the process of planning PD, according to Balan et al. (2011) is utilizing the evaluation process as a means of improving practice. "Implicit in each model is the fact that instructional improvement is a continuous cyclical

process that occurs over time” (Balan, Manko, & Phillips, 2011, p. 14). PD is a means for capacity building for an institution (Balan et al, 2011; Corcoran, McVay & Riordan, 2003). Capacity building includes an organization’s ability to support ongoing improvements in teaching and learning. Through an effective professional learning program, a learning organization can more successfully support the capacity building of its individual members, which collectively will improve the organization as a whole.

An effective PD program is a comprehensive plan focused on educator learning. Killion (2013) explained the difference between a professional learning plan and a learning event. Killion (2013) stated that a professional learning plan is “a set of purposeful, planned actions and the support system necessary to achieve the identified goals” (p. 1). Whereas, learning events are occasional, disconnected incidents of PD that occur periodically throughout the school year. Killion (2013) points out that even a series of learning events do not constitute a professional learning plan. While learning events may transmit knowledge or information, a comprehensive PD program “must include application, analysis, reflection, coaching, refinement, and the evaluation of effectiveness” (Killion, 2013, p. 52). Further, it must address the needs of individuals, the school, and possibly even state or systemic goals.

Guskey (2014) and Hirsch (2012) both indicated that student needs and student outcomes must be the primary factor when planning for professional learning of educators. Because the primary objective of educator PD is to improve student learning outcomes, the first step in PD planning is to identify those outcomes. Hirsch (2012) argued that when student outcomes are not considered as the primary factor in

professional learning needs, often times the result is a fragmented individualized professional learning plan, rather than team and school wide planning aligned to student and teacher data. Guskey (2014) outlined the order of steps for professional learning planning within this perspective. First, determine desired student learning outcomes; second, determine best teaching practices to achieve those student outcomes; third, identify necessary organizational support; fourth, identify required educator knowledge and skills; and fifth, design ideal professional learning activities (Guskey, 2014).

Several authors discussed traditional versus reform activities in terms of the form that PD activities may take (Birman, Desimone, Porter, & Garet, 2000; Corcoran, McVay, & Riordan, 2003; Fritsch, 2014; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). Birman, Desimone, Porter, and Garet (2000) found that reform activities, such as mentoring, research, and teacher networking, are more effective than traditional learning events like workshops and conferences. The reform activities meet more of the criteria for effective PD because they tend to be longer in duration, focus more on content, are designed as active learning opportunities, and provide stronger coherence. Birman et al. (2000) agreed that traditional activities do have their place in professional learning. Corcoran, McVay, and Riordan (2003) argued that the traditional in-service type PD activity, though, tends to not be connected to the daily work of teachers, and typically include little to no follow up support to help teachers implement the knowledge and skills they have learned. Birman et al. (2000) explained active learning to be activities such as opportunities to observe and be observed teaching, co-planning with a facilitator such as a mentor or coach, and receiving feedback. Coherence in PD is defined as being

consistent with state standards, and involving the collective participation of stakeholders for the purpose of aligning the learning activities with the larger institutional and professional goals of the individuals (Birman et al., 2000). Corcoran et al. (2003) argued that there is a relationship between coherence, sustainability, and impact in professional learning.

Coaching

Coaching or mentoring as a component of a comprehensive PD plan aligns with the standards set forth by Learning Forward (2011), which call for PD to be ongoing, job-embedded learning that focuses on student learning, promotes teacher reflection, and creates an environment of collaboration. Several studies have supported the use of coaching as an effective means of improving teaching practices (Cantrell & Hughes, 2008; Coburn & Woulfin, 2012; Sailors & Price, 2010; Steckel, 2009; Tschannem-Moran & McMaster, 2009; Walpole, McKenna, Uribe-Zarain, & Lamitina, 2010). Other studies have supported the claim that when coaching is added to a professional learning program, teachers are more likely to implement new teaching strategies (Heineke, 2013). Heineke (2013) argued that coaching is a way to increase both collaboration and reflection as components of job-embedded PD for teachers. Additionally, both Heineke (2013) and Hobson, Ashby, Malderez, and Tomlinson (2009) argued that mentoring or coaching can positively impact the PD of the coach or mentor, as well, through professional renewal, more reflective practices, and enhanced leadership skills.

Coaching is defined as a reform PD activity and has been found to directly impact teachers' knowledge and skills because of the increase in duration the coaching aspect

brings to the professional learning experience (Batt, 2010). Sherris, Bauder, and Hillyard (2007) defined coaching as “a process between two people in which exploration, critique, and reflection transform practice” (p. 3). Hobson, Ashby, Malderez, and Tomlinson (2009) defined mentoring as “the one-to-one support of a novice or less experienced practitioner (mentee) by a more experienced practitioner (mentor), designed primarily to assist the development of the mentee’s expertise” (p. 207). One form of coaching described by Batt (2010), consists of three phases: preconference, observation, and post conference, with the purpose of providing a process to assist the teacher in improving instructional effectiveness through reflection. As Deussen, Coskie, Robinson, and Autio (2007) argued, coaching or mentoring can mean many different things depending on the context, and the role of the coach or mentor can vary greatly. Wong and Wong (2008) made a distinction between mentor and coach, with a mentor being available for a short period of time, and a coach being available to help even veteran teachers for many years. For the purpose of this study, coach and mentor are used synonymously to refer to what Deussen et al. (2007) referred to as “teacher-oriented categories” (p. ii) of coaching that work mainly with individual teachers or groups of teachers. Further, in this study coach will be used to describe the role of a teacher leader within the school community who has knowledge of the big picture goals at a school in order to make connections between schoolwide goals, curriculum, program implementation, and PD needs of teachers.

Yoon, Duncan, Lee, Scarloss, and Shapely (2007) stated that PD affects student achievement in several ways, including the enhancement of teachers’ knowledge and skills, then by utilizing those knowledge and skills to improve their teaching practice.

However, if one of those steps is missing, then likelihood of increased student learning diminishes. Therefore, the impact of the one-shot workshop is minimal if teachers are not able or willing to apply what they have learned. The use of coaching as a form of ongoing professional learning, therefore, is an effective way to increase the probability that skills and knowledge are applied in the classroom. Batt (2010) found that workshops were effective in arousing interest, but that interest did not translate into implementation without coaching used as follow-up. Knight and Cornett (2009) stated a similar position with regards to workshops, indicating that workshops are a successful way of introducing new ideas and practices. However, to gain the largest benefit from workshops, the experience needs follow-up support for participants in the form of instructional coaching for the transfer of new knowledge into practice (Knight & Cornett, 2009). Knight and Cornett (2009) echoed the findings put forth by others (Birman, Desimone, Porter, & Garet, 2000; Neufeld & Roper, 2003) that implementing coaching as a component of PD does not mean that other forms of teacher learning should not be used, because there are benefits to instructional models designed to introduce educators to new concepts. Rather, coaching aides in embedding these newly learned practices and ideas into teacher's everyday practice and connecting the learning to wider aspects of school improvement. Neufeld and Roper (2003) argued that coaching is part of developing organizational capacity for improvement efforts. This aligns with the need for capacity building expressed by Corcoran, McVay, and Riordan (2003) that can be achieved through the use of teacher leaders in the design and implementation of PD in schools. Coaches can serve to provide administrators the link to classroom-based knowledge to effectively direct

resources needed for PD in instructional practices by determining teacher's learning needs. Further, training in methodology included some form of coaching, the teacher's integration of new instructional approaches increased and was more effective (Sherris, Bauder, & Hillyard, 2007).

Neufeld and Roper (2003) suggested that coaching leads to better teaching and increases in student achievement when it is included as part of a sustained, coherent, plan to develop instructional practices. Coaching as a component of wider PD planning meets many of the criteria of essential elements of effective PD. Additionally, Batt (2010) found that teachers who were coached developed greater skills in the execution of new strategies than teachers who were not coached, and the coaching aspect aided teachers in achieving the full impact of a PD activity.

Coaching also serves to increase collaboration during professional learning. According to Neufeld and Roper (2003), one goal of coaching is to get educators to participate in professional collaboration. Jewett and MacPhee (2012) suggested that a community of practice can be built through the use of peer coaches, in which the members of the community of practice are more likely to critically question and problem solve aspects related to teaching and learning. Coaching is collaborative with a focus on shared learning within the community of practice. It provides a means to collectively solve specific problems of practice. It also helps to connect teachers' work with their students and connects professional learning to other aspects of school change (Neufeld & Roper, 2003). Saunders (2009) showed that opportunities to engage in dialogue with other practitioners provided structured opportunities to understand the need for regular,

systematic review of professional practice, thus stimulating a reflective practice. Heinke (2013) pointed out that the goal of teachers becoming reflective practitioners is not new and can be traced back to Dewey (1933) and Schon (1987). Further, the goal of developing a reflective practice is in line with developing strong EI skills, which is linked to teacher effectiveness (Jha and Singh, 2012).

Onchwari and Keengwe (2008) argued that implementing new skills and knowledge can be met with resistance. Furthermore, resistance to change can be mitigated by regular discourse between the mentor and teacher to make the notion of change in instructional practices more acceptable (Onchwari & Keengwe, 2008). Addressing the teacher's need to know why they are learning and implementing new practices also supports Rogers' (1969) and Knowles, Holton, and Swanson's (2011) assertions about meaningful adult learning.

EI assessment conducted in safe environments can make the pursuit of positive change more meaningful and relevant from the teacher's perspective. For example, the problematic ESAP scale of change orientation is a measure of dissatisfaction with EI skill performance (Nelson & Low, 2011). To the extent that a person with high change orientation is prepared to work toward positive change, EI skills coaching by a competent mentor could be very helpful in developing teaching excellence. Additional research-derived justification for including EI in PD training for teachers is provided in the thematic results outlined in Tables 6 and 7 of this study.

Observations

Classroom observation is a valuable tool for supporting effective PD on many levels. Observations are part of the driving force behind both the coaching and evaluation cycles in a comprehensive PD plan. Classroom observations offer a valuable opportunity to identify both strengths and weaknesses in teacher practice (Kane & Staiger, 2012). Kane and Staigar (2012) asserted that a real potential exists for classroom observations to be used as part of the process of developing instructional practice, and, therefore, schools should look for ways to use classroom observations for training purposes. One observation tool, Framework for Teaching (FFT) (Danielson, 2007), is a means to provide accurate, objective feedback to teachers for PD and growth in their practice (Kane & Staiger, 2012; Taylor & Tyler, 2011). Zubrowski (2007) found that mentors needed a framework with which they could effectively describe and communicate what they observed with their mentees. The FFT, which provides a set of descriptors that define good classroom practice, gives mentors and mentees direction during collaborative planning sessions (Zubrowski, 2007). Those using the FFT must be trained to look for evidence in what they observe, and not express opinions. These evidence-based assessments are compared to a standards-based rubric to indicate a level of performance. The observer's findings are then shared with the teacher to engage the teacher in an active role in their PD and serve as the basis for an ongoing dialogue about what is going well and what needs improvement (Danielson, 2007; Locke, 2011).

Observations, as an element of PD, serve to keep PD focused on content, to incorporate collaboration, to include specific feedback, and to address the goals of the

individual learner, while keeping in alignment with larger organizational goals. When using a standardized observation protocol, such as FFT, coaching and observation work together to provide ample opportunities for active learning and coherence through ongoing professional dialogue based on observational data. In addition to being an fundamental part of the learning process for teachers, observation protocols can also provide valuable evidence as part of the teacher evaluation process.

Evaluations

Like other professional fields, the field of education and K-12 teaching is constantly evolving. This fact highlights the need for all teachers to regularly acquire new knowledge “by participating in comprehensive PD with the goal of enacting appropriate and effective instructional practices that will promote student learning” (Youngs, 2013, p. 2). Youngs (2013) argued that past reform efforts in education have failed to a certain extent because teacher evaluation systems have not successfully promoted teacher knowledge acquisition. Youngs (2013) also emphasized that educators must use evidence to make decisions about their practice, and must stay current about content, pedagogy, and educational practice. To do so, Youngs (2013) recommended that teachers have access to instructional coaches and collaboration with administrators and colleagues as they strive to integrate new instructional strategies into their teaching practice. Youngs (2013) also argued that the nature of teacher evaluations in the past created little incentive for veteran teachers to acquire new knowledge or change their instruction. With the implementation of new methods of teacher evaluation, such as observation protocols like FFT, detailed feedback can be provided to teachers to be used in the planning process for

individualized professional learning plans, and be combined with other data to formulate the overall ratings of teacher performance. Teacher evaluations should include multiple indicators including student achievement data, observation protocols, and self-evaluation (Kane & Staiger, 2012; Measures of Effective Teaching (MET) Project, 2010).

Williams (2012) found that the use of teacher evaluations that put “emphasis on teacher self-assessment, professional learning, and student-growth data” (p. 36) created a culture where teachers take ownership in the change process. Kappler Hewitt and Weckstein (2012) stated that forcing change can create cognitive dissonance, causing teachers to push back against change initiatives. However, by using a differentiated evaluation process driven by teacher choice and designed to meet their individual needs, the results can be transformative (Kappler Hewitt & Weckstein, 2012). Kappler Hewitt and Weckstein (2012) also suggested that positive results could emerge from a professional learning program that allows teachers a voice in how they are evaluated, and supports them throughout the process of designing and working through PD goals with the support of a coach. Their findings indicated that teachers were more intrinsically motivated to take on the change initiative proposed and were more willing to collaborate with peers when given a say in how they are evaluated. Additionally, teacher leadership emerged, and the administration and teachers remained focused on the same goals. Kappler Hewitt and Weckstein (2012) also emphasized that teacher evaluations must be aligned to the change initiative that the school has identified in order to positively influence teacher effectiveness for improving student achievement.

The research indicated a level of success in the implementation of a PD plan when teachers are an active part of the process of planning and managing their professional learning. In the study by Williams (2012), teachers created action plans to improve student outcomes by using student data to articulate goals for the upcoming school year and determine what kind of professional learning they needed. Kappler Hewitt and Weckstein (2012) described a scenario in which teachers designed their own Professional Performance Plans, which incorporated organizational and self-identified goals, choice of PD options and method of evaluation, which was then formulated into an action plan. Towndrow and Tan (2009) found that negative experiences in evaluation arose from the sense of being subjugated by the process. When a quality control position was inserted in to the evaluation process, teachers came out of the evaluation process feeling that they were not treated as professionals, were not given opportunities to develop professionally, and were less open to change (Towndrow & Tan, 2009). In contrast, when evaluators provided feedback through professional dialogue with teachers about what was observed related to their teaching, the result was more effective interactions that resulted in professional growth.

Overall, the review of literature revealed that PD is more effective when approached as a comprehensive cycle of diagnosis, learning, support, and evaluation supported by multiple measures. The MET project (2010) emphasized several key points regarding teacher evaluations as an integral part of a professional learning cycle. The first was the use of an observation protocol that includes clear standards for good teaching applied by trained observers over the course of multiple observations. The second is to

combine multiple approaches such as classroom observations, student achievement data, and student surveys in order to capitalize on teacher's strengths and offset their weaknesses. Youngs (2013) and Hinchey (2010) advocated for a comprehensive teacher evaluation system made up of multiple components including observation and reviews of student work, student surveys, and teacher's self-reports on classroom practice. Several studies underscored the need for teachers to play an active role in determining their professional learning needs (Kappler Hewitt & Weckstein, 2012; Williams, 2012). The use of coaches as a means to support the identification of learning needs, the implementation of new skills and knowledge, and the facilitation of change initiatives was also found to be an important element to the professional learning cycle (Batt, 2010; Deussen, Coskie, Robinson, & Autio, 2007; Hobson, Malderez, & Tomlinson, 2009; Jewett & MacPhee, 2012; Knight & Cornett, 2009; Neufeld & Roper, 2003; Onchwari & Keengwe, 2008; Wong & Wong, 2008; Zubrowski, 2007). All of these elements of effective professional learning must be anchored in a well thought out, intentional plan that links the goals of the organization to the individual learning needs of the teachers.

Implementation

The process of implementing this PD planning and implementation training workshop series could begin at the school site once this project study is completed. Once the project study has been approved by the university, I will present the PD planning and implementation workshop to the Director of the charter school. Following the procedures for approving new programs at the charter school, I would then present it to the Council

of Master Teachers, a group of experienced teachers at the charter school who make recommendations to the Director regarding issues surrounding curriculum, pedagogy, and teacher PD and support. As a member of the Council of Master Teachers, I would recuse myself from the voting process. If the Council of Master Teachers votes to approve the implementation of the workshop, I would then present it to the charter school board for approval for any financial resources needed. If approval is granted by the Director, Council of Master Teachers, and the charter school board, the PD planning and implementation training workshop (Appendix A) would be scheduled as a three session series with the relevant members of the school administration. Following is a description of the resources necessary to implement the proposed workshop described in this project study.

Potential Resources and Existing Supports

As a member of the Council of Master Teachers, I already play a significant role in planning and implementing PD for teachers at the charter school. I also act in a mentoring role for other teaching staff at the school site. As such, I would be the person responsible to scheduling and providing the training workshop. Familiarity with the Director's five year strategic plan for the charter school allows me insight into the desired changes sought for teacher growth and evaluation, which align with the project described in this study. The existing support by school leadership for the project I am proposing will increase the likelihood of the implementation. The other member of the Council of Master Teachers already has significant training and background in teacher observation and mentoring, which may also positively impact the implementation process.

Potential Barriers

The charter school for which the project was designed is very small and has limited resources to devote to teacher PD. One potential barrier is the school's ability to provide enough professional learning opportunities to teachers once those learning needs are identified through the steps outlined in the workshop sessions for creating a comprehensive professional learning cycle. Another potential barrier is ensuring that the personnel assigned to take on the role of observer, coach, and evaluator has sufficient training in these areas to successfully carry out the full implementation of a comprehensive professional learning cycle as proposed in the workshop sessions. Several studies have reported some drawbacks to mentoring that result from poor mentoring practices, and lack of knowledge about the continuum of coaching models (Heineke, 2013; Hobson, Ashby, Malderez, & Tomlinson, 2009).

Proposal for Implementation and Timetable

Planning for teacher PD for the 2015/2016 school year will begin in the early spring of the 2014–2015 school year. Following the successful completion of the project study, I plan to begin the process for sharing the proposed workshop with the appropriate individuals as described above in order to integrate the PD planning and implementation training workshop into the PD planning process for the 2015–2016 school year.

Roles and Responsibilities of Student and Others

For the charter school studied, the role of adopting the PD planning and implementation training workshop into the PD planning process would fall on the director of the charter school following the approvals of Council of Master Teachers and

the charter school board. Once adopted, the role of scheduling and providing the workshop training sessions, and acquiring all necessary financial resources for the three sessions of training will be mine. It will be the responsibility of the director to ensure all master teachers receive the appropriate training in the areas of observation, coaching, and evaluating teachers in order to implement the professional learning cycle. It will also be the director's responsibility to ensure there are sufficient financial resources and adequate time set aside for the teachers to take part in the professional learning identified through the formation of the professional learning cycle.

Project Evaluation

The goal of the project resulting from this study is to give administrators the tools to create a professional learning plan for teachers which reflects the research-derived elements of effective PD and addresses the needs of individual teachers while still meeting organizational goals for improvement and growth. A program evaluation may be defined as “a process used to determine whether the design and delivery of a program were effective and whether the proposed outcomes were met” (Caffarella, 2002, p. 328). The evaluation of this project includes both formative and summative elements of an objectives-based evaluation. Objectives-based evaluation involves “judging the worth of a program on the basis of the extent to which the stated objectives of the program have been achieved” (Owen & Rogers, 1999, p. 48). Program objectives are statements of anticipated results to be achieved through the workshop sessions (Caffarella, 2002). Objectives focus on what participants are expected to learn, know, and do as a result of

their participation in the training. According to Caffarella (2002), it is also important to include operational objectives that focus on program outcomes.

There are six objectives for the project, a three-part workshop for designing and implementing a professional learning plan for teachers. The learning objectives are:

- To understand what a professional learning plan for teachers is and why the school needs one.
- To understand the steps to create a professional learning plan for teachers.
- To create a professional learning calendar and how to identify needed learning activities for teachers.
- To know how to use and observation and evaluation cycle to drive planning of professional learning.

The operational objectives are:

- To provide all participants with an implementation guide and templates to guide the planning cycle for professional learning.
- To provide all participants with a hands-on active learning experience.

In order to gauge the effectiveness of workshop sessions for participants, the evaluation will focus on measuring the extent to which the workshop sessions met the intended objectives. The evaluation will seek to address the following questions: Has the program been implemented as planned? Have the stated objectives of the program been achieved? Have the needs of those served by the program been achieved? Does the implementation strategy lead to the intended outcomes?

Workshop participants will be asked to complete a program evaluation card at the conclusion of each session, as well as a questionnaire at the conclusion of the final session. The formative evaluation will allow the workshop presenter to make adjustments to the next session based on feedback about participant's needs. The formative evaluation is an objectives card for each participant. The card will contain a list of the objectives for the sessions. As a participant has mastered that objective they will check it off.

Participants can also make comments to the presenter on their card and ask questions about topics they still need addressed. The cards will serve as an ongoing formative evaluation method, as well as a communication tool for the presenter to make changes to the method of instruction in order to meet participant's individual needs (Ayers, 1989).

The summative evaluation is a participant questionnaire with questions asking participants to rate their reactions to various elements of the program objectives.

Evaluation forms are provided as part of the project in Appendix A.

The key stakeholders include the Director of the charter school, the charter school board, the administrative participants, and the teachers at the charter school. Each of these stakeholders will benefit from effective implementation of the workshop, as measured by successfully meeting the stated objectives.

Implications Including Social Change

Local Community

The elements included in the project impact social change at the local level by addressing the specific concerns teachers indicated about the manner in which PD was implemented at the school site. The project addresses the desire to see more focus

brought to the PD planning process. This project also addresses the need for PD to specifically relate to both organizational and individual teacher goals, and have a direct link to needs indicated from student outcome data, teacher observations, and teacher evaluations. The framework for PD the project utilizes guides school leaders in creating a professional learning cycle that begins and ends with examining data and making choices about PD based on that data. This project, if implemented at the local school site, will serve to guide the school leadership in planning activities that address organizational goals, as well as individual teacher's learning needs in order to bring about an improvement in student outcomes.

Far-Reaching

A thorough review of the literature revealed that stand-alone, one-shot, PD events are still prevalent for K-12 teachers even though research has shown that well-planned, cohesive, ongoing, job-embedded PD is a far more effective expenditure of resources. This study promotes positive social change by increasing understanding of teachers' PD needs and how a learning organization can implement a framework for professional learning with benefits that are multi-layered. The workshop designed for administrators on how to implement an effective professional learning program for teachers in order to increase student performance and achievement that was developed as a result of this project study will contribute to improving the approach to PD for teachers. By approaching the project as a training opportunity for those who plan and oversee the implementation of PD at their school sites, it augments the ability of the school to implement and sustain a comprehensive professional learning program for its teachers.

When those in charge of PD are able to connect the goals and needs of the school, the students, and the individual teachers through the professional learning program they design then the result will be a more effective PD program. By implementing more effective professional learning for educators, schools will have a procedure for improving instructional practices and student achievement (Yoon, Duncan, Lee, Scarloss, & Shapely, 2007).

Conclusion

This section provided an overview of the project resulting from this study, a description of how the problem is addressed through the project, a review of the literature to support the design of the project, and implications for social change. The project was created to address the gaps in the PD offered both at the local school site, as indicated in the data analysis, but also more widely in K-12 education, as indicated in the literature. The project consists of a three-day workshop designed for school leaders who plan PD for K-12 teachers. This workshop could impact social change by providing a means for schools to implement a more cohesive framework for professional learning, thus more effectively supporting teacher growth with the goal of improving student outcomes.

Section 4 includes personal reflections on the project's strengths and limitations, as well as analysis of myself as a scholar-practitioner. Finally, included are my reflections on the impact on social change and recommendations for future research.

Section 4: Reflections and Conclusions

Introduction

To better understand teachers' PD needs at a K-12 charter school, this qualitative study was designed to explore their perspectives about past and present PD and its effectiveness. The purpose of the study was to propose ways to strengthen professional learning for teachers in order to improve student outcomes. The data collection used an AI approach, which included a document review, a written survey, a positive assessment of EI skills, and a focus group interview. Data analysis revealed that the teachers desired more focused PD that aligned to organizational goals, was collaborative, and included support from leadership. This data was used to develop the project, a three-part workshop series for school administrators and leadership on implementing a professional learning plan for K-12 teachers. This section provides an overview of the project's strengths and limitations as well as a reflection on scholarship, project development, and social change.

Project Strengths

This project has two strengths. One is that it directly addresses the concerns of the participants as expressed in the survey. Participants wanted to see improvements in the PD program to include more elements of effective, quality professional learning for educators. Another strength of this project is its adaptability. The content of the workshop series can be applied to any learning organization that wants to strengthen its PD program. The structure allows for flexibility to incorporate individual school's long- and short-term goals and other planning needs. By teaching the tools for planning a professional learning cycle, school leaders can adapt the foundation of the planning process to meet the needs of their individual schools.

Recommendations for Remediation of Limitations

This project suffered from two limitations. One was the size of the sample ($N = 5$) and the narrow scope: only one small charter school. Although the survey responses aligned with the literature on various elements of PD for educators, data from other schools or more participants could have revealed more about what teachers would like from a PD program based on alternative PD paradigms. The other limitation was the lack of school administrators' perspectives. This project could have been approached by considering the needs of school leaders when planning PD for teachers at their school site. By including the gaps in knowledge and practice of those who plan PD, the workshop could have expanded to include other topics or directions. Two directions are recommended for future research: increase the sample size and including appropriate quantitative analyses based on a larger sample.

Scholarship

The process of completing the doctoral study has been an amazing learning experience that has already benefitted me both academically and professionally, especially in the areas of analysis and problem solving skills. Professionally, I have learned to evaluate problems based on evidence and data, not just a gut feeling that something is not working. I now have the experience to research potential causes for why something is not working and to identify evidence-based solutions. Before implementing new programs or practices, I will seek to understand what research indicates will most likely be effective solutions. This process has also taught me the value in qualitative data in educational research. This is something I can use regularly both professionally and academically in the future as a means to collect rich, informative data for a variety of purposes, especially within the school setting.

Project Development and Evaluation

The capstone research process taught me that project development is something that must be approached methodically and purposefully in order to achieve the desired results. It also taught me that including a plan to evaluate the success of implementation is a crucial part of the planning process. I discovered that a backwards planning approach is effective in achieving both of these purposes. By first clearly identifying what it is you hope to achieve through the project and establishing a method to measure the extent to which those goals and objectives were met, aides in the process of then planning the other steps in the project. By having a solid evaluation plan in place you can ensure an efficient expenditure of resources, justify expenditures, and most importantly make research-derived, evidence-based changes to improve the outcomes for those for whom the project was intended to benefit.

Leadership and Change

This experience changed my perception about who is and who should be a leader in the educational community. My research and experience has led me to believe that leadership is something that should be shared among members of the educational community, and a quality that should be encouraged and supported through the professional learning process. By embracing the concept of teacher as leaders, an organization can benefit through shared responsibility of the improvement process. Teachers as professionals are a valuable resource for implementing new innovations in pedagogy and content to improve the practice of those they work with. This collective approach to improvement will create a stronger learning organization that ultimately will more effectively benefit those who it is intended to serve, students. To see myself as someone who can act as a leader to effect positive change in my school and my profession was something that I value from the doctoral study process.

Analysis of Self as Scholar

Looking back at the process of moving from beginning my doctoral journey to completing the capstone project I can see now that I accomplished something that seemed like too overwhelming a task at the outset. I can see how each new skill, each new mind set I acquired through the classes all culminated in my having the tools I needed to approach the doctoral study.

I believe I now have the foundation to take on other problems in education and implement positive solutions through the research process. I have learned how to identify problems and to articulate a question that will drive the research process. I have learned how to synthesize large amounts of literature and I now feel like I have a system for tackling the research, reading, summarizing, and synthesizing of the material so that I can produce a comprehensive, coherent, logical review of literature. I feel more confident in designing a data collection plan, as well as how to analyze data in order to draw out recurrent themes that can be applied to the solution of the problem. The main thing I will take away from this journey is the confidence that I can make a contribution in my field with the knowledge and skills I have acquired.

Analysis of Self as Practitioner

This process taught me where my true passion in education lies. I am excited about using what I have learned through research and experience to train and develop other teachers to reach their professional potential. Designing and conducting PD for teachers at all stages of their careers can benefit education as a whole. By supporting new teachers to have the confidence and desire to remain in the profession long term will benefit students by creating a more stable workforce of teachers. By supporting veteran teachers to continue to learn new skills and to

implement new technology, pedagogy, and content will also benefit students in a time when education is rapidly evolving.

Analysis of Self as Project Developer

In my career as a classroom teacher, I plan and execute lessons daily. Although the process is very similar to planning projects, such as the workshop series that resulted from this study, I also learned that there are some other considerations when planning programs for adults. My new understanding of the theories and practices related to adult learning I believe will positively impact my ability to plan learning experiences for adults. Project planning also made me realize the other stakeholders who should be considered in the planning process in order to maximize the chances for a successful implementation. By getting this perspective of the myriad of stakeholders involved in an educational organization's success has allowed me to approach potential program implementation differently. By considering the various expectations from different stakeholders in an organization in the planning process, the chance for effecting change on a wider scale increases.

The Project's Potential Impact on Social Change

As my role within my school site continues to expand, I feel grateful for the opportunity to have learned more about what the teachers I work with need to feel supported and to reach their own professional potential. I am excited to be in a position to effect change at my school site and for the possibility for my work to be put into practice as a means to improving the educational program at the school. This project, if implemented, has the potential to remedy a problem that has been years in the making. If given the opportunity to implement this project, I also look forward to continuing the action research process for making improvements to it so that

it may one day be used by other schools as a means to improving the professional learning program for others.

Implications, Applications, and Directions for Future Research

It is my hope that the research findings from this study will inspire not only my school, but others as well, to recognize the importance of planning and implementing a strong professional learning program for teachers, and actually take action to implement the project. With intentional professional learning designed to address the needs of the school and teachers the result will be a collaborative effort to achieve the same goal, which is ultimately to provide the best possible education for students. This project was designed to reach those whose responsibility it is to provide the structure for a sound professional learning program within a school. However, all stakeholders at the school can benefit from what is presented in this study by understanding how providing opportunities for professional learning for teachers results in improvements that affect all those in the school community.

One direction for future research could be to investigate the needs of school leaders who are responsible for planning PD for teachers at their school site to include examining the gaps in knowledge and practice of those who plan PD. Another direction for possible future research could be to examine how various professional learning events impact student outcomes or student learning experiences. According to Yoon, (2007), only 9 of more than 1300 studies examined met What Works Clearinghouse's evidence-based standards for studies that directly affect teacher PD and on student achievement. There is a clear need for further studies in this area in order to further strengthen the argument in favor of expending resources for teacher professional learning.

Conclusion

The lessons learned from the process of completing the doctoral study, as much as from the research and findings from the study itself, have given me the skills and knowledge that I need to impact change in my local school site. The insight I now have about how to examine problems from the perspective of educational research, I believe, will allow me opportunities to implement and support more large scale solutions in ways that are cost effective and result in the intended outcomes. This perspective will allow me to rise as a leader within my school community, but also to support others with the potential to use their strengths to impact changes in education that are meaningful for students.

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Appendix A: Project

Planning Professional Learning

A three-day workshop for school K-12 administrators
on designing and implementing a professional learning plan for teachers

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Introduction

The goal of this workshop series is for K-12 administrators and instructional leaders to participate in a research-derived process to gain the knowledge and skills for implementing an effective professional learning program for teachers.

The workshop focus is on creating a framework for a professional learning cycle that uses organizational goals and student learning outcomes to determine the desired educator knowledge and skills to be addressed in professional development design and implementation.

The purpose of the workshop series is to guide school leadership in planning and implementing a professional learning program at their school site by completing a plan for the current school year, with all associated documents, as a product to take with them back to their school site. Further, the participants will gain knowledge about how to continue the professional learning cycle over the course of multiple school years in order to meet the larger aims of organizational planning and growth.

Session Timeline

The three days of the workshop series are intended to take place over the course of several months to give participants time to implement stages of the program and return with further data and information in order to develop the next steps. It is recommended that Session 1 take place in the spring or summer prior to the school year. Session 2 should take place in the early fall, prior to the end of the first term. Session 3 should take place mid-year, prior to the end of the evaluation cycle.

Workshop Agendas

Session 1: Beginning of the School Year (9:00-2:00)

9:00-9:30: Introduction & Overview

Session Objectives:

By the end of this session, participants will:

- Understand what a professional learning plan (PLP) is
- Understand why your school needs a PLP
- Utilize backward planning for the purpose of creating a PLP
- Create an Essential Proficiencies List using the template provided
- Create a Teacher Self-Evaluation using the template provided

9:30-10:00: Identifying Organizational Goals

10:00-10:30: Identifying desired student learning outcomes.

10:30-11:30: Identifying new practices to be implemented.

11:30-12:30: Defining desired educator knowledge and skills.

12:30-1:00: Break for Lunch

1:00-1:30: Teacher Self-Evaluation

1:30-2:00: Session Wrap-Up & Questions

Session 2: Planning optimal professional learning activities. (9:00-2:00)

9:00-9:30: Introduction & Overview

Session Objectives:

By the end of this session, participants will:

- Create a Professional Learning Calendar from the template provided
- Understand the role that coaches play in professional learning cycle

9:30-10:30: Planning optimal professional learning activities

10:30-11:30: Planning the Learning Calendar

11:30-12:00: Break for Lunch

12:00-1:30: Breakout Sessions for Writing Learning Plans

1:30-2:00: Session Wrap-Up & Questions

Session 3: Reviewing, Evaluating, Determining Effectiveness (9:00-2:00)

9:00-9:30: Introduction & Overview

Session Objectives:

By the end of this session, participants will:

- Understand how to use an observation and evaluation cycle to drive planning of professional learning

9:30-11:30: Aligning Evaluations to Professional Learning w/ Breakout Sessions

11:30-12:00: Break for Lunch

12:00-1:30: End of the School Year Review- Discussion about evaluating effectiveness and continuing the cycle

1:30-2:00: Session Wrap-Up & Questions

Workshop Presentation Slides

Planning Professional Learning

A three-part workshop for designing and implementing a professional learning plan for K-12 teachers

1

Workshop Goals


- The goal of this workshop series is for administrators and instructional leaders to gain knowledge and skills on how to implement an effective professional learning program for teachers.
- The workshop focus is on creating a framework for a professional learning cycle which uses organizational goals and student learning outcomes to determine the desired educator knowledge and skills to be addressed.

2



Session 1

Beginning of the School Year Planning



Session Objectives

- By the end of this session, participants will:
 - Understand what a professional learning plan (PLP) is
 - Understand why your school needs a PLP
 - Utilize backward planning for the purpose of creating a PLP
 - Create an Essential Proficiencies List using the template provided
 - Create a Teacher Self-Evaluation using the template provided

Overview- What is a professional learning plan?
Why does my school need this?

- At the start of each school year, each teacher will establish a Professional Learning Plan (PLP) that includes specific learning goals, an implementation plan, support for implementation, and a process for reflection and evaluation.
- For professional development (PD) to be effective, there needs to be a systematic plan and a commitment from policy makers, educational leaders, and teachers to follow through (Balan, Manko, & Phillips, 2011).
- Research shows that having a clearly articulated plan or model can facilitate effective professional development implementation, which in turn results in instructional improvement and improved learning outcomes (Balan, Manko, & Phillips, 2011; Guskey, 2014; Killion, 2013; Yoon, Duncan, Lee, Scariss, & Shapely, 2007).

Why does my school need this?

- In order to avoid a PD program that consists of a fragmented, disconnected series of learning events with no real connection to individual or organizational goals, that may or may not effectively address the learning needs of teachers or the deficits in student learning, a clearly articulated PD plan must be created.
- According to Guskey (2014), what is typically lacking in many PD programs is a clear notion of the purpose of the planned PD activities; a clear idea about why are we doing this and what do we hope to accomplish?

Backwards Planning for PD



Adapted from Guskey, T. R. (2014). Planning Professional Learning. *Educational Leadership*, 71(8), 10-16.

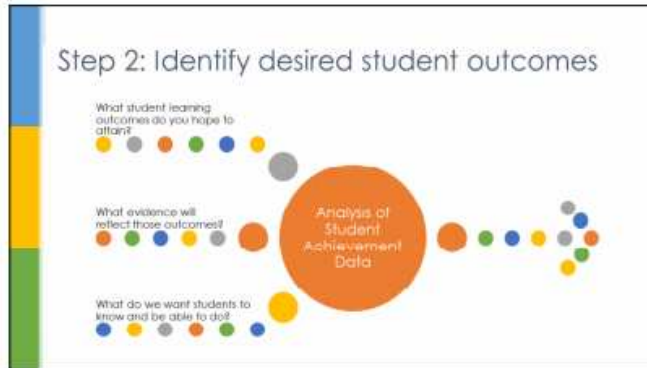
Presenter Notes: In order to meet the primary goal of PD, improving student outcomes, we must begin where we want to end and work backwards from there through the planning process.

Step 1: Identify Organizational Goals

- What is it that the school wants to accomplish over the course of the next year? 3 years? 5 years?
- Look at sources such as:
 - Five-Year Strategic Plan
 - LEA Plan
 - Single Site Plan
 - WASC Action Plan
- These larger organizational goals and plans will help to focus the direction of the desired student outcomes, which in turn, will determine the desired educator skills and knowledge.

At the school site, the Council of Master (CMT) will review the Director's Five-Year Strategic Plan to identify the organization's focus goals for the year.

Presenter Notes: Example provided in the Workshop Handouts as Exhibit A



A) At the school site, the Council of Master Teachers will consider the specific student learning outcomes the school wants to attain and what evidence will best reflect those outcomes based on analysis of current student achievement data.

B) As a group, the teaching staff will review student outcome data, including:
 CST/Smarter Balanced Assessment Results
 CAHSEE Results
 Benchmark Testing Results
 Classroom assessments (quizzes, tests, writing assessments, etc.)
 Student Work (daily work, portfolios, projects)

C) As a group, the teaching staff will identify gaps in achievement as determined by Strategic Plan goals.- Where do we want our students to be? Vs. Where are our students now?

Presenter Notes: Open discussion for brainstorming how participants will identify student outcomes. Record in Handout 1

Step 3: Identify new practices to be implemented

- What instructional practices and policies are most likely to produce the student learning outcomes the school desires?
- Create a list of practices and policies which will become your **Essential Proficiencies for Teachers (EP)**

Determine which research-based practices for pedagogy & content will most effectively produce the desired student learning outcomes.

Presenter Notes: Brainstorm ideas with participants and have them share ideas about best practices and sources for researching best practices. Ideas are recorded on the "Best Practices Brainstorm" handout 2

Essential Proficiencies for Teachers

- The Essential Proficiencies for Teachers (EP) becomes the framework around which you build your Professional Learning Plan (PLP) for teachers.
- The EP should,
 - directly support the achievement of the desired student outcomes
 - be observable or able to be supported with evidence

The Essential Proficiencies for Teachers list will bring a common language and vision to the wider goals of professional learning at the school. As teachers can identify the behaviors, skills, and knowledge they should be implementing in their daily practice as a means to moving student outcomes in the desired direction. The EP can be used to promote professional growth within an environment of collegial support. Self-assessment data based on the EP can support teachers in making informed decisions about their ongoing development as professionals. (Continuum of Teaching Practice, 2012).

Essential Proficiencies for Teachers Sample

Proficiency	Purpose	An indicator should...	Date Completed	Evidence of Completion
1) Begin each lesson with an Anticipatory Set	The purpose of the Anticipatory Set is to engage students in the lesson. First, it provides the opportunity to get students into the classroom, settled, and focused, while providing teachers with the opportunity to take care of critical class business such as taking attendance, reviewing homework, or passing out class materials. Second, it is a powerful opportunity to begin the lesson and introduce the content and make connections.	1) Be written on the board when students enter. 2) Students should begin work on assignments. Conversations prior to beginning should be limited to a greeting and a reminder to get started on the AS. 3) Completion of anticipatory set should be limited to no more than 5 minutes and should not exceed three conditions. 4) The content of the AS should do one of the following three things: 1) activate prior knowledge for the day's lesson by reinforcing previously taught concepts which students will use during the day's lesson, or 2) introduce students' current understanding of the day's objective.	10/20/12	10/20/12 Making observation of teacher and debriefing with Master teacher

Presenter Notes: Examples of Essential Proficiencies can be adapted from sources such as Daniels's Framework for Teacher (2007) and Lemov's *Teach Like a Champion* (2010), California Standards for the Teaching Profession (CSTP) (2009), Continuum of Teaching Practice (2012), or other sources which define the characteristics of "good" teaching.

Each school site will create their own list, and even modify their existing list of Essential Proficiencies for Teachers based upon the annual review of goals and data analysis.

Presenter Notes: Brainstorm in small break out groups Essential Proficiencies and record on Handout 3

Step 4: Identify desired educator knowledge and skills

- As a staff, teachers and school leadership, will jointly determine what specific knowledge and skills educators need in order to implement the prescribed practices and policies from the Essential Proficiencies for Teachers.
- Teachers, individually will work with their Master Teacher coach to determine what they must know and be able to do to successfully implement the new practices and bring about the sought-after improvements in student learning.

These desired educator knowledge and skills become the foundation for planning learning events and activities for teachers. Depending on the analysis of teacher self-evaluations and student data, learning events may be for entire staff, small groups by grade level, content area or need, or even individual and self-selected.

By identifying a common base of knowledge for the staff, it allows for multiple approaches for acquiring the identified skills and knowledge, thus allowing for the most effective use of resources for individual school sites.

Why Coaches?

- Coaching or mentoring as a component of a comprehensive PD plan aligns with the standards set forth by Learning Forward (2011), which call for PD to be ongoing, job-embedded learning, that focuses on student learning, allows time for teacher reflection, and creates an atmosphere of collaboration.
- Coaching is an effective means of impacting teacher change and improving classroom practices.
- Coaching can have a direct effect on teacher's knowledge and skills because of the increase in duration of professional learning the coaching aspect brings to the professional learning experience.
- Teachers who were coached developed greater skills in the execution of new strategies than teachers who were not coached.
- When coaching is added to the process of teacher learning, teachers are more likely to implement new classroom practices.
- Coaching can be used as a means to implement both collaboration and reflection as component of job-embedded PD for teachers.

Coaches are leaders within the school community who can help guide the Professional Learning Cycle by providing ongoing support. We will discuss the role of coaches more specifically in the next session when we address planning learning activities.

Step 5: Identify desired educator knowledge and skills

- Teachers will self-evaluate their current level of knowledge and skills in desired areas as determined by the Essential Proficiencies for Teachers List
- Create a rubric which clearly articulates what exceptional, basic, and minimal performance of each proficiency looks like.
- The rubric should be used as a tool for self-reflection, goal setting, and an inquiry into practice so that teachers can make informed decisions about their ongoing professional development needs (CTC, 2012).

Examples of rubrics for use in developing the self-evaluation can be adapted from sources such as Daniels's Framework for Teaching (2007), California Standards for the Teaching Profession (CSTP) (2009), Continuum of Teaching Practice (2010), or other sources which define the characteristics of "good" teaching.

Each school site will create their own rubric based on their identified list of Essential Proficiencies for Teachers

Teacher Self-Evaluation Sample

Begin by creating a rubric for measuring mastery of each identified Essential Proficiency for Teaching

Proficiency	Distinction (4)	Proficient (3)	Basic (2)	Developing (1)
Planning and using assessments of student learning	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments to instruction that maximize student learning.	Utilizes a variety of assessments that provide targeted data on student learning. Collaborates and reflects regularly with colleagues to improve teaching practices to meet student success.	Explains the use of different types of assessments to respond to individual student learning needs and support learning.	Develops understanding of required assessment and uses of data to inform student progress.

Adapted from Continuum of Teaching Practice (2010)

Next, have teachers use the rubric to self-evaluate current levels of knowledge and ability on each EP means to identifying professional learning needs.

Essential Proficiency	My rating (based on rubric)	Reflection on assessment of rating	Knowledge and skills you need (due to existing professional learning by teaching)

*Use for completed for beginning, mid, and end of year self-evaluations.

<Have participants work in groups to begin developing a draft of a rubric based on their EP list> record on Handout 4

<Provide participants with sample rubrics such as the Continuum of Teaching Practice, Framework for Teaching, and California Standards for Teaching Practice>

The Power of Self-Evaluation

- The use of teacher evaluations that put emphasis on teacher self-assessment, professional learning, and student growth data created a culture where teachers take ownership in the change process (Williams, 2012).
- Forcing change can create cognitive dissonance, causing teachers to push back against change initiatives. However, by using a differentiated evaluation process driven by teacher choice and designed to meet their individual needs, the results can be transformative (Kappler Hewitt & Weckstein, 2012).

Research about the way adults learn strongly supports the use of self-evaluation as a means to increasing buy-in from teachers, building self-directed learning and leadership abilities.

The self-evaluation component will help teachers see the connections between larger organizational goals, student needs, and their own learning needs needed to bring about the change in practice desired by your school site.

Recap of session 1

- Every school needs a clearly articulated plan to facilitate effective professional development implementation.
- Utilize backward planning when designing your Professional Learning Plan for Teachers.
- Begin with identifying your organization's goals.
- Next, identify desired student outcomes you want to see achieved.
- Then, identify the teaching practices which are most likely to bring about those student outcomes and turn these in to your list of Essential Proficiencies for Teaching.
- Finally, determine what specific knowledge and skills educators need in order to implement the prescribed practices and policies from the Essential Proficiencies for Teachers.
- The practice of using coaches is highly recommended to help guide and support teachers through the implementation of the Professional Learning Plan.
- With the guidance of their coach, teachers will self-identify which areas from the Essential Proficiencies for Teaching they need professional development in.

Coming up in the next session

- We will combine the teacher's self-evaluation data with analysis of student outcome data and organizational goals to plan learning activities to address the areas of need.

Questions?



Please complete your Session 1 Objectives Card and return to your presenter.



Session 2

Planning optimal professional learning activities



Session Objectives

- By the end of this session, participants will:
 - Create a Professional Learning Calendar from the template provided
 - Understand the role that coaches play in professional learning cycle

Step 6: Plan optimal professional learning activities

- What set of experiences will best enable participants to acquire the needed knowledge and skills?
- Develop a calendar of professional learning for the year.
- Teachers develop Personal Professional Learning Plans for the year

Place the planned learning events and experiences within a cycle that includes time to engage in the learning event, structured opportunities for practice with feedback, follow up coaching, and formative evaluation to track progress and growth towards the EP.

Core Elements of a Professional Learning Plan

- When Planning Professional Learning, consider the following elements:
 - Needs analysis based on data (student data analysis & teacher self-evaluations)
 - Goals & Objectives for each learning event, including indicators and measures of success
 - The events- workshops, conferences, seminars, action research, online courses, research & study groups (books, articles), etc.
 - Timeline
 - Resources needed
 - Evaluation plan

Reference Killion (2013)

Needs Analysis: Needs emerge from data; Which EP needs to be addressed?

Responsible Person: Who is responsible for planning and implementing this learning event?

Timeline: When is this event to take place?

Resources needed: Resources include the staff, technology, funding ,materials, and time necessary to accomplish the objectives and goals.

Goals & Objectives: Goals specify the broad outcomes of professional learning. Objectives delineate the specific long and short term changes that need to occur in order to meet the goal(s).

Indicators & Measures of Success: Indicators describe how you will know whether actions have occurred and goals/objectives have been met. Measures of success are evidence that indicators of success have been met.

Learning Events: These are the actual activities teachers are participating in; they may be

group or individual

Implementation & Follow up Plan: Observation and coaching cycle dates focused on this EP and results of learning activities

Evaluation Plan: dates for evaluations (self and/or administrative) that will assess learning of this EP skill set

Professional Learning Calendar

Identified Need (What PD is the learning event addressing?)	Responsible Person	Timeline	Resources Needed	Goal & Objective of Learning Event	Indicator & Measure of Success	Description of Learning Event	Implementation & Follow up Plan	Evaluation Plan

Based on the self-evaluations, the CMT will create a Professional Learning Calendar for PD activities most frequently identified skills needed on the self-evaluation for the staff as a whole.

<Have participants practice creating a Professional Learning Calendar using sample events and school calendars> Handout 6

Personal Professional Learning Plans

- Based on the self-evaluations, Master Teacher Coaches will work with teachers individually to identify learning activities to address those areas that they have identified as an area of need.
- Coaches will also establish with teachers a specific plan for implementing new skills, including co-planning, observations, discussions about strengths and weaknesses, and ongoing support for continuing to develop weak areas of need.
- Teachers will each complete a Personal Professional Learning Plan to reflect both activities on the Professional Learning Calendar and their self-selected learning events.

<Blank Personal Professional Learning Plan included as workshop handout 7

Recap of session 2

- Use data to determine professional learning needs.
- This data should come from multiple sources including teacher self-evaluations and student achievement data.
- Professional Learning Plans should contain several core elements including a needs analysis, goals & objectives with indicators and measures of success, learning events, timelines, resources needed, and an evaluation plan.
- The Professional Learning Plan consists of both the Professional Learning Calendar, which outlines learning events for all staff, and Personal Professional Learning Plans for individual teachers, which outlines self-selected learning events.
- Coaches play a role in the identification of needs, selection of learning activities, implementation, follow up support, and assessment of skills and knowledge learned.

Ask participants to bring the results of student outcome analysis and teacher self-evaluations to use when creating their Professional Learning Calendars.

Coming up in the next session

- We will look at the role that observations play in the evaluation process and how to use observations as part of the professional learning cycle and a means to determining the effectiveness of our PLP.

Ask participants to bring to next session their school or district's teacher evaluation and any supporting documentation or forms.

Questions?




Please complete your Session 2 Objectives Card and return to your presenter.



Session 3

Reviewing, Evaluating, Determining Effectiveness



Session Objectives

- By the end of this session, participants will:
 - Understand how to use an observation and evaluation cycle to drive planning of professional learning

Teacher Evaluations: So did our plan work?

- With the implementation of new methods of teacher evaluation, such as observation protocols like FFI, detailed feedback to can be provided to teachers that can then be utilized in the planning of individual professional learning plans for teachers, and contribute to overall ratings of teacher performance when combined with other data.
- Teacher evaluations should include multiple indicators including student achievement data, observation protocols, and self-evaluation (Kane & Staiger, 2012; Measures of Effective Teaching (MET) Project, 2010).
- Teacher evaluations must be aligned to the change initiative that the school has identified in order to positively influence teacher effectiveness for improving student achievement (Kappler Hewitt and Weckstein, 2012).

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Connecting Professional Learning to an Observation and Evaluation Cycle

- When evaluators provide feedback through thoughtful discourse with teachers about what was observed concerning their teaching, the result is more effective interactions that result in professional growth (Townsend & Tan, 2009).
- This fits into the Professional Learning Cycle by...
 - Using an observation protocol that includes clear standards for good teaching, such as the Essential Proficiencies which are applied by trained observers over the course of multiple observations.
 - Combining of multiple approaches such as classroom observations, student achievement data, and student surveys in an evaluation to capitalize on teacher's strengths and offset their weaknesses.

As an administrator, you are evaluating teachers on their performance. The Professional Learning Plan elements give you a tool to measure teacher professional growth. The evaluation process then becomes both the beginning and end of the cycle of planning professional learning. It gives you a clear idea about what teachers have accomplished and what they still need further training on.

33

Evaluation Cycle in the Professional Learning Plan

Formative Assessment Mid-Year Review

- Administrators observe teachers of teaching
 - Administrators observe each teacher looking for evidence of Essential Proficiencies
 - Administrators share observation findings with coaches to further guide professional learning cycle
- Teachers complete mid-year Self-Evaluation and Reflection to show progress update on skills, knowledge, & needs related to Essential Proficiencies
- Administrators meet with coaches to determine if additional PD is needed for staff based on observations and self-evaluation/reflection
- Administrators update Professional Learning calendar as needed

Summative Assessment End of School Year Review

- Administrators observe each teacher looking for evidence of Essential Proficiencies
- Administrators complete Annual Evaluation for each teacher
- Teachers complete End of Year Self-Evaluation & Reflection
- Administrators begin planning Professional Learning Calendar for following year

Presenter Notes: Participants will work in small groups to identify possible areas their current evaluations can more closely capture the EPs and reflect observation protocol selected.- Record on Handout 1

Step 7: Evaluate Effectiveness

- How do you know if the PD events were valuable expenditures of resources?
 - Revisit Strategic Goals & Student Learning Outcomes
 - Review data & evidence to determine if goals and outcomes were met and areas of need for next PLP cycle

Presenter Notes: Break out groups to create a plan for evaluating PD plans- record on Handout 1

Recap of Session 3

- Teachers need to receive detailed feedback from evaluators for PLP cycle to be successful.
- Teacher evaluations must be aligned to the change initiative that the school has identified in order to positively influence teacher effectiveness for improving student achievement.
- Alignment occurs when evaluations utilize Essential Proficiencies as foundation for observations that contribute to teacher evaluation.
- Evaluations serve as a measure of successful expenditure of resources on PD, as well as the beginning and end of the professional learning cycle.

36

Questions?



Please complete your
Session 3 Objectives Card
and return to your presenter.

37

Thank you for participating in this workshop

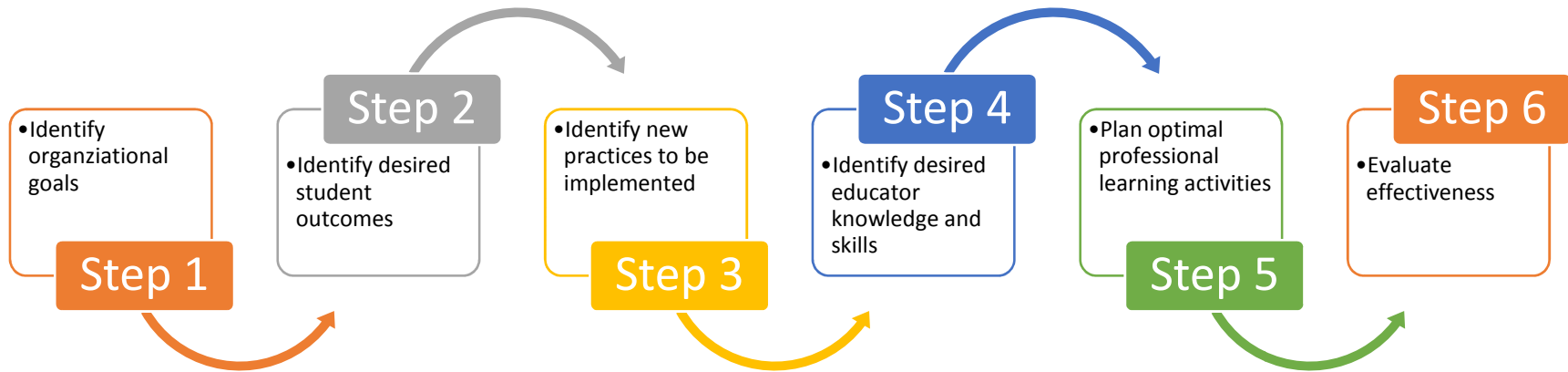
- Please complete the Workshop Summative Evaluation and return it to your presenter



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Handout 1: Professional Learning Planning Form



From Guskey, T. R. (2014). Planning Professional Learning. *Educational Leadership*, 71(8), 10-16.

Step	How will this be accomplished	Source
Step 1: Identify organizational goals		
Step 2: Identify desired student outcomes		
Step 3: Identify new practices to be implemented		
Step 4: Identify desired educator knowledge and skills		

Step 5: Plan optimal professional learning activities		
Step 6: Evaluate for effectiveness		

Handout 2: Best Practices Brainstorm

Teaching Practice	Source or Evidence (Where is this shown to be an effective practice?)	Ideas about use or implementation at my school site

Handout 4: Teacher Self-Evaluation Rubric

Proficiency	Distinguished (4)	Proficient (3)	Basic (2)	Developing (1)

Handout 5: Teacher Self-Evaluation

*Can be completed for beginning, mid, and end of year self-evaluations.

Essential Proficiency	My rating (based on rubric)	Reflection/explanation of rating	Knowledge and skills you would like to receive additional training to develop

Handout 7: Personal Professional Learning Plan

Identified Need (What EP(s) is this learning event addressing?)	Responsible Person	Timeline	Resources Needed	Goal & Objective of Learning Event	Indicator & Measure of Success	Description of Learning Event	Implementation & Follow up Plan	Reflection

Exhibit A: Sample Five Year Strategic Plan Document

5-Year Strategic Plan

FYE 2014 - 2018

	FYE14	FYE15	FYE16	FYE17	FYE18
	Goal	Goal	Goal	Goal	Goal
GOAL 1: RAISE STUDENT ACADEMIC ACHEIVEMENT					
Measure: Test at grade level proficiency or above on Renaissance STAR Math & ELA linked to CCSS	55.00%	60.00%	70.00%	75.00%	80.00%
Action Plan:					
1. 100% of teachers are observed monthly	100%	100%	100%	100%	100%
2. 100% Mastery-based Learning (75% or better, no D's or F's)	100%	100%	100%	100%	100%
3. 100% Data-driven differentiated instruction in all core subjects	100%	100%	100%	100%	100%
4. Individual Learning Plans (ILP's) for 100% of students	100%	100%	100%	100%	100%
5. Implement new student & parent orientation program	x				
6. Increase hours of teacher development	42	50	60	70	70
7. 100% meet RAI's graduation requirement	75%	100%	100%	100%	100%
8. 75% pursue post-secondary education options	50%	75%	75%	75%	75%
9. Improve % of Title 1 students testing at grade level or above on Ren. STAR	N/A	50%	60%	70%	75%
10. Improve % of EL students testing at grade level or above on Ren. STAR	N/A	50%	60%	70%	75%
11. Improve quality of intervention class placement	N/A	x			
12. Implement new teacher salary structure	N/A	x			
13. Implement new teacher evaluation	N/A	x			
14. Hire Chief Academic Officer	N/A	x			
15. UC A-G approval of all course, including web labs	N/A	N/A	x		
16. More fully implement Classical Education	N/A	N/A	x		

Exhibit B Excerpt from Continuum of Teaching Practice (2012)

Levels of Teacher Development Across the CSTP

CSTP	Emerging Level 1	Exploring Level 2	Applying Level 3	Integrating Level 4	Innovating Level 5
Planning Instruction and Designing Learning Experiences for All Students	Plans lessons using available curriculum and resources.	Plans lessons using expanded understanding of curriculum, related materials and resources, and assessments.	Plans differentiated instruction using a variety of adjustments and adaptations in lessons.	Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments.	Plans instruction flexibly utilizing a repertoire of instructional practices to differentiate instruction as informed by ongoing assessments.
Assessing Students for Learning	Develops understanding of required assessments and uses of data to inform student progress.	Explores the use of different types of assessments to expand understanding of student learning needs and support planning.	Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students.	Utilizes a wide range of assessments strategically, systematically, and flexibly throughout instruction to identify student learning needs and guide ongoing adjustments in instruction that maximize student learning.
Developing as a Professional Educator	Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success.	Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success.	Collaborates and reflects regularly with colleagues to improve teaching practice and student success.	Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning.	Engages in and facilitates collaborative learning communities focused on providing quality instruction and optimal learning for the full range of students.

Workshop Evaluation Forms

Formative Evaluation: Objectives Card

Please complete the card for each session at the conclusion of that session then return to your presenter.

Session 1 Objectives

Objective: At the end of this session I now....	Mastered: Yes/No	Additional Questions or Comments for Presenter
Understand what a professional learning plan (PLP) is		
Understand why my school needs a PLP		
Can utilize backward planning for the purpose of creating a PLP		
Create an Essential Proficiencies List using the template provided		
Create a Teacher Self-Evaluation using the template provided		

Session 2 Objectives

Objective: At the end of this session I now....	Mastered: Yes/No	Additional Questions or Comments for Presenter
Create a Professional Learning Calendar from the template provided		
Understand the role that coaches play in professional learning cycle		

Session 3 Objectives

Objective: At the end of this session I now....	Mastered: Yes/No	Additional Questions or Comments for Presenter
Understand how to use an observation and evaluation cycle to drive planning of professional learning		

Summative Evaluation

Please circle the ratings that best describe your reaction to the three workshop sessions:

1 = No 2 = Somewhat 3 = Yes, definitely

If you were unable to participate in all three sessions, please mark your ratings based on the workshops you participated in.

1. Were the session objectives clear? 1 2 3

2. Were the instructional techniques and materials helpful in your learning of the material? 1 2 3

3. Did the presenter focus the presentation on the session objectives and use the instructional techniques and methods well? 1 2 3

4. Was the material presented relevant and valuable to you? 1 2 3

5. Will you be able to apply what you have learned at your school site? 1 2 3

6. Were there opportunities for you to actively participate in the sessions? 1 2 3

7. If yes, was the participation beneficial to you? 1 2 3

8. Did the instructional materials and aids used enhance the learning process? 1 2 3

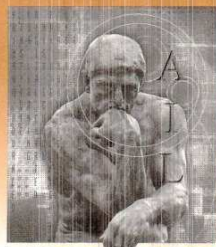
9. Was the program well organized and effectively conducted? 1 2 3

10. Please comment on the major strengths of the workshop and changes you would recommend.

Major Strengths:

Suggestions for Improvement:

Additional comments:



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N C E E I N G E R
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February 13, 2014

Dear Jamie DeWitt

Based on my review of your research proposal, I give permission for you to conduct the study entitled *Combining Appreciative Inquiry and Emotional Intelligence to Understand and Improve the Professional Development of K-12 Teachers* within RAI Online Charter School. As part of this study, I authorize you to

- Have participants complete a one-time 213 item Emotional Skills Assessment Process that will take approximately 30 minutes
- Have participants complete a one-time written response survey that will take approximately 30 minutes
- Have participants participate in a 1-hour online focus group interview sessions
 - Focus group interviews will be audio recorded then transcribed and shared with participants to check for accuracy (approximately 15 minutes).
- Have participants participate in individual follow up phone interviews, as needed for clarification, not to exceed 30 min.
- Collect professional development records from personnel files.

Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: providing access to an online meeting room through Blackboard Collaborate, providing access to professional development records from personnel files, providing access to teaching staff who are participants in the study for the purpose of completing survey, interviews, and the ESAP. We reserve the right to withdraw from the study at any time if our circumstances change.

I confirm that I am authorized to approve research in this setting.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the research team without permission from the Walden University IRB.

Sincerely,

Jarom Luedtke, Director, Advanced Institute for Learning
562-858-8454
jluedtke@ailearning.net

DATA USE AGREEMENT

This Data Use Agreement (“Agreement”), effective as of February 14, 2014 (“Effective Date”), is entered into by and between Jamie DeWitt (“Data Recipient”) and RAI Online Charter School (“Data Provider”). The purpose of this Agreement is to provide Data Recipient with access to a Limited Data Set (“LDS”) for use in research in accord with the HIPAA and FERPA Regulations.

1. Definitions. Unless otherwise specified in this Agreement, all capitalized terms used in this Agreement not otherwise defined have the meaning established for purposes of the “HIPAA Regulations” codified at Title 45 parts 160 through 164 of the United States Code of Federal Regulations, as amended from time to time.
2. Preparation of the LDS. Data Provider shall prepare and furnish to Data Recipient a LDS in accord with any applicable HIPAA or FERPA Regulations
3. Data Fields in the LDS. No direct identifiers such as names may be included in the Limited Data Set (LDS). In preparing the LDS, Data Provider shall include the **data fields specified as follows**, which are the minimum necessary to accomplish the research: Professional Development Plans for RAI teachers from 2005-2014, as available.
4. Responsibilities of Data Recipient. Data Recipient agrees to:
 - a. Use or disclose the LDS only as permitted by this Agreement or as required by law;
 - b. Use appropriate safeguards to prevent use or disclosure of the LDS other than as permitted by this Agreement or required by law;
 - c. Report to Data Provider any use or disclosure of the LDS of which it becomes aware that is not permitted by this Agreement or required by law;
 - d. Require any of its subcontractors or agents that receive or have access to the LDS to agree to the same restrictions and conditions on the use and/or disclosure of the LDS that apply to Data Recipient under this Agreement; and
 - e. Not use the information in the LDS to identify or contact the individuals who are data subjects.
5. Permitted Uses and Disclosures of the LDS. Data Recipient may use and/or disclose the LDS for its Research activities only.

6. Term and Termination.

- a. Term. The term of this Agreement shall commence as of the Effective Date and shall continue for so long as Data Recipient retains the LDS, unless sooner terminated as set forth in this Agreement.
- b. Termination by Data Recipient. Data Recipient may terminate this agreement at any time by notifying the Data Provider and returning or destroying the LDS.
- c. Termination by Data Provider. Data Provider may terminate this agreement at any time by providing thirty (30) days prior written notice to Data Recipient.
- d. For Breach. Data Provider shall provide written notice to Data Recipient within ten (10) days of any determination that Data Recipient has breached a material term of this Agreement. Data Provider shall afford Data Recipient an opportunity to cure said alleged material breach upon mutually agreeable terms. Failure to agree on mutually agreeable terms for cure within thirty (30) days shall be grounds for the immediate termination of this Agreement by Data Provider.
- e. Effect of Termination. Sections 1, 4, 5, 6(e) and 7 of this Agreement shall survive any termination of this Agreement under subsections c or d.

7. Miscellaneous.

- a. Change in Law. The parties agree to negotiate in good faith to amend this Agreement to comport with changes in federal law that materially alter either or both parties' obligations under this Agreement. Provided however, that if the parties are unable to agree to mutually acceptable amendment(s) by the compliance date of the change in applicable law or regulations, either Party may terminate this Agreement as provided in section 6.
- b. Construction of Terms. The terms of this Agreement shall be construed to give effect to applicable federal interpretative guidance regarding the HIPAA Regulations.
- c. No Third Party Beneficiaries. Nothing in this Agreement shall confer upon any person other than the parties and their respective successors or assigns, any rights, remedies, obligations, or liabilities whatsoever.

- d. Counterparts. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

- e. Headings. The headings and other captions in this Agreement are for convenience and reference only and shall not be used in interpreting, construing or enforcing any of the provisions of this Agreement.

IN WITNESS WHEREOF, each of the undersigned has caused this Agreement to be duly executed in its name and on its behalf.

DATA PROVIDER

DATA RECIPIENT

Signed: 

Signed: 

Print Name: Jarom Luedtke

Print Name: Jamie DeWitt

Print Title: Director, Advanced Institute for Learning Print Title: Researcher

Appendix D: Permission to Use and Modify Interview Questions from Yoder

To cite this article: Debra Marie Yoder (2004) ORGANIZATIONAL CLIMATE AND EMOTIONAL INTELLIGENCE: AN APPRECIATIVE INQUIRY INTO A “LEADERFUL” COMMUNITY COLLEGE, *Community College Journal of Research and Practice*, 29:1, 45-62, DOI: [10.1080/10668920390276966](https://doi.org/10.1080/10668920390276966)

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Appendix E: Emotional Skills Assessment Process

Step 1: EXPLORE Step 2: IDENTIFY Step 3: UNDERSTAND

ESAP

Emotional Skills Assessment Process



Please fill out or circle the following:

Name: _____ ID # _____
 Date: _____ Age: _____ Gender: M F Ethnicity: _____
 Course Title & No.: _____ Sec. No.: _____
 Year in School: Freshman Sophomore Junior Senior Masters Other
 E-mail Address: _____ Phone: _____

For Office Use Only:

Database Date: _____
 By: _____
 Verified: _____

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 Darwin Nielson, Ph.D.
 Gary Low, Ph.D.

Exploring Emotional Intelligence

Emotional intelligence is recognized as being critical to the growth and development of healthy, personally responsible, and successful people. To fully explore, understand, and develop emotional skills, the process needs to be authentic, honest, positive, and self-directed. You will be completing an emotional skills assessment to gain valuable personal information about yourself and your emotional skills. This is not a test; there are no right or wrong responses; the results are for you to use as a guide to further develop your emotional self.

Instructions:

You will be completing an honest, personal assessment of current emotional abilities and skills in 4 separate and related parts. Helpful hints: Your first response is your best response. Let your feelings decide the best response for you. Think of each statement as it relates to you in the setting you feel needs most improvement, for example your job, family, relationships, etc. Be totally honest. Respond to each statement and circle your response.

M means most like or descriptive of you

S means sometimes like or descriptive of you and sometimes not

L means least like or descriptive of you

Circle the letter and number by the letter. Complete each part before scoring your responses. Enjoy.

Part I Interpersonal Communication Under Stress

This primary performance area of life consists of the communication skills essential to establishing and maintaining a variety of strong and healthy relationships. Effective communication is key to positive and healthy relationships. The absolute key to truly understand and improve communication skills is in the stressful and emotional situations in life. The learning and development of interpersonal communication skills are best achieved by treating them as emotional skills. Now, explore Interpersonal Communication Under Stress in a variety of difficult situations.

- | | | | | | |
|----------------|---|-----|-----|-----|-------|
| 1. Situation: | When I am really angry at someone, I usually feel some tension, but comfortable in expressing exactly what is on my mind. | M=2 | S=1 | L=0 | _____ |
| 2. | When I am really angry at someone, I usually think "OK, I'm angry and need to deal with it constructively." | M=2 | S=1 | L=0 | _____ |
| 3. | When I am really angry at someone, I usually behave by expressing what is bothering me, and working to achieve a constructive resolution. | M=2 | S=1 | L=0 | _____ |
| 4. Situation: | When someone is really angry at me, I usually feel tension and the right to understand the person's anger by responding directly. | M=2 | S=1 | L=0 | _____ |
| 5. | When someone is really angry at me, I usually think that I have a right and need to understand the person's anger at me and to respond directly to resolve the conflict. | M=2 | S=1 | L=0 | _____ |
| 6. | When someone is really angry at me, I usually behave by asking for further explanation of the anger and dealing with the feelings in a straightforward manner. | M=2 | S=1 | L=0 | _____ |
| 7. Situation: | When I communicate to an "Authority" person, I usually feel comfortable and straightforward in my approach to the person. | M=2 | S=1 | L=0 | _____ |
| 8. | When I communicate to an "Authority" person, I usually think that my needs are legitimate, and OK to express in a straightforward manner. | M=2 | S=1 | L=0 | _____ |
| 9. | When I communicate to an "Authority" person, I usually behave comfortably and at ease with the person. | M=2 | S=1 | L=0 | _____ |
| 10. Situation: | When another person makes an important request/demand of me, I usually feel comfortable about saying "yes" or "no" to the request. | M=2 | S=1 | L=0 | _____ |
| 11. | When another person makes an important request/demand of me, I usually think that I have the right to say "yes" or "no" and feel comfortable about either response. | M=2 | S=1 | L=0 | _____ |
| 12. | When another person makes an important request/demand of me, I usually behave in line with my true feelings at the time and tell the person "yes" or "no" comfortably. | M=2 | S=1 | L=0 | _____ |
| 13. Situation: | When I make an important request/demand of another person, I usually feel confident and comfortable in my right to make requests of others. | M=2 | S=1 | L=0 | _____ |
| 14. | When I make an important request/demand of another person, I usually think that I have the right to make requests of others and will respect their decision about how they choose to respond. | M=2 | S=1 | L=0 | _____ |
| 15. | When I make an important request/demand of another person, I usually behave comfortably and straightforwardly in making the request. | M=2 | S=1 | L=0 | _____ |
| 16. Situation: | When I am around a new group of people, I usually feel a little uneasy, but comfortable. | M=2 | S=1 | L=0 | _____ |
| 17. | When I am around a new group of people, I usually think that I will have fun meeting these new people, and I would like for some of them to know me. | M=2 | S=1 | L=0 | _____ |
| 18. | When I am around a new group of people, I usually behave in a relaxed manner by introducing myself to someone who looks interesting or by visiting around. | M=2 | S=1 | L=0 | _____ |

Assertion Total Score

Transfer the number (0, 1, or 2) of your circled response to the line at the right of each item.

Add all responses to obtain total score.

1. Situation: When I am really angry at someone, I usually feel hostile, or a need to verbally attack. M=2 S=1 L=0 _____
2. When I am really angry at someone, I usually think attack, and powerfully show my anger. M=2 S=1 L=0 _____
3. When I am really angry at someone, I usually behave by angrily expressing myself or getting into an argument. M=2 S=1 L=0 _____
4. Situation: When someone is really angry at me, I usually feel angry and hostile and the need to attack. M=2 S=1 L=0 _____
5. When someone is really angry at me, I usually think that I need to respond even stronger so as not to be overwhelmed. M=2 S=1 L=0 _____
6. When someone is really angry at me, I usually behave by showing my own anger, or escalating the fight. M=2 S=1 L=0 _____
7. Situation: When I communicate to an "Authority" person, I usually feel defensive or a need to develop a strategy in my approach to the person. M=2 S=1 L=0 _____
8. When I communicate to an "Authority" person, I usually think that what I want or need is most important and impose myself on the person. M=2 S=1 L=0 _____
9. When I communicate to an "Authority" person, I usually behave pushy or defensively with the person. M=2 S=1 L=0 _____
10. Situation: When another person makes an important request/demand of me, I usually feel resentment or upset that the person expects a "yes". M=2 S=1 L=0 _____
11. When another person makes an important request/demand of me, I usually think that I don't like being imposed on and usually say "no" even if I feel "maybe" or "yes". M=2 S=1 L=0 _____
12. When another person makes an important request/demand of me, I usually behave defensively and say "no" or let them know that I resent the request and do it grudgingly. M=2 S=1 L=0 _____
13. Situation: When I make an important request/demand of another person, I usually feel determined more about getting what I want than concerned with the feelings of the other people. M=2 S=1 L=0 _____
14. When I make an important request/demand of another person, I usually think that what I need or want is more important or that the other person should respond immediately. M=2 S=1 L=0 _____
15. When I make an important request/demand of another person, I usually behave pushy and sometimes overpowering in making the request. M=2 S=1 L=0 _____
16. Situation: When I am around a new group of people, I usually feel uncomfortable or pressured to get a conversation going even if I have to be a little pushy. M=2 S=1 L=0 _____
17. When I am around a new group of people, I usually think that I need to get things started whether they are ready to or not. M=2 S=1 L=0 _____
18. When I am around a new group of people, I usually behave by talking too much, or I often come on too strong. M=2 S=1 L=0 _____

Aggression Total Score _____

1. Situation: When I am really angry at someone, I usually feel anxious or confused about what to say. M=2 S=1 L=0 _____
2. When I am really angry at someone, I usually think that I should not express my anger directly. M=2 S=1 L=0 _____
3. When I am really angry at someone, I usually behave by avoiding saying anything to the person so as not to hurt his/her feelings. M=2 S=1 L=0 _____
4. Situation: When someone is really angry at me, I usually feel confused and afraid, or the need to avoid him/her. M=2 S=1 L=0 _____
5. When someone is really angry at me, I usually think that I am probably at fault, or the person does not like me. M=2 S=1 L=0 _____
6. When someone is really angry at me, I usually behave by backing off, apologizing, or not really saying what I feel. M=2 S=1 L=0 _____
7. Situation: When I communicate to an "Authority" person, I usually feel nervous and hesitant about approaching the person. M=2 S=1 L=0 _____
8. When I communicate to an "Authority" person, I usually think that I really shouldn't bother him/her or take up much of their time. M=2 S=1 L=0 _____
9. When I communicate to an "Authority" person, I usually behave apologetically and awkwardly with the person. M=2 S=1 L=0 _____
10. Situation: When another person makes an important request/demand of me, I usually feel nervous or anxious about refusing the person. M=2 S=1 L=0 _____
11. When another person makes an important request/demand of me, I usually think that I say "yes" many times even when I feel like saying "no". M=2 S=1 L=0 _____
12. When another person makes an important request/demand of me, I usually behave in the way he/she wants - or refuse and apologize for my response. M=2 S=1 L=0 _____
13. Situation: When I make an important request/demand of another person, I usually feel anxious or reluctant about approaching him/her. M=2 S=1 L=0 _____
14. When I make an important request/demand of another person, I usually think that I really should not be imposing on or bothering them. M=2 S=1 L=0 _____
15. When I make an important request/demand of another person, I usually behave hesitantly or awkwardly in making the request. M=2 S=1 L=0 _____
16. Situation: When I am around a new group of people, I usually feel anxious or confused about how to start a conversation. M=2 S=1 L=0 _____
17. When I am around a new group of people, I usually think that they are more relaxed than I am, or that I don't have much to say anyway. M=2 S=1 L=0 _____
18. When I am around a new group of people, I usually behave cautiously and wait until someone comes to talk to me. M=2 S=1 L=0 _____

Deference Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART I INTERPERSONAL SKILLS		MINI-PROFILE										
		DEVELOP			STRENGTHEN			ENHANCE				
ASSERTION		9	12	15	18	21	24	27	30	33	36	
AGGRESSION		2	4	6	8	11	15	19	24	28	35	
DEFERENCE		2	4	6	10	14	18	22	26	30	32	36
		LOW			NORMAL			HIGH				

Communication is especially difficult under stressful conditions. Assertion is a powerful, emotional skill that helps you communicate more effectively, honestly, and appropriately. Aggression and Deference are patterns of communication that need to be converted to the powerful, emotional skills of Anger Control and Management, and Fear Control and Management.

Move On To Part II

Part II Personal Leadership

This primary performance area of life consists of the personal and emotional skills essential for developing leadership centered around the person. Personal Leadership is a set of interactive skills, processes, and actions. Effective leaders create a climate for positively motivating others by knowing, understanding, and respecting the needs, values, interests, and goals of others. Genuine caring and communicating respect are the essence of leadership. Emotional learning and emotional skills are key to responsible leadership. Emotional skills enable a person to first lead self, and then to collaborate with others and be a responsible, active, and effective team member. Now, explore Personal Leadership over four personal and emotional skills areas.

1. My voice is variable and clear, and I am easily heard by others.	M=2	S=1	L=0	___
2. My relationships with others are smooth and comfortable.	M=2	S=1	L=0	___
3. I am confident in my ability to be comfortable and effective in communicating with other people.	M=2	S=1	L=0	___
4. I know when to talk and when to listen.	M=2	S=1	L=0	___
5. My ability to use my whole body (eyes, facial expressions, voice tone, and touch) makes communication with others easy for me.	M=2	S=1	L=0	___
6. I know how to ask a favor without imposing.	M=2	S=1	L=0	___
7. My handshake is confident and firm, and communicates a solid feeling about myself to others.	M=2	S=1	L=0	___
8. I know how close I can be to a person without making that person uncomfortable.	M=2	S=1	L=0	___
9. I can tell how friendly I can be with a stranger.	M=2	S=1	L=0	___
10. I am able to tell if it is OK to introduce myself or wait to be introduced.	M=2	S=1	L=0	___
11. I am comfortable with all kinds of people.	M=2	S=1	L=0	___
12. I know when it is OK for me to put my hand on another person's shoulders.	M=2	S=1	L=0	___

Comfort Total Score ___

1. I am a caring person, and people seem to sense this in me.	M=2	S=1	L=0	___
2. I understand and am patient with someone who is experiencing a lot of emotions.	M=2	S=1	L=0	___
3. I am a warm and accepting person, and people are comfortable talking to me about really private concerns and feelings.	M=2	S=1	L=0	___
4. I am the kind of person that people are really able to talk to about personal problems.	M=2	S=1	L=0	___
5. My friends tell me that I am an understanding person.	M=2	S=1	L=0	___
6. I feel the emotions of others as they feel them.	M=2	S=1	L=0	___
7. I listen to and really understand another person's feelings.	M=2	S=1	L=0	___
8. I am considered to be a good listener.	M=2	S=1	L=0	___
9. I accurately understand how a person feels when he/she is talking to me.	M=2	S=1	L=0	___
10. When someone is telling me something important, I concentrate on the person and really hear him/her.	M=2	S=1	L=0	___
11. I accurately feel what another person feels.	M=2	S=1	L=0	___
12. When another person tells me what he/she is feeling, I understand the feelings and really listen to him/her.	M=2	S=1	L=0	___

Empathy Total Score ___

- | | |
|--|-------------------|
| 1. I make a decision and act rather than worrying about the alternatives and becoming tense. | M=2 S=1 L=0 _____ |
| 2. I make my own decisions independently and rarely ask assistance from bosses, family or associates. | M=2 S=1 L=0 _____ |
| 3. I follow an established process that guides me in making important decisions. | M=2 S=1 L=0 _____ |
| 4. When involved in a group project, I suggest solutions which other group members accept. | M=2 S=1 L=0 _____ |
| 5. I am a good decision maker. | M=2 S=1 L=0 _____ |
| 6. When faced with an important decision, I am good at seeing several alternatives and making a priority decision. | M=2 S=1 L=0 _____ |
| 7. When faced with an important decision, I am not overly anxious about making a wrong choice. | M=2 S=1 L=0 _____ |
| 8. My decisions are usually accepted as "good" by the persons affected. | M=2 S=1 L=0 _____ |
| 9. My friends and co-workers ask my help in making important decisions. | M=2 S=1 L=0 _____ |
| 10. I am decisive when a stressful situation calls for an immediate decision and action. | M=2 S=1 L=0 _____ |
| 11. I seldom regret the decisions that I have made. | M=2 S=1 L=0 _____ |
| 12. I make decisions easily and with good results. | M=2 S=1 L=0 _____ |

Decision Making Total Score _____

- | | |
|--|-------------------|
| 1. When I really feel strongly about something, I am influential in gaining agreement in a group. | M=2 S=1 L=0 _____ |
| 2. I make a strong and positive impact on the majority of people that I meet. | M=2 S=1 L=0 _____ |
| 3. I am persuasive without taking advantage of others. | M=2 S=1 L=0 _____ |
| 4. I feel comfortable about approaching another person with the idea of selling him/her something. | M=2 S=1 L=0 _____ |
| 5. When a group that I am in needs a spokesperson, I am usually elected. | M=2 S=1 L=0 _____ |
| 6. I "take charge" of a situation when I need to. | M=2 S=1 L=0 _____ |
| 7. I am a convincing and believable person, and my friends often ask me to "talk to" someone for them. | M=2 S=1 L=0 _____ |
| 8. My friends involve me in solving their problems. | M=2 S=1 L=0 _____ |
| 9. I am a good leader. | M=2 S=1 L=0 _____ |
| 10. I have a good ability to help others solve problems. | M=2 S=1 L=0 _____ |
| 11. I positively impact others just by being myself. | M=2 S=1 L=0 _____ |
| 12. I put others at ease in tense situations. | M=2 S=1 L=0 _____ |

Leadership Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART II LEADERSHIP SKILLS		MINI-PROFILE									
COMFORT		7	9	11	13	15	17	19	21	23	24
EMPATHY		8	10	12	14	16	18	20	22	23	24
DECISION MAKING		5	8	10	12	14	16	18	20	22	24
LEADERSHIP		4	6	9	11	13	15	17	19	21	24
		DEVELOP			STRENGTHEN			ENHANCE			

Personal Leadership consists of four interrelated, powerful emotional skills. These skills enable you to positively lead self and work well with others. Effective leaders learn and develop appropriate social skills (Comfort); effective leaders accept and accurately understand others (Empathy); effective leaders make decisions and solve problems (Decision Making); and effective leaders influence others in positive ways (Leadership). These emotional skills are essential to working effectively in the many situations of life involving a wide range of people.

Move on to Part III

Part III Self Management in Life and Career

This primary performance area of life consists of the personal and emotional skills essential to effective Self-Management. To be productive, healthy, and successful, a person must learn, develop, strengthen, and enhance skills and abilities in management, especially management of self. It is important to develop a personal perspective or view that you are your own best resource in life. Self-Management is key to performance, health, productivity, and satisfaction with your life and your career. Now, explore Self-Management over four emotional skill areas.

- | | | |
|--|-------------|-------|
| 1. I set specific goals for my career and my life. | M=2 S=1 L=0 | _____ |
| 2. When working at a task, I evaluate my progress periodically and obtain concrete feedback from my supervisor. | M=2 S=1 L=0 | _____ |
| 3. When involved in a task, I sometimes think how I will feel if I fail. | M=0 S=1 L=2 | _____ |
| 4. When working on a committee, I like to see that plans are followed through efficiently. | M=2 S=1 L=0 | _____ |
| 5. I prefer things to be challenging (involving some risk of failure). | M=2 S=1 L=0 | _____ |
| 6. At work, I spend most of my time and energy on important projects. | M=2 S=1 L=0 | _____ |
| 7. I willingly undertake challenging projects that involve some risk of failure. | M=2 S=1 L=0 | _____ |
| 8. I set daily goals for myself. | M=2 S=1 L=0 | _____ |
| 9. I think more about success than failure when beginning a new task. | M=2 S=1 L=0 | _____ |
| 10. Despite the uncertainty of the future, it pays to make plans. | M=2 S=1 L=0 | _____ |
| 11. When proceeding with a difficult task, I think of all the resources that are available to me in order to successfully accomplish the task. | M=2 S=1 L=0 | _____ |
| 12. I feel that my present work is satisfying. | M=2 S=1 L=0 | _____ |
| 13. When working on a difficult task, I am aware of and try to improve personal weaknesses that may hinder successful task accomplishments. | M=2 S=1 L=0 | _____ |
| 14. I prefer projects that require an intensive effort or long term commitment. | M=2 S=1 L=0 | _____ |
| 15. Planning activities in advance does not take the fun out of life. | M=2 S=1 L=0 | _____ |
| 16. I can keep my mind on a task for a long period of time. | M=2 S=1 L=0 | _____ |
| 17. I do not give up easily when confronted with a difficult problem. | M=2 S=1 L=0 | _____ |
| 18. On work projects, I would rather work with an expert in the field than with a friend or someone that I know. | M=2 S=1 L=0 | _____ |
| 19. I stick to a job even when I do not feel like it. | M=2 S=1 L=0 | _____ |
| 20. I finish things that I start. | M=2 S=1 L=0 | _____ |
| 21. I set priorities and meet objectives effectively. | M=2 S=1 L=0 | _____ |
| 22. I have more than enough energy to get me through the day. | M=2 S=1 L=0 | _____ |
| 23. I am an achiever. | M=2 S=1 L=0 | _____ |
| 24. I have a strong desire to be a success in the things that I set out to do. | M=2 S=1 L=0 | _____ |
| 25. When I begin a difficult task, I am motivated more by the thought of success than by the thought of failure. | M=2 S=1 L=0 | _____ |

Drive Strength Total Score _____

- | | | |
|---|-------------|-------|
| 1. I organize my responsibilities into an efficient personal time schedule. | M=2 S=1 L=0 | _____ |
| 2. I set objectives for myself and then successfully complete them within a specific time frame. | M=2 S=1 L=0 | _____ |
| 3. I plan and complete my work on schedule. | M=2 S=1 L=0 | _____ |
| 4. If I were being evaluated in terms of job effectiveness, I would receive high ratings in managing my work day. | M=2 S=1 L=0 | _____ |
| 5. I waste very little time. | M=2 S=1 L=0 | _____ |
| 6. I know exactly how much time I need to complete assignments and projects. | M=2 S=1 L=0 | _____ |
| 7. I am an efficient and well organized person. | M=2 S=1 L=0 | _____ |
| 8. I am able to manage my time in the present so that I am not pressured by always trying to catch up with things that I have not done in the past. | M=2 S=1 L=0 | _____ |
| 9. I am among the first to arrive at meetings or events. | M=2 S=1 L=0 | _____ |
| 10. I am on time for my appointments. | M=2 S=1 L=0 | _____ |
| 11. I effectively work on several projects at the same time with good results. | M=2 S=1 L=0 | _____ |
| 12. I control my responsibilities rather than being controlled by them. | M=2 S=1 L=0 | _____ |

Time Management Total Score _____

- 1. I am considered a dependable person. M=2 S=1 L=0 ____
- 2. When something needs to be done, people turn to me. M=2 S=1 L=0 ____
- 3. I have often worked day and night on projects to meet a deadline that I have set for myself or have agreed to. M=2 S=1 L=0 ____
- 4. I have a strong sense of right and wrong for myself, and I behave accordingly. M=2 S=1 L=0 ____
- 5. I have a solid feeling of confidence in my ability to create a good life for myself. M=2 S=1 L=0 ____
- 6. When I decide to do something, I carry through and do it. M=2 S=1 L=0 ____
- 7. I do not procrastinate. M=2 S=1 L=0 ____
- 8. In almost any area that I go into, I really do well. M=2 S=1 L=0 ____
- 9. I am a "hard worker" even when I am not supervised. M=2 S=1 L=0 ____
- 10. People admire my ability to accomplish what I set out to do. M=2 S=1 L=0 ____
- 11. Even when I encounter personal difficulties, I complete assignments and obligations. M=2 S=1 L=0 ____
- 12. I rarely fail at anything that I consider important. M=2 S=1 L=0 ____

Commitment Ethic Total Score ____

- 1. One of the things that I need to change most is how I feel about myself as a person. M=2 S=1 L=0 ____
- 2. One of the things that I need to change most is the way that I relate to my family. M=2 S=1 L=0 ____
- 3. I am not satisfied with the way I manage my time. M=2 S=1 L=0 ____
- 4. I need to change jobs (careers). M=2 S=1 L=0 ____
- 5. I need to change the way that I handle stress and tension. M=2 S=1 L=0 ____
- 6. I am not satisfied with my ability to handle problems or conflicts. M=2 S=1 L=0 ____
- 7. I am not satisfied with the amount of energy I put into being successful in life. M=2 S=1 L=0 ____
- 8. I am not satisfied with my leadership ability. M=2 S=1 L=0 ____
- 9. I am not satisfied with my decision making ability. M=2 S=1 L=0 ____
- 10. One of the things that I need to change most is the way that I relate to other people. M=2 S=1 L=0 ____
- 11. I am not satisfied with the way I handle intimate relationships. M=2 S=1 L=0 ____
- 12. One of the things that I need to change most is how I physically take care of my body. M=2 S=1 L=0 ____

Change Orientation Total Score ____

Plot your total scores for each scale on the mini-profile below.

PART III SELF MANAGEMENT SKILLS

MINI-PROFILE

DRIVE STRENGTH	14	18	22	26	30	34	38	42	46	50
TIME MANAGEMENT	5	8	10	12	14	16	18	20	22	24
COMMITMENT ETHIC	8	10	12	14	16	18	20	22	24	
	DEVELOP				STRENGTHEN			ENHANCE		
CHANGE ORIENTATION	1	3	5	7	9	11	13	16	18	21 24
	LOW				NORMAL			HIGH		

Effective Self-Management involves three interrelated, powerful, emotional skills that enable a person to manage self in life and work. To be successful, satisfied, and happy, you must learn to motivate yourself and achieve meaningful goals in life (Drive Strength), view time as a valuable resource and use time effectively (Time Management), and make commitments and complete projects in a dependable manner (Commitment Ethic). In addition, you need to convert a potential problem area of life (Change Orientation) to the emotional skill of Positive Personal Change.

Move on to Part IV

Part IV Intrapersonal Development

This primary performance area of life consists of Intrapersonal (within you) Skills essential to emotional learning and self-knowledge. Intrapersonal Skills include the vital personal perspective of learning emotional skills and using emotional skills to improve the quality of your life. Intrapersonal Skills are critical to discovering and using your personal belief system toward the betterment of self. These emotional skills include your own private view of confidence, your competence, and your abilities. Now, explore Intrapersonal Skills over two emotional skill areas.

1	I am a cheerful person.	M=2	S=1	L=0	_____
2	I am satisfied with my family relationships.	M=2	S=1	L=0	_____
3	My daily life is full of things that keep me interested.	M=2	S=1	L=0	_____
4	I am an important person.	M=2	S=1	L=0	_____
5	My feelings are not easily hurt.	M=2	S=1	L=0	_____
6	I am trustworthy, and I comfortably depend upon myself.	M=2	S=1	L=0	_____
7	I don't seem to care what happens to me.	M=0	S=1	L=2	_____
8	I am a self-confident person.	M=2	S=1	L=0	_____
9	I easily become impatient with people.	M=0	S=1	L=2	_____
10	I like myself, and I feel very comfortable with the way I am as a person.	M=2	S=1	L=0	_____
11	I am afraid to be myself.	M=0	S=1	L=2	_____
12	I am excited about myself and the potential that I have to develop as a person.	M=2	S=1	L=0	_____
13	For me, anything is possible if I believe in myself.	M=2	S=1	L=0	_____
14	I trust my ability to size up a situation.	M=2	S=1	L=0	_____
15	I would describe myself as a creative person.	M=2	S=1	L=0	_____
16	I effectively cope with the ups and downs of life.	M=2	S=1	L=0	_____
17	I am comfortable in revealing my weaknesses to my friends.	M=2	S=1	L=0	_____
18	I am free to be myself and handle the consequences.	M=2	S=1	L=0	_____
19	I feel in control of my life.	M=2	S=1	L=0	_____
20	I accept my mistakes rather than bothering myself with them.	M=2	S=1	L=0	_____
21	I regret many things I have done in the past.	M=0	S=1	L=2	_____
22	I experience novelty and change in my daily routine.	M=2	S=1	L=0	_____
23	I am an open, honest, and spontaneous person.	M=2	S=1	L=0	_____
24	I am regarded by others as a leader.	M=2	S=1	L=0	_____
25	I form new friendships easily.	M=2	S=1	L=0	_____

Self Esteem Total Score _____

- | | | |
|---|-------------|-------|
| 1. Even though I have worked hard, I do not feel successful. | M=0 S=1 L=2 | _____ |
| 2. I cannot find the time to really enjoy life the way I would like. | M=0 S=1 L=2 | _____ |
| 3. I am bothered by physical symptoms, such as headaches, insomnia, ulcers, or hypertension. | M=0 S=1 L=2 | _____ |
| 4. When I see someone attempting to do something that I know I can do much faster, I get very impatient. | M=0 S=1 L=2 | _____ |
| 5. I am a tense person. | M=0 S=1 L=2 | _____ |
| 6. I find it really difficult to let myself go and have fun. | M=0 S=1 L=2 | _____ |
| 7. I am not able to comfortably express strong emotions such as fear, anger, and sadness. | M=0 S=1 L=2 | _____ |
| 8. If I really relaxed and enjoyed life the way I wanted to, I would find it hard to feel good about myself. | M=0 S=1 L=2 | _____ |
| 9. Even when I try to enjoy myself and relax, I feel a lot of pressure. | M=0 S=1 L=2 | _____ |
| 10. I often want people to speak faster and find myself wanting to hurry them up. | M=0 S=1 L=2 | _____ |
| 11. I am able to relax at the end of a hard day and go to sleep easily at night. | M=2 S=1 L=0 | _____ |
| 12. I often feel that I have little control over what I think, feel and do. | M=0 S=1 L=2 | _____ |
| 13. I am unable to relax naturally, and tend to rely on other things (drugs, alcohol, tobacco, etc) to calm me down. | M=0 S=1 L=2 | _____ |
| 14. I feel tense and pressured by the way I have to live. | M=0 S=1 L=2 | _____ |
| 15. My family and friends often encourage me to slow down and relax more. | M=0 S=1 L=2 | _____ |
| 16. I am impatient with myself and others, and I am usually pushing to hurry things up. | M=0 S=1 L=2 | _____ |
| 17. I am under so much stress that I can feel the tension in my body. | M=0 S=1 L=2 | _____ |
| 18. My friends often say that I look worried, tense, or uptight. | M=0 S=1 L=2 | _____ |
| 19. I effectively deal with tension, and I have learned a variety of healthy ways to relax. | M=2 S=1 L=0 | _____ |
| 20. On the job, I work under a great deal of tension. | M=0 S=1 L=2 | _____ |
| 21. I have been unable to break negative habits that are a problem for me (drinking, smoking, overeating, etc). | M=0 S=1 L=2 | _____ |
| 22. When I really relax and do absolutely nothing, I feel guilty about wasting time. | M=0 S=1 L=2 | _____ |
| 23. I have become extremely nervous and tense at times, and doctors have advised me to slow down and relax. | M=0 S=1 L=2 | _____ |
| 24. I seem to continually struggle to achieve and do well and seldom take time to honestly ask myself what I really want out of life. | M=0 S=1 L=2 | _____ |
| 25. I have developed relaxation techniques and practice them daily. | M=2 S=1 L=0 | _____ |

Stress Management Total Score _____

Plot your total scores for each scale on the mini-profile below.

PART IV INTRAPERSONAL SKILLS		MINI-PROFILE										
SELF ESTEEM	9	18	23	26	29	32	35	39	42	44	48	50
STRESS MANAGEMENT	4	9	14	19	24	29	34	39	44	49		
	DEVELOP				STRENGTHEN				ENHANCE			

Intrapersonal Skills involve how a person feels about self, values self, and behaves toward self, as well as managing all types of stress and problems in life. These emotional skills enable you to effectively deal with yourself and personal stress (Self Esteem), as well as the intense stress, pressure, and demands of daily life and work (Stress Management). The quality of your life and your survival depend on these two powerful, emotional skills.

Developing your Emotional Skills

Congratulations! You have now completed the most important and critical first step by honestly assessing and exploring ten key emotional skills and three potential problem areas of life. Now, to gain a holistic view of emotional intelligence skills, you will transfer your scores on all four mini-profiles to create Your Emotional Skills Profile. Your Emotional Skills Profile consolidates the ten emotional skills in the top part and then the three potential problematic areas on the bottom of the profile. Note that the scales Aggression, Deference, and Change Orientation go on the bottom of the profile. These scales need to be converted to the emotional skills of Anger Control and Management, Fear Control and Management, and Positive Personal Change.

Your Emotional Skills Profile

A Personal Guide to Emotional Learning

Your Emotional Skills Profile provides an authentic self-assessment of your current level of development over ten powerful, emotional skills. These emotional skills are important to you in four primary performance areas of life: (I) Interpersonal Communication Under Stress, (II) Personal Leadership, (III) Self-Management in Life and Career, and (IV) Intrapersonal Development. *Your Emotional Skills Profile* also provides a current self-assessment of three potential problem areas of life which need to be converted to emotional skills.

Self-Knowledge, Emotional Learning, and Positive Personal Change

Accurate and current self-knowledge is powerful knowledge. Emotional learning and emotional intelligence skills use the internal frame of reference of the person as the basis of the learning process. Positive Personal Change is first and foremost a self-directed process that is intentional and supported by emotional skills and commitment. Two steps make change positive and personally meaningful: (1) obtaining important and useful emotional knowledge about self and (2) learning and developing emotional skills to guide and support lifelong emotional learning. *Your Emotional Skills Profile* provides information and knowledge about self and a model to learn, understand, and develop emotional intelligence skills.

By studying and understanding your emotional skills, you gain important self-knowledge. This knowledge can serve as Your Personal Guide to Emotional Learning.

		A PROFILE OF EMOTIONAL SKILLS														
STANDARD SCORE		15	20	25	30	35	40	45	50	55	60	65	70	75	80	85
PART I																
INTERPERSONAL SKILLS																
ASSERTION			9	12	15	18		21	24	27		30	33	36		
PART II																
LEADERSHIP SKILLS																
COMFORT		5	7	9	11	13		15	17	19		21	23	24		
EMPATHY		6	8	10	12	14		16	18	20		22	24			
DECISION MAKING			5	8	10	12		14	16	18		20	22	24		
LEADERSHIP			4	6	9	11		13	15	17		19	21	24		
PART III																
SELF MANAGEMENT SKILLS																
DRIVE STRENGTH		10	14	18	22	26		30	34	38		42	44	46	50	
TIME MANAGEMENT			5	8	10	12		14	16	18		20	22	24		
COMMITMENT ETHIC			8	10	12	14		16	18	20		22	24			
PART IV																
INTRAPERSONAL SKILLS																
SELF ESTEEM		9	18	23	26	29		32	35	39		42	44	48	50	
STRESS MANAGEMENT			4	9	14	19		24	29	34		39	44	49		
SCALE		DEVELOP				STRENGTHEN				ENHANCE						
		A PROFILE OF POTENTIAL PROBLEM AREAS														
AGGRESSION			2	4	6		8	11	15		19	24	28	35		
DEFERENCE			2	4	6	10		14	18	22		26	30	32	36	
CHANGE ORIENTATION			1	3	5	7		9	11	13		16	18	21	24	
SCALE		LOW				NORMAL				HIGH						

Appendix F: Permission to use Emotional Skills Assessment Process (ESAP)

December 4, 2013
Ms. Jamie DeWitt
Doctoral Program
Walden University

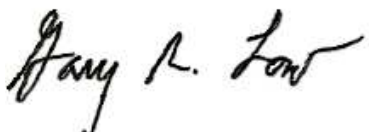
Dear Ms. Jamie DeWitt,

Dr. Darwin Nelson and I are always interested in encouraging and supporting quality doctoral research with emotional intelligence and skills vital to personal, academic, career, life, and leadership performance. We are pleased to grant you permission to use our EI-centric learning models and positive assessment instrument Emotional Skills Assessment Process (ESAP) for your doctoral dissertation in the department of Education-Higher Education and Adult Learning at Walden University.

You may include a copy of the ESAP profile and other information as an appendix if you decide to do so. Copyrights of all ESAP assessments are retained by Darwin Nelson and Gary Low. We are pleased that you are using the ESAP in your dissertation. Your study titled "Combining Appreciative Inquiry and Emotional Intelligence to Understand and Improve the Professional Development of K-12 Teachers" is an interesting, relevant, and needed study. Your study will add to the growing research base of emotional intelligence and its value and role in developing healthy and productive students, teachers, educators, and families. Through research, our learning model of emotional intelligence is linked in many ways to effective teaching, learning, professional development in education.

When your dissertation is completed, we would like a bound copy of your thesis and one copy of all papers, reports, and articles that make use of the ESAP. We try to keep up with all graduate research, doctoral studies, and articles used with our positive and research derived assessments. Dr. Nelson and I wish you the best as you add to the professional literature and increase the heuristic value of our education and transformative assessments and learning models of emotional intelligence.

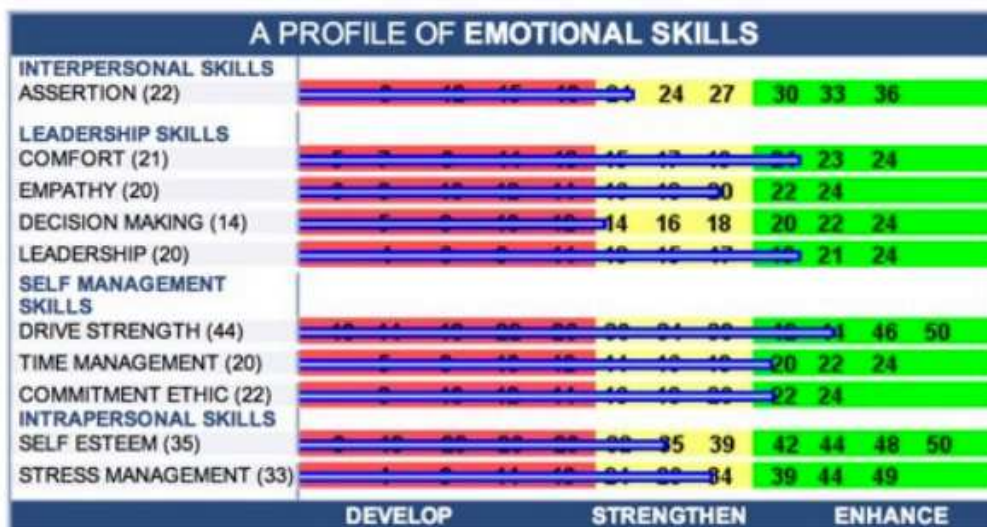
We wish you, your chair Dr. Richard Hammett, and committee at Walden University the best with this important research. If you need additional professional literature references or technical assistance regarding the ESAP assessment, please let us know. Take care and warmest personal regards.



Gary R. Low, Ph.D.
Professor Emeritus of Education, Texas A&M University-Kingsville
Founding Faculty, Emotional Intelligence Training & Research Institute (EITRI), Principal,
Emotional Intelligence Learning Systems (EILS)

Appendix G: ESAP Group Profile

ESAP Skills Profile - Group Average
PROJECT: JDDS
(NOTE: for 4 Participants)



Appendix H: Invitation Email for ESAP Completion

Dear ,

Please read and follow these instructions carefully to login and complete your online Emotional Skills Assessment Process® (ESAP®). If you have good experience and high confidence working with computers, an overview of the steps for completing the online ESAP, steps 1-6 below, may be sufficient to get you started. If you would like or require more detailed instructions, the steps are explained further, supplemented with screenshot illustrations, in the paragraphs that follow the initial instructions.

Overview of Steps

1. The initial login screen is illustrated in Figure 1. Login at <<http://www.doesap.com>> using the unique user credentials provided near the end of these instructions. The login credentials are case sensitive. Best results are obtained by copying the credentials from this instruction sheet <CTRL + C> and then pasting them directly into the appropriate spaces on the login screen <CTRL + V>.
2. Once online, update your name and provide a new UserID (valid email address), and new password unique for you (see Figure 2). You will use this new UserID and password for all future visits. If you have taken the ESAP before and this is a subsequent assessment, then be sure to use a different email address than that used for your previous assessment(s). Warning: The system will not allow the same email address to be used more than once for a UserID (this is a unique identifying field).
3. Finish providing your demographic information on this screen (Figure 2).
4. Read the instructions presented after the demographics screen.
5. Respond thoughtfully and honestly to the 213 positive assessment ESAP items. Any combination of answers is acceptable.
6. When finished, review and print your ESAP profile and skill definitions.

More detailed instructions

1. Your randomly generated login credentials for your online ESAP are provided near the end of these instructions. You must change them the first time you log in. The randomly generated login credentials contain many characters and they must be typed in precisely as provided by your instructor. The credentials are case sensitive and must be typed in correctly. To avoid typos, copy (CTRL C) and paste (CTRL V) the credentials onto the login screen. Figure 1 shows an example of how the initial login screen looks (your credentials will be different than those shown in the picture).

Figure 1. ESAP Login Screen

2. After successful login, you will need to provide your first name, last name, a good email address, and password you create yourself. You must type your email address twice in two separate, consecutive spaces provided. The email address that you provide becomes your new UserId and will be used along with your new password for future visits to this ESAP or ESAP results. When you make up your new password, please begin with a letter and use only letters and numbers (other combinations and special characters will have unpredictable results). If you have completed the online ESAP previously and this will be a subsequent assessment for you, then be sure to use a different email address than that used for your previous assessment. Also collected on this screen is demographic information, which is used to improve the ESAP instrument. Your ESAP results are for you information and your personal information and ESAP results will never be shared with anyone other than the researcher, Jamie DeWitt, for research purposes. When results are reported for the purpose of the study, no real names or identifying information will be used.

For explanation purposes, Figure 2 shows the updated information for an online ESAP that was completed by Ednit Sen. Note how he typed in his email address twice, as well as provided a new, personally meaningful password!

After providing a good email address, a personally meaningful password, and entering your demographic information click on the Update Information button on the bottom of the screen. An orange confirmation message will appear letting you know that your information has been saved. Click on the [CLICK HERE](#) link in the confirmation message to continue.

Rick Hammett set up an account for you. Before you can access your online ESAP, we need you to update your user information. Please enter the information below:

First Name:	<input type="text" value="Ednit"/>	
Last Name:	<input type="text" value="Sen"/>	
Email:	<input type="text" value="e_sen@gmail.com"/>	something@domain.com
Enter Email Again:	<input type="text" value="e_sen@gmail.com"/>	something@domain.com
Password:	<input type="password" value="*****"/>	
If you were asked to provide a Student or Employee ID, please enter it here: <input type="text" value="32112"/>		
Please select your age:	<input type="text" value="28"/>	
Please select your gender:	<input type="text" value="male"/>	
Please select your education:	<input type="text" value="Four-year college degree"/>	
Please select your occupation:	<input type="text" value="Salaried employee"/>	
Please select your race/ethnicity:	<input type="text" value="Asian"/>	
Please enter your nationality:	<input type="text" value="Indian"/>	

We updated your information, Please [CLICK HERE](#) to continue.

Figure 2. Demographics Screen.

Return site visits may be desired, either to review your ESAP profile (results) or to complete the instrument if not completed during your initial visit. Write down the UserID (email address) and password for your online ESAP, and keep them in a safe place for future use.

3. Instructions for the assessment will be presented on the next screen. The ESAP is presented in 13 sections, beginning with the skill of Assertion. Please allow yourself enough time to complete at least through the first skill section during your initial visit. To save the instrument with your new credentials and demographic information, you must complete the ESAP through an entire skill section and save and close the instrument using the appropriate "Save and Exit" button at the bottom of the skill screen. If you exit your browser before completing at least one skill section in this manner, then you may have to start all over using your randomly generated credentials the next time you try to access your ESAP.

Once you complete the ESAP and see your ESAP Profile (horizontal bar graph) at the end, then your assessment is automatically saved and you will no longer be able to change any of your answers. After completion, you can return any time to review your profile.

4. Respond thoughtfully and honestly to each of the ESAP items. The assessment was designed as the first step in a positive learning process. The results are for you to use in the best, most meaningful ways for you. Feel free to be a little critical as you respond to the items. Any combination of answers is acceptable.

5. After you complete the online ESAP, a color profile (horizontal bar graph) of your emotional skills will be presented on your computer screen. Please print your ESAP profile and bring it to the focus group interview. The profile will print in color only if your browser's settings are set to print background colors. Otherwise, the profile will print in black and white even if you have a color printer.

Please login and complete the ESAP at <<http://www.doesap.com>> using your temporary login credentials provided below.

UserID:

Password:

Appendix I: Interview Protocol

Date/Time of Interview:

Location:

Interviewee:

Position of Interviewee:

Pre-Interview

- ✓ Review description of the project: purpose, participants, data to be collected, confidentiality and voluntary participation agreement, and length of interview.
- ✓ Test audio devices (speakers and microphones). Begin the Blackboard Collaborate recording.

Email Interview Response Questions:

- *Discovery:* Think back through your career as a teacher. Describe a high point when you felt most effective and engaged. How did you feel? What emotional intelligence skills, competencies, or abilities in yourself or others made that situation possible?
- Describe a time when you were part of a professional development experience that was valuable to you as a professional educator? What made it valuable?
- List and describe any experiences you consider professional development that you have participated in while employed at RAI Online Charter School.
- *Dream:* What applications of emotional intelligence are most relevant to your position at the school?

Appreciative Inquiry (Focus Group Interview) Protocol:

Discovery:

- Describe the most valuable aspects of this school's approach to professional development, both past and present. What makes it valuable?

Dream:

- What dreams do you have for your school's greater effectiveness and outcomes?
- What dreams do you have about your personal effectiveness as a teacher?

Design:

- What would be the ideal professional development program for teachers?

Destiny:

- What would be the most desirable outcome of this appreciative inquiry for the professional development program at this school?
- If you had three wishes for future directions of professional development at this school, what would they be?

Post-Interview

- ✓ Thank participants for cooperation/participation and assure confidentiality.
- ✓ Establish likelihood of future contact for member checking

Appendix J: Email Interview Text

Dear colleague,

As part of my doctoral research study entitled *Combining Appreciative Inquiry and Emotional Intelligence to Understand and Improve the Professional Development of K-12 Teachers*, I am collecting information about the experiences of teachers about current and past professional development implementation. I estimate that it will take you approximately 30 minutes to complete the open-ended response questions below.

Please read each question carefully and respond as honestly and thoroughly as possible.

To submit your responses to me, please respond to this email and type in your responses to each question in the body of the email. Please number each response accordingly for each question.

- 1) Discovery: Think back through your career as a teacher. Describe a high point when you felt most effective and engaged. How did you feel? What emotional intelligence skills, competencies, or abilities in yourself or others made that situation possible?
- 2) Describe a time when you were part of a professional development experience that was valuable to you as a professional educator? What made it valuable?
- 3) List and describe any experiences you consider professional development that you have participated in while employed at RAI Online Charter School.
- 4) Dream: What applications of emotional intelligence are most relevant to your position at the school?

I would appreciate your response by _____.

Your input is very important to my research and will be kept strictly confidential (used only for the purposes of this doctoral study).

If you have any questions please call Jamie DeWitt at 650-339-4529 or email at Jamie.dewitt@waldenu.edu

Sincerely,
Jamie DeWitt

Appendix K: Document Review Checklist

Participant:

Location:

Date:

Ask research site and/or participants to share professional development records that may illuminate past experiences with types of professional development and reflections on the experiences.

Documents will include Professional Development Record & Reflection document (see Appendix L) which may provide the following information:

- professional development plans
- professional development goals
- professional development logs
- professional reflections

Appendix L: Professional Development Record and Reflection



ANNUAL PROFESSIONAL DEVELOPMENT GROWTH PLAN

Employee's Name: _____ Year: _____

PLANNED PROFESSIONAL DEVELOPMENT ACTIVITIES

#	ACTIVITY	PERSON RESPONSIBLE	TIMELINES
1			
2			
3			
4			
5			
6			

PERIODIC REVIEW

Review Date	Teacher Reflections	Initials	Date
1 st		Employee	
		Evaluator	
2 nd		Employee	
		Evaluator	
Final		Employee	
		Evaluator	

Employee's Signature: _____ Employee's Action Plan Approval Date: _____

Evaluator's Signature: _____ Evaluator Action Plan Approval Date: _____

Curriculum Vitae

JAMIE ELIZABETH DEWITT

EDUCATION	<ul style="list-style-type: none"> • Doctor of Education (Ed.D.) Higher Education and Adult Learning (in progress), Walden University, Minneapolis, Minnesota. • Master of Arts in Social Sciences, California State University, San Bernardino • Bachelor of Arts in History, minor in Political Science, University of California San Diego, La Jolla 	<p>Expected 2014</p> <p>2008</p> <p>1999</p>
PROFESSIONAL EXPERIENCE	<p>Master Teacher Rainbow Advanced Institute Online Charter School, Rainbow, CA</p> <ul style="list-style-type: none"> • Plan, prepare, and deliver instructional activities that facilitate active learning experiences for 7th-12th grade students in an online, synchronous learning environment. • Establish and communicate clear objectives for all learning activities in History/Social Science and English Language Arts. Provide a variety of learning materials and resources for use in education activities. • Observe and evaluate student's performance and development. • Provide appropriate feedback on work. • Communicate necessary information regularly to students, colleagues and parents regarding student progress and student needs. • Keep up to date with developments in subject area, teaching resources and methods and make relevant changes to instructional plans and activities. • Subjects taught include: Government, Economics, Medieval History, American History, World History, Geography, 12th Grade Language Arts, American Literature, British Literature, 9th & 10th grade English Language Arts, overseeing the foreign language program, and acting as Senior Advisor. 	<p>2005-present</p>

- Provide Academic advising to all students for the purposes of scheduling classes, meeting graduation requirements, and reaching college and post-high school goals. Oversee enrollment of new students.
- Developed school's Independent Learning Path Academy program (independent study). Oversee instruction for all students taking asynchronous courses. Provide 1:1 tutoring and instruction for students in the ILPA program.
- Serve as lead for accreditation process through the Western Association of Schools and Colleges.
- Induction (BTSA) Support Provider for 1st and 2nd year teachers working to clear their teaching credentials. Participate in weekly meetings with teachers and monthly meetings with county program director for the purpose of providing mentoring for new teachers.

Teacher

New Horizons High School, Banning, CA

- Plan, prepare, and deliver instructional activities that facilitate active learning experiences for American History, World History, Economics, Basic Math, Algebra, and Geometry to a diverse student population in a continuation school. 2003-2005
- Member of School Site Council
- Coordinator for school site for district testing and assessment program.

Teacher

Vista Focus Academy, Vista, CA

- Develop and implement a standards-based curriculum for teaching World History to a diverse population of 9th grade students in an alternative school setting, including ELD/sheltered-English instruction. 2002-2003

WASC Visiting Team Member

- Member of several visiting teams for the purpose of school accreditation from 2004-present.
- In addition to serving on visiting committees in the Focus on Learning process, I also supervise

the Leadership Team at RAI and the writing of the Self-Study submitted to WASC.

LICENSES & CERTIFICATIONS	California Single Subject Credential , Social Science & Introductory English, Cross-Cultural Language and Academic Development Emphasis (CLAD), California State University, San Marcos	2002
COMPUTER EXPERIENCE	Proficient in all PC based software including Microsoft Office products. Proficient in many educational software as an operator and program administrator including Moodle (Course Management System), Blackboard/Collaborate Elluminate (eLearning and Web conferencing), Rosetta Stone, and APEX Learning	
AFFILIATIONS	Member of the California Council for the Social Studies & National Council of Teachers of English	
PUBLICATIONS	DeWitt, J. (2009). <i>Western involvement in the Middle East: Imperialism and its effects</i> (Master's thesis). San Bernardino, CA: California State University.	